

Contribution of Intellectual Stimulation on Teachers Job Satisfaction in Public Secondary Schools in Kagera Region, Tanzania

Laetitia Furaha, Rev. Dr. Eugene Lyamtane, Dr. Timothy Mandila

Faculty of Education, Mwenge Catholic University, Moshi, Tanzania

Corresponding Author's E-mail: laetitiafuraha46@gmail.com

Abstract

This study aimed to investigate the Contribution of Intellectual Stimulation 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 developed 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. Questionnaires 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 shown that heads of schools' applied intellectual stimulation and its contribution to teachers' job satisfaction was in average. The study concluded that moderately school leaders had knowledge on the application of intellectual stimulation which enhanced teachers' job satisfaction. The study recommended that heads of schools should apply intellectual stimulation to realize its contribution on teachers' job satisfaction.

Keywords: Contribution, Intellectual Stimulation, Feature, Leadership and Job Satisfaction

1. Introduction

Intellectual stimulation is among the four features of transformational leadership, fostering critical thinking and problem-solving skills among the followers (Karuthi, 2022). It has significant implications for achieving school goals and enhancing teachers' job satisfaction. This study explores the application of intellectual stimulation by school leaders and its contribution on teachers' satisfaction in public secondary schools. Teachers' job satisfaction can be influenced by various factors, including school culture, cooperation, sense of belonging, work performance, payments, job security, social stimulation, promotion opportunities, recognition, working hours, and the overall work environment Gu and Zhou (2020) and Mbonea et al. (2021). Dissatisfaction in these areas may arise from inadequate application of intellectual stimulation among the heads of schools which has to be maintained by the school leaders.

Msuya (2022), Teachers in public secondary schools face challenges such as workload, overcrowded classes, improper supervision, limited training opportunities and inadequate teaching facilities. These challenges contribute to stress, turnover, low team spirit, and poor performance among teachers Okeke and Mtyuda (2017), (Ayenalem, 2023). Dissatisfaction can also lead to misconduct, including absenteeism, private tutoring, improper behavior, and violence as identified in Kagera by (Rweyemamu and Kamugisha, 2022). If these challenges are existing in Kagera region this might be a problem of inappropriate application of intellectual stimulation to enhance teachers' job satisfaction.

Studies conducted in different countries emphasize the importance of intellectual stimulation for improving teachers' life. Research in the United States by Shin and Bolkan (2021), Malaysia Basar et al (2021), and Indonesia by Setyaningsih and Sunaryo (2021) demonstrated a positive correlation between intellectual stimulation and communication, teaching enhancement, motivation, creativity, and institutional management. China by Lihua (2022) and Tanzania by Magasi 2021 also recognize the significance of intellectual stimulation in school leadership to creative innovation and critical thinking by resolving the problems concerning teachers' satisfaction.

Education and Training Policies of 1995 and 2014 highlight the need for school leaders to possess knowledge in education administration, management, and supervision. These policies align with the Tanzania Development Vision 2025. Intellectual stimulation has been identified as

a factor contributing to teachers' job satisfaction. However, challenges persist in effectively applying intellectual stimulation to address teachers' dissatisfaction, low performance, and misconduct. Applying intellectual stimulation could potentially overcome these challenges related to teachers' dissatisfaction. Nevertheless, it remains unclear whether intellectual stimulation is effectively applied to enhance teachers' job satisfaction. Therefore, the present study was conducted to investigate the contribution of intellectual stimulation on teachers' job satisfaction in public secondary schools in Kagera region, Tanzania.

1.1 Statement of the problem

Teachers' dissatisfaction in public secondary schools regularly linked to the inadequate application of intellectual stimulation. Some school leaders lack necessary skills in intellectual stimulation, which hinders teachers' professional growth, training, conflict resolution, and the creation of a conducive environment for satisfaction (Mbonea et al., 2021). The inappropriate use of intellectual stimulation has been associated with low teacher satisfaction, performance, commitment, and instances of misconduct in schools (Setyaningsih and Sunaryo, 2021). To address this challenge, knowledgeable and skillful school leaders are required in educational institutions. Education and Training policies of 1995 and 2014 as well as Tanzania Development Vision 2025, emphasize the importance of equipping school leaders with leadership skills to promote school development.

