

THE CONTRIBUTION OF SCHOOL HEADS' SUPERVISION PRACTICES ON ENHANCING TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN MOROGORO MUNICIPALITY, TANZANIA

Mussa H. Katunzi and Dr. Reginald M. Lyamuya

Corresponding Author: Mussa H. Katunzi (Mussakatunzi928@gmail.com)

Jordan University College, A Constituent College of St. Augustine University of Tanzania, P.o. Box 1878, Morogoro, Tanzania – East Africa

<https://doi.org/10.54922/IJEHSS.2025.1125>

Received: 26 October 2025/Published: 26 November 2025

ABSTRACT

This study investigated the contribution of heads of schools' supervision practices to enhancing teachers' job commitment in Morogoro Municipality, Tanzania secondary schools. The study adopted Herzberg's Two-Factor Theory, propounded by Frederick Herzberg in 1959 which emphasizes the contribution of two factors (Hygiene/extrinsic and motivators/intrinsic factors). This study employed a convergent research design under a mixed research approach, whereby a sample of 133 teachers was randomly selected, and 10 Head of Schools were drawn from the 10 purposefully selected Schools. Data were collected using questionnaires and semi-structured interview guide. The study established that school heads' supervision practices in public secondary schools significantly impact on teachers' job commitment. The study also revealed a critical gap in supervision skills among public secondary school heads, leading to wide variations in supervision effectiveness across schools in the study area. Therefore, the study concluded that educational managers should invest in supporting school heads with all the required resources and skills to foster the school's supervision effectiveness. Regarding the study findings, it was therefore recommended that the government restructure school heads' descriptions by focusing more on instructional leadership and supervision. The study also recommended that MoEST and PORALG should provide mandatory professional development programs to boost school heads' supervision skills.

Keywords: Contribution of school heads, Supervision Practices, and Teachers' Job Commitment.

1. INTRODUCTION

Education plays a critical role in national development, and teachers are at the core of ensuring effective learning outcomes. Teacher commitment has a positive and statistically significant effect on student academic achievement through student engagement in local public schools (El Kalai et al., 2022). Thus, teachers' job commitment directly influences students' academic achievement and overall school performance. Supervisory practices of heads of schools significantly impact teachers' commitment, demonstrating the importance of instructional leadership in shaping teaching commitment in schools (Kashamba et al., 2023). This denotes that in secondary schools; the level of teachers' job commitment is largely shaped by the quality of supervision and support they receive from their school heads. The study by Asoro (2021) in Delta State shows that Staffing, supervision, and school discipline positively contribute to teachers' job commitment in public secondary schools.

However, poor or ineffective supervision may lead to decreased job commitment, negatively affecting educational outcomes.

In Tanzania, secondary education has undergone various reforms to improve the quality of teaching and learning. Despite these efforts, concerns about teachers' job commitment remain prevalent. Furthermore, the study by Mboweni and Taole (2022) shows that some teachers exhibit low morale, absenteeism, and a lack of dedication to their duties. This denotes that poor teachers' commitments to their job are often linked to ineffective school supervision, where school heads fail to provide teachers the necessary guidance, support, and motivation. Likewise, Sucitra et al. (2024) claim that school principals' instructional leadership has a positive and statistically significant effect on teacher organizational commitment in various countries. Thus, heads of schools, as instructional leaders, play a pivotal role in ensuring that teachers remain committed to their work by implementing appropriate supervision strategies that promote accountability, professional growth, and job satisfaction.

Secondary schools in Morogoro Municipality, like many other schools, face challenges related to the supervision of teachers. The effectiveness of school heads in supervising and supporting teachers varies, which may contribute to disparities in teachers' commitment levels (Abugan, 2024). This symbolizes no uniformity in school heads' supervision practices, though having optimal standards is crucial. Moreover, the study undertaken by Kashamba et al. (2023) underscores that supervisory practices of heads of schools significantly impact teachers' commitment. Thus, it must be critically examined to address the currently present disparities among school heads' supervision. Head teachers' support supervision has a strong, significant relationship with teachers' classroom instruction and management, influencing them to track lesson plans daily and give constructive feedback (Namudhibi & Ssendagi, 2024). However, there are variations on how heads of schools' supervision practices contribute to enhancing teachers' job commitment. Thus, an in-depth understanding of the dynamics of how to address the variations can possibly address the challenge.

Despite the efforts invested by the governments in enhancing teachers' productivity, there is still a poor job commitment witnessed among teachers. The study undertaken in Nigerian public schools shows that most present-day teachers lack commitment to academic work and live a flamboyant lifestyle, contributing to poor academic performance (Gbenga & Samuel, 2022). Similarly, Professional commitment among teachers is at a low level, and commitment to teaching and teamwork is also at a low level (Manzoor & Ghafoor, 2024). This signifies multiple assessments of poor teachers' job commitment, including infrastructural, technical, social, logistical and administrative challenges. However, heads of schools are pivotal in addressing issues related to teachers' job commitment in school settings. Furthermore, a large number of teachers with disciplinary issues such as truancy, drunkenness, and intentionally violating teachers' professional codes of conduct is a good indicator of how big the problem is (Lawrent, 2022). Effective supervision practices by school heads have the potential to address the problem. Similarly, school heads who maintain trust and interpersonal relationships with teachers can improve commitment and reduce attrition, leading to higher teacher satisfaction and school success (Price, 2021). This implies that heads of schools can potentially address the problem of teachers' job commitments among public secondary schools for efficient students' learning outcomes.

Nevertheless, apart from the acknowledged importance of school supervision in improving teacher performance, there is limited empirical research in the context of Morogoro Municipality on how school heads' supervision practices influence teachers' job commitment. Understanding these dynamics is more important in formulating policies and strategies that can strengthen school leadership and enhance teachers' dedication to their duties. Therefore, this study seeks to assess the supervision practices of the heads of schools to enhance teachers' job commitment in secondary schools in Morogoro Municipality. The findings of this study are expected to provide valuable insights for policymakers, education administrators, and school heads on effective supervision strategies that can improve teacher motivation and job commitment, ultimately leading to better educational outcomes.

