

**THE EFFECT OF JOB SATISFACTION ON THE TURNOVER INTENTIONS OF
PUBLIC PRIMARY SCHOOL TEACHERS IN MTWARA RURAL DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN RESOURCE
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2017

CERTIFICATION

I, the undersigned, certify that I have read the dissertation entitled: *“The Effects of Job Satisfaction on Turnover Intentions of Primary School Teachers in Mtwara Rural District”*, and recommend it for acceptance by the Open University of Tanzania.

.....

Dr. P. M. K. Ngatuni

(Supervisor)

.....

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DECLARATION

I, **Veronica Theodory**, do hereby declare that this dissertation is my own original work, and that it has not been submitted for a similar degree in any other university.

.....

Signature

.....

Date

DEDICATION

This piece of work is especially dedicated to my dear family and all primary school teachers in Tanzania.

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I firstly thank God almighty for His blessings throughout my research work and complete this study successfully, for His glory.

I also would like to express my special thanks and appreciation to my supervisor Dr. Proches Ngatuni, for his support, guidance, encouragement and contribution to this dissertation. Although he had many academic and administrative responsibilities, he still spent a lot of his valuable time in giving me the support I needed to accomplish this dissertation.

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ABSTRACT

The teaching profession in Tanzania has experienced episodes of teacher quitting either the schools to which they are posted or the profession all together. This has led to the need to understand both the antecedents and consequences of turnover intentions. This study sought to contribute to the antecedents by examining the effect of job satisfaction on turnover intentions of public primary school teachers in Mtwara Rural District. Descriptive statistics and linear regression analysis techniques were used on data collected through a questionnaire which was administered on a conveniently selected sample of 143 teachers from 22 primary schools in the district. The study found below average intention to leave both school and the teaching profession. Teachers were found to be ambivalent in terms of job satisfaction. However, they were satisfied with supervision and coworker but dissatisfied with operational procedures, pay and benefits. Job satisfaction significantly negatively predicted teachers' turnover intentions, irrespective of how the turnover intentions were measured. It is therefore recommended that the employee as well as all organs responsible for education administration should consider job satisfaction as one of the important determinants of teachers' turnover intention. They should address issues related to teachers pay, fringe benefits and operational procedures. They should also capitalize of the strength of supervision and co-worker relationship to achieve lower turnover intention. Coaching and mentoring is also recommended and so is the opportunity to upgrade to diploma qualification preferably using the open and distance learning approaches.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immune Virus
JSS	Job Satisfaction Survey
TIQ	Turnover Intention Questionnaire
TSD	Teachers' Service Department
TTU	Tanzania Teachers Union
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Teachers' turnover has been a nonstop setback countenanced by several nations all over the world as reported by diverse researchers. Joseph, Pierrard and Sneessens (2004) affirm that, teachers' turnover was relatively way above the ground in nations like Belgium, (15%), United States of America (18.6%), France (24.4%), Germany (16.5%), Italy (21%) and Netherlands (15.4%). Furthermore, other studies like Kotler *et al.* (2006) and Lashley (2010) have sighted teachers' turnover rates as one of the most destructive problems in schools. Other studies point out that high teachers' turnover rates in the world are of worldwide epidemic rather than of a particular nation.

Research has exposed that approximately 25% of all new teachers withdraw for the teaching job within four years (Byekwaso, 2006; Tiberondwa, 2000). The turnover of both new and veteran teachers is a great concern for both the schools and the school administrators because it usually comes along with pessimistic penalty. Turnover forces headteachers and the government to spend a lot of resources on recruiting, orientating and developing fresh teachers. This circumstance is faced by many schools in Tanzania but more so in public primary schools. In Zimbabwe for example, 2000 newly qualified teachers were reported to have left the teaching profession for better paying jobs in 2000 (Mukumbira, 2001). In Tanzania, Hakielimu (2011) term the teachers' turnover a crisis while Chediell (2010) had estimated it to be at 3% and was expected to be higher in rural areas than in metropolitan areas (Hakielimu, 2011; Chediell, 2010; URT, 2010). The problem is even more severe with science teachers (Chediell, 2010). Policy Forum (2010) on Public financial plan for teaching the government aspire employing 17,204 teachers for

public schools, to increase the proportion of teachers in each public school to arrive at the required level. While the government of Tanzania makes significant efforts to employ and distribute fresh teachers to the rural schools, many of them do not report to their work stations and if they do, many leave within the first year of employment. Reports have it that in 2008, for example, approximately 40% of new teacher did not even go into the training work force. This together with migration of teachers from rural school to urban schools for various reasons, leave rural areas with hardly 35% of the fresh teachers the government allocates to them. On the other hand, urban schools received more than twice as many of the fresh teachers (URT, 2010).

Teacher's turnover has had a negative result for many schools in developing countries (Khatri, Fern & Budhwar, 2001), and Tanzania is not exempted. Education provision is in the service field. Therefore, just like other fields, it is not unusual for it to experience turnover. It is usually established that turnover rates are better kept under 10% or 15%. This authenticity has a great impact on teachers. Why does it occur? How does it occur and how does it impact on some of the key job outcomes? It is therefore a necessity for managers of education to understand the factors that cause teachers' turnover. Such information would be valuable in designing retention strategies, if it is known before the teachers actually turnover. This makes turnover intention (intention to quit) more economically valuable than the actual turnover. In view of this, the primary question addressed by this study was "what contributes to teachers' turnover?"

Several attempts have been made to understand the reasons behind teachers' turnover. The outcomes of such attempts are varied. For example, from field surveys in many African countries, including Tanzania, on the teaching profession, for example, Maicibi, (2003) pointed out that the teaching occupation was nearly on the ground; and that placement of teachers was unsystematic mishandled, in addition to their schooling being poor. The

Monitor Newspaper (28th March 2003) published an article “who will wipe away the tears of teachers?” The article pointed out meager disbursements as among the main issues that distressed teachers. See also Charles (2004) who pointed out that educational employment is destabilized by massive outflow of teachers to other sectors which are more rewarding financially. Charles also pointed out that it is the well skilled and more knowledgeable teachers who most likely leave their schools for better employment. Occasionally, this trend leaves schools with the less knowledgeable or deprived superior teachers. Other studies, e.g. Coombe (2002) and Pitsoe (2013) have linked the turnover problem in Africa to the HIV/AIDS plague, particularly in sub-Saharan nations like Zambia, Kenya, Nigeria, the Central African Republic and South Africa. Other studies have linked the problem to lack of sufficient pay, allowance, accommodation and encouragement (Kamara, 2002).

Moreover, some other studies have directed their efforts into determining when exactly teachers are more likely to leave the profession. Some find that teachers most likely to leave the occupation are those with physically powerful educational setting (Henke, 2000; Podgursky, 2004); higher precise capability (Guarino *et al.*, 2006); and those who are fresh into the occupation (Hanushek *et al.*, 2005). In addition, other studies estimate that teachers make significant gains in efficiency in their first three years and smaller gains over the subsequently few years (Hanushek *et al.*, 2004). Ingersoll and Smith (2003) argue that approximately 50% of teachers leave the occupation within their first five years into the occupation implying that teachers leave the classrooms before they have developed into optimally successful practitioners. Although the government makes significant effort to allocate new teachers, the game is that the exiting teachers who are still inexperienced are replaced with equally new and inexperienced teachers. It is from this background that studies are directed into understanding the determinants of turnover intentions of employees, teachers included. This study is designed to add empirical evidence to that end.

1.2 Statement of the Research Problem

From the foregoing background, it was shown that teachers increasingly leave the occupation and profession early in their careers. While efforts have been directed towards identifying the determinants of turnover intentions, the findings are far from being consistent or universal. Along this line, studies globally have found teachers being exposed to higher levels of job related stress. The studies also found that that teachers are less satisfied with their jobs compared with any other professional group. Researches on teachers' satisfaction have high impact and value simply because job dissatisfaction reduces commitment, productivity, and ability to meet student needs, brings certain degrees of psychological disorders and causes high levels of disability linked to stress (Karavas, 2010). Evidence exists which points that most teachers in most school systems are dissatisfied with their jobs, a reason that pushes them to leave their job. Such high levels of dissatisfaction may stem from low pay, promotion, supervision, nature of work, fringe benefit etc. Aamodt (2007), assessing teachers who resigned from the teaching profession, found that these teachers were dissatisfied and that such dissatisfaction was centred on school systems and was relate to school structure or administration policies.

Despite their low satisfaction levels. teachers have become objects of constant mockery every time examination results are released. However, job dissatisfaction among primary school teachers has been a persistent problem that leads to even poor performance in Tanzania's public primary schools. Mkumbo (2012) asserts that all recent education reforms have ignored teachers and invest on buildings and other learning infrastructure. Efforts are undertaken by the government to improve professional knowledge and skills of teachers; however less attention is focused on their material welfare as suggested by Sumra (2004). A joint monitoring report (URT, 2010) also indicate that lack of incentives, such as overtime, unpaid arrears, delay in promotion and transport allowance accelerated

low morale among teachers. This situation resulted in undue strike by teachers in the whole countries in 2012 which was organized by the Tanzania Teachers Union (TTU) to press the Government to on teachers' demands.