Previous studies conducted by Okeke (2017), Msuya (2022) and Shin and Bolkan (2021), focused on intellectual stimulation to improve teachers' innovation, creativity, commitment, productivity, turnover, and classroom conditions. However, these studies have not specifically focused to the contribution of intellectual stimulation on teachers' job satisfaction, which is a crucial factor that could enhance the outcomes of the previous studies. The presence of unresolved challenges on teachers' dissatisfaction in public secondary schools indicate the need for effective solutions to positively impact their working processes. The effective application of intellectual stimulation skills by school leaders can help address this challenge and enhance teachers' job satisfaction. However, it is unclear how exactly intellectual stimulation contributes to teachers' job satisfaction. Therefore, this study aims to investigate the contribution of intellectual stimulation on teachers' job satisfaction in public secondary schools in Kagera Region, Tanzania.

1.2 Research question

How does intellectual stimulation contribute to teacher's job satisfaction in public secondary schools in Kagera Region, Tanzania?

1.3 Significance of the study

The findings of this study would inform policy-makers on how to develop policies that support the implementation of intellectual stimulation in schools. Additionally, the study provides valuable insights for school leaders on establishing support systems to implement intellectual stimulation enhance teachers' job satisfaction in public secondary schools. This information is beneficial to the teachers and students helping them be aware of their abilities, interests, and needs, leading to greater satisfaction to enrich their knowledge and experiences, ultimately improving school performance.

Furthermore, the findings of the study would add to the body of knowledge the implementation of intellectual stimulation in improving teachers' satisfaction. The study showed that the theory is beneficial to different stakeholders since its four features are important in leadership skills that, they have positive contribution in improving teachers' job satisfaction leading into school success.

2. Theoretical framework

The study was guided by Transformational leadership theory by James Burns (1978), transforming leadership is a process in which leaders and followers help each other advance to higher level of morality and motivation. The theory emphasizes leaders to motivate subordinates move beyond self-interest and pursue the large goals of the organization through intellectual stimulation. Intellectual stimulation insists leaders to have skills of enhancing critical thinking, creativity, innovation and problem solving. It is easy for skilled leaders to identify the challenges facing the teachers' in their job satisfaction hence, reduce the gap of dissatisfaction in public secondary schools. The theory is useful for heads of schools and teachers' in terms of its direct contribution to help them develop leadership skills to overcome the challenge of teachers' dissatisfaction. The theory is employed in the study because of its emphases on four features especially the application of intellectual stimulation in schools to encourage teachers' job satisfaction. Transformational leadership theory put much emphasis on the qualities of the leader,

thereby reinforcing the notion that the leader is the only source of leadership at school. Despite its weakness the researcher used it as a study guide theory because it has more advantages that supports the leaders to develop skills in their leadership style (Rachelle, 2015).

3. Related review of empirical studies

This section focuses on reviewed empirical studies related to the contribution of intellectual stimulation on teachers' job satisfaction in public secondary schools. The study conducted by Sholeh (2021) on Transformational Leadership: Principal Intellectual Stimulation in Improving Teachers Competences in Banjarmasin, Indonesia. This study used qualitative descriptive method with a multi-case study design. Data were collected through 16 teachers and one school committee, one student guardian, one community leader, and one employee determined by simple random and purposive sampling techniques. Information was obtained through interviews, documentation, and observation.

The findings showed an improvement of teachers competences supported by school leadership and management. However, there was mismatch of research approach and sampling technique whereby qualitative approach and simple random sampling techniques were adopted in the study. This could limit triangulation of findings hence compromising validity of findings. This is because some information should be obtained through questionnaires cannot be measured through qualitative, the current study used questionnaire and interview guides for data collection to triangulate the data and improve validity of the findings.

In Colombia, Cardona et al (2018) carried out a study on leadership intellectual stimulation and motivation of team learning in secondary schools. Cross sectional research design was used and both quantitative and qualitative were employed in a single phase during data collection. The sampling procedure used for sample size was convenience and simple random sampling techniques whereby 562 players were selected within 130 teams from 44 small and medium schools for data collection whereby the researcher used questionnaires for data collection. The findings provided the evidence of strong relationship that intellectual stimulation has on motivation of team teaching and learning in secondary schools. The previous study has mismatch of approaches employed that is quantitative and qualitative with cross sectional which is appropriate for quantitative, this raise the question of qualitative information. However the use of

questionnaire as the only tool for data collection limited triangulation of findings hence, compromising validity of findings. In addition current study used mixed methods approaches with convergent research design for converging quantitative and qualitative data at the same time to provide a comprehensive analysis of the research problem. Also used questionnaire and interview guides for triangulation of the instruments to collect appropriate data. Thus, stimulating and giving impetus for the current study that investigated the contribution of intellectual stimulation on teachers' job satisfaction in public secondary schools.

