THE EFFECT OF PRIMARY SCHOOL TEACHERS' JOB SATISFACTION ON THEIR WORK PERFOMANCE IN KINONDONI DISTRICT, TANZANIA

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2013

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled *The Effect of Primary School Teachers' Job Satisfaction on Their Work Performance in Kinondoni District, Tanzania,* in partial fulfilment of Masters of Education Degree.

………………………….

Dr. Michael W.F. Ng'umbi

(Supervisor)

Date……………

DECLARATION
AND
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I, *Theresia Evarist Kyara,* certify that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

Signed……………………………

DEDICATION

This work is dedicated to my beloved husband, Mr. Reginald Christonsia and our children, Loveness, Sarafina, and Briansia for their moral and financial support, encouragement and prayers which have been instrumental to the success of my study. I also dedicate the work to my parents who set aside their limited resources for my schooling.

ACKNOWLEDGEMENTS

ABSTRACT

This study has determined how job satisfaction affects teachers' performance in primary schools in Tanzania. The study was guided by a conceptual framework for which variables such as inputs, environmental process and output were analysed. It was adopted from Bronfenbrenner and Morries (1998) system model. The study employed qualitative approach with a descriptive design. Data used, were collected using a variety of techniques, a sample of one hundred and forty respondents were used. Two methods of sampling were utilized to sample the school. Purposive sampling and Stratified random sampling was applied. The study revealed that there was a very low level of satisfaction among teachers in terms of school supervision, communication feedback, availability of teaching and learning materials, school-parents relationship, teachers' salaries, on job training, teachers promotion system (bar system), leave payment for teachers and the availability of public transport facilities. Data have also indicated that teachers' attendance was negatively affected by the distance from their homes. Further, the bar system in salary scaling acts as promotion limit for teachers who have not gone for further training. Furthermore, teachers' low job satisfaction had negative effect on teachers' performance, student learning outcomes, teacher retention and absenteeism, and preparation of pupil's reports. Basing on the study findings, it has been recommended that, the government should ensure that teachers' rights are met without waiting for their reactions. Working conditions including teaching and learning facilities are supposed to be made available adequately at school. It is important for the community to support and participate in school development programmes. In addition to that, educational stakeholders should ensure teachers work as per government expectations.

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LIST OF ABBREVIATIONS AND ACRONYMS

TSD	Teachers' Service Department
TTU	Tanzania Teachers' Union
UPE	Universal Primary Education
MPS	Motivating Potential Score
ICT	Information and Communication Technology
TIE	Tanzania Institute of Education
TRC	Teachers' Resource Centres
PEDP	Primary Education Development Program
TEHAMA	*Teknolojia ya Habari na Mawasiliano*
PDL	Poverty Datum Line
PSLE	Primary School Leaving Examinations
ELRA	Employment and Labour Relation Act
TUF	Trade Union Form

CHAPTER ONE

1.0 INTRODUCTION

1.1   Chapter Overview

This study investigated the effect of job satisfaction on teachers' work performance in primary schools in Tanzania. Chapter one introduces the background to the study, statement of the problem, the objectives of the study, research questions, the significance of the study, limitations, delimitations and the scope of the study.

1.2   Background of the Study

Job satisfaction is not a new phenomenon in organizational science and behaviour (Zembylas & Papanastasiou, 2006). Attempts to improve performance in schools will never succeed if teacher job satisfaction is ignored. If employees in an organization are well motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003). This implies that motivated and satisfied teachers are most likely to affect the students learning positively while the opposite has negative effects on student's performance. Educational leaders and administrators/managers have to pay special attention to the phenomena of motivation and job satisfaction.

The teaching profession ranks high on the success list of societies. Further teachers' organizational commitment and general job satisfaction have been identified important to the understanding their work behaviours (Dorfman, 1986). Job satisfaction amongst teachers is a multifaceted construct that is critical to teachers' retention and has been shown to be a significant determinant of teachers' commitment. It also a contributor to school effectiveness. Studies in Tanzania show

that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities (Sumra 2004; HakiElimu 2005). The researcher assumes that poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner.

Recent studies carried out in a number of countries have drawn attention to the degree of job satisfaction among teachers and have shown that teachers' work "intensification" mirrors societal trends toward overwork (Naylor, 2001; Van den Berg, 2002). Imposed and centralized system accountability, lack of professional autonomy, relentlessly imposed changes, constant media criticism, reduced resources, and moderate pay, relate to low teacher satisfaction in many developed countries around the world (Van den Berg, 2002).

The effects of the trends include declining job satisfaction, reduced ability to meet students' needs, significant incidences of psychological disorders leading to increased absenteeism, and high levels of claims for stress-related disability (Troman and Woods, 2000). Most importantly, teacher dissatisfaction appears to be the main factor leading to teachers leaving the profession in many countries. Thus, research into teacher satisfaction is becoming more and more important given not only that a growing number of teachers leave the profession but also dissatisfaction is associated with decreased productivity (Tshannen-Moran, Woolfolk-Hoy, Hoy, 1998).

Like other professionals, teachers want to feel that society rewards them fairly in return for their contribution to its development. Those who feel that they are not

getting a fair deal from society and are not patient enough to wait for that great day when the teachers' condition of services will hopefully be improved to march out of the teaching profession they will quit the job (Ishumi, 1995).

One of the greatest disappointments in the teaching profession at primary schools level as noted by Mwanakatwe (1974) lack of material reward for good class room teachers. At least a secondary school leaver who does excellent work as a clerical officer can rise to the post of Permanent Secretary. Unless he/she goes for further studies and passes higher examinations, a good primary school teacher cannot earn a salary beyond the scale of his/her grade, no matter how well he/she may perform in the classroom. This practice does not encourage the best and hard working primary teachers. Those who have no patience or ability to embark on higher academic work, and who cannot tolerate gating other alternative jobs opt to quit the teaching profession. These situation has direct relation with teachers' job performance. Sumra (2004) added that, workers who are not satisfied have shown poor performance at their work places.

Job satisfaction is a function of a multitude of factors. If management (educational officials) will take into consideration the aforementioned those factors, workers are likely to be satisfied hence increase in job satisfaction. However, what satisfies one at work place may not in the same manner, satisfy another individual. Luthans (1992) noted that effective job satisfaction is a complex phenomenon which requires individualization. This is why Bennell and Mukyanuzi (2005) conclude that, job satisfaction in teaching profession has declined from time to time, due to various factors such as, low salary and poor working conditions.

Teachers are among public servants who suffer from job dissatisfaction in the employment industry (Sumra, 2004). He further noted that, job dissatisfaction among teachers can be noticed by massive failure of candidates year after year due to low morale in teaching, regular absenteeism, lack of regular assessment of the students and rapid movement of teachers from teaching profession to other professions.

In the past, teachers' were honoured by the community. They were considered as the most knowledgeable of all other employees and assumed administrative as well as political posts in the government. They were well paid, promoted on time and praised for their efforts in to developing the nation (Tiberondwa, 1975). In recent years, the community has turned down the teaching profession, and that teachers are ignored in the community due to their poor living condition (Sumra, 2004). The outher further maintains that teachers are not promoted on time, and their salaries are not regulated to tally with day to day economic hardship. In 1993 there was a teachers' strike countrywide to pressurise the government to improve teachers' welfare as it was then stipulated in the government notice No.459 of Teachers Service Commission (TSC) (currently TSD). On August 12, 2008, the Tanzania Teachers Union issued to the government a 69 days' notice to comply with, and meet all teachers' demands. TTU further insisted that failure to meet those demands would lead to a nationwide strike. This again is a testimony that teachers are dissatisfied hence low job performance.

1.3   Statement of the Problem

In spite of various efforts made by the government of Tanzania to improve teachers' welfare, the situation has not changed much. Apart from low salaries paid to them,

teachers continue to face problems in the implementation of government policies and the teaching profession (Sumra, 2004). It is very unfortunate that there are inadequate manpower development programmes (on job training), during the implementation of PEDP, in which issues on improvement of teacher quality has been questionable. In addition, teachers are still working under very difficult conditions and poor working environment.

There is a close relationship between teachers' satisfaction and student's academic performance (Sumra, 2004). However, many research studies on the role of job satisfaction in relation to job performance have been done in developed countries including reseaches by Robbin (1993), Amstrong, (1994), Luthans,(1992), Winpisinger, (1975) and Recce et al, (1987). Most of these studies cover the developed countries environment. In addition, the studies in Tanzania do not adequately address the problem of job satisfaction in the teaching profession. The current study intended to bridge this knowledge gap. The study was conducted to find out how job satisfaction among primary school teachers in Tanzania affects their performance.

1.4 The Objectives of the Study

1.4.1 The General Objectives of the Study

The general objective of this study was to determine how job satisfaction affects teachers' performance in primary schools.

1.4.2 The Specific Objectives of the Study

Specifically, this study was intended to address the following objectives;

- To investigate factors determining primary school teachers' job satisfaction in Kinondoni Municipality.

- To examine the influence of primary school teachers' job satisfaction on pupils academic performance in Kinondoni Municipality.

1.5   Research Tasks and Questions

Research Task One

Finding out factors which determine job satisfaction among primary school teachers in Kinondoni Municipality.

Research Questions

1) What are the main factors which influence teachers' job satisfaction in Kinondoni Municipality?

2) What are the strategies employed by the government officials to ensure job satisfaction among primary school teachers?

Research Task Two

Examining the influence of primary school teachers' job satisfaction on the pupils academic performance.

Research Questions

1) What is the level of teachers' satisfaction in Kinondoni Municipality?

2) How does teachers' job satisfaction influence primary school pupils' academic performance in Kinondoni Municipality?

1.6 The Conceptual Framework of the Study

A conceptual framework is a graphic narrative form of the main composition of the study. It simplifies conceptualization of the study as it gives the general focus of the study. The conceptual framework for this study involves three components. These components are; first the inputs component which acts as predicator variables; Second is the process component acting as procedures facilitating the inputs conversion; and is the output component which describes the job satisfaction as an effect to both teachers and students. The components of the conceptual framework of the study are shown in Figure 1.
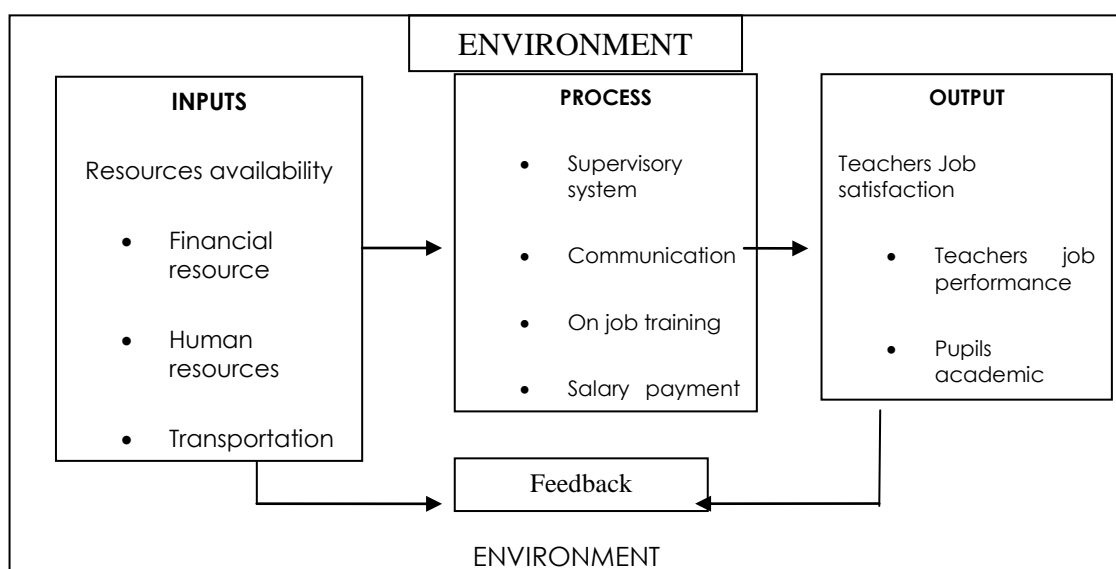
Figure 1:1 Conceptual Framework

Source: Adapted from Bronfenbrenner's and Morries (1998) modified system model

1.6.1 The Inputs

The inputs involved in this study include availability of various resources such as financial and human resources (teachers), transport facilities, physical facilities and teaching and learning materials. The inputs influence the patterns in implementation of process agents. For example, given governments inadequate financial resources, it

would not be possible to enhance salary payment and promotion of teachers' grades and pay their money on time. The availability of teaching and learning materials can have impact on the teaching and learning process. Human resources (teachers) need on job training for them to cope with the changing curricula.

