

**FACTORS INFLUENCING JOB SATISFACTION AMONG  
WARD SECONDARY SCHOOL TEACHERS IN MWANZA  
REGION: A CASE OF MAGU DISTRICT**

By

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Master of Public Administration of the University of Dodoma

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by University of Dodoma a dissertation entitled. “*Factors Influencing Job Satisfaction among Ward Secondary School Teachers in Mwanza Region: A Case of Magu District*” in partial fulfillment of requirements for the Degree of Master of Public Administration of the University of Dodoma.

.....

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## **DEDICATION**

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## **ABSTRACT**

This study sought to assess the factors influencing job satisfaction among ward secondary school teachers in Magu District in Mwanza. The objectives of this study were to identify factors influencing job satisfaction among ward secondary school teachers, to find out the current job satisfaction level of secondary school teachers in Magu District and to examine challenges facing teachers on working place in ward secondary schools.

A sample of 65 respondents was used and these were randomly obtained from the studied area. The methods used in data collection were interview, questionnaire and documentary review. The statistical package for social science (SPSS Version 16) was used for management of data and analysis.

The findings indicate that there are many complaints among ward secondary school teachers based on working and living conditions, a very poor remuneration, promotions and irregular salary payments, lack of proper housing and inadequate teaching materials. The working conditions, human resource management and remuneration to be the key factors influencing job satisfaction among secondary school teachers are significantly important in order to influence job satisfaction among secondary school teachers.

Additionally, the study concluded that the capitation grants provided by the government should be appropriate and released on time so as to facilitate the school activities and also teachers should be involved in planning and decision making.

Eventually, the study recommends that the establishment of ward secondary schools should go hand in hand with the improvement of school infrastructures by building modern classes, toilets, libraries, laboratories, teaching and non-teaching staff houses and sports grounds according to the needs of every school. The government, private sector and other partners should ensure that there is availability of all teaching and learning materials.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

EFA	Education for All
MDGs	Millennium Development Goals
MoEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
MPA	Masters in Public Administration
NHIF	National Health Insurance Fund
PEDP	Primary Education Development Plan
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for Social Sciences
TEPT	Tanzania Education and Training Policy
TGTS	Tanzania Government Teachers Scale
UNESCO	United Nations Education Scientific and Cultural Organization
VSO	Voluntary Service Overseas

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This chapter presents the background of the research problem, statement of the problem, objectives of the study which comprise general objective and specific objectives, research questions, significance of the study, scope of the study as well as limitations of the study.

#### **1.2 Background of the Study**

Job satisfaction among workers in working place is a historical concept in nature and can be traced as far back as the industrial revolution period, which began in England in the 18<sup>th</sup> century and spread to other Europeans countries and North America (Luthans, 1977). Ensuring job satisfaction among workers is part of the management of human resources in an attempt to increase performance and productivity.

According to Taylor (1911) cited in (Porter, 1983), the Scientific Management school of thought was seen as a necessary tool in increasing productivity since the problem of production was no longer machines based; to the contrary it was organization of work. It was believed that in order to overcome such problems, there was need, among other things, to introduce scientific management principles at work place.

In management process, each job is required to be simplified to the maximum through the division of labour and specialization in order to minimize training time and ease workers' replacements, and that payment should be based on progressive piece rate. Essentially, Taylor (1983) advocated for material incentive, which would

include, higher pay, which according to him motivated workers to produce mere so as to increase production.

Other theoreticians, such as Mayo conducted studies in 1924-1933 and came after Taylor (1911) had tried to mitigate the contradictions between the employer and employees, to suppress the workers' from engaging in class struggles, and to ensure maximum supervision of workers during production process with a view to streamline the production.

Different organizations around the world are based much on human resource personnel because human being is the most important resource in any organization. Human resources act like other resources such as money, machines, materials, information, time, and other related matters which enable the organizations to operate efficiently. In addition, human being is most important as they enable the organization to provide goods and services needed to the society. To emphasize the importance of human resources Ngirwa (2003) argues that an organization can survive at least for sometime without the other resources, but they cannot survive at all without people.

Tanzania like other countries in the world is currently working towards improving the quality of its education so that it suits the future needs of the society and the demands of globalization (Nguni, 2005). The government of Tanzania has succeeded to make primary education universal through the implementation of the Primary Education Development Plan (PEDP) 2002 to 2006 and Secondary Education Development Plan (SEDP) 2005 to 2009 that is meant to increase the accessibility of secondary education. The two programmers are geared towards implementing and attaining the Millennium Development Goals (MDGs) of 2000 on education as per



Dakar Framework for Action, Education for All (EFA) by 2015 (UNESCO, 2005). Both the EFA and MDG require governments to ensure that by 2015 “all children, particularly girls, complete free and compulsory good quality primary education”. Access to quality basic education is a right of every child which cannot be achieved without having adequate numbers of qualified and motivated teachers (MOEC, 1995).

Teachers are the most important inputs in the education process. It is no exaggeration to say that the most likely way to improve the quality of education is to invest in teachers. In any education system the availability and quality of the teaching force is an indication of the quality of education in that system (Wedgwood, 2007). It is therefore important that adequate attention be paid to quality of teachers to ensure quality education. Latham, (1998) indicates that teacher quality does have a positive impact on the level of academic achievement of students attending schools in developing countries.

Therefore, from all these resources, the most important resource, which needs to be taken care of properly in the handling of its workforce, is human resources. If the workforce in an organization is properly looked after and understood and if their primary needs are properly studied, cared for and met, this workforce can develop the organization to the heights of glory and achievement (Mitra, 1990). The study focused on the factors influencing job satisfaction among secondary teachers in ward schools.

### **1.3 Statement of the Problem**

Job satisfaction is very important for any organization in order to bring efficiency as well as effectiveness and to attain organizational goals. Workers are an important

asset in any organization. If an organization utilizes them well they can bring profit within the organization. However, if they are not satisfied their performance cannot be good as well as efficiency could never be attained since workers are important asset in any organization.

Herzberg (1959) describes about different factors that can satisfy employees like company policy and administration, salary, working condition, supervision, status, personal life, security, and relationship with subordinates, relationship with peers, work itself, advancement, growth, responsibility, recognition and achievement.

Attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003). This implies that motivated and satisfied secondary school teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance. Educational leaders and administrators/managers have to pay special attention to the phenomena of motivation and job satisfaction.

The near total absence of issues related to teachers' motivation within government document is evidence of the administration's lack of concern. Though Tanzania's Education and Training Policy (MoEC, 1995) did have a separate section entitled the "Service and Working Condition of Teachers", which discussed the importance of teachers' job satisfaction, irregular salary payments for teachers, lack of proper housing for teachers, the low status accorded to teachers and inadequate teaching facilities.

Amore influential government document, made almost no reference to these issues. Still, no or very few studies have been conducted on factors influencing job satisfaction among ward school teachers in Mwanza. That is why researcher was interested to do a research on this area focusing on Magu District.

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The main objective of this study was to examine factors influencing job satisfaction among secondary teachers in ward schools in Magu District in Mwanza Region.

### **1.4.2 Specific Objectives**

This study specifically was guided by the following specific objectives:

- i. To find out the current job satisfaction level of ward secondary school teachers in Magu District.
- ii. To identify the factors influencing job satisfaction among ward secondary school teachers.
- iii. To examine the challenges facing teachers in working place in ward secondary schools.

## **1.5 Research Questions**

### **1.5.1 Main Research Question**

What are the factors that influence job satisfaction among secondary teachers in Ward Secondary Schools in Magu District in Mwanza Region?

### **1.5.2 Specific Research Questions**

The research was guided by the following research questions.

- i. What is the current job satisfaction level of ward secondary school teachers in Magu District?
- ii. What factors do influence job satisfaction among ward secondary school teachers?
- iii. What are the challenges facing teachers in working place in ward secondary schools?

### **1.6 Significance of the Study**

The importance of the study is summarized as follows: First, the study finding will produce useful information to stakeholders such as government, policy makers and planners to be familiar with factors that influences job satisfaction and hence enable them to intervene where necessary and to formulate and restructure policies that will attract teachers to the profession and hence meet the needs of the teachers for ensuring improved quality of secondary education. Second, the study will enable practitioners in human resource management to have a wider knowledge regarding the factors that has to be taken into consideration in ensuring job satisfaction among ward school teachers. Moreover, the study is not only significant for the researcher herself as it is a part of fulfilling the Masters Degree Program but also will help to draw attention on further research possibilities. Hence the findings will obviously help further researchers in their studies.

### **1.7 Scope of the Study**

This study was conducted in Magu District in Mwanza. The study helped the researcher to know the factors that influence teachers' job satisfaction in Tanzania. In addition to that, the study is based on understanding the extent to which teachers in ward schools work. The researcher is fully aware that there are many sectors

where job satisfaction is important to study; the education sector has been picked due to its great importance to the social and political as well as economic development in the country. Furthermore, there are teachers of different levels ranging from primary, secondary and even in higher learning institutions whose performance in their job is influenced by job satisfaction. However, due to financial and logistical constraints this study makes a focus on the problems associated with the less job satisfaction among secondary teachers.

### **1.8 Limitation of the Study**

There were various limitations that the researcher has encountered when conducting this study. These include:- Methodological constraint; due to the nature of the study being qualitative in nature the study was limited to some statistical analysis, further the study used both questionnaire and interview as a method of collecting data of which reliability of data depends on the honesty of the respondent.

Time constraint: This study had a fixed time-frame to be finished, so it was not easier for researcher to do member check to all respondents. The process involves the researcher going back to respondents to check whether their opinions are correctly represented. The above limitations time and methodological constraints were minimized by the study sample being selected from areas which were not remote and easily accessible from Magu District.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of literature review is to familiarize the reader with the practical or theoretical issues relating to the problem and helps the researcher to lay a foundation for the study. A literature review indicates what is known about the area of inquiry and suggests ways of conducting the study on the topic of interest (Barley, 1999). The chapter begins with an introduction, and this is followed by a review of theoretical literature that includes description of concepts and theories, empirical analysis, conceptual framework, research gap and its conclusion.

This chapter reviews the literature related to the subject of the study. In particular, it focuses on analysis of different readings based on the factors influencing job satisfaction among secondary school teachers. It defines the concept related to job satisfaction and work behavior, reviews of supporting theories, empirical analysis, different concepts and theories about job satisfaction.

#### **2.2 Definition of Key Terms**

Job satisfaction and motivation concepts are often misunderstood as being synonymous to each other. The fact is that these concepts are much related to each other, that is, they are like two sides of the same coin. However, the link between them is not very clear. It is claimed that job satisfaction is part and parcel of motivation (Mbua, 2003). It is therefore important to consider this concept first before dealing with job satisfaction.

### **2.2.1 Notion of Motivation**

Motivation is defined as “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal” (Robbins, 2005). Similarly, motivation is the set of processes that arouse, direct, and maintain human behavior toward attaining some goal (Greenburg & Baron, 1995). Myers (1995) says motivation is “a need or desire that serves to energize behavior and to direct it toward a goal”.

In this study, the term motivation is used to refer to the processes and factors that influence peoples’ behaviors. In other words, motivation refers to internal and external factors that drive people to continually behave in a particular way or in a more improved way.

### **2.2.2 Concept of Satisfaction**

Satisfaction is the contentment or happiness one feels when one has fulfilled a desired need, or expectation (Robbins, 1998). Keeping morale high can be of tremendous benefits to any company as happy workers are more likely to produce more, take fewer days off and stay loyal to the company (Davidson, 2007).

