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**JOB SATISFACTION AMONG SECONDARY
SCHOOL TEACHERS IN TANZANIA:
The Case of Njombe District**

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<p>Tiivistelmä – Abstract</p> <p>The purpose of this study is to examine the factors that are associated with teachers’ job satisfaction. A study sample of 162 (N=162) teachers was surveyed. The descriptive statistics techniques revealed that teachers are satisfied with aspects under the following dimensions: social benefits, meaningfulness of the job and support from administration. Conversely, the teachers indicated they are least satisfied with the aspects under the job characteristics dimension.</p> <p>Additionally, the independent t-test and MANOVA revealed significant differences in teachers’ job satisfaction in relation to gender, age, school location and school type, but there are no significant differences in relation to marital status, teaching experience, teacher type and promotional position in all the five core job dimensions. Moreover, the stepwise regression model revealed that the meaningfulness of the job and job characteristics dimensions contributed significantly to teachers’ intention to remain in the job. Lastly, the bivariate correlation (Pearson r) revealed that there is a significant relationship between job satisfaction and the five job dimensions: job characteristics, social benefits, meaningfulness of the job, support from administration and intention to remain in the job.</p> <p>These findings are both consistent and inconsistent with the previous research findings. This study was done for school administrators, employers, policy makers, planners and school owners in Tanzania and other countries.</p>	
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<p>Tiivistelmä – Abstract</p> <p>Tämän kvantitatiivisen tutkimuksen tarkoituksena oli selvittää tekijöitä, jotka liittyvät opettajien työtyytyväisyyteen. Tutkimus kohdistui viiteen työn ydinolottuvuuteen: sosiaalietuudet, työn merkityksellisyys, hallinnon tarjoama tuki, työn erityispiirteet ja aikomus pysyä työssä. Kyselylomaketutkimukseen osallistui 162 opettajaa.</p> <p>Tutkimus osoitti, että opettajat ovat tyytyväisiä seuraavia työn olottuvuuksia sisältäviin tekijöihin: sosiaalietuudet, työn merkityksellisyys ja hallinnon tarjoama tuki. Sitä vastoin opettajat ilmaisivat olevansa vähiten tyytyväisiä työn erityispiirteisiin liittyviin tekijöihin.</p> <p>Lisäksi riippumaton t-testi ja MANOVA toivat ilmi merkittäviä eroavaisuuksia opettajien työtyytyväisyydessä suhteessa sukupuoleen, ikään, koulun sijaintiin ja koulutyyppiin. Sen sijaan siviilisäädyn, opettajakokemuksen, opettajatyypin tai johtoaseman suhteen merkittäviä eroja ei ilmennyt millään viidellä työn ydinolottuvuudella. Tämän lisäksi vaihteellinen regressiomalli osoitti, että työn merkityksellisyys ja työhön liittyvät erityispiirteet vaikuttivat merkittävästi opettajien aikomukseen pysyä työssään. Edelleen tutkimuksessa käytetty kahden muuttujan korrelaatio (Pearson r) osoitti merkittävän yhteyden työtyytyväisyyden ja tutkittujen työn olottuvuuksien välillä: sosiaalietuudet, työn merkityksellisyys, hallinnon tarjoama tuki, työn erityispiirteet ja aikomus pysyä työssä.</p> <p>Nämä tulokset ovat sekä yhteneviä että eroavia aikaisempien tutkimusten kanssa. Tutkimus on tehty koulujen hallinnon, työnantajien, poliittisten päättäjien, suunnittelijoiden ja koulujen omistajien käyttöön sekä Tansaniassa että muissa maissa.</p>	
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ACRONYMYS

ACSE	Advanced Certificate of Secondary Education
COM-GOV	Community-Government
EFA	Education for All
EMS	Express Mail Service
ERG	Existence, Relatedness and Growth Theory
GOV	Government
HIPC	Heavily Indebted Poor Countries
IR	Intention to Remain in the job
JC	Job Characteristics
JS	Job Satisfaction
MANOVA	Multiple Analysis of Variance (Multivariate)
MDGs	Millennium Developments Goals
MJ	Meaningfulness of the Job
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
NGO	Non-Government Organization
OB	Organizational Behaviour
OUT	The Open University of Tanzania
PEDP	Primary Education Development Plan
SA	Support from Administration
SB	Social Benefits
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for Social Sciences
TGTS	Tanzania Government Teachers Scale
TEPT	Tanzania Education and Training Policy (TEPT)
TJSS	Teacher Job Satisfaction Survey
UNDP	United Nations Development Programme

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1 INTRODUCTION

Job satisfaction is not a new phenomenon at all in organizational science and organizational behaviour. It is one of the topics that have drawn interests among scholars in the field. Many studies have been done on this particular topic for over six decades now and thousands of articles have been published (Zembylas & Papanastasiou, 2006). However, most of the studies have been done in the developed countries such as United States of America, United Kingdom, Canada and New Zealand but a few studies have been undertaken in the developing countries (ibid). This implies that there is more literature on teachers' job satisfaction from the developed countries than there is from developing countries and Tanzania in particular.

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

Tanzania like other countries in the world is currently working towards improving the quality of its education so that it suits the future needs of the society and the demands of globalization (Nguni, 2005). The government of Tanzania has succeeded to make primary education universal through the implementation of the Primary Education Development Plan (hereafter PEDP) 2002 to 2006 and now it is implementing the Secondary Education Development Plan (hereafter SEDP) 2005 to 2009 that is meant to increase the accessibility of secondary education to its citizens (Oluochi, 2006). The two programmes are geared towards implementing and attaining the Millennium Development Goals (hereafter MDGs) on education as per Dakar Framework for Action, Education for All (hereafter EFA) by 2015 (UNESCO, 2005). The implementation of the two programmes will be meaningless if Tanzania does not

consider providing quality education as it is spelt out in the country's Education Policy (MOEC, 1995). The efforts to provide quality education will prove futile if all stakeholders and policy makers now and in the future do not pay attention to teachers' job satisfaction. Zembylas and Papanastasiou (2006, 245), who studied teacher job satisfaction and dissatisfaction in Cyprus suggest, "...there is an urgent need for policy makers to recognise the fact that educational quality is largely related to teacher job satisfaction." This implies that teachers' job satisfaction is a pivotal aspect for a country like Tanzania which is trying to fight ignorance among its citizens both quantitatively and qualitatively.

This study is intended to add knowledge to the phenomenon of teachers' job satisfaction. It is contended that measuring teachers' job satisfaction is a responsibility of administrators (Liu & Wang, 2007). This implies that educational administrators are obliged to examine job satisfaction levels of their teachers from time to time. My experience as a secondary school teacher and headmaster in Tanzania affirms research findings that understanding teacher job satisfaction and motivating them is an important task for effective school administrators. Quaglia, Marrion & McIntire (2001) suggest that future research should consider whether teachers who are dissatisfied with their jobs negatively affect students' academic performance and whether teachers who are satisfied with their jobs have a positive impact on students' academic performance (ibid).

The purpose of this study is to examine the factors that are associated with job satisfaction. Using a self-designed survey, the study investigates the factors which teachers are satisfied with. Additionally, the study investigates whether teachers' job satisfaction differs significantly in relation to gender, age, marital status, teaching experience, school type, school location, promotional or leadership position, educational qualifications and teacher type (subject specialization). Moreover, the study investigates the factors that contribute significantly to the teachers' intention to remain in the job. Lastly, this study determines whether there is any relationship between job satisfaction and the job dimensions: job characteristics, social benefits, meaningfulness of the job, support from administration and the intention to remain in

the job. The study examines the teachers' job satisfaction using the key dimensions/facets that were given by previous theorists and exploring whether they apply or not to secondary school teachers in Tanzania.

1.1 Organization of Study

The study is organized in eight chapters as follows: chapter one presents an overview and the organization of study. Chapter two presents the problem statement, the rationale of the study, the research objectives, key research questions, and definitions of the key concepts, significance of the study, research design, and limitations of the study. Chapter three presents the contextual background of the study. Chapter four presents the theoretical framework and a review of related literature. Additionally, it includes research on various facets/factors that are associated with job satisfaction and those factors that influence teachers' or employees' intentions to remain on the job. Chapter five discusses the method that was employed in the collection of data from the sources and the rationale for selecting the method. It includes such aspects as: population sample, sample size, procedure for sample selection, instrumentation, and data analysis technique. Chapter six presents the study findings and analysis of data. Chapter seven discusses the research findings. Chapter eight presents recommendations for future research and the concluding remarks.

2 RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

2.1 Problem Statement

Teachers' commitment and effectiveness solely depend on motivation, morale and job satisfaction (Shann, 2001). This implies that teacher motivation and job satisfaction are important phenomena for all organizations including schools in any country. A survey conducted recently on teachers' motivation and job satisfaction in 12 countries in Asia and Sub-Saharan Africa including Tanzania raises concerns about the influence of low teacher job satisfaction on teachers' absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007). Additionally, teachers' satisfaction is not only important to teachers themselves as civil servants, educational managers and leaders and employers but also to students in all types of schools. According to Shann (2001, 67), "teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness." This implies that teacher job satisfaction is an important phenomenon for secondary school teachers, their employers and students at large.

The phenomenon of teacher job satisfaction has been widely studied for over six decades in the developed countries and thousands of articles have been published. However, there is a limited literature about teachers' job satisfaction in developing nations south of the Sahara and Tanzania in particular.

2.2 Rationale of the Study

This study emerged as a result of my own interests and experiences in Human Resource Management after serving as a teacher (16 years), a Deputy Headmaster (3 years) and a Headmaster (4 years) in a Non-Government Secondary School in Njombe District, Tanzania. During the 16 years of service, I experienced a massive movement of teachers from my school to other schools and from other schools. At the same time some teachers left the teaching profession and joined other professions.

Additionally, I witnessed teachers joining the teacher union in an attempt to fight for their rights against their respective employers. The Tanzania Teachers' Union officials called for a country-wide teachers' strike in 2008 to force the Government to pay arrears, increase salaries and promote them. However, the strike was not effective because the government declared it illegal.

These experiences together motivated me to conduct the current study as an attempt to create awareness about the phenomenon of job satisfaction to educational policy makers, school administrators, employers and school owners with the hope that it would provide possible solutions to some of the issues I have mentioned previously for the good of beneficiaries of the education service in Tanzania. I believe that "when individuals find satisfaction and meaning in work, the organization profits from effective use of their talent and energy. But when satisfaction and meaning are lacking, individuals withdraw, resist, or rebel. In the end, everyone loses" (Bolman & Deal, 2008, 164).

2.3 Purpose of the Study

This study is principally aimed at examining the factors that are associated with teachers' job satisfaction. It determines the kind of factors or facets which teachers are satisfied with. It also determines whether teachers differ significantly in their job satisfaction in relation to personal or demographic factors such as gender, age, marital status, type of school, location of school, type of teacher, teaching experience, promotional position (leadership position) and educational qualification. Moreover, it is aimed at determining the factors which contribute significantly to teachers' intention to remain in the job. Lastly, the study is aimed at determining whether there is a significant relationship between teacher job satisfaction and job dimensions namely: Job Characteristics (JC); Social Benefits (SB); Meaningfulness of the Job (MJ); Support from Administrators (SA); and teachers' Intentions to Remain on the job (IR).

2.4 Key Research Questions

The study was guided by four key research questions and these are as follows:

1. What kind of job satisfaction aspects are teachers satisfied with?
2. How do the teachers differ in their job satisfaction in relation to gender, age, marital status, qualification, teaching experience, type of school, school location and promotional position?
3. Which of the job satisfaction factors contribute significantly to teachers' intentions to remain on the job?
4. Is there any significant relationship between teacher job satisfaction and job characteristics, social benefits, meaningfulness of the job, support from administrators, and teachers' intention to remain on the job?

2.5 Definition of Key Concepts

This section provides the working definitions of the key concepts. Such concepts include: motivation, job satisfaction, job dissatisfaction, job characteristics (JC), meaningfulness of the job (MJ), secondary school, government secondary school, community-government secondary school, and non-government secondary school.

2.5.1 Motivation

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

Although motivation is a widely studied area in organisational behaviour (hereafter, OB), it does not have a simple definition (ibid). According to Bennell and Akyeampong (2007), motivation is a broad concept, involving both characteristics of the individual and external factors; it is open to varied interpretations in the field. Thus, different scholars define the concept of motivation differently and among them are Robbins and Judge (2008, 69) who define it as “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.”

According to Mbua (2003, 577) the term motivation refers to “the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals, or a prepotent [SIC] state that energizes and guides behaviour”. Conversely, Vroom (1995, 7) defines the concept of motivation as “a process governing choices made by persons or lower organisms among alternative forms of voluntary activity”.

Motivation is also defined as “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal” (Robbins, 2005, 170). Similarly, motivation is the set of processes that arouse, direct, and maintain human behaviour toward attaining some goal (Greenburg & Baron, 1995, 126). However, Myers (1995, 397) says motivation is “a need or desire that serves to energize behavior and to direct it toward a goal”.

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

2.5.2 Job Satisfaction

The concept of job satisfaction does not have a conventional definition despite being widely researched by many scholars. Zembylas and Papanastasiou (2006, 230) argue that there is no conventional definition of the concept of job satisfaction although

many scholars have studied it for a long time. For the sake of this study, I cite some of the definitions presented by various scholars.

The concept of teacher job satisfaction is defined as the “teacher’s affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher” (ibid). 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.”

Additionally, Mbua (2003, 305) then, defines job satisfaction as “the fulfilment acquired by experiencing various job activities and rewards.” Whereas, for Robbins (2005), the concept job satisfaction refers to the employee’s feelings about her or his job. Similarly, job satisfaction is “a positive feeling about one’s job resulting from an evaluation of its characteristics” (Robbins & Judge, 2008, 20).

Moreover, job satisfaction is defined as “the amount of importance a school places on its human resources” (Lunenburg and Ornstein, 2004, 66). They also refer to it as job morale which according to Luthans and Kreitner (1975), “has been replaced by job satisfaction”.

However, Evans (1997) contends that whether researchers in this field agree or disagree on the definition of certain concepts is not an issue of any importance. She acknowledges the ambiguity of the concept of job satisfaction and suggests the need for re-conceptualization of the phenomenon (ibid). This implies that there is a conceptual gap that needs to be addressed by researchers in the field of organizational science or behaviour.

On the basis of the above definitions, in this study, I use the concept of teacher job satisfaction to simply refer to the teachers’ attitudes, perceptions and feelings that they have towards their job. Teacher job satisfaction refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good

feelings about their job, these qualities are taken to describe a satisfied dimension (Organ and Bateman, 1991).

2.5.3 Job Dissatisfaction

Job dissatisfaction is not antonymous to job satisfaction. The term dissatisfaction denotatively refers to “a feeling that you are not pleased and satisfied...” (*Oxford Advanced Learner’s Dictionary*, 7th edition, 2005). This is similar to Organ and Bateman (1991), who argue that an employee’s attitudes towards her or his work are either positive or negative. In other words, teacher job dissatisfaction refers to workers’ negative or bad feelings or attitudes on their jobs (ibid). Similarly, if workers’ have negative attitudes towards their work, they are then said to be dissatisfied. However, this study resorts to Spector’s definition of the concept of job dissatisfaction. According to him, job dissatisfaction refers to the degree to which employees dislike their works (Spector, 1997).