Statement of the Problem

Teachers' job commitment is a critical factor in determining the quality of education in secondary schools. Committed teachers exhibit high dedication, motivation, and effectiveness in delivering lessons, managing classrooms, and engaging in students' academic and personal development. However, studies have shown that teacher commitment is often influenced by the supervision practices employed by heads of schools (Delana & Musico, 2024; Kashamba et al., 2023; Price, 2021; Owusu-Addo et al., 2022). Effective supervision can enhance teachers' morale, job satisfaction, and overall dedication, whereas poor supervision may lead to job dissatisfaction, absenteeism, and reduced productivity. In Morogoro Municipality, concerns have been raised regarding teachers' declining commitment, which manifests in absenteeism, lack of punctuality, reduced instructional effectiveness, and limited participation in school development programs. While supervision by heads of schools is intended to provide professional guidance, ensure accountability, and create a supportive working environment, its actual impact on teachers' job commitment remains unclear (Kashamba et al., 2023). Some school heads adopt participatory and supportive supervision strategies, while others lean towards bureaucratic or authoritarian approaches, which may negatively affect teachers' motivation. Despite the significance of school heads' supervision practices, there is limited empirical evidence on how these practices enhance teachers' job commitment in secondary schools in Morogoro Municipality. School administrators and policymakers may struggle to implement effective supervision strategies that foster a more committed teaching workforce without a clear understanding of this relationship. This study, therefore, seeks to examine the assessment of heads of schools' supervision practices in enhancing teachers' job commitment in secondary schools in Morogoro Municipality, Tanzania.

Objectives of the Study

The general objective of this study is to investigate the contribution of heads of schools' supervision practices on enhancing teachers' job commitment in secondary schools in Morogoro Municipality, Tanzania.

The specific objectives of the study are:

- (i) To determine the supervision practices commonly employed by public secondary school heads in Morogoro Municipality.
- (ii) To assess the motivation of heads of schools' supervision practices on teachers' job commitment in public secondary schools in Morogoro Municipality.

2. LITERATURE REVIEW

Evidences from the study conducted in Malaysia by Hoque et al. (2020) on relationships between supervision and teachers' performance and attitude in secondary schools, using a quantitative research approach with data collected using a Likert scale questionnaire, indicates that Directive supervision positively and significantly impacts teachers' performance and attitude in secondary schools in Malaysia. This connotes that only quantifiable data were collected in this study, leaving behind respondents' perceptions and experiences regarding the topic. Nevertheless, Admin (2022) claims that Data collected through quantitative methods may not fully capture the real-life context surrounding a phenomenon. Thus, a different methodological approach in the current study is needed to ensure credibility and reliability of the research findings. On the other hand, the study did not specifically show how supervision impacts teachers' job commitment; as a result, the current study is highly needed to address this gap using a concurrent mixed research approach.

In Ghana, Ampofo et al. (2019) studied the influence of school heads' direct supervision on teacher role performance in public senior high schools. This study adopted an embedded mixed methods design in which 617 respondents were involved. This implies that the researchers took advantage of the two types of research approaches to counteract the weaknesses of each other for ensuring non-biased, comprehensive findings. This aligns with Schoonenboom (2024), who insists that in an embedded mixed methods design, one type of data (either qualitative or quantitative) is collected as the primary focus, while the other data type is collected simultaneously but serves as a secondary, supportive layer to explain further or enrich the primary findings. The findings of this study indicate that school heads' lesson planning and lesson delivery supervision significantly influence teacher role performance in public senior high schools in Ghana (Ampofo et al., 2019). This denotes that the study concentrates much on teaching and learning strategies that foster teachers' performance. However, there is a need to study the specific supervision practices that enhance teachers' commitment to their job for a meaningful and effective performance of teachers whose impacts can be witnessed in students' academic achievement. Thus, the current study is determined to study the best supervision practices that enhance teachers' job commitment.

The study undertaken by Jocasta et al. (2024) in Uganda on head teachers' supervision and teachers' performance in selected secondary schools revealed that head teachers' supervision of lesson plans, schemes of work, content delivery, teachable tools, and class tools is important in lesson delivery. This study utilized a cross-sectional survey design to collect and analyze data from 33 respondents. This denotes that the study gathered and analyzes quantifiable data from a sample of a population at a single time, leading to difficulty in establishing cause and effect relationships among variables (Cherry, 2021). This study focused much on teaching and learning processes, leaving behind the factors for teachers' job efficiency. Therefore, This study aims to study the specific supervision practices utilized by heads of schools to promote job commitment in public secondary schools using a mixed-method research approach.

Furthermore, the study undertaken by Mkude and Omer (2022) on the impact of heads of public secondary schools' managerial skills on academic performance in Morogoro Municipality using a survey research design revealed that most heads of schools use different management skills to influence students' academic performance in secondary schools. Still, there is a need for improvement measures. This signifies that the researchers utilized a methodological approach that allowed only the collection

of quantifiable data, leaving behind non-quantifiable data, which might be valuable in obtaining a comprehensive understanding of the topic. However, the study findings indicated the serious problem with head of schools' managerial skills for academic performance that must be addressed. For this reason, the current study aims to address the challenge by delving into studying heads of schools' supervision practices that promote teachers' job commitments that result in students' academic performance.

Motivation of Heads of Schools' Supervision on Teachers' Job Commitment

The study undertaken in Indonesia, by Damayanti et al. (2023) on the influence of principal supervision and self-concept on organizational commitment through teacher job satisfaction of senior high school using a quantitative research approach, revealed that principal supervision and self-concept influence organizational commitment and job satisfaction, which in turn affects organizational commitment. Thus, according to this study, teachers' job commitment is influenced largely by the principal's supervision and self-concept. However, the methodological approach adopted focuses only on quantifiable data, contrary to Hennink et al. (2020), who suggested that the qualitative research approach enables the researchers to study people's experiences and perceptions in detail using specific data collection methods such as in-depth interviews, focus group discussions and content analysis. Similarly, the study did not specifically disclose the principal's supervision and self-concept that promotes secondary school teachers' job commitment. This led to the current study using a mixed method research approach to uncover the effective heads of schools' supervision practices that enhance teachers' job commitment.

In Ghana, Owusu-Addo et al. (2022) studied the supervisory styles and teacher commitment and their implications for pedagogical quality. The study employed a quantitative approach to collect data from 152 respondents using closed-ended questionnaires. Thus, only quantifiable data were involved in this study, leaving behind non-quantifiable data which could help the readers to understand supervisory styles and teachers' commitment. This opposes Creswell (2021), who emphasizes that in mixed methods, the researcher values quantitative and qualitative data and sees them as approximately equal sources of information in the study. Thus, this study must be undertaken using methodological approaches that allow the researcher to collect numerical and non-numerical data to produce non-biased findings. The study findings indicate that Clinical supervision significantly contributes to the prediction of teacher commitment in schools, creating a supportive, caring, and positive working environment (Owusu-Addo et al., 2022). Thus, teachers' job commitment depends on the supervisory style adopted by the head of school. However, the unique context of public secondary schools in Morogoro Municipality is not exactly the same as in Ghana's school settings. Likewise, the methodological approach adopted in the study is susceptible to bias, limiting the possibility of obtaining credible findings. Therefore, The current study is more important to bring reliable and valid findings on the specific supervisory practices that enhance teachers' job commitment.