### **2.2.3 Meaning of Job Satisfaction**

Job satisfaction is important in predicting systems stability, reduced turnover and worker motivation. If motivation is defined as the willingness to exert and maintain effort towards attaining organizational goals, then well-functioning systems should seek to boost factors such as morale and satisfaction, which predict motivation (Mistra, 1990).

Job satisfaction plays a vital role for any organization to achieve its goals and missions. It refers to the degree or level of contentment or discontent of an employee regarding his/her work in general (Clark et al, 1996). It is a mental attitude and perception of the work that may eventually create the intention to join an organization, stay or leave the job (Nyagwa, 2003). Employees have their own needs, interests, preferences, choices, feelings and wishes which make them comfortable and feel that they are in a right place in accordance to their capabilities, and that the job will be the source of satisfying their needs and expectations (Adetayo, 2008).

On the other hand, job satisfaction shows employees' emotional state of mind that reflects effective reaction to the job and work conditions. This means employee's peace of mind and happiness is derived from his/ her job satisfaction as well as working conditions (Spector, 1997).

In addition, job satisfaction can be defined as, when there is fulfillment of employee's conditions as a result of his/her job (Thorndike & Barnhart, 1979 cited by Myers & Giacometti, 2005) from these definitions, two major characteristics can be derived. First, there is either a positive or negative attitude from employees toward their jobs. A positive attitude increases employees' morale and motivation to higher job performance as a result of satisfaction. It is brought by what can be called "satisfiers". In contrast, a negative attitude lowers employees' morale, motivation, self-esteem and decreases job performance as a result of dissatisfaction. Negative attitude is brought by what can be termed as "dissatisfies" Secondly; the attitude can be on the "whole" work or just part of it. This means that for employees to be satisfied, employers must, as much as possible, consider the general working environment of employees. Ignoring a single element can make employees



dissatisfied, thus impacting job performance. For teachers, this attitude may have an impact in teaching performances as well as students' academic progress/achievements (Friday et al, 2003).

Robbins, (1998) defines job satisfaction as a general attitude towards one's job; the difference between the amount workers receive and the amount they believe they should receive. World Bank report, (1990) on teachers' conditions of service concluded that in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of. The de-motivation of teachers is major contributory factor to the terribly poor leaning achievements of primary and secondary students' (World Bank, 1990).

Job satisfaction or employee satisfaction has been defined in many different ways. Some believe it is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision. Also job satisfaction measures vary in the extent to which they measure feelings about the job affective (Weaver, 1974).

Locke, (1976) defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." It is how content an individual is with his or her job; whether he or she likes the job or not. It is assessed at both the global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job).

Spector, (1997) defines job satisfaction as "the degree to which people like their jobs and the different aspects of their jobs" he lists 14 common facets: Appreciation, Communication, Coworkers, Fringe benefits, Job conditions, Nature of the work,

Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision. Hulin and Judge, (2003), have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components. Job satisfaction scales vary in the extent to which they assess the affective feelings about the job or the cognitive assessment of the job (Odhiambo, 2003). Affective job satisfaction is a subjective construct representing an emotional feeling individuals have about their job. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces (Judge et al, 2003).

According to Woods et al, (2004), job satisfaction can be achieved when an employee becomes one with the organization, performs to the best of their ability and shows commitment; moreover, job satisfaction and performance are positively influenced by rewards. Kreitner et al, (2002) identified various factors influencing job satisfaction, such as the need for management to create an environment that encourages employee involvement and manages stress in the workplace. Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life (Sierpe, 1999). Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions (Latham, 1998).

#### **2.2.4 Concept of School**

School is basic education as regards the level of education -considering from early childhood care and development as foundation of basic education, and basic

education going beyond primary education and extending to junior secondary education (UNESCO, 2005).

#### **2.2.5 Secondary Schools**

The term secondary schools in the Tanzania context refers to the post primary schools that offer “formal education to persons who will have successfully completed seven years of primary education and have met the requisite entry requirement” (MOEC, 1995). Such schools are divided into two categories and these are: Ordinary Level Secondary Schools (4 years) and Advanced Level Secondary Schools (2 years).

#### **2.2.6 Ward Secondary School**

The term ward secondary schools in the Tanzania context refers to those schools constructed and established by the government whereby they are administered by city ward (MoEC, 1995).

#### **2.2.7 Definition of Teacher**

A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers facilitate learning in students in the classroom (MoEC, 1995).

### **2.3 Factors Influencing Job Satisfaction**

Job satisfaction is a complex aspect and can be affected by various factors and it depends on the job environment as well as disposition characteristics of an individual. Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee such as pay, promotion opportunities working conditions (Atchisson, 1999).

One of the factor which affects job satisfaction is working condition. Working condition is an extrinsic factor that has a moderate impact on an employee's job satisfaction (Luthans, 1995). Working condition refer to such aspects as temperature, lighting, noise and ventilation. Robbins, (1989) argues that employees are concerned with their work environment for both comforts facilitating good job performance.

Another factor is pay; it refers to the amount of compensation received for a specific job (Robbins et al, 2003). According to Berkowitz, (1987) the correlation between the level of pay and job satisfaction tends to be surprisingly small. In this aspect we can note that pay is the factor that can strongly affect job satisfaction either positively or negatively.

Another factor is promotion opportunities. According to Friday and Friday, (2003) satisfaction with promotion assesses employees' attitudes toward the organization's promotion policies and practices. In addition to Bajpai and Srivastava, (2004) more responsibilities increased social status. Robbins, (1989) maintains that in line with their expectations research indicates that employees who perceive that promotion decisions are made in a fair and just manner are more likely to experience job satisfaction. Promotion can be seniority or merit based principal, a person can determine that in what way he can be promoted and also can determine the level of satisfaction.

Factors leading to satisfaction, described as motivators, are promotional and personal growth opportunities, responsibility, achievement and recognition. These are factors that are intrinsically rewarding to the individual. Extrinsic factors, described as "hygiene" factors, leading to job dissatisfaction include pay, physical

working conditions, job security, company policies, quality of supervision and relationship with others (Robbins, 2003).

Nassab's, (2008) study on factors influencing job satisfaction amongst plastic surgery trainees in the United Kingdom, showed that time pressure was strongly and positively associated with job dissatisfaction. Reduction in working hours may increase job satisfaction; however shift work may imply working unsociable hours and negatively impact on job satisfaction.

Overall job satisfaction is actually a combination of intrinsic and extrinsic job satisfaction. Intrinsic job satisfaction is when workers consider only the kind of work they do and the tasks that make up the job, while extrinsic job satisfaction is when workers considers the conditions of the work, such as limited to pay, co- workers, management style and communication (Porter, 1963).

#### **2.4 Importance of Job Satisfaction at Workplaces**

Any organization can be evaluated in terms of human satisfaction, as it is a fact that human resource depends on the organization. According to Kotler, et al, (1987), ranking the importance of job factors is valuable aid in designing and revising personnel policies and practices including recruitment program and supervisory training, and in diagnosing employee morale, in collective bargaining, and also in interviewing job applications.

Hygiene factors are features of the job such as policies and practices, remuneration, benefits and working conditions, corresponding to Maslow's lower order of needs. Improving these factors may decrease job dissatisfaction and thus increasing of motivators. Inadequate hygiene factors may lead to dissatisfaction, but at the same

time adequate hygiene factors do not necessarily lead to job satisfaction. Hygiene factors need to be tacked first, and the motivators can follow. Organizations cannot afford to ignore hygiene factors as employees will be generally unhappy and thus likely to seek other opportunities, while ordinary employees might stay on, and compromise the organization's success (Kotler, et al, 1987).

According to Herzberg, (1964), motivators include job content such as responsibility, self-esteem, growth and autonomy. These satisfy high order needs and can result in job satisfaction. Granting employees more responsibility and creativity in their jobs is an example of a motivator which may encourage them to exert more effort and perform better.

According to Latham, (1998) "job satisfaction can do far more than help retain teachers; it can improve their teaching." This implies that satisfied teachers can contribute significantly to the improvement of students' academic performance and school effectiveness at large. Similarly, Shann, (2001) state that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective.

#### **2.4.1 Life Satisfaction**

Three hypotheses have been put forth about the relationship between job satisfaction and life satisfaction with this relationship being correlational, causation cannot be determined, though it is suggested that the nature of the relationship is reciprocal or bidirectionage. In other words, life satisfaction may positively influence job satisfaction, and job satisfaction will also positively influence life satisfaction, life satisfaction often precedes and is a good predictor of job satisfaction (Spector, 1997).

### **2.4.2 Productivity**

According to Robbins et al, (2003) managers' interest in job satisfaction tends to centre on its effect on employees performance and productivity. The natural assumption is that satisfied employees should be productive employees.

Robbins, (2005) concluded that productivity is more likely to lead to satisfaction than the other around. Hence, if employees do good job productivity they intrinsically feel good about it. In addition, productivity could lead to an increase in rewards, pay level and promotion, which are all sources of job satisfaction.

### **2.4.3 Increase Efficiency**

The underlying assumption from the expectancy theory is that individual behavior is largely determined by expectations of rewards as well as the usefulness of these rewards to an individual. In other words, for the incentive scheme to be effective, it must reflect the needs of an employee. Such needs includes, personal needs, aspirations; conditions and situations that will result into strong motivation for each workers to perform up to the level of his or her capacity, provision of opportunities for new experiences and encouraging self determination in order to raise productivity and efficiency (Atchison, 1999).

### **2.4.4 Teachers' Salary Situation in Tanzania**

Current data shows that entry salary for a diploma teacher is 325,700/= TZS (199.980 USD) in 2011 while entry salary for degree teachers is 449,200/= TZS (275.809 USD) in 2011. There is an increment of teachers' salary (Davidson, 2005). This increase of salary doesn't mean that teachers are satisfied with it; still it doesn't meet teachers' necessary expenditures because of intensive increase of cost of living. Teachers are facing a lot of challenges to budget their salaries for family

expenditure, transport cost, medication etc. Therefore, the government and education sector stakeholders are challenged to rethink about teachers' payment specifically to increase their salaries and return their removed allowances.

#### **2.4.5 Situation of Secondary Education in Tanzania**

According to Sitta, (2006) the country had 2,289 secondary schools out of which 599 (26.2%) are private schools while 1,690 (73.8%) were state owned schools. During the same period, those schools had enrolled 243,359 form one students of which 196,391(80.7%) were enrolled in state owned secondary schools while 46,968 (19.3%) were enrolled by privately owned secondary education.

Secondary education entrance depends on the quality of pupils who are enrolled in primary education. The gap between the pupils expected to finish standard seven in 2008 has forced the government to set the target of having almost 50 percent (800,000) pupils joining secondary education by 2009 (SEDP, 2005). In order to enroll that number in secondary education, the government in collaboration with community, intends to build more day community secondary schools but there is no clear policy statement on how professional teachers will be trained to meet the demand of the new schools to be launched leave alone the present teachers' shortage. The intended target is to have almost 30,000 unqualified people to teach in community secondary schools (Wedgwood, 2006).

Through Secondary Education Development Programme (SEDP), which was initiated in July 2004 more rural secondary schools have been built in the country pushed by politicians , which is an indication that rural people have realized the importance of secondary education to their development. But the way these schools are built has created disparities among the regions (Ibid 2006)) as there are no policy



guidelines in place to guide community secondary schools construction. Those with more financial and economic capabilities have used the unguided school constructions to have more secondary schools than in areas with very high level of poverty in the country. There is a 'street policy statement' in the country, which encourages every ward to have its own secondary school in their areas.

The vision of the SEDP is to "provide rural communities with day school, there is no provision for building hostels as it is assumed that students will live at home"(Ibid, 2006). Although the fourth phase government has shown interest to build hostels for female students in rural area, that good intention alone without an adequate resource allocation may not help to address the problems facing students in rural areas.