2.5.4 Job Characteristics

This study resorts to the Spector’s definition of the concept of job characteristics. According to him the term job characteristics refers to “the content and nature of the tasks themselves” (Spector, 1997, 31). Job characteristics include such elements as: “(1) skill variety, (2) task variety, (3) task significance, (4) autonomy and (5) job feedback” (ibid).

2.5.5 Meaningfulness of the Job

The concept is defined as “the extent that an individual perceives their work as significant and important and the degree to which an individual perceives their job as affecting other people’s lives” (Gasnell, 2000, 8).

2.5.6 Secondary Schools

The term secondary schools in the Tanzania context refers to the post primary schools that offer “formal education to persons who will have successfully completed seven years of primary education and have met the requisite entry requirement” (MOEC, 1995, 6). Such schools are divided into two categories and these are: Ordinary Level Secondary Schools (4 years) and Advanced Level Secondary Schools (2 years).

2.5.7 Government Secondary Schools

The term Government Secondary School is defined as “a school directly maintained and managed by the ministry or a local authority” (National Assembly, 1995). These are secondary schools that are owned and financed by the central government through the ministry of education and vocational training or local authority. In other words, these are state owned or public schools.

2.5.8 Community–Government Secondary Schools

Community-Government Secondary Schools are schools that are owned and maintained by the local community in cooperation with the government and local authority. These are secondary schools that are built, financed and owned by both the government and the community. In these schools, the government hires and pays the teachers while the community participates in the building and maintaining the required infrastructures such as teachers’ houses, classrooms, science laboratories and toilets.

2.5.9 Non-Government Secondary Schools

A Non-Government Secondary school refers to “a school wholly owned and maintained by a person, body of persons or any institution other than the government” (National Assembly, 1995). In other words, these are private schools.

2.6 The Significance of Study

The government of Tanzania is devoted to ensuring an increase in accessibility and improving the quality of education at all levels including secondary education. The government is making great efforts in cooperation with other stakeholders to ensure that the Secondary Education Development Plan (2004 -2009) achieves its purposes (Wedgwood, 2007). Such efforts will prove futile if teachers' motivation and job satisfaction are not addressed by school administrators. According to Olulube (2008), teachers play a very significant role in the provision of secondary education; therefore studying the factors or facets that are associated with their job satisfaction is essential. Also, it is argued that the presence of such factors in the work place influences employees' job performance and productivity (Witte, 2007). Similarly, Mbua emphasizes the significance of this phenomenon to all schools when he says:

Generally speaking, neither regulations nor resources, neither technical innovations nor programme reorganizations, can significantly alter school performance if the teacher motivation system fails to energize and shape teacher behaviours in ways that link educational programme requirements to student learning needs. The term motivation and job satisfaction are very important and are major concerns in all organizations (2003, 301).

This implies that teachers' job satisfaction and motivation are phenomena which contribute to school performance. Moreover, Rinehart & Short (2003, 579) say, "school administrators are in positions to enhance the job satisfaction of teachers, subsequently, [SIC] they need to remember that this variable may positively influence performance, quality of work life, or organizational effectiveness."

According to MOEC (1995, 31), "job satisfaction and the ability of 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, inadequate teaching facilities, low status accorded to them and limited opportunities for professional development." This statement from the country's education policy document implies that the government of Tanzania

recognizes the significance of this phenomenon. However, there have been few attempts to conduct studies on it and hence resulting in very limited literature available on the phenomenon.

Woods and Weasmer (2002) and Latham (1998) assert that teachers' job satisfaction helps to minimize or eliminate teachers' attrition and contributes to the improvement of their job performance and in turn influences students' academic performance and achievement in their respective schools. This implies that educational leaders, policy makers and other key stakeholders in the education sector need to have a clear understanding of the factors that really motivate and satisfy teachers if school performance and effectiveness are to be improved.

However, it is argued that there is not much empirical data to support the claim that employees' job satisfaction contributes to job performance (Organ & Bateman, 1991). In contrast, Robbins and Judge (2008, 24) assert that "some researchers used to believe that the relationship between job satisfaction and job performance was nonexistent, but a review of 300 studies suggested that the correlation is pretty strong." Although this study is not intended at providing answers to whether happy/satisfied teachers are more effective and productive than unhappy ones, nonetheless, it is motivated by this belief. As an experienced secondary school teacher and head of school (principal), I believe that the teacher job satisfaction is an important phenomenon for each and every organization to consider in relation to personnel retention and job performance and in turn job productivity.

2.7 Research Design and Methodology

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 are conducted using a survey instruments. Herzberg, Mausner and Synderman (1959) advocate a multi-method approach in studying job satisfaction. They cite some disadvantages of using a survey instrument. However, the quantitative research

method was used in conducting this study despite its limitations that are discussed in chapter five.

A self-developed survey was administered to a convenience sample of 162 secondary school teachers (N=162) from 13 out of 55 registered secondary schools in Njombe District, Iringa Region. The convenience sampling method was used in the current study because the schools in the district are so scattered and thus it would have been very expensive and time consuming to use random or probability sampling.

2.8 Limitations

This study like has some limitations and one of the limitations is that the survey was administered to a limited sample of 64.8% (N=162) of the 250 teachers from the 13 out of 55 registered secondary schools by August, 2008. Additionally, the sample consisted of a larger proportion of male than female participants as a result 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. Thus, the study findings are also limited by sampling to the secondary schools in Njombe District; hence, attempts to generalize them to other contexts may be inappropriate. 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.

3 CONTEXTUAL BACKGROUND OF STUDY

3.1 Introduction

This chapter presents brief contextual background information about Tanzania. It covers such aspects as short history of Tanzania, the system of education: from basic education to the tertiary level, teacher education, qualifications, employment and salaries.

3.2 History of Tanzania

The United Republic of Tanzania was formed following the union of two sovereign states, Tanganyika and Zanzibar on the 26th of April, 1964 (Bastien, 2005 & Oluochi, 2006). Tanganyika became independent on the 9th of December, 1961 while Zanzibar attained its independence on the 12th of January, 1964 (Malmberg, Wanner, Sumra & Little, 2001). According to Bastien, (2005), the Republic of Tanzania consists of a total of 26 administrative regions of which 5 are in Zanzibar and the rest are in the Mainland Tanzania (Figure 1).

According to the International Monetary Fund (2008), Tanzania is among the poorest countries in the world that are referred to as the Heavily Indebted Poor Countries (hereafter, HIPC). According to the UNDP Human Development Index 2007-2008 report, Tanzania is ranked in the 159th out of 177 countries (UNDP, 2008). The country has a total of over 120 ethnic groups each speaking its own language. This multiplicity of languages does not cause any problems due to the existence of one uniting language, Kiswahili, which is spoken by everybody in the country. Kiswahili is the national language (Malmberg et al, 2001).



Figure 1: Map of Tanzania

Source: Lonely Planet (<http://www.lonelyplanet.com/maps/africa/tanzania/>)

The study survey was conducted in Njombe District, Iringa Region, Tanzania from 30th October to 19th November 2008 (Figure 2). The District had a total of 55 registered secondary schools when this study was being conducted according to the District Secondary School Coordinator, Ms Jennifer Hauli (personal communication held on 18th of August, 2008). The number of schools was expected to increase as a result of the implementation of the SEDP (2004 -2009).

3.3 Education in Tanzania

Tanzania has a centralized system of education and its curriculum is common all over the country and this is due to the fact that the country comprises many ethnic and linguistic groups. If the country chose to have a decentralized system and curriculum, it would have too many curricula.

The current structure of education is divided into two-year Pre-primary; seven-year Primary; four- year Ordinary Secondary; two- year Advanced Secondary Education; and 3/5 years of Tertiary Education (MOEC, 1995 & Malmberg et al, 2001). This is summarized as 2:7:4:2:3+ (MOEC, 1995). Kiswahili is the language of education at pre-primary and primary education (ibid). The Post-Primary Education is provided in the English language. According to the education policy of the country, Primary Education is compulsory while Post-Primary Education is for those who pass the national examinations or those who opt to join Non-Government Secondary Schools. However, Tanzania like other countries in the world is committed in ensuring that secondary education becomes compulsory by the year 2015 (Wedgwood, 2007).

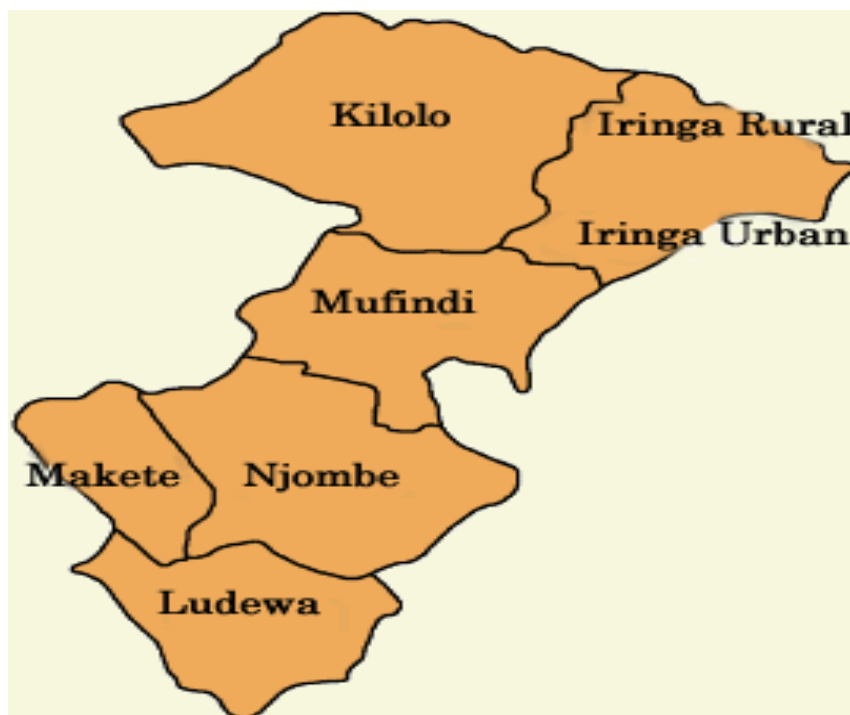


Figure 2: Map of Iringa Region

Source: National Electoral Commission of Tanzania

(<http://www.nec.go.tz/map.asp?menu=sub7®ioncode=09>)

3.3.1 Teacher Training and Qualifications

Teachers in Tanzania are categorized according to their educational qualifications. Each type of school demands particular teacher educational qualifications. This implies that individuals have to meet certain requirements before they are employed as elementary, primary or secondary school teachers in Tanzania and these are discussed in this section.

3.3.2 Primary School Teachers

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 (Dershimer, 2002). Having completed the course, they qualify to teach in Primary Schools and such teachers become Grade IIIA teachers. According to MOEC (1995, 102), “the minimum qualifications for primary school teacher shall be to possession of a valid Grade ‘A’ Teacher Education Certificate”.

3.3.3 Secondary School Teachers

Students who do not get opportunities for university education can join the teachers’ colleges and pursue a two-year Diploma Course in Education. Having graduated from such colleges, they are employed to teach in Ordinary Level Secondary Schools (ibid). Additionally, the government recently introduced a one month teacher induction course to students who have passed the Advanced Certificate of Secondary Education Examinations (hereafter ACSEE) in order to curb the acute shortage of teachers following the increase in the number of secondary schools in the country as a result of the implementation of SEDP (2005–2009). Those students who pass the ACSEE pursue a three-year undergraduate degree course in education, that is, a Bachelor’s degree in/with Education and thereafter they qualify to teach in the Advanced Level Secondary Schools/Senior Secondary Schools (Dershimer & Mhando, 2006).

According to the MOEC (1995, 103), “the minimum qualification for a secondary school teacher in both Government and Non-Government Schools shall be possession of a valid Diploma in Education obtained from a recognized institution” (MOEC, 1995, 103). However, this is not the case in practice as explained above that the implementation of SEDP is faced with the challenge of teachers’ shortage, so the government recently introduced a crash programme called an Induction Course, a one-month course for form six leavers in order to curb the problem, but those individuals continue with their training at the Open University of Tanzania (hereafter OUT) to attain the required qualifications while teaching.

3.3.4 Teacher Employment

As soon as one graduates from a Teachers’ College or university s/he is employed by the Ministry of Education and Vocational Training (hereafter, MOEVT) and posted to any part of the country. The posting of teacher trainees to working is done at the Ministry Headquarters based on the special form that the students fill before graduating from the teachers’ colleges or universities. In the form they are supposed to choose three regions where they wish to work, but they do not have a choice when it comes to the districts and schools where they would like to work. Some of the teachers opt to seek employment in the Non-Government Schools.

3.3.5 Teachers’ Salaries

According to 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 fiscal year (Sanyolo, 2007). Additionally, the author argues that their salaries were lower than that of teachers in other East African countries, Uganda and Kenya (ibid). The teachers in Tanzania and The Gambia earned the lowest salaries of all the six countries in which the study was conducted (Sanyolo, 2007). This implies that on the over all teachers in

the country under discussion are lowly paid. However, from my experience the teachers in some of the Non-Government Secondary Schools enjoy better salaries than their colleagues in the Government and Community-Government Secondary Schools.

4 THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE

4.1 Introduction

This chapter presents a theoretical knowledge of the phenomenon of job satisfaction. The chapter is organized in two main sections. The first section presents the theoretical framework of the study and it covers theories of motivation and job satisfaction. The second section reviews the related literature on the phenomenon of job satisfaction.

4.2 Theoretical Framework

The phenomenon of job satisfaction is closely related to motivation (Mbua, 2003). This implies that the theories of motivation are also regarded as theories of job satisfaction. There are many theories of motivation and job satisfaction and those theories are categorized into two, the content and the process theories. The content theories discussed in this section include: (1) Maslow's need theory, (2) Herzberg's Two Factor Theory, (3) McClelland's Need Achievement Theory, and (4) Aldefe's The Existence, Relatedness and Growth (hereafter, ERG) Theory. The process theories we consider include the following: (1) Expectancy Theory, (2) Equity Theory, and (3) Locke's Value Theory (Mbua, 2003; Robbins & Judge, 2008; Greenberg & Baron, 1995; Chelladurai, 1999; Lunenburg & Ornstein, 2004; Shafritz, et al., 2005; and D'Souza, 1989).

4.2.1 Content Theories of Motivation

According to Mbua (2003, 310), content theories "focus on factors within the person that start, energize, direct, maintain and stop the behaviour." Firstly, Abraham Maslow propounded the theory of motivation and job satisfaction over sixty years ago (ibid). In his theory, Maslow claims that human beings have desires, wants and needs

and those human needs are arranged in a hierarchy beginning with the most basic to the highest and these are: (1) physiological needs, (2) safety or security needs, (3) social and belonging or affiliation needs, (4) Self esteem, ego or status needs and (5) the need for self actualisation (Maslow, 1987, D’Souza, 1989 and Mbua, 2003). Robbins and Judge (2008) provide a thorough description of each of the Maslow’s human needs (See Table 1).

Table 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).


Lunenburg and Ornstein (2004) summarize the above five needs according to Maslow’s theory suggest what organizations can do to satisfy and motivate their respective employees (Table 2). This table gives a clear picture on how the theory can be applied in organizational contexts, be it in a school or an industry.