The study undertaken in Rwanda by Musabwayire and Sikubwabo (2024), on the effect of school leadership practices on the commitment of secondary school teachers using a quantitative research approach, indicates that supervision practices exhibit positive linear relationships with teachers' commitment. This connotes that the level of teachers' job commitments depends on how well the head of school supervises them. However, the study did not delve into specific leadership and supervisory practices that influence teachers' job commitment to enhance students' academic achievements.

Similarly, the study adopted a methodological approach that is likely susceptible to researcher's bias in interpreting data and generalizing the findings. Consequently, the current study is more valuable as it aims to adopt a mixed method research approach to explore the supervisory practices that foster teachers' job commitment.

In Tanzania, Ngole and Mkulu (2021) studied the role of school heads' supervision in improving the quality of teaching and learning in public secondary schools. The study employed a convergent research design to study the role of school heads' supervision in improving teaching quality. This implies that the researcher collected and interpreted qualitative and quantitative data simultaneously. This correlates with Chali et al. (2022), who emphasize that by using this method, a researcher can simultaneously collect numerical and non-numerical data. The study's findings indicate that school heads' supervision is crucial for improving teaching and learning quality in public secondary schools. This signifies that school heads' supervision practices tremendously impact teachers' job commitment in public secondary schools. However, the study did not delve into specific supervision practices that influence teachers' job commitment, leading to the need for the current study.

Moreover, the study undertaken by Felician and Amos (2024) on a critical review of micro-management practices, constraints and endorsed measures in public secondary schools in Morogoro Municipal using a mixed research approach uncovered that limited leadership skills and resource constraints are the main challenges impeding the implementation of micro-management in public secondary schools in Morogoro Municipal. This denotes that most public secondary school heads have a limited leadership skill as they struggle with school supervision. However, School principals' supervisory leadership significantly improves teacher performance by providing constructive feedback, organizing training, and fostering a positive work environment (Ismail et al., 2024). Thus, there is an urgent need for a specific study on the exact supervisory practices that should be adopted by school heads to maximize teachers' job commitment in public secondary school. The current study has the potential to address it.

The reviewed literature indicates that supervision practices employed by secondary school heads include instructional supervision, clinical supervision, coaching, and mentoring. These practices are crucial in improving teaching quality, teacher performance, and student learning outcomes. The literature also suggests that supervision by heads of schools positively influences teachers' job commitment through effective instructional leadership, managerial competence, and supportive supervisory practices. However, studies suggest that heads of schools face challenges in supervision practices due to limited resources, inadequate training, heavy workloads, poor communication skills, and negative attitudes from teachers and students. There are limited studies on how heads of public secondary schools can promote teachers' job commitment in the unique context of Morogoro Municipal settings. There are scant studies linking supervision practices and teachers' intrinsic motivation. Likewise, studies involving the integration of both hygiene and motivation factors into teachers' job commitments are highly limited. Additionally, the studies focusing on addressing supervision challenges are extremely scant as no clear framework directs school heads on how to overcome the challenges and enhance teachers' job commitment. The limited studies on how school heads' supervision practices address specific teachers' needs to enhance their job efficiency further make the current study more important.

3. METHODOLOGY

The study adopted the pragmatic research philosophy to study the contribution of school heads' supervision practices on enhancing teachers' job commitment in public secondary schools in Morogoro municipall. An appropriate (research design) strategy for answering the research question using empirical data was selected. This is because the design selection has an incredible impact on the research findings. Thus the study employed a convergent research design to simultaneously gather quantitative and qualitative data. The study area had a total number of 34 public Secondary school heads and 1328 teachers who possess valuable insights who were believed to have the useful insight on the topic (PO-RALG, 2024). For an accessible study population, a small representative group (sample) was selected to represent the entire group. Sampling allows data to be collected faster and at a lower cost than attempting to reach every member of the population (Turner, 2020). For this study, the sample was drawn from the study area, where 133 teachers and 10 school heads were selected from 10 public secondary schools using Simple Random Sampling techniques for teachers and stratified sampling for school heads. Questionnaires were used to collect quantitative data, and semi-structured interview guide was used to collect qualitative data. Furthermore, ethical standards were observed by obtaining informed consent from participants before collecting data, ensuring confidentiality and participant anonymity in reporting and storing data, and obtaining approval from the relevant JUCo research and publication directorate.

Results and Discussions

This section presents the findings derived from data collected from the field on the study titled, Assessment of Heads of Schools' Supervision Practices on Enhancing Teachers' Job Commitment in Public Secondary Schools in Morogoro Municipality. The chapter also discusses each research finding regarding each research objective.

Supervision Practices Commonly Employed by Public Secondary School Heads

Table 1: Supervision Practices Commonly Employed by Public Secondary School Heads

S/N	Statements	Responses					MEAN	SDV
		SD	D	N	A	SA		
1	School head provides clear guidance mgt.	0.8	1.5	4.5	51.9	41.4	4.32	0.7
2	School head conducts classroom observations.	0.0	1.5	9.0	50.4	39.1	4.27	0.687
3	School head offers constructive feedback.	1.5	3.0	12.8	51.1	31.6	4.08	0.835
4	School head involves teachers in decision.	0.8	3.8	8.3	47.4	39.8	4.22	0.81
5	School head promotes teamwork.	1.5	2.3	10.5	44.4	41.4	4.22	0.838
6	School heads acknowledge teachers' achievements.	0.8	2.3	15.8	46.6	34.6	4.12	0.808
7	School head organizes teachers' professional development programs.	0.8	4.5	25.6	41.4	27.8	3.91	0.883

8	School head provides the necessary teaching resources to teachers.	0.0	2.3	13.5	48.9	35.3	4.17	0.744
9	School head addresses teachers' challenges promptly.	0.8	1.5	13.5	53.4	30.8	4.12	0.749
10	School head ensures effective communication with teachers.	0.8	3.8	14.3	46.3	34.6	4.11	0.837

Source: Field data 2025

The disseminated data in Table 1 indicates that most respondents (51.9%) agreed and 41.4% strongly agreed that the head of school provides clear guidance for teachers on classroom management, with a mean response of 4.32. This symbolizes that school heads in the study area communicate to teachers clearly on the best way of managing classroom instruction and students' learning. This finding agrees with Chiu (2022), who underscores that school learning support interventions, including leader, expert, and peer support, can increase teacher motivation and persistence in classroom technology integration, leading to more high-quality practices. This literature implies that, in line with providing clear guidance on classroom management, peer coaching and collaborations among educators are very useful to enhance students' learning efficiency. This concurs with HoS 2, who highlighted that *"I used to praise the best performing teachers in front of their colleagues and correct the poorly performing teachers privately to promote working confidence among teachers"* (HoS 2 personal communication, April 2025). This denotes that, heads of schools create energies among teachers to perform their tasks effectively in line with Herzberg's Two-Factor Theory which insists on using motivators like mentorship practices that enhance teachers' job commitment (Bhatt et al., 2022).