## **2.5 Theoretical Review**

### **2.5.1 Herzberg's Two-Factor Theory**

This theory was developed by Herzberg, (1964) Manusner, Peterson and Capwell who identified certain factors as satisfiers and dissatisfies. Factors such as achievement, recognition and responsibility are satisfiers, the presence of which causes satisfaction but their absence does not result in dissatisfaction. On other hand, factors such as supervision, salary, working condition are dissatisfies, the absence of which causes dissatisfaction. According to Herzberg, man has two different categories of needs, which are essentially independent of each other and affect behavior in different ways. When people feel dissatisfied about their job, they are concerned about the environment in which they are working. On the other hand, when people feel good about their job this has to do with the work itself.

According to Atchison, (1999) external satisfiers tend to be short-lived. The author provides an example of employees in need of faster computers to make them happy.

They could be excited at first, but if those computers are no longer the status quo a few months down the line, these employees will begin to look to other external factors in their search for job satisfaction. As Randolph and Johnson, (2005) summarize “if you want to motivate workers, don’t put in another water fountain; provide a bigger share of job itself.” It becomes apparent that internal satisfaction is longer lasting and more satisfies than external satisfiers. However, according to Cooper and Locke, (2000) this theory has been widely criticized in that some research has shown that both intrinsic and extrinsic factors contribute to satisfaction.

### **2.5.2 Maslow’s Hierarchy of Needs**

Maslow’s, (1954) theory, is one of the best known theories, holds that employees would be motivated by and satisfied with their jobs only if certain needs are met. Maslow advances five major types of needs which are hierarchical, basic biological needs, safety needs, social needs, esteem needs and self-actualization. This implies that lower-level needs must be satisfied first before an individual will consider the next level of needs (Robbins, 1989).

Rue and Byars, (2000), state that workers as individuals have needs that motivate them to work when satisfied. According to Daft and Noe, (2001) this theory proposes that humans are motivated by multiple needs and that such needs vary in importance. Linstead, et al, (2004) categorize the needs into high order needs and low order needs. The lower order needs according to Linstead, et al, (2004) are safety and security needs and basic physiological needs. Safety and security needs include the need to feel safe and free from fear. Basic physiological needs include need for food, warmth, shelter and clothing. Rue and Byars, (2000) add thirst, sleep, health, body needs, exercise and rest in the physiological needs. Daft and Noe,

(2001) conclude that low order needs take priority and that they must be satisfied before higher order needs are activated.

The higher order needs are self-actualization which include need to reach ones full potential. Rue and Byars, (2000) add that doing things for the challenge of accomplishment, intellectual curiosity, creativity and aesthetic appreciation and acceptance of reality are part of higher order needs. Rue and Byars, (2000) add confidence and leadership, competence and success, strength and intelligence to the list of needs to be fulfilled. The third one on the higher order needs according to Daft and Noe, (2001) is the social acceptance need which includes need to be able to form satisfactory, effective and supportive relations. Needs are satisfied in sequence. They further state that employees are motivated by different types of needs so that they can perform well.

Maslow's theory lays the basis or foundation of the phenomena of motivation and job satisfaction. The most controversial question that arises is whether it is true to argue that people from all cultures on the globe have the same needs and that those needs are hierarchical. It is an undeniable truth that people have needs which, if not met, they cease to function effectively and that employees go to work to meet or satisfy their personal needs and those of others who depend on them, including the needs of their respective organizations. Hoppock (1957) claims that people are attracted to jobs that make it possible for them to meet their needs. Employees are interested in the kinds of jobs that are at their disposal, what such jobs offer that they may gratify their needs, and what is expected of them in reciprocity.

### **2.5.3 Expectancy Theory**

Expectancy refers to how much a person perceives that an action will result in a certain outcome. For example, how much a person believes that if they work harder, they will get a pay rise? Valence refers to the degree of anticipated satisfaction or desirability of an outcome. Hence, valence would be a measure of how much the person desires a pay rise. Instrumentality refers to the degree to which the person sees the outcome in question as leading to the attainment of other outcomes. Hence, instrumentality would be how much a person believes that a pay rise will result in other outcomes, such as buying a house Vroom, (1964).

This theory was developed by Vroom, (1964), who argues that job satisfaction is based on people's beliefs about the probability that their effort will lead to performance (expectancy) multiplied by the probability that performance leads to rewards (instrumentality) and the value of perceived rewards (valence). This theory is based on the belief that the amount of effort exerted on a job depends on the expected return and may result in increased pleasure or decreased displeasure, and that people may perform their job and be satisfied if they believe that their efforts will be rewarded. The fundamental principle of expectancy theory is the understanding of individuals' goals and the linkages between effort and performance, performance and rewards, and individual goal satisfaction. This theory recognizes that there is no universal principle that explains people's motivation and is regarded as a contingency model. Understanding what needs a person seeks to satisfy does not ensure that the individual perceives high performance as necessarily leading to the satisfaction of these needs.

#### **2.5.4 Equity Theory**

Equity theory was proposed by Porter and Lawler, (1963). This theory suggests that employees in any organization have a tendency of making comparisons of what they get from their respective jobs. The comparisons they make are based on the input-output ratio that is whether there is any relationship between the input and the outcome (Robbins & Judge, 2008). In other words, employees compare their income with that of other workers within their organizations or with that of their colleagues in other fields.

According to Porter and Lawler (cited in Lunenburg & Ornstein, 2004), the “perceived equitable rewards are a major input into employee satisfaction.” The outputs of one’s job are “all the things the employee receives as a result of performing the job, such as salary, promotions, fringe benefits, job security, working conditions, job prerequisites, recognition, and responsibility” (Lunenburg & Ornstein, 2004). The inputs include such aspects as employees educational qualification, work experience, professional training, personal ability, personality qualities or characteristics, commitments and efforts and attitude towards the job among others which they bring with them to the institution (Lunenburg & Ornstein, 2004). In addition, workers are expecting to see justice and fairness in terms of the work they do and the fruits of their work. In short, the theory claims that workers assess whether there is fairness in what they get doing the job. They do so by using what the authors refer to as “the process of social comparison” (Lunenburg & Ornstein, 2004, 128). This implies that if the employees are fairly rewarded, they become happy or contented with their job and the opposite is true.

### **2.5.5 Criticisms on Job Satisfaction Theories**

Each theory has a number of weaknesses that make it incomplete in terms of explaining people's behavior at work place. The classical theories of job satisfaction/motivation that were developed by different prominent theorists like Taylor, (1911) are criticized for ignoring the psychological needs of human beings.

Basic assumptions of classical theories of job satisfaction were that they regarded man as an economic man. This assumption has taken one aspect that the worker can work hard if only is highly paid. It seems to be limited because men are not always satisfied or motivated by material incentives only. Scholars like, Invencevich, (1983), Drucker, (1971), have argued that man is not always motivated or satisfied by money.

Different scholars have also criticized Hertzberg theory and the main cause of these criticisms has been on the methodology employed on research. Workers were asked to recall a time when they felt positively or negatively about their jobs. Then through a series of questions the researchers explored what series of event led to that positive or negative feeling (Lewis, 1965).

Hertzberg's factors seem to overlap a dispute between a worker and his supervisor could involve the factors of recognition, supervision and interpersonal relations, the fist of those being one of Hertzberg's motivations and the other two being hygiene factors. The subsistence of that same argument between worker and supervisor could involve the factor of work itself (a motivator) and physical working condition (hygiene factor) (Bishay, 1996).

The fundamental problem in applying Maslow's, (1954) theory to work organizations is that little is known about how to reach the ultimate goal of self-

actualization. Maslow's (1954) definition of self-actualization as "what a man can be, he must be" is extremely vague, and there is no agreed upon way of operationalising the construct, or facilitating it in employees.

Expectancy theory was advocated by different scholars, like Victor Vroom, (1964) Porter and Lawler, (1963) like all other theories has been also criticized. The main criticism is centered on its applicability, as this theory is more difficult to apply than the need theory. In the need theory one knows what need are important to workers, the organization can then emphasize those needs. It does not explain what expected rewards would energize an individual (Gibson, 1983). Another criticism is that expectancy does not consider how values influence an individual decision about what rewards seem desirable. It does not take into account the future time perspective that varies among individuals (Robbins, 1989).

## **2.6 Empirical Review of the Literature**

Schneider and Dachler, (1978) as cited by Spector, (1996) also found that job satisfaction seemed stable over time and that it might be the product of personality traits. This view holds some truth in that people with a negative tendency towards life would likely respond negatively to their job even if their jobs changed (Atchison, 1999). The author further advances that many organizations spend much time trying to turn these "negative" people around. In these cases, the best organization could do is to keep these individuals from affecting the rest of their employees. On the other hand, people with a positive inclination towards life, would most probably have a positive attitude towards their job as well (Lopes, 1992).

Burke (1995) found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the

organization as being more supportive, looked at the company more favorably, and had less of intent to quit. Dachler, (1978) argue that training was able to enhance the employee's sense of debt towards the organization. The result is a more committed employee that has a greater desire to remain. In this example, reciprocity holds that the employee received a benefit of training from the company and will attempt to repay it in the future. According to Scholl, (1981) in essence, the employee will need to remain committed to the organization until the benefit is paid off. The main aim of teacher training is to develop educational skills that are compatible with education policies.

Chapman (1983), reports that a high quality of professional life for the teacher contributes to an increase in students achievements. In the United States of America, there is evidence that satisfied teachers have a positive rather than a negative effect on classroom learning (Goodland, 1984) In Kenya, teachers' salaries has been relatively low compared with financial rewards in the private sector. The high wastage of graduate teachers leaving the teaching profession has been a matter of concern by the government (Republic of Kenya, 1984).

Research conducted in Cyprus revealed that the teachers' job dissatisfaction was associated with students' misbehavior and lack of interest, a decline in teachers' respect and status, power relationships with national authorities and teachers' lack of voice in education decision-making processes" (Zembylas and Papanastasiou, 2006: 244). However, Dinham and Scott, (2000) conducted research in the United Kingdom and Australia and they associate teachers' job dissatisfaction with extrinsic factors.



In Ethiopia, the teachers' low salaries are a frequently-mentioned issue by the community and the teachers themselves. The teachers are not seen as being rewarded for their qualifications (VSO, 2008:28-29). Their pay is not viewed as comparable to that of other professional groups. "Many families and friends view teaching as a low income job because teachers are paid less compared to other government and private employees".

Muze, (1987) researched on the problem of the teachers in public secondary schools in Tanzania Mainland. His main concern was on work factor, which make teachers be satisfied with their work as well as those, which contribute to their less job satisfaction. He found out that the leaning factors constituting of what the teachers would like to do: good administration policies, good salary and allowances. Negative factors that resulted to dissatisfaction were limited opportunities for professional advancement and lack of teaching facilities.

According to Judge and Church, (2000) research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet. This is not to say that well-designed compensation programs or effective supervision are unimportant; rather, it is that much can be done to influence job satisfaction by ensuring work is as interesting and challenging as possible. Unfortunately, some managers think employees are most desirous of pay to the exclusion of other job attributes such as interesting work. For example, according to Kovach, (1995) in a study examining the importance of job attributes, employees ranked interesting work as the most important job attribute and good wages ranked

fifth, whereas when it came to what managers thought employees wanted, good wages ranked first while interesting work ranked fifth. According to Weiner, (2000), of all the major job satisfaction areas, satisfaction with the nature of the work itself-which includes job challenge, autonomy, variety, and scope-best, predicts overall job satisfaction, as well as other important outcomes like employee retention. Thus, to understand what causes people to be satisfied with their jobs, the nature of the work itself is one of the first places for practitioners to focus on.

