

**SCHOOL-BASED CULTURE MEDIATING TEACHERS JOB
SATISFACTION AND PERFORMANCE IN SECONDARY SCHOOLS
MBEYA REGION- TANZANIA**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled “**School-Based Culture Mediating Teachers Job Satisfaction and Performance in Secondary Schools Mbeya Region- Tanzania**” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED – APPS) of The Open University of Tanzania.

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I, **Baraka Justine Muholi**, do hereby declare that this Dissertation is my own original work and it has not been submitted and will not be submitted for a similar or any other degree award in any other University.

.....

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.....

Date

DEDICATION

This work is dedicated to my beloved parents Justine Muholi Mahenge and Tuhaililwe Sanga for their prayers and support all the time on my walk to education, may the almighty God grant them all the best materially and spiritually the whole life they stay in this world, Amen.

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ABSTRACT

The purpose of this study was to examine school culture as it mediates teachers' job satisfaction and performance in secondary schools in Mbeya region. The study specifically focused on examining school culture and teacher motivation; assessing motivation and teacher job satisfaction as well as to determining teacher motivation and satisfaction to student learning. Correlation research design was used to get information from 220 teachers through questionnaires and interview. The study found that school culture such as rules and regulation, social interaction and relation had a lot to do with teacher motivation. The study also found a strong relation between teacher motivation and teacher job satisfaction. Further, the study found that when teacher were motivated and in high moral, they taught well and develop good relationship with student, a situation that also encouraged students to learn better and perform. The study suggests that there is the need for all school managers to improve school culture, by ensuring that the rules and regulations that are developed are fair to make it possible for both the teachers and students to adhere and interact amicably in everyday teaching and learning process.

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LIST OF ABBREVIATIONS

CBO	Community Based Organization
DSEO	District Secondary Education Office
IMF	International Monetary Fund
MOEC	Ministry of Education and Culture.
MOEVT	Ministry of Education and Culture
NGO	Non Government Organization
OUT	Open University of Tanzania
PEDP	Primary Education Development Program
SEDP	Secondary Education Development Program
SAP	Structure Adjustment Program
UN	United Nations
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
URT	United Republic of Tanzania
WB	World Bank

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Teachers are the most precious asset of any education institution. This is because they are the prime contributors to students' academic success. MOEC (1995), reports on the role of teachers as fundamental to the preparation and strengthening the capacities of children for higher level of cognitive development. Student performance in at the level of secondary education has a strong impact on other levels of secondary and tertiary education as well as in work place. Poor teachers' job satisfaction - which may lead to poor performance in classroom teaching, may definitely affect the quality of students' learning that negatively affects national goals of education. As suggested by UNESCO (2012), secondary level of education plays the greater impact on social outcome. Thus, the future of any modern nation lies in the hands of teachers who have to nurture the minds of the younger generation.

Ambition of the country of Tanzania to provide a room for all children to have equal opportunity in schooling came very early, just after independence in 1961. During that early time of our nation, the government realized that education was a single most important component in man's life and an engine for economic growth. In his many writings, Nyerere (1967; 1969; 1974; 1976 and others) viewed education as the most important tool to sustain national priorities, aims and aspirations. This is because, as Jidamva (2012) succinctly explains, capacities of labor force are developed within educational institutions, and to do this, teachers, who are supposed

to develop those capacities, need to be in a good mood to do their work appropriately.

A number of research studies such as of Carr – Hill (1984), Ndawi (1997), O’sullivan (2002) and UNESCO (2005), has recognized culture as playing an important role in raising teacher motivation. Despite their significance in the field of education, school culture has not been considered as important and this, to me is the reason we see things like lack of proper housing, inadequate teaching facilities, low status (recognition) of schools which lead to underfunding and limited opportunity for professional development, (URT 1995). This situation deteriorates teachers’ effort and probably has some significance effect on student academic performance.

1.1.1 School Culture

Culture is defined as “the glue” that ties a school together or “the compass” that stipulates the direction in which the school should go. Therefore, school culture is important, not only to glue the teachers and students as well as the community together, but also to shape the school performances (O’Donnel & Boyle, 2008). In the organization literature, organizational culture is defined as shared social values, which create norms and basic assumptions within organizations (Wilkins & Ouchi, 1983). From this definition we can say that in any school there must be positive social relations and interactions that are guided by agreed norms such as punctuality, responsibility and caring for the effectiveness of the school. Normally effectiveness for the school is assumptions that school will realize its mission, which normally is students’ academic excellence.

According to Weber, et al (2006) school culture is generally created through shared experiences for certain periods. The culture is the glue that makes school members to coordinate tasks comprehensively, comprehend and anticipate positive behaviors, truth and motivation of the teachers as well as of students.

Teachers' job satisfaction is like an engine to their job performance but many researchers have found that teachers often protest that they are not satisfied with their jobs. Researchers show a better understanding about teacher job satisfaction and job performance and they involve community to support teachers and schools (Ouyang & Paprock; 2006). The extents to which teachers are satisfied with their job and work condition have significant consequences for their retention within the profession (Crossman & Harris, 2006). In rural Northwest China for example, teachers were more satisfied with their job regardless of remote locales due to a possibility of personal and professional advancement as well as collegial collaborations in the community (Sargent & Hannum, 2005).

1.1.2 Job Satisfaction

Job satisfaction is the degree to which an individual feels positively or negatively about his or her job (Schermerhorn, Hunt & Osborb, 1997; Aswathappa, 2003 and Kamal & Hanif, 2009). This may, for example, be in relation to job conditions, timing, structure, compensation, tasks, and relationship with co-workers and responsibilities (Ommen et al. 2009). According to Jones & George (2006), job satisfaction is the collection of positive feelings and beliefs that workers have about their current jobs. These scholars insist that workers, who have high level of job

satisfaction - generally like their jobs, feel that their jobs have many desirable features or characteristics. Robbins & Judge (2009), describe job satisfaction as a positive feeling about a job resulting from an evaluation of its characteristics.

Gupta (2009) defines job satisfaction as an employee's general attitudes towards his or her job. It is the end feelings of a person after performing a task, is the extent to which a person's job fulfills his or her needs and is consistent with expectations and values.

Job satisfaction is the most frequently studied variable in organizational behavioral research. Spector (1997) defines levels of job satisfaction as the extent to which people like (which is satisfaction) or dislike (which is dissatisfaction) their jobs. Job satisfaction has been associated with many important behaviors and outcomes for employees that have implications for both organizational and personal welfare. In addition, the assessment of this specific employee attitude has become a common activity in organizations in which management is concerned with the overall health of the people they employ. Research clearly establishes that job dissatisfaction can lead to increased absenteeism, physical or psychological health problems, relationship issues, higher turnover and attrition rates, and lower productivity (Klassen & Chiu, 2010; Littrell, Billingsley & Lawrence, 1994) and Spector (1997) believes that if organizations could determine which parts of the job produce satisfaction or dissatisfaction, they could pinpoint where to improve and what changes need to take place, and ultimately improve satisfaction and better the business. Job satisfaction is among of factors that lead behavior of employees thus, it

is critical for the organizational functioning. For example, people who are happy with their jobs are typically eager to go beyond what is required of them (Spector, 1997).

Generally, job satisfaction in a teaching career occurs as a result of positive emotional of teachers' view about how well their job provides them with things that they view as important. That is, how well their teaching job meets the teachers' expectations. Millman (1985) argues that when teachers are not satisfied with what they are doing, they cannot demonstrate their highest level of proficiency.

1.1.3 Teacher Motivation in Relation to Job Satisfaction

Motivation is a complex term which has been defined and redefined by various scholars. Robbin (1989), defines motivation as the willingness to exert high efforts towards organizational goal conditioned by the effort and ability to satisfy some individual needs. Cole (2000), explain motivation as the term used to describe those processes both initiative and rational by which people seeks to satisfy the basic drive, receive needs and personal goal which trigger off human behavior. Motivate is a transitive verb which means to give somebody an incentive, to give somebody a reason to do something. Likewise, brilliant leader realizes that it is his or her responsibility to provide a highly motivating environment for employees. The term is also explained as management function that stimulates individual to accomplish a laid down institutional goal. Motivation in work place is purposely designated and goal oriented behavior that involve certain forces activity on or within an individual in order to initiate, sustain and direct behavior (Olochukwu 1990).

To the above views, the scholars explain motivation as the form that seeks to speed up a behavior to occur or reoccurs. Therefore motivation is a factor that stimulates desire toward performing a certain task. It can be intrinsic or extrinsic.

Teacher's motivation is not a term laid behind by these educational scholars. They have devoted their time and energy to find out what is, how and what are the factors for teacher's motivation. According to Stoll and Fink (1996) Teacher motivation is anything done to make teachers happy, satisfied, dedicated and committed in some way that they bring out the best in their place of work so that both students, parents, society and government will benefit from their services. Michaelowa (2002), explain that teacher's motivation create willingness, drive or desire to engage in good teaching. They have both intrinsic and extrinsic needs. According to Omari (2011), intrinsic motive are those that are satisfied by internal reinforces and are thus not dependent on external goals while extrinsic motives depend, instead, on needs that must be satisfied by external reinforces. A teacher who is intrinsically motivated may observed to undertake a task for its own sake for the satisfaction it provides or for the feelings of accomplishment and self actualization. On the other hand, an extrinsically motivated teacher may perform the duty in order to obtain some rewards such as money and promotion. Extrinsic motivation plays an important part on people's life. It is motivation for teachers to the effectively and at sometimes to supply some extrinsic motivation along the way for school improvement (O' Neil, 1995).

Generally, teacher's motivation is northing rather than activating teachers to improve or doing their best in guiding or teaching and learning processes. On that factor, motivating teachers means to insert some internal or external values to teachers so

that they can enjoy themselves and satisfy to apply their extra effort in performing their duty and responsibilities in the school. Construction of classroom, provision of teaching and learning materials, active involvement of school board and communities in teaching and learning process, support from inspectors and local educational officers does not guarantee the teachers satisfaction.

On one level, teacher satisfaction is related to a long list of variables including whether or not an enabling environment exists and whether or not teachers are equipped to carry out their roles. However, at basic level, teacher motivation and satisfaction is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions.

For example, if a teacher feels his or her workload is too big, the problem should be addressed regardless of whether or not others in the education system perceive the teacher's workload is too high. Unfortunately, the need to prioritize the importance of teacher's perception and the need to improve teachers, motivation rarely are given the precedence they deserve.

Academic and policy debates focus on teacher's deficiencies, and seldom take into account the difficulties under which teachers live and their work environment. The fundamental importance of the teacher's role in ensuring effectiveness of education must be recognized, understood, and taken into account if these international efforts to achieve development target in education are to be successful. Furthermore, the right of teachers must be realized in order to secure and strengthen their own commitment to achieve quality education for all.

1.1.4 Job Performance

Job performance, on the other hand, is an act of accomplishing or executing a given task (Okunola, 1990). Olaniyan (1999) describes job performance as an ability to combine skillfully the right behavior towards the achievement of organizational goals and objectives. And job like job satisfaction, job performance has been shown to relate to an organization's profit, effectiveness and survival (Johnson, 2003).

Ferries et al. (2010) describe job performance in teaching professional as the set of behaviors that are relevant to the goals of teacher in school or college in which a teacher works. Owoeye (1999) asserted that teachers job performance include, effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues that teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

Furthermore, Colquitt, Lepine & Wesson (2009) see teachers' job performance as related to the involvement of teachers in the transformation of school organizational resources into goods and services that school produces. Task performance behavior consist the tasks, duties and responsibilities that are core part of the teaching job.

In study of Strong et al. (2006) teacher performance refers to major duties performed by a teacher in a school. These duties include, planning appropriate curricula, use resource to promote learning to all students, deliver instructions addressing individual learning differences, using effective instructional strategies; assessment students' progress and guide immediate and long range instruction.

Teacher job performance is the ability of teachers to combine relevant knowledge and skills and develop positive attitude towards teachers. For the enhancement of teaching and learning process (Akinyemi, 1993). Obilade (1999), described teachers' job performance as the duties performed by a teacher at a particular period in the school system in achieving educational goals. Moreover, Teachers' job performance is associated with the ability of the individual teacher in realizing his or her respective work goals, fulfilling expectations as well as attaining job targets or accomplish standard that are set by particular school or college (Maathis & Jackson; 2000, Bohlader, Snell & Sherman; 2001).

Job satisfaction is the degree to which an individual feels positively or negatively about his or her job (Schermerhorn, Hunt & Osborb, 1997; Aswathappa, 2003 and Kamal & Hanif, 2009). This may, for example, be in relation to job conditions, timing, structure, compensation, tasks, and relationship with co-workers and responsibilities (Ommen et al., 2009). According to Jones & George (2006) job satisfaction is the collection of positive feelings and beliefs that workers have about their current jobs. These scholars insist that workers, who have high level of job satisfaction - generally like their jobs, feel that their jobs have many desirable

features or characteristics. Robbins & Judge (2009) describe job satisfaction as a positive feeling about a job resulting from an evaluation of its characteristics.