The presented data in Table 1 indicates that 50.4% of respondents who filled the questionnaires agreed and 39.1% strongly agreed that the heads of schools regularly conduct classroom observations to monitor teaching effectiveness, with a mean response of 4.27. This denotes that the kind of supervision practiced by school heads allows them to provide constructive feedback regarding teachers' performance. Similarly, Ramos and Anonuevo (2024) highlight that classroom observations significantly impact teaching practices and student outcomes while promoting teacher development and aligning teaching methods with curriculum objectives. This denotes that school heads' classroom visit and observation promote teachers' effectiveness through constructive feedback given in response to the observation. Additionally, HoS 5 underscored that *"the main supervisory activities I do include paying a classroom visit and providing feedback to teachers"* (HoS 5 Personal communication, April 2025). This denotes that teachers feel empowered when they receive constructive feedback in line with Herzberg's Two-Factor Theory which emphasises supervisors' behaviour to build teachers capacity by providing constructive feedback, mentorship and encouraging best practices which act as motivators.

Data in Table 1 indicates that 51.1% of the respondents agreed, 31.6% strongly agreed, that the head of school offers constructive feedback after lesson observations, with a mean response of 4.08. This implies that school heads support teachers' professional growth through the provision of regular feedback regarding their performance. Ablaza and Guevarra (2023) underscore that school heads' knowledge, skills, and mindset positively impact classroom teaching performance, while their competence has a significant positive correlation with teaching performance. This implies that the highly skilled heads of schools with positive mindsets foster educators' professional growth through

their instructional leadership. This finding supports HoS 1, who said that *“during the classroom observation, the discovered abnormalities are addressed to enhance teaching and learning effectiveness”* (HoS 1 personal communication, April 2025). This denotes that school heads in the study area provide tailored support to teachers in addressing some teaching and learning challenges to enhance maximum student learning outcomes.

Table 1 data indicates that 47.4% of teachers in this study agreed and 39.8% strongly agreed that the head of school encourages teachers to participate in decision-making processes, with a mean response of 4.22. This denotes that teachers are free to contribute their ideas during school planning and decisions in all matters related to school operation, leading to teachers' intrinsic motivation resulting in high performance. Improving instructional leadership practices in secondary schools can enhance collective decision-making, improving teaching and learning outcomes for all students (Aron & Amos, 2024). This denotes that the enhanced teachers' freedom to participate in decision-making and planning activities creates a sense of ownership of school programs, leading to improved instructions that enhance students' academic achievements. In addition, HoS 3 underscored that *“in our school, teachers are involved in every aspect of planning and in some of the decisions, especially those which touch their affairs and interests. This helps to minimize conflicts at our school”* (HoS 3, personal communication, April 2025). This denotes that heads of schools in the study area use participatory decision-making to avoid conflicts. On the other hand, putting much emphasis on collaborative decision-making promotes innovation and increases efficiency in school services such as community engagement, guidance, counseling, teaching and learning practices.

The Table 1 data indicates that 44.4% of teachers who participated in this study agreed and 41.4% strongly agreed that the heads of schools promote teamwork among teachers, with a mean response of 4.22. This implies that school heads in the study area strive to promote a team working spirit since several studies prove that a team working culture addresses every challenge that appears to endanger teaching and learning practices. Nevertheless, School heads need training on promoting teamwork among teachers to overcome challenges and improve student performance (Msonge & Lekule, 2024). This implies that heads of schools' skills and knowledge are highly needed for promoting teamwork, therefore they should undergo several capacity building programs for stimulating their ability to enhance teamwork culture in schools. This finding agrees with HoS 1, who said that *“at our school we promote team work culture through professional learning communities commonly known as ‘MEWAKA’ where every teacher must participate and learn from each other on several topics”* (HoS 1 personal communication, April 2025). This denotes that the nature of teachers' interaction with each other at school through ‘MEWAKA’ not only results in teachers' professional growth but also in a teamwork culture if properly supervised. This finding aligns with Herzberg's Two-Factor Theory as heads of schools play a crucial role in creating an environment where both hygiene factors, like supervision, and motivation factors, like opportunity for professional growth, are optimized, leading to greater teacher job satisfaction, retention, and overall school performance (Miah & Hasan, 2022).

The presented data in Table 1 indicate that 46.6% of respondents agreed and 34.6% strongly agreed that heads of schools recognize teachers' hard work and achievements, with a mean response of 4.12. This means that school leaders use diverse approaches to motivate teachers' good performance by incorporating rewards, words of appreciation and other psychological benefits. School heads play a crucial role in enhancing teacher job satisfaction in public secondary schools by recognizing hard

work, praising good performance, and providing financial benefits for good performance (Echaune et al., 2023). Thus, well-skilled and knowledgeable school heads result in teachers' job commitment and satisfaction due to proper utilization of rewarding supervision strategies. This finding correlates with HoS 6, who claimed, *"in this school, teachers who perform well in teaching and other school activities are awarded with rewards to make them continue with good habits"* (HoS 6 personal communication, April 2025). This denotes that rewarding teachers is practiced in secondary schools of the study area in line with Herzberg's Two-Factor Theory, which emphasizes the use of motivators to enhance teachers' job commitment in schools.

Data in Table 1 show that 41.4% of respondents agreed and 27.8% strongly agreed that the heads of schools organize regular professional development programs for teachers, with a mean response of 3.91. This implies that school heads organize and implement a professional development programs at enhancing teachers' performance and students' learning effectiveness. High-quality teacher professional development can improve student learning when aligned with accountability needs and teachers' diverse learning needs (Fairman et al., 2022). This means that, if teachers are equipped with skills and relevant teaching methodology, properly supervised, supported by morals rooted in teaching professional codes and conduct they become agents of effective teaching and learning for high student' academic achievement. Likewise, HoS 4 said, *"we have been encouraging teachers to participate in different professional development programs outside the school, including workshops, seminars, and I try as much as possible to find such opportunities for my teaching staff"* (HoS 4 personal communication, April 2025). Teachers' access to opportunities for tailored professional development programs fosters teachers' job commitment, which results in high student' academic achievement.

Table 1 data shows that 48.9% of teachers who participated in filling the questionnaires agreed, and 35.3% strongly agreed that heads of schools provide necessary teaching resources to support teachers, with a mean response of 4.17. This denotes that school heads make every effort to supply the school with all necessary equipment and materials for effective teaching and learning. Supporting instructors and students in finding, accessing, and using primary sources in classrooms requires improved discovery tools, instruction in technical knowledge, and collaboration between instructors, librarians, archivists, and museum staff (Tanaka et al., 2021). This means that educators should be supported with access to practical facilities to inform effective teaching and learning practices at school. HoS 5 underscored that *"our school management team help teachers to access all necessary information and materials useful for effective teaching and learning"* (HoS 5 personal communication, April 2025). This means that the support needed by teachers includes access to information materials and opportunities for professional growth, which stimulates teachers' job satisfaction. This finding aligns with Herzberg's Two-Factor Theory, which insists on creating an enabling environment for teachers' performance (Poissonnier et al., 2024).