Furthermore, the Mtwara Educational Development Report (2017) indicates that in 2016, Mtwara region performed poor for more than 63 primary schools' standard seven performance has dropped by more than 50% compared to year 2016. It is assumed that lack of teachers in the primary schools is among the reasons behind the students' underperformance. Those who remain in the profession are also not satisfied enough to have the morale to do their jobs effectively; and most of their schools are located in remote areas.

Therefore, these complaints are indicators of teachers' dissatisfaction with their jobs which leads to turnover intentions and gradually to actual turnover if those indicators are not addressed in good time. Several studies on teachers' turnover have therefore linked it to job satisfaction. Fenot (2005) and Gedefaw's (2012) are examples of such studies in Addis Ababa. These studies have showed that job satisfaction and turnover of teachers are closely related to in-built features of teaching namely, teachers' value and progress. Specifically, Gedefaw (2012) surveyed 300 primary school teachers and interviewed other 10 participants in Addis Ababa. The study's results revealed that the teachers were considerably dissatisfied with their work. The results also showed that salary and benefits were the most disappointing item of all issue surrounding their work. Poor fringe benefits and chances for promotion, the principals' supervision style, poor participation of teachers in decision making, lack of chances to develop personality, and the poor relationships teachers had with principals and parents, were also reported as sources of teachers' dissatisfaction. Consequently, this study sought to examine the turnover intentions among primary school teachers in Mtwara rural and establish whether its variability could be

explained by their satisfaction with the teaching job as a profession and their duty schools as an organization. Mtwara rural district was chosen because of its performance in primary school leaving examinations relative to the other districts in Mtwara Region.

1.3 Research Objective

1.3.1 General Research Objective

The general research objective of the study was to examine effects of job satisfaction on turnover intentions of public primary school teachers in Mtwara Rural District.

1.3.2 Specific Research Objectives

This study was guided by the following specific objectives

- (i) To assess the turnover intentions of public primary school teachers in the study area
- (ii) To assess the job satisfaction of public primary school teachers in the study area
- (iii) To determine whether the level of teacher's turnover intentions is related to their levels of job satisfaction

1.4 Research Questions

1.4.1 General Research Question

What are the effects of job satisfaction on turnover intentions of primary school teachers in Mtwara Rural District?

1.4.2 Specific Research Questions

- (i) What is the level of turnover intentions among teachers in the study area?
- (ii) What is the level of job satisfaction among teachers in the study area?
- (iii) Does the level of teachers' turnover intentions relate to their levels of job satisfaction?

1.5 Significance of the Study

The findings of this study are useful to various education officials since they provide good insight on the effects of job satisfaction and turnover intention among public primary school teachers. The findings also serve as an input to the policy makers in the education arena, helping the government in formulating policies and regulations that will reduce government primary school teachers' turnover and turnover intention in Mtwara Rural District.

The findings are also useful especially to human resource personnel and management in education to adopt human resource management practices which would make teaching enjoyable and free from practices which would create dissatisfaction among teachers. These would include among others fair and equitable treatment of teachers. In addition, issues related to working condition would also be addressed. Nevertheless, the findings are also useful to teachers in general and in Mtwara Rural District to reduce the negative perceptions they have about the job and create a positive attitude towards the job. It also provides them with advice on how they can advance themselves academically through open and distance learning.

1.6 Organization of the Proposal

The rest of the proposal is organized as follows: Chapter Two discusses the conceptual definitions, theoretical literature review, empirical literature review and research gap, conceptual framework and summary. Chapter Three contains the research philosophy, research strategies, survey population, area of the research, sampling design and procedures, variables and measurement procedures, methods of data collection, data processing and analysis and expected results of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter provides literature review on relevant theories and empirical studies related to the study. It provides definition of the key concepts underlying the study. It then presents a review of both theoretical and empirical literature relevant to the study's objectives. It then concludes with a research gap and presents a conceptual framework followed by a hypothesis statement.

2.2. Conceptual Definitions

2.2.1 Turnover Intention

Turnover Intention can be defined as one's behavioural purpose to leave the job or purpose to move to another job. According to Tett and Meyer (1993) cited in Rumery (1994), the turnover intention refers to the 'mindful and purposeful determination of the worker to quit from the organization'. Vandenberg and Nelson (1999) defined the purpose to quit as the 'individual own probable chance (subjective) that they are everlastingly leaving their organization at some point in the near future. Gupta (2009) defined turnover intention" as an employee's intent to willingly change jobs or companies. It is a dimension of whether a business' or organization's staff plan to quit their positions. Turnover intention, like turnover itself, can be either intentional or unintentional.

Ingersoll (2001) recommended that after designing the characteristics of both teachers and schools, poor support from the school management, student obedience problems, limited faculty input into school decision making, and to a minor amount, low wages, were all associated with higher rates of turnover intentions. This however, might not be too far-away from whether the teacher anxiety is committed to his / her duties or not.

2.2.2. Job Satisfaction

Job satisfaction is simply defined as the efficient direction that a worker has towards his or her work (Price, 2001). Job satisfaction is a worker's sense of attainment and achievement on the occupation. Job satisfaction is a feeling, an outlook, and a matter of sensitivity, that result from a worker's evaluation at work (Robins2003). It is also defined as an emotional state of affairs related to the positive or negative ruling of job experiences (Mowday et al., 1982). It is a personal appraisal of individual; for his/her job and work environment. Amstrong, (2006) defined job satisfaction as the outlook and a manner people have about their work. Positive and favorable outlook towards the job shows job satisfaction, whereas negative and harsh outlook towards the job indicate job dissatisfaction.

According to Rue and Byers, (1994) job satisfaction is made up of 5 components which are: (1) attitude towards colleagues, (2) general working conditions, (3) attitudes towards the education system, (4) financial benefits and (5) attitudes towards supervision. Smith et al. (1969) defined job satisfaction as "the feeling a worker has about his job" (p.100) and presented five dimensions of satisfaction, namely (1) satisfaction with supervision, (2) pay, (3) coworker, (4) promotional opportunities and (5) the work itself. Later, Spector (1985) describes the job satisfaction in nine dimensions which are (1) pay, (2) promotion (3) supervision, (4) fringe benefits, (5) contingent rewards (performance based rewards), (6) operating procedures (required rules and procedures), (7) coworkers, (8) nature of work, and (9) communication.

2.3 Theoretical Literature Review

This study was informed by Blau's (1964) Social Exchange Theory, Herzberg's (1959) two-factor theory, Expectancy Theory (Vroom,1964), and Equity Theory (Adam,1963).

2.3.1 Social Exchange Theory

Social exchange theory proposes that social behavior is the result of an exchange process, purpose of which, is to maximize the net benefits from the exchange. Applying this theory to the present study, it suggests that employees would weigh the potential benefits and risks of social exchange in their job, where the benefit is satisfaction they enjoy from the job, and the cost is the commitment to stay on with the organization (employer) or the profession. They will stay on the job/organization or the profession if the benefits exceed the risks (costs).

The social exchange theory therefore predicts that employees' job satisfaction and turnover intentions negatively correlated. The more satisfied employees are with their job or the profession, the less likely they will think of leaving either the present job/organization or the profession. This social exchange theory has been used by various organizational researchers to explain the motivational basis behind employee behaviours and the formation of positive employee attitudes. This theory has also been used to explain why individuals express loyalty to their organizations or profession as a whole; and this study tried to test the theory on the job satisfaction-turnover intentions link among public primary school teachers in Mtwara Rural District.

2.3.2 The Expectancy Theory

The expectancy theory was advocated by Vroom (1964) and it argues that employees are likely to leave the organization if their expectations are not met. This theory emphasizes what employees need or expect from the organization and their work. Failure to get such needs leads to low commitment, frustration, loss of morale and eventually desire to leave their jobs. In the context of this study, the government can change its policies, treat its teachers better, reward them accordingly so as to reduce teachers' turnover intentions. The importance of this theory in this study however, is on the fact that the essence of teachers'

turnover intentions at schools in Tanzania can be examined and assessed on the basis of the teachers working conditions in terms of their future and ongoing expectations.

These may include increase in pay as the economy changes, compensations and other rewards which might increase their working morale. Failure to do this may lead to teachers' turnover intention and even actual turnover. The theory helps to explain why a lot of teachers are not motivated on their jobs and do only the minimum necessary to earn their salaries. In that context; the theory attempts to convince that teachers will do more if they are satisfied with the benefits or incentives from the employer (the government). Furthermore, teachers' commitment to their work depends on their satisfaction with various facets of their job and profession. Thus, finding of relationship between the various job satisfactions dimensions as outlined by Spector (1994) would also lend support to this theory.

2.3.2 Hierarchy of Needs Theory

Maslow's (1943) proposed the "hierarchy of needs theory". This theory places employees' needs into five progressive categories starting with basic physical needs and ending up with needs for personal growth and career development. According to this theory, one will have to pass the lower level of satisfaction before entering the higher levels. The theory strongly claims that employers must motivate their employees by meeting each level of their needs for them to truly commit themselves to workplace goals, failure of which can create a lack of fulfillment in employees' professional lives, causing them to eventually try to fulfill these needs on their own, possibly by finding a new employer who provides better opportunities. Again, this theory suggest that employees will evaluate the satisfaction they enjoy in terms of how good the employer has fulfilled their needs and decide whether to leave or stay with on the job or with the profession. This leads to a

prediction of a negative relationship between job satisfaction and turnover intentions of employees.

