

**FACTORS CONTRIBUTING TO JOB SATISFACTION AMONG PUBLIC
PRIMARY SCHOOL TEACHERS AT TEMEKE MUNICIPAL COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

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CERTIFICATION

I, undersigned certifies that I have read and recommends the dissertation entitled:
**Factors Contributing to Job Satisfaction among Public Primary School Teachers at
Temeke Municipal Council** in partial fulfillment of the requirements for the degree of
Master of Human Resource Management of the Open University of Tanzania.

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Supervisor

(Signature)

Date

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DECLARATION

I, **Alphonse D. Mrosso** do hereby declare that this dissertation is my own work, and that has not been submitted for the same or similar award to any university or higher institution.

Date

DEDICATION

I dedicate this dissertation to my lovely wife Ester and my lovely daughter Abigail Alphonse.

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The completion of this study has been a result of various people who contribute in terms of ideas, material support and encouragement. I may take this opportunity to thank them all; however I would like to pay special gratitude to few of them.

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ABSTRACT

The purpose of this study was to assess the factors that contributing to job satisfaction among public primary school teachers at Temeke Municipal Council. The study use sample size of 105 (N=105) teachers were surveyed where teachers job satisfaction survey instrument (TJSS) were used to collect data from the respondents.

These findings are both consistent and inconsistent with the previous research findings. This study was guided by three objectives which assess the environment factors, job content factors and personal factors for job satisfaction. The factors are accommodation, cooperation, recognition, employers' relationship, salary, rewards, bonuses, promotion, seminars and training, at Temeke Municipal Council in Tanzania. The descriptive statistics techniques revealed that teachers were satisfied with environmental factors like relationship with co workers. Conversely the teachers indicated they were dissatisfied with the job content factors like salary, benefit, rewards, promotion and training.

The study of teachers' job satisfaction suggests there is an urgent need for government as the employer to recognize the fact that educational quality is largely related to teacher job satisfaction. This implies that teachers' job satisfaction is vital aspect for the country like Tanzania which is trying to fight ignorance among its citizens both qualitatively and quantitatively.

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LIST OF ABBREVIATIONS

EFA	Education for all
LICs	Low income development countries
MOEC	Ministry of education and culture
MDGs	Millennium development goals
PEDEP	Primary education development plan
UNESCO	United Nations for education and science coordination
US	United States

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the research problem

According to Mbua (2003) an attempt to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively. This implies that motivated and satisfied teachers are most likely to affect the students learning positively while the opposite of that may have negative impacts on students' performance. Nguni (2005) Tanzania like any other country in the world is working towards improving the quality of its education so that it suits the future needs of the society and the demands of globalization.

Oluochi (2006) the government of Tanzania has succeeded to make primary education universal through the implementation of the primary education development plan (PEDP) 2002 to 2006 and then implementing the secondary development plan 2005 to 2009 that is meant to increase the accessibility of secondary education to its citizens. UNESCO (2005) the two programmes are geared towards implementing and attaining the millennium development goals (MDGs) on education as per Dakar framework for action, education for all (EFA) by 2015. Zembylas and Papanastasiou (2006) found in their study of teachers job satisfaction and dissatisfaction in Cyprus and suggest there is an urgent need for policy makers to recognize the fact that educational quality is largely related to teacher job satisfaction. This implies that teachers' job satisfaction is a vital aspect for the country like Tanzania which is trying to fight ignorance among its citizens both qualitatively and quantitatively.

In Tanzania primary school teachers are students who do not qualify to continue with advance level secondary education so that they admitted in teaching colleges where they pursue two years certificate course. Having completed the course, they qualify to teach in primary schools and such teachers become grade IIIA teachers (Dersheimer 2002). According to MOEC (1995) the minimum qualifications for primary school teacher shall be to possess of a grade “A” Teacher education certificate.

According to Sanyolo (2007), the report of the survey conducted by the Education International in six African countries, the Tanzanian Ordinary Level Secondary School Teachers were paid 95 US Dollars while the Advanced Level Secondary School teachers received 125 US Dollars per month on the average in the 2005 – 2006 . Additionally, the author argues that their salaries were lower than that of teachers in other East African countries, Uganda and Kenya. The teachers in Tanzania and Gambia earned the lowest salaries of all the six countries in which the study was conducted.

1.2 Statement of the research problem

Teacher motivation and job satisfaction are important phenomena for all organizations including schools in any country. Shann (2001) found that teachers’ commitment and effectiveness solely depend on motivation, morale and job satisfaction. Teachers’ satisfaction has been shown to be predictor of teacher retention, determinant of teacher commitment, and in turn a contributor to school effectiveness. This implies that job satisfaction is an important phenomenon for teachers, the employer and students.

Bennell and Akyeampong (2007) a survey conducted recently in twelve countries in Asia and sub-Saharan Africa including Tanzania on teachers’ motivation and job

satisfaction raises concerns about the influence of low teacher job satisfaction on teachers' absenteeism, lateness and lack of commitment to their work. Additionally, teachers' satisfaction is not only important to teachers themselves as civil servants, educational managers, leaders and employers but also to students in all types of schools. The phenomenon of teacher job satisfaction has been widely studied for many decades in both developed and developing countries of the Sahara and Tanzania in particular.

The years 2009 and 2012, teachers' strikes give the evidence that Job satisfaction among primary school teachers becomes a problem to Tanzania teachers because they are struggling demand their rights and sometimes blaming the government that they are not providing training and necessary facilities for facilitating teaching and learning process at large. There are inadequate teaching materials in public primary school such as books, poor infrastructure, inadequate teachers' houses, insufficient salaries that cause the young teachers to leave their professional to other paying jobs. Therefore this study intended to examine the factors that contribute to job satisfaction among public primary school teachers at Temeke Municipal Council.

1.3 Research objective

1.3.1 General objective

The general objective of this study was to assess factors contributing to job satisfaction among public primary school teachers at Temeke Municipal Council.

1.3.2 Specific objectives

The following are specific objectives used in this study to assessing factors contributing to job satisfaction among public primary school teachers.

1. To assess environmental factors of job satisfaction among public primary school teachers.
2. To assess job content factors of job satisfaction among public primary school teachers.
3. To examine personal factors of job satisfaction among public primary school teachers.

1.4 Research question

This part involved the key questions which are used in this study.

1.4.1 General research question

The general research question of this study was to assess the factors contributing to job satisfaction among public primary school teachers at Temeke Municipal Council.

1.4.2 Specific research questions

1. What are environmental factors of job satisfaction among public primary school teachers?
2. What are job content factors of job satisfaction among public primary school teachers?
3. What are personal factors of job satisfaction among public primary school teachers?

1.5 Significance of the study

The study emerged as a result of my own interests in serving as a teacher for twelve years in primary school. During those twelve years of services the researchers

experienced a movement of teachers left the teaching profession and join other paying professions, it is because of job dissatisfaction. Teachers are members of teachers' trade union because they want the union to help them demanding their rights, like increase of salaries and promotion. Due to the increase of number of teachers those new employed teachers are joined in the union involuntary without even filling any form due to the policy of the union that teachers will be the member soon after employed. The purposes of trade union is to fight for teachers rights against the employer, the Tanzania teachers trade unions officials tried to call for the country wide teachers strike in 2009 and 2012 which were partially and did not bring any positive impacts instead for the employer bringing psychological stress to workers due to failure of resolving the disputes which cause job dissatisfaction.

1.6 Scope of the study

The study conducted at Temeke Municipal Council; where the researcher selected seven public primary schools. Temeke is one of the three Municipalities in Dar es Salaam; the decision of select the area is due to experience of the researcher to observe the number of teachers in Temeke complain about accommodations and others change their professional to other paying jobs.

1.7 Organization of study

The study is organized in five chapters as follows: the important sections in chapter one is already covered above, the next chapters are; chapter two where in detail and in well organized way the researcher searched conceptual definitions, theoretical literature reviews, empirical literature reviews, research gap, conceptual and theoretical frame work. In chapter three the researcher wrote on following parts; research design, area of the study, survey population, sampling design and procedures, variable and

measurement procedures, methods of data collection, reliability and validity of data, data processing and analysis. In chapter four the description on presentation of findings and chapter five are conclusion and recommendation.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Fisher (2010), the literature review is the place to identify the major literatures relevant to the study by explaining the important things which are significant and not in details. Skills are needed to condense large material so as to come with strong argument. This is where researcher used to search different materials to help in making a clear argument concerning the topic. The materials in this section are collected from different sources such as books, journals, case study, reports from different organizations and from other internet sources that were given. The researcher acknowledged every part of the books, journal and any other sources where materials are legally collected. The researcher paraphrases the parts of the chapters which relate to job satisfaction. It is a part that the researcher acquires knowledge about the problem that different authors have dealt with it in different areas.

2.2 Conceptual definitions

This section provides the working definitions of the key concepts. Such concepts include; job satisfaction, and primary school teachers.

2.2.1 Job satisfaction

According to Spector (1997:2), job satisfaction is defined as simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.

According to Armstrong (2010), the term job satisfaction refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction.

2.2.2 Primary schools teachers

According to Dersheimer (2002), students who do not qualify to join the Advanced Level Secondary Education (Senior Secondary Education) are admitted in teacher colleges where they pursue a two-year teacher certificate course. Having completed the course, they qualify to teach in primary schools and such teachers become grade IIIA teachers.

Primary public schools are schools owned by government in which children are enrolled to join those schools to receive education between the ages of six to fourteen.

2.3 Theoretical literature reviews

There are many theories of motivation and job satisfaction and those theories are categorized into content and process theories. Content theory includes Maslow's need of theory and Herzberg's two factor theory. The process theories include Equity theory, goal theory and expectancy theory.

2.3.1 Content theories of job satisfaction

According to Mbua (2003), content theories focus on factors within the person that start, energize, direct, maintain and stop the behaviour. These theories include Abraham Maslow's Hierarchy of needs and Herzberg et al., two factor Theory.

2.3.1.1 Abraham Maslow's Hierarchy of needs

Abraham Maslow's (1943, 1970) need based theory of motivation has been the most widely recognized theory of motivation and perhaps the referenced of the content theories. According to this theory, a person has five fundamental needs: Physiological, security, affiliation, esteem and self actualization. The physiological needs include the need of pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs included the need of safety, fair treatment, protection against threats, job security etc. Affiliation needs included the need for recognition, respect achievement, autonomy, independence etc. Finally, self actualization needs, which were the highest in the Maslow's need theory, included realizing one's full potential or self development. According to Maslow, once a need was satisfied it was no longer a need. It ceased to motivate employees' behavior and they were motivated by the need at the next level.

Table2.1: Description of Maslow's Human Needs

Needs	Description
Physiological	Includes 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, and achievement, and external esteem factors, such as status, recognition, and attention.
Self-actualization	The drive to become what to one is capable of becoming; includes growth, achieving one's potential, and self-fulfillment.

Source: Robbins & Judge (2008:70).