Luthans, (1998) argues that if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems. Teachers' workload and changes in the education system may be some of the reasons why teachers want to exit the profession. According to Bishay, (1996), the working environment of teachers also determines the attitude and behaviour of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners.

Masudi et al, (1999) investigated on the quality of education program at the University of Dar es Salaam. In their findings, they noted that it is meager salary for satisfaction and fringe that made teachers dissatisfied. On the other hand, Odhiambo, (2003) conducted a study on "job Satisfaction among Graduate Teachers in Secondary School in Dar es Salaam" His findings indicated that teachers are affected by low salary, lack of accommodation, heavy workload, and poor transportation

means. This study, therefore, is applicable to the current study as it is assessing if the above-mentioned factors also contribute to affect public secondary school teacher's job satisfaction.

## **2.7 Critical Review of Literature**

Drucker, (1971) argues that responsibility cannot be bought for money. Financial reward and incentives are of course important but they work in most cases negatively. Incentives can only work better where people are already willing to perform better. Otherwise it is ineffective; Taylor and his associates were also criticized for failing to tie the reward structure to the group which Halpel et al, (1989) has argued are effective rewarding systems. Chapman, (1994) noted in his study that teachers' dissatisfaction with salary decrease, makes them leave teaching profession at appoint when an alternate well paying job is available.

McClelland, et al, (1971) argues that although people may behave following need satisfaction, people's behaviours are influenced by what he called need achievement. Within this line of argument, in order to increase one's contribution towards the achievement of organizational objectives, one has to be need achievement oriented. Hence according to this view, the more individual possesses high need achievement the more successful he will be. He goes further to concretize his line of argument by saying that, countries that have achieved a high degree of economic development have high need achievement.

## **2.8 Relevance of Literature**

Many studies and theories have focused on job satisfaction in industrial and other types of organizations but little has been done to assess job satisfaction among secondary school teachers, thus this study opens a new avenue in the area of

satisfaction once again to assess and quantify factors that are affect job satisfaction among secondary school teachers. A review of several theories has been done to evaluate the validity of the study in Tanzania.

## **2.9 Knowledge Gap**

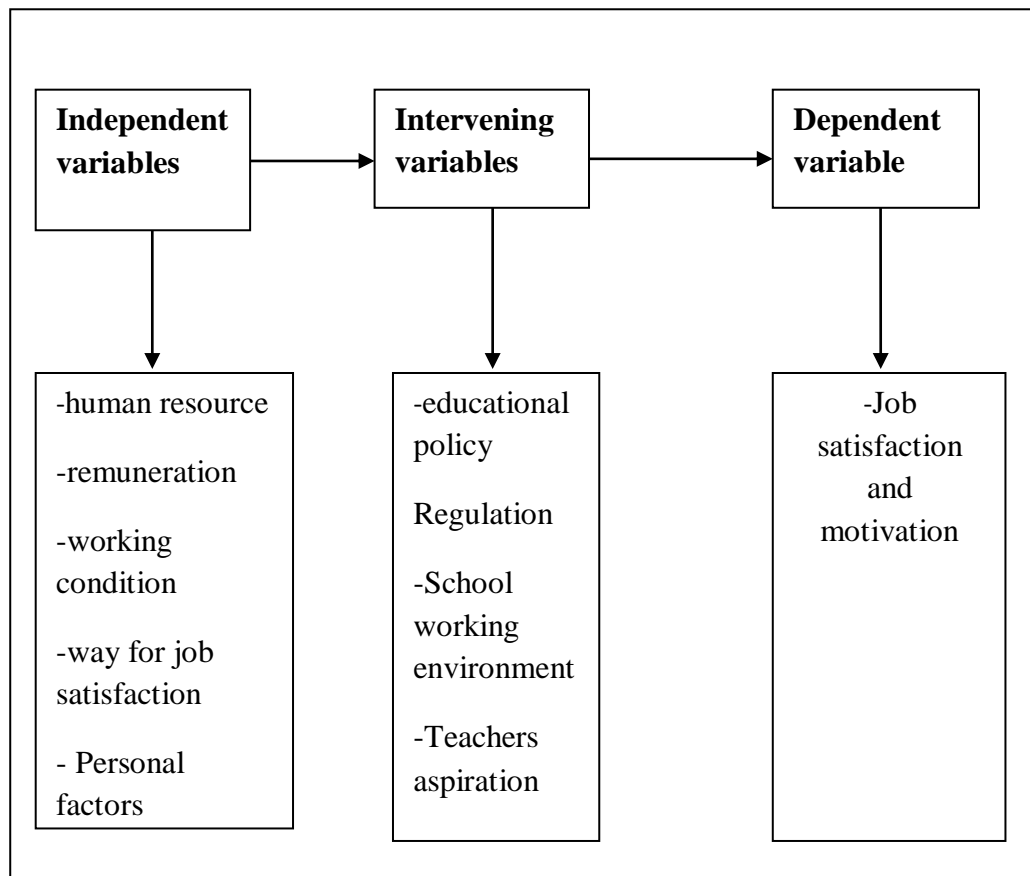
The study highlights that much of the available literature suggests that job satisfaction is influenced by working conditions and some personal characteristics of workers. The literature is very clear that these relationships are not linear, and sometimes they are controversial. This means that even the theories that explain the factors of job satisfaction among workers have their relevance depending on certain conditions. For example, in some cases younger workers are said to be highly satisfied with their jobs but in the other studies it is the opposite. Therefore, the contribution of this research is to provide further examples and evidence to contribute to the debate on the factors influencing job satisfaction among workers. This study on secondary school teachers in Magu District is part of the effort to generate further knowledge.

## **2.10 Conceptual Framework**

According to Keith, (2002) conceptual framework refers to the mental status of things being studied and their relationship to each other. Thus conceptual framework is a research tool intended to develop awareness and understanding of the situation under study and communicate this when clearly articulated. As a tool, the conceptual framework assists a researcher to make meaning of subsequent findings (Guba & Lincoln, 1985).

The conceptual framework illustrated in Figure 2.1: shows the linkages of the different variables in question. For example, Dependent variable in this study is job

satisfaction which is highly influenced by human resources policy such as pay, promotion opportunities, working condition and this aspect also is influenced by rules, educational regulations and policy, by-laws and other related aspects. Independent variable in this study are human resource policies, working conditions and pay which all have been found out after thorough literature review on the research study.



**Figure 2. 1: Factors Influencing Job Satisfaction**

**Source:** Researcher, 2014

**Independent variables:** These functions as the causal element in the hypothesis. A change in value of an independent variable is said to “cause” a positive or negative change in a dependent variable. In this study independent variables are human

resource policies, working conditions and pay which all have been found out after thorough literature review on the research study.

**Intervening variables:** These lies between an independent and dependent variable. A change in the intervening variable must be caused by the independent variable. In this study intervening variables are school working environment, teacher aspirations and educational policies.

**Dependent variables:** These are changes that occur due to independent variables. In this study the dependent variables are job satisfaction and motivation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology that gives the clear picture of the area of the study, the method of data collection used by the researcher, sample size and sampling techniques as well as data analysis and presentation. Questionnaires and interview were the main instruments of data collection. The validity and reliability of data are also discussed in this chapter.

#### **3.2 Selection of the Study Area**

Magu is one of the seven districts of Mwanza Region of Tanzania. Its administrative centre is the town of Magu on the Simiyu River. It is bordered to the north by Lake Victoria, to the south by Kwimba District, Misungwi District and, to the east by the Shinyanga Region, and to the west by the city of Mwanza. In 2012, the population of Magu was 416,113. Magu District was administratively divided into six divisions: Kivukoni, Busega, Itumbili, Sanjo and two others. As National Population Census of 2012, Magu District was administratively divided into sixteen wards having undergone considerable reorganization. The selected ward secondary schools in Magu District are Kandawe, Itumbili, Mwamabanza, Kinango, Lubugu, Sukuma, Kahangara, Mwamanga and Magu secondary schools.

The selection of the study area has been done due to the fact that, it is potential site where there is various government administrative authorities' office also accessibility of the place. It is expected to include teachers from different ward secondary schools.

### **3.3 Research Design**

Research design is defined as design that guides the researcher in the process of data collection, analysis and interpretation (Aaker et al, 2002). Research design describes the qualitative and quantitative research. It is the arrangement of condition of data and analysis of data in a manner that aims at combining relevance purposes (Kothari, 2004).

Additionally, a research design provides basic direction for carrying out a research project so as to obtain answers to research questions (Cooper et al, 2003). According to Babin and Samouel, (2003) “the researcher should choose a design that provides relevant information on the research questions that are most efficiently”, research design links the data to be collected and conclusions to be drawn to the initial questions of the study.

This study used cross sectional research design. This is because the study collected data only once contrary to longitudinal which would collect data repeatedly. Cross-sectional design is one type of observational study that involves data collection from a population, or a representative subset, at one specific point in time (Kothari, 2004).

### **3.4 Target Population**

Best and Khan, (1998) define population as a group of individuals who have characteristics in common of interest to the researcher. According to Lapin, (1987) a population is a group of individuals, persons, objects, or items from which samples are taken for measurement. The target population of this study was ward secondary school teachers in Magu District that included secondary school teachers, headmasters/headmistress, academic masters and educational officers from Magu district.



### **3.5 Sampling Procedures**

The study focused on two sampling procedures; these are purposive and simple random sampling. Purposive sampling was used to select educational officials who were deemed to have an idea about the teachers' problems. This method means a deliberate selection of sample units that confirm to some predetermined criteria. It involves a selection of cases which judged as the most appropriate area for the study. It is based on the judgment of the researcher (Mugenda and Mugenda, 1999). Purposive selection was used in this research because the study aimed to get information from the knowledgeable people.

Simple random sampling is a sampling technique which gives each element an equal and independent chance of being selected. An independent chance means that, the draw of one element will not affect the chance of another element being selected (Mugenda and Mugenda, 1999). Simple random sampling was used to get representatives from ward school teachers from Magu District and then teachers were selected randomly from different schools by picking any number at random.

### **3.6 Sample Size**

The study included 65 respondents, 52 respondents were taken from ward secondary school teachers, 11 respondents comprised of headmasters, headmistress and academic masters of secondary school teachers and 2 respondents were heads of department like District Educational Officer: this minimum selection was based on the fact that, sufficient minimum size of samples may lead to a proper collection and management of data. A sample is a group of respondents drawn from the population from which the researcher wants to get information and draw conclusion, or it

constitutes a small proportion of the population selected for observation (Best and Khan, 2006). The study involved a total of 65 respondents.

**Table 3. 1: Sample Size of Respondents**

<b>No.</b>	<b>Respondents</b>	<b>Total</b>
1.	Heads of Department	2
2.	Headmaster/Headmistress	11
3.	Teachers	52
4.	<b>TOTAL</b>	<b>65</b>

**Source:** Research data, 2014

### **3.7 Sources and Types of Data**

The study was employed both primary and secondary data.

#### **3.7.1 Primary Data**

Primary data refers to the first hand information which the researcher directly collects and has not been previously collected (Kombo and Tromp, 2006). Primary data were obtained through field study which involved visiting the study area (different schools). This involved structured questionnaires, which were administered to individual teachers.

#### **3.7.2 Secondary Data**

Secondary data refers to second hand information or information obtained from different documents (Salant and Dillman, 1994). Secondary data were obtained through reading the available published and unpublished documents, reports, books, journals and magazines. Most of these were obtained from the Dodoma Regional library and the University of Dodoma's library, reports from education officers, public documents and reviewing various websites related to the research topic.

### **3.8 Data Collection Instruments and Methods**

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Kothari, 2004).