Generally, teachers' job performances are those duties and behaviors performed by teachers to ensure effective education outcomes through students' achievement. Most of the teachers think that teaching has a negative image, that is, impressions of teaching are not uniform in teachers' satisfaction. Satisfaction tends to have a profound influence on one's attitude and behavior. If teachers think teaching to be a worthy profession, their behavior should work towards the attainment of the goal.

Student academic performance has decreased in recent few last years despite that the government is putting much effort on employing new teachers and rehabilitation of school infrastructures which was done under PEDP and SEDP programs. The majority of teachers, (mostly from government schools) are suffering from various problems. One among these problems is concerning with motivation and mostly from payment bases. Teachers are entitled to be paid salary, leave allowances and arrears when they get promotion. These teachers' motivational problems emerged since the government started to implement Structural Adjustment Programme (SAPs) conditionalities particularly in the mid of 1980s. Prior to the implement of SAPs conditionality, teachers were paid good salaries, leave allowances, transport allowance, rent allowance and were highly recognized from what they were doing as the engine of national development. One of the conditionality imposed by World Bank and IMF through SAPS was the reduction in public spending on social services including education at all levels (Brock Utne 2006). The reduction of spending in

education affect teachers work condition where necessary working resources were no longer provided as required. Apart from that, classroom become more congested making it harder for the teachers to teach effectively. This situation affects their standard of work performance which has adversely resulted to students' learning and performance.

In Tanzania, the typical workload of secondary school teachers is thought to be 10 hours per day, which would mean about two third of the day is spent at work. Teachers usually continuing marking students' assignments, writing teaching notes and lesson plans and developing examination questions when they are out of their schools. When at school, teachers spend most of their time in teaching, disciplining pupils, responding to parents' quarries and to community's demands. Secondary school students typically attend school for around 8 to 9 hours a day for 5 days a week.

Secondary schools in Tanzania feature involve early childhood facilities inclusive secondary education where an average student would hopefully graduate after completing on the average of 4 years in secondary school. This means, Tanzanian children spend about 11 years of their lives with teachers in schools. Job satisfaction should therefore be a top priority for our nation since those teachers obviously spend a tremendous amount of time with the children even though they have alternative as explained by Massawe (2010) that due to lack of acknowledging and supporting the teachers' efforts, many teachers in Tanzania do not spend most of their time in schools and instead they engage in other economic activities such as establishing private tuition classes or running small businesses like selling ice cream, groundnuts,

cake and coffees. Bogler (2002), states that, teacher job satisfaction is a single general measure that is a statistically significant predictor of development of any nation. Teachers have the most direct access to the national human resource, as human behavior is shaped by teachers within the classrooms. Teacher job satisfaction is extremely important for the success of our students and the nation.

With the implementation of the secondary education development plan (SEDP) in 2001, schools have been held more accountable than ever. Frequently, secondary schools in Tanzania are criticized by parents and politicians for not producing the quality of learners that are needed in the job market. Most of the teachers do not have the necessary skills and training needed to make them competitive in their jobs in this country let alone compete internationally. Many of teachers are also concerned with students who join secondary without the skills of reading and writing. There seems to be a growing need for tuition and pre-entry qualifying tests especially in private secondary schools. Since teachers are the key in order to change and improve the students' knowledge and ability hence to create a successful citizenry, there should be additional measures from the government to renovate the prevailing situation on teachers so that they should better play their role in teaching.

1.2 Statement of the Problem

Teacher's job satisfaction depends on a variety of factors and these factors can have strong impact on their performance in school. Many scholars link teacher stress with lack of facilities, low status in society and without or low recognition to what they do (Murray & Malmgren, 2005). Numerous research investigations summarize the challenges faced by secondary school teachers in remote locations (Darmody &

Smyth 2010; Stephens et al. 2003). These investigations highlight the consequences of teacher low performance including tardiness abscondment, and lack of preparation that potentially interfere with children's academic performance and success in school as well as in other aspects of their lives.

With the implementation of the secondary education development plan (SEDP) in 2001, schools have been held more accountable than ever. Frequently, secondary schools in Tanzania are criticized by parents and politicians for not producing the quality of learners that are needed in the job market. Most of the teachers do not have the necessary skills and training needed to make them competitive in their jobs in this country let alone compete internationally. Many of teachers are also concerned with students who join secondary without the skills of reading and writing. There seems to be a growing need for tuition and pre-entry qualifying tests. Since teachers are the key in order to change and improve the students' knowledge and ability hence to create a successful citizenry, there should be additional measures from the government to renovate the prevailing situation on teachers so that they should better play their role in teaching.

1.3.1 General Objective of the Study

The objective of this study was to examine school culture as mediating teachers' job satisfaction and performance in secondary schools in Mbeya region.

1.3.2 Specific Objectives

- (i) To examine schools culture and teacher motivation
- (ii) To assess teacher motivation and teacher job satisfaction

- (iii) To determine teacher motivation and satisfaction to student learning.

1.4 Research Questions

- (i) Is there any relationship between school culture and teacher motivation?
- (ii) Is there any relationship between Teacher motivation and teacher job satisfaction?
- (iii) In what ways does teacher motivation, satisfaction contributes to student learning?

1.5 Significance of the Study

The study helps both government and private school board to understand the school culture as mediating teachers' job satisfaction and performance in secondary schools. Secondly, it help the government, NGOs, CBOs, Community, Religions and other institution to develop new ideas and techniques for solving some education problems, planning and formulating policy for running educational matters in the country. The third significance of this study is to help on testing various teaching and learning theories, improve as well as development of other educational researches.

1.6 Limitation of the Study

Some of respondents were resisting giving out reliable information depending on how much they feel, judge or perceiving the question given. During data collection, there happened that some educational officers being reluctant to give detailed information (documentary review) in fear of being seen as unaccountable from their bosses.

1.7 Delimitations

The study dealt only with Secondary Schools and not Primary Schools or tertiary education levels although such areas depend to the same education stakeholders for their development. The study was also confined to Mbeya Region particularly the district of Mbeya but not other districts because of the stipulated reasons in the research area in the methodology chapter. Another delimitation is that, this study is based mostly in qualitative research approach and thus it cannot be generalized although it may be used to understand the same issues in other areas out of the research boundary.

1.8 The Scope of the Study

Generally, the research covers the area of Mbeya rural. This area is found in Mbeya district within the region of Mbeya, Southern highlands of Tanzania. Its borders are Chunya district to the North, Mbarali District to the East, Makete from Njombe region to the South East, Rungwe district in the South and Ileje district to the South-West. Apart from geographical location, the study concentrated on school based culture as mediating teachers' job satisfaction and performance in secondary schools in Mbeya region, Tanzania.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents related literature by credited scholars and researchers. It involves examining various documents from books, journals, magazines, News paper, government documents, organizational documents, various national and international reports, National leader speeches as well as dissertations that has been conducted by others concerning this topic. The chapter introduces different views from different scholars about school culture and job satisfaction as well as motivation and teacher motivation. Theoretical part presents content theory of motivation, job satisfaction, and job performance while empirical literature presents about the relationship between school culture and teachers' job satisfaction and performance.

2.1 Theoretical Literature

2.1.1 Content Theory of Motivation and Job Satisfaction

According to Mbua (2003), content theories of motivation focus on factors within the person that start, energize, direct, maintain and stop the behavior. Ibid (2003), explain that Abraham Maslow propounded the theory of motivation and job satisfaction over sixty years ago. In his theory, Maslow claims that human beings have desires, wants and needs. Those human needs are arranged in a pecking order beginning with the most basic to the highest. These are physiological desires, safety needs, affiliation needs, Self esteem, ego needs and the need for self actualization.

According to him, human cannot go for further stage without finishing the first one. Robbins and Judge (2008) provide a thorough description of each of the Maslow's human needs as explained in the table below.

Table 2.1 Description of Maslow's Hierarchy of Need

Human needs	Description
Physiological	Include hunger, thirst, shelter, sex, and other bodily needs
Safety	Includes security and protection from physical and emotional harm.
Social	Includes affection, belongingness, acceptance, and friendship
Esteem	Includes internal factors such as self-respect, autonomy, achievement, and external esteem factors such as status recognition, and attention.
Self-actualization	The drive to become what to one is capable of becoming; include growth, achieve one's potential, and self-fulfillment.

Source: Robbins & Judge (2008)

Lunenburg and Ornstein (2004) summarize the above five needs according to Maslow's theory suggest what organizations can do to satisfy and motivate their respective employees.

According to Morgan (1986, 40), "employees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in the workplace." He shows how Maslow's theory can be applied in workplaces. This implies that employees bring with them to the institution their needs that require gratification.

Maslow's theory lays the basis or foundation of the phenomena of motivation and job satisfaction. However, the most controversial question is whether it is true to

argue that people from all cultures on the world have the same needs and that those wants are hierarchical. It is an undeniable truth that people have needs which, if not met, they close down to function effectively and that workers go to work to meet or satisfy their personal needs and those of others who depend on them, including the needs of their respective institution. Hoppock (1957) claims that people are attracted to jobs that make it possible for them to meet their needs. Employees are interested in the kinds of jobs that are at their disposal, what such jobs offer that they may gratify their needs, and what is expected of them in reciprocity (ibid 1957).

2.1.2 Teachers Job Satisfaction and Performance

Various literatures were observed to have been done on teachers' job satisfaction with much consideration on how job satisfaction may relate to the performance. The study of George E et al (2008) on the role of extrinsic and intrinsic factors in determining job satisfaction among urban secondary school teachers in Namibia was observed. A number of 377 teachers were randomly selected to fill the questionnaires from 17 schools in Windhoek. Quantitative method was applied for data collection where the result shows that most of teachers in Namibia are dissatisfied with their work. There is low level in job satisfaction.

Jinyevu (2013) study a relationship between employees' satisfaction and their performance. The case of study was teachers in Tanzania government-owned schools. investigation was about the existing relationship between employees satisfaction and their job performance by analyzing the determinants of the two variables (Satisfaction & Performance); how they complement each other and what is the impact of this relation to an organization so as to widen the understanding of the

phenomenon to both employers and employees in order to increase performance and achievements with reference to Tanzania's education sector. Considering teachers work in Tanzania as a sample, the study employs secondary data, interview, personal observation and experience in the Tanzanian education sector to examine the relationship between satisfaction and performance as well as influence and repercussion.

The findings show that not only a positive relationship between job satisfaction dimensions and employees performance, but also positive influence of job satisfaction on job performance thus satisfied employees are highly motivated, have higher job morale and perform better than those who are dissatisfied. Another study was by Bennel and Faustino (2005), who's investigated teacher motivation crisis in Tanzania. Their work finds out the factors for motivating teachers and makes an assessment if motivational crisis were present in Tanzanian context.

The research methodology used by the researchers was in three categories. There was action research in a small sample of secondary school, interview with key stakeholders and the use of all relevant statistical documents. The researcher concluded the study with two main conclusions. First, they claimed that while job satisfaction and motivation level among secondary school in Tanzania are not low as is frequently suggested, they are still far below what are required in order to ensure that teacher deliver a quality basic education to all children by 2015. Second, given likely developments in the future, motivation levels could fall quite rapidly over the next five - ten years. Both teachers at the surveyed school were specifically asked what they thought would happen if the current problems facing secondary teachers

were not properly addressed in the near future. Most stated that, teacher motivation will decline and this will seriously affect teaching and learning on the part of the students. They will be totally dissatisfied from their job.

In Pakistan, Shah et al (2012), show that teaching staff in public education institutions were not satisfied with their teaching job due to lack of supervision, rewards and recognition. Darmody & Smyth (2010) as cited by Stephens et al (2003) had commented that higher levels of dissatisfaction with work have been associated with teachers' performance, absenteeism and leaving the job. Furthermore job satisfaction facets such as pay, promotion, job autonomy, job safety and security, working conditions, relationship with co-workers and supervisor, large pupils–teacher ratios, new curriculum approaches, lack of discipline in school and unmotivated learners, all have an impact on teacher low morale leading to low job satisfaction with consequences to their performance.

In some countries, teachers' job satisfaction is affected by the national education policy. In South Africa for example, the abolished corporal punishment opened up a room for rampant indiscipline issues. This situation affects management of schools, affecting teaching and morale of teachers (Ngidi & Sibaya, 2002).

In their study of need satisfaction variables as predictors of job satisfaction of employees, Ubom & Joshua, (2004), found that in Nigeria, teachers' satisfaction had a greater impact on job performance. They observed that when teachers' needs were satisfied, it promoted their psychological well-being and enabled optimal functioning and performance. According to Simatwa, Juma & Adoyo, (2011), needs satisfaction

to job are very essential in the lives of teachers because they form the fundamental reason for working life. While almost every teacher works in order to satisfy his or her needs in life. Teaching job, need to be planned to meet those needs.