2.3.1.2 Herzberg et al., Two Factor Theory

Herzberg, Mausner and Snyderman's (1959) two factor theory was heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that caused workers in white collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that affected to job satisfaction when present were not the same factors that affected to dissatisfaction when absent. Thus, they showed satisfaction and dissatisfaction as independent. They referred to those environmental factors that caused workers to be dissatisfied as Hygiene Factors.

The presence of these factors according to Herzberg *et al.*, (1959) did not cause satisfaction and consequently failed to increase performance of workers in white collar jobs. The hygiene factors were company policy and administration, Technical supervision, salary, interpersonal relationship with supervisors and work conditions; they were associated with job content: Herzberg *et al.*, (1959) indicated that these factors were perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that made workers work harder. They posited that these factors were associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement was represented by the drive to excel, accomplish challenging tasks and achieved a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself were said to be the motivating factors.

Herzberg et al., (1959) pointed out that the opposite of dissatisfaction was not satisfaction but no dissatisfaction. Both hygiene factors and motivators were important but in different ways.

Job satisfaction is closely related motivation (Mbua 2003). This implies that the theories of motivation are regarded as theory of job satisfaction.

2.3.2 Process theories of job satisfaction

According to Mbua (2003), the process theories of motivation and job satisfaction are primarily concerned with explaining how individuals' behaviour is energized, directed, sustained and stop. The main process theories of motivation and job satisfaction reviewed in this section include the following; goal theory, expectancy theory and equity theory.

2.3.2.1 Equity theory

According to Armstrong (2010), equity theory states in effect, that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. It explains only one aspect of the process of motivation and job satisfaction, although it may be significant in terms of morale. Adams (1965) cited in Armstrong, suggested that there are two forms of equity: distributive equity, which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others; and procedural equity, or procedural justice, which is concerned with the perceptions employees have about the fairness with which procedures in such areas as performance appraisal, promotion and discipline are being operated.

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

2.3.2.2 Goal theory

Goal theory as developed by Latham and Locke (1979), cited in Armstrong (2006), states that motivation and performance are higher when individuals are set specific goals, when goals are difficult but accepted, and when there is a feedback on performance. Participation in goal setting is important as a means of getting agreement to the setting of higher goals. Difficult goals must be agreed and their achievement reinforced by guidance and advice. Finally, feedback is vital in maintaining motivation, particularly towards the achievement of even higher goals.

According to Greenberg and Baron (1995), the theory asserts that employee satisfaction subsists to the degree that employment results or that the compensations a person gets correspond to those compensations which are expected or aspired. The more employees achieve the outcomes that are valued most, the more contented they become, and the opposite will lower their satisfaction levels or vice versa.

2.3.2.3 Expectancy theory

According to Lewis et al., (1995) expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory

suggests that work motivation is determined by two factors: (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

In this theory Robbins & Judge (2008), argued that motivation emanates from three kinds of peoples beliefs or assumptions and these are: expectancy, instrumentality and valence. The term expectancy refers to the person's assumption that efforts will lead to achievement or accomplishment, Instrumentality refers to a person's assumptions that good work will bring about rewards. The term valence refers to the perceived value of the rewards to the recipient.

2.4 Empirical literature reviews

Empirical literatures in this study are provided into three sections that is, empirical literature review based on the world, Africa and Tanzania.

2.4.1 Empirical literature review World wide

Job satisfaction is an organizational construct that has been described as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke 1976). If employee appraises the current job positive and attaches favorable attitudes towards the job, it indicates job satisfaction while negative and unfavorable

attitudes towards the job indicate job dissatisfaction (Armstrong 2006:264). In practice, organizations attach significant importance on employees job satisfaction because quite good number of experts and managers believe its trends can affect and influence work productivity, employee turnover and employee retention (Eslami and Gharakhani 2012:87).

Previous studies measured and recognized job satisfaction as a global concept, that is, comprised of, or indicated by, various facets (Judge and Klinger 2008:395). For instance, Smith et al., (1969) proposed five facets of job satisfaction to be pay, promotions, co-workers, supervision, and the work itself. Nevertheless, in some cases, facets of job satisfaction have been classified into three main classes: intrinsic, extrinsic, and general satisfaction (Weiss et al., 1967). This classification holds that, employee is intrinsically satisfied if he/she receives no apparent reward except the activity itself, and extrinsically satisfied if he/she receives monetary compensation or other material rewards to modify his behavior (Rose 2001). Of course, in obvious ways, general satisfaction refers the sum of intrinsic and extrinsic satisfaction (Weiss et al., 1967). To this end, it is apparent that employees are satisfied with their jobs if an organization manages to offer mixture of intrinsic and extrinsic rewards.

Previous studies that were conducted in various countries on the phenomenon of job satisfaction reveal different factors. According to Spector (1997:30) the aspects or dimension of job satisfaction are divided into two principal groups and these are as follows. First, the job environment itself and factors that are associated with job are important influences of job satisfaction. This includes how people are treated, the nature of job tasks, relations with other people in the work place, and rewards. Second, there

are individual factors that the person brings to the job. Personal background or demographic factors are the factors which refer to such aspects as: an individual's gender, age, educational background, teaching subjects and job experience among others (Bolin 2007). According to Mason (1997:164), the question whether or not gender differences in job satisfaction exist has been answered both affirmatively and negatively in the literature.

The research conducted among Canadian teachers revealed that job satisfaction levels differ significantly between male and female teachers (Ma and MacMillan 2001). Similarly, the results of research that was conducted in the United States revealed that there were significant differences in the levels of job satisfaction between male and female teachers (Bishay 1996). They say that female teachers were more satisfied with their job than male teachers. Whereas, Zhongshan (2007) found that elementary school male teachers in Shanghai, China were more satisfied with their salaries than their female colleagues.

Additionally, previous research data collected in various countries give mixed results about the influence of age on job satisfaction. Findings of a study conducted among teachers in Finland revealed that there was a strong relationship between the teachers' age and job satisfaction (Rasku and Kinnunen 2003). They found that teachers' job satisfaction was linked to their age.

Moreover, Zhongshan (2007) found that work satisfaction among Chinese teachers increases with the increase in age. Similarly, it is argued that the higher the teachers age, the higher the level of job satisfaction and the lower the teachers age, the lower the

job satisfaction level (Greenberg and Baron 1995). This implies that earlier studies indicate that there is a significant difference in job satisfaction caused by age differences.

However, results of the research on job satisfaction that was conducted among primary and secondary school teachers in Greece revealed that there were no significant differences in levels of teachers' job satisfaction with regard to marital status (Koustelios 2001). This implies that secondary school teachers in Greece did not differ in their job satisfaction levels in relation to marital status. Besides, teaching experience refers to the number of years a person has served as a teacher. Crossman and Harris (2006: 29) call this the length of service. According to Koustelios (2001), the teachers with long teaching experience indicated higher levels of job satisfaction with such aspects as pay and supervision. In other words, the level of satisfaction increased with the increase in years of service in the teaching profession. Similarly, Greenberg and Baron (1995: 170) contend that employees with many years of service perceived higher job satisfaction than their colleagues with less job experience.

Empirical research data of a study that was conducted in the United Kingdom indicated that teachers differed in job satisfaction in relation to the type of school in which they worked (Crossman and Harris 2006). The teachers who worked in independent and private schools in the United Kingdom indicated higher levels of job satisfaction than their colleagues in other types of schools. However, other research findings indicate that teachers in public and private schools did not differ in the job satisfaction levels significantly (Zhongshan 2007: 46).

Furthermore, earlier study findings indicated that teachers who worked in schools that are in the remote/rural areas were less satisfied with their jobs than those working in urban areas (Bennell and Akyeamong 2007). This implies that the location of school was a determinant factor of their differences in job satisfaction.

Job satisfaction is a multidimensional phenomenon and it is therefore argued by different scholars identify different job satisfaction factors or facets (Bolin 2007). However, the facets or factors they identify are somewhat similar content wise. The following are various scholarly works on the factors or facets that are associated with job satisfaction. The phenomenon of job satisfaction is associated with five main factors namely: achievements, recognition, work itself, responsibility and advancement, (Herzberg, Mausner and Snyderman 1959: 80) and they refer to these factors as the “basic satisfiers” or “motivators” (Herzberg et al. 1959: 114). The seven major aspects/factors of job satisfaction that are: administration, promotion, job nature, superiors, salary remuneration, working conditions and colleagues. Additionally, the teachers derive their satisfaction from such factors as: salaries, fringe benefits, educational policies and administration, working conditions, advancement opportunities, responsibilities within the job recognition, and so on. This implies that teacher job satisfaction can also be derived from what Herzberg refers to as “dissatisfier”, that is, salary, company policies, administration and working conditions among others.

Furthermore, Greenberg and Baron (1995), factors that are associated with job satisfaction are of categories and these are organizational and individual determinants. According to them, the organizational determinants include: reward system, perceived

quality of supervision, work and social stimulation and pleasant working conditions (Greenberg and Baron 1995). Whereas, the personal factors or determinants they list are: personality, job congruent with interest, status and seniority and general life satisfaction. This implies that job satisfaction is derived from both the organizational and the individual factors. In other words, in measuring workers job satisfaction one needs to study both the organizations and institutions in which they work and the individual employees themselves.

Shann (2001) found that teachers derived their job satisfaction from the relationship they had with their pupils and thus this factor was ranked higher than the rest of the job facets. The other factor that was also important according to her is job security. Conversely, in her study, the aspect of pay was ranked as the least of all among the fourteen facets. In other words, the participants in the study expressed low satisfaction with this job facet. Wood (2008) found that British employees derived their job satisfaction from supportive administration. According to the author, an informative and consultative administration makes employees comfortable with their jobs.

According to Woods and Weasmer (2002), workers job satisfaction is derived from colleague relationship that they enjoy at their place of work. It is very important for teachers to have time to share experiences. Ellis quoted in Latham (1998), argues that teachers motivation and job satisfaction are associated with intrinsic and extrinsic rewards. Intrinsic rewards include such issues as: professional development, nature of work itself and sense of achievement, while the extrinsic ones include pay and job security (Latham 1998). This implies that in studying employees' job satisfaction one has to incorporate these aspects.

Shafritz et al., (2005), argues that salary is the main demand which a worker is making of his employment and that what an employee wants is simply to be assigned work that he or she is supposed to do and the amount of money they will earn by the end of the day for such a job and nothing else. This implies that money is the main source of satisfaction to some employees. Other workers derive their satisfaction from being accepted and recognized by their supervisors and co-workers. In other words, teachers like other employees, derive their satisfaction from acceptance and recognition.

However, Maslow (1987: 7) argues that the human being is a wanting animal and rarely reaches a state of complete satisfaction except for short time. As one of the desires is satisfied, another pops up to take its place. When this is satisfied, still another comes into the foreground, and so on. This implies that good pay, acceptance and recognition do not make them always satisfied with their jobs. When teachers have indicated that they were satisfied with their job last year, it does not necessarily imply that they will be at the same level of job satisfaction presently or in the future.