Ikedimma and Okorji (2023) conducted a study on Principals' Intellectual Stimulation and Individualized Consideration Behaviors as Correlates of Teachers Commitment in Secondary Schools in Anambra State, Nigeria. The research design for the study was a correlation research design. The population of the study consist of 4,946 teachers in public secondary schools in Anambra state. Multi-state sampling technique was used to draw 540 teachers as sample for the study and the questionnaires were used for data collection from the Teachers. The findings of this study showed ahigh positive correlation between principals' intellectual stimulation and teachers' commitment. It showed a moderate positive relationship between principals' individualized consideration behavior and teachers' commitment. However, the use of questionnaire as the only tool for data collection limited triangulation of findings hence compromising validity of findings. This is because some information such as emotions, feelings, behaviors and attitudes cannot be measured through questionnaires. Addition to the questionnaire, the current study used interview guides for data collection to triangulate the data and improve validity of the findings. This indicates the necessity of conducting the current study to investigate the contribution of intellectual stimulation on teachers' job satisfaction in public secondary schools.

The study conducted by Muia et al (2017) on the Impact of Principal Intellectual Stimulation on Students Performance at Kenya Certificate of Secondary Education in Public Secondary Schools Mbooni West Sub-county. Targeted 42 public secondary schools and 595 teachers in the Sub-county. A sample of 38 schools and 266 teachers were selected using Simple random and stratified sampling technique whereby selections were made purely by chance. Both quantitative and qualitative approaches were used for data analysis. The study employed descriptive research design, Questionnaires, focus groups discussion, interviews, and document analyses were used to

collect data. The findings showed that, intellectual stimulation has contribution on students' performance. In the previous study there was mismatch of design with approaches used for the study. Descriptive design was used with quantitative and qualitative this could not create appropriate findings. To make clearance of this mismatch the current study used convergent research design under mixed methods approaches for merging quantitative and qualitative data. With good findings of intellectual stimulation to have positive contribution on students' performance, the study however, was unsatisfactory to validate the contribution of intellectual stimulation in improving teachers' job satisfaction in public secondary schools. This knowledge gap justified the need for conducting the current study, thus sought to investigate the contribution of intellectual stimulation on teachers' job satisfaction in public secondary schools in Kagera region.

Musyoki et al (2021) did a study on the Contribution of Principals' Intellectual Stimulation on Students performance in Kenya Certificate of Secondary Education Makuen County. The sample comprised 111 principals, 729 teachers and 12 Ministry of Education officials drawn from 388 secondary schools. The study employed correlation research design, while simple random sampling and purposive sampling techniques were employed. Questionnaires and interview guide were used to collect data. The result indicated a negative and strong correlation between intellectual stimulation and students' performance. With good sampling technique and instruments used for data collection research approaches were not shown directly. The current study employed simple and stratified sampling techniques while the instruments used were questionnaire and interview guides. Additionally, the use of mixed-methods is worthy for capturing both qualitative and quantitative data, but it is important to acknowledge the potential limitations of each method. Despite these limitations, the study serves as a valuable starting point for exploring the contribution of intellectual stimulation on teachers' job satisfaction in Kagera region's public secondary schools, providing a foundation for this research in Kagera context.

4. 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 (2021) 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 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.

5. Presentation and Discussion of the Findings

This study was guided by the research question which sought to find out the contribution of intellectual stimulation on teachers' job satisfaction in public secondary schools in Kagera region, Tanzania. Data were collected from 184 teachers using the questionnaire and interview guides employed to collect data from 16 heads of schools and their assistants. The teachers were required to rate their levels of agreement on the contribution of intellectual stimulation on teachers job satisfaction in public secondary schools in terms of 1. Strongly disagree (SD), 2. Disagree (D), 3. Undecided (UD), 4 Agree (A) and 5. Strongly Agree (SA), on the intellectual stimulation to teachers job satisfaction. Their views are summarized in table 1.