1.6.2 The Process

The process describes the procedures to produce teachers' job satisfaction. And includes aspects like supervisory system, effective communication, on job training, leave pay, salary payment and promotion, incentives, school-parents relations, and teaching and learning process. These incentives determine whether employees feel generally satisfied or dissatisfied with their jobs. When teachers are satisfied with pay promotions, school-teachers relations and effective communications, they can channel their problems and demands.

1.6.3 The Outputs

The influence of inputs and process aspects can have negative or positive effect on the teachers' job performance and students' academic performance. Interlink among the three components in the conceptual framework shows the expected implications on teachers' job performance and students' academic performance. For example, it is anticipated that supervisory system and leadership communication strategy may or may not influence teachers' job satisfaction. Basically, job satisfaction is determined by the discrepancy between what individuals expect to get off their jobs and what the job actually offers. A teacher is dissatisfied if there is less than the desired amount of a job characteristic in the job. For instance, if a teacher expects to be promoted in six months and then she/he does not get promotion he/she will be dissatisfied.

1.7   Significance of the Study

The study will be particularly helpful to policy makers in that it may assist in providing policies which may satisfy teachers and enable them improve the performance of their students. The findings can also highlight various limiting factors to teacher's dissatisfaction. Moreover, from the finding of the study possible workable solutions may be realized and used towards improving teachers' satisfaction and would assist in improving students' academic performance.

1.8   The Scope of the Study

The researcher conducted the study in Kinondoni Municipal Council in Dar es Salaam Region. However, the study findings cannot be generalised to other councils due to the fact that every council has its own unique motivational and environmental characteristics.

1.9   Definition of Key Concepts

The following concepts are defined in order to provide operational meanings in the context of the study as follows;

1.9.1   Extrinsic Factors

Are factors associated with teacher satisfaction, such as salary, perceived support from administrators, school safety, and availability of school resources, among others (Choy, Bobbitt, Hence, Medrich, Horn and Lieberman, 1993). These and other characteristics of a teacher's work environment have been targeted by public commission, researchers, and educators who claim that "poor working conditions have demoralized the teaching profession.

1.9.2 Satisfaction

As defined by Thorndike and Barnhart (1979:904), is the "fulfilment of conditions or desires". a person is satisfied when his or her expectations or desires have been met. The 1993-94 Schools and Staffing Survey was conducted to find out if teacher were satisfied with different aspects of their work environment (administrative support and leadership, buffering and rule enforcement, cooperation among staff, adequacy of resources, and overall satisfaction).

1.9.3 In-Service Training

Refers to the learning to which one is exposed, after accepting the role of being a teacher (Eberhard, Reinhardt-Mondragon, Stottlemyer, 2000). It is facilitating a teacher's progression toward effectiveness. Thus, helping a new teacher become effective in the classroom is the purpose of *in-service training* and this training should be designed to help newcomers stay in the profession.

1.9.4 Remuneration

Is defined as payment for work, which can assume a number of different forms, including a basic wage or salary, supplementary cash payments, such as shift pay and overtime pay, and benefits in kind (Heery and Noon, 2001). It includes the financial and non financial extrinsic rewards provided by an employer for the time, skills and effort made available by the employee for fulfilling job requirements aimed at achieving organisational objectives.

1.9.5   Supervisor

Is defined as "a member of the most junior level of management in the organization (Evans 1993)". It involves those employees that control the activities of lower-level employees.

1.9.6   Promotion

Is an act of moving an employee up the organisation hierarchy, usually leading to an increase in responsibility, status and a better remuneration package (Heery and Noon 2001). It is a move of an employee to a job within the company which has greater importance usually higher pay and of greater responsibility.

1.9.7   Job Satisfaction

Rue and Byars (1992) define job satisfaction as an individual's mental state about the job. Therefore, an individual with high job satisfaction will display positive attitude towards their job, and the individuals who are dissatisfied will have a negative attitude about their job. Job satisfaction therefore, can involve an individual's cognitive, effective and evaluative reactions toward his/her job.

1.9.8   Supervisor's Competency

According to Shirley (2010), supervisor competency is a clustering of knowledge, skills, and abilities that are directly related to effective supervision performance. These competencies are critical to success in the position of Supervisor in an education system for example, building positive working relationships. Competencies define not only what a person must know and do, but also how a person does it. Supervisor competency includes some observable behaviours that, when performed, may indicate acceptable performance in a supervisory role.

1.10   Organisation of the Study

The study is organized into five chapters. The first chapter introduces the background to the problem and the general chapter arrangement. Chapter two comprises of the review of related literature to the current research topic. Chapter three deals with research methodology for data collection and analysis procedures. The presentation, analysis and discussion of the findings have been covered in chapter four. Lastly, chapter five provides the summary, conclusion and recommendations of the study.

1.11   Chapter Summary

In brief, chapter one provides introductory and background information about teachers' job satisfaction and teachers' job performance in Kinondoni district, Dar es Salaam Tanzania. The chapter is comprised of research purpose, objectives tasks and, significance of the study findings. The purpose of the study was to determine how job satisfaction affects teachers' performance in primary schools. The study has adopted conceptual framework as modified from Bronferbrenner and Morris (1998) which relates three aspects such as:- inputs, process and output. There are several limitations and delimitations identified and how the researcher attempted to address them. The next chapter identifies and reviews the literature related to the study on job satisfaction and teachers' performance.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Chapter Summary

This chapter reviews various books, articles, theories and research studies with the objective of getting knowledge and equipping the researcher with the necessary tools for conducting the current research. The chapter therefore, covers motivational and job satisfaction theories as well as factors or determinants of teachers' job satisfaction based on worldwide research studies. Finally, the study synthesizes the literature by identifying the knowledge gap that the researcher intends to fill.

2.2 The Conception of Job Satisfaction

Job satisfaction can be viewed as a pleasurable or positive emotional state resulting from the appraisal of one's job experience (Locke, 1976). When a job has fulfilled one's expectation, there is certain, job satisfaction. Basically, job satisfaction is about liking your job and finding fulfilment in what you do. It combines an individual's feelings and emotions about his/her job and how it affects one's personal life.

Job satisfaction is directly linked with some organizational phenomena, like hierarchy, and supervision. Workers prefer decentralized administration. Participation in decision making can bring job satisfaction. Smith, et al., (1969) have suggested five job dimensions that represent the most important characteristics of a job about which people have affective response. Firstly, they reduce the work itself: the extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility. Secondly, it is the pay which includes the amount of financial remuneration that is received and the

degree to which this is viewed as equitable vis-à-vis that of others in the organization. Thirdly, are the promotion opportunities, the chances for advancement in the hierarchy, and finally is the supervision aspect, which is the ability of the supervisor to provide technical assistance and behaviour support to the co-workers or the degree to which fellow workers are technically proficient and socially supportive (Luthans, 1995).

In terms of definitions, there is no generally agreed definition of teacher job satisfaction or of what constitutes *teacher satisfaction* although there might be some international trends such as, the notion that teachers are most satisfied by matters intrinsic to the role of teaching: student achievement, helping students, positive relationships with students and others, self growth and so on (Van den Berg, 2002). It is generally argued that, *context* seems to be the most powerful predictor of overall satisfaction. As Cherniss (1995) points out, people can make their lives better or worse but what they think, how they feel and what they do are strongly shaped by the *social contexts* in which they live.

Thus, job satisfaction is a "pleasurable or positive emotional state resulting from the appraisal of one's job" or job experience. It is a result of employees perception of how well their job provides those things which are viewed as important (Luthans,1992)". It is generally recognized in the organizational behaviour field that job satisfaction is the most important and frequently studied attitude. Therefore, satisfying or delighting employees is a pre-requisite to satisfy or delight customers, thus protecting the "bottom line" as what Carnegie (1981) says:

"Take away my people, but leave my factories, and soon grass will grow

on the floors of factories. Take away my factories but leave my people and

soon we will have new and better factories".

2.3   The Status of Teachers' Job Satisfaction in Developing Countries

There are complaints and laments on job satisfaction in six developing countries

where there is declining status of the teaching profession, mainly attributed to low

salaries and poor conditions of services.   As a result, teaching has become a

profession of a last resort or a stepping stone leading to a better paying job

elsewhere. Table 2.1 shows the salaries of teachers in different countries expressed

in US dollars. Although cost of living varies from country to country, Table 1 gives

the picture, a gross salary levels for the different categories of teachers.

Table 2.1 Teacher's Gross Salaries per Month in US, Dollars (2005 – 2006)

Level	Gambia	Kenya	Lesotho	Uganda	Tanzania	Zambia
Primary school	60	152	177	115	20	200
Lower Secondary	75	272	265	144	95	250
Upper Secondary	90	305	638	260	125	325

Source: Sinyolo (2007)

Data in Table 2.1 show that teachers, in Tanzania salaries are the second lowest in

the six counties. It should be noted that, teachers in most of the countries get

allowances in addition to their basic salaries. Primary school teachers in Zambia and

Gambia, for example, are provided with housing and hardship allowances. However,

the payments of allowances in Zambia are seriously neglected and have become a

source of frustration to most teachers. In all countries in the survey, it shows that the teachers' morale is low. According to Komba and Nkumbi (2008), the low level of motivation is attributed to low salaries and poor conditions of services. Lack of accommodation and other incentives has de-motivated teachers in most of the countries participating in the survey. Thus, low job satisfaction is bound to affect the quality of education provided in the countries.

In Tanzania, age profile at primary school teachers is another issue. The trend will change quite significantly over the next few years as the older generation of Universal Primary Education (UPE) teachers who were employed in late 1970s, retire and very large numbers of new teachers continue to be recruited, while levels of job satisfaction and motivation among younger teachers are lower compared to the other generation. Unless this problem is properly addressed, teachers' motivation may reach crisis in the near future (Bennel and Mukyamuzi, 2005). Teachers are generally dissatisfied with many aspects at their working condition likely to affect their motivation.

2.4   Teachers' Job Satisfaction

There are many studies and literature about job satisfaction. Evans (1998) identified the factors affecting the teacher's job satisfaction at different levels.

Level I: Policy, condition of service and pay structure. A good pay structure brings more satisfaction. *Level II:* Leadership style (of head teachers or senior teachers) and organizational climate. This level includes the pattern of management of the schools, method of accountability of the teachers, level of local people interference and

freedom of teachers etc. *Level III*: This level suggests the types determinants of job satisfaction. Typically, individuals need expectations fulfilment or values congruence. Individual's norms, values, personality and emotion are reflected in this level.

Leadership plays an important role on job satisfaction. Head teachers who adopt laissez-faire styles of leadership for example, may be considered to exert very little influence on the school-specific circumstances and situations that potentially affect teacher's morale, job satisfaction and motivation. Evans (1998:3) contends as follows;

> *"Teachers are feeling disillusioned, demoralized and angry at being forced to carry out unpopular government policies, while being constantly blamed for society's ills. They are fed up with having to teach children in ever larger classes, working in schools which are dilapidated, underfunded and overstretched".*

This statement shows that teachers are dissatisfied. The way individual teachers view themselves as contributors to the whole school, appear to be important to their level of satisfaction beyond the classroom, and the formation of this view of teachers is related to their school culture environment (Lortie, 1975). Cultures with characteristics expressed in terms of collegiality and collaboration generally, are those types that promote satisfaction and feelings of professional involvement of teachers, (Hargreaves, 1994). Other types of cultures that create, maintain, and reinforce isolation do little to help teachers resolve issues or to learn new techniques to help them teach. These cultures of isolation and balkanization, actually, contribute

to teacher's dissatisfaction and loss of certainty about their professional competence as indicated in the quotation above.

2.5   Theories of Job Satisfaction

2.5.1   The Fulfilment Theory

This theory was job satisfaction as dependent on how much of a given outcome or group of outcomes a person receives (Lawler, 1973). According to Maslow, lower needs take priority. They must be fulfilled before the others are activated. There is some basic common sense here – it is pointless to worry about whether a given colour looks good on you when you are dying of starvation, or being threatened with your life. There are some basic things that take precedence over all else. According to the theory, if you are hungry and have inadequate shelter, you will not go to church. Similarly, when teachers have social or family problems cannot work hard.