According to Zembylas and Papanastasiou (2006:235) who studied the sources of job satisfaction and dissatisfaction in Cyprus, it is claimed that teachers derive satisfaction from such aspects as: working with children and seeing them grow and achieve, making a contribution to the society, working collaboratively with colleagues and achieving personal professional growth. They also found that pay, working time and vacation influence job satisfaction although they were not of great significance. Other researchers also argue that teachers in the United Kingdom and Australia derive their job satisfaction from aspects such as: “student achievement, helping students to modify their attitude and behavior, positive relationships with students and others, self growth,

mastery of professional skills, and feeling part of a collegial, supportive environment (Dinham and Scott 2000: 389).

Robbins and Judge (2008) assert that employees derive their job satisfaction from such facets as: the job itself, salary, possibilities to advance themselves, supervision, and relationship with their workmates. They argue that of all these job facets the enjoyment with the job itself indicated the greatest correlation to high job satisfaction levels on the overall. Additionally, they argue that majority of the employees focus quite often on the pay when talking about the phenomenon of job satisfaction.

According to Balzer et al., (1990), Smith, Kendall, and Hullin (1969) cited in Ngimbudzi (2009), the essence of job satisfaction can be captured by measuring five facets of a job-work itself, pay, promotions, co-workers, and supervision. They add that apart from examining employees' satisfaction using those five aspects general job satisfaction may be measured as well.

Similarly, Spector (1997: 3) argues that the most common facets or aspects of job satisfaction include the following: appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work itself, organization itself, organizations policies and procedures, pay, personal growth, promotion opportunities, recognition, security, and supervision.

According to Spector (1997), job satisfaction can be measured using the nine facets approach. In other words, the survey instrument has to include nine job satisfaction facets or factors and those facets include: pay, promotion, supervision, benefits,

contingent rewards, operating conditions, co-workers, nature of work and communication.

Similarly, Sierpe (1999) argues that job satisfaction is associated with eight facets and these include salary, promotion, supervision, fringe benefits, rewards, procedures, workmates and the nature of the job. However, Sierpe does not include communication in the above list of job satisfaction components or antecedents. This implies previous researchers do not concur on the facets of job satisfaction though some the facets are similar. In short, the previous studies reveal various job satisfaction facets or dimensions and these are as follows: recognition, nature of the job (job-itself), job security, communication, rewards, responsibility, salary, fringe benefits, promotion opportunities, collegiality (co-workers or social relations, acceptance), physical working environment or working conditions, supervision/leadership styles, achievement and advancement or personal growth opportunities. Most of these aspects were identified by researchers from developed countries and just a few from developing countries such as South Africa. However, some scholars emphasize on just five or six of those facets, nonetheless this study measures teacher job satisfaction using most of the facets stated above.

Albanese (2008) associates job dissatisfaction with: monthly salaries, incapable and unsupportive administrators and lack of collegial relationship with co-workers. Incapable leaders and salary were key factors that influenced job dissatisfaction. This implies that teachers' job dissatisfaction is associated with leadership or managerial incapability.

Herzberg, Mausner and Snyderman (1959: 81), list five factors that are said to influence workers job dissatisfaction and these are: company policy and administration, supervision-technical, salary, interpersonal relations-supervision and working conditions. According to them those factors are referred to as dissatisfies.

According to Shann (2001:69) teachers were uniformly dissatisfied with their level of participation in decision making. This implies that denial of opportunities for teachers to participate in decision-making may make them dissatisfied with their job.

Job satisfaction results in teachers' performance, job turnover, absenteeism and involvement in teachers' union activities (Organ and Bateman, 1991; Robbins, 2005; Robbins and Judge, 2008).

According to Latham (1998: 83) job satisfaction can do far more than help retain teachers; it can improve their teaching. This implies that satisfied teachers can contribute significantly to the improvement students' academic performance and school effectiveness at large. Similarly, Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention.

Travers and Cooper (1996), claim that low satisfaction with salary and the lack of promotion opportunities contributed significantly to teachers' intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remains in the job. However, recent survey conducted among 245 human resource representatives and 7,101 workers in United States of America revealed that

employees do not remain in their jobs because of good salaries and fringe benefits, but they stay because of the collegial relationship with co-workers and managers (Office Pro, 2008).

2.4.2 Empirical literature review in Africa

Research findings indicate that both hygiene and motivators or work-related needs of employees are predictors of job satisfaction among Nigerian teachers (Ololube 2007: 6). His findings are contrary to Herzberg's Two Factor Theory which differentiates satisfiers from dissatisfiers. This implies that both hygiene and motivators influence job satisfaction among employees.

Early research studies concluded that the overall levels of teacher job satisfaction and motivation in Malawi are low in both primary and secondary schools. In particular teachers are highly dissatisfied with their remuneration and other conditions of service. Kadzamira and Chibwana (2000), there is also a broad consensus among other stakeholders including community members and students that poor incentives and conditions of service have resulted in low morale and thus poor performance among teachers.

A result of study conducted by Khamis et al., (2012) in Nigeria discovered significant relationship between job satisfaction and organizational commitment while teachers cherishing promotion, improvement of salaries, welfare package and conditions of services which were far-cry. Conceivably, preceding empirical researches suggest impact of job satisfaction factors (e.g. promotion, salary, working conditions, company

policy, interpersonal relation, advancement, supervision quality etc) on organizational commitment but in a varying impacting degree.

According to Lewis et al., (1995), the research conducted in sub Saharan Africa found that; the work and living environments for many teachers are poor, which tends to lower self-esteem and is generally de-motivating. Housing is a major issue for nearly all teachers. The struggling teacher is an all too common sight, especially in primary schools. High proportions of teachers remain untrained in many LICs, which adversely affect can- do motivation. Too often, teachers are thrown in at the deep end with little or no induction. Multi-grade teaching is common in LICs, but most teachers are not adequately prepared for the special demands of this type of teaching. Individual teacher characteristics can also adversely impact on motivation levels. In particular, the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition.

Bennell (2004), a key feature of the teaching force in most LICs is its heterogeneity, particularly with respect to educational attainment and professional training. Teachers range from those with post-graduate qualifications to primary school leavers with minimal levels of pre-service training. In most primary schools in Africa, teachers with certificate level pre-service training predominate. Consequently, as an occupational group, teachers do not have the equivalent level of education and training nor the cohesiveness as well established professions, such as medical doctors, engineers and lawyers, which have uniformly high academic entry qualifications. Teachers are often

only slightly better educated than their students. In primary schools in some African countries (e.g. Madagascar, Malawi), most teachers have only two years of secondary education.

2.4.3 Empirical literature review in Tanzania

Davidson (2007) conducted a survey on teacher motivation in Tanzania and he found that most teachers were unhappy with their pay, fringe benefits, teacher's accommodation, their promotion position, status and number of lessons allocated. This implies that they had a low level of job satisfaction. Moreover, Bennell and Akyeampong (2007) conducted a survey on teacher motivation found that young Tanzanian teachers were less satisfied with their job than their older counterparts who felt being teachers by profession was a privilege. This implies that teachers differed significantly in job satisfaction with regard to age.

Al-Samarrai and Bennell, (2003), teaching has become employment of the last resort among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation. Around one-half of junior (Form 4) secondary school leavers in Malawi and Tanzania who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is a staggering 81 per cent.

Davidson (2005) showed that though many factors affect the quality of education in Tanzania, a key factor and one that largely has been neglected in government documents and plans is teacher motivation. A pressing need exists for efforts to improve teacher motivation, primarily through improvements in teacher welfare. This need is

fuelled both by the government's moral obligation to improve teachers' lives and by the very real possibility that a failure to address these problems will undermine the government's attempts to achieve high-quality, sustainable UPE.

According to Nguni et al., (2006), the study conducted in public primary schools in Tanzania found that dimensions of transformational and transactional leadership have varying degrees of influence on teacher work attitudes and behavior including organizational commitment, organizational citizenship behavior, and job satisfaction.

MOEC (1995:2001), the issues related to teacher motivation within government documents is evidence of the administration's lack of concern. Though Tanzania's Education and Training Policy did have a separate section entitled the "Service and Working Conditions of Teachers," which discussed the importance of teachers' job satisfaction, irregular salary payments for teachers, lack of proper housing for teachers, the low status accorded to teachers, inadequate teaching facilities, and the need to enhance the professional and individual welfare of teachers.

2.5 Research gap

A number of studies have been conducted to determine the factors for job satisfaction, most of reviews have been done in America (USA), Asia and Africa. Authors such as Spector (1997), Zhongshan (2007), Bolin (2007), Herzberg et al., (1959), Belzer et al., (1990), Davidson (2007) etc wrote about the factors for job satisfaction such as salary, supervision, promotion, age, relationship with co-workers etc. however studies conducted in Tanzania concerning job satisfaction among teachers concentrate the problem on secondary school teachers both private and public where they complain

about job content factors and environmental factors. They do not address the strategies to enhance job satisfaction. This study examined the factors that contribute to job satisfaction among public primary schools teachers in Tanzania particular at Temeke Dar es Salaam and show the strategies that can be used by the government to satisfy teachers' attitudes and perception towards job satisfaction.

2.6 Conceptual frame work

Independent variables

dependent variable

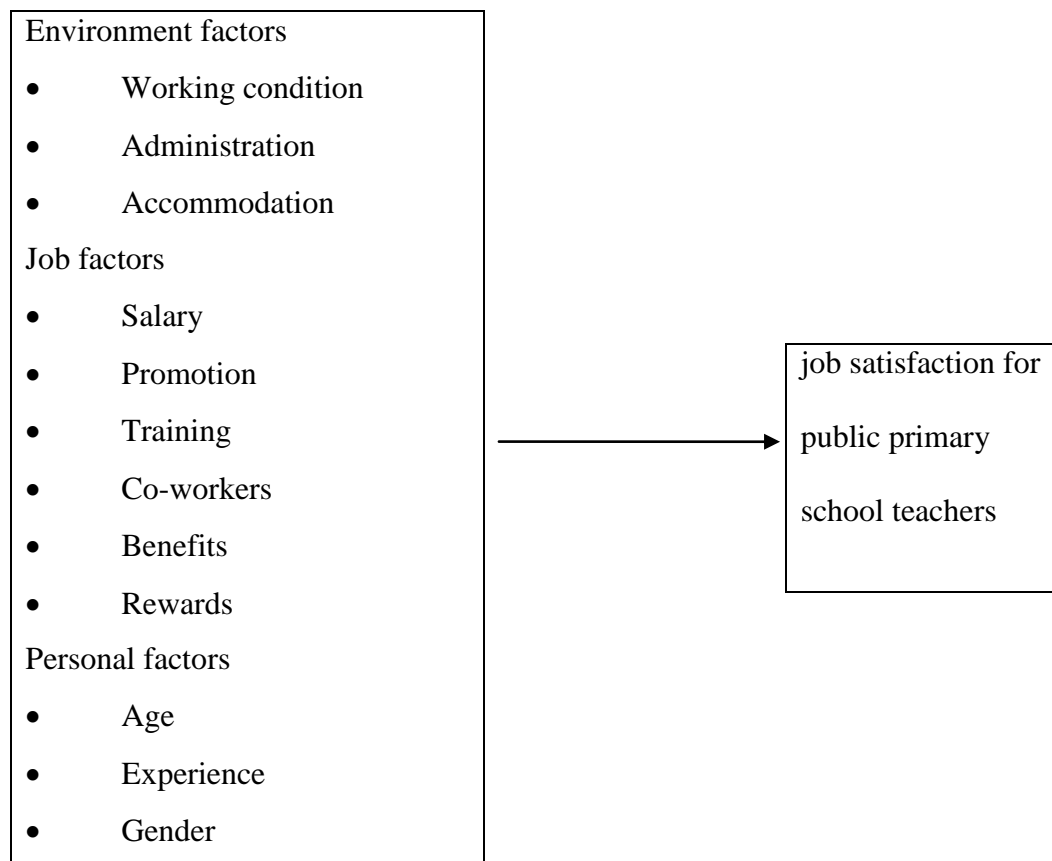


Figure 2.1: Conceptual Frame work

Source: field data

2.7 Theoretical framework

The theoretical framework guided this study as shown in figure 2.1 above. It explained different factors discussed by scholars in reviews; the factors are environment factors which includes working condition, administration and accommodation. Job factors include salary, promotion, training, benefits and co-workers, and personal factors that are age and experience. This study goes through these factors to examine the contribution of the aspects among public primary school teachers at Temeke Municipal Council.