2.3.3 Equity Theory

The equity theory by Adams (1963, 1965), posits that satisfaction is determined by the perceived input-outcome balance in that employees usually aim at reaching a balance between what they put into a job (input) and what they gain from it (outcome). Input may include educational level, experience, ability, skill, effort, responsibility, age and effort. Outcome could include things like salary, promotion, recognition, status, performance, good working conditions, work insurance, status, and opportunity (Holtum, 2007). The relationship between these inputs and outcomes determines the level of equity.

Applying this theory to the present study, employees (primary school teachers) would make a comparison between their own contribution to the teaching job/the school or the profession, and the satisfaction they enjoy from it. Any feeling of being fairly treated, will result in satisfaction. Conversely, if the level of satisfaction is lower than that enjoyed by other teachers at other schools or by employees of other organizations or profession, an inequity is felt. Negative behavior would be triggered, and such behaviours may include the intention to leave either the school or the profession. Al-Zawahreh and Al-Madi (n.d.) further points out that both under-reward and over-reward can lead to dissatisfaction and feeling of guilt. Some studies on this equity have also suggested the presence of gender differences in the inequity, where female are more tolerant of, for example, underpayment than their male counterparts. Adams's Theory therefore, suggests that in these social comparisons of inputs and outcomes, a negative relationship would result between job satisfaction and turnover intentions of public primary schools' teachers.

2.4 Empirical Literature Review

Previous studies have attempted to investigate the relationship between job satisfaction and teachers' turnover intentions. Examples of such studies include but not limited to Masum, Azad, Hoque, Beh, Wanke and Arsalan (2016), Shah et al. (2015), Brandmo and Elstad. (2015), Candle (2010), and Goddard and O'Brien, (2003). Masum et al. (2016) assessed the link between job satisfaction and intention to quit among 417 nurses from six large private hospitals in Turkey. Using descriptive statistics analysis techniques, they reported a moderate levels of job satisfaction with about 61 percent of nurses intending to quit. Moreover, nurses were highly satisfied with the work environment, supervisor support, and co-workers facets of the job satisfaction scale and lowly satisfied with the contingent reward, fringe benefits, and pay facets.

Using bivariate correlation analysis, a significantly negative relationship between job satisfaction and intention to leave was reported. Controlling for the effects of the demographic variables, namely, gender, age, marital status, education, and experience, only satisfaction with supervision was found to significantly explaining additional variation in the nurses' intention to quit. Shah et al. (2015) investigated the relationship of job satisfaction and turnover intention of private secondary school teachers and reported a negative correlation between job satisfaction and turnover intention. This implied that less job satisfaction drives people to think about quitting a job. All factors (pay, promotion, work itself and supervision) were shown to be statistically significantly related to turnover intention but there was no significance difference in the mean scores of job satisfaction between male and female teachers. Tiplic et al. (2015) exploring several individual, organizational, and contextual factors that may affect beginning teachers' turnover intentions throughout their first years of practice in Norway. Using a sample of 227 beginning teachers (69% female and 31% male) from 133 schools they revealed four vital

precursor of beginning teachers' turnover intentions. These were (a) collective teacher effectiveness; (b) teacher-principal relationship, teaching challenges and effective commitment. Their findings suggest that organizational and background aspects are the vital aspects of fresh teachers' turnover intentions for they enter the teaching profession right away after their education, so they frequently assess their schools to decide whether their current job is the best choice or not.

Raddaha et al (2012) studies the link between job satisfaction and intention to quit based on a sample of 180 critical care nurses from three Jordanian healthcare delivery hospitals using the job satisfaction scale and a combination of descriptive and inferential statistical techniques. They reported a significant relationship between job satisfaction and intention to quit among the nurses. They also found that the nurses being highly satisfied with the item "I like the people I work with", but least satisfied with the item "I have too much to do at work". Fifty-nine (59) percent of the nurses were either "Likely" or "Very Likely" intending to leave their workplace.

Candle (2010) examined the relationship between job satisfaction and turnover among private secondary school teachers in Wakiso District focusing on how employer, employee and external correlated factors influencing teacher turnover. Using descriptive research design with a cross-sectional survey strategy on a sample drawn randomly from a huge population of teachers, school heads, and students the study identified loss of group unity, poor working conditions, poor pay, poor management or supervision which were categorized under employer related factors considerably affected teacher turnover in private secondary schools in Wakiso District. The study also identified that teachers attached to the private secondary schools with many unmet prospects were more dissatisfied, causing lack of commitment. The study also found that external factors such as better pay elsewhere, low status of the teaching profession and competitive conditions

elsewhere also brought about teacher turnover. Goddard and O'Brien (2003) conducted a study titled *Beginning Teachers' Perception of Their Work, Well-being and Intentions to leave* in the state of Queensland in Australia. The study looked at the sensitivity of fresh teachers and their well life form at work. They collected qualitative and quantitative data from 123 graduate beginning teachers, six weeks after they first started their full-time teaching. Their survey revealed that roughly one third of the respondents reported a solemn intension to quit their existing employment, and this intention to quit was notably connected with being exhausted that was caused by lack of skilled support in a sensitively challenging work setting, high level of work weight and other individual factors.

The study called for effective programs to support fresh teachers during their first year of service. Sutherland (2002) also added more evidence by looking at "Job-to-job turnover and job-to-non-employment movement in UK. based on an establishment-based data set of intended quits. Sunderland identified two separate types of quitters, namely; (i) those who quit accepting alternative jobs offering superior terms and conditions of employment; and (ii) those who quit for other reasons.

Estimating a binomial logic model to identify the probability of quitting for having been offered and accepted alternative employment, they further reported that this probability was both gender and grade related with female employees less likely to quit for this reason. Sunderland further reported that individuals occupying the grades that were rewarded better financially were more likely to quit for alternative job offers. In addition, Tarigan and Ariani (2015) extended the studies on the link between job satisfaction and turnover intention by bringing in evidence that job dissatisfaction has an indirect effect on the turnover intention through organizational commitment.

2.5 Research Gap Identified

From the above empirical review, it is evident that many job satisfaction and turnover intentions studies have been carried out. The majority of these studies have been done in foreign countries, mostly in Europe, America, Asia and few in Africa. Further, concentrations of those studies have largely been on understanding the causes of teachers' job dissatisfaction and turnover itself rather than the turnover intentions as the study at hand. In Tanzania to be specific, similar studies have been done but not in Mtwara region, specifically Mtwara Rural District.

It is not surprising that findings confirmed on these studies although they shade light on the causes of teachers' turnover, they might not be useful for setting specific strategies or interventions at regional Local Authority and council levels because Regions and Local Authority councils differ in many aspects in terms of geographical, infrastructural and the level of economic development. Further, a Region or Local Authority council might have its own specific results which might not be necessary similar with other Local Authority council. This study therefore seeks to examine the effects of job satisfaction on teachers' intentions to leave their employment and the teaching profession. It was expected to contribute empirical evidence from Mtwara Rural District.

2.6 Conceptual Framework

The conceptual framework (Figure 2.1) demonstrates a set of relationships between independent variables and dependent variable. Independent variables influence dependent variable. Independent variable is the one that might influence the outcome measures. In this study, the nine (9) dimensions of job satisfaction classified by Spector (1985) are taken to consideration. The dimensions described are Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication. All

those dimensions are under the independent variable, job satisfaction, which is looked as cause to affect the teachers' intention to leave.

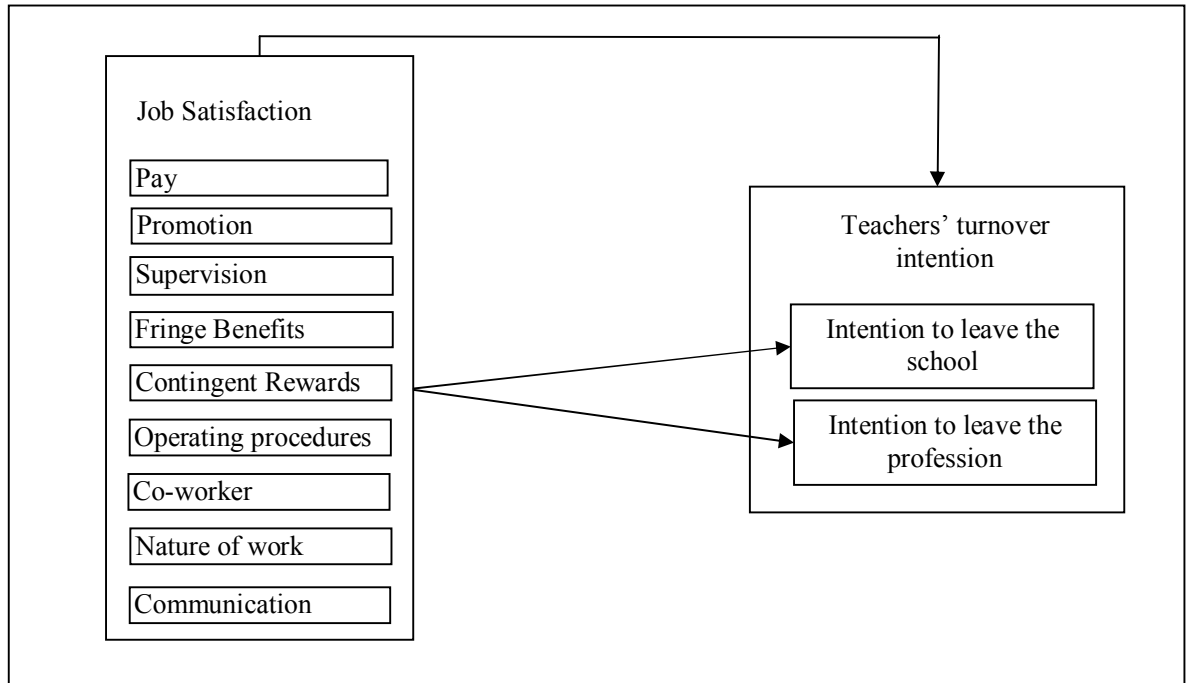


Figure 2.1 Conceptual Framework

Source: Scales respectively from Spector (1985) and Becker and Billings (1993) cited in McInerney et al. (2015)