Luthans (2008) describes job satisfaction as a result of employees' perceptions of how well their job provides those things that are viewed as important to him or her. Job satisfaction has three accepted dimension, these are; emotional response to a job situation that cannot be seen and it can only be inferred, second determined by how well outcomes meet or exceed expectations and the last represent several related attitudes.

In Kenya, Simatwa, et al. (2011) explain that teacher with high level of job satisfaction were more committed and cared more about quality of their work and were therefore more committed to their school. They established a relationship between job satisfaction and teachers performance in Kenya secondary schools. Also in their study Simatwa et al. citing Karugu (1980) shows that job satisfaction can be reflected in employee high morale, quality and quantity of output reduction in absenteeism and turnover. Employees or teachers who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004).

In Uganda, a study by Aacha (2010) revealed that the performance of teachers was high despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their activities with high morale as evidenced from reporting

early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others.

In Tanzania, the typical workload of secondary school teacher is thought to be 10 hours per day, which would mean about two third of the day is spend at work. Teachers usually continuing marking students' homework, writing teaching notes and lesson plans and developing examination questions when they are out of their schools. When at school, teachers use most of their time in teaching, disciplining pupils, responding to parents' quarries and to community's demands. Secondary school students typically attend school for around 8 to 9 hours a day for 5 days a week.

Schools in Tanzania feature early childhood facilities inclusive secondary education where an average student would hopefully graduate after completing on the average, 4 years in secondary school. This means, Tanzanian children spend about 11 years of their lives with teachers in schools. Job satisfaction should therefore be a top priority for our nation since those teachers clearly spend a tremendous amount of time with the children in this country. Teachers have the most direct access to the national human resource, as human behavior is shaped by teachers within the classrooms. Therefore teacher job satisfaction is awfully important for the success of our students and the nation. With the implementation of the secondary education development plan (SEDP) in 2001, schools have been more accountable than ever. Frequently, secondary schools in Tanzania are criticized by parents and politicians for not producing the quality of learners that are desirable in the job market. Most of the teachers do not have the necessary skills and training needed to make them

competitive in their jobs. Teachers are the key in order to change and improve the students' knowledge and ability hence create a successful citizenry.

2.1.3 Teacher Job Satisfaction and Student Performance

Simkins as cited in Adeyemi (2008), explain that education is a productive system that has outputs. The outputs are defined in terms of students' test scores which denoted academic attainment (Worthington, 2001). Student achievement is produced by several inputs in the educational process. Such inputs include student's family surroundings characteristics, class size, teaching and learning materials, and teacher personality. The teacher as an input is the principal factor in education provision and thus affects the quality of education in a significant way (Wößmann 2004).

According to Ankomah, Koomson, Busn and Oduro, as cited in Kara M. *et al* (2013), teacher factors that have an effect on academic achievement include the number of teachers on post, teacher pupil ratio, teacher qualifications and the personal characteristics of the individual teacher. The personal characteristics include academic qualifications, pedagogical training, content training, aptitude, and years of services. A teacher brings these characteristics in class to facilitate learning process.

The extent to which other inputs can improve the quality of education is directly related to the extent to which teachers effectively use the inputs to improve teaching and learning process. And all of these depend on how teachers are motivated and satisfied. The figure below explains how motivation and satisfaction can relate to the student academic performance.

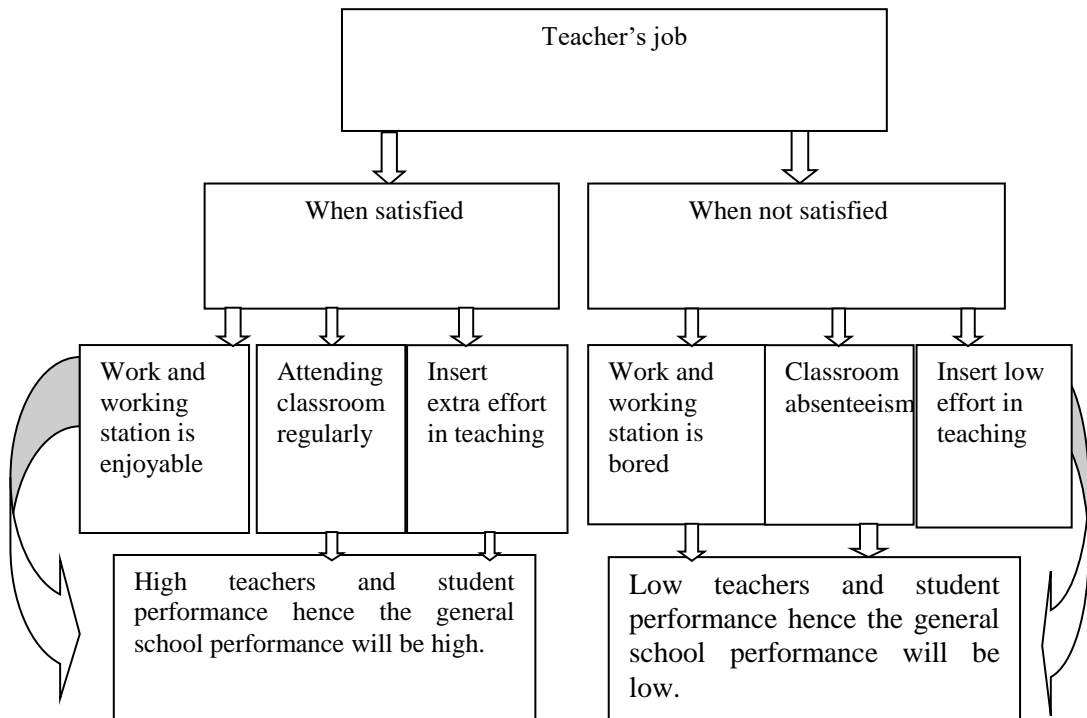


Figure 2. 1 The Relationship between Teacher's Job Satisfaction and Performance

The figure above, show the relationship between teachers job satisfaction and performance. It explains what will happen to the student and general school if teachers are satisfied or not. On the diagram above, teachers' job satisfaction it affects the process of teaching and learning in the following ways. If teachers are satisfied, they will enjoy their own work and working station, hence attending classroom regularly. Also they will insert their own extra effort on teaching process hence increase the performance of their activity. The result may improve student performance and general education quality at the school.

On the other hand, when teachers are not satisfied, work and working station will be bored, hence teacher's absenteeism in classroom and at school will experienced. Apart from that, low effort will applied in teaching process hence decrease in

teaching and learning performance. The result may lower the student's academic performance and educational quality at all.

2.2 Empirical Literature

2.2.1 Schools Culture and Teacher Motivation

School culture include the totality of what happens in a school including what is done and how the work is done, how people interact and who interact with who and the like. Likewise, the school environment including social and cultural environment has a lot to do with raising or lowering teacher motivation. According to Wlodkowski and Ginsberg [38] 'motivation is inseparable from culture.' They mean that school culture influences teacher motivational practices (Helou and Viitala, 2007). Physical and social environments also interfere with teachers' motivational beliefs.

School leadership and management have been found to be the primer in creating school culture. A study by West & Patterson, (1999) for example found that, "an employee's satisfaction with their work and a positive view of the organization, combined with relatively extensive and sophisticated people management practices, are the most important predictors of the future productivity of companies" (p. 22), This implies that, school management can create school culture that concentrate on enabling teachers to actually enjoy their work rather than feel stressed or oppressed by it.

A study by Gardner, (2001) suggests that when teachers feel that there is no support in school, such as academic, social, and economical, they feel threaten and they tend

to dislike their work. Gardner found among younger teachers in particular, felt pay prospects and lack of control over the way they taught as a result of government initiatives, were causing them to question their commitment to the profession. Citing an example of centrally driven educational reforms, which meant never-ending barrage of externally imposed, randomly timed and badly managed initiatives as the best teacher stressor.

A study by Spencer (2001) shows that experienced teachers can also create a positive or negative school environment. According to him, the “single most powerful recruiter of teachers are schools themselves” (p. 814). He went on saying that experienced teachers can enrich younger teachers experience by becoming teachers, and this can become a skeleton within where younger generation of teachers can follow and learn to become a good teacher.

Day et al (2000) found that school leadership has powerful impact on school effectiveness and improvement. According to them, “Good leaders are in the thick of things, working alongside their colleagues”, “respecting teachers’ autonomy, protecting them from extraneous demands”, and “look ahead, anticipate change and prepare people for it so that it doesn’t surprise or disempower them” (p. 23).

According to Barmby (2006:251) school culture can be a place where teachers have too many responsibilities or excessive non-teaching responsibilities such as paper work and administrative tasks for which they have insufficient support from the administration. In such an environment, teacher motivation goes down. Barmby’s (2006) study found that too much bureaucracy in a school is a demotivating factor

for many teachers because many feel they have no job autonomy and thus they feel powerless in decision-making processes at school. When teachers feel that they cannot make important decisions they become de motivated.

2.3 Conceptual Framework

The Open University of Tanzania (2012), explain that, conceptual framework is a graphically presentation of ideas where the concepts are placed in ovals or ellipses with arrows which indicating the direction of influences. Ibid (2012) argue that conceptual framework help to link abstract concept to theory, and it is the first stage in designing a piece of research. Fisher (2010) explains that framework is not a matter of thinking up completely new things, rather it is done by building upon the knowledge you have acquired from doing a literature review. It could be argued that the purpose of the literature review is to provide the raw materials from which the conceptual framework is built.

For this study, a model of evaluation, commonly known as ‘CIPP’ model was adopted from Stufflebeam (1971). Corresponding to the letters in the short form CIPP, this model considers context, input, process and product. According to Stufflebeam (1971), the CIPP evaluation model is a comprehensive framework for guiding evaluation of programmes, projects, personnel, products, institutions and systems. The model adapts well to carry out evaluations on any scale of an organizing framework. In this model, each stage undergoes self-evaluation of its concerns before taking place to the next. Then at the end an overall evaluation is carried out as indicated in the figure below.

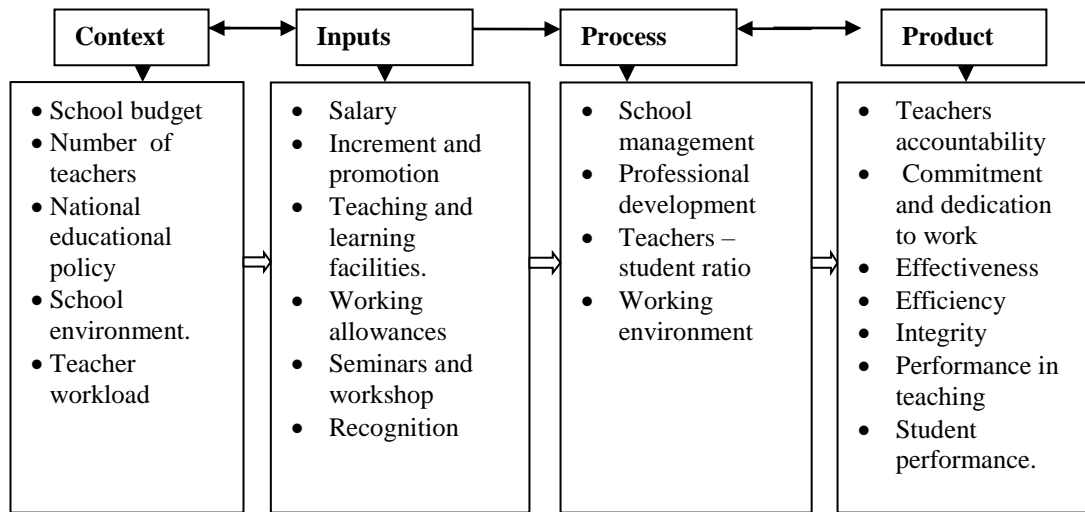


Figure 2.2 Conceptual Framework of the Study

Source: Adopted from Stufflebeam (1971)

The product is influenced by the context, input and the process. Thus if one of these three elements slip upon some problems, its impacts will affect the product and the whole system. Similarly, the type of product determines the appropriate context, input and the process. This model is adaptable and widely applicable to a range of disciplines and service areas such as education and military personnel review systems (Stufflebeam, 2000).

2.3.1 Context

Context evaluations assess the current problems, stakeholders' needs, rationale of the programme, and organizational strengths and opportunities (Stufflebeam, 2003). This step is crucial in defining the institutional context, setting the target trainee group and its underlying needs and understanding the appropriateness of the proposed goals and objectives. In this study, the context involved variables like number of teachers and students, school budget, educational policy, school environment as well as student discipline.

2.3.2 Input

Input evaluations examine alternative approaches, competing approaches, actions, plans and budget for their feasibility and potential cost-effectiveness to meet the target needs and achieve goals (Stufflebeam, 2003). Thus, in promoting teacher job satisfaction, no way one can avoid an assessment of teacher's salary, increment and promotion, teaching and learning facilities, working allowances and teacher's recognition.