Table. 1 Teachers' responses on the contribution of intellectual stimulation on teachers job Satisfaction (n=184)

Statement	SD		D		UD		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
1. The head of school encourages staff members to grow professionally through training	10	5.4%	65	35.3%	11	6.0%	80	43.5%	18	9.8%	3.30
2. The head of school creates a conducive environment for teaching and learning	5	2.7%	66	35.9%	15	8.2%	66	35.9%	32	17.4%	3.48
3. The head of school handles different challenges and develop capability to solve them	10	5.4%	57	31.0%	9	4.9%	84	45.7%	24	13.0%	3.43
4. The head of school encourages change or innovation aimed at self-reflection on values and beliefs	9	4.9%	56	30.4%	22	12.0%	72	39.1%	25	13.6%	3.45
5. The head of school encourages knowledge sharing	5	2.7%	60	32.6%	15	8.2%	72	39.1%	32	17.4%	3.51
6. The head of school knows how to establish credibility and contribution among team members	8	4.3%	53	28.8%	18	9.8%	83	45.1%	22	12.0%	3.48
7. The head of school shows love to the teachers	10	5.4%	49	26.6%	8	4.3%	81	44.0%	36	19.6%	3.61
8. The head of school builds trust with teachers	8	4.3%	65	35.3%	12	6.5%	73	39.7%	26	14.1%	3.42
9. The head of school understands conflicts and resolves them.	5	2.7%	61	33.2%	12	6.5%	84	45.7%	22	12.0%	3.49
10. The head of school fosters a climate that favors critical status	6	3.3%	56	30.4%	26	14.1%	79	42.9%	17	9.2%	3.38
Grand mean											3.45

Source: Field Data (2022) Key: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A) and Strongly Agree (SA)

Data in Table 1 show that 53.3% of teachers agreed that heads of schools encouraged professional growth for the staff members through training while (40.7%) of teachers disagreed that heads of schools encouraged professional growth of teachers through training with a mean score of 3.3. This mean score implies that heads of schools had skills to enhance teachers' professional growth among the teachers which satisfied the teachers to some extent. This information show that heads of schools applied intellectual stimulation skills which enabled them to encourage the teachers' grow professionally. For those who responded negatively that heads of schools were not enhancing teachers professional growth could be associated with inadequate ability of the government to support teachers' professional development, and insufficient of intellectual stimulation skills among the heads of schools.

This was revealed by the head of school Q during the interview that: *teachers have no specific time to be given training concerning their responsibilities by the government (head of school Q, personal communication, 29 November, 2022).* During the interview with the head of school B, declared that: professional trainings are not regularly provided by the *government in which some teachers have not provided this important service for their professional development (Head of school B, personal communication, 11, November 2022).* This was supported by the head of school A that: *there is no specific time allocated by the government to train teachers and unfortunately in two years' time my teachers have not been given a chance to attend any seminar (Head of school A, personal communication, 11, November 2022).*

These information show that heads of schools encourage teachers to attend the professional training, however there was no regular training from the government and also heads of schools were not organizing training for teachers in schools. Training to the teachers seem to be important because has direct contribution to the teachers knowledge and skills development which could satisfy them to afford their daily activities.

These findings revealed that heads of schools have to develop intellectual leadership skills to organize the training for their teachers instead of waiting for the government which has no regular support of this important service. The information concur with the study of Musyoki (2021) that intellectual leadership enables the leader to encourage and provide new ways of thinking to the followers in the organization. The skills of this kind of leadership when applied

by heads of schools appropriately encourage different strategies for solving the problems pertaining teachers training in the institutions to enhance teachers job satisfaction.

Data in Table 1 show that 53.3% of teachers agreed that heads of schools create a conducive environment for teaching and learning activities, while 38.6% were against the statement. The mean score of 3.45 show positive teachers' response that the heads of schools were able to create conducive environment in different aspects to satisfy them. This information shows that heads of schools created conducive environment for teaching and learning process in average. It implies that heads of schools had intellectual stimulation skills in creating conducive environment for teaching and learning which enhanced teachers' job satisfaction in public secondary schools in Kagera region. During the interview heads and assistant heads of schools declared to be given conducive environment.