This study used both qualitative and quantitative methods of data collection. Such methods included questionnaire survey, interview, and documentary review. In the selection of the instruments to be used in the study, the researcher ensured that the instruments chosen are suitable and appropriate by considering the literacy level of the targeted respondents and their availability.

#### **3.8.1 Questionnaire**

Questionnaire is a data gathering tool through which respondents responds to a question or statement that generally requires factual information (Best and Kahn, 2003). This is a tool used in data collection because it is friendly, faster and the most effective and efficient in data collection. Questionnaires were both open and closed ended type. The study used questionnaires as a tool of data collection because questionnaires cover wide area of the study. Many schools are scattered and timing of taping the data required convenience among the respondent. This tool was used to collect data on teachers' opinions on factors that influence job satisfaction among secondary teachers in ward schools.

#### **3.8.2 Documentary Review**

Documentation was applied to collect secondary data which has been found from journals, books and other secondary sources. This help to shape most of the data and make changes (Kothari, 2004). Researcher collected data from written or printed materials that have been produced in a form of annual reports, books and educational circulars related to factors that influence job satisfaction in the teaching profession.

Documentary analysis provided adequate data to complement the primary data collected during field work.

### **3.8.3 Interview**

Interviews are questions asked orally by researchers to respondents (Kombo and Tromp, 2006). This tool allows flexibility in discussions with the respondents so as to extract more detailed qualitative information. Fraenkel et al, (2000) argues that interviewing is a very important tool used by qualitative researchers for interviewing selected individuals. Interview technique was chosen because it enabled this study to find out peoples experiences, values and opinions about the factors that influence job satisfaction among ward secondary school teachers. The interview was conducted to the headmasters and other stakeholders of secondary education such as District educational officers and ward coordinator. These were selected because they have good working experience on educational matters.

## **3.9 Data Processing and Analysis**

Processing and analyzing data involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in a manner that they answer the research questions (objectives) (Kothari, 2004).

### **3.9.1 Data Processing**

Operations performed on a given set of data to extract the required information in an appropriate form such as diagrams, reports or tables (Kothari, 2004). Data that were collected from the field were edited to detect errors, omissions and ensure that the data were accurate and complete, further they were coded for efficient analysis as well as classification of data with common characteristics.

### **3.9.2 Data Analysis**

It refers to computation of certain measures along with searching relationship patterns existing among data groups (Kothari, 2004). Data analysis is done to sort and evaluate gathered information in relation to posed questions and identified concept.

The study used qualitative method of data analysis. Qualitative data was analyzed with the use of content analysis, a method that examines artifacts of social communication, which included written documents or transcriptions of recorded verbal communication such as interviews and field notes (Van, 1995) Data were processed through Software Package for Social Sciences (SPSS) version 16 to get frequencies and percentages that were used for inferences. Table and charts together with description, were used to present some data that were collected in the field. Data analysis was done to provide more open understanding of study.

## **3.10 Validity and Reliability of the Tools**

### **3.10.1 Validity**

Validity refers to the extent to which the concept one wishes to measure is actually measured by a particular scale or index. That is, the extent to which an account accurately represents the social phenomena to which it refers (Babbie, 1992). Once the researcher has constructed data collection tools, they must be pilot tested (Dawson, 2002). This was done by asking people (peer-review) to read it through and see if there are any ambiguities which have not been noticed. They also comment on length, structure and wording of the questionnaire and alter the questions accordingly. Therefore, what was tested was length of the questionnaire, quality of the questionnaire, suitability of the responses according to the objectives of the study. According to Mugenda and Mugenda (1999), validity is the degree to

which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Opinion from supervisor was used to check on the content validity of the instruments

### **3.10.2 Reliability**

Reliability refers to the consistency with which repeated measure produce the same result across time and across observers (Patton, 2002). Reliability refers to how consistent a research procedure or an instrument is (Kothari, 2004). Reliability concerns with the question of whether the results of a study are repeatable. So, reliability implies stability or dependability of an instruments or procedure in order to obtain information.

Therefore, the stability and equivalence aspects of reliability of this research study was achieved or increased by carefully replicating the research methods that have been in other similar studies and test them before implementing the research problem.

### **3.11 Research Ethics**

According to Borg and Gall, (1989) it is argued that the researcher has to ensure confidentiality of data and sources. Additionally, they argue that names of the participants and the places they live or work must not be revealed. In this study, the confidentiality of participants and data collected was observed. The study does not bear participants names or names of their respective schools. Also, the survey instrument did not require anybody to provide information that would make anybody reading the report to identify the data sources. In other words, anonymity of both participants and data was strictly observed.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

After discussing the chapter on research methodology this chapter presents the major findings and discussion of the study and analysis of the result which were obtained from the respondents. After this introduction, the chapter presents the socio-economic profile of respondents, and this is followed by a discussion on the current job satisfaction level. The third section of this chapter dwells on the factors influencing job satisfaction and followed by a discussion on the challenges.

#### **4.2 Profile of Respondents**

The study had mainly focused on teachers' job satisfaction specifically ward secondary school teachers selected from Magu District. The socio-economic profile considered in this chapter includes age, sex, marital status, educational level and working experience. The section is useful as it reflects on the general characteristics of the respondents.

##### **4.2.1 Age of Respondents and Job Satisfaction**

The age of a teacher has an influence on job satisfaction, for example, Peter and Steers, (1973) have found that as one gets older, the less likely one is to quit the job. They argue that as workers get older, they have fewer alternative job opportunity and they are less likely to resign because the longer tenure tends to provide them with higher wage rates, longer paid vacations and benefits that are more attractive. Many studies reported that job satisfaction was positively and linearly associated with age (Rhodes, 1983). This age-satisfaction relationship is usually explained in terms of changing needs and changing cognitive structure associated with age.

In this study, nearly half (49%) of the total respondents were aged between 31 to 40 years, where by 25% of the respondents were 21-30 years, and 21% were between 41 to 50 and 5% aged above 51 years (Table 4.1). The statistical data indicate that the large proportion of secondary teachers in the study area was aged 31-40 years. These figures are not accidental but they are due to the fact that the majority of teachers were trained and employed between 2004 and 2008 following the implementation of the Secondary Education Development Plan (2004-2009). The plan contributed to the establishment of many Ward Secondary Schools in the country (MoEC 2001). This implies that a similar picture would be obtained if a larger sample was studied in any district in the country.

**Table 4. 1: Percentage Distribution of Respondents by Age Groups**

<b>Age of Respondents ( years)</b>	<b>Frequency</b>	<b>Percentage</b>
21-30	16	25
31 - 40	32	49
41 - 50	14	21
Above 50	3	5
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

The results further indicated that a large proportion of secondary school teachers in the study area were aged between 31 and 40 years. Respondents in this age group are likely to be less satisfied with the teaching profession. This could be due to the fact that they are at the lower levels of their career and lower scale of salaries so that they may not have invested much in this profession in terms of time working as teachers. The high level of job satisfaction among aged teachers might be because they have benefited more from the job.



#### 4.2.2 Gender of Respondents and Job Satisfaction

The research conducted among Canadian teachers revealed that job satisfaction levels differ significantly between male and female teachers (Ma & MacMillan, 2001). Similarly, the results of research that was conducted in the United States revealed that there were significant differences in the levels of job satisfaction between male and female teachers (Bishay, 1996). They said that male teachers were more satisfied with their job than female teachers. Conversely, Crossman and Harris, (2006) conducted a study on job satisfaction among secondary school teachers in United Kingdom and their findings indicated that their satisfaction levels did not differ significantly by gender.

Data collected from the field have revealed that sex of respondents in Magu District indicate that large numbers of secondary school teachers (63.1%) are males and the rest were females (36.9%), (Table 4.2).

**Table 4. 2: Percentage Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	41	63.1
Female	24	36.9
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### 4.2.3 Marital Status and Job Satisfaction

Marital status of an employee may in some cases influence his or her level of job satisfaction. This is because it may reflect maturity and also affect the level of judgment of issues at place of work. On the other hand, marital status may also imply more responsibilities at home and hence looking more forward to having a good job that gives one more benefits and hence some satisfaction.

Result in Table 4.3 clearly indicates that 70.8% of the teachers were married; while 23.1 % were single; 1.5% was widowed while 3.1% were divorced and 1.5% had separated. The impact of marital status on job satisfaction and motivation is debatable. On the one hand, Clark, (1996) reported that married employees are more satisfied. On the other hand, Alao, (1997) established no significant difference in job satisfaction across marital status among library employees in Nigeria.

The general impression may be that married employees especially those with large household size and dependants tend to be more dissatisfied due to their greater responsibilities. Such employees may quite often face difficulties in meeting their family demands, therefore, where the employees' wages do not meet expectation those staff with bigger family responsibilities may be affected more. In this case therefore, marital status may not have very direct effect on job satisfaction among ward secondary school teachers in the study area. All depends more on the size of households and dependants than simply being married or unmarried.

**Table 4. 3: Percentage Distribution of Respondents by Marital Status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percent</b>
Married	46	70.8
Single	15	23.1
Divorced	2	3.1
Widow	1	1.5
Separated	1	1.5
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### 4.2.4 Education Levels and Job Satisfaction

A review of job satisfaction literature with education as a variable indicates that the relationship between job satisfaction and education can be negative or positive. A large number of studies have shown that there is increased job satisfaction with increasing occupational level and clearly, the higher the education, the likelier it is that one would be at a higher occupational level (European Foundation for the Improvement of Living and Working Conditions, 2007). Okumbe's, (1982) study on the variable showed significant influence on the level of job satisfaction among graduate teachers increased with their professional grade level.

Result in Table 4.4, reveals that the majority of the respondents have attained diploma education by (63.1%) followed by degree education which accounted for 32.3% and postgraduate degree representing 4.6%. Teachers with Diploma in Education in ward secondary schools constituted the majority in the study sample. This is due to the fact that the minimum qualification of the ordinary level secondary school teacher is to have a Diploma in Education.

**Table 4. 4: Percentage Distribution of Respondents by Education Levels**

<b>Education Level</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	41	63.1
Degree	21	32.3
Postgraduate degree	3	4.6
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### 4.2.5 Working Experience and Job Satisfaction

Working experience may be related to job satisfaction because the former also reflects the length of time one has been working. It is more likely that the more

experienced teachers are more motivated than those with short experience. The respondents to this study had different years of (working experience). These have been grouped into four categories, between 5-9 years which accounted for 38.4% and followed by those experienced 1-4 years of which accounted for 35.5%, then 15 years and above 13.8% and 10-14 years 12.3% (Table 4.5). It implies that the more the years in service the more satisfied with teaching profession. This is because an increase in number of years in service is closely tied with promotion, salary increase and job stability.

**Table 4. 5: Percentage Distribution of Respondents by Working Experience**

<b>Working Experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-4 years	23	35.4
5-9 years	25	38.5
10-14 years	8	12.3
15 years and above	9	13.8
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### **4.3 The Current Job Satisfaction Level of Ward Secondary School Teachers**

Job satisfaction is the crucial component in facilitating teaching and learning process, but the level of satisfaction of ward secondary school teachers have been declined and lead to poor performance of many students. The reasons that have been identified as the results of the decline of job satisfaction which are as follows; relationship between education levels and job satisfaction, relationship between working experience and job satisfaction, remuneration and job satisfaction and salary level and job satisfaction .