The study revealed that there is a strong relation between job satisfaction and the independents variables, it is because the analysis justify the relations through the use of statistical package for social sciences where the data indicated that the number of respondent who were assessed with the instrument. There is a relation between the environmental factors and job satisfaction where by employees were not satisfied with accommodation, working condition and administration cooperation. Also there is a strong relation between employees' job satisfaction and job content factors were by the responses were dissatisfied with salary, promotion, training, co workers, benefits and rewards. Demographic factors indicated that age, experience, gender and level of education were varying, the short the year of service the higher level of dissatisfaction and the log service the higher the level of satisfaction.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the part of research proposal that the researcher used so that the researcher may conduct the research. The research methodology knowledge helped the researcher to study and conduct research methodology clearly so that may understand each part supposed to go through to conduct a study which provided the methodology to be used for the problem. The research methodology in this study comprises the following sections; research design, survey population, sampling design and procedures, variables and measurement procedures, methods of data collection, reliability and validity of data and data processing and analysis.

3.2 Research design

Research design is the arrangement of conditions for collection and analysis of data in the manner that aims to combine relevance to the research purpose with economy in procedure. Decision regarding what, where, when, how much, by what means concerning an inquiry or a researcher a design (Fisher 2004:31)

Research paradigm: The researcher uses quantitative paradigm because study needs to assess the factors for job satisfaction among the public primary school teachers so that any reader can go through the study. The data collected was analyzed by using data analysis technique.

Research strategies: The survey study strategies used, this is because the researcher visited physically the real place. The study employed questionnaire instrument to collect data from 105 teachers who selected as the sample size.

Research approach: Deductive approach was used in this study so that it is easier in predication of the data. Since the study concerned to examine the factors for job satisfaction among teachers in public primary schools in Temeke the quantitative approach is used.

Time line; the time line used in this part is cross sectional study because the research dealt with examining job satisfaction among public primary school teachers.

Therefore the research design help the researcher to explore the paradigm, strategy, research approach, and time line to collect data from the respondents and the ways of representing it.

3.3 Area of the study

This survey study of examine the factors that contribute to job satisfaction among public primary school teachers conducted in Dar es Salaam at Temeke Municipal Council where the sampling frame established among seven schools. The reason of selecting the area is based on the fact that the researcher experience a mass of teachers employed in Temeke are upgrading in higher learning institution while others they pursue their professional and others change their professional to the paying ones. Also the numbers of teachers are struggling in getting accommodation around school compound which cause some of teachers to change the classrooms to houses for teachers.

3.4 Survey population

This part of research indicates the selected area where the study took place. It was the actual area where the researcher visited during the field study to collect data. The respondents whose were involved at the study were public primary school teachers employed at Temeke Municipal Council. According to Spector (1997), job satisfaction can be measured by interviewing or administering a survey instrument to the sample population. However, interviews are rarely used. In most cases, the studies on the phenomenon of job satisfaction conducted using a survey instruments. Measuring or examining teachers' job satisfaction required a scientific instrument to gather data from the selected sample population.

3.5 Sampling design and sample size

This part helps the researcher to draw a suitable sample from the population, where he selected numbers of respondents to the study and decided the techniques of obtaining them which was systematic sampling according to the nature of the study. In the current study, a probability sampling procedure was adopted in selecting the study sample. The main reason for adopting it in this study was the fact that the primary schools in Temeke Municipal Council are closely.

3.5.1 Sample size

According to Cohen, Mansion and Morrison (2007), researchers are required to collect data from a smaller number of participants who are part of the large population or group and that smaller number is what is referred to as a sample. Scholars like Jonathan (2013) recommend that the participants in survey studies should not be less than 100. The sample size refers to the number of sample to be selected from Temeke Municipal Council - Dare s salaam to constitute the sample. The sample needs only 105

respondents from seven schools which are; Minazini, Kurasini, Kiungani, Barracks, Mivinjeni, Moringe and Sokoine primary schools where the researcher needed only 15 respondents in each school.

Table 3.1 : Sampling frame and sample size

SAMPLE SIZE						
S/N	SCHOOLS	POPULATION	HEAD TEACHERS	ACCADEMIC TEACHERS	OTHER TEACHERS	TOTAL SAMPLE SIZE
1	MINAZINI	24	1	1	13	15
2	KURASINI	26	1	1	13	15
3	KIUNGANI	34	1	1	13	15
4	BARRACKS	28	1	1	13	15
5	SOKOINE	26	1	1	13	15
6	MIVINJEN	33	1	1	13	15
7	MORINGE	53	1	1	13	15
	TOTAL	224	7	7	91	105

Source: Field data

The formula = $\frac{\text{Total number of teachers (N)}}{\text{Sample size}}$

Sample size

The researcher took the number of teachers employed in each primary school and divide them by the sample size, after that the answer considered it as a position. The position helped to peak a teacher after that position obtained. The decimal number obtained considered as a whole number because there is no half person.

Below is the table that show the number of questionnaires surveyed in seven public primary schools in Temeke Municipal Council. The number of questionnaire distributed were 105, but the numbers returned for data collection were 96 questionnaires from respondents only which represent 91.4% of all respondents. Only 8.6% of the questionnaires from 9 respondents were not received.

Table 3.2: Numbers questionnaires received

S/N	School surveyed	Number Questionnaire surveyed	Total Number of questionnaire received	Percentage %
1	Minazini	15	15	100
2	Kurasini	15	14	93.3
3	Kiungani	15	14	93.3
4	Barracks	15	12	80
5	Sokoine	15	14	93.3
6	Mivinjeni	15	14	93.3
7	Moringe	15	13	86.7
	TOTAL	105	96	91.4

Source: Field data

3.5.2 Sample design

The researcher employed probability sampling to select the sample size; the technique helped the researcher to get respondents, who involved in this study.

3.5.2.1 Systematic sampling

Systematic sampling involves selecting the sample at regular intervals from the sampling frame. This technique employed to teachers since they are good reliable sources of data of the problem addressed in chapter one. The researcher obtained the sample of teachers from the head of school office where the number of teachers are listed. Also the researcher requested the list of daily teacher register so as to avoid

considering some few teachers who have a leave for study, others for maternity and those who are sick. The respondents were picked in every number from the total respondents after divided the total by the sample required in each school.

3.6 Variables and measurement procedures

Fisher (2010), measurement and statistical methods are often sensible ways of establishing whether there are associations between variables. But it is not the case that all realistic research must be statistical. The researcher requested the respondents to fill the structured questionnaire accordingly then took it to statistical package for social sciences.

3.7 Methods of data collection

This part involved the following methods that helped the research to gather information.

3.7.1 Primary data

Primary data were the data collected by the researcher himself /herself from the field for the purpose of answering research questions/statements. Observation and questionnaire are common research tools used to collect primary data. These two methods are discussed in details to equip researcher with the knowledge of how they used to obtain the required data. Through this method the researcher analyzed the primary data collected from Temeke public primary school to gather the information required by the structured questionnaire distributed to teachers.

3.7.2 Secondary data

Secondary data are obtained from literature source or data collected by other people for some other purpose. Thus secondary data provide second hand information and include

both raw data and published one Saunders et al., (2000), some of the data collected and stored by organizations include details on the payroll, income statements, research and copies of letters and minutes of meetings, newspapers, journals and text books are source of secondary data.

3.8 Data collection tools

In this study, data collection tools that were suitable for the data collection done through the use of survey instruments, the tool were questionnaire, observation, and documentary for quantitative data.

3.8.1 Questionnaire

The researcher prepared a set of statement that are factors which describes the job satisfaction responded by the teachers of public primary schools that enabled the researcher to gather information for the study. The structured instrument used in order to capture the quantitative data and also to simplify the data analysis. In this case, a five Likert-type scale survey instrument were suitable for this particular study (Kerlinger 1978). According to Gall, et al., (2007:644), the concept Likert Scale refers to a measure that asks individuals to check their level of agreement with various statements about an attitude object (e.g., strongly agree, agree undecided, disagree, or strongly disagree).

The collection of data for this study was done from the 9th June to the 27th June 2014. The questionnaires were sent to the respondents and collected by researcher. In this study, a self designed 5-Likert scale survey instrument was employed in collecting quantitative data. The instrument consisted of two parts; the first part consisted of personal factors which are gender, age, experience and education.

The second part of the survey was entitled Teacher Job Satisfaction Survey which consisted of 26 five Likert scale items (i.e. 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree & 5= Strongly Agree) items related to various factors of job satisfaction. Using the scale stated above, the participants were supposed to indicate their satisfaction with each of the job satisfaction factors by putting a tick (√) in appropriate spaces provided in a questionnaire.

3.8.2 Observation research

The degree of openness or pre-coding that used in observational studies considered in more detail. This is partly because observation provides good examples to illustrate the differences between open and pre-coded research, and also it may encourage using observation which is relative understood method (Fisher 2010).

3.8.3 Documentary research

Fisher (2010), research using documentary material can take an open and pre-coded form. In an open approach to texts and documents the researcher may be trying to understand, for example how rhetorical techniques are used to try to persuade the reader to a point of view.

3.9 Reliability and validity of data

In this reliability and validity were applied to test the variables computed using statistical packages for social sciences (SPSS). This implies that the instrument employed was reliable and were valid to what was supposed to measure.