According to Morgan (1986, 40), “employees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in the workplace.” He shows how Maslow’s theory can be applied in workplaces (Figure 3). This implies that employees bring with them to the organization their needs that require gratification.

Maslow’s theory lays the basis or foundation of the phenomena of motivation and job satisfaction. However, the most controversial question that arises is whether it is true to argue that people from all cultures on the globe have the same needs and that those

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

Table 2: Maslow’s Need Hierarchy

	General Factors	Need Levels	Organizational Factors
Complex Needs			
	Growth	Self actualization 5	Challenging job
	Achievement Advancement		Advancement Achievement in work
	Self-esteem Esteem from others Recognition	Esteem 4	Titles Status Promotions
	Affection	Social	Quality of supervision
	Acceptance	3	Compatible work groups
	Friendship		Professional friendship
	Safety	Safety	Safe working conditions
	Security Stability Water	2 Physiological	Fringe benefits Job security Heat and air- conditions
	Food Shelter	1	Base salary Working conditions
	Basic Needs		

Source: Lunenburg & Ornstein (2004, 112)

The second content theory is famously known as the “Two-Factor Theory”. The theory was propounded Herzberg ((Herzberg et al., 1959). In this theory, they identify

five factors that influence both motivation and job satisfaction and these include: “recognition, achievement, advancement, responsibility, and work itself” (80). 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. This implies that an attempt to measure job satisfaction among employees has to include these job facets/dimensions. Moreover, Herzberg and his colleagues make a remarkable contribution in the field of organisation behaviour (OB) by hypothesizing the “Two-Factor Theory”, but like other theories their theory has also been subjected to several criticisms from other scholars. Lunenburg & Ornstein (2004) present three major arguments against Herzberg’s Two-Factor Theory and these are as follows. Firstly, the approach he employed to examine hygiene factors dictated the outcomes. Secondly, the treatment of job satisfaction and job dissatisfaction facets as mutually exclusive aspects is questionable. This implies that what Herzberg and his colleagues refer to as “motivators” are both “satisfiers” and “dissatisfiers”. In other words, the factors that Herzberg regards as satisfiers can also be “dissatisfiers” in another context. Finally, the study did not concentrate on actual motivation, but job satisfaction among employees.

Additionally, Robbins and Judge (2008) highlight five criticisms against the Two-Factor Theory. One of the criticisms is that Herzberg’s approach to measure job satisfaction is methodically limited. The other censure is that the reliability of the method he employed is questionable. Moreover, Herzberg did not employ the overall measurement of job satisfaction. Furthermore, Robbins and Judge argue that the Two-Factor Theory is not consistent with earlier studies. Lastly, Herzberg is criticized for making assumptions on the relationship between job employees’ satisfaction and productivity, but his study method dealt with job satisfaction and not productivity. According to Mbua (2003), Herzberg’s theory of motivation and job satisfaction is built on the basis of a limited study sample of personnel from the field of accounts and engineering. Therefore such findings cannot be used to generalize other contexts.

The third content theory was proposed by McClelland (1969) and it is called Need Achievement Theory. This theory of motivation and job satisfaction is also called “the

values theory” (Mbua, 2003, 318). McClelland is of the opinion that people’s needs are acquired from their respective cultures while others are learnt and these include the need for achievement, affiliation, and power (Mbua, 2003, 319). This is a replica of Maslow’s need hierarchy theory in some way, but condenses the needs from five categories to just three.

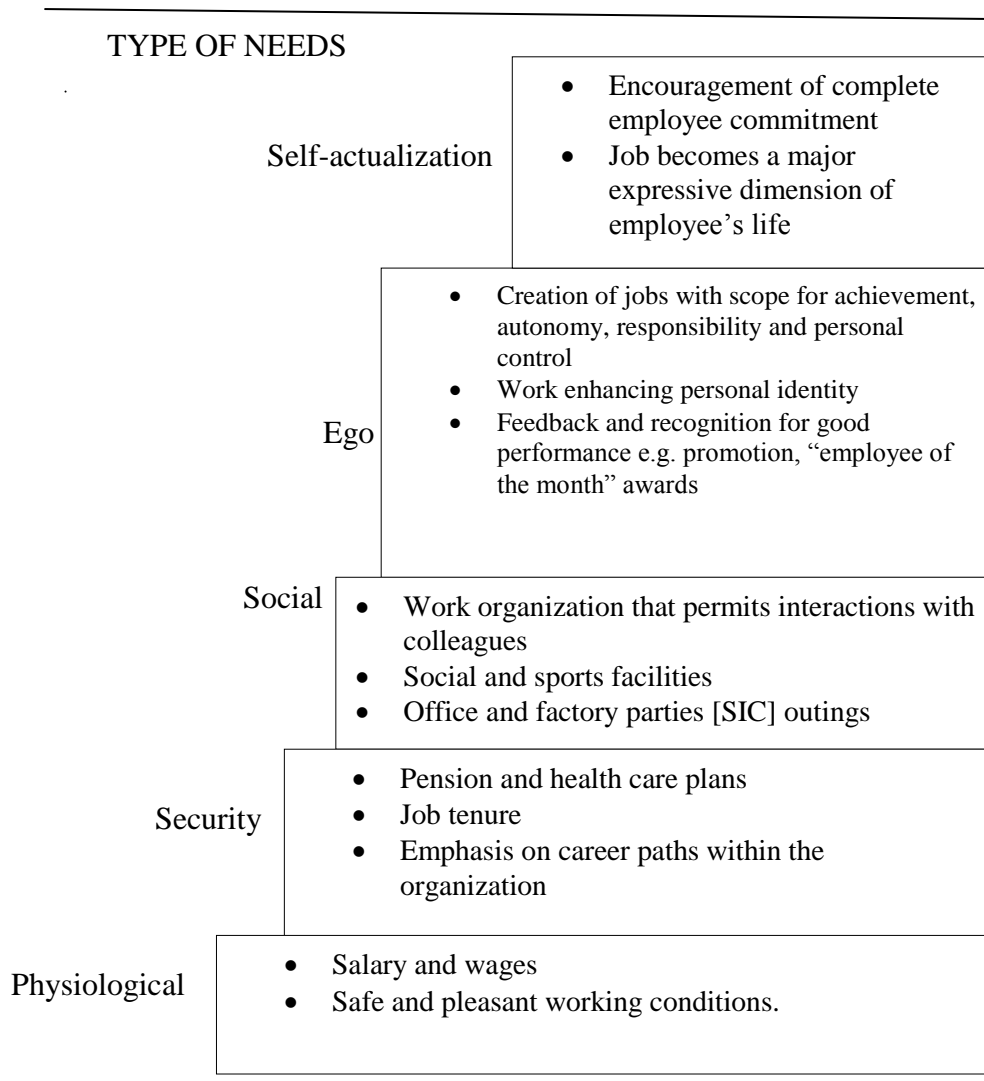


Figure 3: Application of Maslow’s Theory in Organizations

Source: Morgan (1986, 43)

The last key content theory of motivation and job satisfaction reviewed in this study is called The Existence, Relatedness and Growth (ERG) Theory. The theory was

hypothesized by Alderfer. This theory is also “a reformulation of Maslow’s need hierarchy theory” (ibid). Alderfer like McClelland condenses Maslow’s human needs into only three categories and these include the existence, relatedness and growth needs. According to him, existence needs are what Maslow calls physiological needs. Relatedness needs refer to social and esteem needs that are one’s desire for affiliation or belongingness or love, whereas growth needs are those needs that are to do with the “desire to be self confident, productive and creative” (Mbua, 2003, 321).

4.2.2 Process Theories of Motivation

According to Mbua (2003, 225), “the process theories of motivation 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. The first one is called Expectancy Theory. This theory was first proposed by Victor Vroom (Robbins & Judge, 2008 and Lunenburg & Ornstein, 2004). In this theory, it is argued that motivation emanates from three kinds of people’s beliefs or assumptions and these are: expectancy, instrumentality and valence (Chelladurai, 1999). The term expectancy refers to the person’s assumption that efforts will lead to achievement or accomplishment (ibid). 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” (Chelladurai, 1999, 142).

Although the theory has been validated by various researchers, it is criticized for being very complicated and that no measure can be used to test it (Lunenburg & Ornstein, 2004). In addition, there are no studies that support the claim that people do some arithmetic before they decide to perform the task (ibid). Lastly, some scholars argue that the model is incomplete (Lunenburg & Ornstein, 2004).

The second process theory of motivation and job satisfaction is called Locke’s Value-Based Theory of Satisfaction. 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.

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

According to Porter and Lawler (cited in Lunenburg & Ornstein, 2004, 127), the “perceived equitable rewards are a major input into employee satisfaction.” The outputs of one’s job are “all the things the employee receives as a result of performing the job, such as salary, promotions, fringe benefits, job security, working conditions, job prerequisites, recognition, responsibility, and so on” (Lunenburg & Ornstein, 2004, 128). The inputs include such aspects as employees’ educational qualification, work experience, professional training, personal ability, personality qualities or characteristics, commitments and efforts and attitude towards the job among others which they bring with them to the institution (Lunenburg & Ornstein, 2004). In addition, workers are expecting to see justice and fairness in terms of the work they do and the fruits of their work. In short, the theory claims that workers assess whether there is fairness in what they get doing the job. They do so by using what the authors refer to as “the process of social comparison” (Lunenburg & Ornstein, 2004, 128). This implies that if the employees are fairly rewarded, they become happy or contented with their job and the opposite is true.

4.3 Factors Associated with Job Satisfaction

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.”

In this study, I examine both the individual or demographic and organizational factors (Spector, 1997 & Lunenburg & Ornstein, 2004). In this section, I first review literature about the demographic or personal (biographical) factors which influence job satisfaction and thereafter, I review the previous research on the job satisfaction facets.

4.2.1 Demographic Factors

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 & 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. Conversely, Crossman and Harris (2006) conducted a study on job satisfaction among secondary school teachers in United Kingdom and their findings indicated that their satisfaction levels did not differ significantly by gender.

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 teacher's age and job satisfaction (Rasku and Kinnunen, 2003). They found that teachers' job satisfaction was linked to their age. On the contrary, Crossman and Harris (2006) found that secondary schools teachers in United Kingdom did not differ significantly in their job satisfaction in relation to 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 teacher's age, the higher the level of job satisfaction and the lower the teacher's age, the lower the job satisfaction level (Greenberg & Baron, 1995). This implies that earlier studies indicate that there is a significant difference in job satisfaction caused by age differences. Additionally, 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.

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 (ibid). 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. Conversely, Crossman and Harris (2006) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among secondary school teachers in the United Kingdom.

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 (ibid). 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 & Akyeampong, 2007). This implies that the location of school was a determinant factor of their differences in job satisfaction.

Lastly, according to Greenberg and Baron (1995), employees occupying managerial or leadership positions in the organization indicate higher levels of job satisfaction than others. This implies that teachers who occupied senior positions like being Deputy Principal, Senior Academic master/mistress, and Head of Department among others in their respective schools were more satisfied with their job than their colleagues without such promotional positions. Similarly, Dinham and Scott, (2000), found that teachers who had earned promotions in their schools were more satisfied with their job than others.

4.2.2 Job Satisfaction Factors/Dimensions

Job satisfaction is a multidimensional phenomenon and it is therefore argued that different scholars identify different job satisfaction factors or facets (Bolin, 2007). However, the facets or factors they identify are somewhat similar content wise. In this

section, I review 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: “achievement, recognition, work itself, responsibility and advancement” Herzberg, Mausner & 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 Vroom (cited in Bolin, 2007, 49) 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” as Denga, 1996; Nwagwu & Salmi, 1999; Ossai, 2004; Ubom & Joshua, 2004; and Ubom, 2001 (cited in Ololube, 2008, 1). This implies that teacher job satisfaction can also be derived from what Herzberg refers to as “dissatisfiers”, that is, salary, company policies, administration and working conditions among others.

Moreover, Davidson (2007) conducted a survey on teacher motivation in Tanzania and he found that most teachers were unhappy with their pay, fringe benefits, teachers’ accommodation, their promotion position, status and number of lessons allocated. This implies that they had a low level of job satisfaction. The current study is intended to examine what other factors behind teachers’ job satisfaction there are besides teacher motivation, which the above researcher studied.

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 & Baron, 1995). Whereas, the personal factors or determinants they list are: personality, job congruent with interest, status and seniority and general life satisfaction (ibid). This implies that job satisfaction is derived from both the

organisational 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 collegial relationship that they enjoy at their place of work. It is very important for teachers to have time to share experiences (ibid). 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.

However, Roethlisberger in his article published in *Classics of Organization Theory Sixth Edition* (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 recognised by their supervisors and co-workers (ibid). 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. Rasku and Kinnunen (2003), then, found that Finnish secondary school teachers expressed more job satisfaction than their counterparts in other European countries in which the study was conducted. Their satisfaction was a result of the fact that they are assured their wellbeing through working.

Research findings indicate that “both hygienes [SIC] 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. 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 behaviour, positive relationships with students and others, self growth, mastery of professional skills, and feeling part of a collegial, supportive environment....”(Dinham & 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 Chelladurai, 1999, 233), “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, organization’s 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, operating conditions, co-workers, nature of work and communication.” The author provides further descriptions of such facets (Table 3).

Table 3: Facets of Job Satisfaction

Job Satisfaction Facets	Description
Pay	Satisfaction with pay and pay raises
Promotion	Satisfaction with promotion opportunities
Supervision	Satisfaction with the person’s immediate supervisor
Benefits	Satisfaction with fringe benefits
Contingent rewards	Satisfaction with rewards (not necessarily monetary) given for good performance
Operating conditions	Satisfaction with rules and procedures
Co-workers	Satisfaction with co-workers
Nature of work	Satisfaction with the type of work done
Communication	Satisfaction with communication within the organization

Source: Spector (1997, 8)

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 (See table 4).

Table 4: Facets of Job Satisfaction

Job Facets	Description
Pay	Fairness, opportunities, frequency of raises
Promotion	Opportunities, fairness, frequency
Supervision	Level of competence, fairness, interest in subordinates
Benefits	Range of benefits, comparative value
Contingent rewards	Recognition, appreciation, rewards
Operating procedures	Rules and procedures, red tape, amount of work
Co-workers	Level of competence, friendliness
Nature of work	Interest, meaningfulness, enjoyment

Source: Sierpe (1999, 485)

However, Sierpe does not include communication in the above list of job satisfaction components or antecedents. Oshagbemi (1997) in his study on job satisfaction among university lecturers and professors in the United Kingdom employed a modified Job Descriptive Index which included eight aspects and these include: “(1) teaching; (2) research; (3) administrative and managerial duties; (4) present pay; (5) opportunities for promotion; (6) supervision/supervisor; (7) co-workers; (8) physical conditions/working facilities” (Oshagbemi, 1997, 513). 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.

4.4 Factors Associated with Teachers' Job Dissatisfaction

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 (ibid). 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 dissatisfiers.

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

4.5 Impacts of Teachers' Job Satisfaction

Job satisfaction results in teachers' performance, job turnover, absenteeism and involvement in teachers' union activities (Organ and Bateman, 1991, Robbins, 2005 & Robbins & Judge, 2008). However, there is no empirical data that justifies direct or indirect influence of employees' satisfaction on productivity (ibid).