2.7 Hypotheses

From the conceptual framework in Figure 2.1 the following hypotheses will be tested

H1: There is a significant negative relationship between between job satisfaction and teachers' turn over intention

H2: There is a significant negative relationship between job satisfaction ans teachers' interntion to leave the school

H3: There is a significant negative relationship between job satisfaction ans teachers' interntion to leave the profession.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

This chapter details the research methodology used in the study. It covers the research design, area of the study, population of the study, sampling techniques and sample size, data collection techniques, validity and reliability and data analysis plan so as to get information, which helped find out what was required in the study.

3.2 Research Design and Strategy

This study adopted descriptive research design, with a cross-sectional survey strategy. The descriptive research designed was chosen because it fitted with the purpose of the study which was to collect information from a cross-section of a given population (Gall *et al.*, 1996). A cross-sectional survey was adopted because results from such surveys are easily extrapolated to the entire population (Amin, 2005). Besides, the combination of descriptive design and the cross-sectional survey strategy saved time and cost. This was important to the researcher given the time and financial constraints she was facing.

3.3 Survey Population

The study dealt with teachers of public primary school teachers teaching in Mtwara Rural District. The population is 525 primary school teachers who are employed by the government in all 67 primary schools in the district.

3.3.2 Area of the Research

The study conducted in Mtwara Rural District which is located in Mtwara Region. The District consists of 4 divisions (i.e. Dihimba, Ziwani, Mpapura and Kitaya which is shared with Nanyamba District), 21 wards and 67 public primary schools. The reason for the

choice of this district is based on researcher's accessibility to schools that will be easier to obtain information from selected schools and reduce cost to research budget.

3.4 Sampling Design and Procedures

3.4.1 Sampling Design

Twenty-two (22) public primary schools were selected from 11 different wards in the district. The schools were selected due to the accessibility and how convenient they were reached in easily getting information as the researcher was in Mtwara Mikindani. The sample size comprised of 143 primary school teachers conveniently selected from the selected schools.

3.4.2. Sampling Procedures

The desired approach was to select the schools randomly. However, the geographical distribution coupled by road network made this approach inefficient. Thus, schools were picked conveniently while at the same time efforts were made to be as inclusive and as wide as possible within the district. The procedure resulted with 22 primary schools from 11 different wards out of 21 that Mtwara Rural District has. Approximately each ward contributed two schools. Within the schools, teachers were also sampled conveniently based on those who were available and willing to participate on the date of visit.

3.5.1 Turnover Intention Scale (TIS)

Turnover intention was measured through a scale developed by McInerney et al (2015) which is originally adopted from Becker and Billings (1993) Scale; that measures whether teachers intend to quit their profession or the school they work at. The scale has eight (8) items and they are in two parts; the school focused items and the profession focused items where each part consists of four (4) items. The TIS has a 7-point Likert scaling model;

ranking from 1-7 and a higher score indicate high level of turnover intension of the respondent i.e. 1 is 'strongly disagree' and 7 is 'strongly agree'

3.5.2 Job Satisfaction Survey (JSS)

Job satisfaction was measured through the 36-items scale developed by Spector (1985) to assess the employees' attitude about their job and aspects of the job. This was assessed in its nine dimensions, namely, Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication. The 36 - items are grouped into nine dimensions each with four items, some of which are negatively worded. Respondents will be asked to rate their level of agreement or disagreement on a six-rating scale where 1 = Disagree very much; 2 = Disagree moderately; 3 = Disagree slightly; 4 = Agree slightly; 5 = Agree moderately; and 6 = Agree very much. The samples of the items include, 'I like doing the things I do at work' and "I do not feel that the work I do is appreciated."

3.6 Methods of Data Collection

The study used self-administered questionnaires to collect data from public primary school teachers. Closed ended and scaled items were carefully used to generate information of influence from primary school teachers. All questionnaires have to be filled out three sections in it; where section I of the questionnaires is demographic profile, which helped the researcher to know the respondents 'age, marital status, level of education and the duration of their services.

3.7 Data Processing and Analysis

3.7.1 Data Processing

The questionnaires collected from the respondents were each coded and its all items were coded as well and the responses collected through questionnaires were transferred into a

spreadsheet, put each item number as a column heading and use one row for each respondent's answers, then assign each possible answer a code.

3.7.2 Data Analysis

Spector (1994) interpretation satisfaction scores with the JSS determining the level of job satisfaction of teachers, the possible scores range from 36-216; the ranges are 36-108 for dissatisfaction, 144-216 for satisfaction and between 108-144 for ambivalent. For determining the level of turnover intention, in each item, when respondent score higher in each items, shows the higher level of turnover intention of the respondent. Then the data coded will be analyzed using statistical package for social sciences (SPSS version 16); and the figures prepared thereafter will allow the researcher to make interpretations leading to conclusions and recommendations. On the other hand, documentary data will accurately highlight teachers' job satisfaction and turnover intention of stated specific objectives.

3.8 Expected Results of the Study

In recent years, many studies have been carried out by various scholars worldwide on this phenomenon, turnover intention; but most of them conducted in developed countries and few in developing countries. This is to say due to the context and time; the findings were expected to differ because teachers' perceptions with their job also change over time due to changes in economics, lifestyles and technology as well. Previous scholars have found the relationship between job satisfaction of a teacher and the community characteristics i.e. poverty, remoteness and social resources where the teacher is based.

The community characteristics are as well the factors to teachers' satisfaction and when they are not met the teachers' perceptions won't be met. It was expected that profession turnover to be higher than school turnover intentions due to the fact teaching gives the teachers low satisfaction, the study expected to find very low satisfaction level following

Mtwara Educational Development Report (2017) indicates that in 2016, Mtwara region performed poor for more than 63 primary schools' standard seven performance have dropped by more than 50% compared to year 2016. It is assumed that due to lack of teachers in schools, the students underperformed; for most of school teachers left their jobs and others that are still in the profession are not satisfied enough to have the morale to do their jobs effectively; and most of those schools are in remote areas. However, the results revealed ambivalent views on job satisfaction items.

The results from objective one corresponds with expected results as it was expected that teachers in Mtwara Rural district have high intention levels to quit their schools and/or profession. However, the levels of School turnover turned to be higher than the levels of profession turnover which is different from expectations.

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSION

4.1 Overview

This chapter presents and discusses the research findings. It presents the results of the sample analysis and the rest of the results per research objectives. It discusses the findings by comparing them with the previous empirical results surveyed in the literature review.

4.2 Sample Description

4.2.1 Distribution of Respondents per Wards

Overall origin of the respondents were from 21 different wards that Mtwara Rural District has; as shown in Table 4.1. Madimba contributed more respondents (38 respondents) than others followed by Mahurunga (22 respondents). One of the reasons behind this outcome is the coordination support which the researcher received from the school Heads and Education Officers. The least contributors were Tangazo (5), Ndumbwe (6), Msimbati (7), Ziواني (9) and Msijute (9).

Table 4.1 Distribution of Respondents per Ward

Ward	Frequency	Percentage
Madimba	38	26.6
Mahurunga	22	15.4
Mbawala	15	10.5
MsangaMkuu	12	8.4
Ziواني	9	6.3
Moma	10	6.9
Nanguruwe	10	6.9
Tangazo	5	3.5
Msijute	9	6.3
Msimbati	7	4.9
Ndumbwe	6	4.2
Total	143	100

Source: Field Survey (2017)

4.2.2 Demographic Profile of the Respondents

In this study, the demographic variables of the respondents were gender, age, level of education and the duration of teaching. Gupta (2010) explained that demographic factors play a major role in influencing teachers' turnover in many contexts. Consequently, it was very important for the researcher to explore the demographic variables of the respondents. It was also important to do so in order to gain a better understanding of the characteristics of the respondents.