3.9.1 Reliability

Spector (1997) defines the term reliability as the consistency in measurement; that is if we repeatedly assess job satisfaction of a person will we get the same number each time? In ensuring that the instrument that used to measure teacher job satisfaction is

reliable, the instruments were administered. Saunders (2006), reliability is common with robustness of the questionnaire and whether it will produce consistent findings at different time and under different conditions. Hence the research based on primary data collection accompany with questionnaire finding with selected respondents enabled the research to do it. The reliability of the instrument 26 teachers' job satisfaction survey items was computed using SPSS. This implies that the instrument employed in this study was reliable.

The study involved many participants, that is a large sample size (N=105) and this helped to ensure the survey instruments reliability as supported by Cohen, Manion and Morison (2007) who contend that "the larger the sample the better, as this not only gives greater reliability but also enables more sophisticated statistics to be used." In other words, the current study involved a large number of teachers and this helped to make the instrument reliable.

Lastly, their current study employed the factor analysis technique to identify the principal factors from the 26 items in the questionnaire. This technique helped to improve the reliability of the instrument. The fact that factor analysis was adopted in the study helped to improve the reliability of the study.

3.9.2 Validity

The study was valid to the methodological approach which was applied. Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the criterion and indicates the degree to which instrument measure what is supposed to measure. An instrument is valid if it measures what is supposed to be measure. To

ensure validity of the data the instruments were employed to avoid bias (Cohen et al., 2007). There were several things that were done ensure validity of the instrument employed in the study and these included the following. The items in the Teachers job satisfaction survey part two were mixed up to avoid biasing the respondents. This helped to reduce validity-related risks and increase reliability levels.

3.10 Data processing and analyzing

Data was processed and analyzed in different ways. The questionnaires were coded and analyzed using the SPSS version 16.0 computer software. The personal information for the 96 participants was calculated using descriptive statistical technique while factor analysis was computed to analyze the 26 items in the questionnaire. Therefore, descriptive statistical techniques were used to obtain frequencies, analyze and summarize data before making inferences. The frequencies command provides descriptive statistics for total number of study participants. Descriptive statistical techniques were also used to determine the factors that teachers are satisfied with.

The methods that were employed to analyze data were quantitative research. Dawson (2002), for quantitative data analysis, issues of validity and reliability important. Quantitative research endeavor to show that their chosen methods succeed in measuring what they suppose to measure. For quantitative data, the analysis can be left until the end of the data collection process, and if it is a large survey, statistical software is the easiest and most efficient method to use.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS

4.1 Introduction

This chapter present and discuss the study findings obtained for the data collected in relation to three objectives set in chapter one. The study assesses the factors contributing to job satisfaction among public primary school teachers in Temeke. Structured questionnaires, documents and observation methods were used.

4.2 Presentation of findings

A total of 105 questionnaires were distributed to seven primary school teachers at Temeke Municipal Council and 96 (N=96), that is 91.4% were received (Table 3.2). All the 96 completed surveys met the criteria and therefore they were included in this study and were entered in the SPSS software and provide descriptive statistics that contain the total number of respondents responded to each item with the minimum and maximum of it as well as mean and standard deviation. (See the table 4.28 Descriptive statistics).

4.2.1 Research question one

What are the environmental factors of job satisfaction among public primary school teachers?

This research question ought to explore the factors which primary school teachers in the Municipal felt satisfied with. To obtain the answers to the question, the descriptive statistical techniques were performed and the results were as follows.

4.2.1.1 Accommodation

The respondents showed that teachers were not satisfied with accommodation. 37.5% of the respondents gives a strong disagree which is negative attitude for the statement of being unhappy with accommodation also 52.1 % of the respondents gives disagree a negative attitude of being not satisfied with accommodation. This make a total of 89.6 % of the respondents give negative attitude to the statement. The results of this study support Herzberg et al., (1959), findings on the aspects of accommodation and nature of the job as satisfiers.

Table 4.1: The level of Accommodation

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	36	37.5	37.5	37.5
	Disagree	50	52.1	52.1	89.6
	Neutral	3	3.1	3.1	92.7
	Agree	6	6.2	6.2	99.0
	Strong agree	1	1.0	1.0	100.0
	Total	96	100.0	100.0	

Source: field data

4.2.1.2 Co-workers

According to respondents' responses they revealed that cooperation with co workers bring satisfaction to teachers. The study revealed that 75% of the respondents they enjoy a good cooperation they receive from fellow teachers, 16.6% of the respondents gave a negative attitude that cooperation with fellow mates had no contribution on job satisfaction. Also 8.3% of the respondents they do not know whether cooperation had contribution on job satisfaction. The present findings are in line with Woods and Weasmer (2002) who claim that workers job satisfaction is derived from collegial

relationship (co-workers). This means that teachers need to have time to share experience, knowledge and skills to fellow work mates.

Table 4.2: Co workers

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	3	3.1	3.1	3.1
Disagree	13	13.5	13.5	16.7
Neutral	8	8.3	8.3	25.0
Agree	65	67.7	67.7	92.7
Strong agree	7	7.3	7.3	100.0
Total	96	100.0	100.0	

Source: field data

4.2.1.3 Relationship

The study revealed that 9.4% of the respondents gave the negative attitude on the issue concerning with having a good relationship with fellow teachers. 86.5% of the respondents gave a positive attitude on relationship with fellow teachers, this show that the teachers are satisfied with fellow workers. 6.2% of the respondents they do not know whether the relationship contributes anything on job satisfaction. The descriptive statistical technique revealed that the majority of the respondents who were representing other teachers in public primary schools more satisfied with this job satisfaction factor. Relationship as the factor considered in this study motivates the employees because there is no single factor that can satisfy all teachers. So relationship in a work place and other factors such as recognition from the community, cooperation from workmates, freedom and autonomy in the place of work, cooperation from school management

team, teaching is an interesting job, professional ability for doing job, led to job satisfaction.

Thus the employees are enjoying good relationship with co workers in a work place.

Table 4.3: The level of relationship with fellow teachers

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	2	2.1	2.1	2.1
Disagree	5	5.2	5.2	7.3
Neutral	6	6.2	6.2	13.5
Agree	72	75.0	75.0	88.5
Strong agree	11	11.5	11.5	100.0
Total	96	100.0	100.0	

Source: field data

4.2.1.4 Freedom in a workplace

The study discovered that 40.6% of the respondents they do not have freedom in a workplace and 44.7% indicate that they have freedom in the workplace while 14.6% of the respondents they do not know if they enjoy much freedom in the workplace. Herzberg et al., (1959), in their theory they identify five factors that influence both motivation and job satisfaction and these include: recognition, achievement, advancement, responsibility, and work itself. They refer to these antecedents as “satisfiers” or “motivators”. Additionally, they contend that the above factors are associated to job satisfaction rather than job dissatisfaction. The results are consistent with Herzberg’s Two-Factor Theory in which freedom referred to as satisfiers.

Table 4.4: The level of freedom in a work place

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	11	11.5	11.5	11.5
Disagree	28	29.2	29.2	40.6
Neutral	14	14.6	14.6	55.2
Agree	37	38.5	38.5	93.8
Strong agree	6	6.2	6.2	100.0
Total	96	100.0	100.0	

Source: field data

4.2.1.5 Recognition

Responses on the satisfaction concerning with job was that 55.3% of the respondents gave a negative attitude on the recognition they receive from the community and 11.5% they do not know if the community recognize them. Only 33.3% gave a positive attitude on the recognition they receive from the community. The study discovered that the community recognition on teaching professional contribute to job satisfaction. The results of this study support Herzberg et al., (1959) findings on the aspects of recognition and nature of the job as satisfiers.

Table 4 5: The level of recognition

Responses		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	11	11.5	11.5	11.5
	Disagree	42	43.8	43.8	55.2
	Neutral	11	11.5	11.5	66.7
	Agree	29	30.2	30.2	96.9
	Strong agree	3	3.1	3.1	100.0
Total		96	100.0	100.0	

Source: field data

4.2.1.6 Management cooperation

The study revealed that 38.5% of the respondents gave a negative attitude on the cooperation they receive from school team management, 11.5% of the respondents they did not know if they receive cooperation in school management team while 50% of the respondents they satisfied with the cooperation they receive from the management. Therefore school management team had a contribution on workers job satisfaction. Previous studies are consistent with these findings that management support and care is associated with teachers' job satisfaction. Workers are satisfies in a workplace if every day they came and go out peaceful without any threat from the management, hence management cooperation contribute to job satisfaction. This implies that teachers' job satisfaction is associated with managerial capability of enabling the workers to perform their responsibility.

Table 4.6: The level of management cooperation

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	10	10.4	10.4	10.4
Disagree	27	28.1	28.1	38.5
Neutral	11	11.5	11.5	50.0
Agree	44	45.8	45.8	95.8
Strong agree	4	4.2	4.2	100.0
Total	96	100.0	100.0	

Source: field data

4.2.1.7 Skills

The study discovered that 27.1% of the respondents gave a negative attitude that teaching professional does not give them opportunity to use all the skills while 7.3% of them did not understand if the professional provide them with opportunity of using their skills and the rest percentages which are 65.6% responded that teaching professional provides them with opportunity of using all the skills. The study observed that the teachers are creative in whole process of teaching if they are provided enough materials. Therefore skills contribute to job satisfaction since the more teachers acquire new skills the more they became creative and improve the quality of education which led to good performance to pupils.

Table 4.7: The level of skills

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	5	5.2	5.2	5.2
Disagree	21	21.9	21.9	27.1
Neutral	7	7.3	7.3	34.4
Agree	61	63.5	63.5	97.9
Strong agree	2	2.1	2.1	100.0
Total	96	100.0	100.0	

Source: field data

4.2.1.8 School environment

The study discovered that 57.3% of the respondents they did not satisfied with school physical environment while 38.5% of them gave a positive attitude that they are satisfied with school environment. The respondents revealed that although they employed in Municipal does not matter if the pay from employer can not satisfied them to have all the expenses they need, but contradict them on the aspect of physical working environment in which participants in the study indicated that they are to some extent happy with their schools physical and environmental working conditions and others not.

Table 4.8: School physical environment

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	13	13.5	13.5	13.5
Disagree	42	43.8	43.8	57.3
Neutral	4	4.2	4.2	61.5
Agree	36	37.5	37.5	99.0
Strong agree	1	1.0	1.0	100.0
Total	96	100.0	100.0	

Source: field data

4.2.1.9 Value of responsibility

The study revealed that 35.4% of the respondents gave the negative attitude on the value contribution they receive from their fellow teachers and 58.3% gave a positive attitude that their fellow teachers value their contribution in school. This study discovered that the other teachers as shown from the data that 35.4% did not value the contribution of fellow teachers, it is because of the differences they have on job satisfaction. This implies that teachers are satisfied with jobs if the fellow work mates value their responsibility done in a work place.