2.5.2   Discrepancy Theory

The theory is concerned with the individual needs and wants. Individual needs and wants affect satisfaction of a worker as human being. If she/he cannot fulfil the needs she/he will be dissatisfied. Even if some needs are fulfilled and some are not fulfilled it makes workers dissatisfied (Lawler, 1973). Discrepancy theory provides a methodology for translating specific performance problems into training events aimed at reducing the gap in current versus desired level of performance thereby, increasing performance. Discrepancies affect motivation in the sense that an individual seeks to relieve the tension brought about by the felt needs and strives to reduce anxiety. Motivation is the compelling force that activates the learner as he or she strives to achieve balance by reducing the discrepancies between what is and

what ought to be. In this case, if teaching job does not resolve teachers needs for which they are working, their performance can be weakened.

When teachers become aware of a deficiency in their competence they are motivated to learn, and the anxiety caused by the discrepancy between what they know and what they need to know drives them to make the required effort (change of behaviour). Thus, job satisfaction (or lack of it) arises from the discrepancy between what income an employee thinks he or she deserves to get and is actually getting, as well as what income others deserve and are actually getting.

2.5.3   Equity Theory

This theory suggests that the main way in which a person evaluates his job is by comparison with another person. The comparison is supposed to be made in the form of a ratio of the input in the job situation to then outcomes obtained from it. If the ratio compares unfavourably with that of others then a feeling of inequity and dissatisfaction results. The theory focuses on people's perceptions about the individual treatment among groups (a reference group). Equity involves a comparative process of feelings and perceptions of various individuals. It is not synonymous with equity, which means treating everyone the same, since this would be inequity if people are treated differently. Equity theory states that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. It explains only one aspect of the process of motivation it may be significant in terms of morale (Herzberg, 1992).

2.5.4 Dispositional Theory

This is a job satisfaction theory. Traits present specific ideas about a person's *disposition* (the way a person is likely to behave across situations as well as over time). Human behaviour and personality traits can be placed on a continuum or organized into a hierarchy. A trait is any readily-identifiable, stable quality that characterizes an individual from other individuals. Traits serve three major functions to summarize, predict, and explain a person's conduct. Theorists are Gordon Allport (1897-1967), Raymond B. Cattell (1905-1998); and Hans J. Eyesnck (1916-1997). Gordon Allport (1897-1967) each individual has a unique set of personality traits of which he called these personal dispositions.

The defining assumptions of the Dispositional Strategy are that personality is the set of enduring characteristics innate to the person. These characteristics influence people's interactions with others and their environment. Dispositions are presumed to be relatively enduring and stable, producing some degree of consistency in behaviours across times and circumstances. However, dispositional psychologist often cautions this assumption, because it has to be understood in light of several further distinctions.

Most dispositional psychologist conceptualizes an individual's enduring dispositions as permanent, inherent elements of personality and distinguishes them from temporary conditions, or states. States result from transient situations or conditions like illness, fatigue, or sudden changes in life circumstances. For example, trait anxiety is only a predisposition to be anxious. People high in trait anxiety will not necessarily be anxious all the time, but they will be more anxious more often and

more readily than a similar person who is low in trait anxiety. A person low in trait anxiety may exhibit state anxiety only under highly stressful conditions. According to Hackman and Oldman (2007) dispositional theory is a model used to study how particular job characteristics impact on job outcomes, including job satisfaction of teachers. This in turn, influences work outcomes (job satisfaction, absenteeism, work motivation) and students' performance.

2.5.5   Herzberg's Motivation-Hygiene Theory (Two Factor Theory)

Herzberg (1959) performed studies to determine factors leading to job satisfaction or dissatisfaction. In his studies Herzberg found that the factors causing job satisfaction and presumable motivation were different from that causing job dissatisfaction. As a result, he developed the motivation-hygiene theory to explain these results. Herzberg called the satisfiers *motivators* and the dissatisfies *hygiene factors*, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction. The following table presents the top six factors causing dissatisfaction and the top six factors causing satisfaction, listed in the order of higher to lower importance. The motivator and the hygiene factors are as follows:

Table 2.2: The Motivator and the Hygiene Factors

Motivator Factors	Hygiene Factors
The job itself	*Environment*
Achievement	Policies and administration
Recognition and accomplishment	Supervision
Challenging work	Working condition
Increased responsibility	Interpersonal relation
Growth and development	Money, status, security

Source: Adopted from Herzeberg's (1959)

Thus, Herzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction. While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed. The first is that there are physiological needs that can be fulfilled by money, for example, to purchase food and shelter. Further, there is the psychological need to achieve and grow. This need in fulfilled by activities that cause one to grow. On this basis, the researcher assumes that teachers in Kinondoni may be satisfied or dissatisfied with their job or not, depending on motivator and hygiene factors.

2.6   Job Satisfaction and Performance

Job performance is the way employees perform their work. It is the degree to which a job is done well or badly, and an accomplishment of work related tasks or skills by

employee or trainee. It also refers to specific skills or overall performance. According to Lawler, & Porter (1967), there is a relationship between Satisfaction and Performance. Some indications of the level of job satisfaction can be derived from the analysis of labour turnover, absenteeism or grievance rates. However, these are only symptoms. A proper analysis of job satisfaction leading to a diagnosis of the cause of any problems is best carried out by an attitude survey. A properly conducted attitude survey can provide general information on attitudes and feelings as a basis for formulating policies.

Vroom (1964) argued that, it is not increases in job satisfaction that produce improved job performance, but rather improved performance increases satisfaction. This is certainly true in the sense that individuals are motivated to reach certain goals and will be satisfied if they achieve these goals through improved performance. But individual goals can be satisfied in other ways besides working harder or better improved performance is not a necessary or the only factor in improving satisfaction. Further, Brayfield and Crockett (1955) suggest that productivity is seldom a goal in itself but it is more commonly a means to goal attainment. Therefore, we might expect high satisfaction and high productivity at work place when these conditions are met.

2.7   Analysis of the Literature on Teachers Job Satisfaction

The study was intended to investigate how teachers' job satisfaction has influence on teachers' job performance in primary schools in Tanzania. Various literature aspects related to teachers' job satisfaction and performance have been reviewed in the next section.

2.7.1 The Teachers' Salaries and Teachers' Job Satisfaction

Literature indicates that Job satisfaction in developing countries is affects the status of the teaching profession due to low salaries and poor conditions of services. The low level of motivation has been attributed to low salaries and poor conditions of services. Lack of accommodation and other incentives has de-motivated teachers in most of the countries. It has been argued that, low job satisfaction is bound to affect the quality of education provided in the country (Bennel and Mukyanuzi, 2005; Komba and Nkumbi 2008).

2.7.2 Geographical Locations and Teachers' Job Satisfaction

Both urban and rural locations have their own special challenges for teachers. Teachers teaching in urban areas tend to have lower levels of job satisfaction than those in rural areas because teachers' workloads is quite a bit lower in urban schools than in rural areas. To some extent, differences in job satisfaction levels aredue to the different qualification profile of teachers in rural and urban schools. Increasingly, this difference can be attributed to the much higher living costs and other demands that urban teachers have a deal with on daily basis (Bennel and Makyanuzi, 2005). Teachers are generally unsatisfied with many aspects at their working condition likely to affect their motivation.

2.7.3 Theories of Job Satisfaction

The literature has identified several theories of job satisfaction including the fulfilment theory (Lawler, 1973), discrepancy theory and equity theory. Herzberg, (1992) on dispositional theory suggests that people have incited dispositions that cause them to have tendencies toward certain, level of satisfaction, regardless of

one's job (Jackson, 2007). According to Herzberg (1959), people have two different categories of needs that are essentially independent of each other and effect behaviour in different ways. When people felt dissatisfied with their jobs, they were concerned about the environment in which they were working.

2.7.4   The Relationship between Job Satisfaction and Teachers Performance

Job performance is the way employees perform their work. It is the degree to which a job is done well or badly and an accomplishment of work related tasks or skills by employee or trainee. Further, it may refer to specific skills or overall performance. Some indication of the level of job satisfaction can be derived from the analysis of labour turnover, absenteeism or grievance rates. But these are only symptoms: A proper analysis of job satisfaction leading to a diagnosis of the cause of any problems is best carried out by an attitude survey. A properly conducted attitude survey can provide general information on attitudes and feelings as a basis for formulating policies.

2.8   Conclusion

The literature reviewed on job satisfaction has indicated factors related to personality, geographical and demographic characteristics. The factors include the degree to which the job is unconventional, the manager's behaviour towards the worker, and worker's communication with co-workers, salary and social benefits. The reviewed literature however, reflect most of the experiences from the developed countries which cannot necessarily represent the situations in developing world like Tanzania where teachers' morale for work is low (Davidson 2005: Sumra, 2004). Teachers have several times threaten to strike in an attempt to force the government

to increase their salaries and make their work environment better. Teachers' morale to work seems to be demoralized as implied in the students' level of academic performance. The current study investigated the determinants of job satisfaction among teachers and their impact on teachers' performance and pupils' overall academic achievement.

CHAPTER THREE

3.0   RESEARCH METHODOLOGY

3.1   Introduction

Research methodology is a tool used to answer a research question. Research methodology directs the way a research study should be done as an important task in any research work (Creswell, 2003). Kothari (1993) contends that, research methodology is a way to systematically solve a research problem. It is normally understood as a science of studying how research is done, that is, steps adopted in the study along the logic behind them. Therefore, the approach selected in this study involved mainly qualitative with few cases of quantitative approach.

3.2   Research Design

Research design is a protocol that determines and influences the condition with ground rules for collection and analysis of data. The study used a mixed model design for data collection and analysis. The reason behind the use of this design emanates from its flexibility in terms of data collection and analysis (Creswell, 2003). The study used qualitative approach as multi-method in focus, using an interpretive and naturalistic approach for data collection. It implies an emphasis on qualities of entities, processes and meaning that cannot be experimentally examined or measured in terms of quantity or frequency (Mason, 1998). The use of mixed model design enabled the researcher to obtain a wide range of participants' views and opinions on the topic of the study.

3.3   Area of the Study

The area of study was Kinondoni Municipality. The area was purposefully selected due to the fact that, Kinondoni Municipality is among municipalities which have many teachers (4624) easier for the researcher to collect relevant data.   The Municipality has a large number of schools (230) in both urban and rural areas which influence different views and reality basing on teacher's motivation and job satisfaction.

3.4   Population, Sample and Sampling Plan

3.4.1   Target Population

According to Opie (2007), population is the entire cohort of subjects that a researcher is interested in. For the purpose of this study, the target population involved primary school teachers, head teachers and educational administrators.

3.4.2   Sample and Sampling Plan

Fraenkel and Wallen (2000) define a sample as a smaller group of subjects drawn from the population in which a researcher is interested in gaining information and drawing conclusions.   It involves a process where a researcher extracts from a population, a number of individuals so as to represent adequately, a larger group. The categories as well as the size of the sample are presented in Table 3.1 and shows that 127 respondents were involved in the study.

Table 3.1: Composition of the Sample Size of the Study

	MALE	FEMALE	TOTAL
Teacher	48	79	127
Education Officers	2	3	5
TSD officers	1	3	4
School Inspectors	1	4	5

The research respondents included Education Officers, School Inspectors, TSD Officers and teachers. For teachers, the researcher used purposive sampling because they are the mostly affected group expected to give the required data which reflect the real life situation, which is the working environment. Cluster sampling was used to get one hundred and three teachers. For the educational officers, the researcher used simple random sampling to obtain sample with equal representativeness as they are educational administrators responsible for among other things, maintaining job satisfaction to teachers.

3.5   Data Collection Procedures

3.5.1   Data Collection Techniques

3.5.1.1 Interviews

The researcher used interviews at different levels. Both closed and open ended interviews were used. Open ended interviews were used to enable the researcher to probe deep into the subject matter for first hand information. Open ended interviews provided the interviewees with the opportunity to freely and independently express their opinions. Closed-ended questions were used where specific information

regarding quality or quantity was required. Both individual and group interviews were used in order to get enough answers from different types of respondents. Interviews helped the researcher to get the required data quickly and confirm its validity.

2.5.1.2 Questionnaires

Questionnaires were used to supplement other instruments of data collection method. Different types of self administered questionnaires were prepared and distributed in order to gather information. The questionnaires gave respondents the freedom and opportunity to write their facts and opinions because of the confidentiality which was ensured. Non-structured questionnaires were used to obtain data freely with flexibility of participants in delivering whatever information which was considered important for the study. Then, questionnaires were administered to the teachers, ward education officers, head teachers, and officers.

2.5.1.3 Documentary Review

The method was used to supplement the interview method. The documents used included; standing orders, TSD Regulations, teachers' leave roaster, standard seven results booklets, teachers files, teachers attendance register, pupils attendance register, school annual calendar and school time table.