#### 4.3.1 Relationship between Education Levels and Job Satisfaction

The findings from the study present that the education level of respondents may have some influence on job satisfaction. For example, teachers with diploma qualification tend to be more satisfied than those in other groups of teaching qualifications due to that they have very limited expectations and therefore they are contented with the low qualifications they have. Table 4.6 shows that 50% of diploma holders are satisfied or very satisfied and none of them are very unsatisfied. Another 38% for degree holder were either unsatisfied or very unsatisfied and none of them were very satisfied, this is because they are expected to have more alternative on better position. This is in conformity with the findings of Wharton, (2000) where it was noted that job satisfaction has been found to decrease with increasing education level.

**Table 4. 6: Respondents Opinions on the Education Levels and Job Satisfaction**

<b>Level of Satisfied</b>	<b>Diploma</b>	<b>Degree</b>	<b>Postgraduate Degree</b>	<b>Total</b>
Very satisfied	15	0	0	15
Satisfied	13	3	0	16
Moderate satisfied	8	4	1	13
Unsatisfied	5	11	2	18
Very Unsatisfied	0	3	0	3
<b>Total</b>	<b>41</b>	<b>21</b>	<b>3</b>	<b>65</b>

**Source:** Field Data Survey, 2014

#### 4.3.2 Relationship between Working Experience and Job Satisfaction

From this study, the results show that the higher the number of years spent in the service the higher the level of job satisfaction. For instance, the age ranges 10 to 14 years and 15 years and above shows 95% satisfaction level. This supports Bishay,

(1996) assertion that Job satisfaction seems to increase with age and years of service. This, according to Abdullah, Uli and Parasuraman, (2009) may be that the teachers who remain in their jobs for a long time are those who are satisfied with the job.

Results in (Table 4.7) shows that, 37% of the teachers had a working experience of 1-4 years are unsatisfied or very unsatisfied because they are expecting to have other better jobs and they are not yet settled. Another 63% of the teachers had a working experience of 5-9 years and are very satisfied or satisfied. The situation is the same to those who have 10-14 years and 15 years and above whereby they are very satisfied or satisfied, this may be due to fact that job satisfaction has been found to increase with the increasing working experience years. The reason is that they have no other opportunities and they have already settled.

**Table 4. 7: Respondents Opinions on the Working Experience and Job Satisfaction**

<b>Working Experience</b>	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Moderate Satisfied</b>	<b>Unsatisfied</b>	<b>Very Unsatisfied</b>	<b>Total</b>
1-4 years	1	1	2	6	13	23
5-9 years	4	15	3	2	1	25
10-14 years	7	1	0	0	0	8
15 years and above	8	1	0	0	0	9
<b>Total</b>	<b>20</b>	<b>18</b>	<b>5</b>	<b>8</b>	<b>14</b>	<b>65</b>

**Source:** Field Data Survey, 2014

### **4.3.3 Remuneration and Job Satisfaction**

Remuneration represents a kind of rewards that workers expect in return for their labour. It comes in terms of salaries, allowances, bonus, arrears, gratuities and other types of monetary rewards or compensations that workers receive either for the work they do (Whaton, 2000). Kimengi, (1983) findings implied that teachers' salary is an

important factor that contributes to teachers' job satisfaction. He suggested that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers in the teaching profession.

Field survey reflects that salary structure of teachers in the study area; just like in other parts of Tanzania is very poor. That is why we see that socio-economic conditions of secondary school teachers are very difficult and this condition lead to loss of motivation among teachers. According to the study, majority of respondents receive salary scale of TGTS D which accounted for 58.5% followed by TGTS C (24.6%), then TGTS E (12.3%) and TGTS F (4.6%) of the respondents as shown in Table 4.8. This means the level of dissatisfaction is very high on the issue of pay.

**Table 4. 8: Respondents Opinions on the Salary Scale**

<b>Salary Scale</b>	<b>Frequency</b>	<b>Percentage</b>
TGTS C	16	24.6
TGTS D	38	58.5
TGTS E	8	12.3
TGTS F	3	4.6
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

Regardless of the area, gender or qualification all teachers are not satisfied with the low salary that they earn. They say that their salary cannot sustain them to live a decent life, although it was raised up to 10 times more by 2005. Still, it has been a major cry for teachers. The data shows that the current monthly salary for the 2013/2014 financial year, a fresh from school graduate teacher with a salary scale grade of "TGTS D1" earn a basic salary of 589,000 TSH monthly; after all deductions they earns 473,000 TSH as a take home. This amount is still a very low

salary. As a result they are forced to engage in other income generating activities to supplement their income. That engagement in other activities takes their concentration from teaching activities which sometimes contribute to low performance of the schools.

#### **4.3.4 Salary Level and Job Satisfaction**

For some people, pay is a reflection of self-worth, so pay satisfaction takes on critical significance when it comes to retention. One of the main dimensions of satisfaction is pay level, that is, the absolute amount of income associated with the job. Satisfaction with benefits is another important dimension of overall pay satisfaction (Bonner, 2010). Less job satisfaction in human resource management practices is one among many possibilities that may affect job satisfaction among secondary school teachers in Magu District. But good human resource management lead to job satisfaction and bad human resource management lead to less job satisfaction among ward school teachers.

Respondents were asked to show that if salary paid to secondary school teacher satisfy their life and at which level teachers satisfied with their salary they are paid. 4.9 shows that 66.2% of the respondents indicate that they were unsatisfied by the level of salary they are receiving 24.6% indicates less satisfied, 7.7% satisfied and only one (1.5%) is very satisfied. This shows that salary is a major concern for most ward secondary school teachers.



**Table 4. 9: Respondent Opinions on Salary Levels**

<b>Level of Satisfied</b>	<b>Frequency</b>	<b>Percent</b>
Very satisfied	1	1.5
Satisfied	5	7.7
Less satisfied	16	24.6
Unsatisfied	43	66.2
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

The study was also interested to know if poor remuneration affects job satisfaction. The findings indicate that 61.5% of the respondents show that poor salary has very high effect on job satisfaction while 27.7% indicated the effect of poor remuneration to be high, 6.2% reported that the salary has just an average contribution to job satisfaction, 1.5% said low and 3.1% reported that the contribution was very low (Table 4.10). Thus, the implication is that teachers are dissatisfied by their job as a result of poor salaries that they receive. Gordon (1986) indicated that the larger the reward the more the job satisfaction of a worker.

**Table 4. 10: Respondent Opinions on Poor Salary Structure on Job Satisfaction**

<b>Level of Poor Salary Satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Very high	40	61.5
High	18	27.7
Average	4	6.2
Low	1	1.5
Very low	2	3.1
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### **4.4 Factors Influencing Job Satisfaction among Ward Secondary School Teachers**

Job satisfaction represents a person's evaluation of his/her job and work context. It is an individual pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to one's job, and an attitude towards one's job (Phipps, 1968). It is also one of the driving forces that influence good performance in any work place. However, the poor performance has been experienced in many ward secondary schools in Tanzania which contributes much in less development. The study has identified the followings as the major factors that cause job dissatisfaction among teachers in ward secondary schools in Magu District; these are housing conditions, school location and transportation, availability of teaching and learning materials, class size, and teaching periods.

##### **4.4.1 Working Condition and Job Satisfaction**

Working conditions which were identified by respondents in Magu District are classroom conditions, office conditions, housing conditions and teaching facilities. This research attempted to find the extent to which working conditions affect job satisfaction. The argument is that good working conditions contribute to job satisfaction and poor working conditions can lead to less job satisfaction among ward secondary school teachers in the study area

##### **4.4.2 Housing Conditions**

Housing condition for teachers is one of the major challenges they face. In ward secondary schools, there are very few government- owned houses to accommodate teachers and very few teachers manage to build their own houses. Most of them depend on rented houses or apartments which are expensive. Most of teachers

argued that a monthly rent for a normal room ranges between 20,000Tsh and 40,000Tsh depending on the quality and location of the house. This is a huge amount for a teacher who earns a basic monthly salary of about 473,000Tsh (for graduate teachers) and has a family to afford renting 2 or 3 rooms depending on the size of his family. In some areas the quality of houses teachers live in is very poor and the location is quite distant from their schools. Few teachers tried to build their own houses using the available poor building materials in their areas. This poor housing demoralizes teachers and lead to poor performance. The problem of housing is mostly facing teachers because they are among the few civil servants who works in rural areas where housing condition are poorer compared to urban areas.

Result in Table 4.11 shows that only 12.32% are living in the government houses allocated in their schools and the rest 87.68% are living in other houses such as their owned houses 24.5%, in the rented houses accounted for 70.5% and in the relatives houses accounted for 5%. On the other hand, for those who rents pay the house rents between Tsh. 20,000 to Tsh. 40,000 per month. For example in Lubugu secondary school there is only one house for headmaster other teachers are forced to find other place to live.

**Table 4. 11: Respondents’ Opinions on Housing Conditions**

<b>Housing Conditions</b>	<b>Frequency</b>	<b>Percentage</b>
Living in government house	8	12.32
Own house	14	21.53
Rented house	40	61.54
Relatives house	3	4.61
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### 4.4.3 School Location and Transportation

In most cases the location of many schools is far from where teachers live particularly in rural areas. In my observation, transport facilities in some areas are poor, which necessitate teachers and students to walk long distances. In other areas, teachers are faced with extra expenses for transport fare and spend more time on their way to school. They have to wake up early morning; between 4:00 - 5:30 am for them to report to work on time at 7:30 and that may impact on their health and teaching performance. The location of rural schools may be so remote that some are far away from necessary social service like food shops and medical facilities. For example in Mwamabanza and kinango secondary schools teachers and students are forced to walk very long distance to school.

The distance between the homesteads to working place has great implication on job satisfaction. According to the study, almost 69.2% live far away from their working place, and they use 1-2hours to reach at their working place (Table 4.12).

**Table 4. 12: Respondents' Opinions on Distance to Working Place**

<b>The distance in km</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1km	17	26.2
Within 1km	3	.4.6
Between 1km-5km	33	50.7
Between 5km-10km	12	18.5
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

Apart from distance discussed, it is also shown that 47.7% of teachers go to school on foot followed by those who use bicycle (27.7%) and 'bodaboda' which accounted for 24.6% (Table 4.13).

**Table 4. 13: Respondents’ Opinions on the Means of Going to Working Place**

<b>Means used by Teachers</b>	<b>Frequency</b>	<b>Percent</b>
On foot	31	47.7
By bicycle	18	27.7
‘Bodaboda’	16	24.6
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

This implies that most of teachers go to their working place on foot and regarding that they stay far away from there working place; they reach while already tired and hence affect teaching process and lead to less job satisfaction. The reality is that most of ward secondary schools are allocated in rural area where means of transportation are very poor. In Magu District only 2 schools are within the town which is Magu secondary school and Itumbili secondary school the rest are very far.

#### **4.4.4 Availability of Teaching and Learning Materials**

Availability of teaching facilities is very important because it makes the work of teaching easy. Teachers are likely to be more efficient if teaching facilities are readily available. The results revealed that there is shortage of teaching facilities in most of secondary schools due to shortage of budget allocated in ward secondary schools. Facilities like textbooks, chalks and all other related materials which help teachers to fulfill their activities in their teaching profession are not readily available (Table 4.14).

Result in Table 4.14 revealed that about 52.3% of the teaching facilities condition are indicated to be very poor, 26.2% indicated that the teaching facilities are poor, 16.9% rated as average. Only 4.6% show that teaching and learning materials are good.