Table 4.9: The level value of contribution

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	4	4.2	4.2	4.2
Disagree	30	31.2	31.2	35.4
Neutral	6	6.2	6.2	41.7
Agree	50	52.1	52.1	93.8
Strong agree	6	6.2	6.2	100.0
Total	96	100.0	100.0	

Source: field data

4.2.1.10 Transfer

The study revealed that 62.5% of the respondents had intention to transfer to another school while 27.1% had no any intention to transfer to another school and 10.4% of them did not have idea on it. The responses on this statement have a barrier because it was a negative statement and this make difficult to understand it. Transfer contribute to job satisfaction because an employee may be transferred to a school with good environment were he/she could get the needs, also in transfer of an employee the employer should pay disturbance allowances.

Table 4.10: The level of transfer to another school

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	13	13.5	13.5	13.5
Disagree	47	49.0	49.0	62.5
Neutral	10	10.4	10.4	72.9
Agree	22	22.9	22.9	95.8
Strong agree	4	4.2	4.2	100.0
Total	96	100.0	100.0	

Source: field data

4.2.1.11 Geographical location

50% of the respondents were not comfortable with geographical location of school; this is due to number of teachers living in squatters' areas and some of them they live far from school were they need to take more than one bus to reach the work station. 41.6% of them were comfortable with school location while 8.3% were neutral to the statement. So geographical location contribute to job satisfaction hence the more the worker lived in a place with security and other important services feels comfortable.

Table 4.11: Geographical location of the school

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strong disagree	9	9.4	9.4	9.4
Disagree	39	40.6	40.6	50.0
Neutral	8	8.3	8.3	58.3
Agree	34	35.4	35.4	93.8
Strong agree	6	6.2	6.2	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2 Research question two

What are the job content factors of job satisfaction among public primary school teachers?

4.2.2.1 Salary

This study shows that teachers were not satisfied with salary, both respondents with young ages and old ages as well a short service and long service. Therefore salaries were not satisfied to teachers with short services but the longer services were satisfied.

98.9% of the respondents shows a negative attitude on the issue concerning with salary. Thus lack of enough salaries to teachers is the cause of dissatisfaction. Previous study conducted on teacher motivation in Tanzania by Davidson (2007), revealed that teachers were not happy with pay, fringe benefits, and promotion.

Table 4.12: The monthly salary

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	51	53.1	53.1	53.1
Disagree	44	45.8	45.8	99.0
Strong agree	1	1.0	1.0	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.2 Promotion

The respondents' revealed that there were not satisfied with the promotion procedures and opportunities. 77.1% of respondents showed that they were not satisfied with promotion and only 19.8% of the respondents gave a positive attitude about promotion. Teachers are promoted in every three years where they should enter in a new salary scale, the new scale contain a new salary, if three years are not considered in promotion sometimes OPRAS may be used, hence promotion contribute to job satisfaction.

Table 4.13: The level of promotion

Respondent Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strong disagree	31	32.3	32.3	32.3
Disagree	43	44.8	44.8	77.1
Neutral	3	3.1	3.1	80.2
Agree	19	19.8	19.8	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.3 Training

Finding from the field showed that teachers were not given training, so that it lead to them not in a good position of advancing in teaching and hence dissatisfaction. The total 90.6% of respondents shows negative attitudes on provision of training. Also in this study 9.4% of respondents showed positive attitudes on training and, the observation revealed that those respondents were head teachers and other who are in management team. Training led to job satisfaction because the teachers learnt new methods according to the change of science and technologies in the world.

Table 4.14: The level of training provided

Respondent Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	62	64.6	64.6	64.6
Disagree	25	26.0	26.0	90.6
Agree	7	7.3	7.3	97.9
Strong agree	2	2.1	2.1	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.4 Interest in teaching

The study revealed that 30.2% Of the respondents had no interest in teaching, this is because some of them after completion of ordinary secondary level and their expectation failed due to lower scores division three or four that does not allow to continue with advance secondary level they ought to join teaching college as an alternative, 66.7% of the respondents show positive response of having interest in teaching profession. Thus without interest of teaching it is impossible to an employee to be satisfied with this factor of job satisfaction

Table 4.15: The level of interest in teaching

Responses		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	10	10.4	10.4	10.4
	Disagree	19	19.8	19.8	30.2
	Neutral	3	3.1	3.1	33.3
	Agree	40	41.7	41.7	75.0
	Strong agree	24	25.0	25.0	100.0
	Total	96	100.0	100.0	100.0

Source: field data

4.2.2.5 Increment of salary

The study discovered that 88.6% of the respondents gave negative attitude on the statement concerning increment. The respondents were not satisfied with the fringe benefits from the employer. The increments were added very little ones a year in each financial year which started from June to July each year. Also 9.4% of the respondents were satisfied with the increment and 2.1 % were neutral with the statement. Increments in salary contribute to job satisfaction hence it increase the salary and enabled the worker to afford some other expenses that could not get before.

Table 4.16: The level of salary increment

Responses		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	35	36.5	36.5	36.5
	Disagree	50	52.1	52.1	88.5
	Neutral	2	2.1	2.1	90.6
	Agree	9	9.4	9.4	100.0
	Total	96	100.0	100.0	

Source: field data

4.2.2.6 Ability of performing job

The study revealed that 38.5% gave a negative attitude that there were not satisfied with the ability they have on performing their responsibility while 49% gave a positive attitude that there were satisfied with the ability they had on doing their teaching activities. Therefore the study discovered that the reason for the negative responses from the respondents was due to lack of training and insufficient teaching material. So the ability of doing work led to job satisfaction as it enabled the workers to enjoy the responsibility taken.

Table 4.17: The level of ability for doing job

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	8	8.3	8.3	8.3
Disagree	29	30.2	30.2	38.5
Neutral	12	12.5	12.5	51.0
Agree	43	44.8	44.8	95.8
Strong agree	4	4.2	4.2	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.7 Rewards

The study revealed that in teaching professional the employer did not provide rewards, 94.8% of the respondents were dissatisfied with rewards while 4.2% the observation revealed that, those who satisfied were among the management team who sometimes receive it for good management while 1% were not understand whether they satisfied or dissatisfied with the rewards. The employee satisfies with job if the employer used to

provide rewards to workers for doing good job. Thus previous study revealed that employees were not satisfied with rewards because the employer did not provide rewards.

Table 4.18: The level of rewards

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	47	49.0	49.0	49.0
Disagree	44	45.8	45.8	94.8
Neutral	1	1.0	1.0	95.8
Agree	4	4.2	4.2	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.8 Payment of teachers

81.2% of the respondents indicated that they were not satisfied with payment made by employer while 11.5% of them gave neutral responses this may cause by behavior which people undertook the professional they understand is a low paying job and only 2.1% were satisfied with the payment. Teachers are paid low salary compared to other professionals under took the same years in their courses. For example nurses who pursue four years after completion of ordinary level are paid more than diploma teachers who pursue four years after completion of ordinary level. The observation discovered that degree teacher holders are even paid low than nurses who holds a diploma. The amounts of payment made by employer contribute to job satisfaction if paid accordingly to the responsibility.

Payment is the main demand which a teacher is making of his/her employment and that what a teacher wants is simply to be assigned work that he or she is supposed to do and the amount of payment they will earn by the end of the month for such a job and nothing else. This implies that payment is the main source of satisfaction to some teachers.

Tanzania teachers as represented by the sample of seven schools in Temeke found that teachers were less satisfied with their job because the employer does not pay them enough to afford the daily expenses. Therefore the study revealed that payment to teachers are very important hence it bring satisfaction to teachers.

Table 4.19: The level of payment by employer

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	28	29.2	29.2	29.2
Disagree	50	52.1	52.1	81.2
Neutral	5	5.2	5.2	86.5
Agree	11	11.5	11.5	97.9
Strong agree	2	2.1	2.1	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.9 Challenges of teaching professional

The study revealed that 27.1% of the respondents gave the negative attitude that they face challenging in teaching professional while 70.8% gave the positive attitude that teaching professional is a challenging job and 2.1% did not agree or disagree.

A challenging contributes job satisfaction because the more the work brings challenges the more it led to improvement of work and efficiency. The workers experienced new opportunities in a workplace and the environment if he/she met challenges in daily activity. Therefore challenges in teaching professional led to job satisfaction.

Table 4.20: The level of challenging in job

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagreed	6	6.2	6.2	6.2
Disagree	20	20.8	20.8	27.1
Neutral	2	2.1	2.1	29.2
Agree	60	62.5	62.5	91.7
Strongly agree	8	8.3	8.3	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.10 Promotion procedures

The study discovered that promotion procedures were not considered by employer because the employee was supposed to be promoted after three years and this study revealed other employees to work up to four or five years without promotion that

supported by 78.1% of the respondents who gave negative attitudes, only 18.7% gave the positive attitudes about the promotion procedures and 3.1% of the respondents whose their responses were neutral discovered that there were less than three years in teaching professional.

The observation shows that there are many teachers who had worked more than ten years and are not promoted, some of them were dormant because they reach the pick of grades meaning that they did not upgrading after completion of college and awarded grade 'A' certificate. The study discovered that promotion procedures led to job satisfaction if the employer considers the process and procedures of promotion.

Previous study conducted on teacher motivation in Tanzania revealed that teachers were not happy with promotion procedures (Davidson 2007), similarly in the present study indicated low satisfaction with this factor of promotion.

Table 4.21: The promotion process and procedure used

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	29	30.2	30.2	30.2
Disagree	46	47.9	47.9	78.1
Neutral	3	3.1	3.1	81.2
Agree	17	17.7	17.7	99.0
Strong agree	1	1.0	1.0	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.11 Seminars

The study discovered that 86.5% of the respondents had never got any opportunity of attending seminars within and outside the school and 12.5% of the respondents had attended seminars within and outside; the observation revealed some of them may be in management team who mostly attended the seminars called by the employer or any organization for management purposes. Seminars contribute job satisfaction because most of that conducted outside the school environment pay the employees attended 5% their basic salary in each day they attended.

Table 4.22: Seminar within and outside

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strong disagreed	59	61.5	61.5	61.5
Disagree	24	25.0	25.0	86.5
Neutral	1	1.0	1.0	87.5
Agree	10	10.4	10.4	97.9
Strong agree	2	2.1	2.1	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.12 Bonuses

The study discovered that the employer did not provide bonus to employee that is why 94.8% of the respondents gave negative attitude about the statement and 4.2% gave positive attitude while only 1% was neutral to the statement. So the study knew that the employer does not pay any attention concerning bonuses and hence dissatisfaction.

Table 4.23: The level of bonuses

Responses		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	57	59.4	59.4	59.4
	Disagree	34	35.4	35.4	94.8
	Neutral	1	1.0	1.0	95.8
	Agree	2	2.1	2.1	97.9
	Strong agree	2	2.1	2.1	100.0
	Total	96	100.0	100.0	

Source: field data

4.2.2.13 Intention to change job

The study discovered that 49% of the respondents gave a negative attitude to respond the statement. According to the statement this type of respondents they mean that they had intention to change because the statement was negative. The observation in this statement became true because some of teachers who are upgrading themselves they decided to change the professional, 11.5% they were neutral to this statement and the rest which is 39.6% had no intention to change the job. So the intention to change the job according to this study led to job satisfaction.