Table 4.2 Demographic Characteristics of the Respondents

	N	Percentage
<i>Gender</i>		
Male	59	45.7
Female	70	54.3
<i>Age</i>		
25 or less years	4	2.9
26-35	87	62.6
36-45	25	18.0
46-55	21	15.1
>55 years	2	1.4
<i>Level of Education</i>		
Certificate	130	91.5
Diploma	11	7.7
Bachelor	1	.7
<i>Duration of teaching</i>		
< 2 years	4	2.8
2-5	32	22.4
6-10	58	40.6
11-15	13	9.1
16-20	18	12.6
>20 Years	18	12.6

Source: Field Survey (2017)

From Table 4.2, there were slightly more female respondents (54.3%) than male respondents. This shows that public primary schools have more female than male

teachers. This finding is consistent with available Government statistics on Primary Education (URT, 2016) which show that the teaching staff in Primary Education is made up of more female than male .

The national youth development policy (URT, 2007) defines youth as someone in the 18-35 years of age. Table 4.1 shows that 65.5 percent of teachers were in the Youth category. Middle aged teachers constituted only about 18 percent while those above 45 years of age constituted the remaining 16.5 percent. Having about two thirds of teachers in the district belonging to the youth group has some important implications. It is healthy because youth are full of life and have many years of service ahead of them before they reach the retirement age. However, having more youth teachers comes in with challenges. Firstly, they are vibrant and hence creates the need for authorities to device measures to retain them in schools as well as in the profession. Secondly they need to be developed. Thirdly; they come with behaviours which, if not properly controlled, may pose challenges in attaining the objectives of education for all.

Most teachers (91.5 percent) hold teaching certificates (Grade IIIA). This results creates an unhealthy situation and huge burden in terms of teachers development. District authorities need to explore different approaches to develop these teachers to diploma levels and beyond, consistent with the Government's determination to have all teachers in primary schools to have a teaching diploma qualification. Furthermore, it calls for methodologies for training these teachers without having to leave their schools. A few opportunities exist, such as diplomas offered by the Open University of Tanzania and possibly Institute of Adult Education. Finally, Table 4.2 shows the distribution of respondents in terms of their duration in service (tenure). Over 65 percent have teaching experience of less than 10 years. This means that there is a lot of mentoring and coaching that is required. It also calls for strong supervision. Orientation to teaching ethics and

classroom etiquettes may also be needed to give them the experiences and confidence they need in executing their duties. This will also enhance the degree of their ethical conduct.

4.3 Research Objective One : Levels of Turnover Intention

The first research objective of this study was to assess the level of turnover intention among public primary school teachers in the study area. Descriptive statistics technique was used to carry out the analysis. Panel A of Table 4.3 shows that the levels of intention to leave the profession and school are approximately the same. The mean of intention to leave the school (M= 15.70, SD = 5.55) is about the same as the mean of intention to leave the profession (M = 15.62, SD = 5.58).

Table 4.3 Analysis for Levels of Turnover Intention

Scale	N	Min.	Max.	Mean	Std. Dev.
Panel A: (Total scores)					
Overall Turnover Intention	139	11.00	51.00	31.52	10.20
Turnover Intention (School)	141	5.00	28.00	15.70	5.55
Turnover Intention (Profession)	141	5.00	27.00	15.62	5.58
Panel B: (Mean scores)					
Overall Turnover Intention	139	1.38	6.38	3.934	1.27
Turnover Intention (School)	141	1.25	7.00	3.94	1.39
Turnover Intention (Profession)	141	1.25	6.75	3.90	1.40

Source : Researcher (2017)

Panel B of Table 4.3 presents the mean scores of the same variables. Mean scores were 3.94 for intention to leave the school, 3.90 for the intention to leave the profession, and 3.93 for the overall turnover intention. These mean scores are slightly below the mean of the seven rating anchors which ranged from 1 to 7 (M = 4.0). The similarity of the three mean scores implies that the measurement scales could have been used interchangeably to assess turnover intention.

Table 4.4 presents the results of descriptive analyses done of the individual items of the turnover intention scales across respondents. The results show that the item “It would take very little change in my present circumstances to cause me to leave school” topped the least (M=4.21, SD = 1.54). This implies that despite teachers having below average intention to leave the school or the profession, they simply lack that marginal spark which will make them jump. This is reinforced by the fact that the item “I often think about leaving this school” has the next highest mean score (M = 4.08, SD = 2.08).

Table 4.4 Analysis of Turnover Intention Items

	N	Min.	Max.	Mean	S.D.
It is likely I will actively look for a new school in the next year.	142	1	7	3.74	2.09
I often think about leaving this school.	142	1	7	4.08	2.08
It would take very little change in my present circumstances to cause me to leave school.	143	1	7	4.21	1.54
There's not too much to be gained by sticking with my current school indefinitely.	143	1	7	3.59	1.57
It is likely I will actively look for a new job in the next year.	141	1	7	3.68	2.00
I often think about quitting teaching.	143	1	7	3.78	1.91
It would take very little change in my present circumstances to cause me to leave teaching.	143	1	7	3.90	1.81
There's not too much to be gained by sticking with teaching indefinitely.	143	1	7	4.19	1.78
Valid N (listwise)	139				

Source : Researcher (2017)

The item “there’s not too much to be gained by sticking with teaching indefinitely” (M=4.19, SD = 1.78) topped the list of turnover intention (profession) items. This signals their intention to leave the teaching profession later. This finding is important because it raises question about teachers’ future career progression in the teaching profession. This is reinforced by the item (It would take very little change in my present circumstances to cause me to leave teaching” (M=3.90, SD = 1.81). This calls for measures to ensure that teachers’ enthusiasm in the teaching profession is enhanced always.

4.4 Research Objective Two: Levels of Job Satisfaction

The second research objective was to assess the level of job satisfaction among teachers in the study area. Descriptive statistics were used to carry out the analysis. Results are presented in Tables 4.5 and 4.6. Table 4.5 presents the means and the standard deviation scores of the overall job satisfaction scale. It also presents the mean and standard deviation scores of the total score for each of the nine dimensions of the job satisfaction scale.

Table 4.5 Descriptive Analysis for Levels of Job Satisfaction

	N	Min.	Max.	Mean	S.D.
Overall job satisfaction	108	103.00	172.00	123.69	11.63
Pay	140	4.00	19.00	11.94	3.43
Promotion	142	7.00	23.00	13.75	3.08
Supervision	137	6.00	23.00	16.35	2.99
Benefits	138	4.00	20.00	11.60	3.04
Contingent Rewards	139	7.00	21.00	12.59	3.30
Operating procedures	137	4.00	18.00	11.57	2.63
Co-worker	139	6.00	24.00	17.09	3.14
Nature of Work	137	8.00	22.00	14.33	3.24
Communication	140	5.00	20.00	14.31	2.73
Valid N (listwise)	108				

Source : Researcher (2017)

Spector (1994) provides a guide on how to interpret the scores of the overall job satisfaction scale. See <http://shell.cas.usf.edu/~pspector/scales/jssinterpretation.html> where from the possible total scores which ranges from 36 to 216, the scores from 36 to 108 indicate dissatisfaction, 144 to 216 indicate satisfaction, and scores between 108 and 144 indicate ambivalent. The mean overall job satisfaction score of the present study is 123.69. This falls in the ambivalent range. It implies that teachers had mixed feelings or contradictory ideas about whether they are satisfied or not with their job. Table 4.5 also presents the mean scores for each of the nine facets of the job satisfaction scale. Respondents were more satisfied with the co-workers (M = 17.09, 3.14) followed by

Supervision ($M = 16.35$, $SD = 2.99$). They were least satisfied with Operating procedures ($M = 11.57$, $SD = 2.63$), benefits ($M = 11.60$, $SD = 3.04$), and pay ($M = 11.94$, $SD = 3.43$). Spector's (1994) interpretation guide for the 4-item subscale indicates that possible scores range from 4 to 24. Scores from 4 to 12 indicate dissatisfaction, 16 to 24 satisfactions, and scores between 12 and 16 indicate ambivalence. Against these guide, the results of the present study show that teachers were only satisfied with coworker and supervision. They were dissatisfied with operating procedures, benefits and pay. They were ambivalent with contingent rewards, promotion nature of the work and communication.

Table 4.6 presents the results of descriptive analysis of individual job satisfaction scale items across respondents. The Spector's (1994) guide (after reverse scoring the negatively-worded items) suggests that items with a mean score of four (4) or more represents satisfaction, whereas mean score of 3 or less represents dissatisfaction. The value addition of this analysis is that it shows the nature of the items which the respondents were satisfied or dissatisfied with. In the present study therefore, teachers seem to like their supervisors ($M = 4.56$, $SD = 1.23$), believe that their supervisors are fair ($M = 4.37$, $SD = 1.3$) and competent in doing their job ($M = 4.1$, $SD = 1.18$). Teachers also like their colleagues ($M = 4.89$, $SD = 1.27$), enjoy working with them ($M = 4.57$, $SD = 1.38$) and fight less with them ($M = 4.05$, $SD = 1.54$), after reversal; hence satisfied.