2.3.3 Process

The process is a stage between the context, input and the product. It is an ongoing check on a plan's implementation and documentation of the process, including changes in the plan as well as key omissions or poor execution of certain procedures (Stufflebeam, 2000). In respect to this study, the process involved variables used by the government, school management and community in promoting teacher job satisfaction and performance such as provision of seminars and workshops to teachers, assessing teachers work load, enhancing professional development and working environment. The assessment of such variables makes it easy to discover problems encountered in motivation implementation and their effect to teachers and student academic performance so as to make improvement in the plans.

2.3.4 Product

Product evaluation is conducted purposively in order to measure, interpret and judge an institution's achievement. It involves the assessment of both planned and unplanned outcomes, positive and negative outcomes, and short term and long term outcomes (Stufflebeam, 2003). With respect to the study, the product involved the

result such as teacher accountability and work performance, efficiency, effectiveness, integrity, commitment and dedication to work, student performance and the level of attainment of planned educational goals.

2.4 Research Gap

Despite of having several studies done on job satisfaction and performance, much consideration was on developed countries than the way it is in the third world countries. For the case of this country, there few literature available in this topic particularly concerning secondary school teachers. On the other hand, most of literatures did not address the problem specifically because phenomenon of teacher job satisfaction and performance was mostly treated into multidisciplinary approach and little has been written about teacher's job satisfaction (Bunnell and Mkyanuzi, 2005). The matter of the topic, different in location and targeted population are the factors for the gap of this study. Therefore, this study contributes to existing research literature and at the same time provides employers, policy makers, and school administrators with relevant information on how teachers feel about their job as the result their treatment will base on improvement of their performance.

CHAPTER THREE

METHODOLOGY AND PROCEDURES

3.1 Introduction

This chapter comprises sub-sections namely, area of the study, research paradigms or approaches, research design, population of the study, sample size and sampling techniques, data collection methods, data analysis, and research ethics.

3.2 Area of the Study

On this study, the area concerned was of Mbeya rural. The area is within the district and region of Mbeya, Southern highland of Tanzania. It is bounded by Rungwe, Mbozi, Mbarali, Ileje, and Chunya districts in Mbeya region plus Makete district of Njombe region. The main economic activities of most people in this area are small business activities and subsistence agriculture. They are cultivating maize, beans, potatoes and to some extent they involved in coffee cultivation. The reasons for this selection were unsatisfactory result of the student at their final examination for both form four and form two candidates as well as being few of developed type of research conducted in this locale with the aim of culture and teacher job satisfaction and performance.

3.3 Research Paradigm

According to Omari (2011), a research paradigm is about the two prevailing modes of thinking about the conduct of the research on any social reality. It concerned on how social reality can be studied. Saunders *et al* (2009), explain research paradigm as the way of examining social phenomena from which particular understandings can

be gained and explanations attempted. In this study, qualitative and to some extent quantitative approach was being used. The two approach together help to capture the complicity of teacher perception to their work place condition.

3.4 Research Design

Saunders, *et al* (2009), defines research design as the general plan of how you will go about answering your research question. Omari, (2011), explain research design as distinct plan on how a research problem will be attacked. Therefore, research design is a general plan under which the researcher proposes to attack the problem. It facilitate the smooth sailing of various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort time and money (Kothari, 2004).

On that factor, the research design helped to obtain information for the problem, help to determine the nature of the problem to be studied, help to cover the objectives of the problem to be studied as well as to serve money and time. In this study, correlation research design was used. According to Omari (2011), the purpose of this design is to investigate the extent to which variations in one variable correspond with variations in one or more other variables.

On other way, causal comparative has been used. The purpose of this design was to investigate possible cause and effect relationships between variables by observing some existing consequences and searching back through the data for plausible causal variables. For good analysis, these two applications have been used.

3.5 Population of the Study

According to Swai (2012:28), research population refers to the elements of research which is included in the study and from which data will be collected, it involve either respondents such as people, insects, animals, or plants. In this study the element is people who hold the required information of the subject in demand.

Omari (2011), explain population as a totality of any group of units which have one or more characteristics in common that are of interest to the research. It may be all individuals of a particular type or more restricted part of that group such as all secondary school children or, all class four pupils. Moreover, Thungu *et al* (2008), explain that population is the whole group of people or animal or things that are to be studies or on which is based.

Therefore, the term population it stands to mean all the respondents in the study. Due to the fact that the study was about school based culture mediating teacher job satisfaction and performance in secondary schools of Mbeya region, then the population of study was being secondary school teachers and their headmasters in Mbeya.

Their total was about 717 these respondents have been selected as the provider of information in the study because they are the mostly responsible in organizing and practicing teaching and learning activities at school level. Hence, they have a lot of information about the study.

Table 3.1: Population of the Study

Mbeya Rural					
Number of Public school = 27			Number of private school =15		
No. of teachers			No. of teachers		
Male	Female	Total	Male	Female	Total
394	136	520	116	81	197
Total number of teachers					717

Source: Mbeya Rural Educational Office (2015)

3.5 Sample Selection and Sample Size

According to Kothari (2004), sampling is the selection of some parts of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made. Omari (2011), explain sample as a small proportion of a population selected for observations and analysis. That means, it is the process of obtaining the information about the population by examining only a part of it. Kothari (2004), explain sample selection as a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure that the researcher would adopt in selecting items for the sample. Ibid (2004) insist that sample design must result in true representative sample, must be in such which result in a small sampling error, must be viable in a context of funds available for the research study, must be in a way that systematic bias can be controlled in a better way as well as being in such that the result of the sample study can be applied in general for the universe with reasonable level of confidence.

It is often not feasible to study the whole population of Mbeya region for the right time and cost. Therefore, in order to study it clearly, sample which represents the other parts of population was selected. Fifteen schools in Mbeya rural were selected.

Their selection was based on stratified sampling. As explained by Omari (2011), stratified sampling means getting a reasonable size of sample by means of subdivide the population into small homogeneous group. There were teachers from private and public schools. Teachers in these schools were selected by using simple random sampling while headmasters were all being involved considering that they are from the selected schools (purposive sampling was used for them). Ibid (2011) purposive sampling it involve picking units most relevant or knowledgeable in the subject matter and study them. Sampling simplified the process of research hence it was conducted in large area and finished within a minimum time and cost.

Table 3.2: Sample of the Study

Respondents	Population	Sample Size	Percentage
Head of school	42	15	35.7%
Secondary teachers	675	205	30.4%
Total	717	220	30.6%

Source: Mbeya District Education Office, (2015)

3.6 Data Collecting Methods

Methods of collecting data, it include specific instrument and procedures to collect information (The Open University of Tanzania, 2012). The task of collection begins after a research problem has been defined and research design checked out (Kothari, 2004). Ibid (2004), data collecting tools are categorized into primary collecting data and secondary collecting data. Primary data are those which collected afresh and for the first time while secondary data are those which have already been collected by someone. On this study both primary and secondary data collecting methods were

been used. This is because of the need to get afresh and current data. Apart from that secondary data collection tool was also applied because some data was not easily collected at the field quickly and easily as possible. Therefore, some data was collected from various education statistics, documents and government report due to the factor for time management.

3.6.1 Primary Data Collecting Tools

Primary instrument for data capture in this study was questionnaires and interview. Questionnaires were applied for teachers while interview was for headmasters. Thungu *et al* (2005), define questionnaire as a written list of questions that are covered by answers of people with the aim of collecting information from the answers. This was used for teachers because it helps to collect data at large population (large sample size) in a short time. Moreover it provides current and first hand information.

3.6.2 Secondary Data Collection Tools

Secondary data are those data which have already been collected by someone, (Kothari 2004). These data may found in books, journals, magazine, government report and various statistical documents. In this study, documentary review as the means of collecting data was helped in covered of some information that was not be easily found in the actual area at the studying moment. Apart of getting analyzed data the method was served the time and cost.

3.7 Procedure for Data Collection in the Field

The process of collecting data were involved the researcher, headmasters and the selected teachers. This is because, headmasters and teachers were well informed

about teaching and learning process as well as the way their school culture and job satisfaction can affect the performance.

3.8 Ethical Issues to be Considered

Ethical principles in conducting research include acquiring research clearance and the informed consent of the participants as well as maintaining confidentiality (Morrison 1993). During administering of questionnaires and interview, the researcher assured the respondents that privacy, confidentiality and anonymity is guaranteed. These are among of important issue considered in the study. Many teachers were been uncomfortable to release some information on particular aspects especially concerning their satisfaction from their employer. However the assurance of privacy and confidentiality to them was the crucial issue which motivates them to be free and providing information. Moreover, seeking permission and the use of simple and understandable language was much considered.

3.9 Data Analysis Procedure

According to Kombo (2006), data analysis refers to examining what have been collected in a survey or experiment and making a deduction and inference. Also is explained as the process where the researcher presents in detail what she or he will do with the data. How the data will be organized, inspected, entered in statistical program and how they are compared and interpreted. The researcher draws the table to compare the related variables (The Open University of Tanzania, 2012). The method of data analysis may be qualitative or quantitative. Thungu *et al* (2008), explain that quantitative research concerned with quantifying relationship between variables. The relationships are explained by using experimental or scientific studies.

In other way they explain qualitative research as the focuses on individuals and their perception of the word.

On this study, qualitative and to some extent, quantitative method of data analysis was used. This is because the data collected was comprises both numerical data and perception of the individuals. According to Rourke and Anderson, (2004) as sighted by Swai and Bitegeko (2012), combination of these two types of data analysis is necessary in order to remove each methods shortcoming in the research field. Data analysis was taken throughout the study.

All of the field notes were entered into computer files. SPSS software program was used for coding system organized around different topics and themes found in the files. A scheme of numbers and letters was been used to designate major categories and subcategories. Hard copies of all computer files of data were also produced from time to time for easy proof reading. Peer reviewing and constant consultation with my supervisor was helped to check up content validity and reliability of the study.

Three processes were blended throughout the study. These included: collection, coding, and interpretation of the data (Glaser & Strauss, 1967). This approach encourages the kind of flexibility so important to the researcher who can change a line of inquiry and move in new directions, as more information and a better understanding of what the relevant data are saying (Blumer, 1969). A quality control check in order to avoid inconsistency in the data collected was done every day by peer reviewing. Connections between categories and themes were used for further

understanding of the influence of school culture on teachers' job satisfaction, and performance. Lastly, the analysis and presentation of data was consisted with tables, graphs and charts.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents data for the study and is organized into two sections. The first section presents the demographic data which were obtained by asking the participants to provide personal information in the first part of the questionnaire. The second section presents the data as arranged according to the objectives of this study.

4.2 Socio-demographic Characteristics of the Respondents

The socio-demographic characteristics of the respondents examined were age, sex, nationality, marital status and level of professional qualification. The ages considered were in groups. Below 25years, 25 – 35 years and 35 and above years. The sex considered was males and females. Nationalities considered were Tanzanians and Non-Tanzanians.

Also there were marital statuses of the respondents which were based on single, married, divorced, separated and widow. Lastly, professional qualification was also assessed. It was based on non professional, other professional, induction course in education, diploma, bachelor degree and master degree.

4.2.1 Social Demography of Respondents by Nationality

With regards to nationality, respondents were divided into two categories namely Tanzanians and non-Tanzanians. Table 4.1 shows the result.

Table 4. 1: Social Demography of Respondents by Nationality

Public school			Private school		
Nationality	Frequency	Percentage	Nationality	Frequency	Percentage
Tanzanian	146	66.4%	Tanzanian	74	33.6%
Non Tanzanian		0%	Non Tanzanian		0%
Total	146	66.4%	Total	74	33.6%

Source: Field Data (2015)

From Table 4.1, it is noted that all respondents were Tanzanians. This is because most of Tanzanians are given priority in public/community schools unless otherwise for more special technical cases. Respondents were drawn from different school ownership such as community, government and private school. Under the public/community school category, the total of 137 respondents responded to the questionnaire while 9 of them were responded to the interview. These respondents form 100 percent of Tanzanians in the surveyed area. In private school ownership, respondents involved in questionnaire were 68 where 6 respondents were interviewed. This makes a total of 74 respondents and all of them were Tanzanians.

4.2.2 Social Demography of Respondents by Sex

The sex of respondents considered was males and female. Table 4.2 shows the overall results.

Table 4.2: Social Demography of Respondents by Sex

Public school			Private school		
Sex	Frequency	Percentage	Sex	Frequency	Percentage
Male	92	41.8%	Male	48	21.8%
Female	54	24.5%	Female	26	11.8%
Total	146	66.4%	Total	74	33.6%

Source: Field Data (2015)

From Table 4.2, it shows that most of the respondents were males compared to female respondents. Sex of respondents was grouped into two major groups, from public school and from private school. In public school category the total of 146 respondents responded to the research tools. Male respondents under this category were 92 which equal to 41.8% percent of all respondents in the study. Female were 54 which is equal to 24.5% of all respondents in the public schools. Under the category of private schools, male responded were 48 which is equal to 21.8% of all respondents in the study. Female were 26 which make 11.8% of all respondents.