The presented data in Table 1 indicates that 53.4% of teachers responded to the questionnaires, agreeing, and 30.8% strongly agreed that heads of schools address teachers' challenges promptly with a mean response of 4.12. This means that school heads work hard to deal with teachers' challenges and are concerned to create a promising working environment that fosters job satisfaction. However, School heads' leadership practices positively impact teachers' performance, with head teachers showing improved teaching efficiency and experience, while teachers with shorter relevant experience

show poorer educational quality (Aquino et al., 2021). HoS 8 highlights, *"I have never attended any training on how to mentor teachers since the time I started working as a school head"* (HoS 8 personal communication, April 2025). This means that there is a wider knowledge gap among school heads on academic, professional and leadership mentorship capability, leading to inefficiencies in school operations, contrary to Herzberg's Two-Factor Theory.

Data displayed in Table 1 indicates that most respondents (46.3%) agreed and 34.6% strongly agreed that the heads of schools ensure effective communication between the administration and teachers, with a mean response of 4.11. This implies that school heads in the study area emphasizes and strengthen communication among school staff, between themselves and subordinates, and between educators and learners. Musa et al. (2024) insist that School administrators' communication skills, specifically volume, tone, and active listening, significantly improve teachers' performance in government-supported secondary schools. Thus, school heads should undergo several capacity building programs to enhance their communication skills to promote a positive organization culture. However, HoS 10 underscored that, *"most of the heads of schools, including me, are not good communicators because most of the conflicts witnessed in our schools result from poor communication"* (HoS 10 personal communication, April 2025). This symbolizes that there is a need for tailored training to school management team members on professional and effective communications to enhance a favorable working environment across all public secondary schools in the study area and elsewhere.

Motivation of Heads of Schools' Supervision on Teachers' Job Commitment

Table 2: Motivation of Heads of Schools' Supervision on Teachers' Job Commitment

S/N	Statements	Responses					MEAN	SDV
		SD	D	N	A	SA		
1	Motivation of school head's supervision impact job commitment.	0.8	1.5	14.3	55.6	27.8	4.11	0.837
2	School head provides regular feedback.	0.8	0.8	11.3	66.2	21.1	4.11	0.735
3	Supportive supervision from the school head enhances job satisfaction.	0.8	3.0	12.8	60.2	23.3	4.13	0.783
4	School head recognizes teachers' efforts.	0.8	2.3	17.3	54.1	25.6	4.08	0.739
5	School head provides the professional development opportunities	1.5	2.3	19.5	51.9	24.8	4.06	0.649
6	School head makes instructional supervision.	0.8	2.3	19.5	52.6	24.8	4.02	0.723
7	School heads support teachers in addressing teaching challenges.	0.0	3.8	19.5	53.4	23.3	3.96	0.82
8	Head of school encourages positive working relationship with teachers.	0.8	1.5	18.8	56.4	22.6	3.98	0.778
9	Head of school promotes fair and transparent supervision practices.	0.8	2.3	20.3	55.6	21.1	3.96	0.763
10	School head's supervision practices create a harmonious environment.	0.8	0.8	15.0	63.9	19.5	3.95	0.752

Source: Field data 2025

The presented data in Table 2 indicates that the majority of respondents (55.6%) agreed and 27.8% strongly agreed that heads of schools' supervision motivates educators to be more committed to their teaching duties, with a mean response of 4.11. This implies that the supervision practices of the majority of school heads are supportive to the extent of motivating teachers to be committed to the work. Chaula (2023) underscores that School heads' commitment to six clinical supervision characteristics positively impacts teachers' sense of teaching professional competence development, with no significant difference between male and female teachers. Thus, the school heads' supervisory practices in the study area involve pre-class observation, meeting discussions, lesson observations and post-observation feedback and improvement plan when there are identified areas for improvement. This finding is different from HoS 7, who said that, *"I have never attended any training on any type of supervision, so therefore I do not know how to exhibit clinical supervision in our school"* (HoS 7 personal communication, April 2025). This denotes a need for a tailored intervention to enhance school heads' supervision capabilities for maximum teachers' professional growth and job satisfaction. This finding agrees with Herzberg's Two-Factor Theory.

Data in Table 2 shows that majority (66.2%) of the respondents agreed and 21.1% of them strongly agreed that teachers feel more dedicated to their job when school heads provides regular feedback on the teachers' performance with mean responses of 4.11. This signifies that, school heads' constructive feedback and appreciation for best performance creates more energy in teachers to be dedicated to their job. This finding aligns with Sabri et al. (2022), who claim that principal supervision and work motivation significantly improve teacher attitudes to work and implementation of teaching duties. Thus, heads of schools' constructive feedback and motivation, significantly boost teachers' morale, commitment and job satisfaction. HoS 3 insisted that, *"based on my experience, in most poor performing schools, the problem behind failures is school leadership styles and presence of a lot of conflicts among the school staff members"* (HoS 3 personal communication, 2025). This denotes that the attitudes, behaviour and relationship between school supervisors and educators have marvelous impacts on students' academic achievements. This finding corresponds with Herzberg's Two-Factor Theory.

The presented data in Table 2 signpost that 60.2% of respondents answered the questionnaire agreed, and 23.3% strongly agreed that supportive supervision from the school heads enhances my teachers' job satisfaction, with a mean response of 4.13. This indicates that the supervision practices exhibited by school heads in public secondary schools of the study area, enhances teachers' job satisfaction. Ambayec and Lugo (2025) highlight that Instructional supervision, particularly teacher support and performance assessment, positively impacts elementary teachers' job satisfaction. Thus, regular performance evaluation, feedback, and guided continuous improvement in schools' programs foster teachers' job satisfaction. The finding aligns with HoS 10, who said that *"the SMT and I do closely follow-up on teachers' performance and address their performance, technical, and social challenges that they meet throughout their working practices"* (HoS 10 personal communication, 2025). Thus, if the performance evaluation results are utilized prudently, their impact can be witnessed through human resources retention at schools and increased job satisfaction. This finding agrees with

The displayed data in Table 2 shows that 54.1% of teachers responded to the questionnaires and 25.6% of those responded strongly agree that heads of schools' recognition of teachers' efforts increases

their willingness to remain in the teaching profession, with a mean response of 4.08. This indicates that rewards and acknowledgement of teachers' hard work, dedication and performance significantly boost the teachers' intrinsic motivation towards working. Ambayec and Lugo (2025) underscore that instructional supervision, particularly teacher support and performance assessment, positively impacts elementary teachers' job satisfaction. Thus, instructional leadership practices significantly influence school performance in terms of students' academic achievements and positive school culture. HoS 5 insisted that *"most of our teachers at this school are very committed to their job, so our main duty as academic leaders is to make sure we address all obstacles they face so that they continue being committed to work"* (HoS 5 personal communication, April 2025). This denotes that the majority of school heads in public secondary schools of the study area are enthusiastic to create a friendly environment for teaching and learning activities in line with Herzberg's Two-Factor Theory, which insists on working environment health and motivation factors.