**Table 4. 14: Respondents’ Opinions on Teaching and Learning Materials**

<b>Opinions on T/L Materials</b>	<b>Frequency</b>	<b>Percentage</b>
Very poor	34	52.3
Poor	17	26.2
Average	11	16.9
Good	2	3.1
Very good	1	1.5
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

Insufficiency of teaching materials like appropriate books for all subjects that are being taught has been a major challenge facing teachers in ward secondary schools such as Sukuma and Lubugu secondary school. In these schools, students have to share one book. In Lubugu secondary school there is only one history text book owned only by the subject teacher who has to read it before the class for students to understand what has been written in the book. According to Sumra, (2005), not only insufficiencies of books but also libraries have received less attention when new schools are built also lack of science laboratories has been one of major challenge which has made science subjects to be taught in a more theoretical way than practical. Due to the insufficiency of laboratories, students taking science subjects can’t carry out real practical in their national examinations so the government established a theoretical examination to the practical called “Alternative to practical”. This situation was referred to as “inadequacy of resources” and it affects teachers’ working environments.

#### **4.4.5 Class Size**

Class size is a measure of the average number of pupils in a teacher's classroom during a school period and represents an important indicator of the working conditions of teachers, as well as the learning conditions of students.

The big number of students' enrollment affects teachers' classroom delivery and control. Class sizes are too large for teachers to attend effectively to every student. Moreover, due to populated classes, some students end up sitting at the extreme back of the classes thus not getting what is taught in class because they can't hear what is being taught; eventually they turn to their own business and become noise makers. In addition, teachers spend a lot of time in marking students' exercise books than in teaching. Therefore, large numbers of enrollment without sufficient classrooms and books is a stumbling block for teachers to reach their teaching goals and lead to low student progress. In this way, teachers are not comfortable being in classes and hardly do they enjoy their work. The big number of student enrollment is not proportional to the number of teachers available to attend them. In some ward secondary schools like Mwamanga, Kahangara and Sukuma the number of teachers is very small compared with the number of students' enrolled.

The class accommodates 40-60 students expressed by the respondents and accounted for 63.0%, 18.5% less than 40 and 18.5% have above 60 pupils in the same class room. This implies that secondary school teachers are still teaching many students in the class which is against the ministry regulation which needs the class size not more than 40 students. Therefore this may lead to job dissatisfaction.

**Table 4. 15: Respondents’ Opinions on Class Size**

<b>Class Size</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 40 students	12	18.5
Between 40-60 students	41	63.0
Above 60 students	12	18.5
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### **4.4.6 Teacher’s Work Load**

Teachers’ working loads is a very big problem in ward secondary schools. They have to teach a minimum of 15 periods per week. The normal minutes for a single period are 40 minutes and for double period is 80 minutes. Science subjects’ teachers are very few while in other schools teachers end up teaching subjects which are out of their areas of specialization so that students should not stay idle. This forces teachers to work beyond their call of duty; and teaching in this way becomes a tiresome job. Teachers’ working load includes lesson preparation, such as schemes of work and lesson plans, teaching, marking, counseling, and supporting students academically like administering remedial classes and doing administration duties like being the “Teacher on duty”. It also involves extracurricular activities like sports, gardening and attending professional development training. This huge workload and very tight schedule compels teachers to work restlessly and sometimes makes the teaching profession more stressful than it should professionally be.

The result on Table 4.16 shows that 26 teachers have heavy load which accounted for 40% and 35.4% of teachers have light load followed by 9 teachers who have very heavy load which accounted for 13.9% then 10.7% who have normal load. This is because of the small number of teachers available in ward secondary schools for



example in Mwamabanza secondary school whereby there was only one science subject teacher.

**Table 4. 16: Respondents’ Views on Teacher’s Work Load**

<b>Teaching Load</b>	<b>Frequency</b>	<b>Percentage</b>
Normal Load	7	10.7
Light Load	23	35.4
Heavy Load	26	40.0
Very Heavy Load	9	13.9
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### **4.5 Challenges Facing Teachers in Secondary Schools**

Teachers are the central part of learning process, but most of them are faced with various challenges that hinder the proper performance of their duties. According to the study conducted the following challenges identified.

##### **4.5.1 Teachers’ Status and Job Satisfaction**

Sumra, (2004) argues that majority of teachers perceive their profession as not respected any more. They feel they have low status in society because of their low salary and poor living conditions. Millman, (1985) argues that other people are considering teaching profession as a missionary occupation. He insists that “the misleading notion of teaching as a missionary occupation, if it ever did have any validity, is no longer a possible underlying principle for expecting teachers to accept a lower standard of living and less security for the future than other civil servants” Millman, (1985). This notation still exists in government officials speeches when it’s come to talk about teachers’ payment and other benefits. They still hold that

teaching profession is like “volunteers’ job”. But in reality, it is a professional job like other professions.

Result in Table 4.17 shows that some teachers feel that being a teacher and being recognized as a teacher gives some job satisfaction both at school and within the society. In this study, nearly 52.3% of the respondents rated teachers’ status as less important, 32.3%, important and 15% of them rated it as very important. This factor is placed as less important but it is still an important factor. It can be argued that the status of teachers in many parts of the country has fallen down but there are people who want to be identified with this profession because they still like it. The society does not respect teachers because of their poor standard of living and their poor style of clothing. The perceived low salaries affect the value, respect, and status teachers had in their societies. It appears that the salaries that teachers are earning are not sufficient to fulfill the teachers’ lower order physiological or biological needs (Maslow, in section 2.5.2).

**Table 4. 17: Respondents’ Views on Teachers’ Status**

<b>Importance Level on Teachers Status</b>	<b>Frequency</b>	<b>Percentage</b>
Very important	10	15.4
Important	21	32.3
Less important	34	52.3
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### **4.5.2 Health Care Insurance Scheme Program and Job Satisfaction**

Teachers are under a health care insurance scheme program run by the government. The respondent teachers whom were interviewed explained that they contribute 3% of their monthly basic salary for health insurance, this view supported also by Sumra

et al, (2005). They argue that they have no choice to choose which health insurance scheme best matches their needs; they are all under “National Health Insurance Fund (NHIF)”. Generally, teachers are not satisfied with ineffective health care insurance scheme especially poor services from hospitals affiliated with NHIF to serve them. For example in Magu government hospital teachers are not provided with good services. The providers do not treat them fairly compared with those who pay in cash hence they treat them as if they get services for free. Also, the insurance covers treatment of only some few diseases and medical checkup. Some checkups, diseases and medicines are to be paid for in cash by teachers themselves. Thus, teachers have low satisfaction level in the health care scheme provided by NHIF.

Field data have indicated that 40% of the respondents are unsatisfied with the health care scheme provided by NHIF, 32.3% of respondents are less satisfied and only 18.5% of respondent are satisfied with National Health Insurance Fund Scheme. The opinions from the respondents’ shows that still there are problems on health insurance scheme because they are forced to use their own money and sometimes forced to travel long distance to get better services in private hospitals. This is a very low satisfaction level.

**Table 4. 18: Teachers Views on Level of Satisfied on NHIF**

<b>Level of satisfied on NHIF</b>	<b>Frequency</b>	<b>Percent</b>
Very satisfied	6	9.2
Satisfied	12	18.5
Less satisfied	21	32.3
Unsatisfied	26	40.0
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

### **4.5.3 Opportunities for Training and Job Satisfaction**

Teachers are not provided with professional development seminars to enable them to face new challenges and cope with new developments especially in this era of globalization (Nyirenda, 2013). The syllabus has been changing now and then, new topics have been introduced but in-service trainings are not effectively administered to teachers, however, SEDP (Secondary Education Development Program) recommended it.

Respondents from the area identified availability of opportunities as among the factors which may contribute to satisfaction in the place of work. This was identified as an important factor because it provides a route towards career advancement and the associated pay rise.

Result in Table 4.19 showed that 69.2% of the respondents shows that opportunities for training is regarded as less important, 23.1% of the respondents shows that opportunities for training is regarded as important factor and 7.7% of them rated it as a very important. This implies that, majority of respondents' shows that the government had less important on opportunities for training. For example in Sukuma secondary school where there are only 5 teachers no one is allowed to go to school and if you do so your salary is retained. Therefore, such jobs having good opportunities for training naturally bring satisfaction for workers.

**Table 4. 19: Teachers Views on Opportunities for Training and Job Satisfaction**

<b>Level of Opportunity for Training</b>	<b>Frequency</b>	<b>Percentage</b>
Very important	5	7.7
Important	15	23.1
Less important	45	69.2
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### **4.5.4 Job Security and Job Satisfaction**

Luthans, (1989) describes job security as the feeling which involves being able to hold onto the Job, being sure all will be well with the job in future as in the past. He describes insecurity as a haunting fear that things may not last, that one may lose what she or he has now. Flippo, (1984) proposes that the need for job security tops in the list of priorities for many employees and labour union because of emerging threats from technology change. Teachers consisting 68% (Table 4.20) had the opinion that job security leads to job satisfaction. They argued that if a teacher feels insecure with his or her job then there will be less job satisfaction. Therefore, security in teaching profession is directly linked with job satisfaction.

Result in Table 4.20 showed that 68% of the respondents revealed that job security contribute highly to the job satisfaction. While 20% said that job security contribute to job satisfaction is moderate and 12% of the respondents said that job security contribute to job satisfaction is low. The interpretation of the findings was according to the opinions of the respondents. Therefore, according to response of the respondents it was discovered that, job security have great significant to job satisfaction of teachers. According to Maslow, (1943) through his Human Motivation Theory has identified different human needs that have to be satisfied.

Such needs include physiological needs, safety (security) needs and belongingness, esteem needs and self actualization needs.

**Table 4. 20: Respondents’ Views on Job Security and Job Satisfaction**

<b>Level of Satisfied</b>	<b>Frequency</b>	<b>Percentage</b>
high	44	68
moderate	13	20
Low	8	12
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### **4.5.5 Favoritism in the Promotion Process**

Teachers are not satisfied with how promotions are administered. There has been favoritism (Davidson, 2007) in selecting who to supervise regional, zonal and national exams, marking exams, attending in-service training as well as promotion. One respondent claims that, district officials appoint their friends; and he has 22 years in service but has never been appointed to supervise exams. On the other hand, there is a delay in upgrading teachers’ salary scales as part of promotion (ibid). In the real sense some teachers stay for long time in one scale, for example some graduate teachers in Mwamabanza secondary school who were employed in mid 2009 are still under salary scale of TGTS D1 which is a scale for new employees. Sometimes when the promotion is done, changes in salary are delayed for a long period of time. This shows low satisfaction level among teachers towards promotion.

The study found that 81.5% of the respondents agreed that there is fairness of promotion process in educational sector and 18.5% of respondents indicated that there is no fairness in promotion process (Table 4.21). The general conclusion here is that teachers have low satisfaction level regarding the promotion process.

**Table 4. 21: Teachers View on Fairness of Promotion Process.**

<b>Fairness of Promotion Process</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	53	81.5
No	12	18.5
<b>Total</b>	<b>65</b>	<b>100</b>

**Source:** Field Data Survey, 2014

#### **4.6 Conclusion**

Satisfaction with one's profession can affect not only motivation at work but also person decisions, and how one relates with others. The literature shows that what contributes to job satisfaction or dissatisfaction is not only the nature of the job but also the expectation of what an individual perceives the job should provide. Teachers are at great risk of job dissatisfaction generally compared to other professionals. Low job satisfaction impacts staff turnover and absenteeism, which could reduce the efficiency of education sector (Robbins et al, 2008). This means the higher the satisfaction, the higher the employees' performance. It implies that, if other factors remain constant then satisfaction is directly proportional to performance. This relationship suggests that, if the working and living conditions of teachers will be improved, it is likely that their satisfaction level will also increase their performance level.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

After having analyzed the earlier chapter on results and discussion of the study this chapter presents a summary of the findings, the conclusion and recommendations of the research as previously analyzed in chapter four. The discussion relates data analysis on the findings to the research objectives in chapter one at the beginning and chapter two containing the literature review in terms of findings and the extent to which these findings relate to the theory and other scholar's findings on related study.