The results in Table 4.6 also show that that teachers feel that the pay they receive is unfair for the work they do ($M = 2.57$, $SD = 1.28$), make them feel unappreciated ($M = 2.8$, $SD = 1.47$). They are also dissatisfied with the benefits they receive ($M = 2.96$, $SD = 1.6$). They are also dissatisfied with benefits because they are incomparable with those of other organizations ($M = 2.54$, $SD = 1.35$). However, they feel that there are no benefits they do not have which they should ($M = 2.67$, $SD = 1.40$) adding to their dissatisfaction with benefits. Two other results are that teachers believe that they have too much work to do at

work ($M = 2.01$, $SD = 1.00$) have too much paper work ($M = 2.49$, $SD = 1.40$). These scores, after reversal to indicate satisfaction level, are not surprising because one would expect teachers to have heavy workload that is accompanied with lots of paper work, mainly related to lesson plan preparations, assessments to mark, and keeping record of, etc.

Table 4.6 Analysis of Job Satisfaction Items

	Scale items	N	Min.	Max.	Mean	S.D.
1	I feel I am being paid a fair amount for the work I do.	143	1	6	2.57	1.28
2	R. There is really too little chance for promotion on my job	143	1	6	3.33	1.34
3	My supervisor is quite competent in doing his/her job.	142	1	6	4.10	1.18
4	R.I am not satisfied with the benefits I receive.	142	1	6	2.96	1.60
5	When I do a good job, I receive the recognition for it that I should receive	143	1	6	2.97	1.28
6	R. Many of our rules and procedures make doing a good job difficult	140	1	6	3.28	1.46
7	I like the people I work with.	142	1	6	4.89	1.27
8	R.I sometimes feel my job is meaningless.	142	1	6	3.51	1.70
9	Communications seem good within this organization.	142	1	6	4.03	1.27
10	R. Raises are too few and far between.	140	1	6	3.48	1.44
11	Those who do well on the job stand a fair chance of being promoted.	143	1	6	3.55	1.40
12	R. My supervisor is unfair to me.	143	1	6	4.37	1.30
13	The benefits we receive are as good as most other organizations offer.	142	1	6	2.54	1.35
14	R.I do not feel that the work I do is appreciated.	141	1	6	3.46	1.46
15	My efforts to do a good job are seldom blocked by red tape.	140	1	6	3.76	1.39
16	R.I find I have to work harder at my job because of the incompetence of people I work with.	141	1	6	3.60	1.39
17	I like doing things I do at work	140	1	6	3.93	1.41
18	R. The goals of this organization are not clear to me.	143	1	6	3.39	1.34
19	R.I feel unappreciated by the organization when I think about what they pay me.	143	1	6	2.80	1.47
20	People get ahead as fast here as they do in other places.	142	1	6	3.57	1.17
21	R. My supervisor shows too little interest in the feelings of subordinates.	141	1	6	3.28	1.46
22	The benefit package we have is equitable.	143	1	6	3.41	1.63
23	R. There are few rewards for those who work here.	143	1	6	3.06	1.60

24	R.I have too much to do at work.	143	1	5	2.01	1.00
25	I enjoy my coworkers.	143	1	6	4.57	1.38
26	R.I often feel that I do not know what is going on with the organization.	143	1	6	3.50	1.31
27	I feel a sense of pride in doing my job	141	1	6	3.44	1.31
28	I feel satisfied with my chances for salary increases.	143	1	6	3.02	1.38
29	R. There are benefits we do not have which we should have.	140	1	6	2.67	1.28
30	I like my supervisor.	140	1	6	4.56	1.23
31	R.I have too much paperwork	143	1	6	2.49	1.40
32	R.I don't feel my efforts are rewarded the way they should be.	141	1	6	3.09	1.456
33	I am satisfied with my chances for promotions.	143	1	6	3.29	1.57
34	R. There is too much bickering and fighting at work.	142	1	6	4.05	1.54
35	My job is enjoyable.	143	1	6	3.42	1.67
36	R. Work assignments are not fully explained.	141	1	6	3.40	1.35
	Valid N (listwise)	108				

Source : Researcher (2017)

4.5 Research Objective Three: Job Satisfaction and Turnover Intentions

The third research objective was to determine whether the level of teacher's turnover intention was related to their levels of job satisfaction. Two tests were used – correlations analysis and standard regression analysis.

4.5.1 Correlation Analysis

The first test was Bivariate Correlation Analysis involving each of the turnover intention (overall, school and profession) and overall job satisfaction scores. The intention was to determine whether job satisfaction is related to any of these turnover intention measures. The results are presented in Table 4.7. Both turnover intention (school) and turnover intention (profession) are strongly positively related with turnover intention overall ($r = .919$ and $.922$ respectively). This implies that any one of them could have been used as dependent variable to represent turnover intention of teachers. Secondly, turnover intention – school (TiS) and turnover intention – profession (TiP) and positively related ($r = .694$). This result shows that the two are significantly related but not too strongly

related. Thus, using them as separate dependent variables is supported. Thirdly and the most important result given the research objective is the relationship between each of the dependent variable –Turnover intention overall (TTi), turnover intention school (TTiS) and (TTiP) and the overall job satisfaction (TJSRD). The results are respectively, $r = -.229$ ($p < .05$); $r = -.250$ ($p < .01$); and $r = -.215$ ($p < .05$). These results indicate that job satisfaction is significantly negatively related to turnover intention overall and either school or the profession. The more teachers are satisfied the less likely they intend to leave the school or the profession.

Table 4.7 Correlation Matrix

	TTi	TTiS	TTiP	TJSRD
Turnover Intention Overall (TTi)	1			
Turnover Intention – School (TTiS)	.919**	1		
Turnover Intention – Profession (TTiP)	.922**	.694**	1	
Job satisfaction Overall (TJSRD)	-.229*	-.250**	-.215*	1
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Source: Field Data (2017)

4.5.2 Simple Linear Regression Analysis

The results in Table 4.7 were followed by a standard linear regression analysis. While the correlation result provides evidence of the strength and direction of the relationship, standard linear regression analysis provides additional information regarding the percentage of the variation in the dependent variable that is explained by the independent variable. It also provides additional information regarding the model fit which assess the hypothesis that the slope of the regression line is zero. If it is not zero, it implies that the regression model with the specified independent variables has power to predict the dependent variable's scores. Three regression models were run, each representing one

defined turnover intention. The results are presented in Table 4.8. Model 1 regressed the total scores of overall turnover intention (TTi) on the total scores of the overall job satisfaction. The results indicate that the model was significant in predicting turnover intention overall using total overall job satisfaction scores ($F = 5.6$, $p = .019$). Also, overall job satisfaction explains about 5.2 percent of the variation in overall turnover intention scores. The coefficient of job satisfaction was $\beta = -.223$ ($p = .019$) indicating that one-unit change in job satisfaction, leads to a significant reduction in total turnover intention by .22 units.

Table 4.8 Standard Linear Regression Analysis Results

Model		Coefficient	Standard Error	Beta	t	ρ
1. TTi	Constant	59.016	11.625		5.077	.000
	Coefficient	-.223		-.229	-2.375	.019
	$R^2 = .052$ F-Statistic = 5.640 $p = .019$					
2. TiS	Constant	30.598	5.702		5.366	.000
	Coefficient	-.121		-.250	-2.636	.010
	$R^2 = .063$ F-Statistics = 6.950 $p = .010$					
3. TiP	Constant	29.689	6.305		4.709	.000
	Coefficient	-.114		-.215	-2.241	.027
	$R^2 = .046$ F-Statistics = 5.021 $p = .027$					

Source: Developed from Data

Model 2 regressed the total scores of turnover intentions - school (TiS) on the total scores of the overall job satisfaction. The results indicate that the model was significant in predicting turnover intention -school using total overall job satisfaction scores ($F = 6.95$, $p = .010$). Also, overall job satisfaction explains about 6.3 percent of the variation in overall turnover intention scores. The coefficient of job satisfaction is $\beta = -.121$ ($p = .010$) indicating that one unit of change in job satisfaction, leads to a significant reduction in total turnover intention - school by .12 units. Model 3 regressed the total scores of overall turnover intentions - profession (TiP) on the total scores of the overall job satisfaction. The results indicate that the model was significant in predicting turnover intention -

profession using total overall job satisfaction scores ($F = 6.31, p = .027$). Also, overall job satisfaction explains about 4.6 percent of the variation in overall turnover intention scores. The coefficient of job satisfaction is $\beta = -.114$ ($p = .027$) indicating that one unit of change in job satisfaction, leads to a significant reduction in total turnover intention by .14 units. The small R^2 statistics indicates that job satisfaction is just one of the many factors that account for teachers' job turnover intention in the surveyed area.

4.6 Discussion

Research objective one was to assess the levels of turnover intention among primary school teachers in the study area. It was found that the mean score for the intention to leave both school and profession was about 3.9 which was interpreted as below average (cf the average of the seven point rating scale is 4.0). The mean score was also higher than the mean intention to leave scores of 3.1 and 2.9 for intention to leave profession and school respectively reported by McInerney et al. (2015) using the same measurement scale on teachers in Hong Kong. Despite teachers having below average turnover intention, analysis of individual items of the scale indicated that teachers lack alternatives, something that could explain why they stay on.