The head of school E said that: *I normally provide breakfast and lunch as well as advising teachers to construct their own houses for conducive living environment.* He added that: *also I provide necessary teaching and learning facilities to teachers (Heard of school E, personal communication, 15, November 2022).* This information concurs with the response from assistant head of the same school that: *our head of school provides meals to teachers, pays teachers for extra duties, and rewards those who perform better in different activities.* These information show that heads of schools supported teachers in terms of providing teaching and learning facilities balancing the work load of teachers and availability of teachers' accommodation and meals. The heads of schools managed to support teachers in different aspects considering their needs, through the effective application of intellectual stimulation in their leadership style. However, the information disagrees with that of the head of school L: *it is difficult to provide meals to teachers due to the shortage of funds provided by the government (Heard of school L, personal interview, 22, November 2022).*

The information is similar to that of the assistant head of school from the same school during the interview that: *although we are working hard for good performance of the students, our head of the school is not that much creative in rewarding as well as providing meals or paying for extra duties to teachers, (Assistant head of school, personal communication, 15, November, 2022).* These information show that there are heads of schools were not applying intellectual stimulation effectively which has demoralized the leaders' effort in preparing conducive environment to

encourage teachers' job satisfaction in public secondary schools. The findings concur with the study of Dangara and Geraldine (2019) that a conducive environment for teaching and learning does not just happen by chance, but should be created by skillful and knowledgeable leaders. Leaders who have no skills to maintain conducive environment among the teachers are facing a problem of causing teachers low performance and insufficient achievement to the students. Teachers' job satisfaction is very important because it builds teachers morale and hard working for the schools success.

Data in Table 1 revealed that 58.7% of teachers agreed that heads of schools had knowledge and skills to handle the challenges and resolve them, while 36.4% of teachers disagree with the statement. The mean score of 3.43 supports the views of the teachers that heads of schools had ability and understanding for handling challenges and solving them. Intellectual skills had contribution to leaders dealing with resolving challenges in the institution in appropriate ways. The heads of schools in average have the ability of resolving challenges in schools which reflects the application of intellectual stimulation skills.

This information concurs with heads of schools and teachers' data during the interview when declared as follows, the head of school H revealed that: *I organize teachers to have a social welfare group help each other in difficulties and pleasure, for example at burial ceremonies and celebrations of the end of academic year. (Head of school H, personal interview, 18, November, 2022).* Additionally the assistant head of school H during the interview explained that: *our fellow teacher was sick and the head of the school took the responsibility of taking care of him unfortunately the teacher passed on, and the family is under the care of our head of school up to date (Assistant head of school H, personal interview, 18, November, 2022).*

The information reflects what was explained by the assistant head of school A that: *the head of our school is cooperative in resolving individual and group challenges with his patriotic heart (Teacher from school A, personal interview, 11, November, 2022).* These information show that teachers appreciate the efforts made in schools to tackle the challenges they are facing during and after school hours. This shows that the heads of schools were available, cooperative and listening as well as identifying and handling challenges faced teachers. The information is in agreement with Cardona et al (2018) that when leaders stimulate employees intellectually, team members are able to increase the awareness on problems which allow new ways of looking at

solution. This findings imply that the heads of schools who managed to handle different cases are applying intellectual stimulation skills. The findings related to what was suggested by transformational leadership theory that an intellectual leader has the ability to turn challenges into opportunities (Burns 1978).

Data in Table 1 indicate that 52.7% of teachers agreed that the heads of schools encouraged changes and innovation aimed at self-reflection on values and beliefs, and 35.3% of teachers disagreed with the statement which were maintained by the heads of schools at a mean score of 3.45. This mean score realizes that heads of schools applied intellectual stimulation skills to enable changes and innovations aimed at self-reflection moderately. The changes made sense to teachers when they were able to find out the relationship between what they were doing in schools and the real situation of the institution. Information were in agreement with the head of school G who observed that: *I encourage changes and innovations at self-reflection for the teachers after national results, teaching process, time management and teaching commitment. (Head of school G, personal interview, 17, November, 2022).* Also the information was supported by one of the assistant head of school in school C that: *our head of school encourages self-reflection among the teachers, whereby he advises teachers to maintain good teaching process, time management and avoiding absenteeism to improve good performance (Assistant head of school C, personal interview, 14, November, 2022).*

These information indicate that heads of schools share the strategies of self-reflection with teachers which helps them to develop skills and confidences to practice their ability to make changes. Self-reflection helps the teachers to gain knowledge create changes through their beliefs, thoughts and action. The findings were similar to those of Peilin and Jain (2019) that the process of examining oneself is an essential part of developing self-knowledge which involves a critical inquiry into one's beliefs, thoughts and actions. The intellectual stimulation was recognized to benefit teachers by exposing them to the right position of evaluating themselves in their profession, which leads them build ability of increasing knowledge through changes and innovation focusing on self-reflection. The institutions and individual changes have positive impacts to the teachers and students engagement of different aspects encouraging their satisfaction to work effectively.