Table 4.24: The intention to change job

Source : Field Data	Source : Field Data	Source : Field Data	Source : Field Data	Source : Field Data
Valid Strong disagree	10	10.4	10.4	10.4
Disagree	37	38.5	38.5	49.0
Neutral	11	11.5	11.5	60.4
Agree	33	34.4	34.4	94.8
Strong agree	5	5.2	5.2	100.0
Total	96	100.0	100.0	

Source: field data

4.2.2.14 Look for paying job

The study discovered that 50% of the respondents had intention of looking for other teaching pay in English medium schools while 44.8% of the respondents gave the positive attitude that they had no intention of looking for another paying teaching job. So the previous study from the literature review revealed that some of employees are looking for other paying professional. 11.5% of the respondents responses were neutral, the reason might be due to negative statement.

A few numbers of teachers are looking for other paying job in teaching professional especially in English medium schools because they pay more salary compared to public primary school. So the environment and pay of private schools are attractive that contribute to job satisfaction among the workers.

The previous study conducted in Tanzania and Gambia by Sanyolo (2007) showed that teachers earned the lowest salaries of all the six countries in which the study was conducted, this implies that on the overall teachers in the country under are lowly paid.

However the situation indicated that teachers did not enjoy payment from employer.

Table 4.25: The intention to look for another well paying teaching job

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	21	21.9	21.9	21.9
Disagree	27	28.1	28.1	50.0
Neutral	5	5.2	5.2	55.2
Agree	39	40.6	40.6	95.8
Strong agree	4	4.2	4.2	100.0
Total	96	100.0	100.0	

Source: field data

4.2.3 Research question three

What are personal factors of job satisfaction among public primary school teachers?

The respondents were asked to provide information on the following aspects: gender, age, experience and education.

4.2.3.1 Gender

Findings show that 25% of the respondents were male and 71% of them were female.

The reasons behind this nature were more females are admitted in teachers colleges.

How ever the observation from the gender shows that males likes to join other courses after the completion of their form four leaving certificate and scores the division three or four that does not allow them to continues with form five, that is why male are less in numbers in this professional also female got favor to join with lower marks than male students.

In addition, the previous research findings indicated that female and male teachers differed significantly in their job satisfaction levels (Bishay 1996). These findings are consistent with the current findings. However, these findings do not imply that female teachers in Tanzania do not enjoy the same salaries as their male colleagues.

Table 4.26: Gender of respondents

Responses		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	26.0	26.0	26.0
	Female	71	74.0	74.0	100.0
	Total	96	100.0	100.0	

Source: field data

4.2.3.2 Age of respondents

The respondents age range from 25 to 60. The study shows that the maximum working age is 60 years. The age was included because it would provide required information about the level of job satisfaction. The young and middle age indicated dissatisfaction while the older age indicated satisfaction; this is because number of factors such as salary, promotion, and pay enable them to make decent life, it is because their age approaching to retirement so they are motivated by waiting their pension. The results of this study reveal that teachers differ significantly in satisfaction in relation to age (See the table 4.29 Age of respondents).

4.2.3.3 Working experience

Analyzing respondents in terms of working experience, the information indicated that respondents below 15 age of experience have lower degree of job satisfaction and those

stayed much longer have high degree of job satisfaction, it is because there are increments of salary and promotion for each employee according to the year he/she providing services. In teaching professional the increment of salary is done every year in a government financial budget and promotion once in every three year if the financial budget is sufficient. So the years of service contribute to level of job satisfaction.

Lastly, the findings of this study indicate that teachers' job satisfaction did not differ significantly in relation to working or teaching experience. These results are in line with Greenberg and Baron 1995 (170) who argue that long serving employees were more satisfied with their jobs than employees with few years. (See the table 4.30 Experience in years).

4.2.3.4 Education

The literature review according to Dersheimer (2002) primary school teachers in Tanzania are students who do not qualify to continue with advance level secondary education so they admitted in teaching colleges where they pursue two years certificate course(ibid). The study indicated the relationship with the previous study; 72.9% posses certificate in education, 14.6% diploma in education, 10.4% are graduate in education course and 2.1% posses the second degree. Also the study revealed that the respondents' posses' Diploma, first degree and second degree in education were employed with certificate then they upgrade themselves. However, this study revealed that there were no significant differences in job satisfaction in relation to educational qualifications. This implies that individuals need a certain requirements before they are employed as a primary school teacher in Tanzania.

Table 4.27: Education of Respondents

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Certificate	70	72.9	72.9	72.9
Diploma	14	14.6	14.6	87.5
Bachelor degree	10	10.4	10.4	97.9
Master degree	2	2.1	2.1	100.0
Total	96	100.0	100.0	

Source: field data

4.3 Discussion of the findings

Previous literature review Smith et al., (1969), proposed five factors of job satisfaction to pay, promotion, co workers, supervision and job itself. In this study three factors that are pay, promotion and co workers were evaluated and found that there is relationship because the teachers were unhappy with it. The study found that there is no difference levels of job satisfaction between male and female teachers among the factors that were measured although male were few in this study compared to the large number of female.

The literature reviews from the study conducted in United States by Bishay (1996) found that female teachers were satisfied with job than male teachers.

Findings collected from Temeke Public primary school teachers revealed that there was a strong relationship between teachers age and job satisfaction, this relate to the previous study from the literature reviews conducted in different countries done by

Rasku and Kinnunen 2003), Zhongshan (2007), and Greenberg and Baron (1995), which found that job satisfaction increases with the age increase. Similarly, it argued that the higher the teachers age, the higher the level of job satisfaction and the lower the teachers age, the lower the job satisfaction level. Thus the studies indicated that there is a significant difference in job satisfaction caused by age difference.

The study revealed that experience did not differ in job satisfaction from the literature reviews and the current study where the analysis indicated that the teacher with long teaching experience had higher levels of job satisfaction with such aspect in salary and promotion, so the level of satisfaction increased with the increase in years the teachers serve in profession. Additionally there is a relationship between this study and the previous literature reviews conducted (Herzeberg et al., 1959). The basic factors for job satisfaction that were studied by them were administration, promotion, job nature, supervision, salary, remunerations, working condition, co workers and so on. The study indicated that teachers were not satisfied with salaries, benefits, opportunities, and recognition; it was because the employer did not provide to them these factors effectively.

The study found that salary is simply the main source of satisfaction to some teachers. This relate to the study conducted by Shafitz et al., (2005), that argue that salary is the main demand which a worker is making of his employment and what an employee wants is simply to be assigned work that he /she is supposed to do and the amount of money they will earn by the end of the day for such a job and nothing else.

Also this study indicated the correlation to other studies in previous literature reviews concerning salary, relationship with co workers conducted by Robbins and Judge (2008) were they argued that employees are satisfied with them if they are provided accordingly.

The results from this study conducted in Temeke Municipal Council discovered significant relationship between promotions, salary, co workers with the study conducted by Khamis et al., (2012) in Nigeria where they bring satisfaction if they practiced well. Also there is relationship with the study conducted in Tanzania by Davison (2005), which found most teachers were unhappy with salaries, salary increment, accommodation and promotion this implies that they had low level of job satisfaction.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study assesses the factors contributing to job satisfaction among public primary school teachers. The study targeted teachers to assess the factors to their job satisfaction. The study was designed around content theories and process theories. The study used a structured questionnaire to assess the situation at Temeke Municipal Council.

5.2 Summary of the main findings

The study assesses the teachers' job satisfaction in public school in Temeke. The study came up with findings according to the research questionnaire. The first objective assess on environmental factors for job satisfaction and it revealed that 89.6% of the respondents were not satisfied especially accommodation, 75% were satisfied with the cooperation they receive from the co workers. Also 40.6% of the respondents were enjoying freedom in a work place while 44.7% were indicate having freedom in a work place, 55.3% of the responses indicated that the respondents were not satisfied with the recognition receiving from the community. Only 57.3% of the respondents did not satisfy with the school environment.

The second objective assess the job content factors for job satisfaction and it revealed that the respondents were not satisfied, 98.9% of the respondents were not satisfied with salary, 77.1% were not satisfied with promotion, 90.6% were not satisfied with the training because it was not provided to them. Also 88.6% of the respondents were not

satisfied with the increment, 94.8% were dissatisfied with reward, 86.5% responded that they never got any opportunity to attend seminars within or outside the school, and 94.8% responded that employer did not provide bonuses to employee.

The third objective examines the personal factors and the findings revealed that the age relate to job satisfaction because short service employer were dissatisfied while long service were satisfied, 25% of the respondents were male and 71% were female. Mostly respondents with the younger ages were dissatisfied while long services were satisfied. Also this relationship was revealed to experience of respondents were long working experience satisfied and short service experience dissatisfied. Older age satisfied while the younger age dissatisfied respectively. Thus the literature reviews revealed the data analyzed from Temeke Municipal Teachers concerning the job satisfaction.

5.3 Implications of the findings

The government of Tanzania should ensuring an increase in accessibility and improving the quality of education at all levels including primary education as documented in millennium goal. Job satisfactions to teachers to perform well professionally are key factors in the maintenance of quality of education. In Tanzania, teachers have experienced low and irregular salary payments, lack of proper housing, low status accorded to them and limited opportunities for professional development. The country's education policy document implied by the government of Tanzania should make sure this phenomenon of job satisfaction to teachers is essential. However, there have been many studies conducted on job satisfaction and hence its impact, the attention on teachers' job satisfaction should be considered.

5.4 Conclusions

The purpose of this study was to assess the factors contributing teachers' job satisfaction. The first research question investigated the environmental factors that teachers are satisfied with. Descriptive statistical technique revealed that teachers are satisfied with cooperation from workmates and management, and also dissatisfied with accommodation, transfer, geographical location. The second research question assessed the job content factors which are salary, fringe benefits, bonuses, promotion opportunities, promotion process and procedures, in-service training, professional growth and appreciation. The results are partly consistent with Herzberg, et al. (1959), the Dual Factor Theory especially on the issue of pay. The findings are inconsistent with Herzberg's hypotheses on the aspect of supervision and administration. In other words, teachers indicated low satisfaction with the aspects under the job characteristics factors. On the basis of the findings of the study the researcher concluded that the majority of teachers were not satisfied with the environment factors and job content factors. Lack of seriousness of the government unplanned promotion, inadequate salary, lack of accommodation, lack of community recognition.

Research question three was to examine person factors, the results indicated that the teachers' job satisfaction differed significantly in relation to gender, age, experience and education. The results support previous empirical research findings by Crossman & Harris (2006), Koustelios (2001), Zhongshan (2007), Greenberg & Baron (1995), Bennell & Akyeampong (2007) & Rasku and Kinnunen (2003). There were no statistically significant differences in job satisfaction in relation to teaching age, experience, and educational qualification.