Data in Table 2 shows that 51.9% of respondents agreed and 24.8% strongly agreed that the professional development opportunities provided by the head of school strengthen my commitment to teaching, with a mean response of 4.06. This indicates that providing teachers with opportunities for training and a diverse range of capacity building programs results in professional growth and teaching effectiveness. Hailey (2024) emphasizes that enhanced professionalism and engagement in professional development programs positively impact teacher performance, adaptability, and student learning outcomes. This signifies that teachers' involvement in professional development programs enable them to adopt and embrace necessary changes occurring in education systems due to several changes associated with research and innovations. This finding agrees with HoS 9, who said that, *"I always send my teachers to attend different seminars based on their subjects of specialization, like English language, Basic Mathematics and science, for the aim of enabling them to deliver in the classroom"* (HoS 9 personal communication, April 2025). This denotes that most public secondary schools in the study area offer professional development opportunities to teachers, leading to teachers' professional growth and increased working efficiency. With reference to Herzberg's Two-Factor Theory, these practices act as motivation factors. When combined with hygiene factors like recognition, good pay and job security, lead to job commitment and satisfaction among teachers.

Table 2 data indicates that 52.6 % of teachers through the administered questionnaires agreed and 24.8% strongly agreed that the heads of schools' involvement in instructional supervision improves their teaching effectiveness and commitment, with a mean response of 4.02. This symbolizes that instructional leadership and supervision exhibited by school heads significantly lead to improved teaching effectiveness and teachers' job commitment. Pomentel (2024) asserts that school Heads' instructional supervision significantly improves teacher efficacy and performance in various domains. Thus, school heads in the study area should adopt instructional leadership practices to enhance teaching and learning effectiveness at their schools. HoS 4 claims that, *"school heads of recent days have never attended any training; as a result, they fail to run schools effectively and lead to mass failure in community schools"* (HoS 4 personal communication, April 2025). This symbolizes that most school heads in the study area need targeted training on instructional supervision and leadership.

The presented data in Table 2 indicates that 53.4% of respondents agreed and 23.3% strongly agreed that, when heads of school's support teachers in addressing teaching challenges, they feel more dedicated to work with a mean response of 3.96. This implies that in most cases of teachers'

ineffectiveness, the reasons behind are the prevalence of unresolved teaching and challenges requiring management interventions. Rizada (2024) highlights that school heads focus on enhancing instruction and providing teachers with professional development opportunities, but face challenges in mentoring and addressing teacher uncooperative. HoS 8 states, *"sometimes it becomes difficult to implement several school programs and interventions due to insufficient funding from the government"* (HoS 8 personal communication, April 2025). This implies that school heads must be empowered with strategic planning and resource mobilization skills. These essential skills enable instructional leaders to mobilize, allocate and utilize resources efficiently prudently.

Data displayed in Table 2 indicates that 56.4% of respondents agreed and 22.6% strongly agreed that a positive working relationship with heads of schools encourages them to put more effort at work, with a mean response of 3.98. This implies that school heads should promote a positive work relationship to enhance teachers' intrinsic motivation towards hard work. Galvez and Lugo (2025) highlight that school head emotional leadership, particularly relationship management, positively influences teacher job satisfaction. To enhance teachers' work efficiency, the school heads should not ignore their emotional state since teachers' emotional wellbeing is directly related to job commitments. Hos 3 claimed that *"most of our teachers have a lot of psychological problems; my role as head of school is to mentor and continuously support teachers with emotional challenges through guiding and counseling"* (HoS 3 personal communication, April 2025). This informs the need for tailored intervention by training school management team members on how to provide emotional support to teachers.

The displayed data in Table 2 shows that 55.6% of respondents agreed and 21.1% strongly agreed that fair and transparent supervision practices enhance teachers' motivation to teach effectively, with a mean response of 3.96. This denotes that the culture of transparency influences effective accountability at school. Lorensius et al. (2022) assert that academic supervision by school principals can guide and motivate teachers to improve their professional competence, ultimately leading to better student learning outcomes. Thus, the school's improvement and excellence depend on the school head's skills and competence in utilizing instructional leadership practices and the supervision model adopted. HoS 7 claimed, *"for almost five years since I started using participatory leadership and increased transparency, teachers' job commitment and efficiency have been improving gradually"* (HoS 7 personal communication, April 2025). This symbolizes that transparency and collaborative decision-making influence accountability, sense of belongingness and teachers' job commitment, resulting in students' academic achievement. This finding supports Herzberg's Two-Factor Theory, which emphasises combining both motivation hygiene factors to influence job commitment and satisfaction.

Table 2 data further describe that 63.9% of respondents agreed and 19.5% strongly agreed that school heads' supervision practices create a work environment that fosters long-term commitment, with mean responses of 3.95. This means that school heads should be knowledgeable enough to execute a supervision approach suited to the evolving needs of teachers since the supervisory approach offered to novice teachers should not be the same as that offered to experienced. Owusu-Addo et al. (2022) underscore that clinical supervision significantly contributes to teacher commitment in senior high schools. This denotes that school heads' ability to apply offer differentiated support based on an individual teacher's level of professional growth and school context enhances teachers' job

commitment. HoS 2 said, *"I have never attended any training on supervision of school since my appointment in 2019. As a result, I use my common sense to lead the school"* (HoS 2 personal communication, April 2025). This highlights the need for specialized training for school heads in the study area on school supervision practices. This also implies that school leadership efficiency in the public schools of the study area is very poor due to the limited skills possessed by school heads in the study area. This declines teachers' morale to work hard for higher student' academic achievement. These findings are contrary to Herzberg's Two-Factor Theory, which emphasises integrating motivators and hygiene factors in institutional supervision practices.