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 remain 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).

4.7 Concluding Remarks

As mentioned previously in this study, there is more literature on job satisfaction in the developed countries than there is in developing countries. The literature has been reviewed in this study comes mostly from the United States of America, United Kingdom, Canada, and New Zealand. Only a few articles are available from the developing countries. To be very specific, there is very limited literature from Tanzania. Additionally, much research literature available even from developed

countries, addresses the phenomenon of job satisfaction among multidisciplinary professions. It is asserted that very little has been written about teachers' job satisfaction and only scanty literature on job satisfaction among secondary school teachers in Tanzania (Bunnell and Mkyanuzi, 2005). I therefore believe that this study contributes to existing research literature and at the same time provides employers, policy makers, school administrators and other stake-holders relevant information on how teachers feel about their job.

5 RESEARCH DESIGN AND METHODOLOGY

5.1 Introduction

This chapter discusses the methodology that was employed in conducting this study. The key aspects that are addressed in this chapter include: key research questions, research design, rationale for selecting survey research design, sample population, sample size, procedures for sample selection, instrument used for data collection, methods for data analysis and validity and reliability of the study. The last section gives an overview or a summary of the chapter.

5.2 Key Research Questions

The key research questions for this study are as follows:

1. What kind of job satisfaction aspects are teachers satisfied with?
2. How do the teachers differ in their job satisfaction in relation to gender, age, marital status, qualification, teaching experience, type of school, school location and promotional position?
3. Which of the job satisfaction factors contribute significantly to teachers' intentions to remain on the job?
4. Is there any significant relationship between teacher job satisfaction and job characteristics, social benefits, meaningfulness of the job, support from administration and intention to remain on the job?

5.3 Research Design

According to Kerlinger (1978, 300), a research design refers to “the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and control variance.” The key research questions for the current study were answered through a positivist epistemological approach or quantitative research design. Positivist researchers define their subjects of interest in terms of observable

behavior...” (Gall, P., Gall, D, & Borg, 2005, 14). Thus, the current study employed a survey or quantitative research design in collecting data.

5.3.1 Rationale for Selecting Quantitative Design

The phenomenon of job satisfaction belongs to the field of Psychology. It is an aspect of organizational behaviour (hereafter OB) or organisational science. Measuring or examining teachers’ job satisfaction requires a scientific instrument to gather data from the selected sample population. In this case, a five Likert-type scale survey instrument is suitable for this particular study (Kerlinger, 1978). According to Gall, M., Gall, J. & Borg (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).” This method has several advantages and these include the following. Firstly, the survey instrument is not time-consuming. It can be administered to a large sample within a very short time. The researcher does not need to be always present when the participants are responding to the questionnaires. The researcher can mail the questionnaires to the individual respondents and they will send to the researcher via post or electronically after completing them.

Secondly, Spector (1997) argues that comparatively studying job satisfaction by interviewing the target population is more expensive and time consuming than administering a survey instrument. However, this is not always the case; it all depends on the geographical location where the researcher conducts the study.

Thirdly, the reliability and validity can easily be tested. The term reliability is synonymous to “dependability, stability, consistency, predictability, accuracy” (Kerlinger 1978, 442). To put it differently, reliability has to do with whether the instrument gives the same or different results when used at different times. Whereas, validity has to do with whether the instrument measures what it was intended to measure (ibid). This implies that reliability and validity can be tested easily when this method is employed in the current study.

Fourthly, data analysis can be done using the Statistical Package for the Social Sciences (hereafter, SPSS). According to Gall et al., (2008, 174), SPSS makes it possible for researchers to analyse every kind of statistics related to quantitative studies. In other words, this is a computer programme that facilitates the analysis of large quantitative of data. Similarly, Spector (1997) contends that responses obtained through a survey instrument can easily be quantified and standardised. However, the researcher has to master the application of the SPSS software quite well to be able to do the analysis.

Fifthly, the quantitative method is very a simple method of collecting data from large samples. Seventh, in this method the respondents/participants remain anonymous. This implies that the names of the respondents remain confidential, that is, they are not publicised.

Sixthly, the participants can be given enough time to consider/organise their answers to every question. They can respond to the questions at their convenient time. This gives them freedom to think thoroughly before giving the response to each and every question.

Finally, Spector (1997) argues that it is possible to obtain a thorough or more extensive data/information on the phenomenon of job satisfaction if people are interviewed than administering a questionnaire (ibid). The author claims that interviews provide a room for respondents to identify their own job satisfaction facets other than those that the research pre-plans (ibid).

Thus, the quantitative method was employed in this study despite the limitations stated above. The sample size for this study was 162 (N = 162) teachers and such a large sample could not easily be studied using any other method than quantitative method as Spector (1997) recommends. This implies that a survey instrument was therefore suitable for the study.

5.4 Population

According to Creswell (2005), the term population is defined as a group of persons having a common characteristic, for instance, all secondary school teachers or all secondary school principals in a particular district, region or country would form a population (ibid). Thus, the current study was conducted among teachers from Government (Public), Community-Government and Non-Government (Private) Secondary Schools in Njombe District.

5.5 Sample Size

A sample is “a small portion of the study population” (Awuondo, 1994, 11) and according to Cohen, Manion 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. Other scholars recommend that the participants in survey studies should not be less than 100 per each main sub-group and between 20 and 50 for the minor sub-group (Cohen, Manion & Morrison, 2000). Thus, the population sample for the current study comprised of 162 teachers (N=162).

5.6 Sample Selection Procedure

Creswell (2005) argues that it is impossible for an educational researcher to employ a probability sampling always and therefore what he calls a non-probabilistic approach can be applied to select the sample for the study. According to him, in this approach the researcher chooses particular persons due to their availability, willingness and convenience to be studied. In other words, this approach is also referred to as “accidental or opportunity sampling” (Cohen et al. 2000, 102) in which the researchers select respondents who are found nearby (ibid).

There are two kinds of non-probability sampling namely the “convenience and snowball sampling approaches” (Creswell, 2005, 149). Convenience sampling

“involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at that time” (Cohen et al., 2007, 113-114). In other words, researchers select persons for their studies who are easily accessible (ibid). The researcher can stand at the strategic corner or street and distribute the questionnaires to target respondents. According to Gall et al. (2003), a convenience sample refers to a group of people who are selected to take part in a study just because they are easily found.

The convenience sampling approach has one major advantage it is convenient for the researcher. However, its main disadvantage is that it is subject to biasness (ibid). The other limitation of this approach is that “the researcher cannot say with confidence that the individuals are representative of the population” (Creswell, 2005, 149). This does not imply that a convenience sample provides useless data for answering the research questions that the researcher sets to answer (ibid). Conversely, in the snowball sampling procedure, the researchers request their respondents to locate other persons to be part of their study sample (Creswell, 2005).

In the current study, a non-probability sampling procedure, the convenience sampling was adopted in selecting the study sample despite the limitations stated above. The main reason for adopting it in this study was the fact that the secondary schools in Njombe District are very scattered. It would have been very expensive and time consuming for the researcher to obtain data from some of the schools that are located in very remote areas.

5.7 Data Collection

Before the exercise of collecting data for this study was done, the following procedures were adhered to: First, the researcher contacted all the Heads of Secondary Schools (hereafter, HOS) in the District on the 21st of August, 2008 in person and requested for permission to study in their respective schools. A letter was

written to all 250 teachers in 13 schools requesting them to respond to the survey on Teacher Job Satisfaction (See Appendix A).

The collection of data for this study was done from the 30th October to the 19th November 2008. The questionnaires were mailed electronically to the research assistant who duplicated and personally delivered them to the participating schools and thereafter the completed hard copies of the survey instrument were mailed to the researcher through Express Mail Service (EMS).

In quantitative studies, data collection is normally done through the use of survey instruments (Creswell, 2008). According to him, an instrument is “a tool for measuring, observing, or documenting quantitative data” (p. 55). In this study, a self designed 5-Likert scale survey instrument was employed in collecting quantitative data. The instrument consisted of main two parts. The first part consists of 14 questions related to demographic or personal factors which included such aspects as: gender, age, marital status, type of school ownership, location of school, type of teacher, teaching experience, leadership position in the school, number of teachers in the school by gender, number of students per class by gender, number of students per class, educational qualification, year of graduation from teachers’ college/university and year of first appointment. Three items number 9, 10 and 11 were excluded in the final analysis of data because participants from all schools provided contradicting figures about the total number of teachers and students in every school. This was attributed by the fact that participants had no time to cross-check the correctness of the statistics they were giving. However, this did not affect the main purpose of the study as they were meant to give the researcher some additional information about the context in which the study was conducted.

The second part of the survey was entitled Teacher Job Satisfaction Survey (TJSS) which consisted of 36 five Likert scale items ((i.e. 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree & 5= Strongly Agree) items related to various facets of job satisfaction. Using the scale stated above, the participants were supposed to indicate

their satisfaction with each of the job satisfaction facets by putting a tick (√) in appropriate spaces provided (See Appendix B).

5.8 Validity and Reliability

5.8.1 Validity

Content Validity has to do with the researchers' interpretation of what the instrument measures (Spector, 1997). In other words content validity is concerned with whether the instrument "covers the domain or items that it purports to cover" (Cohen et al., 2007, 137). An instrument is valid if it measures what is supposed to measure. 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 TJSS part two were jumbled up to avoid biasing the respondents. This helped to reduce validity-related risks and increase reliability levels. The other thing is that related literature was reviewed to get the theoretical knowledge about the content or subject and definitions of concepts that are used before designing the instrument for the particular study as Muijs (2004) recommends. Additionally, content validity for the survey instrument used in this study was attained through presenting it to experts and peers for discussions and comments. This helped to eliminate ambiguities in the items.

Also the construct validity of the instrument was attained through use of factor analysis technique (Table 6). Bryman and Cramer (2009, 322) assert that "factor analysis enables us to assess the factorial validity of the questions which make up our scales by telling us the extent to which they seem to be measuring the same concepts or variables." Additionally, the factor analysis helped to attain the construct validity as recommended by Muijs (2004).

5.8.2 Reliability

According to Spector (1997, 6) the term reliability is defined as the “consistency in measurement: That is, if we repeatedly assess job satisfaction of a person will we get the same number each time, assuming the person’s attitudes do not change?” In ensuring that the instrument that was used to measure teacher job satisfaction is reliable two things were done and these included the following. The survey instrument was presented to peers in the Master’s of Educational Leadership Programme who are mostly secondary schools teachers in their respective countries, Supervisors and Professors for discussions and comments during the research seminars and thereafter adjustments and corrections were made to the instrument before it was administered to the target population sample. This helped to improve the quality of the items in the instrument as Muijs (2004) suggests. In other words, ambiguities in certain items in the instrument were eliminated.

Also each job satisfaction facet or dimension in the second part of the survey instrument consisted of two or more related items. When those facets are measured with several items, the individual error is eliminated and the reliability of the instrument increases (Muijs, 2004). Similarly, Borg and Gall (1989, 267) recommends that there should be several items in a survey or test to make it possible for researchers to estimate an individual’s score. The survey instrument consisted 36 items in total. This was done to increase the reliability of the survey instrument.

Moreover, the internal reliability of the instrument is “estimated using Cronbach’s alpha” (Bryman & Cramer, 2009, 363). The reliability of the instrument (36 TJSS items) was computed using SPSS and Cronbach’s Alpha was 0.888 higher than conventional or recommended reliability which is Cronbach’s Alpha 0.800. This implies that the instrument employed in this study was reliable. Additionally, the test for reliability for the loaded variables was computed and the Cronbach’s Alpha ranged from 0.557 to 0.859. These results indicated that Job Characteristics had the highest reliability followed by Social Benefits, Support from Administration, Intention to Remain in the job and Meaningfulness of the Job had the least reliability,

but on the overall the consistency levels among individual variables were high (table 5).

Table 5: Reliability of Loaded Variables

Loaded Variables	Cronbach's Alpha	No. of Items
Job Characteristics	.859	12
Social Benefits	.807	10
Meaningfulness of the Job	.509	04
Support from Administration	.713	03
Intention to Remain in the job	.557	03

The study involved many participants, that is a large sample size (N=162) and this helped to ensure the survey instrument's reliability as supported by Cohen, Manion and Morison (2007, 101) 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, there current study employed the factor analysis technique to identify the principal factors from the 36 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 (Table 6).

5.9 Ethics and Human Relations

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

reading the report to identify the data sources. In other words, anonymity of both participants and data was strictly observed. Furthermore, the data collected were analysed as aggregates.

5.10 Data Analysis

The questionnaires were coded and analysed using the SPSS version 15.0 computer software. The personal or demographic information for the 162 participants were calculated using descriptive statistical technique while factor analysis was computed to analyse the 36 items in the questionnaire. The “descriptive statistics are a set of statistical tools that allow us to accurately describe a large volume of data with just a few values” Brace, Kemp and Snelgar (2003, 48). Therefore, descriptive statistical techniques were used to obtain frequencies, analyse and summarise data before making inferences. The “frequencies command” provides descriptive statistics for total number of study participants (ibid). Descriptive statistical techniques were also used to determine the factors that teachers are satisfied with (Research Question 1).

According to Brace, Kemp and Snelgar (2003, 278), factor analysis refers to “the way in which you investigate whether factors might exist; it is said to extract the factors from the variables”. Factor analysis was employed to extract and obtain the principal components or variables from the participants’ responses to the 36 TJSS items. Using factor analysis technique, four items or variables with loadings less than 0.40 out of 36 were statistically eliminated and 32 items with loadings 0.40 and above remained and these were statistically grouped into five main factors or components and these are: Job Characteristics (hereafter, JC) consisted of 12 variables or items; Social Benefits” (hereafter, SB) consisted of ten (10) items or variables; Meaningfulness of the Job” (hereafter, MJ) consisted of four (4) items; Support from Administrators” (hereafter, SA) consisted of three (3) items; and Intention to Remain” (hereafter, IR) consisted of three (3) items (The Rotated Component Matrix (Table 6).

In addition, the Multiple Analysis of Variance or multivariate (hereafter, MANOVA) and the independent sample t-tests were computed to answer the second research

question. According to Borg and Gall (1989, 557), MANOVA refers to “a statistical technique for determining whether several groups differ on more than one dependent variable”. In the current study, the technique was used to determine whether teachers’ job satisfaction differ significantly in relation to age, school type, professional qualification, working experience and marital status (Research Question Two). Additionally, the Independent sample t-test was used to determine whether teachers’ job satisfaction differ significantly in relation to gender, school location and teacher type (Art or Science teacher).

Moreover, the stepwise regression statistical technique is a statistical technique that is used to determine the predictor variables. The third research question sought to determine the factors that contribute significantly to teachers’ intention to remain in the profession. This technique was therefore used to answer this particular question.

Lastly, the bivariate (Pearson r) correlation is “the examination of the relationship between two variables” (Bryman & Cramer, 2009, 354). The fourth research question sought to determine whether there was a significant relationship between job satisfaction and the five job dimensions: Job Characteristics (JC); Social Benefits; Meaningfulness of the Job (MJ); Support from Administration (SA); and Intention to Remain (IR).