Data in Table 1 revealed that 56.5% of teachers agreed that heads of schools had a tendency of encouraging knowledge sharing in their schools while 35.3% of teachers disagreed with the statement. The information show that highly the heads of schools encouraged knowledge sharing in schools at a mean score of 3.51 which show the possibility of encouraging teachers' job satisfaction through this part. This indicates that the application of intellectual stimulation among the heads of schools was high, meaning that the school leaders applied intellectual stimulation on average to encourage knowledge sharing among the teachers in schools. Enhancing knowledge sharing promotes teachers connection to a better performance and they become stronger as professionals. This situation fosters cooperation, communication, creativity, critical thinking, team work and problem solving skills. This information was in agreement with the head of school K who said that: *my teachers are helping each other in sharing difficult topics*, while the head of school E added that: *teachers had a tendency of sharing knowledge with neighboring schools under the encouragement of school leaders to make discussion dealing with difficult topics in different subjects and organizing short workshop for gaining knowledge (Head of school K, personal communication, 19, November, 2022).*

The information revealed heads of schools to have appropriate skills on intellectual stimulation application which enabled them provide a chance to teachers share knowledge with the purpose of becoming more skillful and courageous in their activities. This has to help them learn from each other in order to become experts in their professions to increase school performance. The findings is in line with Khaimddim and Omar (2020) observed that knowledge sharing can be enhanced by developing work group for discussion and encourage workers to communicate and share their knowledge effectively. This means that involvement of teachers in aspects concerning teaching and learning process enable them to develop critical thinking becoming creative by organizing their responsibilities for the benefit of the students and the institutions at large. Since the teachers in schools have different abilities in understanding and performing school activities, heads of schools are responsible to emphasize knowledge sharing in public secondary schools for enabling teachers to work competently.

Data in Table 1 show that 57.1% of teachers agreed that the heads of schools enhanced integrity and teamwork, while 33.1% of teachers disagreed the heads of schools to encourage integrity and teamwork at a mean score of 3.48. This means integrity and team work was encouraged

moderately by the heads of schools in public secondary schools in Kagera region. The application of intellectual stimulation was a strategy that enhances heads of schools become committed for enhancing teachers' capacity building through the formulation of teamwork to satisfy them. The teachers with integrity and who worked as a team were committed and motivated to achieve the intended goals for the schools' success. Team work among the teachers develops intimacy at work which helps them to develop skills like critical thinking, problem solving, creativity and innovation which are essential skills for the 21st century.

The information concur with the study of Khan et al (2020) that intellectual teachers while working in a group, follow a strategy in which the leader allocates various assignments and tasks according to the competencies of employees and evaluate performance of each individual. The ability of performing different activities among the teachers differ and the solution is to maintain teamwork among the teachers to enable them share skills and knowledge for working properly. Similar information were revealed by the head of school J that: *I consider individual career in team work through departmental meetings, staff meetings, participatory method for teaching and knowledge sharing in classes (Head of school J personal communication, 20 November, 2022)* . The head of school G cemented that by saying: *team work is encouraged through planning and implementing different activities together with full cooperation and encouragement (Head of schools G, personal communication, 17, November, 2022)*. The assistant head of school Q and others did not concur with the information that: *in our school team work is not much emphasized by the head of school (Teacher of school Q, personal communication, 29 November, 2022)*. The information show that heads of schools had skills for improving knowledge sharing among the teachers to ensure their ability in performing different activities for schools' development, although some of the school leaders were not ready to encourage team work in 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 sharing knowledge and skills in their work place. The application of intellectual stimulation among the heads of schools has to be given priority for encouraging knowledge sharing in schools to create motivation among the teachers thus, teachers' job satisfaction.

The findings concurs with the study of Gijlswijk et al (2019), team members can complement each other by filling the other's knowledge and skill gaps. Successful teamwork heavily relies on

monitoring, adaptability, back up behavior, team orientation and leadership style applied. Enhancing teamwork promotes a system of maintaining school culture, status and uniqueness in academic progress. Settling application of intellectual stimulation has positive contribution in encouraging integrity and team work for the sake of the institutions' achievement.