Research objective two was to assess the level of job satisfaction among the primary school teachers; the results suggest that the teachers have contradictory ideas about whether they are satisfied or dissatisfied with their job. On the other hand, they were satisfied with supervision, and co-worker, but less satisfied with operating procedures, benefits and pay. These results are consistent with those of Masum et al. (2016) who reported that the nurses in Turkey were more satisfied with supervisors' support, and co-workers but dissatisfied with contingent reward, fringe benefits, and pay. In addition, Raddaha et al. (2012) reported respondents satisfied with the item "I like the people I work with", and this means they are satisfied with the co-worker. However, this study also

revealed that teachers feel that the pay they receive is unfair for the work they do. In addition, the present study revealed results showing that teachers neither had too much work to do at work nor had too much paper works. The results were expected because one would expect teachers to have serious workloads related to lesson plan preparations, actual teaching and the resulting assessment to mark and record keeping.

The research objective three was to determine whether the levels of turnover intention were related to the levels of job satisfaction. The results reveal that job satisfaction could only explain 5.2 and 6.3 percent of the teachers' turnover intention. Furthermore, the results revealed that job satisfaction significantly negatively predicted teachers turnover intention. These results are consistent with those that are reported in Shah et al. (2015) in which a negative correlation between job satisfaction and turnover intention was found.

This implies that less job satisfaction drives people to think about quitting a job. Also, Masum et al (2016) revealed a negative relationship between job satisfaction and intention to quit the existing employment. Over all the results of the present study lent support to the expectancy theory which posits that employees tend to leave the organization if their expectations aren't met. Putting it differently, employees would expect the job to be satisfying for them to stay on. Conversely, if they experience the opposite, they tend to think about, and even actually, leaving the school/profession. Finally, the results confirm

all three hypotheses.

CHAPTER FIVE

5.0 CONCLUSION, IMPLICATIONS AND RECOMMENDEDATIONS

5.1 Overview

The general objective of the study was to examine effects of job satisfaction on turnover intention among primary school teachers in Mtwara Rural District. It was guided by three specific objectives; namely (i) to assess the level of turnover intention among teachers in the study area; (ii) to assess the level of job satisfaction among teachers in the study area, and (iii) to determine whether the level of teacher's turnover intention is related to their levels of job satisfaction. The study adopted descriptive research design, with a cross-sectional survey strategy. The survey population was 525 primary school teachers who are employed by the government in all 67 primary schools in the district.

Twenty-two (22) public primary schools were selected from 11 different wards in the district. and researcher's sample size comprised of 143 primary school teachers conveniently selected from the selected schools. The method used in collecting data was self-administered questionnaires. Descriptive, correlation, and simple linear regression analyses techniques were used to analyse data in line with the research objectives. This chapter summarizes the key findings. It further draws conclusions and implications based on the findings and provides recommendations. Limitation and recommendations for future research are also presented.

5.2 Summary of Key Findings

From objective one which was to assess the level of turnover intention among primary school teacher in Mtwara District, the study found below average intention to leave both school and the teaching profession. From research objective two which assessed the level of job satisfaction, teachers were found to be ambivalent in terms of job satisfaction.

However, they were satisfied with supervision and coworker but dissatisfied with operation procedures, pay and benefits. Surprisingly, the study found out that teachers declared that neither have too much to do at work no have too much paperwork. Research objective three assessed the relationship between job satisfaction and turnover intention of teachers. Job satisfaction was found to be negatively related with turnover intentions. Overall job satisfaction significantly predicted turnover intentions negatively irrespective of how turnover intention was measured.

5.3 Conclusions

From the results, it can be concluded that turnover intention among primary school teachers in the area under study is below average. However, this level of turnover intention may be due to lack of alternatives. Furthermore, it can be concluded that teachers in the district are ambivalent as far as overall job satisfaction is concerned.

However, they are satisfied with both supervisors and co-workers. However, they are dissatisfied with operational procedures, pay and fringe benefits. The finding that teachers in the district feel that they do not have too much work to do at work or have less paper work at work is surprising and needs further investigation. It raises questions against the common understanding of the teaching job. Teaching is incomplete without lesson plans, content and assessment and the corresponding records. All these are expected to generate substantial paperwork if done properly. Furthermore, it can be concluded that teachers are satisfied with their relationship with supervisors and teaching colleagues. This is a useful bond especially in disadvantaged areas. Working closely together as a team is key to focusing on the job rather than thinking of quitting. Teachers were dissatisfied with operational procedures, pay and fringe benefits. These results support the everlasting cries from teachers all over the country about their salaries being inadequate and lack of fringe

benefits. Some shoulder additional responsibilities e.g. headteachers, academic masters, etc. with no commensurate allowances. Finally, it can be concluded that job satisfaction significantly predicts turnover intention negatively. Despite the low proportion of variation in turnover intention that can be explained by job satisfaction, the results still suggest that it is among the many factors which should be considered in efforts to counteract turnover intentions among teachers.

5.4 Implications

Based on the findings of the study, there are some implications that employers of primary school teachers are at high risk of facing high turnovers in the future. This is due to the finding that most of respondents showed that they are not satisfied with some aspects of their current job and most of them are ready to quit if they get alternative jobs. The high turnovers implicated here will also increase recruitment costs and coaching costs. This finding together with the negative relationship between job satisfaction and turnover intention implies that measures to improve satisfaction with pay, fringe benefits and operational procedures are necessary to continue suppressing teachers' turnover intention. It calls for stakeholder – the government, Teachers Service Commission, CWT, organisations in education advocacy etc. to step up dialogues aimed at resolving issues related to these items.

Other bits of the findings, include the respondents being younger and over 90 percent of them possessing grade IIIA teaching certificates. These findings have important policy and practical implications. Being younger and inexperienced has implication in terms of the amount guidance, coaching and mentoring required. It also calls for measures to afford the teachers orientations into teaching best practices to ensure ethics are observed on the job. The Government has its target of having all primary school teachers with teaching diploma qualification. With the finding that over 90 percent do not have such

qualification, it implies that achieving the target would require education administration in the region to take stern measures and offer support to these teachers. It is important that the authorities devise mechanisms to support teachers in this endeavours without disrupting teaching. Opportunities available with the Open University of Tanzania for example, as well as other open and distance learning institutions, could be exploited, in which teacher can read for their diploma without having to leave their teaching duty posts.

5.5 Recommendations

The study recommends the following in the light of the findings:

- (i) The employer should address the items which the teachers are less satisfied with – operating procedures, pay and fringe benefits.
- (ii) The employer, working closely with key stakeholders e.g. Teachers Service commission, “Chama cha Walimu Tanzania”, advocacy organizations in education and the like should address the challenges that could be associated with younger teachers.
- (iii) Most teachers are holders of Grade IIA teaching certificates. The employer and relevant organs involved in educational administration should help teachers explore opportunities to learn for their diplomas and eventually bachelors and beyond through open, distance and online learning, such as those provided by the Open University of Tanzania.

5.6 Limitations and Areas for Future Research

This study was limited to Mtwara Rural district including sampled public primary schools. Therefore, the results from this study may not be generalized across schools in Mtwara region or at national level. To achieve such level of generalisation, a much bigger sample with better geographical dispersion is required.

The job satisfaction scale that was used may not be valid to the teaching profession. Although it has been used in several other studies, it may still need to be validated first into the profession's context for better assessment of job satisfaction. The study was also cross section in nature. A longitudinal study with some intervention based on the items teachers were less satisfied with may be required as it may reveal more information about the determinants of both job satisfaction and turnover intention.

This study is also limited to primary schools. It may be carried out in secondary schools, teachers' colleges and even higher educational institutions. Comparative studied on job satisfaction and turnover intention between public and private schools has a potential to extend our knowledge about teachers' job satisfaction and turnover intention as well as their determinants. The finding that job satisfaction explained only a small variation in turnover intention, calls for identification of other determinants which may explain the remaining variations in turnover intention. Similarly, a comparison of teachers' job satisfaction and turnover intentions between teachers in urban and rural schools may also add useful information. There is a debate in many employment spheres about the differences in preferences for urban and rural location, many arguments surrounding disparities in resources (including infrastructure) and opportunities to supplement income.