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study revealed that the majority of school heads' supervision practices in the study area play a significant role in promoting teachers' job commitments through participative decision making, conducting classroom observations, addressing teachers' challenges, fostering teamwork, setting and effectively communicating performance expectations, organizing internal school teachers' professional development programs and ensuring the availability of teaching resources. The study also established that school heads supervision practices in public secondary schools significantly impact teachers' job commitment, satisfaction and instructional effectiveness. Supportive supervision practices such as constructive feedback regarding classroom observation, professional development opportunities, collaboration, and clearly stating performance expectations, foster a motivating working environment that enhances teachers' job commitment and students' learning outcomes. Nevertheless, the study also revealed a critical gap in supervision skills among public secondary school heads, leading to wide variations in supervision effectiveness across schools in the study area. Generally, the findings align with **Herzberg's Two-Factor Theory**, confirming that a balance of motivation and hygiene factors in leadership and supervision enhances teacher commitment, satisfaction, and performance.

4.1 Conclusions

Since the study revealed that most school heads' supervision practices in the study area play a significant role in promoting teachers' job commitments, it was concluded that school owners should invest in building their supervision capacity to enhance students' learning outcomes. School owners should likewise provide their schools with appropriate resources to minimize stressing working environment to school heads and teachers. It was concluded that educational managers should invest in supporting school heads with all the required resources to supervise schools effectively, thereby fostering teachers' job commitment and students' learning achievements. It was recommended that the government should restructure school heads' job descriptions by focusing more on instructional leadership and supervision. Likewise, the government should review supervision frameworks and guidelines and direct school owners to hire supporting staff like school bursars and administrators to execute non-instructional duties, thereby allowing school heads to concentrate on instructional leadership and supervision-related activities. It was also recommended that MoEST and PORALG should provide a mandatory professional development program on supervision with clinical supervision, differentiated supervision, teachers' motivation, performance appraisal and emotional support skills.

REFERENCES

- Abugan, S. M. D. R. (2024). School Heads' Instructional and Administrative Supervision towards Teachers' Behavior and Productivity. *School Heads' Instructional and Administrative Supervision towards Teachers' Behavior and Productivity*, 149(1), 24-24.
- Ablaza, M. R. J. E., & Guevarra, D. P. (2023). Knowledge, skills, and mindset of school heads in the workplace towards classroom teaching performance. *Knowledge, skills, and mindset of school heads in the workplace towards classroom teaching performance*, 131(1), 12-12.
- Admin. (2022). *Strengths and weaknesses of quantitative and qualitative research*. Retrieved on 8th February, 2025 from <https://hubbion.com/blog/quantitative-qualitative-research/>
- Ambayec, C., & Lugo, M. (2025). Influence of Instructional Supervision on Teachers' Job Satisfaction in Elementary Schools. *International Journal for Multidisciplinary Research*, 7(2), 1-16.
- Ampofo, S. Y., Onyango, G. A., & Ogola, M. (2019). Influence of School Heads' Direct Supervision on Teacher Role Performance in Public Senior High Schools, Central Region, Ghana. *IAFOR Journal of Education*, 7(2), 9-26.
- Aquino, C. J. C., Afalla, B. T., & Fabelico, F. L. (2021). Managing Educational Institutions: School Heads' Leadership Practices and Teachers' Performance. *International Journal of Evaluation and Research in Education*, 10(4), 1325-1333.
- Aron Y., & Amos O. (2024) A Comparative Study of Instructional Leadership Practices and Collective Decision Making in Public Secondary Schools in Morogoro Municipal, Tanzania, *British Journal of Education*, 12 (6), 11-29
- Asoro, A. J. (2021). Staffing, Supervision and School Discipline as Determinants of Teachers' Job Commitment in Public Secondary Schools of Delta State. *Journal of Education, Society and Behavioural Science*, 34(2), 59-66.
- Bhatt, N., Chitranshi, J., & Mehta, M. (2022). Testing Herzberg's two factor theory on millennials. *Cardiometry*, (22), 231-236.
- Bukhari, S. G. A. S., Jamali, S. G., Larik, A. R., & Chang, M. S. (2023). Fostering intrinsic motivation among teachers: Importance of work environment and individual differences. *International Journal of School & Educational Psychology*, 11(1), 1-19.
- Chali, M. T., Eshete, S. K., & Debela, K. L. (2022). Learning How Research Design Methods Work: A Review of Creswell's Research Design: Qualitative, Quantitative and Mixed Methods Approaches. *The Qualitative Report*, 27(12), 2956-2960.
- Chaula, L. (2023). School Heads' Commitments in Practicing Six Characteristics of Clinical Supervision in Tanzania: Views of Male and Female Teachers. *The Universal Academic Research Journal*, 6(1), 1-15.
- Cherry, K. (2021). How do Cross-Sectional studies work. Retrieved on 8th February, 2025 from <https://www.verywellmind.com/what-is-a-cross-sectional-study-2794978>
- Chiu, T. K. (2022). School learning support for teacher technology integration from a self-determination theory perspective. *Educational technology research and development*, 70(3), 931-949.
- Damayanti, R., Effendi, R., & Mahrita, M. (2023). The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District. *International Journal of Social Science and Human Research*.

- Delana, J. D. B., & Musico, A. G. (2024). Challenges of elementary teachers in teaching english: instructional supervision and pedagogical practices in focus. *EPRA International Journal of Environmental Economics, Commerce and Educational Management (ECEM)*, 11(4), 49-57.
- Echaune, M., Wanyama, C., & Wanjala, F. (2023). The Principal's Role in Recognizing Teacher Performance and Teachers' Job Satisfaction in Public Secondary Schools in Bungoma South Sub-County, Kenya. *European Journal of Theoretical and Applied Sciences*, 1(5), 669-674
- El Kalai, I., Kirmi, B., & Lhassan, I. A. (2022). Investigating the effect of teacher commitment on student academic: the case of Moroccan high schools in Tangier. *International Journal of Research in Business and Social Science (2147-4478)*, 10, 350-363.
- Fairman, J. C., Smith, D. J., Pullen, P. C., & Lebel, S. J. (2022). The challenge of keeping teacher professional development relevant. In *Leadership for professional learning* (pp. 251-263).
- Felician, M., & Amos, O. (2024). A Critical Review of Micro-Management Practices: Constraints and Endorsed Measures in Selected Public Secondary Schools in Morogoro Municipal, Tanzania. *International Journal of Education, Learning and Development*, 12(5), 43-66.
- Galvez, J., & Lugo, M. (2025). Influence of emotional leadership on teacher job satisfaction. *International Journal For Multidisciplinary Research*, 7(2), 1-39.
- Gbenga, B. O., & Samuel, O. A. (2022). Perception towards Level of Job Commitment of Public Secondary School Teachers in Ogun State, Nigeria. *Tanzania Journal of Sociology*, 8(1), 105-131.
- Good, T. L. (2024). Reflecting on decades of teacher expectations and teacher effectiveness research: Considerations for current and future research. *Educational Psychologist*, 59(2), 111-141.
- Hailey, Y. Y. (2024). Leveraging Synergy Between Professionalism and Development to Succeed in Teaching: A Theoretical-Empirical Review. *International Journal of Education and Humanities*, 4(4), 398-405.
- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods*. Sage.
- Hoque, K. E., Bt Kenayathulla, H. B., D/O Subramaniam, M. V., & Islam, R. (2020). Relationships between supervision and teachers' performance and attitude in secondary schools in Malaysia. *Sage Open*, 10(2), 2158244020925501.
- Ismail, F. M., Sawaludin, S., & Sumardi, L. (2024). Leadership of the Principal as Supervisor in Improving Teacher Performance at SMPN 10 Mataram. *Journal of Education Technology Information Social Sciences and Health*, 3(2), 1595-1605.
- Iyer, Y. (2022). Herzberg's Two-Factor Theory in Project Management.
- Jocasta, A., Mariat, B., Muhammad, T., Kule, A. M., & Tumuhairwe, J. (2024). Head Teachers' Supervision and Teachers' Performance in Selected Secondary Schools in Kizinda-Kigoma Town Council of Bushenyi District, Uganda.
- Kashamba, A., Ngirwa, C., & Maulid, M. (2023). The Influence of School Heads on Teachers' Commitment in Public Secondary Schools in Kagera Region, Tanzania. *Asian Research Journal of Arts & Social Sciences*, 21(3), 107-118.
- Khadija, H. I. B. A. (2023). The Correlation Between the Principal's Leadership Style and the Commitment of Teachers in Arab Schools in Israel. *Valahian Journal of Economic Studies*, 14(2), 1-14.
- Kurniawan, A., Harijanto, S., & Wulandari, F. (2024). Increasing Teachers' Commitment to the Organization through Strengthening Self-Efficacy, Organizational Climate and Job Satisfaction. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 14(2).