Table 6: Rotated Component Matrix (a)

FACTOR 1: JOB CHARACTERISTICS (JC)	LOADINGS
JS14 I am comfortable with my future fringe benefits	.727
JS23 I am comfortable with the promotion opportunities available to me as a teacher	.718
JS33 The promotion process and procedure used by my employer are fair	.713
JS28 I feel fairly paid by my employer	.676
JS35 I am satisfied with bonuses I receive from my employer	.658
JS 13 I am comfortable with my future incomes	.617
JS29 I feel satisfied with opportunities for training and professional development	.553
JS17 I feel comfortable with rewards I get for doing a good job in the school	.539
JS15 I am satisfied with In-service training opportunities available to me as a teacher	.538
JS18 I am happy with the appreciations I get from employer for contribution I make in the school	.506
JS36 I am satisfied with opportunities to attend seminars	.431
JS1 I feel happy with my present fringe benefits	.401
FACTOR 2: SOCIAL BENEFITS (SB)	
JS11 I feel satisfied with recognition I have in the community	.677
JS8 I am happy with the cooperation I receive from my workmates	.664
JS10 I enjoy much freedom in my place of work	.626
JS5 I am happy with cooperation I receive from school management team	.609
JS3 Teaching is an interesting job to me	.587
JS6 I am satisfied with autonomy in making decisions about my daily tasks	.525
JS2 I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job e.g. employment contract	.520
JS4 I feel satisfied with professional ability for doing my job	.513
JS9 I feel comfortable with my present level of responsibility in my job	.496
JS24 I enjoy collegial relationship with fellow teachers	.453
FACTOR 3: MEANINGFULNESS OF THE JOB (MJ)	
JS22 My colleagues value my contribution in the school	.617
JS21 I am satisfied with the school's physical working environment	.511
JS31 Teaching provides me with opportunity to use all my skills	.485
JS32 Teaching is a challenging job to me	.425
FACTOR 4: SUPPORTIVE ADMINISTRATION (SA)	
JS34 I am happy with support I receive from administrators	.696
JS25 I am satisfied with support I get from school administrators	.684
JS16 I am satisfied with care I receive from my immediate supervisor(s)	.606
FACTOR 5: INTENTION TO REMAIN IN THE JOB (IR)	
JS20 I am not intending to look for another well paying teaching job in another school	.648
JS27 I would not like to be transferred to another school	.608
JS30 I am not intending to look for another profession	.574

6 RESEARCH FINDINGS

6.1 Introduction

This chapter presents the data and findings for the current study and it is organized into three main sections. The first section presents the demographic data which were obtained by the asking the participants to provide personal information in the first part of the survey. The second section presents the data or findings as per participants' responses to the Teacher Job Satisfaction Survey (TJSS 36 items). This section is divided into four sub-sections according to the four research questions stated in chapters one and two and these sub-sections are: Research Question One; Research Question Two; Research Question Three; and Research Question Four. The final section gives a summary of the main research findings.

6.2 Demographic Data

In the first part of the Teacher Job Satisfaction Survey (TJSS), the participants were asked to provide information on the following aspects: gender, age, marital status, teaching experience, type of school, the location of school, teaching subject (teacher type), leadership position in the school, total number of students per stream and whole school by gender, number of teachers in the school by gender, educational qualification, year of graduation from university/college and year of first appointment. The participants responded to most of these items appropriately, but they provided contradictory information on the number of students and teachers in their respective schools. As a result, these aspects were excluded in the final analysis of data. Additionally, the aspects year of graduation and year of first appointment were mainly intended to cross check the item of teaching experience in case one did not respond to it appropriately. The following are the demographic data obtained.

A total of 250 questionnaires were distributed to secondary school teachers from 13 out of 55 schools in the district and 162 (N=162), that is 64.8% were received (Table

7). All the 162 completed surveys met the criteria and therefore they were included in this study.

Table 7: Surveys Sent and Received Per School

Schools	No. of Surveys Sent	No. of Surveys Received	% of Surveys Received
School 1	25	23	92
School 2	11	07	63.6
School 3	15	09	60
School 4	24	17	70.8
School 5	10	10	100
School 6	15	11	73.3
School 7	15	14	93.3
School 8	16	08	50
School 9	30	14	46.6
School 10	17	15	88.2
School 11	25	14	56
School 12	23	08	33.3
School 13	24	12	50
TOTAL	250	162	64.8

Data from the demographic part of the survey revealed 67.9% of the respondents were male while 32.1% were female (Table 8). These results are not accidental but factual in that generally there are more male teachers than females in the secondary schools in the district and countrywide. This reflects the historical gender inequality in education in many countries south of the Sahara including Tanzania. A similar picture would be noted if the study was conducted among Heads of Secondary Schools. However, a different picture would be observed if the study was conducted in among primary school teachers.

Additionally, 50% of the total participants were aged between 21 and 30 years, 29.6% of the participants were between 31 and 40 years, 13.58% were between 41 to 50 and 6.79% aged above 51 years. The statistical data indicate that the majority of the participants in the current study were aged 21-30 years (Table 8). These figures are not accidental but they are due to the fact that the majority of teachers were trained

and employed between 2004 and 2008 following the implementation of the Secondary Education Development Plan (2004-2009). The plan contributed to the establishment of many Community-Government Secondary Schools in the country. This implies that a similar picture would be obtained if a larger sample was studied in any district in the country.

Moreover, the sample consisted of single, married, widows, widowers, divorced and separated teachers. Descriptive statistics indicate that 34.6% of the participants were single, 63.6% were married, 0.6% widows and 1.2% had separated (Table 8). Interestingly, on the average educated male Tanzanians get married when they are 26 or more years old. Furthermore, the sample consisted of teachers with teaching experience ranging from 6 months to 35 years. Fifty eight percent point six (58.6%) of the total respondents had a work experience of less than 5 years (Table 8). This is also due to the implementation of SEDP as mentioned previously in this section.

The participants for the study were from three types of schools and these are: Government, Community-Government and Non-Government Secondary Schools. The data revealed that Government School teachers constituted 8.6%, Community-Government School teachers constituted 58.6% while Non-Government School constituted 32.7% of the total sample. The Community-Government Schools constituted the majority of the participants in this study due to the fact that such schools had increased drastically in district and the country at large following the implementation of SEDP (2004-2009) as stated in chapter one. This implies that the sample consisted of the majority of participants from those schools as indicated in the demographic information (Table 8).

Out of the 13 secondary schools that participated in this study seven (7) were located in the rural areas and six (6) were locate in the urban areas. A total of 90 teachers (55.6%) were from rural secondary schools whereas 72 teachers (44.4%) were from urban secondary schools. This implies that rural schools had higher representation than urban schools (Table 8). Additionally, Science subject teachers constituted 38.9% of the total sample while those who taught Art subjects constituted 61.1% of

the sample. The results indicate that Arts subjects' teachers constituted the majority as indicated in the table below. Moreover, the participants with leadership or promotional positions constituted 36.6% of the total sample while those who did not occupy any leadership positions other than being classroom teachers constituted 65.4% as the data indicates (Table 8). Furthermore, categorization of participants by their educational qualifications was as follows: 13% had attended a One-Month Induction Course in Education, 57.4% had a Diploma in Education, 28.4% Bachelor's Degree in Education and 1.2% had a Master's Degree. The teachers with a Diploma in Education constituted the majority in the study sample. This is due to the fact that the minimum qualification the Ordinary Level Secondary School teacher is to have a Diploma in Education (Table 8). Those who had attended one month Induction course as a crash programme organized by the Government to curb the alarming shortage of teachers following the implementation of the SEDP (2004-2009) were supposed to continue their studies at The Open University of Tanzania (OUT) as distance learners to earn the required qualifications.

Table 8: Demographic Information

Characteristic	No. of Teachers	Percentage
Gender		
Male	110	67.9
Female	52	32.1
Age (Years)		
21-30	81	50
31-40	48	29.6
41-50	22	13.6
≥51	11	6.8
Marital Status		
Single	56	34.6
Married	103	63.6
Widow	1	.6
Separated	2	1.2
Years of Service		
≤5	95	58.6
6-10	25	15.4
11-15	14	8.6
16-20	12	7.4
≥21	16	9.9
School Type		
Government School	14	8.6
Com-Gov. School	95	58.6
NGOV. Schools	53	32.7
Location		
Rural	90	55.6
Urban	72	44.4
Teacher Type		
Science	63	38.9
Art	99	61.1
Promotional Position		
Leaders	56	34.6
Not leaders	106	65.4
Teachers' Qualifications		
Induction Course	21	13
Diploma in education	93	57.4
Bachelor's Degree	46	28.4
Master's Degree	2	1.2

Note: N=162

6.3 Job Satisfaction Survey Data

In this part of the survey instrument the participants were asked to indicate their level of satisfaction with each of the 36 items using the Five Likert Scale ranging from strongly disagree to strongly agree as follows: 1=Strongly Disagree, 2=agree, 3=Neutral, 4=agree and 5=Strongly agree. In the following sections, I present the participants responses to those items in relation to the four key research questions.

6.3.1 Research Question One

What kind of factors are teachers satisfied with?

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

6.3.1.1 Factor 1: Job Characteristics (JC)

This factor was measured by 12 items in the survey instrument (Table 6). Such aspects included fringe benefits, bonuses, monthly pay, promotion opportunities, promotion process and procedures, opportunities for professional growth (opportunities In-service training, seminars and workshops, rewards and appreciation from the employer. The descriptive statistical method revealed that the majority of the participants indicated low satisfaction with this job dimension (Mean= 2.35 and Standard Deviation = 0.688). The curve is very much skewed towards the left indicating low satisfaction with aspects under this loaded factor (Figure 4). However, few participants indicated that they were happy with this factor while few others indicated that they were not sure (Neutral) on how they felt about this particular job dimension.

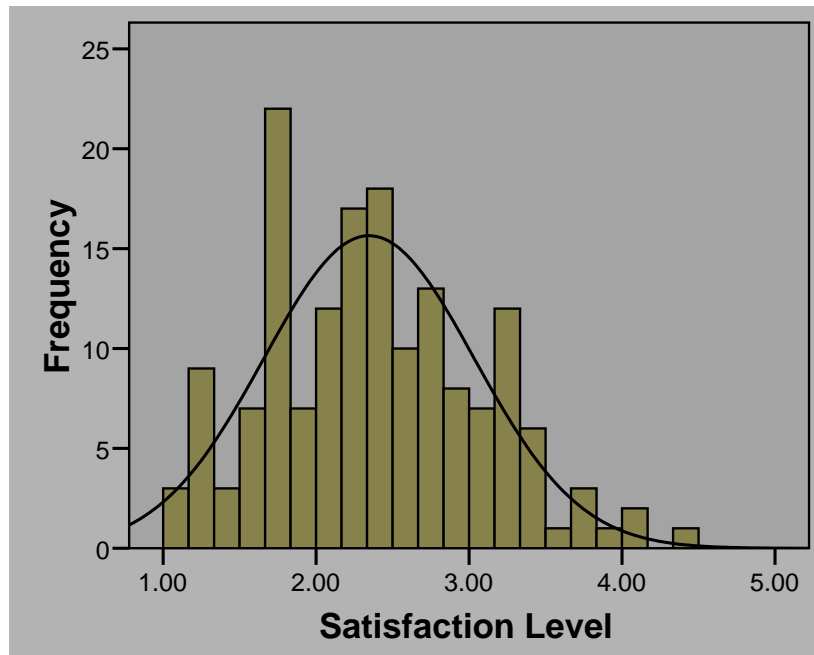


Figure 4: Satisfaction with Job Characteristics

6.3.1.2 Factor 2: Social Benefits (SB)

The Social Benefit job dimension was measured by ten (10) job satisfaction items (Table 6) and it included such aspects 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, autonomy I in making decisions about daily tasks, job security, professional ability for doing job, present level of responsibility, and collegial relationship. The descriptive statistical technique revealed that the majority of the participants were more satisfied with this job satisfaction dimension (mean=3.51, Std. Dev. = 0.626) than job characteristics. The curve is skewed towards the right indicating that the participants are satisfied with this job dimension (See Figure 5). The satisfaction with this job dimension ranked second from the top after Meaningfulness of the job dimension and higher than Support from Administration and Job Characteristics.

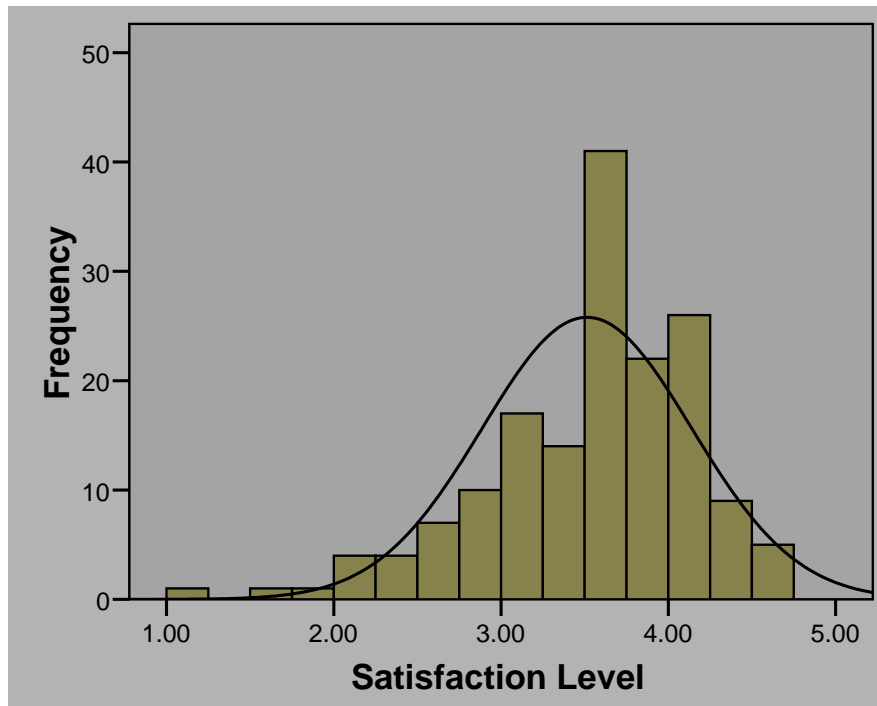


Figure 5: Satisfaction with Social Benefits

6.3.1.3 Factor 3: Meaningfulness of the Job (MJ)

This component included four items and these were: JS22 “My colleagues value my contribution in the school”, JS21 “I am satisfied with the school’s physical environment”, JS31 “Teaching provides me with opportunity to use all my skills” and JS32 “Teaching is a challenging job to me” (See Table 6). On the over all, participants indicated high satisfaction with this job dimension of all. In other words, this job satisfaction dimension was the highest in the ranking as its mean was mean 3.52 (Std. Dev. =0.633). The normal curve was skewed towards the right indicating that high satisfaction with the job dimension (See Figure 6).