5.5 Recommendations

The study recommended to the government to ensure job satisfaction to employees, because the findings revealed that the employer did not pay much attention to teachers. So job satisfaction factors such salary, promotion, training, rewards, benefits, accommodation were not satisfying on enhancing teachers' job satisfaction, the employer should ensure negotiation with the teachers' trade unions so that it may implement and improving teachers' factors for job satisfaction.

The study recommends the following on salary; the government should find the average of pay to the other public sectors and therefore come with the amount of salary that can be paying a teacher according to their level of education. Also appraisal system (OPRAS) should be implemented effectively to enable promotion, benefits and rewards to teachers.

On other hand the issue of accommodation, because the government budget is insufficient even for other services, the employer should provides house allowances for teachers because the housing available in school compounds are very few compared with the number of teachers.

Training is very important for any organization to excel, so the government should plan for teachers training in every year for a selected number of teachers. The teachers should not attain new attitudes that are cognitive, effective and psychomotor if the lack of training hence the learners receives nothing new in school.

In order the public teachers to satisfies, there is a need of a specific employer for public teachers, and recently there are four organs responsible for teachers each with power to take any action to teachers although there is no single organ can terminate the contract of a teacher. The organs are Municipal Director who is teacher's employer at Municipality level although this employer is termed as employer and concern with all issues of the teachers he don't pay salary to employer instead the second organ who is Treasury is the one pay salary to teachers. The other organ responsible to teachers as employer is the Ministry of education and vocational training. The Ministry had got mandatory to teachers, the same time lack of power of doing some responsibility for example paying salaries. We had TAMISEMI, this organ has mandatory to transfer teachers in the country as the Ministry of education can, for example transfer a teacher from one place to another within the country. Also teachers' service department (TSD) involved maintaining the ethics of teaching professional. The lastly we have the president the employer who has a mandatory either to increase salary or let it remains as it is. Thus avoiding the tendency of snow ball done by this organs on the issues of teachers' satisfaction the single organ concern with teachers as employer at least could do something better that can enable satisfaction to teachers.

5.6 Limitations of the study

This study has got some limitations and one the limitation is that sample consisted of a less proportion of male than female. The reasons behind is because of the historical gender inequality in the provision of education which Tanzania is trying to eliminate currently so that many female students make it to the tertiary level of education, because they got favor in selection to join colleges for their lower credit than male students who got the same credit. Lastly, the results of this study are based on a self-reported data that

were obtained through the use of the survey instrument which is subject to biasness in responses. This implies that cautions need to be taken in drawing conclusions over the results of this study. Apart from less number of male than female, the study was conducted because the issue of less number of male teachers is found in all primary public schools in Temeke Municipal Council and Tanzania at large. Also in many studies covered in literature reviews does not spoke the issue of gender as a cause of dissatisfaction but the literatures talked much about factors of job satisfaction.

5.7 Suggested area for further study

The study was conducted using the quantitative method. The future studies on this topic should employ a multi-method that is quantitative, qualitative and postmodern methods. These approaches will provide opportunities for participants to express their own ideas about the factors which make them satisfied with their job. Job satisfaction is not only an important topic to the public primary school teachers but also to the Elementary Teachers. Future studies should be done among Elementary/Kindergarten and private school teachers.

Lastly, teachers' job satisfaction is a multidimensional phenomenon. Thus, the research did not exhaust all the job satisfaction facets or factors that the previous researchers and theorists identified. Future research should therefore include such aspects as class size, workload, communication leadership style, organizational culture and many others.

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APPENDICES

Appendix 1: Descriptive Statistics

Table 4.28 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GENDER OF RESPONDENT	96	1	2	1.74	.441
AGE	96	25.00	60.00	40.6250	8.05671
EDUCATION OF RESPONDENT	96	1	4	1.42	.763
EXPERIENCE IN YEARS	96	1	37	15.99	8.414
teaching is an interesting job to me	96	1	5	3.51	1.338
the monthly salary is sufficient to meet all important expenses	96	1	5	1.50	.616
I enjoy much freedom in my work place	96	1	5	2.99	1.183
I feel satisfied with recognition I have in a community	96	1	5	2.70	1.116
I feel comfortable with my teaching responsibility	96	1	5	3.02	1.142
I am happy with the cooperation I receive from my work mates	96	1	5	3.62	.921
I am happy with cooperation I receive from school management team	96	1	5	3.05	1.155
I feel happy with my present salary increment	96	1	4	1.84	.862
teaching provides me with opportunity to use all my skills	96	1	5	3.35	1.015
I feel satisfied with my professional ability for doing my job	96	1	5	3.06	1.122
I am satisfied with school physical environment	96	1	5	2.69	1.145
my fellow teacher value my contribution in school	96	1	5	3.25	1.095
I am comfortable with my promotion	96	1	4	2.10	1.071

I enjoy good relationship with my fellow teachers	96	1	5	3.89	.752
I feel comfortable with my rewards I get for doing a good job	96	1	4	1.60	.718
I am satisfied with training provided y my employer	96	1	5	1.56	.971
I feel fair paid by my employer	96	1	5	2.05	.999
teaching is a challenging job to me	96	1	5	3.46	1.104
the promotion process and procedure used by employer are fair	96	1	5	2.11	1.065
I am happy with school accommodation	96	1	5	1.81	.850
I am satisfied with opportunity of attend seminar within and outside	96	1	5	1.67	1.063
I am satisfied with bonuses I receive from my employer	96	1	5	1.52	.808
I am not intend to change my job	96	1	5	2.85	1.161
I would not like to transfer to another school	96	1	5	2.55	1.113
I am not intending to look for another well paying teaching job	96	1	5	2.77	1.302
I am comfortable with the geographical location of the school in which I teach	96	1	5	2.89	1.178
Valid N (listwise)	96				

Appendix 2: Age of Respondents

Table 4.29 AGE OF RESPONDENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	1.0	1.0	1.0
	26	2	2.1	2.1	3.1
	27	2	2.1	2.1	5.2
	29	1	1.0	1.0	6.2
	30	3	3.1	3.1	9.4
	31	1	1.0	1.0	10.4
	32	2	2.1	2.1	12.5
	33	4	4.2	4.2	16.7
	34	7	7.3	7.3	24.0
	35	7	7.3	7.3	31.2
	36	4	4.2	4.2	35.4
	37	6	6.2	6.2	41.7
	38	4	4.2	4.2	45.8
	39	3	3.1	3.1	49.0
	40	5	5.2	5.2	54.2
	41	4	4.2	4.2	58.3
	42	5	5.2	5.2	63.5
	44	5	5.2	5.2	68.8
	45	2	2.1	2.1	70.8
	46	3	3.1	3.1	74.0
	47	5	5.2	5.2	79.2
	48	3	3.1	3.1	82.3
	49	2	2.1	2.1	84.4
	50	4	4.2	4.2	88.5
	51	2	2.1	2.1	90.6
	53	1	1.0	1.0	91.7
	54	2	2.1	2.1	93.8
	55	2	2.1	2.1	95.8
	56	1	1.0	1.0	96.9
	57	1	1.0	1.0	97.9
	60	2	2.1	2.1	100.0
Total		96	100.0	100.0	

Appendix 3: Experiences in Years

Table 4.30 EXPERIENCES IN YEARS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.0	1.0	1.0
2	1	1.0	1.0	2.1
3	1	1.0	1.0	3.1
4	1	1.0	1.0	4.2
5	2	2.1	2.1	6.2
6	1	1.0	1.0	7.3
7	2	2.1	2.1	9.4
8	2	2.1	2.1	11.5
9	3	3.1	3.1	14.6
10	9	9.4	9.4	24.0
11	14	14.6	14.6	38.5
12	15	15.6	15.6	54.2
13	4	4.2	4.2	58.3
15	2	2.1	2.1	60.4
16	1	1.0	1.0	61.5
17	2	2.1	2.1	63.5
18	1	1.0	1.0	64.6
19	1	1.0	1.0	65.6
20	4	4.2	4.2	69.8
21	4	4.2	4.2	74.0
22	5	5.2	5.2	79.2
23	2	2.1	2.1	81.2
24	2	2.1	2.1	83.3
25	3	3.1	3.1	86.5
27	1	1.0	1.0	87.5
29	1	1.0	1.0	88.5
30	3	3.1	3.1	91.7
31	2	2.1	2.1	93.8
33	2	2.1	2.1	95.8
34	1	1.0	1.0	96.9
35	1	1.0	1.0	97.9
36	1	1.0	1.0	99.0
37	1	1.0	1.0	100.0
Total	96	100.0	100.0	

Appendix 4: Questionnaire

THE OPEN UNIVERSITY OF TANZANIA

Dear respondent,

I am a student pursuing MHRM at the above named university researching on examine the factors that contribute to job satisfaction among public primary school teachers. The main assumption underlying this study is that, you all knew about the factors and how it makes the employees fill the job. The information you provide is highly appreciated and will be treated with utmost confidentiality.

PART A: Personal particulars (tick \surd one)

1. Gender male [] female []
2. Age years
3. Teaching experience Years
4. Education qualification certificate [] diploma []

Bachelor degree [] Master's degree []

PART B: Teachers job satisfaction questionnaire

Please, indicate by **tick (\surd)** in the appropriate rating box against each of the statement to show the extent to which you agree with it. The rating scales are 1=**strongly disagree**, 2=**Disagree**, 3=**neither agree nor disagree/neutral**, 4= **Agree**, 5=**strongly agree**.

		1	2	3	4	5
S/No	Statements / items	Strong disagree	Disagree	Neutral	Agree	Strong agree
1	Teaching is an interesting job to me					
2	The monthly salary is sufficient to meet all important expenses					
3	I enjoy much freedom in my work place					
4	I feel satisfied with the recognition I have in the community.					
5	I feel comfortable with my teaching responsibility.					
6	I am happy with the cooperation I receive from my workmates (fellow teachers).					
7	I am happy with cooperation I receive from school management team.					
8	I feel happy with my present salary increment (fringe) benefits.					
9	Teaching provides me with opportunity to use					

	all my skills.					
10	I feel satisfied with my professional ability for doing my job.					
11	I am satisfied with the schools physical working environment.					
12	My fellow teachers (colleagues) value my contribution in the school.					
13	I am comfortable with the promotion opportunities available to me as a teacher					
14	I enjoy good relationship with fellow teachers.					
S/No	Statements / item	1	2	3	4	5
		strongly disagree	Disagree	Neutral	Agree	Strongly agree
15	I feel comfortable with rewards I get for doing a good job in the school					
16	I am satisfied with training provided by my employer to improve teaching					
17	I feel fairly paid by my					

	employer.					
18	Teaching is a challenging job to me.					
19	The promotion process and procedure used by my employer are fair.					
20	I am happy with school accommodation.					
21	I am satisfied with opportunities to attend seminars within and outside the school.					
22	I am satisfied with bonuses I receive from my employer					
23	I am not intending to change my profession.					
24	I would not like to be transferred to another school.					
25	I am not intending to look for another well paying teaching job in another school.					
26	I am comfortable with the geographical location of the school in which I teach.					

Thank you