- Lawrent, G. (2022). Teacher ethics in the Tanzanian context and their implications. *Teaching and Teacher Education*, 120, 103900.
- Lorensius, L., Anggal, N., & Lugan, S. (2022). Academic supervision in the improvement of teachers' professional competencies: Effective practices on the emergence. *EduLine: Journal of Education and Learning Innovation*, 2(2), 99-107.
- Manzoor, R., & Ghafoor, M. (2024). Investigation of professional commitment among practicing teachers in higher education institutions. *Journal of Asian Development Studies*, 13(2), 715-725.
- Mboweni, L., & Taole, M. J. (2022). Understanding Teacher Morale among Primary School Teachers. *International Journal of Educational Methodology*, 8(1), 29-38.
- Miah, M. T., & Hasan, M. J. (2022). Impact of Herzberg two-factor theory on teachers' job satisfaction: An implication to the private Universities of Bangladesh. *International Journal of Business and Management Research*, 10(1), 1-5.
- Mkude, N., & Omer, S. (2022). Impact of Heads of Public Secondary Schools Managerial Skills on Academic Performance in Morogoro Municipality. *East African Journal of Education Studies*, 5(3), 229-234.
- Msonge, E., & Lekule, C. S. (2024). Fostering Teacher Teamwork: Strategies and Challenges for School Heads a Study of Community Secondary Schools in Nyamagana-Mwanza, Tanzania. *Asian J. Educ. Soc. Stud*, 50, 212-226.
- Musa, M., Bisaso, S., Madinah, N., & Dauda, B. (2024). School Administrators Communication Skills on Teachers Performance in Government-Supported Secondary Schools within Butambala District, Uganda. *International Journal of Innovative Science and Research Technology*, 9(9), 572-584.
- Musabwayire, J., & Sikubwabo, C. (2024). Effect of School Leadership Practices on the Commitment of Secondary School Teachers in Musanze District, Rwanda. *African Journal of Empirical Research*, 5(2), 550-563.
- Namudhiba, C., & Ssendagi, M. (2024). The relationship between head teachers' support supervision and teachers' classroom instruction and management. A cross-sectional study in primary schools in kigulu north constituency, iganga district. *SJ Education Research Africa*, 1(1), 8-8.
- Ngole, D. M., & Mkulu, D. G. (2021). The role of school heads' supervision in improving quality of teaching and learning: a case of public secondary school in Ilemela district Mwanza Tanzania. *Int. J. Engl. Literat. Soci. Sci*, 6(1), 59-73.
- Owusu-Addo, A., Gideon, A. Y., & Anthony, K. A. A. (2022). Supervisory styles and teacher commitment: implications for pedagogical quality. *American Journal of Multidisciplinary Research and Innovation*, 1(5), 75-80.
- Poissonnier, H., Allal-Chérif, O., & Le Dain, M. A. (2024, July). Developing a sustainable buyer-supplier collaboration: an approach based on Herzberg's Two-Factor Theory. In *Supply Chain Forum: An International Journal* (Vol. 25, No. 3, pp. 267-280). Taylor & Francis.
- Pomentel, L. D. (2024). Exploring the Influence of School Heads' Instructional Supervision on Teachers' Efficacy and Performance. *Exploring the Influence of School Heads' Instructional Supervision on Teachers' Efficacy and Performance*, 148(1), 20-20.
- Price, H. (2021). Weathering fluctuations in teacher commitment: leaders relational failures, with improvement prospects. *Journal of Educational Administration*, 59(4), 493-513.
- Ramos, R. B., & Anonuevo, A. B. (2024). School Heads' Experiences on the Conduct of Classroom Observation. *Asian Journal of Education and Social Studies*, 50(9).

- Rizada, M. C. (2024). Supervision of Instruction: Teachers and School Head's Perspective. *American Journal of Education and Technology*, 3(4), 78-85.
- Sabri, M., & Saleh, M., Suleiman, S. (2022). The Contribution of Principal Supervision and Motivation of Teacher Work Towards Teacher Attitudes to Work and Implementation of Teaching at State Junior High School in Bati-Bati District, Tanah Laut Regency. *International Journal of Social Science and Human Research*, 5(6), 2661-2666.
- Schoonenboom, J. (2024). Design Patterns in Mixed Methods Research: Embedding Mixed Methods Matched Comparisons Sampling in Previous Design Decisions. *Journal of Mixed Methods Research*, 15586898241257284.
- Sucitra, D. A., Hariri, H., & Riswandi, R. (2024). Effect of principal instructional leadership on teacher commitment. *Journal of Education and Learning (EduLearn)*, 18(2), 279-285.
- Swain, B., & George, T. (2022). *What Is a Conceptual Framework?| Tips & Examples*. Scribbr.
- Tanaka, K., Abosso, D., Appiah, K., Atkins, K., Barr, P., Barrutia-Wood, A., ... & Xu, L. (2021). Teaching with primary sources: Looking at the support needs of instructors. *Ithaka S+ R*, 23.
- Turner, D. P. (2020). Sampling methods in research design. *Headache: The Journal of Head and Face Pain*, 60(1), 8-12.