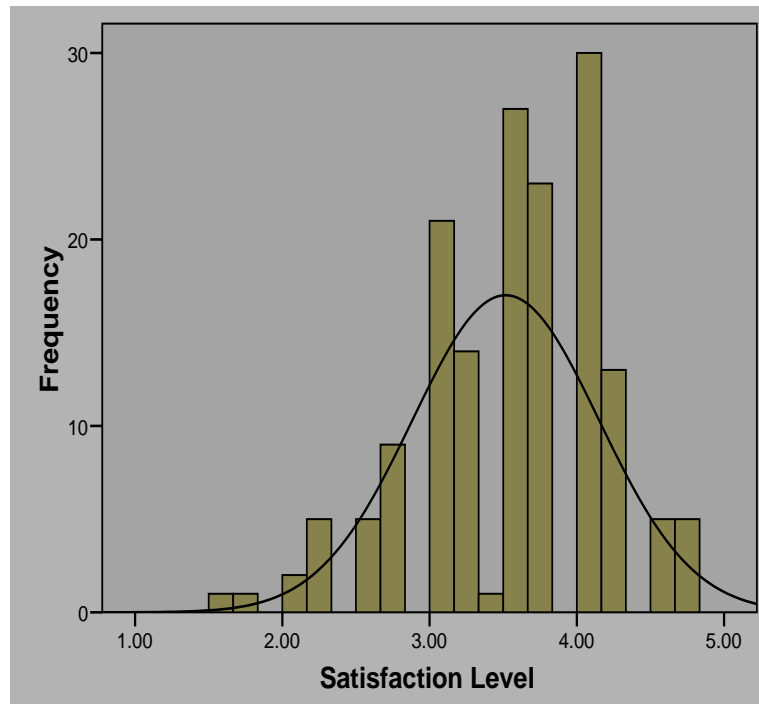


Figure 6: Satisfaction with the Meaningfulness of the Job

6.3.1.4 Factor 4: Support from Administration (SA)

Descriptive statistics were calculated and they indicated that the majority of the teachers were satisfied with aspects under this job dimension (Means=3.37 and Std. Dev. =0.836). The normal curve is skewed towards the right indicating that the participants are satisfied with the job dimension (Figure 7). Such aspects included administration and supervision. They indicated that they were satisfied with care and support from school administration. This variable was measured by three job facets namely: JS34 “I am happy with support I receive from administrators.” JS25 “I am satisfied with support I get from school administrators” and JS16 “I am satisfied with care I receive from my immediate supervisors” (Table 6).

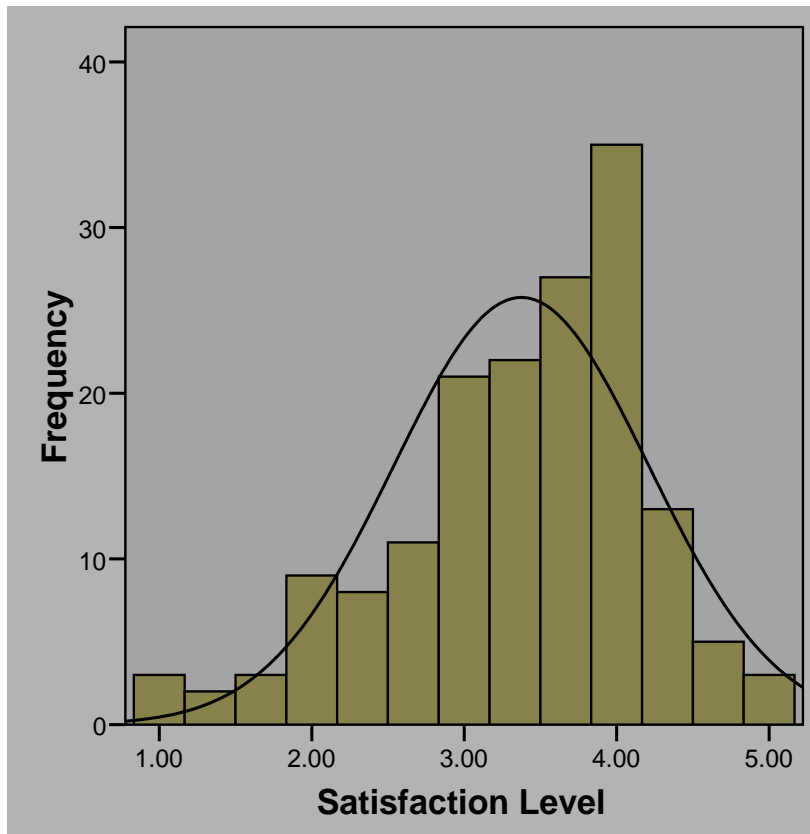


Figure 7: Satisfaction with Support from Administration

6.3.1.5 Factor 5: Intention to Remain in the Job (IR)

The Intention to Remain in the job dimension consisted of three items in the Job Satisfaction items. JS20 “I am not intending to look for another well paying teaching job in another school.” JS27 “I would not like to be transferred to another school.” and JS30 “I am not intending to change my profession” (Table 6). These items were intended to measure participants’ intentions to remain in the job. Descriptive statistics revealed that majority of the participants were intending to quit teaching, change their professions or move to a well paying school (mean=2.70, Std. Dev. = 0.849). The normal curve is skewed towards the left indicating that majority of the teachers do not intend to remain in the job (Figure 8). However, the chart below indicates that a reasonable number of the participants were not sure whether to remain or change their profession whereas few intended to remain in the job.

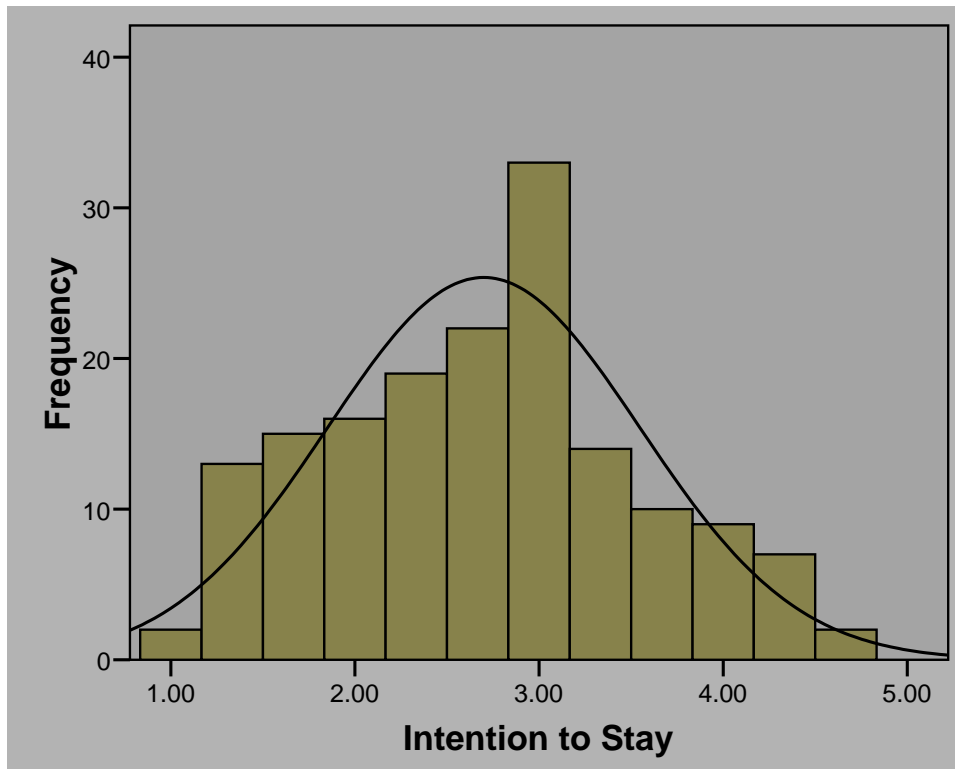


Figure 8: Intention to Remain in the profession

These items were intended to measure participants' intentions to remain in the job. In this study, it was found that majority of the participants were intending to quit teaching, change their professions or move to a well paying school. However, the study indicates were not sure whether to remain or change their profession whereas few intended to remain in the job.

In a nutshell, the study findings revealed that majority of the teachers are satisfied with aspects under the Meaningfulness of Job dimension (mean 3.52), Social Benefits dimension (mean= 3.51), Support from Administration (mean=3.37, Std. Dev. =0.836). Whereas, they indicated low satisfaction with the Job Characteristics dimension (mean=2.35, Std. Dev. =0.688). Additionally, the study revealed that majority of the teachers did not intend to remain in the job while a reasonable number of teachers were not sure whether they intend to remain or not (mean=2.70, Std. Dev. =0.849). The results indicate that a small number of teachers indicated that they intend to remain in the job (Figure 8).

6.3.2 Research Question Two

How do teachers differ in their job satisfaction in relation to gender, age, marital status, educational qualification, teaching experience, type of school, school location and promotional position?

This research question sought to investigate or explore whether there were any significant differences in teachers' job satisfaction in relation to demographic factors or teacher characteristics (gender, age, and marital status, teaching experience, school type, school location, promotional position and educational qualifications). T-test was used to determine whether male teachers and female teachers differed significantly in their job satisfaction. Using the t-test for independent samples, it was found that there were significant differences between male and female teachers with regard to job satisfaction in two job dimensions: Job Characteristics and Meaningfulness of the Job. In the satisfaction with job characteristics was statistically significant ($t=2.887$, $df=156$, $p<0.05$). More male teachers (mean=17.3) than females (mean=14.9) were satisfied with job characteristics. Whereas, satisfaction with Meaningfulness of the Job was statistically significant ($t=2.325$, $df=156$, $p<0.05$). More male teachers (mean=7.3) than female teachers (mean=6.55) were satisfied with meaningfulness of the job (Table 9 & Appendix D).

Table 9: Gender and Job Satisfaction (Mean)

Factor	Gender	No. of Teachers	Mean
Job Characteristics	Male	108	17.3054
	Female	50	14.9194
Social Benefits	Male	107	20.6282
	Female	46	18.7342
Meaningfulness of the job	Male	108	7.3177
	Female	50	6.8143
Support from Administration	Male	109	6.8079
	Female	52	6.4456
Intention to Remain	Male	110	5.1304
	Female	51	4.5506

The independent sample t-test was computed to determine whether teachers differed in their job satisfaction in relation to school location. It was found that teachers

working in rural schools were more satisfied with social benefits than their counterparts in urban schools. The t-test showed that there was a significant difference between teachers working in rural schools than their urban counterparts in terms of social benefits (SB) facet ($t=3.549$, $df =151$, $p<0.05$, 2-tailed). More rural school teachers (Mean=20.92) than urban school teachers (mean=18.92) were satisfied with social benefits. They differed basically by two units, but the difference was statistically significant as per rule of the thumb. Additionally, the independent t-test revealed that there was a significant difference between teachers in rural and urban areas in terms of support from administrators job dimension ($t=2.418$, $df=159$, $p<0.05$, 2-tailed). More rural teachers (6.97) than urban school teachers (6.34) were more satisfied with support from administrators. On the contrary, there were no significant differences in the rest of the facets. Such facets included Job Characteristics (JC), Meaningfulness of the Job (MJ) and Intention to Remain (IR) in the job (Table 10 & Appendix E).

Table 10: School Location and Job Satisfaction (Mean)

Job Dimension	School Location	No. of Teachers	Mean
Job Characteristics	Rural	89	17.1125
	Urban	69	15.8252
Social Benefits	Rural	87	20.9206
	Urban	66	18.9227
Meaningfulness of the Job	Rural	89	7.3200
	Urban	69	6.9499
Support from Administrators	Rural	89	6.9719
	Urban	72	6.3435
Intention to Remain	Rural	90	5.0313
	Urban	71	4.8395

However, the independent t-test was performed to determine whether teachers' job satisfaction differed significantly with regard to the type of subjects they taught, science or arts subjects. It was revealed that there were no statistically significant differences in job satisfaction between Science and Arts teachers in all the five job

satisfaction dimensions. Similarly, the independent t-test revealed that there were no significant differences in teachers' job satisfaction with regard to leadership or promotional position.

Secondly, the multivariate test was performed to determine whether teachers differed in job satisfaction in relation to age, teaching experience, marital status, school type and professional qualifications. The test revealed that there were statistically significant differences in job satisfaction in relation to age $F(15,229) = 2.38, p < 0.01$; Wilk's Lambda = 0.67; Partial Eta Squared = 0.13. The results indicate that the higher the age the higher the teacher's job satisfaction (See Tables 11 & 12).

Table 11: Job Satisfaction by Age (MANOVA)

Effect		Value	F	Hypot hesis df	Error df	Sig.	Partial Eta Squared
Age groups	Wilks' Lambda	.67	2.38	15.00	229.53	.00	.13

Table 12: Job Satisfaction in Relation to Age (Mean)

Dependent Variable	Age Groups in Years	Mean
Job Characteristics	21-30	16.13
	31-40	17.94
	41-50	17.39
	51+	19.00
Social Benefits	21-30	18.99
	31-40	20.75
	41-50	20.95
	51+	22.03
Meaningfulness of the Job	21-30	7.13
	31-40	7.29
	41-50	6.93
	51+	7.23
Support from Administrator	21-30	6.78
	31-40	6.45
	41-50	6.56
	51+	7.37
Intention Remain	21-30	5.02
	31-40	4.70
	41-50	4.79
	51+	5.85

MANOVA

a Based on modified population marginal mean.

MANOVA test was performed to determine whether there were significant differences in job satisfaction in relation to school type. The Multivariate test indicated that the overall significant effect of types of schools (Government, Community-Government and Non-Government Schools) on the dimension of job satisfaction $F(10,246) = 2.71, p < 0.01$; Wilks' Lambda = 0.81; Partial Eta Squared = 0.1). However, further analyses revealed that teachers in this category differ significantly in only one job satisfaction dimension which is Job Characteristics; $F(2,127) = 6.51, p < 0.01$; Partial Eta Squared = 0.09. In this dimension, teachers in Non-government secondary schools appear to be more satisfied with job characteristics ($M = 19.35$) than their counterparts in Government ($M = 17.20$) and Community - Government Secondary Schools ($M = 15.37$). There were no significant differences among teachers in these school types in other dimensions such as social benefits;

meaningfulness of the job; support from administration; and intention to remain in the job (See Tables 13&14).

Table 13: Job Satisfaction and School Type (MANOVA)

Effect		Value	F	Hypothesis df	Error df	Sign .	Partial Eta Squared
School Type	Wilk's Lambd a	.81	2.71	10.00	246	0.00	0.09

Table 14: Job Satisfaction in Relation to School Type

Variable	School Type	Mean
Job Characteristics	Gov. School	17.20
	Com-Gov School	15.37
	NGOV School	20.91

However, MANOVA was performed to determine whether job satisfaction differed in relation to marital status, teaching experience and teacher qualifications. The results revealed that teachers' job satisfaction did not differ significantly in relation to marital status, teaching experience and educational qualification in all the five job dimensions.

6.3.3 Research Question Three

Which of the job satisfaction factors contribute significantly to teachers' intentions to remain in the job?

This research question sought to investigate the factors which contributed significantly to teachers' intention to remain in the job. To answer the question, a stepwise regression method was used and Intention to Remain was considered as a dependent variable while the four dimensions of job satisfaction: Job Characteristics (JC), Social Benefits (SB), Meaningfulness of the Job (MJ) and Support from Administrators (SA) were treated as independent or predictor variables. The

regression revealed that two factors or dimensions contributed significantly to teachers' intentions to remain in the job and these were Meaningfulness of the job (MJ) and Job Characteristics (JC). In other words, model using a stepwise regression method revealed that there was a significant model; $F(2, 142) = 10.16, p < 0.01$. Additionally, Meaningfulness of the Job contributes more to teachers' intention to remain in the profession than Job Characteristics (MJ Beta=0.251 Versus JC Beta=0.182). The model indicated that MJ and JC are predictors of teachers' intention to remain on the job (Table 15 & Appendix F). However, statistical analysis excluded Social Benefits (SB) and Support from Administration (SA) from factors or variables that predict teachers' Intention to Remain on the Job (IR).