#### **5.2 The Summary of the Study**

From the above the study the researcher has been able to portray the factors affecting job satisfaction among ward secondary school teachers in Mwanza Region, with reference to Magu District. The study has explored that job satisfaction of teachers in ward secondary schools are affected by personnel policy working condition and poor remuneration which contribute to reduce the rate of development of education since teachers are not satisfied with their job. Also Government intention towards teachers general environment of teacher have been delayed in many aspects that's why teacher's in Tanzania are conducting strikes every time, Government should increase efforts towards education development in the country.

#### **5.3 Conclusions of the Study**

Job satisfaction is the challenge that facing most of government sectors and consequently has been affecting either positively or negatively job performance. Educational sector like other sectors have been affected with low job satisfaction



among teachers in primary and secondary schools. In ward secondary schools there is the decline of performance among form four exams. The situation is not good in ward secondary schools where most of students failed to perform well in their exams from 2011-2013 which created the hot debate in the countrywide. Although the educational policy of 1995 states how all stakeholders have to be involved intensively to enhance good performance among the students so as to build the knowledgeable society. Apart from all efforts done to construct secondary schools, training teachers and recruiting them as well as providing the required materials, there has been low job satisfaction among secondary school teachers specifically in ward schools as the study reveals.

Slightly over three quarters of the teachers (76.9%) in Magu District are not receiving any incentives from any source. This results in highly depending only on salary which is not enough to meet all required needs. The incentives discussed here should include the teaching allowances, housing where by almost 61.54% of teachers are living in the rented housing and paying the house rents which actually reduce the disposable income. Due to low motivation given to few teachers reduces the morale in teaching hardly so as to achieve the objective regarding that the educational environment in Magu District is not conducive. The motivation always increases efforts for performance, from this perspective low motivation less job satisfaction.

Inadequate numbers of staff houses, staff houses are the major component of enhancing the job satisfaction and greatly reduce the achievement of the intended objectives. According to the study conducted, most of teachers are residing far away from their working place which is 72.3% and have to walk long distance so as to reach their working place for almost 1-5km which accounted for 50.7% and mostly

go to their working place on foot which accounted for 47.7% of the all teachers. However, due to the educational policy of 1995 providing the guideline which including constructing the staff houses so as to enable teachers to stay near their schools and performs their duties effectively. Staying away from their working place reduces the capacity of teaching since they reach in their schools lately and tired.

The salary scales received by most teachers are not competitive and actually does not fulfill their required need. The study shows that 64.6% of teachers are not satisfied with their salaries. However, 30.8% of all teachers in Magu District are receiving inappropriate salaries that means below their actual salary scale. The most reason that actually perpetuates the less satisfying salary is high inflation of goods and services in the market. Therefore, the fixed salary received by teachers is not adequate to satisfy the demand.

The government has role to play for facilitating the existence and performance of ward secondary schools in Tanzania. Although all ward secondary schools constructed in collaboration between the government and citizens but there are many challenges facing the schools. The capitation grants provided by the government do not fulfill the requirement and teachers who have been recruited are not enough to reduce the problems of ward secondary schools teachers' shortage. Most schools does not have staff houses, enough classrooms, laboratories, water supply, and electricity that creates non conducive teaching and learning environment and hence leads to job dissatisfaction.

#### **5.4 Recommendations**

The followings can be done to improve satisfaction and performance for teachers working in government schools in Tanzania: Motivation to teachers is of paramount

importance because it catalyses workers to be happy, uplift their commitments and make them more productive. Government and the community should respect, recognize and appreciate the tough work done by teachers in very challenging environments. Teachers need to be encouraged by giving them both material and moral support like establishing national teachers award programs like in other careers do.

Policies should be modified so as to solve various problems teachers face so that they feel valued and ensured that their rights are realized and protected in order to secure and strengthen their own commitment to achieving quality education for all. The fundamental importance of the teachers' role in ensuring effectiveness of education must be recognized, understood, and taken into account if the national efforts to achieve development targets in education are to be successful. Enhancing teachers' job satisfaction and eliminates the factors which can led to less job satisfaction for the aim of retaining teachers and thus maximize rates of teachers who quit and goes to other profession and minimize shortage of teachers in the country.

Tanzania government has a long term goal towards improving the quality of education. The establishment of ward secondary schools should go hand in hand with the improvement of school infrastructures by building modern classes, toilets, libraries, laboratories, teaching and non-teaching staff houses and sports grounds according to the needs of every school. Equipment for laboratories, books and desks should be available to easy the teaching and learning process.

Teachers should be involved in planning and decision making, when employees are involved in planning and decision making, they always feel a part of the organization and become happy and committed in implementing the decision

therefore, government school teachers should be treated the same. Moreover, all changes made should go hand in hand with trainings and seminars to make teachers in government-owned schools familiar with the particular changes. The newly introduced “Big Results” campaign in education will not bear fruits if teachers are not involved from its grass roots to implementations. The government should allocate funds for trainings before introducing any new policy or decision that needs teachers for implementations.

School management should look on teachers’ attitude towards teaching and concentrate on how to control and direct teachers also concentrate on modifying teaching environment so as to increase teacher’s morale of teaching henceforth teachers would increase production and improve quality of education in Tanzania.

Improve communication between teachers and senior management. Education officers and head of schools ought to improve their style of communication with teachers. They need to encourage on the open-door policy whereby they are supposed to respond efficiently and effectively to the needs and problems of teachers. Also the management should conduct attitude survey on workers to seek information on what teachers like and dislike about their work. Feedback should be given immediate attention by management and should constitute the basis for management strategies to motivate and retain staff. When the needs and problem of teachers are attended timely may increase job satisfaction and enhance employee productivity.

The government should come up with efficient modern and systematic teachers’ promotion system that will be based on professional standards and performance in order to create transparency, fairness and equity in teachers’ promotion system. Any unethical practice by the educational officers regarding unfair promotion should be reported and immediately charged before the law. The condition of service of

teachers should be improved with increase in salaries, provision of free accommodation, scholarship for wards teachers, subsidy for electricity, and free medical care for teachers and their families. This will help the Tanzanian government to retain its staff and improve their commitment level.

Pension packages of teachers should be improved in terms of the lump sum and monthly allowance. This will give teachers a sense of security in their old age and as result they will remain focused and committed to their job. Moreover, one may realize that due to low satisfaction, teachers live with negative emotional intelligence towards their job due to lack of teaching career respect , how will this situation affects teachers' emotional behavior and to what extent the effects will have impacts on students' behavior inside and outside the classroom

The government, private sector and other partners should ensure that there is availability of all teaching and learning materials, staff houses and good working condition in all ward secondary schools. The capitation grants provided by the government should be appropriate and released on time so as to facilitate the school activities and hence raise the student performance.

### **5.5 Areas for Further Studies**

This study suggests further research to be conducted in the following areas which are not covered by this research:-The factors affecting the quality of teaching among secondary school teachers in Tanzania and the impacts of less job satisfaction among teachers on education quality in Tanzania. The study covered only ward schools in Magu District due to limited resources and time factor. It is also recommended that a comparative study should be done to compare the factors that affect job satisfaction among government and private secondary school teachers in Tanzania.

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## APPENDICES

### Appendix 1: Questionnaires for Teachers

I am Aneth Majura, a Master's student of University of Dodoma. I am doing research on the topic of Factors Influencing Job Satisfaction among Ward Secondary School Teachers in Magu District in Mwanza. You are kindly to respond to all questions with honest. The information which will be provided will purely be used for academic purpose and it will be treated with a lot of confidentiality. I am requesting you to kindly participate in this study by responding to the following questions.

#### Section A: Demographic information

1. Age of respondent in years... 2. Sex of respondent: a. male ( ) b. female ( )
3. Marital status: a. married ( ) b. Single ( ) c. divorced ( )  
d. widow/widower ( )
4. Level of education? a. Certificate ( ) b. Diploma ( ) c. Degree ( )  
d Postgraduate degree ( )
5. How long have you been working in this professional? a. 1-4 year ( )  
b. 5-9 ( ) c. 10-14 ( ) d. 15 and above ( )

#### Section B: Main information

1. Factor influences job satisfaction among ward secondary school teachers.  
Do you stay in government house?  
a. Yes ( )  
b. No ( )

2. If no, where do you stay?
- a. In my own house ( )
  - b. In rented house ( )
  - c. Relatives houses ( )
  - d. Others.....

If you stay in rented house, how much do you pay per month?

.....

3. Do you live far away from your working place?
- a. Yes ( )
  - b. No ( )

4. If yes, how long is between your homestead and working place

- a. Less than 1 km ( )
- b. Within 1 km ( )
- c. Between 1km-5km ( )
- d. Between 5km-10km ( )

5. How do you go to your working place?

- a. On foot ( )
- b. By bicycle ( )
- c. By rented 'bodaboda' ( )
- d. Others,  
mention.....

6. Is the school having all required teaching and learning materials

- a. Yes ( )
- b. No ( )

7. If no, mention all required T/L materials missing in your school.....
8. Is the school having staff office?
- a. Yes ( )
  - b.No ( )
9. If no, where do you stay and perform your duties
- a. In the classroom ( )
  - b. Under the tree ( )
10. What is the class size do you teach?
- a. Less than 40 students ( )
  - b. 40-60 students ( )
  - c. Above 60 students ( )
11. How many periods do you have per week
- a. 5 periods ( )
  - b. 10 periods ( )
  - c. 15 periods( )
  - d. 20 periods ( )
12. Do you receive any incentives or motivation per year when performing your duties?
- a. Yes ( )
  - b. No ( )
13. If yes, what incentives and motivation do you receive?  
Mention.....
14. Do you satisfy with the incentives given?
- a. Yes ( )
  - b. No ( )

15. What is your currently salary scale?
  - a. TGTS C
  - b. TGTS D
  - c. TGTS E
  - d. TGTS F
  
16. Do you satisfy with salary scale you receive?
  - a. Yes ( )
  - b. No ( )
  
17. If no, give reason for not satisfying
 

.....

**Section C: Current Job Satisfaction Level of Secondary wards secondary school teachers in Magu district.**

1. Are you willing to work in this school?
  - a. Yes ( )
  - b. No ( )
  
2. If no, give the reason for not being willingly to work.....
  
3. Does the management incorporate you in decision making?
  - a. Yes ( )
  - b. No ( )

**Section D: Challenges facing teachers on working place in ward secondary schools.**

1. Is your salary satisfying your needs?
  - a. Yes ( )
  - b. No ( )

2. If no, what other source of income do you have to satisfy your needs?
  - a. business
  - b. Agriculture
  - c. Livestock keeping
  
3. How do you manage to run other activities,  
explain.....
  
4. How does the distance affect your performance in your school  
Explain.....  
....
  
5. For the case of inadequate T/L materials, how does it affect your  
satisfaction.....

**Thank you for your active cooperation**

**Appendix II: Interview Guide for Key Respondents**

**a. To investigate the current job satisfaction level of secondary school teachers in Magu district.**

1).Do you have a good cooperation with teachers in helping them on their promotion opportunities?  
.....

2). To what extent does poor human resources management affect job satisfaction?  
.....

**b. To examine the factors influencing job satisfaction among secondary school teachers.**

3) What are the factors influencing job satisfaction among ward school teachers?  
.....

4).According to your opinion, what can be done to improve teaching environment in ward schools in Tanzania.....

5).Is there any good administration policies which support teachers at workplace?  
.....

**c. To examine how working conditions and remuneration influence job satisfaction.**

6) According to your opinion do you think there is a need to improve teacher's salary?  
.....

7). For your opinion what should be done to motivate teachers towards job satisfaction? .....

*Thank You for Your Participation*