Total male responded were 140 while female were 80. They form a total of 220 respondents in the study. Based on these findings, it can be noted that male were easily found than female. This may be due to their largest in number which previous was associated by boys preferences in learning that led to few female in higher learning institution and colleges.

4.2.3 Socio-Demography by Marital Status

Marital status of respondents considered were single, married, separated, divorced and widow. For the case of overall groups of respondents, the large group was

married followed by single. These two groups form the total number of 197 of respondents in all schools within the area of study. This is equal to 89.5% of the respondents. The rest one was the group of separated, divorced and widow. They all form 23 respondents. This is equal to 10.5% of the respondents. The table below, explain the findings.

Table 4.3: Socio-Demography by Marital Status

Public school			Private school		
Status	Frequency	Percentage	status	Frequency	Percentage
Single	47	21.4%	Single	23	10.5%
Married	89	40.5%	Married	38	17.3%
Separated	5	2.3%	Separated	7	3.2%
Divorced	2	0.9%	Divorced	4	1.8%
Widow	3	1.4%	Widow	2	0.9%
Total	146	66.4%	Total	74	33.6%

Source: Field Data (2015)

4.2.4 Social Demography of Respondents by Age

The ages of respondents considered were in groups of below 25years, 25 – 35 years, and above 35years. For the case of overall groups of respondents, they were considered in terms of those found in public and private school. The table below explains the findings.

Table 4.4: Social Demography of Respondents by Age

Public school.			Private school		
Age	Frequency	Percentage	Age	Frequency	Percentage
Below 25	22	10%	Below 25	27	12.3%
25 – 35	107	48.6%	25 – 35	34	15.5%
35and above	17	7.7%	35and above	13	5.9%
Total	146	66.3%	Total	74	33.7%

Source: Field Data, (2015)

The data above shows that 146 respondents from public school were responded. This is equal to 66.4% of all respondents. In private schools, 74 teachers were responded. This is equal to 33.7% of all respondents. From both private and public secondary schools, the number of respondents with age of 25 to 35 was the largest than all groups. Their total number was 141. This is equal to 64.1% of all respondents. The group with smallest number of respondents was of 35 years and above. Their total number is 30 respondents which is equal to 13.64%.

The result shows that the group of 25-35 years old is the largest group in the area of study. It is followed by the group of below 25 years old. 35 and above years is the last group. This shows that, the youth is now the largest group in teaching professional at the area of study. According to the national census 2012, youth is larger group than elders. This is one of the factors for their largest number in teaching profession.

4.2.5 Social Demography of Respondents by Education and Professionalism

Education is very important in human life. Education is concerned with opening up the world to people so that they can choose their interests, mode of living and career. Education professionalism has influence to the knowledge of the effect of occupational. Workers and employees have to be empowered and equipped with education and professionalism so that they can work in response to safety tips and efficiency in working place. Table 4.5 has the distribution of professional level of the respondents.

Table 4.5: Social Demography of Respondents by Education and Professionalism

	Public school		Private school		
	Frequency	Percentage	Education qualification.	Frequency	Percentage
Professional					
Non professional	8	3.6%	Non professional	5	2.3%
Other professional	4	1.8%	Other professional	5	2.3%
Induction course in education	10	4.5%	Induction course in education	-	00%
Diploma in education	50	22.7%	Diploma in education	36	16.4%
Bachelor degree in/with education	71	32.3%	Bachelor degree in/with education	28	12.7%
Master degree in education	3	1.4%	Master degree in education		00%
Total	146	66.4%	Total	74	33.6%

Source: Field Data (2015)

On the study, the smallest group of respondents was those with master degree in education. Their total is only 3. This is equal to 1.4% of respondents and they are all from public school. This may be due to the presence of professional development opportunity in public school than in private. Another small group of respondents was with other professional. This is when other professionals like sociologist, engineers or agriculturalists are involved in teaching career. The group forms the total number of 9 members which is equal to 4.1% of the total respondents. Another group observed with small member was those with no professionals. They were 13 respondents which is equal to 5.9%. The group formed by form six leavers. The use

of these teachers is due to shortage of teachers especially in science and English subjects.

Also there was a group of induction course teachers. They form a total of 10 respondents which is equivalent to 4.5% of the total respondents. These are teachers with special program to enable them mastering teaching methodology which were offered for two months after form six completion. It was introduced specifically for solving shortage of teachers which observed soon after establishment of ward secondary schools. Diploma in educational holders is among the group which offers large number of teachers in the area of study. Their total number is 86 which is equal to 39.1%.

This is the responsible professional teacher for student from form one to four. They can facilitate even below that. The last and largest group is the bachelor degree in and with education holders. The group form total number of 99 members which is equal to 45% of respondents. The group has qualified professional for teaching students from form one to six and colleges.

Basing on the findings from the Table above, it shows that most of the respondents were in the level of bachelor degree and diploma in education. This is the required group for the level of secondary students. They are many due to emphasize made by the government of Tanzania to expand access to education by increasing primary school under PEDP and secondary school under SEDP which result to expansion of tertial education too.

4.3 Presentation of the Findings

4.3.1 School Culture Leading to Teachers' Job Satisfaction in Secondary Schools

The first objective was to examine the school culture that leads to teachers' job satisfaction. Teachers were required to respond for the statement that would indicate their job satisfaction by using likert scale of strongly agree, agree, disagree, or strongly disagree. The data were presented according to responses on each item.

4.3.1 Workload is not Manageable

Respondents were asked if workload is not manageable and this were in public schools and in private schools. They were supposed to respond to the given statements with either strongly agree, agree, disagree or strongly disagree and their response summarized in the table below.

Table 4.6: Workload is not Manageable

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	26	11.8%	25	11.4%	48	21.8%	38	17.3%	137	62.3%
Private schools	14	6.4%	26	11.8%	20	9.1%	8	3.6%	68	30.8%
Total	40	18.2%	51	23.2%	68	30.9%	46	20.9%	220	93%

Source: Field Data (2015)

From the table above, it is observed that 26 respondents from public schools which was equal to 11.8% of all respondents strongly agreed while in private schools counted 14 which is equal to 6.4%. 25 public schools respondents equal to 11.4%

agreed while 26 private schools respondents equal to 11.8% agreed too. 48 public schools respondents equal 21.8% disagreed to the statements while 20 in private schools equal to 9.1% disagreed. Not only that but also 38 public schools respondents equal to 17.3% strongly disagreed while 8 private schools respondents equal to 3.6% strongly disagreed the statement.

From this response, it can be deduced that majority of respondents from both private and public schools indicated the work load was not an issue, where the total percentage counted 20.9% for strongly disagree and 30.9% only disagreed in both private and public schools. For the case of private schools only, the total 58.7% of respondents argue that workload is not manageable in their schools. However, when we come up to the total respondents it is about a total of 51.8% of the respondents who argue against the statement. What was been discussed in literature, secondary school in Tanzania, teachers work for 10 hours every day and from Monday to Friday.

This mismatch of information may suggest two things, that first, it may be the teachers really are not working ten hours per day or the respondents of this study had no conceptualization of workload. This is because even if a teacher has only two subjects to teach per day, he or she is required to do lesson preparation such as schemes of work and lesson plans, teaching, marking, counseling, and supporting students academically like administering remedial classes and doing administration duties like being the teacher on duty. It also involves extracurricular activities like sports, gardening and attending professional development training.

4.3.2 Job Regulation and Laws

Respondents were asked if they are satisfied with job regulations and laws. This was both in public schools or private schools. Respondents' views on asked research questions covered both qualitative and quantitative data. Where they were supposed to respond to the given statements with either strongly agree, agree, disagree or strongly disagree and their response was summarized in the table below.

Table 4.7: Satisfaction with Job Regulation and Laws

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	15	6.8%	30	13.6%	38	17.3%	54	24.5%	137	62.3%
Private schools		0.0%	3	1.4%	13	5.9%	52	23.6%	68	30.8%
Total	15	6.8%	30	15%	51	23.2%	106	48.1%	205	93.1%

Source: Field Data, (2015)

From the table above, it is observed that 15 respondents from public schools which was equal to 6.8% of all respondents strongly agreed. 30 public schools respondents equal to 13.6% agreed, 38 public schools respondents' equal 17.3% disagreed to the statements while 13 of private schools equal to 5.9% disagreed and 54 public schools respondents equal to 24.5% strongly disagreed while 52 private schools respondents equal to 23.6% disagreed too.

From this response it can be deduced that majority of respondents from both private and public schools are not satisfied with job regulations and law, where the total percentage counted 48.1% for strongly disagree and 23.2% only disagreed in both

private and public schools. Thus, job laws and regulation was found to be an issue that contributed to lower teachers job satisfaction. This data correlate with the literature especially within the implementation of secondary Education Development Program (SEDP) when the rules has been lowered and student with no necessary skills were allowed to pursue secondary education.

4.2.3 Availability of Teaching and Learning Facilities

In response to availability of teaching and learning facilities, respondents were asked on availability of teaching and learning facilities if are satisfactory in both public schools and private schools. Where they were supposed to respond to the given statements with either strongly agree, agree, disagree or strongly disagree and their response has been summarized in the table below.

Table 4.8: Availability of Teaching and Learning Facilities

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	-	0%	8	3.6%	90	40.9%	39	17.7%	137	62.3%
Private schools	2	0.9%	16	7.3%	44	20%	6	2.7%	68	30.8%
Total	2	0.9%	24	10.9%	134	60.9%	45	20.4%	205	93.1%

Source: Field Data, (2015)

From the table above, it is observed that no respondents from public schools who strongly agreed while in private schools counted 2 respondents equal to 0.9%. 8 public schools respondents equal to 3.6% agreed while 16 private schools respondents equal to 7.3% agreed too. 90 public schools respondents equal 40.9%

disagreed to the statements while 44 private schools respondents equal to 20% disagreed and 39 public schools respondents equal to 17.7% strongly disagreed while 6 private schools respondents equal to 2.7% strongly disagreed too.

From this response it can be deduced that majority of respondents from both private and public schools are saying teaching and learning facilities are not satisfactory, where the total percentage counted 60.9% for disagree and 20.4% for strongly disagreed in both private and public schools. This count a total of 81.3% whose respond against the statement.

This correlate to the literature as explained that a large number of secondary school has no satisfactory teaching and learning facilities (URT 2008). Insufficiency of teaching and learning facilities such as appropriate books for all subjects, laboratories, classes and desks has been a major challenge facing teachers in Mbeya region. And this situation put down their level for job satisfaction.

4.3.4 Availability of Social Services

In response to availability of social services, Respondents were asked whether availability of social services like telecommunication network, transport, market, electricity, housing and water is satisfactory in both public schools and private schools. They were supposed to respond to the given statement with either strongly agree, agree, disagree or strongly disagree and their response has been summarized in the table below.

Table 4.9: Availability of Social Services

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	-	0%	5	2.3%	96	43.6%	36	16.4%	137	62.3%
Private schools	-	0%	8	3.6%	48	21.8%	12	5.5%	68	30.9%
Total	-	0%	13	5.9%	144	65.4%	48	21.9%	205	93.2%

Source: Field Data, (2015)

From the table above, it is observed that no respondent from public schools who strongly agreed while in private schools also counted nil. 5 public schools respondents equal to 2.3% agreed while 8 private schools respondents equal to 3.6% agreed, 96 public schools respondents equal 43.6% disagreed to the statements while 48 of private schools respondents equal to 21.8% disagreed and 36 public schools respondents equal to 16.4% strongly disagreed while 12 private schools respondents equal to 5.5% strongly disagreed too.

From this response it can be deduced that majority of respondents from both private and public schools are saying social services in their work areas are not satisfactory, where the total percentage counted 65.4% for disagree and 21.9% for strongly disagreed in both private and public schools. Most of school found nears urban seen to have some of those facilities but those in rural areas lack most of them. As stated in literature review, most of Tanzanian secondary school is located in rural areas where electricity, telecommunication network, hospitals and other social services are not satisfactory.

4.3.5 Relationship with School Manager/Head of School

Relationship between a teacher and manager/head of school was another aspect measured in this study. Where, respondents were asked if is satisfactory in both public schools and private schools. Where they were supposed to respond to the given statement with either strongly agree, agree, disagree or strongly disagree and their response summarized in the table below.