Table 15: Predictors of Intention to Remain in the Job (Coefficients)

Model	Un-standardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error	Beta	
(Constant)	1.911	.701		.007
Meaningfulness of the Job	.294	.097	.251	.003
Job Characteristics	.056	.026	.182	.029

a. Dependent variable: IR

6.3.4 Research Question Four

Is there any significant relationship between teacher job satisfaction and job characteristics, social benefits, meaningfulness of the job, support from administrators and intention to remain in the job?

The fourth research question sought to determine whether there is any significant relationship between teachers' job satisfaction and five main components or dimensions: Job Characteristics (JC); Social Benefits (SB); the Meaningfulness of the Job (MJ); the Support from Administrators (SA); and the Intention to Remain (IR) in the job (IR) in the job. The inferential statistical technique for determining

correlations, bivariate coefficients or Pearson's r parametric test of correlation revealed that four of the variables correlated with each other. Firstly, the correlation between job characteristics was as follows: with the Social Benefits ($r = .456$, $p < 0.01$); the Meaningfulness of the Job ($r = .319$, $p < 0.01$); the Support from Administration ($r = .319$, $p < 0.01$); and the Intention to Remain in the job ($r = .292$, $p < 0.01$). The correlation between those four variables was statistically significant. Secondly, the Social Benefits correlated with Job Characteristics ($r = .456$, $p < 0.01$); the Meaningfulness of Job ($r = .325$, $p < 0.01$); and the Support from Administrators ($r = .418$, $p < 0.01$). However, the Social Benefits variable did not correlate significantly with the Intention to Remain in the job. Thirdly, the Meaningfulness of the Job correlated with SA ($r = .304$, $p < 0.01$) and Intention to R ($r = .331$, $p < 0.01$) in addition to Job Characteristics and Social Benefits as shown above. Fourth, SA correlates with Job Characteristics ($r = .375$, $p < 0.01$), Social Benefits ($r = .418$, $p < 0.01$) and Intention to Remain ($r = .221$, $p < 0.01$). Finally, Intention to Remain (IR) correlates significantly with three of the variables except Social Benefits as indicated above. The correlation between the various factors of job satisfaction is statistically significant. The Job Characteristics and Social Benefits had the highest correlation ($r = .456$) while the lowest correlation was between Intention to Remain in the job and Support from Administration ($r = .221$). This implies that job satisfaction relates significantly to those job dimensions. In other words, the increase in the Job Characteristics, Social Benefits, Meaningfulness of the Job and Support from Administrators job dimensions would lead to increase in teachers' job satisfaction (Table 16).

6.4 Concluding Remarks

In summary, the most important findings of this study with regard to the four key research questions are as follows. In the first research question, the results indicated that secondary school teachers in Njombe District are satisfied with social benefits; meaningfulness of the job; and support from administrators job dimensions. However, teachers are least satisfied with the aspects in the job characteristics dimension. In the second research question, the results revealed that teachers differed significantly in job satisfaction in relation to gender, age, type of school and school location.

However, there were no statistically significant differences in teacher job satisfaction levels in relation to teaching experience, teacher type (teaching subject), marital status, professional qualification and promotional or leadership position. In the third research question, the study revealed that only two out of the four job dimensions contribute significantly to the teachers' intention to remain in the job and these are: the meaningfulness of the job and job characteristics. In the fourth research question, the study revealed that there is a statistically significant relationship between job satisfaction and the five job dimensions: job characteristics; social benefits; meaningfulness of the job; support from administrators; and intention to remain in the job. However, the results indicated that there is no correlation between the intention to remain and social benefits is (Table 16).

Table 16: Bivariate Correlations between Variables

		JC	SB	MJ	SA	IR
JC	Pearson	1	.456(**)	.319(**)	.319(**)	.292(**)
	Correlation					
	Sig. (2-tailed)		.000	.000	.000	.000
	N	158	150	155	157	157
SB	Pearson	.456(**)	1	.325(**)	.418(**)	.124
	Correlation					
	Sig. (2-tailed)	.000		.000	.000	.128
	N	150	153	149	152	152
MJ	Pearson	.319(**)	.325(**)	1	.304(**)	.331(**)
	Correlation					
	Sig. (2-tailed)	.000	.000		.000	.000
	N	155	149	158	157	157
SA	Pearson	.375(**)	.418(**)	.304(**)	1	.221(**)
	Correlation					
	Sig. (2-tailed)	.000	.000	.000		.005
	N	157	152	157	161	160
IR	Pearson	.292(**)	.124	.331(**)	.221(**)	1
	Correlation					
	Sig. (2-tailed)	.000	.128	.000	.005	
	N	157	152	157	160	161

**Correlation is significant at the 0.01 level (2-tailed)

7 DISCUSSIONS OF RESULTS

7.1 Introduction

The purpose of the study was to examine the factors that are associated with teachers' job satisfaction. In this chapter, the results of the study are discussed and summarized. The chapter is divided into five main parts and these include the following. The first section discusses the result concerning first research question. The second section discusses and summarizes the results of the second research question. The third section discusses and summarizes the results of third research question. The final section discusses and summarizes the results of the fourth research question.

7.2 Research Question One

What kind of factors are teachers satisfied with?

This research question sought to examine the factors that teachers are satisfied with. The results of this study show that teachers are satisfied with the following job dimensions. Firstly, teachers indicated that they are satisfied with the meaningfulness of the job (MJ). This job dimension included such aspects as collegial recognition of one's contribution in the school (esteem from others), school's physical working environment or working conditions (physiological need), teaching as an opportunity to use one's skills (Self-actualization or Nature of work-itself) and teaching as a challenging job (Self-actualization). The results of this study support Herzberg and his colleagues (1959) findings on the aspects of recognition and nature of the job as satisfiers, but contradict them on the aspect of physical working environment in which participants in the current study indicated that they are to some extent happy with their schools' physical and environmental working conditions. The results would differ if a similar study was conducted in all the Community-Government Secondary Schools in all the wards in the district that are located in very remote areas where transport, electricity, water, hospitals, communication services are not available. In other words, the schools in which this study was conducted appear to be located in places where such problems are not serious and that influenced the current results on

this aspect or job dimension. This suggests that future research should be conducted in such schools.

This study indicates that teachers are satisfied with the social benefits (SB) job dimension. This dimension includes recognition from community, co-workers, autonomy/freedom, responsibility, work itself and job security. The results are consistent with Herzberg's Two-Factor Theory in which recognition, responsibility and work itself are referred to as satisfiers. However, the present study results contradict this theory in that participants expressed satisfaction with co-workers and job security which according to Herzberg's study are regarded as dissatisfiers (Herzberg et al., 1959 & Robbins & Judge, 2008). Additionally, the present findings are in line with Woods and Weasmer (2002) who claim that workers' job satisfaction is derived from collegial relationship (co-workers).

Moreover, the present research findings indicate that teachers are satisfied with support from administration (SA) job dimension. Previous studies are consistent with this findings that leadership support and care is associated with teachers' job satisfaction (Peggy & Bonnie, 1994 & Wood, 2008). Conversely, these results are inconsistent with Herzberg's Two Factors Theory in which administration and supervision are sources of job dissatisfaction (Herzberg et. al. 1959 & Robbins & Judge, 2008). In this study, respondents indicated that they are happy with the support and care from school administrators and immediate supervisors but the results probably differ if they were asked to indicate their satisfaction with other levels of administration other than school administration.

Previous study conducted on teacher motivation in Tanzania revealed that teachers were not happy with pay, fringe benefits, housing, promotion, status and workload (Davidson, 2007). Similarly, in the present study teachers indicated low satisfaction with the job characteristics dimension in which pay, fringe benefits, bonuses, promotion opportunities, processes and procedures, in-service training or professional growth and appreciation from their respective employers (Figure 4 & Appendix C). However, in the current study the aspect of workload was not measured. Furthermore,

the present research results support Herzberg's Theory. According to Herzberg et al. (1959), salary is associated with job dissatisfaction.

7.3 Research Question Two

How do teachers differ in their job satisfaction in relation to gender, age, marital status, educational qualification, teaching experience, type of school, school location and promotional position?

This research question sought to determine whether teachers differ in their job satisfaction in relation to the various demographic factors such as gender, age, marital status, educational qualification, teaching experience, type of school, location of school and teacher's promotional position. The results of this study reveal that teachers differ significantly in satisfaction in relation to gender, age, school type, and school location. However, the present study findings indicate that there are no significant differences in job satisfaction in relation to marital status, educational qualification, promotional or leadership position, teacher type (subject specialization) and teaching experience (years of service).

In addition, the previous research findings indicated that female and male teachers differed significantly in their job satisfaction levels (Ma & MacMillan, 2001 & 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.

Also, Crossman and Harris (2006) conducted a study among secondary schools teachers in the United Kingdom and they found that teachers' job satisfaction did not differ significantly in relation to their age. Conversely, the present results indicate that teachers differ significantly in their job satisfaction in relation. However, they differ significantly in one job dimension and that is the job characteristics dimension. Job satisfaction increases by age, the higher the teachers' age the higher the level of job

satisfaction. The results are consistent with the previous findings (Greenberg & Baron, 1995).

Moreover, the findings of this study indicate that teachers in Non-Government (Private) Secondary Schools are more satisfied with job characteristics than their colleagues in both Government and Community-Government Secondary Schools. Previous study on teacher job satisfaction that was conducted in China revealed that private and public school teachers did not differ significantly in any of the job satisfaction dimensions among (Zhongshan, 2007). These results are not surprising because from my experience, the teachers in many Non-Government Secondary Schools in Njombe District are paid more than their colleagues in the Government and Community-Government Schools. The Non-Government school owners are forced to pay their teachers more than the government does or else they quit. However, this study did not examine how much teachers in the different schools earn. Additionally, the Government school teachers were more satisfied with job characteristics job dimension than their colleagues in Community-Government Schools. This is surprising because teachers in these two types of schools are paid by the same body and the salary scales are the same. Probably, these results were influenced by other factors loaded in this particular dimension other than salary, fringe benefits and bonuses.

Furthermore, the results revealed that teachers differ significantly in their job satisfaction in relation to demographic location of school. The results show that teachers in rural areas appear to be more satisfied with social benefits and support from administrators than their colleagues in urban areas. These results do not concur with the previous research findings. Bennell & Akyeampong (2007) found that teachers who worked in rural schools were less satisfied with their jobs than their colleagues in urban schools.

However, this study revealed that there were no significant differences in job satisfaction in relation to educational qualifications. The results are inconsistent with previous study on teacher job satisfaction that was conducted in Greece which

revealed that secondary school teachers' job satisfaction differed significantly in relation to their educational qualifications (Koustelios, 2001).

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. However, the current findings are inconsistent with Crossman and Harris (2006) who found teaching experience did not contribute to any significant differences in job satisfaction among secondary school teachers in the United Kingdom.

7.4 Research Question Three

Which of the job satisfaction factors contribute significantly to teachers' intentions to remain in the job?

Previous study revealed that low satisfaction with salary and the lack of promotion opportunities contributed significantly to teachers' intention to quit the job (Travers and Cooper, 1996). This implies that good pay and promotion opportunities make employees stay in their jobs. The results are in line with this study in that pay and promotion as aspects among job characteristics predict teachers' intention to remain in the job. In other words, factors that can contribute to teachers' intention to quit the job are same factor that contribute to teachers' intention to remain in the job. However, the current study is inconsistent with research findings of Office Pro (2008) which revealed that good relationship contribute significantly to workers intentions to remain in the job. These mixed results suggest that teachers' intention to remain in the job is contributed by many factors and not just good pay, fringe benefits and promotion opportunities. The present findings justify this contention (See figure 8) as it identifies many predictors of teachers' intention to remain in the profession.

The findings indicate that the Meaningfulness of the Job and Job Characteristics contribute significantly to the teachers' to remain in the job (Figure 9). On the contrary, this study indicated that teachers were least satisfied with job characteristics yet the same factors determined they intention to stay in the job. These results suggest that employers have to pay special attention to the aspects that are included in the two job dimensions if they are to influence teachers' intentions to remain in the job.

However, this study does not suggest that teachers should be paid extra-ordinary salaries, but rather salaries that are good enough to cater for the most basic needs such as: food, water, health care, housing, education for teachers' families, transport and electricity among others because "very low pay forces a large proportion of teachers to earn secondary income from private tutoring and other activities" (Bennell, 2007, iii). This has negative impact to the employers and the beneficiaries of the education service in particular in that teachers devote more time to their petty businesses than teaching.

However, experience shows that Tanzanian teachers do not necessarily leave the teaching profession in great numbers but what happens is that they move from government to Non-Government and vice versa in search of job satisfaction. Young teachers with good qualifications join institutions of higher learning and some of them return to the teaching while others seek new jobs. The teachers who do not get opportunities for further education remain in the job, but opt to do some petty businesses and farming among other activities to earn extra income to meet their basic needs.

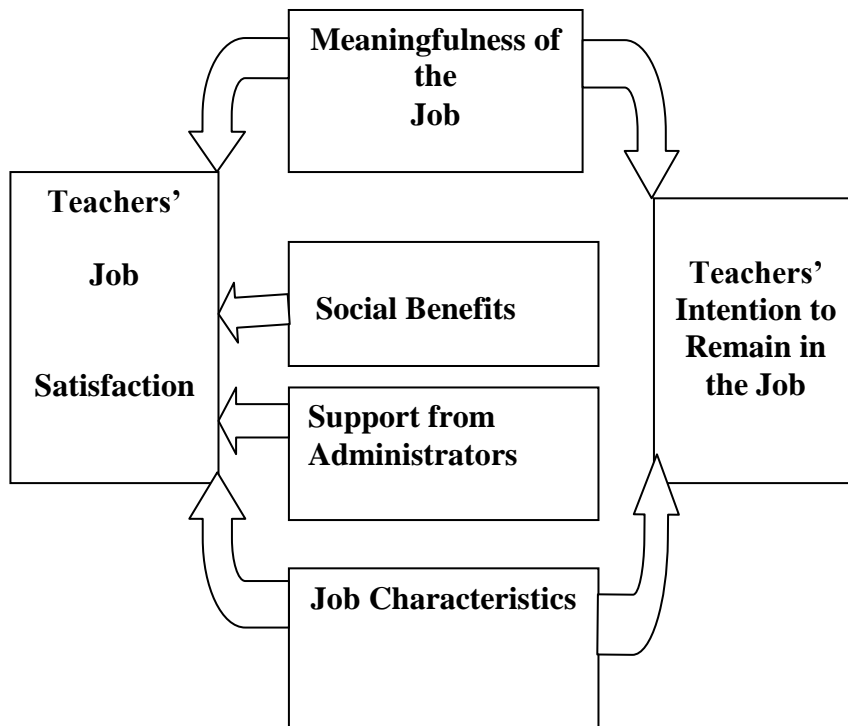


Figure 9: Predictors of Teachers' Intention to Remain in the Job

7.5 Research Question Four

Is there any significant relationship between teacher job satisfaction and job characteristics, social benefits, meaningfulness of the job, support from administrators and intention to remain in the job?