Data in Table 1 revealed that 52.1% of teachers agreed that heads of schools foster a climate that favors teachers' critical thinking while 33.7% of teachers disagreed to be encouraged on critical thinking. This was supported by the heads of schools at a mean score of 3.38 which realized their ability of creating critical thinking among the teachers moderately. This information implies that intellectual stimulation helps heads of schools to widen their mind on the opportunities available in their schools to maintain schools requirements. The information were in agreement with one of the assistant head of school A who said that: *I agreed to develop critical thinking skills through the encouragement of the head of school (Assistant head of school M, personal communication, 23, November, 2022).*

This information show that some heads of schools had skills of intellectual stimulation which enabled them to foster critical thinking for helping teachers to achieve the expected goals for school development. Encouraging teachers' innovation, creativity, cooperation, interaction and competence ensures teachers ability to think beyond for their schools' success. The assistant head of school D said the opposite that: *my critical thinking skills were developed during higher learning studies and was not the effort of the school leader (Assistant head of school D, personal communication, 15, November, 2022).*

The information show that some heads of schools had inadequate skills of developing critical thinking to their teachers in public secondary schools. The situation discouraged teachers' beliefs that they had a contribution to institution's development. Involvement of intellectual stimulation skills could increase the support of teachers to build their knowledge and become qualified in teaching and managing school activities. Oner and Gunal-Aggul (2021) show that teachers should become critical thinkers in their position since it is an important aspect of teachers' education which helps them to develop skills for problem solving to realize their satisfaction. The findings revealed that not all the teachers developed critical thinking through the heads of schools, but they had gained that knowledge and skills from other sources in their life especially during their studies in colleges and universities. This implies that intellectual stimulation has to

be applied effectively by the heads of schools as a factor could ensure teachers critical thinking hence, job satisfaction in public secondary schools.

6. Conclusions

The study concluded that application of intellectual stimulation among the heads of schools contributed moderately the enhancement of teachers' professional growth, self-reflection on values and believes, knowledge sharing, teamwork among the members, and conflict solving. The other aspects like handling challenges, trust and critical thinking were performed in average to encourage teachers' job satisfaction in public secondary schools. This concludes that some of the school leaders had knowledge and skills of promoting teachers job satisfaction through the mentioned items. But some of the leaders needed extra strategies to gain knowledge and skills could enable them apply intellectual stimulation to ensure teachers job satisfaction in public secondary schools in Kagera region.

7. Recommendations

The study recommended that, the government should provide regular training to the heads of schools on leadership practices especially intellectual stimulation for enhancing teachers' job satisfaction in aspects like handling challenges, trust and critical thinking which were provided in average in public secondary schools in Kagera region.

References

- Ayenalem, K. A., Gone, M. A., Yohannes, M. E. & Lakew, K. A. (2023). Causes of Teachers professional Misconduct in Ethiopia Secondary Schools: Implications for policy and practices, Journal Home Page 10(1) 1-7
- Basar, Z. M., Mansor, A. N. & Hamid, A. H. A. (2021). The Role of Transformational Leadership in Addressing Job Satisfaction Issues among Secondary School Teachers. National University of Malaysia.
- Bass, B. M. (1985). Leadership and performance beyond expectations. New York: The Free Press.
- Burns, J. M. (1978). Leadership. New York. Harper and Row

- Cardona, I. S., Soria, M.S. & Gumbau, S. L. (2018). Leadership Intellectual Stimulation and Team Learning the Mediating Role of Team Positive Affect in Colombia.
- Creswell, J. W. & Creswell, J. D. (2018). Research Design qualitative, quantitative and mixed methods Approaches. Third Edition Sage Publications, Inc.
- Criswell, B.A., Rushton, G. T., Nachtigall, D., Staggs, S., Alemdar, M. & Cappelli, C. J. (2018). Strengthening the vision: Examining the understanding of a framework for teacher leadership development by experienced science teachers. *SciEduc* 102 (6)1265–1287.
- Dangara, U. Y. and Geraldine, M. C. (2019). Evaluation of the Effective of Learning Environment on Students Academic Performance in Nigeria.
- Gijlswijk, M., Dur, A. J. & Sisak, D. (2019). Culture and teamwork Erasmus University Rotterdam, South Holland, Netherlands.
- Gu, H., & Zhou, S. (2020) The contribution of teacher's job satisfaction on students' performance: An empirical analysis based on large-scale survey data of Jiangsu province. *SciInsigt Edu Front*, 6(1):599-611.
- Hamed, T. (2018). Determining Sample Size; how to cultivate Survey Sample Size. *International Journal of economics and Management System* 2 (78) 1-239
- Ikedimma, F. & Okorji, P. N. (2023). Principals Intellectual Stimulation and Individualized Consideration Behaviours as Correlates of Teachers Commitment in Secondary Schools in Ambra State. *Unizik Journal of Education Research and Policy Studies*, 15(4)1-10
- Sholeh, M. (2021). Transformational Leadership: Principal Intellectual Stimulation in Improving Teacher Competences. *Al-Ta lim Journal*, 28(2), 167-179.
- Magasi, C. (2021). Moderate Effect of Individualized Consideration on the Relationship between Intellectual Stimulation and the Performance of Banking Sector Employees Dodoma, Tanzania.
- Mbonea, T. J., Eric, A., Ounga, O. & Nyarusanda, C. (2021). Factors Affecting Secondary School Teachers Job Satisfaction in Lushoto District Tanga Region in Tanzania, *Journals of Social Science* 9(6) 1-17

-
- Msuya, O. (2022). The Multifaceted Nature of Job Satisfaction among Academic Staff in Public and Private Universities: A Critical Perspective of Counterproductive Behaviour, Tanzania.
- Musyoki, J., Okoth, U., Kalai, J., & Okumbe, J. (2021). Contribution of Principals' Intellectual Stimulation on Students' Performance in the Kenya Certificate of Secondary Education in Public Secondary Schools, Kenya. *Msingi Journal*, 5(1) 55-69.
- Muia, P. N., Okoth, U. and Nyagah, G. (2017). Impact of Principals' Intellectual Stimulation Students' Performance at Kenya Certificate of Secondary Education in Public Secondary Schools, Kenya, *International Journal of Science and Research* 6(11)1-9.
- Karuthi, P. N. (2022). Intellectual Stimulation for Technological Innovation-A Review of Literature *International Journal of Managerial Studies and Research (IJMSR)* 10 (4)1-16
- Khan, H., Rahmat, M., Butt, T. H., Farooqi, S. & Asim, J. (2020). Impact of Transformational Leadership on Working Performance, Burnout, and Social Loafing: a Mediation Model. *Future Bus J* 6,40 <https://doi.org/10.1186/s43093-020-00043-8>.
- Khan, S. R., Bauman, D. C. and Javed, U. (2020). The Effect of Ethical Leadership on Teachers Moral Motivation at Schools in Pakistan, *International Journal of Educational on Management*. <https://www.researchgate.net/publication/339381100>
- Khaimddim, M. and Omar, H. M. (2020). *Knowledge Sharing Among School Teachers: International Research Journal of Education and Science*, 4 (1) 1-6.
- Lihua, S. (2022). *Transformational Leadership Style and Teachers Job Satisfaction in Shanghai China*.
- Okeke, C. I. & Mtyuda, P. N. (2017). *Teachers Job Dissatisfaction: Implications for Teacher Sustainability and Social Transformation South Africa*.
- Oner, D. & Gunal-Aggul, Y. (2021). *Critical thinking for teachers. To appear in. N. Rezaei (Ed.), Thinking: Integrated Education and Learning (5). Integrated Science Book Series. Springer Press*.
- Rweyemamu, J. J., & M. Kamugisha, J. (2022). The Contribution Professional Codes of Conducts on Secondary Education Teacher's Professionalism: A Case of Bukoba District

-
- Council, Kagera Region, Tanzania. *Journal of Humanities and Education Development*, 4(1), 182–189. <https://doi.org/10.22161/jhed.4.1.18>
- Shin, M. & Bolkan, S. (2021). Intellectually Stimulating Students' Intrinsic Motivation: the Mediating Contribution of Student Engagement, Self-efficacy, and Student Academic Support in America. *International Journal of Instruction* 14 (4) 427-438
- Setyaningsih, S., & Sunaryo, W. (2021). Optimizing transformational leadership strengthening, self-efficacy, and job satisfaction to increase teacher commitment. *International Journal of Instruction*, 14(4), 427-438.
- Rachelle, S. (2015). Advantages and Barriers to Transformational Leadership Implementation in a Scientific Laboratory Walden University, America
- Peilin, M. T. and Jain J. (2019). Reflective Practice: An Approach to Developing Self Knowledge: <https://www.researchgate.net/publication/332409418>
- URT (1995) *Education and Training Policy*; Dar es salaam, Tanzania
- URT (2014) *Education and Training Policy*; Dar es salaam, Tanzania