3.5.2 Data Analysis Plan

The researcher collected mostly qualitative data through interview scheduls, documentary reviews and open-ended questionnaires In analyzing qualitative data, content analysis was employed in order to extract relevant information. Content

analysis is a technique in which the researcher organizes information collected into themes and categories and continues to revise the information until a final perspective emerges. It is a technique used to analyze communication in a systemic objective and qualitative manner in order to measure variables thematically across categories (Miles & Huberman (1994).

Contents analysis involves categorizing qualitative data into clusters of similar entities, or conceptual categories, to identify consistent patterns and relationships between variables or themes. For the purpose of this study, the contents from interview transcripts and questionnaires were analyzed for contents related to themes and categories from the teachers' job satisfaction. These themes and sub-categories have been well addressed in the findings presented in chapter four. There were some few computations on percentages of satisfied teachers in all variables. The data were then categorized and presented in tabular form and frequencies and percentages were calculated.

3.6   Research Ethical Issues

Ethical issues are about conforming to the standards of conduct of a given profession or group. What the researcher considers to be ethical, therefore, is largely a matter of agreement among them (Fraenkel and Wallen, 2000). The researcher therefore sought the permission from the Open University of Tanzania, and was provided with a release letter to conduct research. The researcher also received a release letter from the Regional Administrative Officer to conduct research in Dar es Salaam region. Finally, the Municipal Education Officer wrote a letter to the school head teachers where the researcher was supposed to conduct the research. Moreover, the

information obtained through interviews and questionnaires was treated with confidentiality.

3.7   Validation of Research Instruments

In the validation of data collection instruments, the issues of validity and reliability were also taken into consideration. Validity refers to the degree to which a method, a test or a research tool actually measures what is supposed to measure. Reliability on the other hand, entails the extent to which a test, a method or a tool gives consistent results across a range of settings and if used by a range of researchers (Wellington, 2000). To test the validity and reliability of the questionnaires, the researcher piloted the questionnaires to the teachers from Temeke Municipality. Temeke Municipality was chosen simply because it has similar educational and environmental characteristics to that of Kinondoni where the study took place. It is one of the municipalities in Dar es Salaam with a considerable big number of teachers and pupils with cases related to teachers' job dissatisfaction. The researcher piloted the instruments and the results helped the researcher to identify and clear out ambiguities in the questionnaires and made corrections in order to improve the questionnaires. Furthermore, the researcher sought frequent expert advice from both the colleagues who were pursuing Masters of Education Degree at the Open University of Tanzania and from the supervisor, on the validity and reliability of the questionnaires.

3.8   Chapter Summary

This chapter has covered important components in the context of research methodology. Mixed model design was used to collect data relating to participants views and opinions about the effect of teachers job satisfaction on the teachers

performance. Various techniques for data collection were employed in the study to include interviews, focused group discussions, documentary reviews and questionnaires. The study had targeted to gather data from a sample of 127 participants. All ethical issues regarding the conduct of the study were observed.

The study was conducted with permission from all relevant authorities. The next chapter presents and discusses the study findings on teachers' job satisfaction and performance.

CHAPTER FOUR

4.0   DATA ANALYSIS, RESULTS AND DISCUSSION

4.1   Chapter Summary

This chapter presents and discusses findings related to the factors on the effectiveness of job satisfaction among primary school teachers in Kinondoni Primary Schools. Data were collected and analyzed to measure the degree of teachers' satisfaction by comparing their responses with regard to research tasks. Data were collected using five types of data collection techniques namely interviews, questionnaires, and documentary review. Finally, the findings were organized and presented according to research tasks while tables were used to summarize the findings.

4.2   The Determinants of Teachers Job Satisfaction

The purpose of the first task was to examine the determinant factors which influenced job satisfaction in Kinondoni Municipality. The respondents were asked to explain how these factors made teachers dissatisfied with their teaching profession. Thus, the major questions were: "Are you satisfied with your teaching profession? "What are the major factors which affect the job satisfaction among primary school teachers in Kinondoni municipality? The data was collected from the primary school teachers and were summarized in the following sub-topics.

4.2.1   Primary School Teachers' job satisfaction

The researcher asked the teachers if they were satisfied with their job. Thus, the major research question was "Are you satisfied with your job?

The responses were collected from the teachers through questionnaires and semi structured interviews. The responses were collected and summarized as indicated in figure 4.1
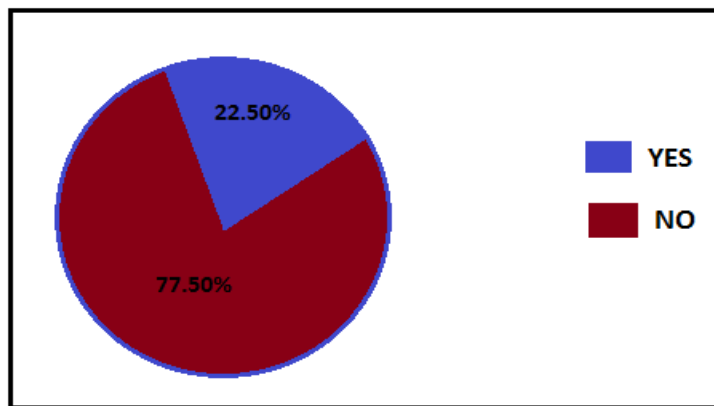
Figure 4.1: Teachers' Level of Satisfaction with the Teaching Profession

Data in Figure 4.1 indicates that more than three quarters 62 (77.5%) of the sampled primary school teachers said that they were not satisfied with their teaching profession. The respondents mentioned in that there were the problems related to supervisor's skills; communication; availability of teaching and learning materials in schools; on job training; school -community relationship; food provision to pupils at school; class size; teachers' salaries; promotions; teachers' leave and transport difficulties .These problems led to job dissatisfaction.

4.2.2 The Major Determining Factors for Job Satisfaction among Primary School Teachers in Kinondoni Municipality

The first research task was intended to examine the major determining factors for job satisfaction among primary school teachers in Kinondoni municipality. The researcher asked the respondents to mention and describe the determining factors for teachers' job satisfaction in Kinondoni district. The researcher also asked the

respondents to explain how the factors influenced teachers' satisfaction level in their job. The respondents mentioned and described that the influence of school supervision, communication and feedback, availability of teaching and learning materials in schools, on job training, school-parent relationship, teachers' salaries, leave payment for teachers, availability of public transport, and teachers promotion system influence their job satisfaction level.

The researcher was interested to examine the determinants of the teachers' job satisfaction in Tanzania. Teachers' job satisfaction variable was compared against such variables as head teachers' competence, communication and feedback, availability of teaching and learning materials, on job training, school-parents relationship, teachers' salaries, teachers promotion system, leave and payment for teachers, and the availability of public transport facilities. The variables were summarized and presented in Table 4.1.

Table 4.1: The Determining Variables of the Teachers' Job Satisfaction

Variable	Satisfaction Level Among Teachers
Teachers Promotion System	40.1%
Availability of Teaching and Learning Materials	37.8%
School- Parents Relationship	26.0%
Communication and Feedback	26.0%
Satisfaction with the teaching profession	22.5 %
Leave Payment	15.7%
On Job Training,	13.4%
School supervision	13.4%
The availability of Public Transport Facilities	11.1%
Teachers' Salaries	10.2%

The data summarized in the Table 4.1 indicate that teachers' level of satisfaction in the surveyed schools ranged from 10.2% to 40.1%. This implies that, some variables had more influencing power on teachers' job satisfaction than others. In other words, teachers were most dissatisfied with their job because of the existing structure of salaries and availability of public transport facilities and school supervision. On the other hand, variables such as teachers' promotion system; and availability of teaching and learning facilities had little effect or influence on teachers job dissatisfaction.

These statistics indicate that teachers' level of satisfaction was generally low that it was not surprising that their performance was deteriorating. Consequently, it can be related to the negative impact on primary schools pupils' academic performance in recent years. Dissatisfaction among many teachers is related to the current declining teachers morale in teaching and performance. The relationship between teachers' job satisfaction and performance is discussed in the following section.

4.2.2.1 School Supervision and Teachers Job Satisfaction

The researcher intended to find out whether the head teachers at every primary school had adequate knowledge and skill competence in the promotion of job satisfaction in their areas of supervision. Data were collected on whether or not teachers were satisfied with their job because of school supervision as summarized in Table 4.2.

Table: 4.2: School Supervision as a Factor for Job Satisfaction.

	Responses			Total
	Satisfied	Average	Dissatisfied	
Male teachers	03 (6.2%)	03 (6.2%)	42 (87.6%)	**48**
Female teachers	06 (7.6%)	05 (6.3%)	68 (86.1%)	**79**
Total	**09** (7.1%)	**08 (6.3%)**	**110 (86.6%)**	**127**

Information in Table 4.2 indicates that in average, more than three quarters (86.6%) were dissatisfied with their job because of the existing school supervision in the education system. Teachers had different views and opinions on how the school supervision system influenced their morale towards their job in particular and to their job performance in general.

Many teachers said that head teachers' competence had great influence on both teachers and pupils'. One of the teachers uttered as follows;

"In my school, when standard seven and standard four national exams were out, the Head teacher congratulated those teachers teaching in standard four and seven. They were praised for their effort in ensures pupils' good performance. We, who teach in standard one and two are neglected, Most of us were even not selected to supervise the standard seven national exams. In fact, we are the source of standard four and seven good performance respectively, despite the fact that we are not congratulated by our head teacher". (Experienced grade IIIA female teacher)".

In addition, the respondents had some negative views on the performance of Educational Inspectorate Department. They considered it to be one of the important departments in ensuring quality education in our country. A diploma holder and experienced teacher was said:

> *"Inspectors are key actors to ensure quality education in the*
> *country. They can improve teaching and learning process, they can*
> *also research on how to solve, many educational problems but lack*
> *of facilities limits their job performance".*

These findings concur with finding of studies by Koustelios (2001); Peterson, Puia & Suess, (2003) which demonstrate that there is a positive relationship between job satisfaction and supervision at work place. These authors emphasized that job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfilment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. Similar results were found to reflect the current study where in some schools poor school supervision made some teachers teach carelessly and without adequate use of appropriate teaching materials, or leave school compound before closing hours. In schools where school supervision was strictly managed, teachers seemed to observe regulations and teachers' professional code of conduct.

Supervision forms a pivotal role relating to job satisfaction in terms of the ability of the supervisor to provide emotional and technical support and guidance with work

related tasks (Robbins *et al*., 2003). Therefore, supervisors can contribute to high or low morale in the workplace. The supervisor's attitude and behaviour toward employees may also be a contributing factor to job-related complaints. Supervisory behaviour strongly affects the development of trust in relationships with employees, and in turn, has a significant impact on job satisfaction.

4.2.2.2 Communication and Feedback on Job Satisfaction

The researcher intended to examine the teachers' perception on communication and how it was related to job satisfaction. With respect to communication, the respondents said that inspectorate department was still important because in its absence, there would be a relapse of the daily school activities. Teachers were asked to comment on the influence of communication and feedback on teachers' performance in teaching. The responses were collected and summarized into table 4.3.

Table 4.3: Communication and Feedback System as a Factor for Job Satisfaction.

	Responses			Total
	Satisfied	Average	Dissatisfied	
Male teachers	05 (10.4%)	07 (14.6%)	36 (75%)	**48**
Female teachers	09 (11.4%)	12 (15.2%)	58 (73.4%)	**79**
Total	**14** (11.0%)	**19 (15.0%)**	**94 (74.0%)**	**127**

Information in Table 4.3 indicates that there was high level of dissatisfaction among teachers in the surveyed school (74.0%) caused by the existing school-parent

relationship. Teachers were dissatisfied with the existing communication and feedback system in the education system. The respondents had different views and opinions on how communication and feedback system in the education system influenced their morale towards their job and their performance.

Teachers said that the role of school inspectors in communicating educational matters and advice to schools especially after each school inspection was very important. One teacher said;

> *"Since 2008 I have not seen school inspectors in my school. The inspectors make teachers committed to their work since they are afraid of disciplinary actions upon them if they are not performing. Staying for a long time without inspecting schools escalates teachers' slow down in their tasks".*

The quotation shows that there was inadequate communication between educational managers and inspectors with the schools of which the latter is the implementers of educational policies and curricula. It was found that communication was goal oriented process in which educators from the Ministry level convey messages and give directives to achieve a desired goal. The communication was through letters, memos, policies, circulars and meetings.

Communication plays a very crucial role in an organization system and performance where feedback makes communication meaningful; an end-result of an idea and makes communication continuous. The whole purpose of feedback is to improve performance. School Supervisor needs to measure whether or not that is happening

and then makes adjustments for improvement. The researcher asked respondents whether they considered feedback to be important at work place. The respondents agreed that feedback was important because it completes the process of communication and makes it continuous; it sustains communication process; it makes one knows if he/she is really communicating or making sense; it is a basis for measuring the effectiveness of communication; it is a good basis for planning on what next to be done especially statistical report; and feedback paves way for new idea generation. However, the findings showed that practically, communication in the surveyed schools was seriously poor to the extent that it could not influence any feedback to teachers. This indicates that there was a big gap between theoretical proclaim by the government and practical situation in schools as one respondent commented as follows:

> *"Some political leaders instil in the parents and the community at large the notion that education at primary level is free of charge. This instigation tends to stop the parents and community from contributing for the school's development programs".*

The quotation from the respondent indicates that, although there was regular communication between head teachers and other educational officials higher in the hierarchy, there was rare communication between teachers and district education officials or the Ministry of Education and vocational training as indicated by one participant in the following responce;

> *"In most cases, educational officers have a tendency to issue directives to matters concerning teachers' problems through the*

head teachers and Ward education coordinators. This communication pattern does not give us (teachers) an opportunity to question for further clarifications. In reality, head teachers and Ward Education Coordinators cannot be true representatives of teachers overcrowded because they do not encounter practical difficulties that teachers are facing such as classes, lack of teaching and learning facilities, workload, to mention a few".

According to teachers, poor communication between teachers at school level and educational leaders higher in levels was the reason for poor performance on the part of teachers. They said that only few school inspection reports were given back to school after inspection, although most of them were not on time. There was not other direct communications with teachers from the Ministry of Education. There was not feedback, for example, on matters related to salary increase, promotion and many more incentives to teachers. In some occasions, some experienced teachers blamed the newly recruited teachers for careless teaching and poor preparation for teaching, including teaching without having schemes of work, lesson plans, lesson notes etc.

School Inspectors were also asked to comment on their role in the communication to control teachers' effectiveness and commitment in their job. They were moreover asked to describe how they were dealing with careless teachers and those who teach without preparation. The respondents complained that they had not mandate to take disciplinary actions upon the teachers who performed badly. They added that, they could only write a report to the District Education Officer and provide necessary recommendations for actions. Furthermore, they said, that communication between

their office and schools was being hindered by lack of transport facilities and funding. It was noted that the inspection department had only one car which was being used to inspect more than 200 schools of Kinondoni district.

This argument is supported by De Nobile and McCormick (2005) that there is relationship between the information domain and job satisfaction where the highest correlation was with Supervision which involves communication between the principal and staff. The information communicated may be recognition, support or explanations relating to tasks. Therefore, it makes sense that higher satisfaction with supervision is associated with lower information domain stress, and vice versa, and aspects of the relationships with the Principal, such as perceived relevance of instructions and listening to staff are communication issues. Cunsequently conceivable that higher satisfaction with the relationship with the Principal is related to lower stress in the information domain, and vice-versa.

This informs new employees of their expectations about job performance, enables the employee to differentiate between acceptable and unacceptable results; serves as an objective basis for communicating about performance, increase job satisfaction because employees know when tasks are performed well. The information domain was concerned with communication systems within the school and information sharing among staff, and therefore it encourages an open and trusting relationship with employees. These findings however, do not support what Drenth, Thierry, and deWolff (1998) contend that communication involves the sending and receiving of messages by means of symbols and see organizational communication as a key element of organizational climate. The authors therefore emphasize that;

organizational communication is the central binding force that permits coordination among people and thus allows for organized behaviour. Thus, the behaviour of individuals in organizations is best understood from a communication point of view.

4.2.2.3 Availability of Teaching and Learning Materials in Schools

The study revealed severe shortage of learning and teaching materials namely, books, dusters, manila cards, chalks and charts. Many teachers and students   share the few available books and desks.   The computers for information and communication technology (ICT) were more or less absent in most primary schools which the researcher visited. The respondents were asked to describe whether or not they were satisfied in their job basing on the availability of teaching and learning materials in schools. Their responses were recorded and summarized as indicated inTable 4.4.

Table 4.4: The Influence of Teaching and Learning Materials on Job Satisfaction.

	Responses			Total
	Satisfied	Average	Dissatisfied	
Male teachers	08 (16.7%)	10 (20.8%)	30 (62.5%)	**48**
Female teachers	13 (16.5%)	17 (21.5%)	49 (62.0%)	**79**
Total	**21** (16.5%)	**27 (21.3%)**	**79 (62.2%)**	**127**

Information in Table 4.4 indicates that more than half of teachers 49 (62.2%) in the surveyed schools were dissatisfied with their job of teaching because of the availability of teaching and learning materials at school. Teachers gave various views and opinions to explain how availability of teaching and learning materials at school

affected their morale towards their teaching performance in general. Commenting on the availability of teaching and learning materials one teacher said;

> *"In my school, one book is shared by 5 to10 pupils and note that,*
>
> *this ratio is for those who can sit on one desk because other pupils*
>
> *are sitting on the floor"*

The researcher witnessed some teachers teaching pupils while most pupils were sitting on the floor. Further teachers and pupils were rubbing the chalkboard with pieces of cotton clothes because there were no dusters. Shortage of tables and chairs was a problem even to teachers. Furthermore the researcher witnessed a school with only 21 chairs while the number of chairs was supposed to be 48. Therefore, available tables and chairs were not corresponding to the number of teachers and pupils. In some schools, teachers were making shifts in using chairs and tables in attempt to cope with the alarming shortage of such facilities. In these schools, some classes had pupils sitting on the floor due to shortage of chairs and desks.

With respect to the availability of books and library services in schools, it was observed that with the exception of the *Millenia ya Tatu* School which had the most recently constructed library funded by external donors, no school had a well established library building. However, some books were available in many schools which were shared by many students. It was observed that a huge amount of capitation funds were used in buying books. In this aspect, the general problem was the absence of buildings for libraries to keep the books but the books were more or less available for the pupils in many schools except few books that were kept in the teachers' own offices.

The researcher observed that schools which had established school projects were experiencing a comparatively less shortage of teaching and learning materials because they could collect money from school projects to buy some pressing needs of their respective schools. In some occasions, to cub the problem, teachers and head teachers were forced to spend their own cash as one teacher lamented as follows;

"Sometimes I use my own money to run the school because of inadequate capitation grant which I get. For instance, in 2008, I got shillings 50,000 as capitation grant. The money could not serve for all school needs such as buying materials like lesson plan preparatory books, attendance registers, chalks, pens, pencils and conducting internal examinations"

The availability of some teaching and learning materials was important since some students and teachers were not familiar with some facilities such as the use of the information and communication technology (ICT) facilities like computers. In addition, the problem was more complicated in schools which were not connected to the national electric grid system. One grade IIIA female teacher was heard complaining in regard to shortage of ICT facilities indicated below;

"I am teaching ICT in class V and VI but I just read to pupils what is written in the book. I don't understand some of the topics, because I am not comfortable with the subject. Sometimes I fail to answer students' questions because some of them are already computer literate".

Some of the teachers went further by blaming the Tanzania Institute of Education
(TIE) including the curriculum developers. Many teachers doubted whether those
officials had had teaching experience before joining the institute as one male diploma
holder teacher said:

> *"Some of the TIE officers have never been to classrooms as
> teachers and I am worried if they really know problems facing us in
> the implementation of the curriculum. I think teachers are the ones
> who know thoroughly the difficulties in implementing such
> curricula"*

The blames were further extended to the manner in which the process of curriculum
development in Tanzania involved teachers mostly from Dar es Salaam region. On
their views, the samples from Dar es Salaam region were not representative of the
whole of Tanzania and this would provide bias data to deceive the nation. With
regards to the role of curriculum on teachers' job satisfaction to teach, one
experienced grade IIIA male teacher said:

> *"Teachers are the implementers of the curriculum; they are supposed
> to be fully involved in preparing national examinations. If a person
> who is teaching is different from the person who is setting the
> examination, it is likely to result into confusion pupils' low or poor
> performance".*

The respondents were also asked to comment on whether lack of teaching and
learning facilities had any effect on the teaching performance and on their job
satisfaction specifically. Teachers in some schools mentioned that, their classes were

too large to control and lack of desks and chairs worsened the teaching-learning process. They said that pupils who were writing while sited on the floor could not have desirable handwriting and were less comfortable in listening to teachers. In some cases, teachers were forced to prepare remedial classes for slow learners but in other cases it was difficult because double shift system demanded all classes to be used by the next shift. In addition, teachers who reside distant places from school could not dare to remain longer in school compound because of problems caused by inadequate public transport system in Dar es Salaam especially in evening hours.

4.2.2.4 On Job Training and Teachers Job Satisfaction

The researcher intended to assess whether or not the teachers were satisfied with the existing training systems and trends for their carrier promotion.

The respondents were asked whether or not they were satisfied with the existing training systems and their responses were collected and summarized in Table 4.5.

Table 4.5: Satisfaction with the Existing Training System and Facilities

	Responses			Total
	Satisfied	**Average**	**Dissatisfied**	
Male teachers	01 (2.1 %)	07 (14.6 %)	40 (83.3 %)	48
Female teachers	04 (5.1 %)	05 (6.3 %)	70 (63.6%)	79
Total	05(3.9%)	12 (9.4%)	110(86.6%)	117

Many respondents (86.6%) mentioned that lack of on job training as one of the reasons for teachers' dissatisfaction of their job. They complained that they were not

undertaking on job training after joining teaching profession. The dissatisfaction of teachers about on job training was that, they were no planned programmes to enable them to update their knowledge as one grade IIIA teacher commented;

> *"I completed grade IIIA teaching training in 1989, since then, I have never been given any training to update my knowledge in spite of the varied changes in curricula and introduction of new subjects like ICT. This situation makes me unable to perform my duties efficiently and effectively".*

Data in Table 4.5 indicate that Job satisfaction among teachers differs on the basis of gender for several reasons. First, the number of teachers in every school surveyed was dominated by female teachers. In average however, more male teachers (83.3%) were dissatisfied than female teachers (63.6%).

According to African culture, males are the bread earners therefore they were mostly concerned with how they will be able to raise for funds. In addition, female teachers had their husbands' sources of income supplementing their own sources especially for married couples. That is why most of female teachers were not disturbed by the lack of incentives and on job training.

When the researcher asked the District Training Officer to talk about on job training programs, she said that there was district training program but the problem was the meagre budget allocated for training. The TRC Coordinator for example, insisted that there were no funds to the extent that there was not even fund to run the centres. Emphasizing on this limitation the TRC coordinator was respondent;

"In the past TRCs were very active since we used to train teachers

for all subjects.   Recently there is not budget for that role. For

example, we are very bored and discouraged since our talents are

not utilized effectively".

The findings showed that there were varieties of in-service training for primary school teachers in Tanzania in terms of both short and long term courses. It was also found that when there is any change in curricula, on job training is inevitable for primary school teachers. However, Job satisfaction was also related with teachers own characteristics and by the teachers' educational attainment. This assertion seems to support Hackman and Oldham (1980) argument that knowledge of the job and teaching competence are relevant for teacher's job satisfaction. For example, once teachers for example attain higher level of education, or Degree they face a mismatch between their professional expectations and work realities. Potential positive effects via facilitated teaching and increased self-confidence appear to be more than counterbalanced by this negative effect. Similar results were found by Ho (1985) and Sim (1990) for secondary school teachers in Singapore.

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, and centre competence, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and centre competence occur when one feels effective in one's behaviour. In other words, professional knowledge, skills and competence

can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003).

4.2.2.5 School-Parent Relationship and Teachers Job Satisfaction

The study revealed that school-parent relationship was also a factor to influence teachers' job satisfaction. When respondents were asked to comment on the whether or not school-parents had impact on teachers satisfaction and performance they said that there was little school-parents relationship in many schools. It was noted that parents were not able even to collect their children's' report forms on the right time. The responses of the respondents' views on school-parent relationship and teachers' job satisfaction were summarized in Table 4.6.

Table: 4.6 Relationship between Satisfaction and School-Parent Relationships.

	Responses			**Total**
	Satisfied	Average	Dissatisfied	
Male teachers	05 (10.4%)	07 (14.6%)	36 (75%)	**48**
Female teachers	09 (11.4%)	12 (15.2%)	58 (73.4%)	**79**
Total	**14** (11.0%)	**19 (15.0%)**	**94 (74.0%)**	**127**

Information in Table 4.6 indicates that there was a high level of dissatisfaction among teachers in the surveyed school (74.0%) due to the existing school-parent relationship. In average, about (26%) of teachers, most of them female teachers, said that they were dissatisfied with the existing school-parent relationship. The respondents had different views and opinions on how the school-parent relationship influenced their morale towards their job of teaching in particular and their

performance in general. One teacher shared the following information with the researcher:

> *"In my school, parents are the ones who are supposed to collect the reports on their children academic development but last year, only 17 out of 300 parents turned out to collect the reports of their children. The same happened during the parents' meeting".*

The researcher was also interested in finding out about the structures of school-parents relations and the manner in which these patterns or structures influenced job performance and satisfaction among primary school teachers. When the respondents were asked to mention the structure and mechanisms of relationship, they mentioned the teacher-parents meetings, school committees and direct parents involvement in school development projects assisted in job satisfaction. On the teacher-parents meetings, the respondents said that there were regular meetings that were summoned for the purpose of meeting them to strengthen their relations once, in school term. In these meetings, agenda are prepared from both the parents and the teachers for the purpose of addressing school problems. They said that the meetings were extremely useful especially for matters that were difficult for teachers to solve alone or which needed parents' interventions. For example, provision of meals for pupils at school, to curb pupils drop out problem and problems related to pupils misconduct to mention a few.

The second structure for school-parents relationship was mentioned to be the school committees. According to the Education Act No. 25 of 1978, all educational institutions are supposed to have a committee or board. These school committees

have been vested with autonomy and mandate for planning and management responsibility of the schools. According to one of the head teachers who was interviewed, the role of school committee was important in managing pupils behaviours, planning for school development programs like the cases was during PEDP (2002-2006), mobilization of school funds and maintaining the security of schools. The head teacher said that where the school committee was strong and responsible, there was possibility that teachers in particular and school in general received support for their job, for example, support against drop out behaviours. The respondents added that this support would provide teachers with time to deal with academic issues rather than behavioural or financial issues. Teachers in some schools gave an example of food supply programs at their schools which they said received adequate support from school committees.

This view is in line with Perie & Baker (1997) that local partnerships, minority affiliations, community organizations, parental involvement in social issues and conditions, increased diversity and social status of the profession. These forces may have an effect on the longevity of the teacher in the profession. When teachers face different facets of their jobs, external forces can be important to their satisfaction. Supportive parents, attitudes of children, and money spending issues may play an important role in their decision to leave or stay. It is clear that, parental support has an impact on teachers' job satisfaction.

In some occasions however, the researcher was told that the surrounding communities gave little support to school activities due to the assumption that the government was providing everything for the schools. In those schools teachers were

too much involved in financial and behavioural issues only to give them little opportunity to involve deeply on academic issues as one head teachers was quoted saying:

> *"I am the leader of this school and we have the school committee that I think it does not fulfil its obligation properly. There was a moment I summoned a meeting for school committee members but only 40% of them attended. They said it was the responsibility of teachers to plan and manage school development projects"*

The quotation implies that in some schools relationship between schools and parents was not good to the extent that they were not willing to support their school children. One can imagine why the school committee members who represent parents should reject supporting their own schools.

4.2.2.6 Teachers' Salaries and Job Satisfaction

The respondents were asked to comment whether or not they were satisfied with their present salary structures. This was intended to measure the extent to which the rates of their salaries influence their job satisfaction. The responses were summarized as indicated in Table 4.7

Table: 4.7 Influence of Teachers Salary on Job Satisfaction

	Responses			Total
	Satisfied	Average	Dissatisfied	
Male teachers	0	4 (8.3%)	44(91.7%)	**48**
Female teachers	0	09 (11.4 %)	70(88.6%)	**79**
Total	**0**	**13(10.2%)**	**114(89.8%)**	**127**

Many teachers 114 (89.8%) said that they were dissatisfied with their salary structure. The teachers complained that they were performing the basic role of building the nation yet they were despised by being given very meagre salaries. A male grade IIIA teacher shared the following with the researcher:

> *"Many people despise teachers due to the salaries we receive and our living conditions. Currently, when we want to borrow from shops, most of business men reject by saying that we cannot manage to pay back the money"*

Many teachers were against TTU deductions from their salaries as it reduces their take home amount. One teacher said:

> *"In spite of low salaries there is high income tax and unfair deductions to TTU, I have never signed any agreement to allow TTU deductions from my salaries. This is against law because Trade Union Membership is voluntary.*

During the interview with the TTU General Secretary he said that: deduction of Trade Union dues is voluntary according to section 61 (1) of the ERA which

stipulates that an employer shall deduct dues of registered trade union from an employee's wages if that employee has authorised the employer to do so in the prescribed in TUF. 6 which is used for that purpose (this is for those opted to be members). Furthermore, those who are not by filling TUF, 6 shall be deducted the so called agency fee (formerly service change) as a result of the agency shop agreement concluded between the employer and the union if more than 50% of the employees in that particular barging unit (teachers in this case) are members.

The quotation implies that most teachers are not aware of the role and functions of TTU. Furthermore they also do not know that the deductions from their salaries are legally enforced. In addition it seems that TTU have not reached and educate teachers about its inception, constitution, policy, roles and functions and achievements attained so far.

Teachers complained that they were facing difficulties in their daily lives because teaching profession was the only source of earning for their living. In addition, they complained that they were not allowed to engage in private tuitions. They further complained that their profession was being treated unfairly compared to other professions such as the medical practitioners and lawyers who were allowed to establish and engage in private firms as one male diploma teacher said:

> *"I became very angry when I went to see the doctor for consultation.*
> *The doctor collected between 10,000tsh. and 20,000tsh per patient.*
> *Can teachers who advise pupils, parents, and even the doctors*
> *themselves when they visit to schools do the same?"*

The quotation implies that if teachers fail to pay for medical treatment it is obvious that they cannot pay attention to their job. That means, teachers are discouraged and therefore become dissatisfied in their job when they are not happy with quality of the services that are offered to their families.

4.2.2.7 Teachers' Promotion Systems

The researcher also examined the practicability of teachers' promotion system and the manner in which teachers were satisfied with it. They were asked to explain whether or not they were satisfied. The responses were collected and summarized as indicated in

Table: 4.8 Teachers Promotion Systems as a Factor for Job Satisfaction

	Responses			Total
	Satisfied	Average	Dissatisfied	
Male teachers	09 (18.8%)	12 (25.0%)	27 (56.2%)	**48**
Female teachers	12 (15.2%)	18 (22.8%)	49 (62.0%)	**79**
Total	**21** (16.5%)	**30 (23.6%)**	**76 (59.9%)**	**127**

Teachers were asked if they were satisfied with the existing teacher promotion system. Information in Table 4.8 shows that about (40.1%) of teachers in the surveyed school were satisfied with the existing teachers promotion systems. More than half of the teachers 76 (59.9%) were dissatisfied with the existing teachers' promotion systems, most of them males, provided different views and opinions on how teacher promotion system has affected their morale towards their teaching performance. They complained about the promotions which they said were biased

and not systematic. They also said despite the fact that promotion is part of the employees' right, they were always asked to write letters to Teachers' Service Department (TSD) to request and sometimes to remind of their promotions. They cause unnecessary disturbance and delay.

The bar system was another aspect which demoralized teachers and indeed their efficiency to discharge their obligatory service. They suggested that promotion system be done consistently and transparently. The aspect of educational advancement was suggested to be linked with many issues including a chance to join colleges or universities for further studies.

However, teachers said that, it was not possible for all teachers to leave for studies. They also complained that teachers affected by bar system were those who remained teaching in the absence of the promoted ones. Furthermore, other teachers failed to join further studies due to failure to secure permission from the respective authorities at the level of district. One experienced teacher complained;

> *"Due to various reasons I have failed to get a chance to join*
> *Diploma Course. Now, I have reached my bar scale. Why bar while*
> *I am still working? Teachers who were absent for further studies*
> *for 2-4 years are promoted to get salaries matching with their*
> *education level while we, who remained teaching are not promoted.*
> *Indeed, I am discouraged".*

The complaints above indicate that teachers who do not get opportunity for further studies, though they continue to work hard and they reach bar scale hence not getting

further promotion. Moreover, lack of professional training reduces teachers' working morale in work places. It was also found that lack of teachers' morale was affecting teachers' performance hence job dissatisfaction.

The findings support those of Peterson (2003) who contends that job satisfaction is strongly related to opportunities for promotion. Their studies found that government workers who received promotional opportunities were positively and significantly related to their job satisfaction.

Other studies have identified compensation initiatives including the wages and benefits paid to teachers for the performance of their job. The compensation initiatives included fringe benefits, bonuses, monthly pay, promotion opportunities, promotion process and procedures, opportunities for professional growth. Travers and Cooper (1996) suggested that low satisfaction with salary and lack of promotion opportunities contributed significantly to teachers' intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remain in the job.

4.2.2.8 Leave Payment for Teachers

The researcher intended to investigate whether or teachers were being given their leave payment regularly. Teachers were asked to comment if they were paid their leave payment and the systems used to pay them. Finally, they were asked to comment how they were satisfied with leave payment system. The responses are and summarized in Table 4.9

Table 4.9 Teachers' Satisfaction with Leave Payment System

Category of Respondents	Responses			Total
	Satisfied	Average	Dissatisfied	
Male teachers	02 (4.2%)	04 (8.3%)	42(87.5%)	**48**
Female teachers	05 (6.3 %)	09 (11.4%)	65(82.3%)	**79**
Total	**07 (5.5%)**	**13 (10.2%)**	**107 (84.3%)**	**127**

The data in Table 4.9 show that majority of teachers (84.3%) were dissatisfied with leave payment system. The Municipal Education Officer said that, every year the we prepare a leave roster for teachers which also indicated the budget.

Unfortunately, the budget in the leave roaster did not match with the funds subverted by Treasury as it was inadequate to pay all teachers on time. This was another reason for teachers' low morale to their job. Annual leave is an opportunity for teachers to relax after long tiresome teaching. Lack of funds leads teachers, especially those from distant regions to remain in schools during holidays. It was noted that teachers who failed to travel for annual leaves were usually angry with the government and educational officers as they felt ignored and neglected. This would not only reduce morale for their teaching job, but also they became dissatisfied with their job as one teacher was lamented;

> *"It is very disappointing that for four years now the government*
> *could not fund for my annual leave. My family and I (four children*
> *and spouse) cannot spend a monthly salary for safari as it is too*
> *small for my family to travel to Kigoma Ujiji. Whenever I went to ask*
> *for money, the Municipal Education Officer advised me to spend my*

personal source of funds for safari and write a letter to claim for the

personal spent money, upon submissions of tickets".

The argument in the quotation shows lack of seriousness at the government level as far as allocating funds for teachers' leave and other related transport expenses are concerned. For teachers whose domicile is far from Dar es Salaam, a monthly salary was not adequate for transport expenses they become demoralized spend annual leaves at school for some years.

The findings support those by Reis, *et al* (2000) and argument by Ryan (1995) that teachers need adequate educational policies for them to receive reasonable payment and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs. They said that satisfying teachers' needs promotes their psychological well-being and enables optimal functioning and performance. Therefore, an individual is best off when his or her needs are satisfied, and worst off when they are not satisfied (Filak & Sheldon, 2003). Teachers feel that they are cheated, underpaid and made to work in insecure conditions where the government pays less attention to teachers' dignity and self-esteem.

4.2.2.9 Availability of Public Transport Facilities

The respondents also mentioned availability of public transport facilities as one of the determining factor for their job dissatisfaction. The researcher asked them to comment on how availability of the public transport facilities influenced their job satisfaction. The responses were collected and summarized as indicated in Table 4.10.

Table: 4.10 Public Transport Facilities as a Factor for Job Satisfaction.

	Responses			Total
	Satisfied	Average	Dissatisfied	
Male teachers	01(2.1%)	02 (4.2%)	45(93.7%)	**48**
Female teachers	04(5.1%)	07 (8.9 %)	68(86.0%)	**79**
Total	**05** (3.9%)	**09(7.2%)**	**113(88.9%)**	**127**

Data in Table 4.10 indicate that many teachers (88.9%) did not mention public transport facilities not to be a factor for their job satisfaction. Few teachers 14 (11.1%) most of them women, owned their personal transport facilities and therefore were rarely using public transport to and from their residences. It was observed that all teachers were coming from distant places and therefore they needed transport to work place. In average, there were more male teachers who were dissatisfied because of the public transport facilities than female teachers.

In interviews, many teachers were heard complaining about transport difficulties as they arrived late at their work places. They also added that many schools in their district had not public houses to accommodate teachers. The researcher's own observation showed that there were not plans to construct new houses. Teachers were sometimes late to classes because of transport difficulties as one male diploma holder teacher said,

> *"My salary is inadequate yet I travel about 11 km to and from the*
> *school every day. I spend 700 shillings from Kimara to Kibamba,*
> *and 3000 shillings from Kibamba to work station daily. Due to this*

high cost we have locally, arranged a schedule of attending to school in shifts on the bases of daily work days"

The transport in Dar es Salaam is dependent upon public transport facilities commonly known as *dala dala.* Depending on the residence and distance, some teachers reside more than 10 kilometres away from the school and they have to board more than two public transport buses to come to school and the other two to go back home in the evening hours. It was noted that in the morning, congestions in the public transport provide little chance for teachers especially female teachers. They said that they faced a lot of problems in using public transport especially in the morning, as a result, they usually reported at work place late hours and had less time to prepare themselves for teaching. This supports Bennell and Akyeampong (2007) argument that teachers who work at schools in their home areas tend to have higher levels of job satisfaction than their colleagues who are 'strangers' in the locality.

In this particular case, teachers in urban schools may not cope with high accommodation and transport costs. However, these findings are contradicting with the findings in other countries like Zambia where teachers in remote rural schools can spend up to half their salary on transport and accommodation costs incurred during the monthly visit to the District Education Office to pick up their pay (Bennell and Akyeampong, 2007).

4.3 Teachers' Job Satisfaction and Primary School Pupils Academic Performance

Task two was intended to assess the impact of teachers' job satisfaction on primary schools pupils' performance. The major research question was "how does teachers'

job satisfaction influence pupils' academic performance in primary schools?" Data were collected from focused group discussion, questionnaires, observation and semi structured interviews. The primary school teachers were asked whether or not they were satisfied with their job of teaching in relation to various variables.

4.3.1   Impact on Preparation of Pupils Reports

The researcher observed the preparation of annual pupils' reports by the teachers in different schools. It was learnt that, they were prepared under pressure due to the fact that parents had to have the reports before the opening of the schools. However, the main weakness was that the pupils' reports were not well kept for future use. It was also observed that there was an alarming pupils' failure in subjects like Mathematics, Science and English in the parents' reports. The general answer to that massive failure by many teachers was that pupils were not hard working ones. However, the researcher noted that there was lack of seriousness of teachers, poor teaching methods, absenteeism both for teachers and pupils and poor inspection methods.

The researcher went through several official documents to see how general activities were handled formally in schools, in relation to pupils' academic performance. Data from such documents that is, teachers and pupils attendance register books, visitors' books, teachers' files, and teachers' resource centres were collected.

Teachers' and pupils attendance registers had some problems which were directly or indirectly leading to poor performance of the teachers in the primary schools. Teachers for example, had established some unofficial shifts in attending their teaching sessions due to distance they travel from their homes to schools and due to

transport expenses. In one primary school, for instance some teachers attend consecutively from Monday to Wednesday and the rest other days of the week attend other teachers. When the researcher wanted to know the reasons behind this, the head teacher replied that; teachers made such turns due the fact that they were coming from very far to the extent that they failed to pay fare daily, as they must use tri-circles and motor bikes as their major transport means.

It was also observed that the attendance registers for pupils were not filled in, on daily basis and in some cases data in the attendance registers were just cooked. Hence it can be concluded by saying that there was not uniformity and consistent follow up of the absconding pupils. These findings suggest that difficulty in the availability of cheap and reliable public transport facilities had negative implication on both teachers and pupils' performance. One teacher commented;

> *"The government does not provide us with houses for accommodation at school compounds, something which makes us depend much on transport to and from school. I usually report at school very late for the same reason. This denies me time for teaching preparation and consultation with the pupils. In some cases we have to leave school earlier in order to cope with public transport crisis and therefore, we do not have adequate time to provide remedial teaching for slow learners".*

The quotation indicates that since teachers have not houses and reliable transport, their teaching morale is low and dissatisfied with their job. This consequently make them unable to deal with pupils' academic problems hence poor performance.

4.3.2   Impact of Class Size on Teaching and Learning

The study showed that classes were too large to the extent that sometimes the teacher failed to get the right place or position to stand when teaching. The problem was due to shortage of classrooms and teachers. In some cases, some classrooms had more than 70 pupils, contrary to the Ministry of Education Policy on teacher populations making teachers responsibility to attend to all these pupils be a tedious job.

The class size can affect to level of the teaching and learning performance. The researcher witnessed overcrowded classes in most of the schools visited. Teachers ignored the notion that teachers in towns have minimum workload in the sense that, in towns there were many children who needed to be well taught. One teacher had the following to justify how loaded they were:

> *"Some teachers in the rural areas think that we in towns, are not loaded as they are. For example I am teaching in standard two which has three streams each with 115 pupils. There are too many pupils in my class this makes my job too difficult. Sometimes I fail to manage the class, by failing to make follow up of truancies, assisting slow learners and marking their written works".*

The argument in the quotation implies that although teachers in urban areas have few periods to teach per week, the huge number of students in classes worsens their morale and motivation to teach. In big classes like those, teachers spent more time in a day for marking pupils' work and abandon other necessary responsibilities. It also implies that overloading denies teachers an opportunity to prepare themselves for the next day's routine as they become exhausted. This in addition, could affect teachers'

willingness to offer remedial teaching to support the needy pupils especially slow learners. It can be concluded that workload to most teachers in urban schools is a reason for de-motivation and poor morale of working among teachers.

4.3.3   Impact of Job Satisfaction on Teachers Turnover and Absenteeism

Data collected from official documents such as teachers registers did not provided adequate evidence on whether there were any teachers' levels of turnover or absconding due to job satisfaction. The researcher could only read official documents which indicated some incidences of absenteeism among the teachers. This suggests that despite higher level of dissatisfaction among teachers there were few teachers who turned over their profession to other professions from the surveyed schools. These findings could not support the view by (Robbins, Odendaal and Roodt, 2003) that turnover is inversely related to job satisfaction because teachers in Tanzania, despite low job satisfaction, do not largely turn over their profession to other professions. This is the case in Tanzania because adequate training with skills and knowledge make teachers believe that they best serve teaching profession rather than other professions. There is also fear among teachers to lose their future benefits if they attempted to shift from one profession to another.

In addition, most primary school teachers have comparatively low English language communication skills to help them work outside Tanzania, like what medical doctors do. The researcher also found that teachers established unofficial shift in some schools as an alternative to address the problem. In other cases, teachers' irregular attendances at work place were obvious and particularly some teachers could not stay or spend the whole day at school.

When they were asked to comment on the unofficial shifts, they said that their residences were far from their work stations. They also added that difficulty in accessing public transport was a big problem which affected them. Despite these complications, there were no cases where teachers could not report at work stations for problems complicated by difficulty in accessing public transport and lack of money to pay for transport facilities each day. These findings could not support Hellriegel, Slocum, and Woodman (1989); Johns (1996) views that job satisfaction levels are related to absenteeism. Thus, on the basis of Hellriegel and Johns views, one can conclude that high satisfaction level of teachers discourage teachers' absenteeism in schools.

It was therefore found that satisfaction of teachers was associated with teacher effectiveness which ultimately had effect on student achievement. According to Latham (1998) satisfied teachers can contribute significantly to the improvement students' academic performance and school effectiveness at large. In Tanzania however, teachers seem to be both dissatisfied and demoralized where pupils demonstrate poor performance in their final examinations. That is to say the findings cannot indicate the relationship between satisfaction and productivity to be positive or negative, rather inconsistent. However, pupils' academic achievements in schools were fluctuating without necessarily reflecting the deference in teachers' job satisfaction.

4.3.4   Impact Job Satisfaction on Students Learning Outcomes

The research was conducted to indicate how teachers' job satisfaction had impacted on the school performance and productivity. It was observed that teachers were, to

large extent, dissatisfied with their job in many aspects. The respondents said that they used to do their job as a matter of routine and it was not innovative. The head teacher on the other hand was asked to explain whether or not their respective schools were performing according to the way teachers were satisfied. Data collected from the school examination records showed mixed results on the impact of job satisfaction. In many schools, standard seven final examination results 2009 and 2010 had confusing trends. In some schools results were better in 2009 than in 2010 while others had opposite results.

Students' learning was measured through final examinations results. The school's academic achievement however, was fluctuating with better results in some years and poor results in others. Although Locke (1976) suggests that a satisfied and motivated workforce can undoubtedly help sustain productivity, the case with Tanzanian schools was different. The current study findings show that teacher attitudes such as job satisfaction and organizational commitment were concurrently related to school performance, as measured by several performance outcomes such as pupils' academic achievement and teacher turnover rates. It can also be argued that, when employees are satisfied, they tend to care more about the quality of their work, they are more committed to the organization, they have higher retention rates, and they are generally more productive (Bravendam Research Incorporated, 2002). It appears that teachers are generally less satisfied with their profession when they have to teach classes with a high number of pupils with limited school facilities such as chalk, blackboard and text books.

However, in order to link between teacher job satisfaction and education quality, student achievement it was necessary to control students' initial knowledge and other relevant determinants of student learning. Among the control variables, at student level, each child's initial knowledge plays the predominant role (Michaelowa, 2000).

4.4 Chapter Summary

Chapter four has covered issues raised in the research findings in relation to the objectives of the study. Generally, the findings have revealed that teachers' job satisfaction was low ranging from 13.4% to 40%. The teachers' attendance was negatively affected by the distances from their home residence. In addition, bar system in salary scaling hasbeen the limiting factor for further promotion for teachers who have not gone for further training despite the fact that they remain in schools, all year around teaching. Finally, teachers' job satisfaction has negatively affected teachers' performance in their job, on students learning outcomes and on the preparation of pupils' reports. The next chapter summarizes the findings and provides recommendations for both administrative action and further research.

CHAPTER FIVE

5.0   SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter consists of summary of the study which shows the purpose of study and data collection methodology also research findings and analysis, conclusion and recommendations. It presents the summary of research findings, conclusion and recommendations. The study aimed to examine the extent to which job satisfaction affect effective teaching and pupils' academic performance. The data were collected through focus groups discussions, interviews and documentary reviews. The study involved a sample of respondents which included: district education officials, primary school teachers, school inspectors and ward education coordinators. The data were analyzed qualitatively by coding and describing the findings basing on their themes and categories. Data were finally presented and discussed in chapter four while conclusion, summary and recommendation is made in this chapter.

5.2   Summary of the Study

In carrying out this study, the research process was guided by research objectives and questions. The purpose of this study was to determine how job satisfaction among primary school teachers affects their job performance. Specifically, the study was guided by the following research tasks and questions

- What are the determinants of job satisfaction among primary schools teachers in Kinondoni Municipality?

- How does teachers' job satisfaction affect both teachers and pupils' performance in primary schools?

The study was guided by a Conceptual framework for which variables such as inputs, environmental process and output were analysed. Inputs are the factors which are assumed to influence teacher's level of satisfaction in their job of teaching. The process factors are assumed to transform variables into the output (job satisfaction). The outputs are the possible outcome of job satisfaction among the primary school teachers. The model of the conceptual frame work was adapted from Bronfenbrenner and Morries (1998) system model.

The study adopted mainly qualitative approach although in few cases the researcher used quantitative approach. A case study design was used for the reason that it was flexible in terms of data collection and analysis. The study population involved the educational officials at municipal level and primary school teachers. The researcher used interviews, documentary reviews and questionnaires for data collection. Documentary sources involved standing orders, TSD Regulations, Teachers leave roaster, standard seven booklet results, teachers files, teachers attendance registers, pupils attendance register, school annual calendar and school time table.

5.3 Summary of the Research Findings

On the determinants of job satisfaction among primary schools teachers in Kinondoni municipality, the study revealed a very low level of satisfaction among teachers (in average less than 23%) in the following variables; school supervision; communication and feedback; availability of teaching and learning materials; school-parents relationship; teachers' salaries; on job training; teachers promotion system, (bar system); leave payment for teachers, the availability of public transport facilities; and satisfaction with teaching profession. Specifically, it was first found

that teachers' attendance was negatively affected by the distance from their home residence. Secondly, bar system in salary scaling acted as a punishment for teachers who did not go for further training despite the fact that they remained in schools teaching. This was the discouragement for the teachers who remained at school working very hard. Thirdly, it was found that school leadership plays an important part for teachers and pupils' performance.

On the effect of the teachers' job satisfaction, the study found that teachers job dissatisfaction affect negatively the teachers and pupils' performance in primary schools. The impact of teachers' job satisfaction was recorded on students learning outcomes; impact on teachers turnover and absenteeism; impact on teaching and learning; and impact on preparation of pupils reports.

5.4   Conclusion

On the basis of the study findings and discussion, the following conclusion have been reached. Firstly, there is clear link between job satisfaction among teachers and pupils and teachers performance in teaching and learning. Secondly, primary teachers did not get their rights; leave, promotion, house, in-service training just to promote their professional standard, and this discouraged teachers to work. Thirdly, the top-down communication patterns that exist in the education system was a barrier for teachers to address their professional problems. For example, educational officials from Ministry level could not meet with teachers to discuss matters facing teachers and students. Fourthly, the parents were not seriously following up the academic development of their children. Finally, the limitation in the availability of

teaching and learning materials such as textbooks was partly due to lack of libraries in schools for proper storage of books.

5.5   Recommendations

5.5.1 Recommendation for Educational Managers

On the basis of the research findings and discussions, the following recommendations are made to government, educational leaders, community and parents.

- Educational officers should ensure that teachers are not only aware of their rights, but also are met without waiting for teachers unnecessary reactions. For example, teachers should get their rights as stipulated in the standing order including promotion on time and opportunities to attend teachers' professional training programs.

- Working conditions should enable teachers to concentrate on their professional tasks, and promote effective learning. Therefore, teaching and learning facilities are supposed to be made available adequately, at school.

- The community should be part and parcel of school development programs, so as to ensure better performance and parents should support teachers by contributing funds, building materials and food supplies for their children while at school. Therefore, parent commitment and seriousness is required for effective follow up of their children progress.

- It was found that TSD and school inspectors were only playing an advisory role in dealing with the teachers' problems such as absenteeism. It is therefore recommended that TSD and school inspectors should be given

powers to directly take action against these problems without waiting for reactions from DEOs who in some cases delay in taking actions.

- Since some schools are located in remote areas within Kinondoni Municipality, it was recommended that the government should offer incentives in form of hardship allowances to teachers in remote schools to motivate them.

- Lack of facilities such as textbooks in schools was partly due to lack of limited financial power. It is therefore recommended that, the provision of capitation grants to schools should not only base on the number of pupils in schools because there are some expenses which bear fixed costs such as electricity and water.

- Lack of library facilities in most schools has been found to be the reason for poor storage of books and materials and therefore destruction of textbooks. It was therefore recommended for all schools to establish and use libraries for proper storage of book materials.

5.5.2 Recommendations for Further Research

Since this study was confined itself to investigate the extent to which job satisfaction affects teachers and pupils in Kinondoni Municipality, especially in public schools, there is need to conduct a similar study to involve more private schools.

The study covered only one small geographical area, Kinondoni Municipality. it is therefore impossible to generalize the findings country wide. There is consequently a need for further studies covering wide geographical areas for comparative purposes.

There is need to conduct quantitative research in similar areas in order to test job satisfaction variables against pupils' academic performance. Such a study can provide us with more opportunity to prove various hypotheses with statistical significance.

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APPENDICES

APPENDIX A

QUESTIONNARE FOR TEACHERS

Dear respondent

I am a post graduate student at the Open University of Tanzania in Dar es Salaam who is doing a research study on *Job satisfaction and teacher performance: a study of primary school teachers in Kinondoni district, Tanzania.* You are hereby asked to participate in the study by providing your views and information on what you consider authentic information for each question. Feel free to give your own views and information on this matter according to the best of your knowledge. This study is conducted for academic purposes, thus I would like to assure you that your responses will only be used for the same purpose and not otherwise.

Instructions

Please tick only once, against the answer of your choice.

Questions:-

1. Male / Female …………………………………………….

2. Age

20 - 35	35 – 45	45 - 60

3. Education

Certificate	Diploma	Degree	Masters	Any other

4. Experience at work (years)

1 - 10	10 – 20	20 - 30	30 - 40

5. The way my job provides for security in my position

    a) Satisfied   (   )

    b) Little satisfied   (   )

    c) Highly satisfied   (   )

6. The competence of my supervisors in making decisions

    a) Satisfied   (   )

    b) Little satisfied   (   )

    c) Highly satisfied   (   )

7. Availability of teaching and learning materials

    a) Satisfied   (   )

    b) Little satisfied   (   )

    c) Highly satisfied   (   )

8. Conducive Working environment

    a) Satisfied   (   )

    b) Little satisfied   (   )

    c) Highly satisfied   (   )

9. Current level of promotion compared with the number of years I have   worked

    a) Satisfied   (   )

    b) Little satisfied   (   )

    c) Highly satisfied   (   )

10. The amount of salary I get in comparison with what other workers with same qualification (education) gets in other fields in the government

    a) Satisfied   (   )

    b) Little satisfied   (   )

    c) Highly satisfied   (   )

11. The extent to which I am involved in curricula change

    a) Satisfied   ( )

    b) Little satisfied   ( )

    c) Highly satisfied   ( )

12. Communication between your supervisor / head teacher and staff

    a) Satisfied   ( )

    b) Little satisfied   ( )

    c) Highly satisfied   ( )

13. Commitment of my staff to work

    a) Satisfied   ( )

    b) Little satisfied   ( )

    c) Highly satisfied   ( )

14. Refresher courses / in – service training programs provided

    a) Satisfied   ( )

    b) Little satisfied   ( )

    c) Highly satisfied   ( )

15. The extent to which my responsibilities are in line with job description.

    a) Satisfied   ( )

    b) Little satisfied   ( )

    c) Highly satisfied   ( )

16. The way in which instructions from higher authority reach you for implementation

    a) Satisfied   ( )

    b) Little satisfied   ( )

c) Highly satisfied   ( )

17. The way teachers' disciplinary matters are handled

   a) Satisfied   ( )

   b) Little satisfied   ( )

   c) Highly satisfied   ( )

18. The distance from home to your work place?

   i.   1 – 2 km   ( )

   ii.   2 – 3 km   ( )

   iii.   3 – 4 km   ( )

   iv.   More than 5 km.   ( )

19. Please tick against the allowances which you get at work.

   i.   Medical allowance   ( )

   ii.   Transport allowance   ( )

   iii.   Horse allowance   ( )

   iv.   Any other, please mention. ( )

Please tick **YES** if the statement is true and tick **NO** if the statement is not true

20. Did you get in-service training for the past 10 years

   Yes ☐ No ☐

21. Are there teachers who have quit teaching in your schools?

   Yes ☐ No ☐

22. Do parents make follow up of their children's performance?

   Yes ☐ No ☐

   If the response is 'NO' please explain ……………………………………….

23. Are children in your school / schools provided with lunch?

Yes   ☐ No   ☐

24. If you get any other job with same salary, will you quit teaching?

Ye☐   No ☐

25.   Are you satisfied with decision making at your work place?

Yes ☐   No   ☐

26. Do promotion opportunities in your work place satisfy you?

Yes ☐ No   ☐

 27. Does your current pay satisfy you compared with the amount of work you do?

Yes ☐ No ☐

28. Do the present working conditions at your work place satisfy you?

Yes   ☐ No   ☐

29. Does your present job give you chances for advancement?

Yes ☐   No   ☐

30. Are you satisfied in the system of promoting teachers?

Yes ☐   No   ☐

31. Are interpersonal relationships at your work place satisfay?

Yes ☐   No   ☐

32. Do you think community recognizes your service?

Yes ☐   No ☐

33. Is it true that teaching in urban areas is more satisfying than in rural areas?

Yes ☐   No   ☐

34. Mention factors which you think if implemented will lead to job satisfaction

at your work place, Provide as many ideas as possible?

APPENDIX B

INTERVIEW GUIDE FOR MUNICIPAL EDUCATIONAL OFFICER

1) Do you get enough funds for training teachers and for their leave payment?

2) Is the capitation grant enough to cater for administration and purchasing of teaching and learning materials?

3) What are your views on the pass rate in Standard VII national exams for the past 3 years?

4) What are your strategies to ensure the availability of teacher's houses especially in periphery schools?

5) Is there any strategy of providing food for children in your schools?

6) Do you have any meeting with teachers (Classroom teachers) to discuss different challenges facing them in teaching and learning process?

APPENDIX C

INTERVIEW GUIDE FOR INSPECTORS

1) What are the challenges facing teachers in teaching and learning process? How do you assist the teachers in mitigating the challenges?

2) What is your position in taking disciplinary actions on teachers who are not committed?

3) What do you consider to be the factors which influence teachers' job performance in Kinondoni?

4) How do you comment on the effectiveness of communication and feedback in promoting teachers job performance?

5) How often do you have meetings with teachers (Classroom teachers) to discuss issues affecting their job performance?

6) Do you get adequate funds for annual inspectorate activities?

APPENDIX D

INTERVIEW GUIDE FOR TSD

(1)   How independent is TSD in discharging its functions?

(2)   What would you say are the factors hinder TSD department in promoting

teachers in time?

(3)   How many meetings   held on teacher promotion?

(4)   What are the reasons for delay of teacher's promotion?

(5)   How do you help teachers in solve critical problems leading to job loss?

The United Republic of Tanzania
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

DAR ES SALAAM REGION

Phone Number:

Phone Number: 2203156/2203158
In reply please quote:

REGIONAL COMMISSIONER'S OFFICE,
P.O. Box. 5429,
DAR ES SALAAM

Ref. No. FA.282/293/01C

08th July, 2011

District Administrative Secretary,
Kinondoni,
DAR ES SALAAM.

RE: RESEARCH PERMIT

Pro/Dr./Mr./Mrs./Ms/Miss: **Theresia Kyara** who is researcher from The Open University of Tanzania has been permitted to undertake a field work research on **"The Extent to which Job Satisfaction Leads to Effective Teaching".** Area selected for conducting research in Dar es Salaam Region from **15th June** to **14th August, 2011.**

By this letter you are asked to give the said researcher necessary assistance and cooperation.

Hatua Katundu
For: Regional Administrative Secretary
DAR ES SALAAM

Copy: Municipal Director
Kinondoni,
DAR ES SALAAM.

Vice Chancellor,
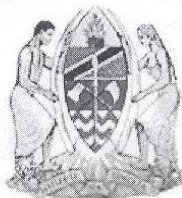The Open University of Tanzania
P.O. Box 23409,
DAR ES SALAAM.

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
MINISTRY OF REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

KINONDONI DISTRICT

Telephone No. 2170169 / 2170183

To reply please quote:

Ref. No. **AB.320/378/01'A'/44**

THE DISTRICT COMMISSIONER'S OFFICE,
P.O BOX 9583,
KINONDONI,
DAR ES SALAAM,
TANZANIA.

14 July, 2011

All Primary Schools,

KINONDONI MUNISPALITY.

RE: RESEARCH PERMIT

Pro/Dr/Mr./Mrs./Ms/Miss. **Theresia Kyara Damian** who is a researcher from **the Open University of Tanzania** has been permitted to undertake a field work research on *"The extent to which Job Satisfaction Leads to Effective Teaching".* W.E.F. **June, 2011** to **August, 2011.**

Please give the researcher the required assistance and cooperation.

U.M. Mbwambo
For: **DISTRICT ADMINISTRATIVE SECRETARY**
KINONDONI

Copy: Theresia Kyara,
          Researcher.

APPENDIX E

HALMASHAURI YA MANISPAA YA KINONDONI
BARUA ZOTE ZITUMWE KWA MKURUGENZI WA MANISPAA

Simu Na: 2170173
Fax Na: 2172606

Unapojibu tafadhali taja :

KUMB: NA. KMC/ED/U/21/15/137

MKURUGENZI WA MANISPAA,
MANISPAA YA KINONDONI,
S.L.P 31902
DAR ES SALAAM.

Tarehe: 29TH August, 2011

To Head Teachers,
Primary schools,
Kinondoni Municipality.

REF: RESEARCH PERMIT

Ms. Theresia Kyara is a researcher from "OPEN UNIVERSITY OF TANZANIA has been permitted to conduct research on THE EXTENT TO WHICH TO JOB SATISFACTION LEADS TO EFFECTIVE TEACHING 1st September to 30th December, 2011.

Please give her the required assistance and cooperation.

....
B. Kubehwa
FOR: MUNICIPAL EDUCATION OFFICER

Copy to: Ms Theresia E. Kyara