This research question was aimed at examining the whether job satisfaction is related to the five job dimensions (Job Characteristics, Social Benefits, Meaningfulness of the Job, Supportive Administration and Intention to Remain in the job). The results indicate that there is a significantly relationship between job satisfaction and job characteristics, social benefits, meaningfulness of the job, support from administrators and intention to remain in the job. However, Social Benefits (SB) and Intention to remain on the job (IR) do not correlate with each other (See Figure 10). This implies that there is causal relationship between job satisfaction and the five job dimensions.

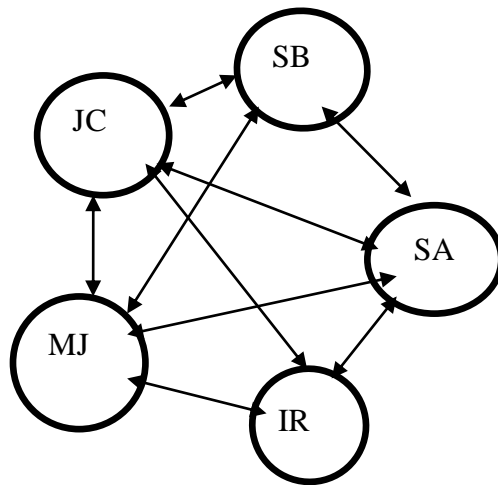


Figure 10: Correlations of Job Dimensions

8 CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

8.1 Conclusion

The purpose of this study was to examine the factors that are associated with teachers' job satisfaction. The first research question investigated the factors that teachers are satisfied with. Descriptive statistical technique revealed that teachers are satisfied with meaningfulness of the job, social benefits and support from administrators whereas they are least satisfied with job characteristics. These results suggest that Tanzanian government and Non-Government School owners, administrators need to pay special attention to the improvement of the job characteristics dimension (pay, fringe benefits, bonuses, promotion opportunities, promotion process and procedures, in-service training, professional growth and appreciation). The results are partly consistent with the Dual Factor Theory (Herzberg, et al. 1959) 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 dimension.

The study findings also revealed that Non-Government Secondary School teachers are more satisfied than their colleagues in both government and Community-Government Secondary Schools in the Job Characteristics (JC) and Support from Administrators (SA) dimensions. The results suggest that the key players in Governments and Community-Government Schools need to make deliberate efforts to improve teachers satisfaction with the aspects that fall into these two job dimensions so that teachers can remain in the job/devote time and energy in the teaching and learning process for the good of the students. These aspects have continually been the sources of antagonism between the Government and Tanzania teachers' Union.

The second research question investigated whether teachers differed significantly in their job satisfaction in relation to demographic factors such as gender, age, marital status, type of school ownership, school location, teaching experience, educational

qualification, teacher type (Science or Arts) and promotional or leadership position. The results indicated that there teachers' job satisfaction differed significantly in relation to gender, age, school location and school type. The results support previous empirical research findings (Crossman & Harris, 2006, Koustelios, 2001, Zhongshan, 2007, Greenberg & Baron, 1995, Bennell & Akyeampong, 2007 & Rasku and Kinnunen, 2003, Bishay, 1996, and Ma & MacMillan, 2001). There were no statistically significant differences in job satisfaction in relation to marital status, teaching experience, promotional or leadership position, teacher type and educational qualification. These results are both consistent and inconsistent with the previous findings (Crossman & Harris, 2006, Koustelios, 2001, and Greenberg & Baron, 1995).

The third research question investigated the factors that contributed significantly to teachers' intentions to remain in the job. Using a stepwise regression, it was revealed that the meaningfulness of the job and job characteristics contribute significantly to teachers' intentions to remain the job. Additionally, the results indicate that the meaningfulness of the job contributes to the teachers' intention to remain than the job characteristics. These results suggest that policy makers, administrators and school owners need to pay special attention to these two job dimensions if they are to retain teachers. Furthermore the results revealed that majority of the teachers do not intend to remain in the job (Figure 8). The results suggest that administrators and policy makers need to pay special attention to the two job dimensions that contribute significantly to teachers' intention to remain in the job and these are: the meaningfulness of job and job characteristics dimensions. This implies that the improvement in the two job dimensions would have a positive impact on the teachers' intention to stay in the job and the profession at large and the opposite of that would lead to their intention to leave or quit their job. However, from my experience, the number of secondary teachers who quit teaching and join other professions is not big because there are no alternative jobs. According to Spector (1985) employees tend to stay in the jobs that are satisfying their needs.

The final research question investigated whether there was any significant relationship between job satisfaction and the five job dimension/variables. The results revealed that there is significant relationship between job satisfaction and job characteristics, social benefits, meaningfulness of the job, support from administrators and intention to remain in the job. However, there was no correlation between social benefits and intention to remain in the job. The results suggest that job satisfaction is a multidimensional phenomenon and thus administrators need to pay attention to multiple factors if they are to make teachers happy with their job.

8.2 Recommendations

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.

Additionally, the convenience sampling procedure was employed in selecting the sample for this study. This procedure has its own limitations that might have affected the results. Thus, future studies should employ the probability or random sampling method to ensure equal representations of all the groups.

Also, in this empirical study, the teachers from the Government and Community-Government Secondary Schools were studied differently although they are employed by the same body and they are paid by the government. In the future studies, they should be considered as one category.

Moreover, the current study did not involve the Heads of Schools (Principals). A similar study should be conducted among the School Principals at all levels of education from the district, regional to the national level.

Furthermore, future studies on teacher job satisfaction should be conducted among teachers from all types of schools separately. Such types of schools include: Non-

Government (Private) Secondary Schools; Government Schools; and Community-Government Secondary Schools.

Job satisfaction is not only an important topic to the secondary school teachers but also to the Elementary and Primary School Teachers. Future studies should be done among Elementary/Kindergarten and Primary School teachers. As I noted previously in this study limited literature exists in the data base on the job satisfaction among teachers at all levels.

Lastly, as I mentioned previously in this study, teacher 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, principal's leadership style, organizational culture and many others.

APPENDICES

Appendix A: Covering Letter

Dear Colleague,

My name is Fredy W. Ngimbudzi, a Tanzanian trained secondary school teacher working with Kidugala Lutheran Seminary, ELCT- Southern Diocese, Njombe –Tanzania. I am currently a Master's degree student at the Institute of Educational Leadership, University of Jyvaskyla, Finland. My Master's thesis examines the factors that are associated with job satisfaction among secondary school teachers in Tanzania.

I kindly request you as one of the secondary school teachers in Njombe District to take not more than 20 minutes to voluntarily respond to this questionnaire appropriately according to your own understanding and experience in the teaching profession.

Your participation in this study will provide me with the necessary data that I need to complete my study successfully. Due to financial and time constraints, I cannot travel to Tanzania at the moment to collect the data. Kindly help me by responding to this questionnaire.

I wish to assure you that all information you give will be treated very confidentially. Data will be reported in aggregate and all responses will remain anonymous. In case you have extra information that may contribute to the success of my study, please feel free to write at the end of the questionnaire.

Please, send the completed questionnaires to me immediately through the address indicated below.

I highly appreciate your participation.

Yours Cordially,



Ngimbudzi, Fredy W.

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Appendix B: Teacher Job Satisfaction Survey

PART 1: Personal Information (Demographics)

1. Gender (**Tick one** ✓): Male [] Female []
2. Age:Years
3. Marital Status (**Tick One** ✓): Married [] Single [] Widow [] Widower [] Separated []
4. Teaching experience:Years
5. Type of School Ownership (**Tick One** ✓): Government [] Community-Government [] Non-Government School []
6. Location of school (**Tick One** ✓): Rural [] Urban []
7. Type of teacher (**Tick One** ✓): Science Teacher [] Art s Teacher []
8. Your leadership position in the school
9. Number of teachers in your school: Males..... Females..... Total
10. Total number of students (a) Boys..... (b) Girls.....
11. Number of students per class (Stream).....
12. Educational Qualification: (**Tick One** ✓): Induction Course [] Diploma in Education [] Bachelor's Degree [] Master's Degree []
13. Year of graduation from Teachers' College/University.....
14. Year of First Appointment

PART 2: Teacher Job Satisfaction Questionnaire

Please, respond to all items given below by putting a **tick** (✓) in the appropriate space using the following scales: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

S/N o.	Items	1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I feel happy with my present fringe benefits.					
2.	I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job e.g. employment contract.					
3.	Teaching is an interesting job to me.					
4.	I feel satisfied with my professional ability for doing my job.					
5.	I am happy with cooperation I receive from school management team.					
6.	I am satisfied with autonomy I have in making decisions about my daily tasks.					
7.	The monthly salary is sufficient to meet all important expenses.					
8.	I am happy with the cooperation I receive from my workmates.					
9.	I feel comfortable with my present level of responsibility in my job.					
10.	I enjoy much freedom in my place of work.					
11.	I feel satisfied with the recognition I have in the community.					
12.	I am satisfied with opportunities for workshops organised within and outside the school.					

13.	I feel comfortable with my future incomes.					
14.	I am comfortable with my future fringe benefits.					
15.	I am satisfied with in-service training opportunities available for me as a teacher.					
16.	I am satisfied with care I receive from my immediate supervisor(s).					
17.	I feel comfortable with rewards I get for doing a good job in the school.					
18.	I am happy with the appreciations I get from employer for the contribution I make in the school.					
19.	I am comfortable with the geographical location of the school in which I teach.					
20.	I am not intending to look for another well paying teaching job in another school.					
21.	I am satisfied with the school's physical working environment.					
22.	My colleagues value my contribution in the school.					
23.	I am comfortable with the promotion opportunities available to me as a teacher					
24.	I enjoy collegial relationship with fellow teachers.					
25.	I am satisfied with support I get from school administrators.					
26.	I feel protected against arbitrary dismissal from my current employment.					
27.	I would not like to be transferred to another school.					
28.	I feel fairly paid by my employer.					
29.	I feel satisfied with opportunities for training and professional development available.					
30.	I am not intending to change my profession.					
31.	Teaching provides me with opportunity to use all my skills.					
32.	Teaching is a challenging job to me.					
33.	The promotion process and procedure used by my employer are fair.					
34.	I am happy with support I receive from administrators.					
35.	I am satisfied with bonuses I receive from my employer.					
36.	I am satisfied with opportunities to attend seminars within and outside the school.					

Thank you very much

Appendix C: Responses to Job Satisfaction Survey Part 2

ITEMS		1	2	3
		Not Satisfied %	Neutral %	Satisfied %
JS1	Happy with my present fringe benefits.	53.1	26.5	20.4
JS2	Satisfied with the regulations and laws that protect me.	27	21.4	51.6
JS3	Teaching is an interesting job to me.	18.2	12.6	69.2
JS4	satisfied with my professional ability	14.3	15.5	70.2
JS5	Happy with cooperation from management	13.7	19.3	67.1
JS6	Satisfied with autonomy	14.2	22.8	62.3
JS7	monthly salary is sufficient	82.1	7.4	10.5
JS8	Happy with the cooperation from workmates.	12.3	14.8	72.8
JS9	Comfortable with present level of responsibility.	31.3	21.3	47.5
JS10	I enjoy much freedom in my place of work.	18.8	28.1	53.1
JS11	Satisfied with the recognition I have in the community.	14.9	31.1	54.0
JS12	Satisfied with opportunities for workshops.	60.5	14.8	24.7
JS13	Comfortable with my future incomes.	64.8	16.7	18.5
JS14	Comfortable with my future fringe benefits.	69.8	16.7	13.6
JS15	Satisfied with in-service training opportunities.	64.6	14.9	20.5
JS16	Satisfied with care from my immediate supervisor(s).	21.1	21.7	57.1
JS17	I comfortable with rewards.	47.5	22.2	30.2
JS18	happy with the appreciations from employer	45.3	22.4	32.3
JS19	comfortable with geographical location of the school	20.1	22.6	57.2
JS20	Not intending to look for another well paying teaching job in another school.	44.7	27.3	28.0
JS21	Satisfied with the school's physical working environment.	30.9	22.8	46.3
JS22	My colleagues value my contribution	10.1	30.2	59.7
JS23	comfortable with the promotion opportunities	60.5	20.4	19.1
JS24	Enjoy collegial relationship with fellow teachers.	10.5	9.3	80.2
JS25	Satisfied with support from administrators.	16.7	28.4	54.9
JS26	feel protected against arbitrary dismissal	33.8	29.4	36.9
JS27	Wouldn't like to be transferred to another school.	46.3	32.1	21.6

JS28	Feel fairly paid by my employer.	70.2	16.8	13
JS29	Satisfied with opportunities for training and professional development available.	65.2	19.3	15.5
JS30	Not intending to change my profession.	43.2	27.2	29.6
JS31	Teaching provides me with opportunity to use all my skills.	15.4	19.1	65.4
JS32	Teaching is a challenging job to me.	13.1	14.4	72.5
JS33	The promotion process and procedure used by my employer are fair.	59.9	21.6	18.5
JS34	Happy with support from administrators.	24.1	34.0	50.0
JS35	Satisfied with bonuses from my employer.	75.9	11.7	12.3
JS36	Satisfied with opportunities for seminars.	32.7	34.0	15.4

Appendix D: Gender and Job Satisfaction (T-Test)

	Levene's Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	T	df	Sig. (2-tailed)
	Lower	Upper	Lower	Upper	Lower
JC Equal variances assumed	.811	.369	2.887	156	.004
Equal variances not assumed			3.024	107.325	.003
SB Equal variances assumed	4.347	.039	3.086	151	.002
Equal variances not assumed			2.748	67.352	.008
MJ Equal variances assumed	.288	.592	2.325	156	.021
Equal variances not assumed			2.242	87.517	.028
SA Equal variances assumed	1.979	.161	1.294	159	.197
Equal variances not assumed			1.209	85.214	.230
IR Equal variances assumed	.054	.817	2.232	159	.027
Equal variances not assumed			2.230	97.277	.028

Appendix E: Job Satisfaction and School Location (T-Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
		Lower	Upper	Lower	Upper	Lower
JC	Equal variances assumed	2.065	.153	1.632	156	.105
	1.658			153.340	.099	
SB	Equal variances assumed	.865	.354	3.549	151	.001
	3.527			136.617	.001	
MJ	Equal variances assumed	.029	.864	1.811	156	.072
	1.811			146.356	.072	
SA	Equal variances assumed	1.778	.184	2.418	159	.017
	2.386			142.906	.018	
IR	Equal variances assumed	.198	.657	.777	159	.438
	.784			154.629	.434	

Appendix F: Stepwise Regression (ANOVA(c))

Mode		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.946	1	31.946	15.068	.000(a)
	Residual	303.181	143	2.120		
	Total	335.127	144			
2	Regression	41.962	2	20.981	10.163	.000(b)
	Residual	293.165	142	2.065		
	Total	335.127	144			

a Predictors: (Constant), MJ

b Predictors: (Constant), MJ, JC

c Dependent Variable: I

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