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SECTION II
JOB SATISFACTION

Against each of the 36 statements listed on the table, please circle the one number that comes closely reflect your level of agreement to it; where;

1 = Disagree very much

2 = Disagree moderately

3 = Disagree slightly

4 = Agree slightly

5 = Agree moderately

6 = Agree very much

	Items	Responses					
		1	2	3	4	5	6
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	4	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6

25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotions.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

SECTION III

TURNOVER INTENTIONS

Against each of the 4 statements listed on the table, please circle the one number that comes closely reflect your level of agreement to it, where;

1 = Strongly disagree

4 = Neither disagree nor agree

2 = Disagree

5 = Somewhat agree

3 = Somewhat disagree

6 = Agree

7 = Strongly agree

Items		Responses						
s1	It is likely I will actively look for a new school in the next year.	1	2	3	4	5	6	7
s2	I often think about leaving this school.	1	2	3	4	5	6	
s3	It would take very little change in my present circumstances to cause me to leave school.	1	2	3	4	5	6	
s4	There's not too much to be gained by sticking with my current school indefinitely.	1	2	3	4	5	6	

Against each of the 4 statements listed on the table, please circle the one number that comes closely reflect your level of agreement to it, where;

1 = Strongly disagree

4 = Neither disagree nor agree

2 = Disagree

5 = Somewhat agree

3 = Somewhat disagree

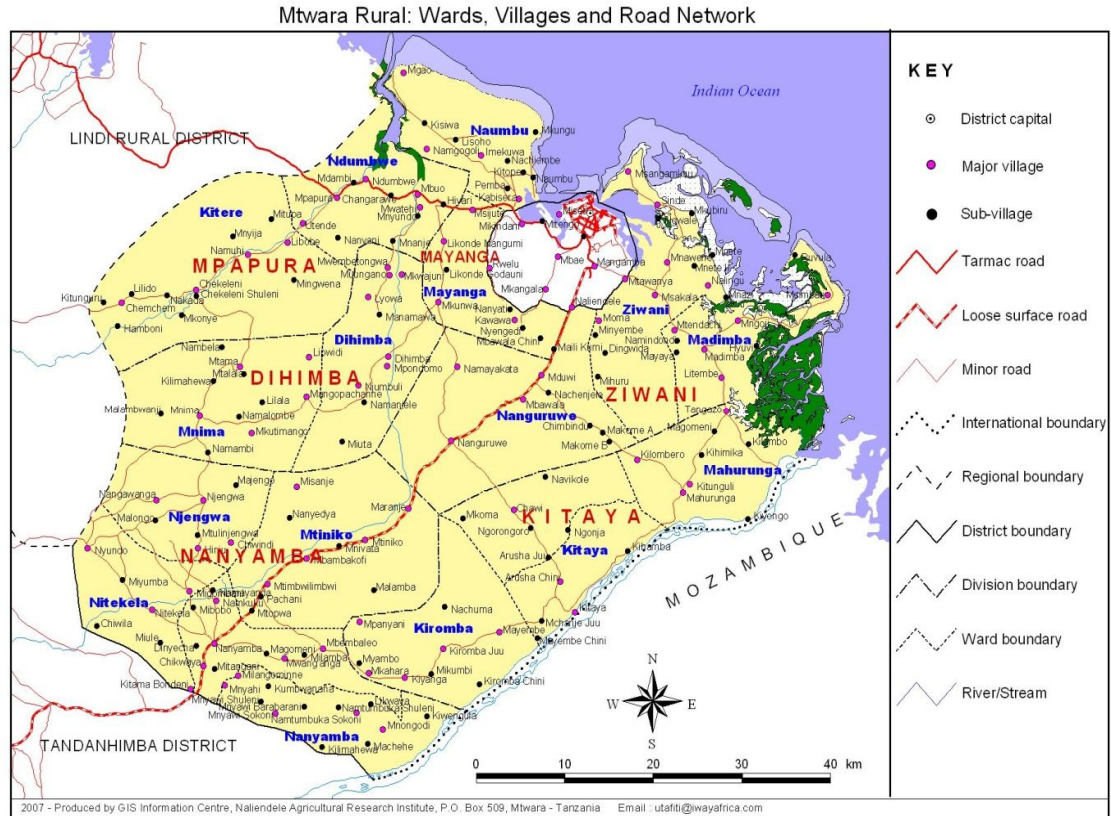
6 = Agree

7 = Strongly agree

Items		Responses						
p1	It is likely I will actively look for a new job in the next year.	1	2	3	4	5	6	7
p2	I often think about quitting teaching.	1	2	3	4	5	6	
p3	It would take very little change in my present circumstances to cause me to leave teaching.	1	2	3	4	4	6	
p4	There's not too much to be gained by sticking with teaching indefinitely.	1	2	3	4	5	6	

APPENDIX II:

A MAP SHOWING THE AREA OF THE RESEARCH



Source; NARI IGS

APPENDIX III:**JEDWALI LA ORODHA YA SHULE ZA MSINGI 2016**

NA	JINA LA SHULE	UMILIKI	HALMASHAURI	KATA
1	MADIMBA	SERIKALI	MTWARA (V)	MADIMBA
2	MNGOJI	SERIKALI	MTWARA (V)	MADIMBA
3	MTENDACHI	SERIKALI	MTWARA (V)	MADIMBA
4	MAYAYA	SERIKALI	MTWARA (V)	MADIMBA
5	LITEMBE	SERIKALI	MTWARA (V)	MADIMBA
6	MITAMBO	SERIKALI	MTWARA (V)	MADIMBA
7	MSIMBATI	SERIKALI	MTWARA (V)	MSIMBATI
8	MTANDI	SERIKALI	MTWARA (V)	MSIMBATI
9	MSANGA MKUU	SERIKALI	MTWARA (V)	MSANGA MKUU
10	MNOMO	SERIKALI	MTWARA (V)	MSANGA MKUU
11	NALINGU	SERIKALI	MTWARA (V)	NALINGU
12	MNETE	SERIKALI	MTWARA (V)	NALINGU
13	MKUBIRU	SERIKALI	MTWARA (V)	NALINGU
14	ZIWANI	SERIKALI	MTWARA (V)	ZIWANI
15	NAMBELEKETELA	SERIKALI	MTWARA (V)	ZIWANI
16	MOMA	SERIKALI	MTWARA (V)	MOMA
17	MINYEMBE	SERIKALI	MTWARA (V)	MOMA
18	MBAWALA	SERIKALI	MTWARA (V)	MBAWALA
19	MDUWI	SERIKALI	MTWARA (V)	MBAWALA
20	NACHENJELE	SERIKALI	MTWARA (V)	MBAWALA
21	MAKOME	SERIKALI	MTWARA (V)	MBAWALA
22	MAILI KUMI	SERIKALI	MTWARA (V)	MBAWALA
23	NANGURUWE	SERIKALI	MTWARA (V)	NANGURUWE
24	MICHENJI	SERIKALI	MTWARA (V)	NANGURUWE
25	TUMAINI	SERIKALI	MTWARA (V)	NANGURUWE
26	NAMAHYAKATA	SERIKALI	MTWARA (V)	NANGURUWE
27	KIHIMIKA	SERIKALI	MTWARA (V)	MAHURUNGA
28	KITUNGULI	SERIKALI	MTWARA (V)	MAHURUNGA
29	KIVAVA	SERIKALI	MTWARA (V)	MAHURUNGA
30	KILOMBERO	SERIKALI	MTWARA (V)	MAHURUNGA
31	TANGAZO	SERIKALI	MTWARA (V)	TANGAZO
32	KILAMBO	SERIKALI	MTWARA (V)	TANGAZO
33	MUUNGANO	SERIKALI	MTWARA (V)	MUUNGANO
34	MKWAJUNI	SERIKALI	MTWARA (V)	MUUNGANO
35	LYOWA	SERIKALI	MTWARA (V)	MUUNGANO
36	MWEMBETOGWA	SERIKALI	MTWARA (V)	MUUNGANO
37	DIHIMBA	SERIKALI	MTWARA (V)	DIHIMBA
38	NAMANJELE	SERIKALI	MTWARA (V)	DIHIMBA
39	MIUTA	SERIKALI	MTWARA (V)	DIHIMBA
40	LIPWIDI	SERIKALI	MTWARA (V)	LIPWIDI
41	MTAMA	SERIKALI	MTWARA (V)	LIPWIDI
42	MANGOPACHANNE	SERIKALI	MTWARA (V)	MANGOPACHANNE
43	ILALA	SERIKALI	MTWARA (V)	MANGOPACHANNE
44	MKUTIMANGO	SERIKALI	MTWARA (V)	MANGOPACHANNE
45	KITERE	SERIKALI	MTWARA (V)	KITERE
46	MKONYE	SERIKALI	MTWARA (V)	KITERE
47	CHEMCHEM	SERIKALI	MTWARA (V)	KITERE
48	NAKADA	SERIKALI	MTWARA (V)	KITERE
49	LIBOBE	SERIKALI	MTWARA (V)	LIBOBE
50	MNYIJA	SERIKALI	MTWARA (V)	LIBOBE

51	NAMUHI	SERIKALI	MTWARA (V)	LIBOBE
52	MING'WENA	SERIKALI	MTWARA (V)	LIBOBE
53	MPAPURA	SERIKALI	MTWARA (V)	MPAPURA
54	UTENDE	SERIKALI	MTWARA (V)	MPAPURA
55	NANYANI	SERIKALI	MTWARA (V)	MPAPURA
56	NDUMBWE	SERIKALI	MTWARA (V)	NDUMBWE
57	MBUO	SERIKALI	MTWARA (V)	NDUMBWE
58	MNYUNDO	SERIKALI	MTWARA (V)	NDUMBWE
59	MSIJUTE	SERIKALI	MTWARA (V)	MAYANGA
60	LIKONDE	SERIKALI	MTWARA (V)	MAYANGA
61	MKUNWA	SERIKALI	MTWARA (V)	MKUNWA
62	KAWAWA	SERIKALI	MTWARA (V)	MKUNWA
63	NANYATI	SERIKALI	MTWARA (V)	MKUNWA
64	NAUMBU	SERIKALI	MTWARA (V)	NAUMBU
65	IMEKUWA	SERIKALI	MTWARA (V)	NAUMBU
66	NAMGOGOLI	SERIKALI	MTWARA (V)	NAUMBU
67	MGAO	SERIKALI	MTWARA (V)	NAUMBU

SOURCE: DED – Primary, Mtwara (V).