Table 4.10 Teacher Relationship with School Manager

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	12	5.5%	24	10.9%	55	25%	46	20.9%	137	62.3%
Private schools	-	00%	10	4.5%	41	18.6%	17	7.7%	68	30.8%
Total	12	5.5%	34	15.4%	96	43.6%	63	28.6%	205	93.1%

Source: Field Study (2015)

From the table above, it is observed that 12 respondents from public schools which was equal to 5.5% of all respondents strongly agreed while in private schools counted nil. 24 public schools respondents equal to 10.9% agreed while 10 private schools respondents equal to 4.5% agreed to mean is satisfactory. On the other hand, other respondents responded on either disagree or strongly disagree, 55 public schools respondents equal 25% disagreed to the statements while 41 of private schools respondents equal to 18.6% disagreed and 46 public schools respondents equal to 20.9% strongly disagreed while 17 private schools respondents equal to 7.7% strongly disagreed too.

From this response it can be deduced that majority of respondents from both private and public schools their relationship with either a school manager or head of a school is not satisfactory, where the total percentage against the statement counted 43.6% for disagree and 28.6% for strongly disagreed in both private and public schools.

This reduces creativity among workers. This show that most of teachers are not satisfied with the management team available at their working station. The quality of management at school, district, and region is critically important in ensuring that teachers are adequately motivated. Teachers in most rural schools feel particularly isolated, which in turn increases the importance of good school management.

Once happen that head of school have received little or no good quality management training, it will be difficult for them to maintain a good relationship between teachers themselves and teachers with the management team. As seen in the study, when the relationship between teachers and management seized, they will just work to follow rules and regulation so that to secure their daily bread but not happily in working which actually made teachers creative.

4.3.6 Working Environment

Satisfaction with working environment was another aspect measured in this study. Where, respondents were asked if working environment is satisfactory in both public schools and private schools. Where they were supposed to respond to the given statement with either strongly agree, agree, disagree or strongly disagree and their response was summarized in the table below.

Table 4. 11: Satisfactions with Working Environment

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	5	2.4%	13	6.3%	62	30.2%	57	27.8%	137	66%
Private schools	2	0.98%	25	12.2%	31	15.1%	10	4.9%	68	27%
Total	10	4.9%	38	18.5%	93	45.4%	67	32.7%	205	93%

Source: Field Data (2015)

From the table above, it is observed that 5 respondents from public schools which was equal to 2.4% of all respondents strongly agreed while in private schools also counted 2 equal to 0.98%, 13 public schools respondents equal to 6.3% agreed while 25 private schools respondents equal to 12.2% agreed to mean working environment is satisfactory.

On the other hand, other respondents responded on either disagree or strongly disagree where 62 public schools respondents equal 30.2% disagreed to the statements while 31 of private schools respondents equal to 15.1% disagreed and 57 public schools respondents equal to 27.8% strongly disagreed while 10 private schools respondents equal to 4.9% strongly disagreed too.

From this response it can be deduced that majority of respondents from both private and public schools their working environments are not satisfactory, where the total percentage against the statement counted 78.1% in both private and public schools. Likewise in literature review, unsatisfactory working environment boring workers hence absenteeism experienced.

4.3.7 Satisfaction with Autonomy in Making Decisions about Daily Task

Satisfaction with autonomy in making decisions about daily task was another aspect measured in assessing teachers' satisfaction. Where, respondents were asked if they are Satisfied with autonomy in making decisions about daily task in both public schools and private schools. Where they were supposed to respond to the given statement with either strongly agree, agree, disagree or strongly disagree and their response summarized in the table below.

Table 4. 12: Satisfaction with Autonomy in Making Decisions about Daily Task

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	17	7.7%	35	15.9%	69	31.4%	16	7.3%	137	62.3%
Private schools	2	0.9%	13	5.9%	47	21.4%	6	2.7%	68	30.9%
Total	19	8.6%	48	21.8%	116	52.8%	22	10%	205	93.2%

Source: Field Data, (2015)

From the table above, it is observed that 17 respondents from public schools which was equal to 7.7% of all respondents strongly agreed while in private schools also counted 2 equal to 0.9%. 35 public schools respondents equal to 15.9% agreed while 13 private schools respondents equal to 5.9% agreed to mean they are satisfied with autonomy in making decisions about daily task. On the other hand other respondents responded on either disagree or strongly disagree, where 69 public schools respondents equal 31.4% disagreed to the statements while 47 of private schools respondents equal to 21.4% disagreed and 16 public schools respondents equal to

7.3% strongly disagreed while 6 private schools respondents equal to 2.7% strongly disagreed too.

From this response it can be deduced that majority of respondents from both private and public schools disagreed to the statement that they are satisfied with autonomy in making decisions about their daily task, where the total percentage against the statement counted 10% for strongly disagree and 52.8% for disagree in both private and public schools. Day et al (2000) found that school leadership has powerful impact on school effectiveness and improvement. According to them, “Good leaders are in the thick of things, working alongside their colleagues”, “respecting teachers’ autonomy, protecting them from extraneous demands”, and “look ahead, anticipate change and prepare people for it so that it doesn’t surprise or dis empower them”.

4.3.8 Teacher Student Ratio in the School

Teacher – student ratio was one of the school phenomenon that were included in this study. This Item was set to determine the number of teachers in relation to that of students in their school. Fifteen school heads were interviewed where 9 of them were from public school and 6 respondents were from private school. Based on the findings, 11 respondents out of fifteen (7 from public school and 4 from private school) claimed that the number of teachers are not satisfactory for their schools and mostly for mathematics, science and language subjects. Two respondents equal to 0.9% of all respondents from both private and public school responded that the numbers of their teachers is satisfactory to the school needs. About 11 respondents which is equal to 5% of all respondents, or 73.3% of only interviewed respondent’s

states that their schools have few science and language teachers. This implies high workload to mathematics, science and language teachers. The data correlate with literature review where teacher student ratio, mainly in science and mathematic subjects is among of the problem existing in Tanzanian education sector.

According to Ankomah, Koomson, Busn and Oduro, as cited in Kara M. *et al* (2013), teacher factors that have an effect on academic achievement include the number of teachers on post, teacher pupil ratio, teacher qualifications and the personal characteristics of the individual teacher. The personal character includes academic qualifications, educational training, content, skills, and years of services. A teacher brings these characteristics in class smooth the progress of learning. The extent to which other inputs can improve the quality of education is directly related to the extent to which teachers successfully use the inputs to advance teaching and learning process.

4.3.8.1 Objective 1 Summary

For the case of data observed, there is no doubt that the level of job satisfaction among teachers in both private and public secondary school in Mbeya region is very low due in part because of un conducive school culture. Several items indicated this un conducive environment. These include unmanageable workload; unfriendly job laws and regulations; lack of availability of teaching and learning facilities; lack of availability of social services; unfriendly teacher relationship with school managers; poor working environment; and high teacher - student ratio in the schools.

Teachers are just working to meet some basic needs but they are not satisfied with the school culture. Their working ability is guided by principles and regulation from

the authority, rather than inviting them to contribute to school laws and regulations. Thus why more than 88% argue that if an opportunity to change their career arises they can change. The lower the satisfaction the higher the teacher turnover.

According to the findings, there is a positive relationship between school culture and teachers job 'satisfaction and their job performance. This means the more conducive school culture, the higher the job satisfaction, and the higher the teachers' job' performance. This relationship suggests that, if the working and living conditions of teachers are improved, it is likely that their satisfaction level will also increase, likewise, their performance level. As seen in data collected, it is like in literature reviewed where working condition for teachers has been said as poor, due in part to low and irregularly salary payment, lack of appropriate housing, insufficient teaching facilities, low status and limited opportunity for professional development, (URT 1995). This totally shows that school culture is important in raising teachers' level of satisfaction and job performance.

4.4 Assessment on Teacher Motivation and Teacher Job Satisfaction

The second specific objective examined was teacher motivation and teacher job satisfaction. The major factor for this was to asses' teacher motivation and job satisfaction. The question was, is there any relationship between teacher motivation and teacher job satisfaction? The interview covers all head of school in both private and government school that were selected. 9 respondents were from public schools and 6 from private schools where makes a total of 15 respondents. This is equal to 6.8% of all respondents in the field. They were supposed to respond to the given

statements by expressing themselves or by providing some information. The following are the findings from the study.

4.4.1 Working even beyond their Working Hours

The interview was made in order to know if there any teacher who work even beyond their working hours. This was to understand the relationship between teacher motivation and teacher job satisfaction. Fifteen school heads were asked where 9 of them were from public school and 6 respondents were from private school. Based on the findings, 12 respondents out of fifteen (9 from public school and 3 from private school) claimed that most of their teachers does not spare their time for teaching. 3 respondents equal to 1.4% respondents from private school responded that the large number of their teachers is sparing their time for teaching.

About 12 respondents which is equal to 5.5% of all respondents, or 80% of only interviewed respondent's states that their schools have very few teachers who can spare their time for teaching. In order to fulfill the syllabus, they pay them for extra classes. According to them, teachers are not ready for unpaid extra classes even though the syllabus will not covered at the right time.

This implies that teachers are not motivated to work. As explained in literature, motivated teacher will insert extra energy to make sure that his or her learners are doing better. He/she can use extra time to do that regardless he/she will or not paid. Teachers who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity. Job satisfaction can be reflected in

workers high morale, quality and quantity of output reduction in absenteeism and turnover.

4.4.2 Teachers Attendance

The interview was made to know if there are any teachers who have series problem of absenteeism in school in order to understand the general attendance of teachers in their working place. 9 Public school and 6 respondents were from private school. Based on the findings, 9 respondents equal to 4.1% of all respondents (7 from public schools and 2 from private school) claimed that most of their teachers have poor attendance in the school. 6 respondents equal to 2.7% responded that the large number of their teachers have good attendance in the school.

Interviewed respondents identified teachers' absenteeism as a major problem at the survey schools. However, only 2 out of nine respondents in public school and 4 out of six respondents in private school state that teacher's absenteeism at their school were not a problem. According to the findings, the majority of respondents claimed that there is a problem of teachers' absenteeism in working station and this is directly attributed low levels of commitment. As explained in literature review, unmotivated teacher observe the working station as a bored place hence absenteeism experienced. Likewise in literature review, job satisfaction has been associated with many important behaviors and outcomes for employees that have implications for both schools as an organizational and personal welfare. In addition, the assessment of this specific employee attitude has become a common activity in any organizations in which management is concerned with the overall health of the people they employ.

Research clearly establishes that job dissatisfaction can lead to increased absenteeism, physical and/or psychological health problems, relationship issues, higher turnover, attrition rates, and lower productivity (Klassen & Chiu, 2010; Littrell, Billingsley & Lawrence, 1994). Massawe (2010), found that due to lack of acknowledging and supporting the teachers' efforts, many teachers in Tanzania do not spend most of their time in schools and instead they engage in other economic activities such as establishing private tuition classes or running small businesses like selling ice cream, groundnuts, cake and coffees.

4.4.3 Teachers Preparation before Classroom

The interview was made with head of schools in order to know if there are teachers who do not prepare themselves through scheme of work and lesson plan before the class. 9 respondents were from public schools while 6 respondents were from private schools. Based on the findings, 8 respondents equal to 3.6% of all respondents claimed that most of their teachers do not prepare themselves before classroom.

However, 7 respondents interviewee equal to 3.2% of all respondents agreed that teachers are prepared well before the class. Out of them, six were from private schools and only one from public school. Preparation before the class is very important for enhancing teaching and learning performance. The teacher as an input is the most important factor in education provision and thus affects the quality of education in a considerable way. If not prepared well, his/her performance in class will be low as well as the students.

4.4.4 Uses of Extra Time for School Activities

The question was asked to know if there are any teachers who work even beyond their working hours. Fifteen school heads were asked where 9 of them were from public school and 6 respondents were from private school. Based on the findings, 12 respondents out of fifteen (9 from public school and 3 from private school) claimed that most of their teachers does not spare their time for teaching. 3 respondents equal to 1.4% respondents from private school responded that the large number of their teachers is sparing their time for teaching. About 12 respondents which is equal to 5.5% of all respondents, or 80% of only interviewed respondent's states that their schools have very few teachers who can spare their time for teaching.

In order to fulfill the syllabus, they pay them for extra classes. According to data collected, teachers are not ready for unpaid extra classes even though the syllabus will not covered within a school time. Since the data show that about 80% of interviewed respondents state that teachers do not spare their time for teaching, this implies that teachers are not motivated to work. The data relate to the literature where if teachers are not satisfied/not motivated, work and working station will be bored, hence teacher's absenteeism in classroom and at school will experienced.

Apart from that, low effort will applied in teaching process hence decrease in teaching and learning performance. Due to lack of acknowledging and supporting teachers' efforts, many teachers in Tanzania do not spend most of their time in schools and instead they connect in other economic issues such as establishing private tuition classes or running small businesses such as selling ice cream,

groundnuts, cake and coffees. This situation may lower the student's academic performance and educational quality at all.

4.4.4.1 Objective 2 Summary

Various research tools concerning this objective were observed. The specific purpose was to assert teacher motivation and job satisfaction. Question involved was to observe if there is a relationship between teacher motivation and job satisfaction. Several items indicated this were investigation of teachers who work beyond their working hours, general teachers' attendance in working station, teacher preparation before the class as well as examining if they are using their extra time for school activities.

A number of respondents from public schools and private schools were interviewed and given questionnaires. The data show that there is a positive relationship between motivation and teachers job 'satisfaction which lead to their job performance. This means that, where motivation is constant job satisfaction experienced and leads to higher teachers' job' performance.

As explained in literature, motivation lead to teacher satisfaction and satisfied teacher, work beyond his or her working hours, attend school regularly, prepare themselves before the class, use extra time and energy for school activities as well as trying at his/her level best in improving the betterment of the learners. This is against the result. Data observe indicated that most of teachers do not spare their time for school activities. There is absenteeism and turnover in school. This relationship suggests that, if the working and living conditions of teachers will be improved, it is

likely that their satisfaction level will also increase their satisfaction and performance level.

When employees are motivated positively, it is a catalyst for higher performance. Moreover, there is a statistically strong relationship between the attitude of teachers and the satisfaction with the reward they expect as a return of their performance. An employee's positive attitude increases his/her satisfaction level. Good leadership catalyzes high employees' performance. For example, on the field, there were schools performing poor, moderate and somehow good. The findings show that, for the school performed poor, the general attendance of teachers in class was also poor, teaching and learning facilities were few, teachers were much claiming about salaries, working environment, social services as well as other fringe benefit. The more were satisfied were the higher the performance likewise the low were satisfied were the low the performance.

4.5 Contribution of Teacher Motivation and Satisfaction to Student Learning

The third and the last objective were to determine the relationship between teacher motivation and satisfaction to students' academic performance. Interview was used to solicit information. The question was: In what ways does teacher motivation, satisfaction contributes to student learning? The following were the answers for items to feed this question in the objective three.

4.5.1 Students' Class and Remedial Attendance

Students' class and remedial attendance was another aspect measured in this study. Where, respondents were asked if Students' class and remedial attendance is good in

both public schools and private schools. They were supposed to respond to the given statement with either strongly agree, agree, disagree or strongly disagree and their response will be summarized in the table below.

Table 4.13: Students' Class and Remedial Attendance

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	7	3.2%	24	10.9%	57	25.9%	49	22.3%	137	62.3%
Private schools	3	1.4%	15	6.8%	44	20%	6	2.7%	68	30.9%
Total	10	4.6%	39	17.7%	101	45.9%	55	25%	205	93.2%

Source. Field Data (2015)

From the table above, it is observed that 7 respondents from public schools which were equal to 3.2% of all respondents strongly agreed while in private schools also counted 3 equal to 1.4%. 24 public schools respondents equal to 10.9% agreed while 15 private schools respondents equal to 6.8% agreed to mean Students' class and remedial attendance is good. On the other hand other respondents responded on either disagree or strongly disagree, where 57 public schools respondents equal 25.9% disagreed to the statements while 44 of private schools respondents equal to 20% disagreed and 49 public schools respondents equal to 22.3% strongly disagreed while 6 private schools respondents equal to 2.7% strongly disagreed too.

From this response it can be deduced that majority of respondents from both private and public schools against the statement that students' class and remedial attendance is good, where the total percentage against the statement counted 25% for strongly

disagree and 45.9% for disagree in both private and public schools. The literature show that motivated teacher does better to help his/her learners but the data show that students are not attending class regularly. This contributed by the effect of unsatisfaction of teachers hence does not play well their role to help and motivate learners attendance for better learning.

4.5.2 Taking Remedial Classes for Slow Learners

With the purpose of understanding how teachers are committed to teach, taking remedial classes for slow learners was another aspect measured in this study. The respondents were asked if they take remedial classes for slow learners in both public schools and private schools. They were supposed to respond to the given statement with either strongly agree, agree, disagree or strongly disagree and their response summarized in the table below.

Table 4.14: Remedial Classes

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	6	2.9%	18	8.8%	67	32.7%	46	22.4%	137	62.8%
Private schools	7	3.4%	23	11.2%	38	18.5%	-	00%	68	30%
Total	13	6.3%	41	20%	105	51.2%	46	22.4%	205	92.8%

Source: Field Data, (2015)

From the table above, it is observed that 6 respondents from public schools which were equal to 2.9% of all respondents strongly agreed while in private schools counted 7 equal to 3.4%. 18 public schools respondents equal to 8.8% agreed while 23 private schools respondents equal to 11.2% agreed to mean they are taking

remedial classes for slow learners. On the other hand, other respondents responded on either disagree or strongly disagree, where 67 public schools respondents equal 32.7% disagreed to the statements while 38 of private schools respondents equal to 18.5% disagreed and 46 public schools respondents equal to 22.4% strongly disagreed while no private schools respondent who disagreed too.

From this response it can be deduced that majority of respondents from both private and public schools they do not prefer taking remedial classes for slow learners, where the total percentage against the statement counted 22.4% for strongly disagree and 51.2% for disagree in both private and public schools. For this case, it has been noted that for any remedial taken to the student may be due to payment bases or by enforcement from the authority. The data observed is corresponding to the literature review where condemn that if teachers are satisfied, they will enjoy their own work and working station, hence attending classroom regularly. Also they will insert their own extra effort on teaching process hence increase the performance of their activity. The result may improve student performance and education quality at the school and nation in general. This means that motivated and satisfied teacher contribute much to student learning which is against unmotivated teacher.

4.5.3 Using Weekend for School Activities Like Marking Exercises, Home Works, Weekly Test and Preparing Themselves for the Next Week

With the purpose of understanding how teachers are committed to teach, hence devoted their time for enhancing teaching and learning activities by using weekend for marking exercises, home works and weekly test was another aspect measured in this study. Major purpose is to investigate satisfaction and effort to enhance

themselves and student performance. The respondents were asked if they are using weekend for marking exercises, home works and weekly test in both public schools and private schools where they were supposed to respond to the given statement with either strongly agree, agree, disagree or strongly disagree and their response summarized in the table below.

Table 4.15: Using Weekend for School Activities

	Strong agree		Agree		Disagree		Strong disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Public schools	-	00%	15	7.3%	97	47.3%	25	12.2%	137	62.8%
Private schools	-	00%	8	3.9%	50	24.4%	10	4.9%	68	30.3%
Total	-	00%	23	11.2%	147	71.7%	35	17.1%	205	93.1%

Source: Field Data, (2015)

From the table above, it is observed that no respondents from public schools who respond strongly agreed while in private schools also counted nil. 15 public schools respondents equal to 7.3% agreed while 8 private schools respondents equal to 3.9% agreed to mean they are using weekend for marking exercises, home works and weekly test. On the other hand other respondents responded on either disagree or strongly disagree, where 97 public schools respondents equal 47.3% disagreed to the statements while 50 private schools respondents equal to 24.4% disagreed and 25 public schools respondents equal to 12.2% strongly disagreed while 10 private schools respondents equal to 4.9% strongly disagreed too.

From this response it can be deduced that majority of respondents from both private and public schools they do not prefer using weekend for marking exercises, home works and weekly test, where the total percentage against the statement counted

71.7% for disagree and 17.7% for strongly disagree in both private and public schools. This is to say, home work, assignment and weekly test are not given simultaneously to the student. This affects their effectiveness and student performance. Similarly in literature review, the data show how most of the teachers are not exerting their extra effort in teaching and learning process.

4.5.4 Teachers Attendance in Classrooms

The question was asked to know the general attendance of teachers in the class. 9 respondents were from public schools where 6 respondents were from private schools. Based on the findings, 9 respondents equal to 4.1% of all respondents or 60% of only interviewed respondents (7 from public schools and 2 from private school) claimed that most of their teachers have bad attendance in the class. 6 respondents equal to 2.7% of all responded or 40% of only interviewed respondents say that the large numbers of their teachers have good attendance in the school.

Interviewed respondents identified teacher's absenteeism as a major problem at the survey schools. However, only 2 out of nine teachers in public school and 4 out of six respondents in private school state that teachers absenteeism at their school were not a problem. According to the data, the majority of respondents claimed that there is a problem of teachers' absenteeism in classroom and this is directly attributed to low levels of commitment or poor supervision from the school heads. What has been discussed in literature review, when teachers are not satisfied, work and working station will be bored, hence teacher's absenteeism in classroom and school will experienced. Apart from that, low effort will applied in teaching process hence decrease in teaching and learning performance. The result may lower the student's

academic performance and educational quality at all. Teachers have the most direct access to the national human resource, as human behavior is shaped by teachers within the classrooms. Therefore teacher job satisfaction is extremely important for the success of our students and the nation.

With the implementation of the secondary education development plan (SEDP) in 2001, schools have been held more accountable than ever. Frequently, secondary schools in Tanzania are criticized by parents and politicians for not producing the quality of learners that are needed in the job market. Most of the teachers do not have the necessary skills and training needed to make them competitive in their jobs in this country let alone compete internationally. Since teachers are the key in order to change and improve the students' knowledge and ability, they should be motivated to work so that they create a good and successful citizenry.

4.5.5 Are Teachers Prepared Themselves Before Classroom? Considering the National Examination for Form Two and Form Four, what is the General School Performance?

With the aim of investigating in what ways does teacher motivation satisfaction contributes to student learning, the interview to know if there are any teachers who do not prepare themselves through scheme of work and lesson plan before the class was made. About 9 respondents were from public schools while 6 respondents were from private schools. Based on the findings, 8 respondents equal to 3.6% of all respondents claimed that most of their teachers do not prepare themselves before classroom. However, 7 respondents interviewed equal to 3.2% of all respondents agreed that teachers are prepared well before the class. Out of them, six were from

private schools and only one from public school. Preparation before the class is very important for enhancing teaching and learning performance. It helps the teachers to plan what materials should be addressed to the learners at a specific time.

Again the interview was also made to know the general school performance. 9 respondents from public schools and 6 respondents from private school were interviewed. Based on the findings, about 3 respondents equal to 1.4% of all respondents claimed that their school performing well. About 7 respondents equal to 3.2% said that their schools are at average performance. 5 respondents equal to 2.3% said that their schools are performing below the average.

The result indicate that they are not doing well. One of the respondents condemn that, although we can have a good library, teaching material and good learning environment, without teachers motivation our work done is zero. This is because the teacher as an input is the principal factor in education provision and thus affects the quality of education in a significant way. As discussed in literature, teacher factors that have an effect on academic achievement include the number of teachers on post, teacher pupil ratio, teacher qualifications and the personal characteristics of the individual teacher.

The personal characteristics include academic qualifications, pedagogical training, content training, aptitude, and years of services. A teacher brings these characteristics in class to facilitate the learning process. The extent to which other inputs can improve the quality of education is directly related to the extent to which teachers effectively use the inputs to improve the teaching and learning process. And

all of these depend on how teachers are motivated and satisfied. Motivated teacher enjoy his or her own work and working station, hence attending classroom regularly. Also he or she will use extra effort on teaching process hence increase the performance of their activity. The result may improve student performance and general education quality at the school.

They explain that construction of classes, providing teaching and learning materials, involvement of school board and communities in schooling process, support from inspectors and local educational officers does not ensure that teacher perform well their duties. According to the findings, Teacher motivation becomes a critical factor for any successful school. On one level, teacher motivation is related to a long record of variables, including whether or not an enabling environment exists and whether or not teachers are prepared to carry out their roles. However, at basic level, teacher motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living situation.

For example, about 7 respondents equal to 3.2% of all respondents or 46.6% of only interviewed respondents who said that their schools are at average performance, claimed that the factor for the performance is closely supervision to teachers and students. However, they insist that intrinsic motivation is needed for the best result. Five respondents equal to 2.3% of all respondents or 33% of only interviewed said that their schools are performing below the average because of limited opportunity for professional development, recognition changing and varied work, low and irregular salary payment, lack of proper housing, and inadequate teaching and learning facilities.

As discussed in literature review, Student achievement is produced by several inputs in the educational process. Such inputs include student's family background characteristics, class size, availability of teaching and learning materials, and teacher characteristics. The teacher as an input is the principal factor in education provision and thus affects the quality of education in a significant way (Wößmann 2004). The extent to which other inputs can improve the quality of education is directly related to the extent to which teachers effectively use the inputs to improve teaching and learning process. As observed on data collected all these depend on how teachers are motivated and satisfied. However, at basic level, teacher motivation is linked to how teachers feel they are being treated and to the way they make out their own working and living condition.

4.4.5.1 Objective 3 Summary

The objective three it determines teacher motivation and satisfaction to student learning. The findings were done to answer the question of what ways does teacher motivation satisfaction contributed to student learning. Various items such as teacher attendance in classroom, remedial classes for slow learners, preparation before the class and student attendance were assessed. As seen in the data collected, there is no satisfaction at all. Teachers are not attending the class regularly, they are not taking remedial classes, and they are not well prepared themselves before the class. In this sense, they are not doing better to support student learning.

To overcome this, several measures have been suggested by respondents in order to make job satisfaction among teachers. Most of respondents argue that motivation is the principle factor for satisfaction. Since motivation is one of the determinants of

teacher's job satisfaction, they have declared that government should increase motivation so as to increase teacher's job satisfaction too.

The data show that teacher motivation is a critical factor for any successful school. On one level, teacher motivation is related to a long list of variables, including whether or not an enabling environment exists and whether or not teachers are equipped to carry out their roles. However, at basic level, teacher motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions.

Teacher factors that have an effect on academic achievement include the number of teachers in the school, teacher student ratio, teacher qualifications and personality of the individual teacher. Personal characteristics include academic qualifications, pedagogical training, content training, ability and experiences. A teacher should bring these characteristics in class to facilitate learning process. The extent to which other inputs can improve quality of education is directly related to the extent to which teachers effectively use inputs to improve teaching and learning process.

All of these depend on how teachers are motivated. Motivation to teachers it includes opportunity for professional development, acknowledgment, improved responsibility, attainment, improvement and authority. Teachers who fill do not supported in these state are less motivated to do their best work in classroom. According to the findings, learning achievements can mainly determined in classroom by motivated teachers who plan for teaching and put into practice what they have learned.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

This chapter constitutes summary of the study from the beginning to the findings obtained from the field that was collected through interviews and questionnaires. It also presents discussion, which provides answers for the question concerning specific objective one, two and three. Conclusions based on the field results was analyzed where finally recommendations from the gained study results as far as suggestions to what can conducted in the upcoming time by other researchers.

5.2 Summary of the Study

The study was purposefully conducted to examine school based culture mediating teacher job satisfaction and performance in secondary schools in Mbeya region. The objective of the study was divided into three specific objectives which further subdivided into three research questions. The first chapter constituted the introduction, background to the study, statement of the study, the general and specific objectives, research questions, significance of the study and its limitations.

Chapter two drew literature related to the study; empirical studies and finally the existing knowledge gap of the study were conducted. Chapter three, comprises research methodology which includes the area of the study, research approaches, research design in which the case study design was considered, population of the study, sample size and sampling techniques, data collection methods and procedures

whereby interviews and questionnaires were used, data analysis and finally research ethics were greatly discussed.

Chapter four draws the research findings of the study which are summarized in form of tables and figures in relation to the elaborations following after each. Chapter five concludes all what have been maintained and discussed from the first to the last chapters; thus, it contains the summary of the study where all five chapters are briefly explained, its major findings which are basically derived from chapter four, conclusions of the data analyzed and recommendations or suggestions for further study have been considered.

5.3 Discussion

5.3.1 Is there any Relationship Between School Culture and Teacher

Motivation?

Items like unmanageable workload; unfriendly job laws and regulations; lack of availability of teaching and learning facilities; lack of availability of social services; unfriendly teacher relationship with school managers; poor working environment; and high teacher - student ratio in the schools were assessed to know the relationship between school culture and teacher motivation.

The findings show that there is a strong relationship between culture of school and teachers motivation. To the school surveyed, teachers were just working to meet some the authority needs but they were not satisfied with school management, school regulation and laws, workload, teaching facilities as well as social services. Their working ability were guided by principles and regulation from the authority. For that

case, they cannot insert their extra energy in teaching and learning process. A teacher who is not motivated to work, his/her working station will be a bored place; hence teacher's absenteeism in classroom and at school will experienced. Apart from that, low effort will applied in teaching process hence decrease in teaching and learning performance. The result may lower the student's academic performance and educational quality at all.

5.3.2 Is there any Relationship between Teacher Motivation and Teacher Job Satisfaction?

The findings show that there is a strong positive relationship between motivation and teachers job 'satisfaction which lead to teacher job performance. This means that, where motivation is constant job satisfaction experienced and leads to higher teachers' job' performance. As explained in literature review, motivation lead to teacher satisfaction and satisfied teacher, work beyond his or her working hours, attend school regularly, prepare themselves before the class, use extra time and energy for school activities as well as trying at his/her level best in improving the betterment of the learners. This is against the result. Data observe indicated that most of teachers does not spair their time for school activities. There is absenteeism and turnover in school. This respondent suggests that, if the working and living conditions of teachers will be improved, it is likely that their satisfaction level will also increase their satisfaction and performance level.

According to Inayatullah and Jehangir, (2012) as cited in European Journal of Business and Management Vol.5, No.25, 2013, Motivation has a direct influence on job performance. When employees are motivated positively, it is a catalyst for higher

performance. Moreover, there is a statistically strong relationship between the attitude of teachers and the satisfaction with remuneration they expect as a return of their performance. An employee's positive attitude increases his/her satisfaction level. For example, on the field, there were school performing poor, moderate and some how good. The findings show that, for the school performed poor, the general attendance of teachers in class was also poor, teaching and learning facilities were few, teachers were much claiming about salaries, working environment, social services as well as other fringe benefit. The more were satisfied were the higher the performance likewise the low were satisfied were the low the performance.

5.3.3 In what Ways Does Teacher Motivation Satisfaction Contributes to Student Learning?

The objective three it determines teacher motivation and satisfaction to student learning. Various items such as teacher attendance in classroom, remedial classes for slow learners, preparation before the class and student attendance were assessed. As seen in the data collected, teachers are not attending the class regularly, they are not taking remedial classes until they are paid and they are not well prepared themselves before the class. In this sense, they are not doing better to support their student learning. Data show that teacher motivation is very important factor for any successful school. On one level, teacher motivation is related to a long list of variables, including whether or not an enabling setting exists and whether or not teachers are prepared to carry out their roles. However, at basic level, teacher motivation is connected to how teachers feel they are being treated and to the way they perceive their own working and living conditions. Motivated teacher satisfied

to work. If teachers are satisfied, they will enjoy their own work and working station, hence attending classroom regularly. Also they will insert their own extra effort on teaching process hence increase the performance of their activity. The result may improve student performance.

5.4 Conclusion

Culture of the school is associated with a number of factors existing within a school. These factors may stand as the principle for teachers' satisfaction which raises the performance. It may includes opportunity for professional growth, salary, workload, teaching and learning amenities, acknowledgment, increased responsibility, achievement, progress and authority. Teachers who fill do not supported in these state are less motivated to do their best work in the class.

According to the findings, learning achievements can mainly determined in class by motivated teachers who plan for teaching and put in practice what they have learned. As seen in data collected, most of teachers in public schools observed job dissatisfaction compared to non government or private school. However, the academic performance in public secondary schools become less compared to none public secondary schools. Therefore, motivation is very important for job satisfaction and learners performance.

5.5 Recommendations

From the above discussion, the following are recommendation for what has been observed.

- (i) The government and other school owners should also assess policies on secondary education. The policies should be well-designed and implemented to meet the demands of teachers such as making them participating and have a say on matters concerning themselves and provide them more chances for training and development.
- (ii) Most teachers prefer to change their job, not encourage their beloved kids to select teaching career and once there is no means they select to work on the urban locations because of the availability of social services such as electricity, reliable water, and good transport which are actually essential for human life. The government and other school owners should therefore provide special packages to these teachers in the rural areas so as to balance the loss of those mentioned services. In other way teachers working in rural areas should have their budget suitably and effectively targeted with an increase of the special hardship allowances.
- (iii) The government should make an increase of salaries and other fringe benefits which reflects the grade of teachers and the socio-economic situation existing in the societies. This will make teachers put more emphases on their job rather than other business such as tuition and entrepreneurship which actually can affect their classroom attendance.
- (iv) The government should make an establishment of Teachers' Service Professional Board. The main functions of this would be to teacher official approval and registration, enforcement of profession standards and provision of in-service training.

- (v) Government and other school owners should build a good community's perception towards teaching profession. The community should provide support and care to the teachers regarding their profession. By doing so, teachers may find recognized and the profession well-motivated.

In These results, Tanzanian government and private School owners, administrators and other stakeholders should pay a special attention for improvement of teachers job characteristics dimension (salary, fringe benefits, bonuses, promotion opportunities, promotion process and procedures, in-service training, professional growth and recognition to what teachers done), working environment and community perception about teachers so as to improve teachers' satisfaction which will make them remain in the job and devote their time and energy in teaching and learning process for the goodness of the students and the nation at whole.

This study has examined the factors mediating teacher job satisfaction and performance in secondary school in Mbeya region. Future research may examine teacher job satisfaction and performance on the aspect of primary school. For the case of the same study in other location, different research methodology and sampling technique can be applied as a distinguishing factor.

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APPENDICES

Appendix 1: Questionnaires for Teachers

INTRODUCTION

I am postgraduate student of The Open University of Tanzania, taking Masters of Education in Education Administration, Planning and Policy Studies. As a part of fulfillment of my studies, I am currently conducting a research on SCHOOL-BASED CULTURE MEDIATING TEACHERS JOB SATISFACTION AND PERFORMANCE IN SECONDARY SCHOOLS MBEYA REGION- TANZANIA. Therefore, I have prepared a questionnaire for you to provide some information about my study. You are supposed to answer individually. Please I need your concern.

Personal particulars

Put tick (✓) in the box provided to accept the information provided among alternatives

Nationality:	Tanzanian	<input type="checkbox"/>	Not Tanzanian	<input type="checkbox"/>
Sex;	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Marital status:	Single	<input type="checkbox"/>	Married	<input type="checkbox"/>
			Separated	<input type="checkbox"/>
			Divorced	<input type="checkbox"/>
			Widow	<input type="checkbox"/>
Age:	below 25	<input type="checkbox"/>	between 25 and 35	<input type="checkbox"/>
			Above 35	<input type="checkbox"/>

Professional level: Non professional ☐ other professional ☐

Induction course in education ☐ Diploma ☐

Bachelor degree ☐ Masters Degree ☐

Part. B.

The following are some statement which may depict the state of teachers about their job satisfaction and performance in the school. Please, put a tick (✓) mark on the space corresponding to represents that you strongly agree, agree, disagree, or strongly disagree the statement.

	Statement	Strongly Agree	Agree	Disagree	Strongly disagree.
1	Workload is manageable				
2	Job regulation and laws are satisfactory.				
3	There is availability of teaching and learning facilities.				
4	The availability of social services (hospital, water, power, communication and transportation network) are satisfactory				

6	Relationship with my manager/head of school is good.				
8	Working environment is satisfactory.				
10	Autonomy given is satisfactory.				
11	I am taking remedial classes for slow learners.				
12	I usually use my weekend for marking exercise, homework and weekly test of my students				
13	. Students Class and remedial attendance				
14	The students are academically performing well				

Appendix 2: Interview Guide For Headmasters

INTRODUCTION

I am postgraduate student of The Open University of Tanzania, taking Masters of Education in Education Administration, Planning and Policy Studies. As a part of fulfillment of my studies, I am currently conducting a research on SCHOOL-BASED CULTURE MEDIATING TEACHERS JOB SATISFACTION AND PERFORMANCE IN SECONDARY SCHOOLS MBEYA REGION- TANZANIA. Therefore I have prepared an interview with you in order to get some information about my study. Please I need your concern.

Personal particulars.

Nationality:	Tanzanian	<input type="checkbox"/>	Not Tanzanian	<input type="checkbox"/>
Sex;	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Marital status:	Single	<input type="checkbox"/>	Married	<input type="checkbox"/>
			Separated	<input type="checkbox"/>
			Divorced	<input type="checkbox"/>
			Widow	<input type="checkbox"/>
Age:	below 25	<input type="checkbox"/>	between 25 and 35	<input type="checkbox"/>
			Above 35	<input type="checkbox"/>
Professional level:	Non professional	<input type="checkbox"/>	other professional	<input type="checkbox"/>
	Induction course in education	<input type="checkbox"/>	Diploma	<input type="checkbox"/>

Bachelor degree

☐

Masters Degree

☐**Part. B**

1. Are the number of teachers corresponds to the need of school?
2. How many teachers who mostly work even beyond their working hours?
3. How many teachers who have series problem of absenteeism in school and in classroom during working hours.
4. Are teachers prepared themselves before classroom? Considering the national examination for form two and form four, what is the general school performance?
5. What are the factors for the performance obtained by your school?
6. What should be done (if the performance is poor).

Appendix 3: Research Clearance

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
Salaam, Tanzania,
<http://www.out.ac.tz>

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz



24/06/2015

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology. The purpose of this letter is to introduce to you **Mr. Baraka Muholi** with **REG. HD/E/150/T.13** who is a Master student at the Open University of Tanzania. By this letter, **Mr. Muholi** has been granted clearance to conduct research in the country. The title of the research is **“TEACHER JOB SATISFACTION AND PERFORMANCE IN SECONDARY SCHOOLS IN MBEYA REGION, TANZANIA**

” The research will be conducted in Mbeya Region. The period which this permission has been granted is from 29/06/2015 to 28/07/2015. In case you need any further information, please contact: The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Shaban Mbogo
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA