THE QUEST FOR TEACHER JOB SATISFACTION-JOB PERFORMANCE

RELATIONSHIP IN TANZANIA'S PUBLIC PRIMARY SCHOOLS: THE CASE OF IRINGA

REGION

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A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE

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CERTIFICATION

The undersigned certify that they have read and hereby recommends for acceptance by the Open

University of Tanzania a thesistitled:"*The Quest for Teacher Job Satisfaction –Job Performance*

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DECLARATION

I **Enock Emmanuel Mlyuka,**do hereby declare that this thesis is my original work and that it has not been presented and it will never be submitted for a similar degree in any other University.

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Signature

…………………………….

Date

DEDICATION

This thesis is dedicated to the memory of my father, the late Mzee Mlyuka, my mother, the late MaryStella; to my wife, Julieth and my children, Emmanuel and MaryStella.

ACKNOWLEDGEMENTS

ABSTRACT

This study attempted to assess job satisfaction- job performance relationship as distinct work-related attitudes among teachers in public primary schools. The main aim was to establish the validity of the relationship based on the Tanzanian work setting in education. The study was based in Iringa Region as a case study area. Forty two (42) public primary schools were randomly selected for the study from all the districts of the region. Sampling procedure used the principle of purposive, stratified and simple random samplings. Data was collected using observations, individual interviews, documentary review and structured questionnaires. Closed ended questions were used as survey instruments. In addition to using SPSS for data analysis, content and normal regression analyses were also employed. Generally, the study substantiated that there is a statistical significant relationship between teachers' job satisfaction and job performance.The regression results, further, indicated that living and working conditions as well as supervision such as by school heads have greater influence on teachers' job performance than the other predictors. The results are contrary to studies which indicate that there is no relationship between employee job satisfaction and job performance. From policy and practical points of view, the study concluded that there is a need for serious measures to address teachers' claims and demands related to their professional duties and responsibilities. The Tanzania's education and employment policies should provide for teachers' social recognition and value in society. The study also suggested areas for further research.

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LIST OF ABBREVIATIONS

ADEM   Agency for the Development of Educational Management

BRN   Big Results Now

DED	District Executive Directors
DEO	District Education Officers
DRPS	Directorate of Research and Postgraduate Studies
EAC	East African Community
Ed.	Edition
Eds.	Editors
ESDP	Education Sector Development Program
HRM	Human Resources Management
LGA	Local Government Authorities
MoEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
PEDP	Primary Education Development Plan
Pp	Pages
TADREG	Tanzania Development Research Group
TAMISEMI	*Tawala za Mikoa na Serikali za Mitaa* [Prime Minister's Office Regional Administration and Local Government]
TSD	Teachers' Service Department
TTU	Tanzania Teachers' Union
UPE	Universal Primary School Education
URT	United Republic of Tanzania
USA	United States of America
Vol.	Volume

CHAPTER ONE

INTRODUCTION

1.1   An Overview

This chapter highlights the main reasons for undertaking this study. It also gives background information to the problem; provides the problem statement, research objectives, research questions, significance, delimitations of the study as well as overall organization of the thesis. Job satisfaction is very important to performance (Kwong, Wang & Clifton, 2010). The commonly held opinion is that employees who are more satisfied with their jobs are likely to be inspired to perform at higher level than those who are less satisfied. Many studies have been undertaken to establish whether this piece of information holds true (George & Jones, 2005). As such, job satisfaction-job performance relationship has become a major topic for research to date.

1.2   Background to the Problem

Employees are among the most important determinants and leading factor for the success of an organization (Fiorina, Bozeman, Young & Meurs, 2007; Mlyuka, 2010). For the successful performance and survival of organizations, jobs must be performed, and those who perform defined jobs must enjoy the results of their work. For the success and survival of any organization therefore, job satisfaction is of vital importance. Satisfied employees are probably the most valuable assets of any growing organization whereas dissatisfied employees are the biggest liabilities (Ngirwa, 2006). Milliman, Ferguson and Czaplewski (2008); also, Lynn & Sheena (2012) maintain that an organization cannot achieve its goals and targets unless its

employees are happy and satisfied with their jobs. They further maintain that job satisfaction contributes towards the happiness and prosperity of individuals in the organization employing them. How individuals feel about the work they do and the results realized from the work directly impact an organization's performance and ultimately its stability.

Generally, improving employees' commitment and job satisfaction is considered fundamental for performance and quality of products and services and also increases the productivity of employees. Studies on job satisfaction suggest that high quality products and increased productivity are functions of committed and satisfied employees (Chen, Shiau & Wang, 2006). Arguably, employee satisfaction influences the organization's performance and promotes customer satisfaction (Nandan, 2010). Work in organizations should therefore focus on employee satisfaction if it is to raise effectiveness and increase productivity and performance.

Job satisfaction is not a new phenomenon in organizational theory. It is one of the topics that have drawn interest among scholars for some time. Many studies have been conducted on job satisfaction for over six decades now and thousands of articles have been published. However, most of the published studies relate to developed countries such as the United States of America, United Kingdom, Canada and New Zealand, within contexts far different from Tanzania. Only a few studies have been undertaken in the developing countries (Michaelowa, 2002; Zembylas & Papanastasious, 2006), including Tanzania. One of the biggest preludes to the study of job satisfaction was the *Hawthorne studies*. These studies, primarily accredited to Mayo of the School, sought to find out the effects of various conditions (most

notably illumination) on employees' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the *Hawthorne effect*). It was later found that this increase resulted, not from the new conditions, but from staff awareness and knowledge that they are being observed. This finding provided strong evidence that people work for purposes other than pay. This paved the way for researchers to investigate other factors in job satisfaction (Robbins, 1990).

Scientific mana*geme*nt (*Taylorism*) also had a significant impact on the study of job satisfaction. *Frederick Winslow Taylor'*s 1911 book, "Principles of Scientific Management", argued that there was only a single best way to perform any given task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labour and piecework towards the more modern approach of lines and*hourly wages.* The initial use of scientific management by industries greatly increased productivity because employees were forced to work at a faster pace. However, employees became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction (Mullins, 2006).

Taylor and his associates combined physical capabilities of an employee in time and motion with an economic approach and viewed humans as being driven by the fear of hunger and search for profit. They argued that if the material rewards are closely related to work efforts, an employee will respond with the maximum performance he/she is physically capable of. Hence Taylor viewed the solution to the problem of demotivation as being the introduction of differential piece-rate system of compensation in a factory unit. For example if an employee achieved or exceeded the

daily output quota, he/she would be paid at a substantially higher rate for all pieces produced on the material day. Thus Taylor's assumption about human satisfaction was what the employee wants from his/her employer beyond anything else is high wages and what an employer wants from his/her employee most of all is low labour of manufacture (Mwambene, 1986).

From Taylor's study it becomes apparent that management systems should treat employees as resources who are always keen to maximize their income. The management should know that the main motive for a human being to work is economic, so as to enable him or her to obtain the resources to meet his or her physiological needs and support his or her family in the ever increasing comfort. Thus what the managers needed to do in order to motivate employees was to control and apply both positive and negative rewards (Armstrong, 1988). The same could be said for teachers in the school system.

Mayo, the prominent of human relations school of thought (i.e. neo-classical theorist) considered monetary rewards as not being the sole determining factor to secure employees' willingness to work harder, though it played a significant role. He challenged the scientific management school of thought for ignoring psychological factors that motivate employees. For Mayo, it was important that management takes into consideration the provision of security and good informal group interests in the management process. The school considered social capacity of work as determinant of the amount of work done by an employee rather than physical capacity, since employees have a need of belonging. Informal work groups satisfy that need especially since management approaches tend to ignore this need of belonging. It is

further revealed by human relationist that non-economic rewards played a central role in determining job satisfaction and happiness of an employee and pointed out those employees react to management and not as individuals. Relatedly, communication, participation and leadership pattern were considered important in achieving maximum cooperation from the employees (Mullins, 2006).

Job satisfaction is essential for sustained growth of the education systems around the world. Teachers are arguably the most important group of professionals for securing Tanzania's future (Masanja, 2013). Studies have suggested that high quality education and successful reforms of educational systems are the combined outcomes of a well-trained, motivated, committed and satisfied teaching staff (Nguni, 2005). Masanja (2013) comments further that job satisfaction for teachers is a necessity for any successful school in terms of performance and progress. Job satisfaction is also a primary indicator of teachers' performance regarding teaching and other routine duties.

Teachers are a key resource in school organizations and the development of any country depends on their work; every country needs educated citizens (Sirima & Poipoi, 2010), which means hard working teachers. The study of teacher's job satisfaction and job performance in teaching and learning has become imperative to administrators, academicians, school heads and the Government at large so as to motivate teachers to perform effectively. Attempts to improve performance in schools will be more meaningful if the aspect of teacher job satisfaction is seriously taken on board. It is an undeniable truth that if employees in an organization are motivated, they will render services to the employer and customers very efficiently

and effectively (Mbua, 2003). In developing countries, most studies have been conducted on teachers' job satisfaction/dissatisfaction or motivation.

These studies have highlighted various factors of teachers' job satisfaction/dissatisfaction. However, the studies on teachers' job satisfaction in Tanzania suffer from different gaps in knowledge that necessitated the usefulness of the task of examining the teacher job satisfaction- job performance relationship. One of the gaps in this area is that most of the studies concentrated on factors influencing job satisfaction while ignoring the effect of job satisfaction on teachers' performance. Examples can be drawn from a few studies by Phipps (1968); Puja (1976); Mwollo-Ntallima (1981); Mwakilembe (1981); Muze (1987); Odhiambo (2003); Maro (2004); Mlyuka (2009); Ngumbudzi (2009); Sirima and Poipoi (2010); Udo (2011);D'Zombe (2013); and Masanja (2013).

Secondly, literature review shows that no comprehensive studies have been undertaken on job satisfaction-job performance relationships among public primary school teachers in Tanzania. Most of the studies undertaken involved secondary school teachers, whose ambitions are quite different from those of primary school teachers (Mwollo-Ntallima, 1981; Mwakilembe, 1981; Muze, 1987; Ngumbudzi, 2009; and D'Zombe, 2013). This study attempted to address the paucity of evidence in job satisfaction –job performance relating to primary school teachers in public primary schools.

In recent years, there has been a tremendous increase in number of schools and enrolment of pupils in Tanzania. This increase is due to the implementation of two

giant primary school education plans, namely, the Primary Education Development Plan (PEDP I) and the Primary Education Development (PEDP II) (Masanja, 2013). The Primary Education Development Plan (PEDP I), which was officially launched in 2002 and ended in 2006.This plan, which included the introduction of free primary education in the country, identified major reforms for the primary education sector in Tanzania. The second primary school education plan was known as the Primary Education Development (PEDP II), which was started in 2007 and ended in 2011. Both of these plans aimed at expanding the provision of education (URT, 2001, 2006).

Though quantitative gains have occurred in primary education in Tanzania, particularly, in student enrolment numbers, the same cannot be said about the quality of education, the teaching and pedagogical learning that takes place within the classrooms and the schools (Mbelle, 2008). Concerns about the quality of primary education in Tanzania persist as confirmed by many researchers (Massawe & Kipingu, 2000; Kuleana, 2001; URT, 2003; Rajani & Sumra 2004a; Davidson, 2005). The Government has come up with a new strategy called the *Big Results Now* [BRN] initiative in education sector with the aim of raising the quality of basic education and improve pass rates in primary and secondary schools (URT, 2013).

It appears that many factors affect the quality of primary education in Tanzania, a key factor and one that has been largely neglected in Government documents and plans is the survey of teacher job satisfaction (Rajan & Sumra 2004a). They further argue that the near total absence of issues related to teacher job satisfaction within Government policy documents and plans are evidence of the lack of concern by the

Tanzanian authorities. Though Tanzania's Education and Training Policy (URT, 1995) highlights the importance of teachers' job satisfaction, irregular salary payments for teachers, lack of proper housing for teachers, the low status accorded to teachers, inadequate teaching facilities, and the need to enhance the professional and individual welfare of teachers, the Primary Education Development Programme (PEDP) (URT, 2001) as well as the new Education policy (URT, 2014) made almost no reference to these issues. Although the BRN initiative in education appears to recognise the need for teachers' motivation through non-monetary incentives, ensuring zero outstanding claims by end of June 2013, and zero unresolved claims not more than three months ahead (URT, 2013), nonetheless, little attention has been given to the needs and claims of teachers so far.

A pressing need exists for efforts to improve teacher job satisfaction, primarily through improvements in teachers' welfare. This need is fuelled by both the Government's moral obligation to improve teachers' lives and by the very real possibility that failure to address these problems may undermine the government's efforts to achieve high quality, and sustainable universal primary schools education in Tanzania (Sumra, 2004).

1.3   Problem Statement

Low job satisfaction among primary school teachers is thought to be a problem that leads to poor performance outcomes in Tanzania's public primary schools. In his findings, Sumra (2004) argues that although efforts are underway towards improving professional knowledge and skills of teachers, far less attention is focused on their material welfare. In the same vein, Mkumbo (2012) asserts that all of the recent

education reforms have neglected teachers, while investing widely in buildings and other learning infrastructures. A Joint Monitoring Report (URT, 2010; Masanja, 2013) also reveals that lack of incentives, such as for overtime, unpaid arrears and delayed promotion and transport of teachers who reside in rural areas, was the reason for the low morale hence job dissatisfaction among teachers.

Such a situation has sometimes resulted in undue strikes such as was staged by teachers' in the whole country in 2012. Teachers in most public schools in the country joined a country-wide planned strike, organized by the Tanzania Teachers' Union (TTU) to press the Government to act on teachers' demands such as promotions, salary increases, salary arrears, and various allowances. Though the Judge of the Labour Division of the High Court halted the planned strike by declaring it illegal, teachers nonetheless embarked on a go-slow, remaining out of classrooms protesting a court order that blocked their planned nation-wide strike. Some teachers just signed in for duty and left school, while others did not even bother to show up at schools. Most of them claimed that the Government does not acknowledge the role of the teachers despite the fact that almost all public leaders have passed through the hands of teachers. Pupils were seen roaming about in streets for some time, and others were seen returning home following the teachers' strike (Guardian Team, 2012).

These problems are indicators of teachers' dissatisfaction with their jobs and may ultimately be detrimental to improvement of the quality of primary education in Tanzania. There will be poor performance by pupils, indicating inefficiency and ineffectiveness in schooling. As indicated earlier on, primary school teachers are

essential players in promoting quality education in Tanzania. If these teachers are unwilling to teach effectively, the quality of education provided will not be of expected standard. As noted earlier, still there is a significant drop of education quality and mass failure in primary schools in Tanzania (Nyirenda, 2013). Increased numbers of pupils who don't know how to read and write after completing standard seven is also an indicator of poor quality of education. The issue of how teachers' job satisfaction relate to their performance constituted the problem which this study intended to assess.

1.4 Research Objectives

In addressing the research problem, the following study objectives were set out:

1.4.1 Main Objective

This study generally examines the relationship between job satisfaction and job performance as distinct work-related attitudes among public primary school teachers in the context of Tanzania.

1.4.2 Specific Objectives

More specifically, this study attempted:

(i) To assess the extent to which work dimensions contribute to public primary school teacher job satisfaction;

(ii) To determine work performance levels of public primary school teachers;

(iii) To establish whether teachers' job satisfaction is related to their job performance.

1.5   Research Questions

In addressing the problem under study, the following salient research questions were raised:

1.5.1   General Research Question

Is there any significant relationship between teacher job satisfaction and their job performance in public primary schools in Iringa Region Tanzania?

1.5.2   Specific Research Questions

(i)   To what extent do work dimensions contribute to public primary school teacher job satisfaction?

(ii)   What are public primary schools teachers' levels of work performance?

(iii)   Is there any relationship between teacher job satisfaction and teacher job performance?

This study was therefore, expected to marshal findings from public primary school teachers and collect evidence from other sources in order to answer the above questions.

1.6   Justification and Significance of the Study

A study is considered to be justifiable and significant in view of its likelihood to generate new knowledge in a respective field. In addition, it may help to improve practices within the communities; to inform important policy issues and thereby contribute to improvement of policy formulation and implementation (Creswell, 2009). In this regard, the findings of this study will assist in the manner outlined below:

1.6.1 To enable practitioners in human resource management to enhance their insight in plans that promote job satisfaction and job performance among public primary school teachers. As most of us understand, teachers play a very significant role in the education sector; thus studying the facets that are associated with their job satisfaction and performance is essential;

1.6.2 Both the Ministry of Education and Vocational Training (MoEVT) and TAMISEMI may use the findings of this study as a basis for policy-making or review and program planning for basic education. Schools which promote teachers' job satisfaction and performance are likely to meet the needs of the teachers and hence ensure improved quality of primary education.

The results may further help education administrators to review existing motivational policies and practises with a hope that they can enhance job satisfaction and work performance of teachers. The researcher finds this study important because it will awaken the teachers to conduct their periodic self-assessment to improve their teaching performance;

1.6.3 To benefit the academic community in terms of generating new knowledge. Tanzania is now operating in a market-driven global economy; few studies exist that are specifically tackling job satisfaction-job performance relationships with reference to public primary school teachers in Tanzania. This study will add to the body of knowledge and refine existing theories on job satisfaction and performance management at micro and macro levels;

1.6.4 In terms of theoretical perspective, the study will contribute towards the global debate on the understanding of job satisfaction and its relationship to job performance;

1.6.5 The research will benefit other students in enabling them to enhance their understanding of the relationship between job satisfaction and job performance and it could potentially be a reference for other researchers who will be interested to study the relationship between job satisfaction and job performance in other work organizations and contexts.

1.7 Delimitations of the Study

Delimitations of the study refer to ways in which investigations has been reduced to a manageable size. Generally, it indicates the boundaries of the study in terms of content and geographical spread (Mlyuka, 2011). The point of reference for this study was primary school teachers. The researcher focused attention on primary school teachers simply because "primary schools greatly determine the child's ability for academic achievement in subsequent levels of education" (Otieno, 2000). Poor quality primary education affects secondary, vocational and higher education. The primary school teacher is, therefore, an employee whose job satisfaction and performance study is inevitable due to his/her critical role in nation building.

The study confined itself to public primary school teachers in all the four districts of Iringa region of Tanzania; namely, Iringa urban, Iringa rural, Mufindi and Kilolo districts due to the fact that most primary schools in Tanzania are owned and managed by the government and that teachers working with public primary schools

are touched by the questions which this study addresses. Masanja (2013) adds that in public primary schools, the teaching and living conditions for teachers are quite different from those in the private schools because private school owners do attract a good teaching force in order to gain more profit and recognition by improving teachers' incentives systems and work environment. Generally, higher salaries are offered in private schools than public schools. As such, there are fewer complaints related to remuneration in private than in public primary schools.

The cases that were surveyed in this study were from both urban and rural areas. Due to convenience and practicability of the study, the researcher involved the urban and rural cases to bring a balanced view of the study. The main aim was to ensure that the research captured the problems of public primary school teachers in different locations within Iringa Region. The study did not cover all the public primary schools in Tanzania, but rather it focused on randomly selected public primary schools in districts of Iringa region. The choice of this study area was based on the researcher's interest and his familiarity with the region. The selected schools are reasonably representative of the other areas, which are not chosen to depict the general picture of the situation in Tanzania. This representation was sufficient as Iringa possesses the social, economic, and educational features of the other regions of the country.

Various researchers have identified several human resources management practices as predictors of job satisfaction. For example, Mullins (2004) shows that job satisfaction is a function of personality, education and qualifications, group working norms, personnel policies, leadership style and the socio-economic framework of an organization. Some studies reveal that work environment, motivation, policy, salary levels, respect, safety and security, background characteristics of an employee, role ambiguity and less role conflict, the availability of basic facilities and services, promotion prospects and opportunities for professional advancement, to mention but a few, are all contributors to job satisfaction (Curivan, 1999; Chen *et al.,* 2006; Ngumbudzi, 2009;Nandan, 2010).

In the context of this study, the work dimensions to be studied included: *pay and benefits, living and working conditions, job security, advancement opportunities, recognition, and supervision.* The study was limited to these dimensions of the teaching job because they are likely to be the most critical aspects that contribute to the development of feelings of satisfaction or dissatisfaction among public primary school teachers in Tanzania. They are also pertinent to the study of job satisfaction. Therefore, the findings and conclusions of this study were limited to the defined study area and on the teachers' job satisfaction facets outlined above.

1.8   Organization of the Study

The thesis is divided into five chapters. Chapter One highlights the background to the study. It discusses the research problem and gives the research objectives. Chapter One also presents the research questions, justification and significance, as well as scope and limitations of the study. Chapter Two presents a summary of the theoretical and empirical literature related to the problem under study. Chapter Three presents the methodology to be employed in conducting the study. Presentation and discussion of the findings is the subject matter of Chapter Four. Chapter Five presents conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1   An Overview

This chapter presents literature review on the issue of job satisfaction and its influence on work behaviour among primary school teachers. It defines concepts related to job satisfaction and job performance. It also reviews the supporting theories and presents the conceptual framework adopted. Further, it presents some

empirical analyses undertaken by various researchers. Generally, the chapter provides "authoritative information" to support the study (Ngatuni, 2012).

2.2   Conceptual Definitions

2.2.1   The Concept of Employee 'Job Satisfaction'

There is an overabundance of definitions of the words "job satisfaction". How is job satisfaction perceived varies among researchers in terms of concept, values, belief and interest. Job satisfaction is not explicit but is a problem related to multiple factors (Badreya, 2010). It is an attitude towards one's work and the related emotions, beliefs, organizational environment and motivation (Gomez & Criffin, 2005; Jex & Britt, 2008). It explains why employees behave as they do towards achieving personal and organizational goals. Robbins (2010) defines job satisfaction as an attitude or feeling about the job itself. Ellickson and Logsdon (2002) add that job satisfaction is related to how people feel about their jobs and their different aspects. High level job dissatisfaction in Tanzania is indicated by high reported absenteeism, staff turnover, migration and high prevalence of petty corruption (Manongi & Bygbjerg, 2006).

Job satisfaction is an important factor for improving effectiveness and also individual's satisfaction in an employment situation (Cherrington, 2006). Job satisfaction can be affective and cognitive. Affective job satisfaction is the extent of pleasurable emotional feelings employees have about various aspects of their job situation as well as jobs overall. Cognitive job satisfaction on the other hand is the extent of employees' perception, feelings and responses, with particular aspects of

their jobs, such as pay, pension arrangements, working hours and numerous other aspects of their jobs (Kosi, Sulemana, Boateng & Mensah, 2015).

In some literature terms like job attitude, work satisfaction and job morale are used interchangeably, which implies a lack of a standardized definition of job satisfaction (Moorhead & Griffen, 2007). According to Gupta (2007), job satisfaction is the combination of psychological, physiological and environmental circumstances. He maintains further that job satisfaction is the end feeling of a person after performing a task. To the extent that a person's job fulfils his/her dominant needs and is consistent with his/her expectations and values, the job will be satisfying. The feeling would be positive or negative depending upon whether the need is satisfied or not.

Porter (2004) defined job satisfaction as people's emotional response to their current job conditions. Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and are concerned with such specific factors as wages, supervision, and steadiness of employment, work environment and advancement opportunities, recognition of ability, fair evaluation of work, social relations in a job, prompt settlement of grievances, fair treatment by employer and other similar terms. Armstrong (2006) maintains that "job satisfaction' refers to the attitudes and feelings people have about their work. A positive and favourable attitude towards the job indicates job satisfaction. Negative and unfavourable attitudes towards the job indicates job dissatisfaction".

According to Ilham (2009), employee satisfaction refers to the positive or negative aspects of employee's attitude towards their jobs or some features of the job.

Employees' satisfaction is the terminology used to describe whether employees are happy and contented and fulfilling their desires and needs at work. Many measures purport that employee satisfaction is a factor in employee motivation, employee goal achievement and positive employee morale in the work place. Gibson and Herbert (2003) argue that, job satisfaction is the result of various attitudes possessed by an employee.

As one can note, 'Job satisfaction', has many different points of reference, and few employees indeed are satisfied with all aspects of their jobs. The satisfaction an employee derives from his/her job is not only varied but also highly sensitive to change.Job is a large part of life, so job satisfaction effect on total satisfaction of human. There is a mutual effect between job satisfaction and life.

In this case, therefore, managers should not only monitor job situations, but also, check their employee life conditions (Devies & Storm, 1991). When employees are hired, they will have a set of needs, wishes, and previous experiences which make the totality of the job expectations. Organizations' reactions and responses to these needs will produce negative or positive attitude among personnel toward their job. Actually, job satisfaction shows the relations between human expectations and advantages taken from job (Willem, 2007). Other researchers believe that job satisfaction is an emotional reaction of an employee perception to whether his/her job satisfies his/her needs and requests. It must, also, be in accordance with personal needs (Fairbrother, 2008) and reaction of employees against their tasks (Madhavan, 2000).

In the context of this study, the concept of "job of satisfaction" is used to simply refer to the primary school teachers' attitudes, perceptions, and feelings that they have towards their job and related aspects of their job such as living and working conditions, recognition, advancement opportunities, and supervision. Teacher job satisfaction, therefore, refers to whether primary school teachers are happy with their job and related aspects of 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 satisfaction dimension. Similarly, if teachers have negative attitudes towards their work, they are then said to be dissatisfied.

2.2.1.1 Determinants of Employee Job Satisfaction in an Organization

Research findings from researchers' have reported a superfluity of factors in relation to job satisfaction; these are individual factors such as age, gender, education level, marital status and environmental factors such as salary, benefits, promotion, nature of work and supervision. Demographic characteristics define individuals even before entrance into the job and subsequently make variations in job satisfaction across subgroups (Abdulla, 2011). Two categories of factors are discussed in the next section. It is, however, worth noting that these factors may vary widely in different countries and in various communities.

(i)   Biographic factors

Studies investigating job satisfaction indicate that personal life exercises a significant influence on job satisfaction. The main elements of personal life are given below:

Gender: Some studies on the relationship between gender and job satisfaction found weak and inconsistent correlations (Angle & Perry, 1981; Bateman & Strasser,

1984). Mathieu and Zajac (1990) found a weak correlation between gender job performances, with women being more committed to the organization than men do. Since women have to overcome more barriers to attain their positions in an organization, they may place greater interest in their organization and jobs than do their male counterparts (Lincoln & Kalleberg, 1990; Mories, Wood & Yaacob, 2001).

Robbins (2008) on the other hand argues that there are few, if any, important differences between men and women that will affect their performance. There is no difference in motivation between males and females. Susan and John (2004) realized that there is no gender satisfaction gap, but job satisfaction of women is less sensitive to fringe benefits than men are. Carolyn *et al*., (2011) contends that men tend to be satisfied with pay more than women do, while women tend to have high satisfaction with co-workers than men do. No evidence suggests that there is gender impact on employees' job satisfaction (Stanley, 1999).

Education level: There are no consistent findings between education level and job satisfaction (Travis, 2005). Employees of higher level of education have been reported to have low job satisfaction than those of lower educational level. Overqualified workers tend to have low job satisfaction in the workplace. Various studies have shown that an employee's level of education is negatively related to job satisfaction, and positively related to turnover intentions (Mathieu & Zajac, 1990; Eskildsen, Kristensen and Westlund, 2004). Mowdays, Porter & Steers (1982) report that highly educated individuals were likely to become more committed to their professions than their organizations. It, therefore, becomes more difficult for

organizations to compete for the psychological involvement of such members. Commitment levels and intentions to remain with the organization `are likely to be lower for highly educated employees who have a greater number of job options (Mathieu & Zajac, 1990).

Tenure: Tenure is regarded as the number of years an employee has spent working (Stringer *&* Theivananthampillai, 2011). According to Robbins, Judge, and Sangh (2008), tenure and job satisfaction are positively related. Employees with longer tenure tend to have higher job satisfaction because the job matches their personal needs. Opportunities for promotion and job security are factors that contribute to higher job satisfaction for longer service employees in the organization. Contradictorily, longer service may result to boredom and lower levels of job satisfaction.

Morris, Wood and Yaacob (2001) observed that employees who had served the organization for longer periods of time and/or were better educated, were less committed to the organization. Because of the "push and pull" factor, senior Malaysian academics actively sought better employment opportunities, while the least qualified and the least experienced tended to demonstrate higher degrees of organizational commitment due to lack of available opportunities elsewhere.

Age: Most of the studies have consistently found that age was positively correlated to organizational commitment and job satisfaction, and negatively correlated with turnover intentions (Angle & Perry, 1981; Bateman & Strasser, 1984; Cohen, 1993). It is, however, worth noting that research findings indicate a contradictory relationship of age with job satisfaction (Robbins, 2006). Susan and John (2004)

found that older employees are more satisfied with their jobs than young ones. Benjamin (2010) has revealed that there is positive correlation between age and compensation. In his study, it was found that older health officers were expected to receive higher salaries than young ones.

Gupta (2007) argues that workers in the advanced age group tend to be more satisfied probably because they have adjusted to their job conditions. However, there is a sharp decline after a point perhaps because an individual aspires for better and more prestigious jobs in the later years of his/her life. He maintains further that from the consensus of other studies, age has little relationship with job satisfaction for all employees, but it is important in some job situations. In some groups, job satisfaction is higher with increasing age, in other groups job satisfaction is lower and in others there is no difference.

Marital status: Studies have found a positive relationship between marital status and commitment with married employees being more committed than single employees (Lincoln & Kalleberg, 1990). Married employees exhibited higher commitment largely due to greater family obligations which constrain their opportunities to change employers (Taormina, 1990; Cetin, 2006). Camilleri (2002) found that marital status was more related to commitment, suggesting that married employees had financial concerns. Stanley (1999) comments that, marital status is highly related to intrinsic rewards and overall job satisfaction. He further points out that married employees experience higher job satisfaction than single employees. Research has also revealed that job satisfactions mean scores for divorced and widows are higher than that of single and married groups (Nezaam, 2005).

(ii) Organization Factors

Compensation of employees: Most researches done on compensation satisfaction indicate consistent findings with regards to compensation satisfaction. There is no evidence in literature supporting the fact that compensation alone increases or decreases job satisfaction. Pay and benefits are poorly associated with job satisfaction (Stringer & Theivananthampillai, 2011). However, individuals view compensation as an indication of their value to the organization. Both financial and recognition rewards in combination have significant influence on job satisfaction (Benjamin, 2010). Employees tend to compare their inputs to rewarded outputs relative to that of other employees (David, 2009). Comparisons in- terms of rewards to others have impact on pay satisfaction and turnover (Stanley, 1999).

Employee benefits: The remuneration that an employee receives for his/her contribution cannot be measured by mere estimation of wages and salaries paid. Certain supplementary benefits and services known as "fringe benefits" are also available to them. Financial incentives do play an important part in job satisfaction. Ngirwa (2006), however, comments that a financial incentive is a weak motivator and underscored the fact that money is never enough i.e. the more you get, the more you spend and thus the more you need. The relationship between employees' benefits and job satisfaction is therefore ambiguous. Benjamin (2010) contended that fringe benefits are significant positive determinants of job satisfaction. Higher levels of satisfaction because of fringe benefits provision have been linked to lower turnover, absenteeism and higher performance. However, the theoretical impact of fringe benefits on job satisfaction is still unclear (Nezaam, 2005).

Promotional opportunities: Promotional opportunities refer to the degree an employee perceives his/her chances to grow and be promoted within the organization (Lambert, Hogan & Jiang, 2008). Some studies have found that promotion procedures and the presence of promotional opportunities or career paths have a positive relationship with organizational commitment and job satisfaction (Iles *et al*., 1990; Kalleberg and Mastekaasaz, 1994; Young *et al*., 1998). Accordingly, employees expect to work in jobs that provide them with opportunities to be promoted to new and challenging positions (Lambert *et al*., 2008). Robbins (1998) adds that promotions provide opportunities for personal growth, increased responsibility, and increased social status. Lawler (1971) contends that employees will only work hard to get promoted if they perceive that positions are available and

awarded on the basis of work performance. Benjamin (2010) and Nezaam (2005) state that job satisfaction is positively correlated to promotional opportunities, that is, high correlation between promotional opportunities and job satisfaction depends on perceived equity by the workers.

Perceptions of few or unfair promotional opportunities have been found to result in negative attitudes towards work or the organization (Iles *et al.*, 1990; Schwarzwald, Kolosowsky & Shalit, 1992). The fairness of promotion procedures can alienate employees who were passed over especially if they perceive the procedures to have been unfair (Iles *et al.*, 1990). Therefore, employees who received a promotion are not only likely to experience equity regarding their treatment in the organization, but also, reported higher levels of job satisfaction and commitment.

According to McCormick and Ilgen (1985), employees' satisfaction with promotional opportunities will depend on a number of factors, including the probability that the employees will be promoted, as well as the basis and the fairness of such promotions. However, in a study of 313, Eritrean civil servants, Tessema and Soeters (2006) found a negative correlation between promotions and employee work attitudes. They noted that respondents with better performance records perceived that promotional practices were not based on written, formal policies but on seniority which could be influenced by non-merit considerations such as favouritism, nepotism and political loyalty. Luthans (1992) suggests that promotion promotions may take a variety of different forms and are generally accompanied by different rewards. He comments further that promotional opportunities therefore have

different effects on job satisfaction, and it is important that this be taken into account in cases where promotions policies are designed to enhance employee satisfaction.

Salary: Gomez, Balkin, and Robert (2005) defined salary as a fixed pay an employee receives on a regular basis either in a form of cash or kind. Despite the increasing number of studies on salary satisfaction, no much attention is paid on the degree of the difference in salary satisfaction in the public sector organizations. Lack of salary satisfaction decreases job satisfaction, performance, motivation and increases absenteeism and turnover intentions (Stanley, 2005).

However, salary satisfaction has been proven to be good catalyst for enhancing job satisfaction of employees in work organizations. Moorhead and Griffen (2007) contend that equitable and fare salary treatments among employees along with ensuring job security can promote job satisfaction.Employment represents an exchange relationship between an employer and employee (Singh, Fujita & Norton, 2004).

In pure economic terms, monetary compensation has been perceived as fundamental to the exchange relationship between employers and employees since it can be measured more objectively (Singh *et al*., 2004). The *equity theory* posits that people evaluate fairness by comparing the inputs they contribute (i.e. skills and efforts) and the outcome they receive (i.e. pay) to the corresponding inputs and outcomes of referent groups within the organization and in the external market (Greenberg, 1990). A state of equity will be attained if the perceived ratio of outcomes to inputs

favourably compares to the outcome input ratio of referent others (Singh *et al*., 2004; Lambert, 2005; Lambert, Hogan & Griffen 2007).

Lavine (1993) suggests that where inequity exists, employees may attempt to reduce the distress by changing the perceptions of either their own or reference group's inputs and outcomes, altering their inputs such as their effort or their outcomes (e.g. getting a pay raise or quitting the organization). Further, whereas underpayment is likely to result in lower effort, dissatisfaction and low commitment, perceptions of repayment will result in employees raising the evaluation of their own inputs to restore perceived equity.

Studies have shown that pay is an important determinant of organizational commitment and satisfaction as they denote organizational support and dependability (Mottaz, 1988; Gaertner and Mollen, 1989; Levine, 1993; Guthrie, 2001). In a study of 250 employees of a manufacturing firm, Oliver (1990) found a positive correlation between work rewards and commitment but negative correlation turnover intentions. Singh *et al*., (2004) found that nursing home administrators had a higher degree of satisfaction with their pay when the organization provided adequate opportunity for growth and when compensation practices included bonuses.

Mathieu and Zajac (1990) found that although salary is considered as a "side-bet" and therefore likely to be highly related to calculative commitment, it is also positively related to attitudinal commitment in terms of self-esteem that the employee derived from it. Morris, Lydka and Fenton-O'Creevy (1993) found that employee perceptions of pay or salary influenced employees' commitment just after

they started wok but this "wore" off as they progressed into employment. This suggests that as an employee moves up an organization ladder his/her, the fulfilled extrinsic rewards (e.g. pay) are no longer motivators for job satisfaction.

Studies have shown that pay is likely to induce different forms of commitment (Iverson & Buttigieg, 1999; McElroy, 2001). Satisfactory pay may serve as an indication of how much an organization values its people leading to high effective commitment. At the same time, employees who are paid high salaries may perceive a loss of control over their high compensation should they decide to leave the organization resulting in high continuance commitment. Nonetheless, other scholars hold a different opinion. Scholars like, Invencevich (1983); Drucker (1971); Donnelly and Gibson (1983), have argued that a human being is not always motivated or satisfied by money, and they cautioned that tying pay and higher performance could be costly. For example Invencevich (1983) argues that:

> "*Motivating high performers may cost a lot of money, a company that cannot afford large increases may not want to use pay to motivate exceptional performance. Moreover some individuals are not motivated by even large increases in pay. Management need to determine what value employees place on pay before tying pay increases to performance*".

McClelland (1985) shares a similar view by arguing, "believing on more pay for more work is not the same as saying that more pay will lead to more work". On the other hand, Drucker (1971) asserts that responsibility cannot be bought for money.

Financial rewards and incentives are of course important but they work in most cases negatively. Incentives can only work better where people are already willing to perform better.

Job security: An employee is considered to enjoy job security when he/she remains employed with the same organization without a reduction of seniority, pay, pension benefits and other benefits (Yousef, 1998). However, since the late 1970s, economic recessions, industrial restructuring, technological changes and intensified global competition have dramatically changed the nature of the work (Buitendach & De Witte, 2005). These changes have forced organizations to improve effectiveness and streamline operations through downsizing, outsourcing and rationalization, bringing to an end the promise of job security, lifelong employment and defined career paths. For many employees, these changes in working life have results in feelings of insecurity regarding the nature and future existence of their jobs, leading to negative employee work attitudes, increased job satisfaction, low organizational commitment and increased withdraw behaviour (Cully *et al.*,1999; Buitendach & De Witte, 2005). The provision of employment security under these conditions can, therefore, be perceived as a commitment by the employer to its employees (Pfeffer, 1999; McElroy, 2001).

Employees who are assured of employment security may develop commitment and be satisfied with their job because of the longevity of the employment. Employees who are provided with job security will expend extra effort and are likely to develop stronger identification with the values and goals of the organizations (Gaertner &

Nollen, 1989; Hallier & Lyon, 1996; Yousef, 1998; Iverson & Buttigieg, 1999). Pfeffer (1998:66) states that "laying off people too readily constitutes a cost for firms that have done a good job in selecting, training and developing their workforce and that …layoffs put important strategic assets in the street for the competition to employ". Organizations should, therefore, strive to reduce job losses where possible and treat workers as a critical asset and not as a variable cost (Marchington & Wilkinson, 2005).

Training and development: Training and development represents an area within which human resource practices that can have a significant impact on employee commitment to the organization. Although training and development programmes may act as inducements, they may also be viewed as instruments in the relationship between organizations and individuals which can contribute to employees' organizational commitment (Farrel & Rusbult, 1981). Recent research suggests that 'high commitment' Human Resource practices, such as employee development affect organizational outcomes by shaping employee behaviours and attitudes (Arthur, 1994; Wood & de Menezes, 1998; Tannenbaum, Mathieu, Salas & Cannon-Bowers, 1991; Whitener, 2001). Through training, employees may develop a positive self-concept and a sense of competence resulting from the employment relationship, leading to greater identity with the organization (Morris & Sherman, 1981; Randall & O'Driscoll, 1997). Ngirwa (2006) maintains further that those employees who are satisfied that their organizations help them attain their personal growth and development, work hard to sustain their organization's effectiveness.

McElroy (2001) observes that organizations that extensively train their employees create a reputation for valuing and developing employees and are able to attract a cadre of highly skilled employees. Such organizations send a clear message to their employees that they are committed to the development of their people leading to high commitment in the organization. Training makes employees more valuable to their existing employers than to potential employers. Allen and Meyer (1990) comment that employees are 'betting' that the time and energy invested will pay off with continued employment in that organization.

One of the problems arising from organizational training is identifying the quality and relevance of the training being provided. Marchington and Wilkinson (2005) found that most organizations were only concerned with the quantitative aspects of training (i.e. the cost and time invested) resulting in workers who were overqualified for their jobs leading to poor motivation and low morale. Truss, Gratton, Hope-Hailey, McGovern & Stiles (1997) report that even where training opportunities are provided by the organization, there is often "no explicit aim within the training of increasing the individual's skill base or broadening their experience". Another disadvantage in relation to training is that these activities are often regarded as a significant cost rather than an investment by organizations. This is consistent with 'traditional' human resource management practice whereby training was viewed as a 'burden' where training policies are unclear and vague (Kamoche, 2000b).

Tessema and Soeters (2006) also reported that public sector employees in most developing countries who have received training that has been paid for by their Governments have been unable to utilise their expertise due to unattractive

compensation and therefore they opt to move to the private sector or overseas. Therefore, in order for organizations to develop and raise the level of productivity, there is a need to transform the way they develop people by nurturing cultures that value contribution from their employees, undertake cost-effective training activities that are geared towards enhancing labour productivity and product quality (Kamoche, Muuka, Horwitz & Debrah, 2004b). Rose (2001) noted further that employees should be given opportunities to advance in their field of work so that they could accept responsibilities entrusted to them. She added that study leave can be provided for those employees with the desired skills and willingness to perform the job, and who want to improve their skills and knowledge.

Supervision: Supervision is one of the work dimensions that impact employee job satisfaction and performance at workplaces. Brunetto and Farr-Wharton (2002) concluded that supervision of the immediate manager increases the level of job satisfaction and job performance. The productivity and performance of subordinates can be improved with fair managerial actions and supervision. Sajuyigbe, Olaoye and Adeyemi (2013) noted that recognition of the achievements by the supervisors leads toward employee job satisfaction and performance.

Similar results were reported by Okpara (2004) that supervision plays significant roles in job satisfaction and performance. Ojokuku and Sajuyigbe (2009) also noted that productivity and performance of the subordinates is significant toward the managerial actions and supervision of the employees. Chieffo (1991) postulates that supervisors who allow their employees to participate in decisions that affect their own job will, in doing so, stimulate higher levels of employee satisfaction. In the

same vein, Nelson (1980) and Mohrman, Cooke & Mohrman (1978) argue that leadership styles of school administrators contribute to job satisfaction. They maintain that the quality of teacher-administrator relationship generates higher teacher job satisfaction, and greater teacher participation in decision making contribute to job satisfaction. Conversely, lack of participation in decision-making is advocated to be one of the greatest sources of teacher dissatisfaction (Holdaway, 1978). All these researchers agreed that supervision has a significant impact on employee job satisfaction and performance except Roelen, Koomans & Groothoff (2008) who have contrary view. Generally, research indicates that dissatisfaction with management supervision is a significant predictor of job dissatisfaction.

Living and working conditions: Work environment is an important determinant of job satisfaction and performance of employees. This argument is supported by the researchers (Forsyth & Copes, 1994; Reiner & Zhao, 1999; Ellickson & Logsdon, 2001; Carlan, 2007; and Spector, 2008) who found similar results. Luthans (1998) has the view that living and working conditions has a moderate impact on the employee's job satisfaction and performance. Luthans (1998) maintained that if working conditions are good, employees will find it easier to carry out their jobs. On the other hand, if the working conditions are poor, employees will find it difficult to get their work done and thereby experience dissatisfaction. Sajuyigbe *et al*., (2013) also maintained that working conditions are only likely to have a significant impact on job satisfaction and performance when, for example, the working conditions are either extremely good or extremely poor.

Work itself: Robbins (2003) refers to the work as the extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results. Jobs matched with the competencies and that are mentally stimulating are liked by an employee. Luthans (1998) and Landy (1989) reported that employees derive satisfaction from work that is interesting and challenging, and a job that provides them with status. They concluded that work itself has a significant effect on employee job satisfaction and performance. Accordingly, Robbins (2003) argues that under conditions of moderate challenge, most employees will experience pleasure and satisfaction.

2.2.1.2 Approaches to Job Satisfaction

In describing the measurement of the level of employee job satisfaction, three different approaches have been developed as presented below:

Characteristics of the job: The first approach turns its attention to the characteristics of the job. Hackman and Oldham (1976) developed the Job Characteristics model to describe the characteristics of motivating jobs. According to this model, employees gather information about the job, the workplace and the organization and cognitively assess these elements in order to determine the level of satisfaction (Jex, 2002). Hackman and Oldham (1976) suggest five job characteristics, namely, skill variety, task identity, task significance, autonomy, and feedback. They maintain that jobs can be analyzed for its motivating potential by using those five dimensions, and can then be redesigned in order to eliminate its dissatisfying aspects. Generally, the development of a job characteristics model was

built upon the premise that specific core characteristics must exist in work settings so as to create job outcomes of high job satisfaction, high performance, and low employee turnover (Hackman & Oldham, 1980). Boonzaier *et al.,* (2001) comment further that the job characteristic model suggests multi-dimensional core job characteristics affecting behaviours.
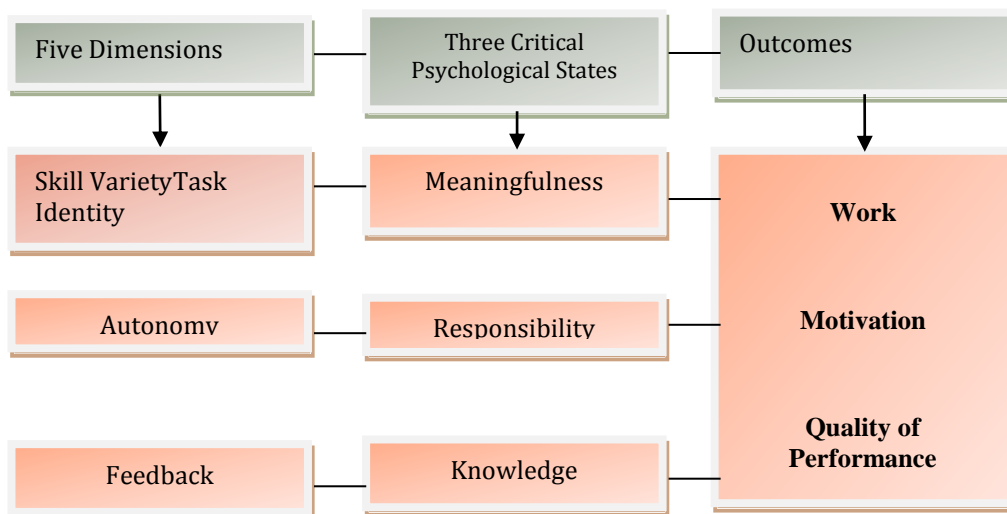
Figure 2.1: Job Characteristics Model

Source: Hackman & Oldham (1976)

This, however, cannot deny the fact that other scholars can have different opinions on the model. The model is presented in the Figure 2.1.

As noted earlier on, Hackman and Oldham (1976) identified five core dimensions which help in evaluating the immediate work environment. These five dimensions are described hereunder (Arnold, Cooper & Robertson, 1998; Unuvar, 2006):

(i)   *Skill variety*: This describes the degree to which a job requires the implementation of a number of different skills, abilities and talents of a person for successful completion.

(ii)   *Task identity*: refers to the degree to which a job requires completion of a "whole" end identifiable piece of work that is, doing a job from beginning to end with a visible outcome.

(iii) *Task significance*: this refers to the degree to which the job has impact on the lives of the people whether those people are in the immediate organization or in the external environment. A job is more meaningful if it is important to other people for some reason.

(iv)   *Autonomy*: is the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying out the work.

(v)   *Feedback:* refers to the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his/her performance. Feedback does not only refer to supervisory feedback, but also the ability to observe the results of one's own work.

These core dimensions turned out to be associated significantly with job satisfaction and a high employee's motivation.Hackman and Oldham's model claims that attention to the five job characteristics produces three critical psychological states (Tosi, Mero & Rizzo, 2000):

(i)   *Meaningfulness of work*: this results from the belief in the intrinsic value of the job. For example, teachers may experience meaningfulness of the work, even in difficult working conditions, because of the conviction that their effort makes a difference in the lives of the pupils.

(ii)   *Experienced responsibility for outcomes of work*: job efforts are perceived as causally linked to the end results of the work.

(iii)   *Knowledge of the actual results of work activities*: this can be qualified as feedback. The employee is actually able to judge the quality of his/her performance.

According to the Characteristics model, different job dimensions contribute to psychological states. The presence of these critical states can in turn increase the probability of positive work results, especially, for employees with a high growth-need. The positive work outcomes are: high internal work motivation which is caused by the work itself; high quality performance- this results from the meaningfulness of work; high job satisfaction and low absenteeism and turnover (Tosi *et al.,* 2000).

Social information: The second approach suggests that the measurement of the level of job satisfaction is founded on *social information*, that is, information based on past behaviour and what others at work think. It shifts its attention to the effects of the context and the consequences of past behaviour, rather than to individual pre-dispositions and rational decision-making processes. Thus, job satisfaction is dependent on how others at work evaluate the workplace. This approach is called the "social information processing approach" (Salancik & Pfeffer, 1978; Pennings, 1986).

According to the social information processing approach, job satisfaction is susceptible to the influence of others in the workplace. People are inclined to observe

and copy the attitudes and behaviours of colleagues with similar jobs and interests, and of superiors who are perceived as powerful and successful (Furnham, 1992). The study by Griffen and Bateman (1986) in this field, revealed strong positive correlations between behaviour exhibited by leaders and job satisfaction (Arnold *et al*., 1998). Weiss (1978) discovered great similarity in values between employees and supervisors when the latter treated their subordinates with consideration (Furnham, 1992). Weiss and Shaw (1979) conducted a study in which participants were required to observe one of two training videos on how to execute a task. The first video contained footage of a trainee reacting enthusiastically to the task. In the second video, however, the trainee displayed a negative attitude towards the task. The participants who were subjected to the first video had a more favourable attitude after performing the same task than those who were subjected to the second video (Furnham, 1992).

Arnold *et al*., (1998) came to the conclusion that perceptions of distributive justice, that is, the perceived level of fairness in distributing rewards in a company had an impact on job satisfaction). O'Reilly and Caldwell (1991) demonstrated the importance of congruence between personal cultural preferences and organizational culture. Their research revealed a strong, negative correlation between person-organization fit and turnover. This result indirectly indicates that a lack of correspondence between an employee and the culture of a company will most likely lead to lower job satisfaction (DeWayne, 2005). In conclusion, these studies have clearly demonstrated that the influence of others in the work place on job satisfaction is significant. However, it should be noted that not everyone is equally prone to the

influence of others. There are individual differences which can be attributed to differences in personal dispositions as described in the succeeding sub-section.

Personal dispositions: The third approach indicates that job satisfaction relies on the characteristics or the dispositions of the employee. These dispositions can be based on experience or genetic heritage or on both (Jex, 2002). This study, however, does not cover all aspects of personal dispositions, but rather the most important ones related to the aspect of job satisfaction, namely, *genetic or hereditary disposition* and *affective disposition*.

In a controversial series of studies, Arvey (1991) discovered that job satisfaction might have a genetic cause. He based his findings on the Minnesota Twin Family Study, a study which aimed at determining the influence of genes and environment on the development of psychological traits in twins. The use of identical twins in the on-going nature-nurture debate has always been widely popular in psychological studies, since identical twins share identical genes. Therefore, any incongruence in the development of psychological traits between the twins can be attributed to environmental influences.

Arvey (1991) analyzed the level of job satisfaction of 34 pairs of identical twins who had been separated from early ages. If job satisfaction is merely the result of environmental factors, there should not be any significant correlation in the level of job satisfaction between identical twins who grew up in different environments and who had different jobs. Consequently, if identical twins with a different upbringing and different jobs do display a similar level of job satisfaction, then we should, at least partially, consider a genetic disposition as a determining factor. Arvey's studies

revealed that almost 30 percent of the variation in job satisfaction depends on genetic factors.

According to Arvey (1991), the level of job satisfaction between genetically identical people with a different job is more similar than the level of job satisfaction between genetically different people with the same job (Arnold *et al.*, 1998). However, this does not imply that there is a job satisfaction gene. Judge and Hulin (1993) studied the connection between *affective disposition* (the tendency to have positive or negative emotions and thoughts), subjective well-being (the perceived level of satisfaction about life in general), job satisfaction and job characteristics (Arnold *et al.,* 1998).

The study revealed that affective disposition had an important impact on subjective well-being. Subjective well-being in turn and affective disposition in consequence - had a significant influence on job satisfaction and so did job satisfaction on subjective well-being. Lastly, job characteristics were the most important determinants for job satisfaction, but they were barely more important than subjective well-being (Ibid.). This indicates that, besides the content of the job itself, the affective disposition of a person is a major determinant for job satisfaction. Another conclusion is that job satisfaction influences a person's overall performance. This implies that an employee who is dissatisfied with his / her job, but very satisfied with his/ her life, may perform well on the job. Also, an employee who is very satisfied with his or her job, but very dissatisfied with his or her life, may perform poorly.

2.2.2   Concept of Employee 'Job Performance' and its Determinants

2.2.2.1 The Concept of 'Job Performance'

As noted elsewhere in this study, attainment of a high level of performance through productivity and efficiency has always been an organizational goal of high priority. In order to do that, a highly satisfied work force is an absolute necessity for achieving a high level performance advancement of an organization.

Performance is often defined simply in output terms as the achievement of quantified objectives. But performance is a matter not only of what people achieve but how they achieve it. Kohli and Deb (2008) define performance as a behavior or action that is relevant for the achievement of organization's goals and that can be measured in terms of the level of proficiency or contribution to goals that is represented by a particular action or set of actions.

Armstrong (2006) citing *The Oxford English Dictionary* confirms this by including the phrase 'carrying out' in the definition of performance: the accomplishment, execution, carrying out, working out of anything ordered or undertaken. He sees that high performance results from appropriate behaviour, especially discretionary behaviour, and the effective use of knowledge, skills and competencies. Rashidpoor (2000) comments further that job performance is a set of behaviour and actions which a person shows in relation to his/her job, in other words, amount of efficiency gained due to the person job type (training, producing or servicing).

Martin (2005) defines performance as the level of achievement by an individual, measured against what they would be expected to achieve. According to Ilham (2009), performance can be defined as the act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it. He maintains further that performance comprises an event in which generally one group of people (the performers) behaves in a particular way against another group of people. Similarly, George and Jones (2005) maintain that the level of performance is an evaluation of the results of a person's work behaviour. This involves determining how well or poorly a person performed to accomplish a task.

In the context of this study, 'job performance' is defined as a function of how the content of the school's work is effectively accomplished by a teacher. It refers to the actions of the teacher in performing certain jobs or duties in the school system. Furthermore, teacher job performance may be perceived as the willingness of teachers to fulfil the work place tasks and responsibilities for the success of their respective schools. In view of the foregoing, this study intended to examine the relationship between job satisfaction and job performance among public primary school teachers in Tanzania.

2.2.2.2 Determinants of Job Performance

Job performance is a critical antecedent of performance management. A job consists of a number of inter-related tasks, duties, and responsibilities which a job holder needs to carry out, whereas performance is a behavior or action that is relevant for the organization's goals and that can be measured in terms of the level of proficiency or contribution to goals that is represented by a particular action or set of actions (Campbell, 1988). This implies that job performance involves

certain *functional* as well as *behavioral* competencies. Kohli and Deb (2008) assert that a number of factors tend to impact job performance. Some of these factors are as given below:

Knowledge: Knowledge provides a tool to an employee to carry out tasks and activities in the organizational context. Therefore, it is the ability of an individual employee coupled with his/her training, education, and experience which make job performance feasible. An employee with sound functional knowledge will be successful on the job if he/she knows what he/she needs to do. A job description provides the list of work areas or the priority of an employee. In the absence of a job description, even a qualified and trained employee is likely to fail. Hence, a match between job and specific task proficiency is important for a successful performance on the job. Therefore, the first determinant of job performance is job description, together with ability of the employee to perform the tasks, duties, and responsibilities according to this description (Kohli & Deb, 2008).

Motivation: Kohli and Deb (2008) comment further that mere possession of knowledge or the ability to perform a given job does not guarantee adequate job performance if the employee lacks the motivation to perform. Only a motivated employee will make a concerted effort to perform. An employee may be motivated by individual as well as organizational factors. Individual factors could be self-efficacy, urge to excel, reward tied to performance, craving for recognition, etc., while organizational factors could be an enabling culture, feedback environment, existence of performance management system, leadership's support, encouragement etc. This determinant of job performance pertains to motivation of the employees.

Feedback: Kohli and Deb (2008) add that employees tend to perform well at their job if they are provided with feedback that is meaningful and constructive. Such feedback helps employees to identify areas of improvement and tend to work harder to overcome the performance gaps. Existence of a feedback-oriented workplace environment is crucial to improve the performance of employees on an on-going basis. This determinant of job performance relates to the presence of an effective feedback mechanism in the organization.

Leadership: Kohli and Deb (2008) maintain that leadership has a profound influence on the morale of employees, their motivation and organizational culture. Effective leaders tend to solicit employee's involvement in steering their organization forward. They encourage suggestions, trust them, encourage the taking of risk, and elicit full mental participation of their employee in improving organization's performance and competence. This determinant of job performance pertains of effective leadership.

Personality: Kohli and Deb (2008) conclude that personality is a key dimension of behaviour, which is a foundation of performance of employees as it influences the behaviour and action of the employees and ultimately impacts their job performance. Personality is shaped by various factors. Among them the three major factors are*: Heredity*, *Environment*, and *Situation* (Spector, 2008). These factors are explained below:

(i) **Heredity:** The genetic components inherited from our parents at the time of conception determine strongly the personality of an individual. Some research studies reveal that heredity plays a substantial role in determining the behaviour of individuals.

(ii) **Environment**: The culture in which people are brought up in their lives and type of socialization process such as family's child rearing practices, socio economic status of the family, number of children in a family, birth order, education of the parents, friends and peer group pressures, religious practices, the type of schooling and recreational activities, pastime behaviour play a critical role in shaping our personalities.

(iii) **Situation:** The specific situation which a person encounters also equally shapes his/her personality characteristics. For example, an individual's exposure to a job interview and the type of experiences encountered during that time will shape certain personality characteristics.

2.3 Job satisfaction and performance

The relationship between job satisfaction and performance has been critically assessed in a variety of organizational settings (Judge, Thoresen, Bono & Patton 2001). Landy (1989) described this relationship as the "Holy Grail" of industrial

psychology. The results of the findings from various scholars have been mixed. There are those who see that there is not much relationship between job satisfaction and job performance (Pinder, 1984; Iaffaldano & Muchinsky, 1985; Kohli & Deb 2008). On the other hand, other analyses of job satisfaction literature have concluded that job satisfaction and job performance are related (Petty, McGee, & Cavender, 1984 Lee Javalgi & Olivia, 2010; Gana *et al*., 2011; Udo, 2011; Chen *et al*., 2011; Mwiti, 2012; Maharani *et al*., 2013; Ogundele & Olarewaju, 2014).

The Human Relations Movement of Elton Mayo and others believed that job satisfaction had beneficial impacts, including increased work performance (Argyle, I989). Indeed, interest in the topic continues to be written about to date. A common assumption among managers has been that employees who are more satisfied in their work tend to be more productive. The question at hand is whether satisfied employees really work harder. If they do, is it because they are satisfied or vice versa? This study seeks to answer this question.

Kohli and Deb (2008) argue that a number of individual and organizational factors impact employee's performance and job satisfaction. Individual factors are personality, values, attitudes, perceptions, ability, and motivation of each individual employee. Organizational factors are related to the culture of the organization and quality of human resources. Quality human resources possess the requisite competencies to perform their job which leads to better performance and job satisfaction. They maintain further that research has not established any strongly positive connection between satisfaction and performance. A review of the extensive

literature on this subject concluded that there was little evidence of any simple or appreciable relationship between employee attitudes and their performance as they said:

"Productivity is seldom a goal in itself but a means to goal attainment. Therefore we might expect high satisfaction and high productivity to occur together when productivity is perceived as a path to certain important goals and when these goals are achieved. Under such conditions, satisfaction and productivity might be unrelated or even negatively related" (Brayfield & Crockett, 1955).

It can be argued that, it is not job satisfaction that produces high performance but high performance that produces job satisfaction, and that a satisfied worker is not necessarily a productive worker and a high producer is not necessarily a satisfied worker. People are motivated to achieve certain goals and will be satisfied if they achieve these goals through improved performance. They may be even more satisfied if they are then rewarded by extrinsic recognition or an intrinsic sense of achievement.

This suggests that performance improvements can be achieved by giving people the opportunity to perform, ensuring that they have the knowledge and skills required to perform, and rewarding them through financial or non-financial means or both when they do perform. It can also be argued that some people may be complacently satisfied with their job and hence will not be inspired to work harder or better. They may find other ways to satisfy their needs (Robbins *et al.,* 2008; Martin, 2005).Gupta (2007) asserts that job satisfaction is an integral component of organizational health and an important element in industrial relations.

The level of satisfaction seems to have some relation with various aspects of work behavior as accidents, absenteeism, turnover and productivity. He comments further that several studies have revealed varying degrees of relationship between job satisfaction and these factors of behavior. But whether work behavior is the cause or effect of job satisfaction is not clear.

Bowen (2004) and Wright (2001 & 2005) argue that for the existence of relationship between job satisfaction and employee performance, it is important what type of factor are included. The study previously proved that job satisfaction and job performance have positive impact on each other, in any situational context, so high job satisfaction impact positive on job performance. Stir and Porter (1991) contend that higher performance of employees is determined by higher motivation and more positive attitude they have toward their job.

Vroom (1964) studied the relationship between job satisfaction and job performance and found that there is a positive relationship between the two variables. Other researchers, Yi Han (2008); Chen and Colin (2008); Zimmerman and Todd (2009); Lee Javalgi and Olivia (2010) found similar results. Coomber and Barriball (2007) add that job satisfaction lead to higher productivity, organizational responsibility, physical and mental health. So, an employee will work with better mood and will learn more skills and finally promotion in his/her performance.

2.4 Job Satisfaction and Organizational Commitment

Organizational commitment is a crucial element of employees' attitudes and behaviours (Lund, 2003). It has been a phenomenon of intense interest among practitioners and researchers over decades. As pointed earlier in this study, at the beginning of the 20th century, Scientific Management, advocated by Frederick Taylor (1931) emphasized that managing employees was to maximize profits and increase productivity. Scientific Management was strongly criticized and opposed by labour unions and workers who reported high stress levels as employees were

expected to surpass their normal work targets (Stoner, Freeman & Gilbert, 1995). Hawthorne Studies in the 1930s brought new and more human insights in managing employees.

As a result, managers realized that increased productivity can be achieved through employee personal attention. This method of managing employees has attracted many organizational and social psychologists and behaviourists conceptualising and measuring performance and organizational commitment in many different ways (Mowdays *et al*., 1982).Job satisfaction is positively correlated with organizational commitment (Kohli & Deb, 2010). Organizational commitment is the degree to which employees believe in and accept organizational goals, and desire to remain with the organization.

Research has revealed that job satisfaction and organizational commitment tend to influence each other. What this finding suggests is that people who are relatively satisfied with their jobs will be somewhat more committed to the organization and also that people who are relatively committed to an organization are more likely to have greater job satisfaction (Robbins *et al.,* 2008).The researches show that employees' job satisfaction is significantly associated with their commitment to the organization. Hence job satisfaction is the most notable determinant of employees' commitment to their organization (Koh & Boo, 2001; Koh & Boo, 2004; Jun, Cai & Shin, 2006). For example Harrison and Hubbard conducted a study among 83 Mexican Employees within a large division of a U.S. equipment manufacturing firm located in Mexico. The study shows that job satisfaction is positively correlated with organizational commitment among employees (Harrison & Hubbard, 1998).

Feinstein and Vondrasek (2001) analyzed the relationship between job satisfaction and organizational commitment among the restaurant employees of a national restaurant chain in Southern Nevada. The findings indicate that policies, compensation and work conditions predict organizational commitment. Mathieu and Zajac (1990) found that organizational commitment had a positive relationship with overall job satisfaction. Bateman and Strasser (1984) found that organizational commitment was antecedent to job satisfaction rather than an outcome of it. So, improving commitment level may make positive behavioural change directly and increases employee satisfaction indirectly.

2.5   Theoretical Perspectives

2.5.1   An Overview

There are various theories that attempt to explain job satisfaction, but three conceptual frameworks seem to be more prominent in the literature. The first conceptual group is *content theories* which suggest that job satisfaction occurs when an employee's need for growth and self-actualization are met by the individual's job. According to Mbua (2003:310), content theories "focus on factors within the person that start, energize, direct, maintain, and stop the behaviour". Prominent theorists who attempted to explain the content theories are Abraham Maslow [Maslow's hierarchy of needs theory], McClelland [McClelland's acquired needs theory] and Herzberg [Herzberg's two-factor theory].   Another theory under this group is Alderfer's ERG theory (Martin, 2005).

The second conceptual group is *process theories*, which attempt to explain job satisfaction by looking at how well the job meets an employee's expectations and values. According to Mbua (2003), "the process theories of motivation are primarily concerned with explaining "how" individual behaviour is energized, directed, sustained and stopped". Proponents of process theories are Adams' [Adam's Equity theory], Vroom, Porter and Lawler [Expectancy theory], Locke [Locke's Goal theory], and Kelly's Attribution theory (Martin, 2005).

The third conceptual group is *situational theories*, which proposes that job satisfaction is a product of how well an individual's personal characteristics interact or matches with the organizational characteristics. Situational characteristics are things such as pay, supervision, working conditions, promotional opportunities and company policies that are typically considered by the employee before accepting the job. The situational occurrences are things that occur after taking a job that may be tangible or intangible, positive or negative. Positive occurrences might include extra vacation time, while negative occurrences might entail faulty equipment or strained co-worker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences (Mullins, 2006). Each of the three theoretical frameworks has been explored and reviewed by a number of scholars and researchers.

2.5.2   Theories Underpinning the Study

As pointed out earlier on, many researchers and academicians have reviewed the referred theoretical frameworks (Travis, 2004; Nezaam, 2005; Stanley, 1999; &

Nguni, 2005). To avoid duplication, the purpose of this part is not to provide an exhaustive review of job satisfaction theories. The current study is based on the Herzberg's two-factor theory, Adam's Equity theory, and Expectancy theory. These theories are chosen as they closely relate to the problem under study. Although there is no agreement as to which theory best explains job satisfaction, the ingredients of these theories form the basis of the developed study objectives. These theories are relatively explicit and can easily be understood as described in the succeeding sub-sections.

Herzberg's two-factor theory: The original research carried out by Herzberg involved interviews with 203 accountants and engineers from organizations around Pittsburgh in the USA. His major aim was to find out what satisfies and dissatisfies them on the job (Herzberg 1974a in Martin, 2005). According to Herzberg, a human being has two different categories of needs, which are essentially independent of each other and affect behaviour in different ways. When people feel dissatisfied about their jobs, they are mainly concerned about the environment in which they are working. On the other hand, when people feel good about their job, this has to do with the work itself. Herzberg calls the first category of needs as *hygienic factors*, because, they describe human environment and serve the primary function of preventing job satisfaction. These factors include supervision, interpersonal relationships, physical working conditions, salary, company policies and administrative practice and benefits and job security. For Herzberg, hygiene factors can be dissatisfiers and not motivators (Martin, 2005).

The second set of motivators is *positive motivators*. They include achievement, or the feeling of having accomplished a job, recognition or having someone praise or blame for performance, work itself or perception of the nature of the job, responsibility or having a duty for one's own work and possibly the work of others, and advancement or changing one's position in the hierarchy of an organization. These motivators are all related to workers satisfaction. This theory is famously known as the "Two-Factor Theory". Both hygiene factors and motivators are considered to be important but in different ways (Naylor, 1999).

In applying those concepts to school systems, if school improvement depends fundamentally on the improvement of teaching, ways to enhance teacher job satisfaction and capabilities should be the core processes upon which efforts to make schools more effective focus. Additionally, need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989).

It is worth noting that job factors such as recognition, opportunities for advancement and achievement needs are pertinent to the study of job satisfaction (Travis, 2004). These factors determine employees' affective reactions to the job (Magreth, Mcdaniel & Lucy, 2007). They also include perceived respect and responsibility, task variety and meaningful work (Mangi, Soomro,Ghumro, Asad & Jalban, 2011). Research findings have shown that personally rewarding intrinsic job factors have

demonstrated a significant impact on job satisfaction (Travis, 2005; Nezaam, 2005; Mangi *et al.,* 2011). Work autonomy has positive relationship with job satisfaction and performance (Robbins *et al.,* 2008).

Opportunity for advancement has impact on efficiency and outcomes of the job. Resignation is a phenomenon frequently influenced by perception of employees on availability of advancement opportunities (Travis, 2005). Nezaam (2005) contended that although the relatively weak correlation between job satisfaction and work itself, it is nevertheless, statistically significant. Opportunity for advancement was found to have no significant relationship with either intrinsic job factors or job satisfaction (Stanley, 1999).

The perception of employees on opportunities for advancement determines how satisfied the worker is with the job as reported in literature (Melkidezek*,* Muhondwa, Mwangu, & Mbembati, 2011). Employees who perceive few opportunities for advancement have negative attitude towards their work and organizations. Need for achievement is the situation whereby individuals strive for goals that are challenging but attainable with the hope of feedback on achievement (Robbins *et al.*, 2008). Achievement is concerned with an individual longing for personal achievement rather than rewards for success. Achievement and job satisfaction are statistically significant (Mangi *et al.,* 2011).

Work could have an effect on the total quality of life of the employee. Robbins *et al.*, (2008) refers to work as the extent to which the job provides the individual with stimulating tasks, opportunities for learning, personal growth and the chance to be responsible and accountable for the results. Employees prefer jobs that present them

with opportunities to demonstrate their competencies on a variety of tasks and that are mentally stimulating (Nezaam, 2005). There is statistical significant relationship between job satisfaction and dimensions of work (Robbins *et al.*, 2008). Work can result either in job satisfaction or dissatisfaction (Oluwabumi, 2009).

Conclusively, Herzberg made a remarkable contribution in the field of organization behaviour. But like other theories, his theory has also been subjected to several criticisms. Different scholars have criticized Herzberg's theory. One main cause of these criticisms has been on the methodology employed in research (Robbins & Judge, 2008). Employees were asked to recall a time when they felt positive or negative about their jobs. Then through a series of questions the researchers explored what series of events led to positive or negative feeling.

Responses were later coded by the researchers into the factors that had been mentioned. One is left with the question about how this coding was conducted, since Herzberg's factors seem to overlap. A dispute between a worker and his supervisor could involve the factors of recognition, supervision and interpersonal relations, the first of those being one of Herzberg's motivators and the other two being hygiene factors. The subsistence of that same argument between worker and supervisor could involve the factors of work itself (a motivator) and physical working condition (hygiene factor) (Lunenburg & Ornstein, 2004).

Another criticism is that human subjects may not know what motivates and satisfies them and through psychological defence mechanism may be prevented from providing accurate account of events that contributed to positive or negative attitudes about their jobs. A worker who is unable to admit his deficiencies may blame his

supervisor for denying him or her promotion (Lunenburg & Ornstein, 2004). At another level Vroom (1964) criticized Herzberg's theory that he has been too dependent on the context of the work and the role of people, which has been questioned.

According to Mbua (2003), Herzberg's theory 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. In this regard, the current study attempts to assess job satisfaction-job performance relationships in the Tanzanian teacher environmental setting.

Despite such criticisms, there is still evidence of support for the continuing relevance of the theory. According to Crainer and Dearlove (2001):

> *Herzberg's work has had a considerable effect on the rewards remuneration packages offered by corporations. Increasingly, there is a trend towards 'cafeteria' benefits in which people can choose from a range of options. In effect, they can select the elements they recognise as providing their own motivation to work. Similarly, the current emphasis on self-development, career management and self-managed learning can be seen as having evolved from Herzberg's insights.*

Whatever aspects of validity of the theory, much of the criticism is with the benefit of hindsight and Herzberg did a least attempt an empirical approach to the study of motivation at work and job satisfaction. Furthermore, his work has drawn attention to the importance of job design in the quality of work life. The major implication of

this theory for the Tanzanian Government in designing motivational practices is that it needs to concentrate on two sets of factors proposed by Herzberg at the same time if motivation and job satisfaction are to be maintained at workplaces.
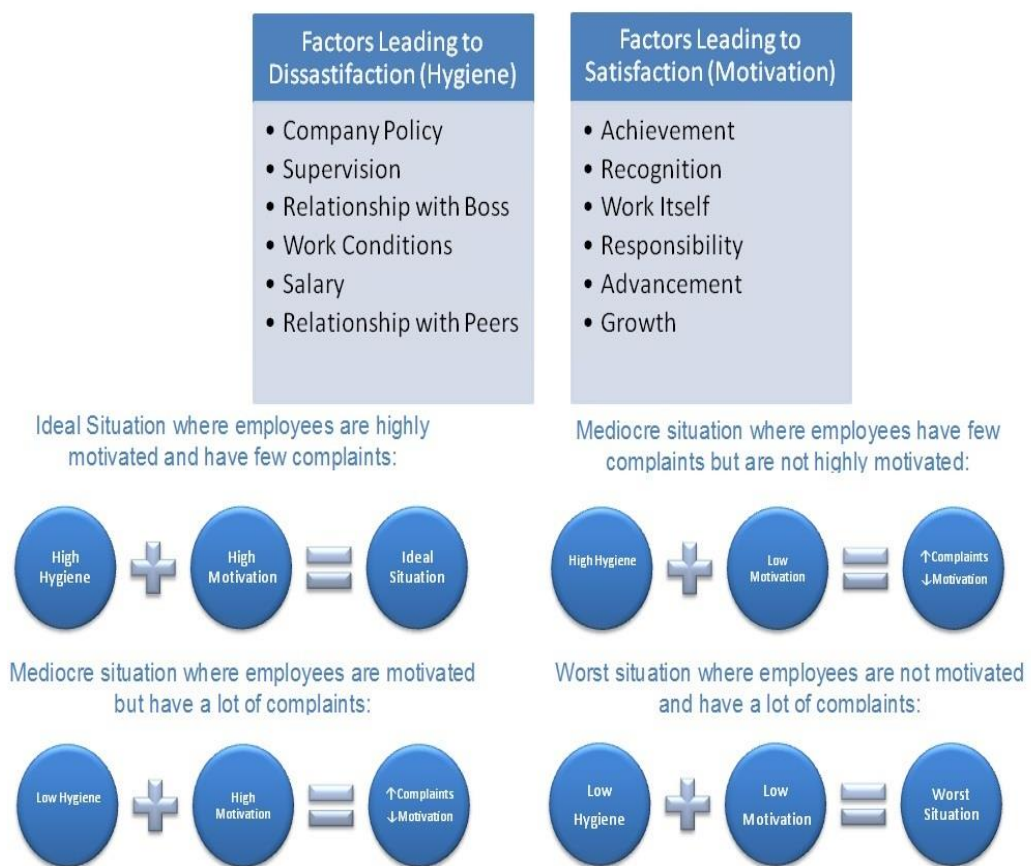
Figure 2.2: Represent Herzberg's Two Factory-Theory
Source: Construct building on Herzberg (1964) and Martin (2005)

Adam's Equity theory: This theory [Figure 2.3] explains job satisfaction in terms of equal treatment of people in an organization. It is concerned with the perceptions some people have about how they are being treated compared with others. Under this theory, it is believed that a person's job satisfaction depends upon his or her

perceived equity as determined by his input-output balance in comparison with those of a 'reference group' (Gupta, 2007).

He comments further that an individual tends to respond and get satisfaction in a situation where he perceives to have been equitably rewarded in comparison with others of the same organization who offer similar inputs. By the same token if a person's outcome compared with another person's inputs is not equivalent he or she feels a state of inequity and gets dissatisfied and thus begins to engage in efforts to change the situation of inequality and cause individuals to act to correct the situation (Gupta, 2007).

As a corollary, according to that view in most organizations, what motivates people as per equity theory is equitable treatment in relation to the input expended. Job satisfaction is thus a function of the degree to which job characteristics meet the desires of the reference group. As one can see, Equity theory takes into account not only the needs of an individual but also the opinion of the reference group to which the individual looks for guidance (Gupta, 2007). Armstrong (2006) comments further that Equity theory involves feelings and perceptions and is always a comparative process. In this case, it is not synonymous with equality, which means treating everyone the same, since this would be inequitable if they deserve to be treated differently.This theory is relevant to the current study because primary school teachers like other employees, are paid salaries together with some benefits and these provide many opportunities for comparison. Examples of the different opportunities that exist for making comparisons include other employees performing the same or a similar job, the same job in other schools, friends, neighbours and colleagues.
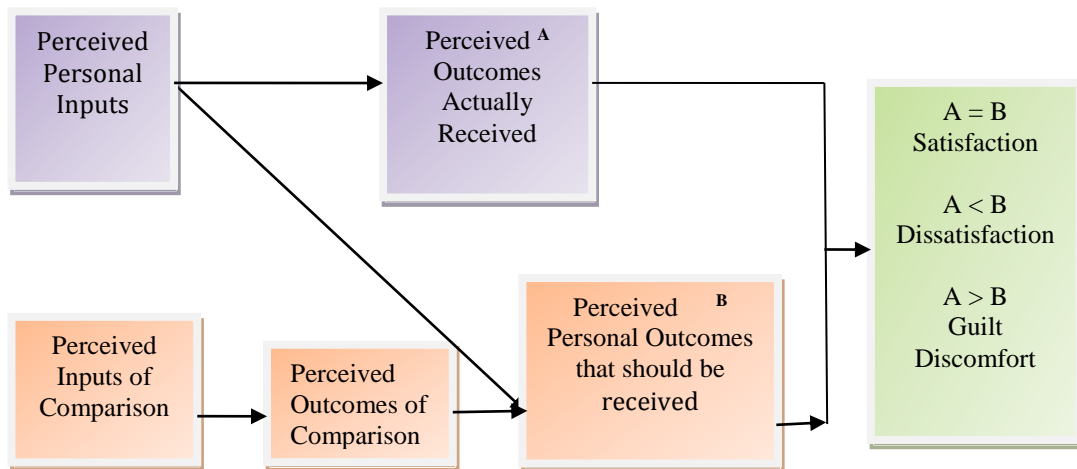
Figure 2.3: Equity theory and Job Satisfaction
Source: Gupta (2007)

As a human resource specialist, the researcher is aware of the issue of equity in pay and promotions comparisons. "For Adams, the process of comparing can produce the possible outcomes, equity or inequity" (Martin, 2005). Such a situation applies to primary school teachers in Tanzania as they tend to develop strong feelings about the relative fairness of the treatment that they receive at work.

Therefore, if these teachers have feelings that are fairly rewarded, they may become happy with their job. On the other hand, if these teachers have negative feelings, this may result in job dissatisfaction which may also affect their work performance. The theory, thus, implies that the Tanzanian Government should give close attention to the comparison process when designing pay structures, incentive schemes, merit awards and even promotion for teachers.

Expectancy theory: This theory was advocated by different scholars, like Lewin, Victor Vroom, Porter and Lawler (Martin, 2005). Tolman and Lewin (1977) in their expectancy theory, extend further the notion of job satisfaction so as to contain the

idea of expected rewards and argue that a person will be motivated when he/she expects that his action will be followed by material outcome or reward. Porter and Lawler (1968) share the above views by adding that an impetus for a person to perform a given action depends on whether a reward will be offered and whether the reward will lead to satisfying one's need.
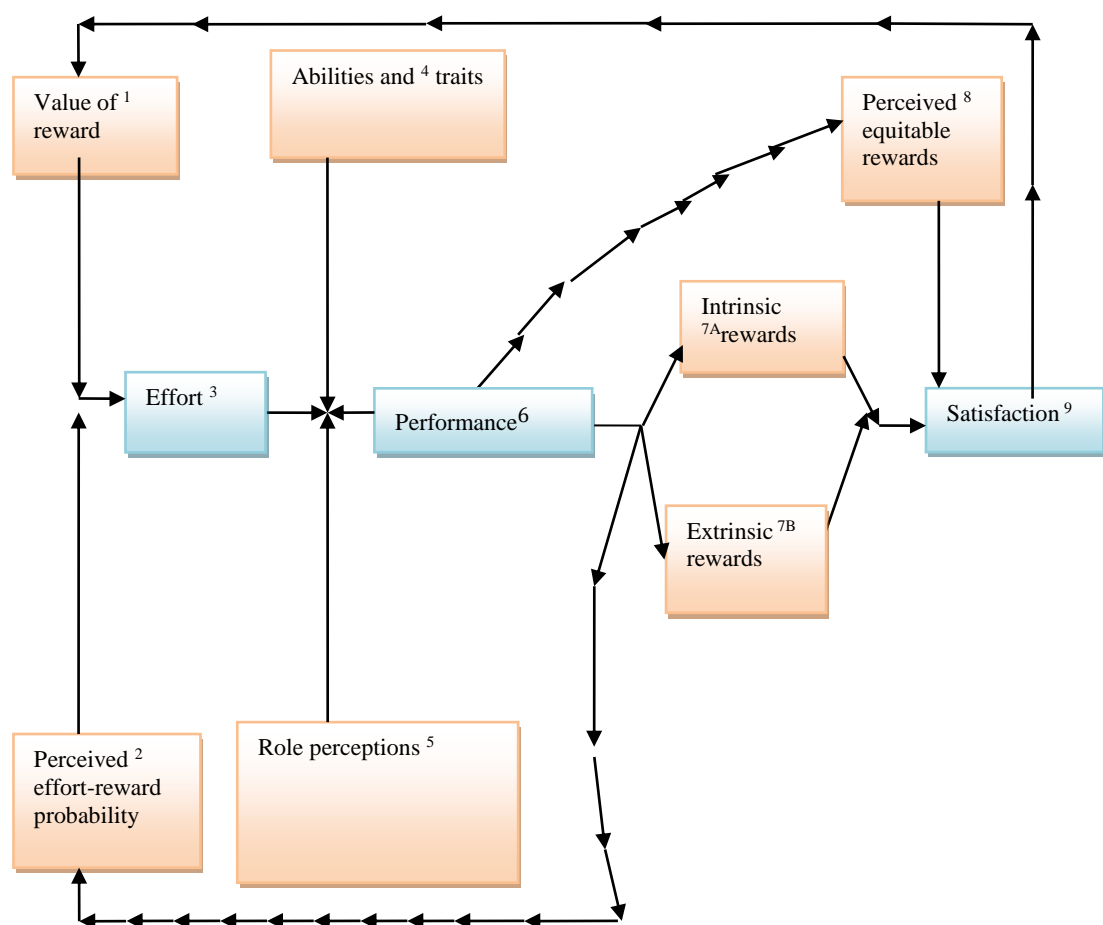
Figure 2.4: Porter and Lawler Expectancy Model

Source: Martin (2005)

This is presented in Figure 2.4. In their model, they draw attention to the fact that it is not just motivation that produces performance, but a range of variables such as the individual's view of work. Generally, the underlying assumption from the

expectancy theory is that individual behaviour is largely determined by expectations of rewards as well as the usefulness of these rewards to an individual.

Gupta (2007) suggests that for the incentive scheme to be effective, it must reflect the needs of an employee. Such needs referred to here include, personal needs, aspirations; conditions and situations that will result into strong motivation for each worker to perform up to the level of his or her capacity, provision of opportunities for new experiences and encouraging self-determination in order to raise productivity and efficiency. Such a situation also applies to public primary school teachers in Tanzania as they always seek to optimize the return on their effort invested. The implication of this theory is that the Tanzanian Government through the MoEVT and TAMISEMI must seek ways of strengthening the links between teachers' effort, performance and reward. Rewards should be linked to the things that teachers value most.

Explanation of the model

Martin (2005) gives description to the model as follows:

Value of reward (Box 1) signifies that people desire various outcomes (rewards) which they hope to achieve from work. The value placed on a reward depends on the strength of its desirability. It is similar to valence in Vroom's model.

Perceived effort-reward probability (Box 2) refers to a person's expectation that certain outcomes (rewards) are dependent upon a given amount of effort.

Effort (Box 3) is how hard a person tries and the amount of energy a person exerts on a given activity. It does not relate to how successful a person is in carrying on an

activity. The amount of energy exerted is dependent upon the interaction of the input variables of value of reward and perception of the effort-reward relationship.

Abilities and traits (Box 4) suggest that effort does not lead directly to performance but is influenced by individual characteristics. Factors such as intelligence, skills, knowledge, training and personality affect the ability to perform a given activity.

Role perceptions (Box 5) refer to the way in which individuals view their work and the role they should adopt. This influences the type of effort exerted. Role perceptions will influence the direction and level of action which is believed to be necessary for effective performance.

Performance (Box 6) depends not only on the amount of effort exerted but also on the intervening influences of the person's abilities and traits, and their role perceptions. If a person lacks the right ability or personality, or has an inaccurate role perception of what is required, then the exertion of a large amount of energy may still result in a low level of performance or task accomplishment.

Rewards (Boxes 7A and 7B) are desirable outcomes. Intrinsic rewards derive from individuals themselves and include a sense of achievement, a feeling of responsibility and recognition (for example Herzberg's motivators). Extrinsic rewards derive from the organization and the actions of others that may include salary, working conditions and supervision (for example Herzberg's hygiene factors).

The relationship between performance and intrinsic rewards is shown as a jagged line. This is because the extent of the relationship depends on the nature of the job. If

the design of the job permits variety and challenge, so that people feel able to reward themselves for good performance, there is a direct relationship. Where job design does not involve variety and challenge there is no direct relationship between good performance and intrinsic rewards. The wavy line between performance and extrinsic reward indicates that such rewards do not often provide a direct link to performance.

Perceived equitable rewards (Box 8) is the level of rewards people feel they should fairly receive for a given standard of performance. Most people have an implicit perception about the level of rewards they should receive commensurate with the requirements and demands of the job, and the contribution expected of them. Self-rating of performance links directly with the perceived equitable reward variable- higher levels of self-rated performance are associated with higher levels of expected equitable rewards. The heavily arrowed line indicates a relationship from the self-rated part of performance to perceived equitable rewards.

Satisfaction (Box 9) is not the same as motivation. It is an attitude, an individual's internal state. Satisfaction is determined by both actual rewards received and perceived level of rewards from the organization for a given standard of performance. If perceived equitable rewards are greater than actual rewards received, the person experiences dissatisfaction. The experience of satisfaction derives from actual rewards that meet or exceed the perceived equitable rewards.

2.6 Empirical Review of Selected Studies

This part of the study reviews a few related studies to the problem under study, which were conducted in and outside Africa on the topic with an emphasis on Tanzania and shows research gaps that shall give emphasis to the rationality of the study.

2.6.1 Studies Conducted Outside Africa

Nosraty, Khosravipour, Monavvarifard, Hamidi and Salehi (2015) undertook a study, which aimed at analyzing the role of motivation factors in Herzberg's theory on teacher's job satisfaction in elementary schools in Talesh City. Results of correlation coefficient indicated that there was a significant and positive correlation between job satisfaction and feedback, job characteristics, opportunities for advancement, appreciation and recognition, training and development and responsibility. Generally, this study differs from the current one in terms of context and focus.

Ahmad, Ing and Bujang (2014) studied the relationship between selected factors of job satisfaction and job performance among workers at Palm Oil Industries in Sibu-Sarawak, Malaysia. The factors under investigation included: pay, work itself, promotion, supervision and co-workers. The questionnaire was used to collect data from the respondents. The data were analyzed through SPSS version 17.0. Pearson Correlation analysis was used to identify the relationship between the selected factors of job satisfaction and performance. The findings of this study indicated that there is significant relationship between selected factors of job satisfaction and performance. This study is different from the current one in terms of context, target population and the model used.

Masooma and Rifat (2014) conducted their study on determinants of job satisfaction and its impact on employee performance and turnover intentions. A self-administered questionnaire was used for data collection from several organizations. Convenient sampling was employed. The results showed positive association of job performance with job satisfaction. This study differs from the current one in terms of sampling procedure used, the target population, and context.A study by Usop, Askander, Kadtong-Langguyuan & Usop (2013) attempted to find out the relationship between work performance and job satisfaction among teachers of the Division of Cotabato City. Results stated that most teachers were in the 31-40 age brackets. A majority of them were females, married, earned a college degree and further Master's unit. 64% of them had 11 to 15 years of service.

Therefore, the findings concluded that the teachers of the Division of Cotabat city displayed a high level of performance. They were contented with their job characteristics such as school policies, supervision, and pay, interpersonal relationship, opportunities for promotion and growth, working conditions, work itself, pay, achievement, recognition and responsibility. This implies that the teachers who are satisfied with their job are also productive. This study differs from the current one in the sense that it was conducted in the context of the developed world, which in actual fact differs from the Tanzanian context.

A study on "relationship between satisfaction with compensation and work motivation" done in China by Faheem (2011) applied theoretical framework based on Expectancy theory using a population of managerial cadre in the sales department and found that satisfaction with compensation can be a factor of work motivation.

This study concluded that benefits do not have significant impact on work motivation. Since motivation and job satisfaction have the same effect on the performance of the employees, the findings of the empirical study pave way to examine whether the size of a compensation package has any impact on job satisfaction. This study differs from the current one in terms of its context. It did not focus much on investigating the relationship between employee job satisfaction and performance as the current study does. Further, the study applied theoretical framework based on Expectancy theory, while the current study is based on three theories, namely, Herzberg's theory, Adam's Equity theory and Expectancy theory.

Pouliakas (2008) did a study on "The effect of monetary incentives on job satisfaction" in Scotland using a questionnaire and found that small monetary incentives can have negative effects on job satisfaction. The argument here is on what level of monetary incentives should be given to employees in order to promote in them positive impact on job satisfaction. The implication of this empirical finding is that employers wishing to motivate their staff to a satisfactory level should either pay enough or use other means to motivate staff to perform higher. This study focused on monetary incentives and not the other facets of job satisfaction, like recognition, supervision, advancement opportunities, living and working conditions, which the current study investigates. Like other studies, the context of the current study differs from that of Pouliakas (2008).

Dinham and Scott (2000) conducted a comparative study, which examined a three domain model of teacher and school executive career satisfaction in England, New Zealand and Australia. Their findings across these three countries indicate that the

teachers and school executives are mostly satisfied with the intrinsic rewards of facilitating student achievement and their own self-growth but are somewhat ambivalent towards school-based factors, which, in part, are a product of the leadership and decision-making processes and style existing in their particular school, the school resources and their relationship with community. It is worthwhile to note that the point of departure between the current study and the one by Dinham and Scott (2000) is the context such Tanzanian education and that in the developed world. The work environment of teachers in these two contexts is quite different in many aspects.

In Britain, Chaplain (1995) undertook a study on primary school teachers' stress and job satisfaction. The findings reveal that the teachers tended to be satisfied with their professional performance and least dissatisfied with the teaching resources. The findings also indicate that stress and job satisfaction were negatively correlated, implying that there was no significant relationship between teachers' stress and their job satisfaction. The study deviates from the current study as it examines the correlation between stress and job satisfaction.

In another study undertaken on the correlation between job satisfaction and productivity, Brayfield and Crockett (1955) found an average of only +0.15 from the 26 studies published. Eight of these studies produced correlations of +0.00 or above; these were all supervisory or professional workers, using self-peer or supervisory ratings of performance. Petty *et al.,* (1984) in Usman (2004) found an overall correlation of +0.23, +0.31 for supervisors and above, +0.15 for those at lower levels. The findings showed that the correlation is greater for those in supervisory or

professional jobs. Like other studies, the study was conducted in a different context and the findings are too old. The current study assesses the relationship between job satisfaction and job performance in the today's Tanzanian work environment.

2.6.2 Studies Conducted in Africa

Unlike studies conducted outside Africa, a few studies exist in Africa on the problem under study. Ogundele and Olarewaju (2014) conducted a study on teachers' job satisfaction and performance of secondary schools in Kwara State, Nigeria. The study was a correlation survey type. Stratified random sampling technique was used to select respondents. Questionnaire was used to collect data. The data collected was analyzed using pearson product moment correlation statistics and tested at .05 significant levels. The findings however revealed that teachers' job satisfaction have positive influence on the teachers' job performance in schools. This study differs from the current in terms of context, target population and method used for data analysis.

Iwu, Gwija, Benedict and Tengeh (2013) investigated the relationship between poor performance of learners and teacher motivation in selected high schools in Western Cape Province in South Africa. The study adopted exploratory approach and used closed and open-ended questions. A questionnaire was used to collect data. The results suggested that highly motivated educators experience job satisfaction; and also perform better than their poorly motivated counterparts. In terms of motivation, the results further suggest that a mix of intrinsic and extrinsic factors tend to exert influence on the educators motivation in such cases as working conditions, job

security, and perceived growth opportunities. This study differs from the current one in terms of study design, context, and target population.

Masanja (2013) investigated the effects of workplace conditions on primary teachers' job satisfaction in Tanzania. The predictor-outcome model guided the study, in which workplace conditions such as administrative support and leadership, teacher cooperation, teacher competence and parental support were treated as predictor variables and job satisfaction as an outcome variable. Data were collected through questionnaire from four regions of Tanzania. The findings show that the teachers had positive views regarding administrative support and leadership, teacher cooperation and teacher competence, but felt less satisfied with the parental support. The findings also indicate that the teachers were satisfied with their job except for their lack of promotion opportunities. The findings indicate further that the workplace conditions affected teachers' job satisfaction positively and significantly. This study concentrated on job satisfaction aspect while ignoring the effect of teachers' job satisfaction on their job performance.

Mwiti (2012) studied the perceived relationship between job satisfaction on employee performance among staff at Teachers Service Commission Secretariat in Nairobi, Kenya. The study comprised two variables, job satisfaction which was the independent variable and employee performance which was the dependent variable. The findings revealed that employee job satisfaction was a result of the supervisor, working colleagues, characteristics, teamwork and training and development, advancement opportunities, empowerment, working conditions, participation in decision-making, and financial rewards.

The findings indicated that the level of employee performance in the organization is dependent on job satisfaction. This study differs from the current one due the fact that it was conducted in Kenya and involved staff at Teachers Service Commission Secretariat and not primary school teachers. In other words, these studies differ from one another in terms of context and the target population.

Another study by Udo (2011) designed to find the relationship between teachers' job satisfaction and teachers' performance in secondary schools in Ibiono Ibom Local Government area of Akwa Ibom State in Nigeria. Four hypotheses were formulated to guide the research in which a sample of 200 teacher respondents was randomly selected for the study. The main instrument used for data collection was the questionnaire. The findings showed that teachers' job performance is significantly dependent on their job satisfaction. The current study wants to investigate and see if this is the case with primary school teachers in Tanzania.

An empirical study undertaken by Songstad, Rekdal, Massay, & Blystad (2011) on "Perceived unfairness in working conditions among health workers in Tanzania", used a qualitative design of research that found that there are unsatisfactory working conditions as well as the perceived lack of fundamental fairness in terms of salary, promotion, recognition, allocation of allowances and access to training. The decline in morale was largely related to the lack of clear job descriptions, absence of quality performance management tools, limited opportunities to participate in decision-making bodies, poor information flow between management and staff, lack of supportive supervision, low salaries and poor staff welfare.

These findings are in line with an evaluation undertaken by the Tanzanian Ministry of Health that identified some weaknesses in implementation of non-financial incentives among health workers in Tanzania. In both cases, low pay, poor working conditions and the poor state of health facilities and medical equipment were singled out as critical factors responsible for decreasing health workers' morale. The study focused on health workers using qualitative approach, while the current study focuses on similar facets of job satisfaction involving primary school teachers in assessing job satisfaction-job performance relationship using both qualitative and quantitative approaches.

Gana, Bukar, and Kadai (2011) examined the relationship between job satisfaction and performance in selected Borno State Secondary Schools. The study used a total of 180 as respondents of the three secondary schools. The study was set to determine the relationship between promotion and teachers' job performance; pay and teacher's performance; teacher's job satisfaction and performance in Borno State Secondary schools. A questionnaire was used to collect data. Descriptive statistic was used in analyzing the data using simple frequency distribution and percentages.

It was therefore recommended that based on the above results, teachers should be promoted and paid lucrative salaries by the Borno State Government in order to maintain the tempo, and to build up on the present performance so as to live to the expectation of the government and public which has failed short of the expectation. Like other studies, this study involved secondary school teachers. It also differs from the current study due to the fact that it focused on only two facets of job satisfaction, namely, promotion and pay in the Nigerian context.

Sirima and Poipoi (2010) undertook a study, which attempted to assess the factors influencing public secondary school teachers' job satisfaction in Busia district, Kenya. The study was based on the Herzberg's theory. The study adopted a descriptive survey design. Purposive sampling was used to select head teachers while simple random sampling was used to pick teachers from the sampled schools. A sample of 129 was selected from a target population of 335 teachers and education officers. A Likert scale questionnaire and in depth interview guide were used to collect data from respondents. Data analysis was facilitated by use of Statistical Package for Social Sciences (SPSS) version 16.0. The findings of the study revealed that teachers may be more satisfied in schools with good working environment if their terms and conditions are improved. This study focused on secondary school teachers in Kenya unlike the current study which focuses on primary school teachers in Tanzania.

Mlyuka (2009) researched on factors hampering job satisfaction among primary school teachers in Kinondoni Municipality, Dar es Salaam. The findings of the study indicated that there have been many complaints among primary school teachers related to their working and living conditions. The study also found that, working conditions, human resource management and remuneration were the key factors influencing teachers' job satisfaction, and thus, teachers' strikes are an indication of job dissatisfaction. The former study focused on factors impeding teacher job satisfaction. The current study is unique since it aims at getting a broader view of the problem in both urban and rural primary school teachers. The main objective is to establish how teacher job satisfaction influences their job performance in schools.

Maro (2004) undertook a study on job satisfaction and organizational commitment among University of Dar es Salaam academic staff. The findings indicated that experience had a significant relationship with overall job satisfaction. The study also found that there existed a positive relationship between job satisfaction and organizational commitment. This study assessed the level of satisfaction among academic staff and its effect on organizational commitment, while the current one examines job satisfaction-job performance relationship. Further, study by Maro (2004) was done at the university level, contrary to the current study, which focuses on primary school teachers.

Okwute (2004) undertook a study on job satisfaction among Community development workers in selected local governments in Borno State, Nigeria. The researcher wanted to find out how community workers' job satisfaction affects job performance. The researcher randomly selected 120 local areas in the state. The tool used for data collection was attitude scale. The data was analysed using appropriate statistics of percentage score, chi-square and cross tabulation.

The study findings revealed that community development workers derive high level of satisfaction from their jobs; there is a list of factors that enhanced the job satisfaction of the community development workers which included among other things, conduct of work itself, rewards and content of work. Okwute (2004) concluded that it is safer to say that both job satisfaction and performance have a mutual impact on each other. Furthermore, she maintains that it is unfair to assume that positive relationship between satisfaction and performance comes about because satisfaction causes performance. There is need to emphasize that satisfaction is not

the same as motivation though some people believe that increased job satisfaction can bring about higher performance. The relation comes because good performance leads to rewards, which in turn causes satisfaction. This study differs from the current one due the fact that it was conducted in Nigeria rather than Tanzania and that it was carried out targeting community workers and not primary school teachers.

Odhiambo (2003) conducted a study on "Job Satisfaction among Graduate Teachers in Secondary Schools in Dar es Salaam". His findings indicated that teachers are dissatisfied by low salaries, lack of accommodation, heavy workload, and poor means of transport. The above reported studies are relevant to the current study as they attempted to examine if there was any relationship between job satisfaction and job performance at workplaces. In different occasions, these studies surveyed the factors leading to job satisfaction/dissatisfaction, while the current investigates the teacher job satisfaction-job performance relationship in primary schools.

A study undertaken on job satisfaction in a tertiary institution in Abubakar College of Legal and Islamic Studies (AACOLIS), Nigeria, Ibrahim (2001) focused on the relationship between salary and staff motivation to increase productivity in AACOLIS. The study was a survey research design. Qualitative data extracted from interviews conducted were used to facilitate analysis and understanding of how salary administration, fringe benefits and employee consultation contributes to staff motivation and higher productivity in discharging their duties.

The findings of the research have shown that there was high level of satisfaction by the staff of the college. The satisfaction stems from the value workers place on their

home take away. The research found that there was partially less complaint about the purchasing power occasioned by the new salary structure. This study did not pay attention to other facets of job satisfaction like the current does. Further, the study by Ibrahim (2001) did not look over the relationship between employee job satisfaction and job performance.

On the other hand, Kisenge (1993) undertook a study on management of personnel in Tanzanian secondary schools. Her findings showed that motivation is an essential element in ensuring effective and efficient work performance in work organizations. Moreover, the study indicated that motivation can be attained through different techniques among which include; proper staff development, promotion and welfare services. According to her study, it is not known whether heads of secondary schools in Tanzania are directly responsible for these services, which have a lot of effect on motivation. The study involved secondary school teachers, while the current study involved primary school teachers.

Muze (1987) researched on the problem of teachers in public secondary schools in Tanzania Mainland. His main concern was on work factors, which make teachers satisfied with their work as well as those which contribute to their dissatisfaction. He found out that teachers were mostly dissatisfied with their working conditions, such as inadequate school facilities and supplies, and limited opportunities for professional advancement. The study indicates that there was poor administration in many of the secondary schools. This study involved secondary school teachers, unlike the current study, which involved primary school teachers. It is worth noting that primary school teachers are different from secondary school teachers simply

because they differ in terms of their ambitions and aspirations as well as levels of education.

Mwolo- Ntallima (1981) investigated sources of job satisfaction and dissatisfaction among secondary school teachers in Tanzania. The findings indicated that the main cause of their dissatisfaction was their low salaries. This dissatisfaction further resulted into poor performance, hence inefficiency and ineffectiveness in schools. This study focused on the sources of job satisfaction among secondary school teachers. The current study paid much attention on job satisfaction-job performance relationship among primary school teachers.

Mwakilembe (1981) undertook a study on "Lack of motivation as a factor leading to teachers' exodus; an opinion survey of secondary school teachers in Tanzania". The study aimed at finding out which unheeded motivation factors contributed to teachers' exodus. He noted that the lack of motivation, inadequate social and educational incentives forced teachers out of the teaching profession. Poor administration, unfair promotions and diminishing future of self- actualization were also additional causes of lack of satisfaction. Like other studies, this study concentrated on motivation and it involved secondary school teachers and not primary school teachers as the current study does.

In his study on Ugandan teachers, Phipps (1968) revealed some variables, which do not influence teachers' dissatisfaction. The significant variables noted included teachers housing, salaries, and infrequence of transfer and opportunity for advancement. The findings showed that some teachers had good houses and

reasonable salaries compared to other employees but still they were dissatisfied. This researcher did not put much emphasis on job satisfaction-job performance variables, which the current study attempts to address and thus, fill the information gap.

2.7   The Established Knowledge Gaps

From review of empirical studies, it can be noted that much research has been carried out into ways of improving job satisfaction and performance of employees including those in the education sector. However, the studies suffer from different gaps in knowledge that necessitated the usefulness of the task of examining the teachers' job satisfaction- job performance relationship. First, most of the published studies deal with developed countries such as the United States of America, the United Kingdom, Canada and New Zealand, within contexts far different from Tanzania. Only a few studies have been undertaken in the developing countries (Michaelowa, 2002; Zembylas & Papanastasious, 2006), including Tanzania.

Secondly, in developing countries, most studies have been undertaken on teachers' job satisfaction/dissatisfaction or motivation, while ignoring the effect of job satisfaction on teachers' job performance. Examples can be drawn from a few studies by Phipps (1968); Puja (1976); Mwollo-Ntallima (1981); Mwakilembe (1981); Muze (1987); Odhiambo (2003); Maro (2004); Mlyuka (2009); Ngumbudzi (2009); Sirima and Poipoi (2010); Udo (2011);D'Zombe (2013); Masanja (2013); Ogundele and Olarewaju (2014).

Thirdly, literature review shows that no comprehensive studies have been undertaken on job satisfaction-job performance relationships among public primary school

teachers in Tanzania. Most of the studies undertaken involved secondary schools teachers, whose ambitions, aspirations, and education level are quite different from those of primary school teachers. This study attempted to address the paucity of evidence in job satisfaction-job performance relating to primary school teachers in public primary schools. Fourthly, there is a controversy on employee job satisfaction-job performance relationship, a situation which has concerned researchers for many years and the topic continues to be written about to date. As pointed out earlier in this study, the results of the findings from various researchers have been mixed. There are those who see that there is not much relationship between job satisfaction and job performance (Pinder, 1984; Iaffaldano & Muchinsky, 1985; Kohl & Deb, 2008).

On the other hand, other analyses of the job satisfaction literature have concluded that job satisfaction and job performance are related (Vroom, 1964; Petty, McGee & Cavander, 1984; Stir & Porter, 1991; Coomber & Barribal, 2007; Yi Han, 2008; Chen & Colin, 2008; Zimmerman & Todd, 2009; Lee Javalgi & Olivia, 2010; Gana *et al*., 2011; Udo, 2011; Chen *et al*., 2011; Mwiti, 2012; Maharani *et al*., 2013). Both reviews need some scrutiny to clear the contradiction. Accordingly, the current study is, therefore, intended to address the above listed gaps. The study will contribute towards minimising the empirical controversies that surround the area of study.

2.8   Conceptual Framework

Based on the reviewed literature related to the problem under study and to achieve the study objectives, the following conceptualized research model (as presented in Figure 2.5) is proposed. This model indicates that the job satisfaction of an employee

is influenced by various factors. These factors are derived from the job context and job content factors, which the researcher calls, *work dimensions*. For the purpose of this study, work dimensions include: living and working conditions, pay and benefits, job security, recognition, advancement opportunities, and supervision, and they are widely discussed in subsection 2.2 and referred to in Chapter 4 of this study. The conceptual model of the study considers living and working conditions, pay and benefits, job security, recognition, advancement opportunities, and supervision to be independent variables, teacher job satisfaction to be a mediator variable, and teacher job performance stands as dependent variable.

This implies that primary school teacher job satisfaction is determined by independent variables for a given standard of performance. The model proposes that, when these variables are good, then the level of teachers' job satisfaction is high, and hence teachers' job performance is increased, and vice versa. The model postulates further that work dimensions can directly or indirectly predict teachers' job performance. Generally, this model recognizes that teachers' performance is dependent upon job satisfaction. The researcher assumes that teacher job satisfaction leads to improved teacher performance.

In the research model, the teacher job satisfaction-job performance relationship was measured. The analysis was done using regression to identify the relative weight of each predictor variable related to job satisfaction and performance. The model suggests that, when the results of the regression coefficients are positive, the predictors contribute to teacher job satisfaction and performance respectively, but if

the regression coefficients are negative; this indicates that predictor variables have negative effects on teachers' job satisfaction and performance respectively.
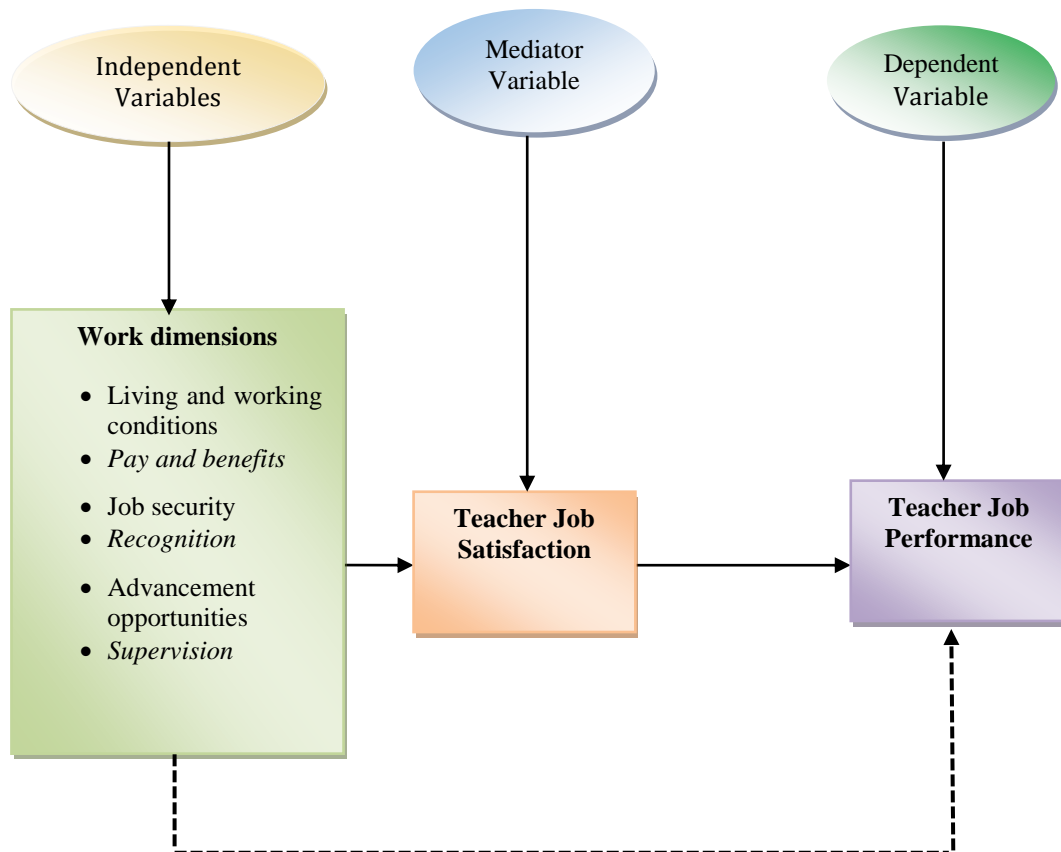
Figure 2.5: Conceptual Research Model
Source: Researcher (2012)

The succeeding chapter presents the research methods which were employed in the current study to answer the questions raised in Chapter One.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   An Overview

This chapter presents the methodologies utilized in this study. Leedy and Ormrod (2010) argue that research is an academic endeavour that involves a systematic process of gathering, analyzing and interpreting data to generate knowledge and thus increase our understanding of a problem under study. As such, it requires appropriate methods and procedures to demonstrate how the data will be collected and analyzed to answer the research question (Simba, 2014).

This chapter, therefore, presents the research design and approaches utilized in the study. Area of research is described, followed by sampling procedures employed in the study. The adopted data collection methods as well as validity and reliability of instruments were also discussed. The latter part of the chapter focuses on data processing and analysis. Research ethical issues are also presented.

3.2   Research approaches

Normally, research undertakings are guided by various approaches. This study employed both quantitative and qualitative approaches with a stronger emphasis on quantitative research. The quantitative approach was given much attention due to the following reasons: Firstly, data which are collected using quantitative methods are generally easy to replicate and also have high reliability (Creswell, 2009). Secondly, the quantitative method is relatively less time and cost consuming. It also enables the researcher to study a large number of respondents within a short period of time. The

researcher does not need to be always present when the participants are responding to the questionnaires (Best & Khan, 2006). In this study, the survey was conducted among public primary school teachers from four districts which were geographically scattered.

Thirdly, standardized information is gathered through the use of the same instruments and questions for all the participants. The instruments are deemed to be accurate through their piloting and revision (Cohen, Manion & Marrison, 2005). Fourthly, the approach enabled the researcher to work on study variables using the Statistical Package for the Social Science (SPSS). According to Gall, Gall & Borg (2007), SPSS makes it possible for researchers to analyze every kind of statistics related to quantitative studies. In other words, this is a computer programme that facilitates the analysis of large quantitative data as does this study. Similarly, Spector (1997) contends that responses obtained through a survey instrument can easily be quantified and standardized.

In this study, both qualitative and quantitative approaches were used to collect and analyze data due to the fact that social science problems are complex in nature. As such, to successfully address them requires the use of multiple approaches (Creswell, 2009). In supporting this view, Fraenkel, Wallen & Hyun (2012) argue that mixing methods in research provides a more comprehensive understanding of research problems than does the use of a single method. Ngulube (2010) maintains further that the use of both qualitative and quantitative approaches increases the overall confidence in the findings of the study.

3.3   Research Design

Given that the study sought to describe some aspects of the sampled group of "primary school teachers" from the population, a cross-sectional descriptive survey design was employed for this study. A cross-sectional survey design according to Fraenkel, Wallen and Hyun (2012) gathers data from a sample drawn from a pre-determined population and data is collected in a once off basis. In his analysis of the cross-sectional study design, Kumar (2005) points out that such design are most commonly used in the social sciences. He further points out that:

> *The design is best suited to studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population. They (cross-sectional studies) are useful in obtaining an overall picture as it stands at the time of the study. They are designed to study some phenomenon by taking a cross-section of it at one time. Such studies are cross-sectional with regard to both the study population and the time of investigation* (Kumar, 2005:93).

This study was also descriptive. Connaway and Powell (2010) assert that descriptive surveys are considered to be the most common type of survey research design. The basic purposes of descriptive surveys usually are to describe characteristics of the population of interest, estimate proportions in the population, make specific predictions and test associational relationship.   According to Saunders, Lewis and Thornhill (2009), descriptive studies aim at portraying an

accurate profile of the phenomenon under investigation and thus serve as direct sources of valuable knowledge concerning human behavior (Singh, 2006). The rationale for the choice of this design is determined by the nature of the study of providing a clear picture of job satisfaction-job performance relationships among public primary school teachers in Tanzania.

This study employed both primary and secondary data. Primary data are first-hand information directly gathered by researchers from the original sources (Krishnaswami & Ranganatham, 2007). The study used primary data because the data were original in nature. The researcher collected primary data on teachers' job satisfaction and their performance from the field through questionnaire, interview, and observations. Notwithstanding the various means, the questionnaire was the major source of data collection for this particular study.

On the other hand, secondary data are data which had been collected and compiled for other purposes. Secondary data are very useful as they enable the researcher to get experiences from other sources (Kasano, 2013). Secondary data was gathered from the findings of other researchers and various documentations and publications related to the problem under study. The unit of analysis was teachers in different selected public primary schools in four districts of Iringa region which were geographically scattered. Data were collected within a period of five months: Iringa Urban -December 2013; Kilolo, Mufindi, and Iringa Rural districts –January, late April, May and early June, 2014. It is worth noting that the data collection process was prolonged as a result of two months heavy rains in the region, a situation which

impelled the researcher to stop collecting data. The exercise was resumed when the rains called off.

3.4 Area of research

This study was conducted in Iringa region. It was necessary to select the study area that would represent the other areas in Tanzania in terms of features related to primary school teachers and their teaching job. Iringa is one of the thirty administrative regions of Tanzania [Presented in appendix G].The choice of Iringa as a study area has been motivated by the interest and familiarity of the region to the researcher. In addition, Iringa possesses the social, economic, and educational features of the other regions in the country. Iringa region is divided into four districts, namely: Iringa Urban District, Iringa Rural District, Kilolo and Mufindi districts. This is shown in Figure 3.1.
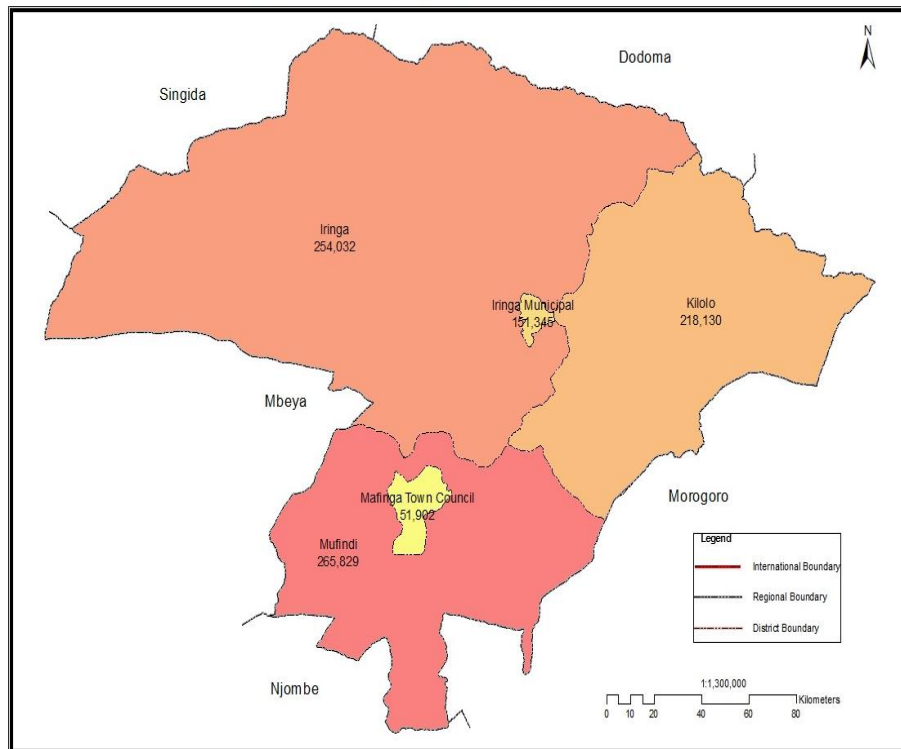
Figure 3.1: Map of Iringa Region showing Study Areas
Source: National Bureau of Statistics, (2014)

3.5   Sampling Procedures and Techniques

3.5.1   Population of the Study

Study population involves people (Swai, 2012). This section provides descriptions of the population of the present study. In survey research the identification of the population from which the sample is selected is essential (Fraenkel *et al*., 2012). The target population of the current study comprised 4894 public primary school teachers from all the districts of Iringa region. This total included School Head Teachers.

3.5.2   Determining the Sample Size

Determining the size of the sample is central in survey research for the purpose of gaining an insight of how many observations are needed in a sample so that the generalization about the population can be made (Rea & Parker, 2005). Saunders *et al*., (2007) argues further that sampling from the population is an important process in research since it can be quite impractical to survey the entire population. As pointed earlier on, the target population of this study consisted of teachers in public primary schools, including head teachers in Iringa region.

The researcher contacted the Regional Education Officer of the region in order to get the total number of public primary school teachers and schools in each district. There were a total of 4894 teachers and 465 schools in the region. The study sample was, therefore, drawn from a total population of 4894 teachers (the sampling population) in the region. In order to simplify the process of sample size determination for researchers, Payne and Payne (2004) adopting from Krejcie and Morgan (1970) created a table based on the formula which shows the population of a study and the expected sample size thus ensuring that the researcher obtained a representative

sample for the study. Out of 4894 sampling population, an estimated sample of 354 is drawn for this study as the study population lies between 4500 and 5000. This is presented in Table 3.1.

Table 3.1: Determining Sample Size from a Given Population

Universe	*Sample*	Universe	*Sample*	Universe	*Sample*	Universe	*sample*
10	10	100	80	1,250	294	6,000	361
15	14	200	132	1,500	306	7,500	366
20	19	300	169	2,000	322	10,000	370
30	28	400	196	2,500	333	15,000	375
40	36	500	217	3,000	341	20,000	377
50	40	600	234	3,500	346	30,000	379
60	44	700	248	4,000	351	40,000	380
70	59	800	260	**4,500**	**354**	50,000	381
80	66	900	269	5,000	357	75,000	382
90	73	1000	278	5,500	359	1,000,000	384

Source: Payne and Payne (2004)

Understanding the nature of the study population is necessary before gathering data. Troachin (2000) points out that the researcher should know some of the overall demographic information of the population such as age, sex, class, and income. The characteristics of the sample of this study included distinction of males and females, different levels of education, experience and age [Table 4.1].

3.5.3   Sampling Techniques

Sampling techniques denote sampling design which is the framework that serves as the basis for the selection a survey sample. According to Kumar (2005), sampling is the process of selecting of a few (a sample) from a bigger group (the sampling

population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. The population of the current study was large and the study was not able to observe it all. In such a situation, sampling was required. Since it was not possible in terms of time and cost to survey all the public primary schools, the researcher used purposive sampling procedure to select schools. In the same vein, Rwegoshora (2006) comments that the purposive sampling technique enables the researcher to use judgement to collect cases.

Therefore, the following three factors were used as the basis for selection of the public primary schools, namely, geographical location, age and size. The age and size of the schools were important because of disproportional number of teachers in schools.Stratified random sampling was used in the selection of respondents in order to get adequate representations of groups that were relevant for the study. On the one hand, this technique was employed because the sampled population was heterogeneous with respect to the characteristics that are being studied (Ndunguru, 2007).

On the other hand, it guarantees equal representation of each of the identified strata (Leedy & Ormrod, 2010). Within each stratum (district), simple random sampling method was used. The researcher, in collaboration with the head teachers, distributed randomly probability cards stating "YES" and "NO" to the teachers. Those who selected "YES" cards were selected to be supplied with questionnaires and those who picked "NO" cards were excluded. This exercise was done for urban schools in particular. This was considered the best method for reducing sampling bias and

achieving a high level of representation (Saunders *et al*., 2009; Sekaran, 1992). All of the teachers who had been working with the school for at least six month were eligible for involvement in the study sample.

3.6   Methods of Data Collection

This section describes the methods which were used to gather data and forms of questions asked to respondents. The instruments for collecting both quantitative and qualitative data for the current study were self-administered questionnaires, structured interviews, documentations, and observations. The researcher has used these four techniques due to the fact that there is no single method that is adequate in collecting valid and reliable data on a particular research problem. Hence, the use of multiple methods has an advantage of gathering comprehensive information and can help in cross-validating the information collected (Denscombe, 1998). Data collection techniques used in this study are presented in the subsequent sub-headings.

3.6.1   The Questionnaire

As mentioned earlier, questionnaire was the most preferred method for data collection in this study. The questionnaire was selected as a major method because it is a relatively unobtrusive and inexpensive method for data collection (Zikmund, Babin, Carr & Griffen, 2010; Ghauri & Gronhaug, 2002). According to Burton and Bartlett (2009), questionnaires are useful in collecting a large amount of general data and opinions from a large number of people. Questionnaires tend to elicit responses that fit into broad categories, with little opportunity for respondents to express complex emotional feelings in response to impersonal questions. Best and Khan (2006) comment further that questionnaires filled in the absence of the researcher,

grants the respondents adequate time to give well thought responses and freedom to answer sensitive questions. Since the population of the current study was large and geographically scattered, it was not possible, in terms of time and cost, to have face-to-face encounters (Babbie, 1992) in all areas. De Vaus (2002) maintains further that through questionnaire respondents are assured of anonymity and confidentiality; they are able to complete them when it is convenient and in their own time; and finally, data collected using questionnaires are suitable for analysis using statistical packages.

3.6.1.1 Administration of Questionnaires

In this study, questionnaires were developed and self-administered to public primary school teachers including head teachers. Notwithstanding, the questionnaires were pre-tested, cross-checked and modified where found necessary so as to fit the demand of the variables to be measured and the questions to be answered. The questionnaire was piloted in Iringa Urban. Along with this line of argument, Gay, Mills and Airasian (2006) comment that when conducting research, the research plan should always be modified as a result of the pilot study and, in some cases, substantially overhauled.

The questionnaire was translated into *Kiswahili*. The translation was done because *Kiswahili* was understood by the majority of informants in this study due to the fact that it is the official and National Language that is mostly used during official and academic interactions, especially at the primary levels of schooling in Tanzania. Therefore, the use of *Kiswahili* enabled the primary school teachers to respond to the questionnaires easily. This complies with the demand of the Education and Training

Policy (URT, 1995), which stipulates clearly that the medium of instruction in primary schools should be *Kiswahili* and that English should be a compulsory subject. However, in computing internal consistency of the instrument, the English version was used. Closed-ended questions were used as a form of questions. The closed-ended questions were asked to elicit structured responses. According to Babbie and Mouton (2001), closed-ended questions provide greater uniformity of responses and are easily processed.

The Questionnaires used a combination of nominal scaled questions (forced questions) and ordinal scaled questions (Likert scale) to measure teacher job satisfaction facets and job performance because every employee normally receives satisfaction in the work differently. The respondents were, thus, asked to rate the degree of agreement or disagreement to a particular item of question. Items were rated on a 5-point *Likert Scale*: According to Gall *et al*., (2007), 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., 5-Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; and 1-Strongly Disagree). Its use was considered appropriate by the researcher simply because it is potential for gathering more valid data, especially internal scale data, as those applied in this study.

Masanja (2013) adds that the Likert scale is a wider scale that provides an opportunity for greater alternative choices of measurements that lead to the extraction of variance as well as a high degree of accuracy. In this study, item responses were summed and averaged to create a total score. The lower the score, the lower the level of job satisfaction and the vice versa (Armstrong, 2007). The

researcher used the same measures to learn more about teachers' performance as a consequence of job satisfaction (George & Jones, 2005). The researcher used those forms of questions because they are both easier and faster for respondents to complete (Fitzgibbons, 2003).

Prior to designing the questionnaire, a review of the relevant literature was carried out to identify the key constructs of the study variables. The questionnaires consisted of the dependent and independent variables as well as predictor variables. The dependent variable was job performance, whereas the independent variable was job satisfaction. Predictor variables included: living and working conditions, pay and benefits, job security, recognition, advancement opportunities, and supervision.The questionnaire consisted of two major parts, namely: Part One: which asked respondents to provide personal information, Section Two: consisted of a series of statements measuring different facets of human resource management practices (predictor variables) that may affect teachers' job satisfaction and work performance to their schools. The questionnaire had an introduction explaining the purpose of the study and also assuring the respondents of confidentiality and anonymity. To ensure anonymity each respondent was not required to write his/her name.

The questionnaires were generally administered through a 'drop and pick method' as well as 'instant' method. They were randomly administered depending on the availability of respondents. School head teachers helped the researcher to distribute and collect the questionnaires from staff teachers in their respective schools. However, in some schools, the researcher had to wait for the questionnaires to be filled in before heading to another school because schools especially in rural areas

were scattered. The researcher used his private car to move from one district to another and from one school to another. Research assistants helped the researcher in this task as well. A letter of the Open University and Letters from Districts Executive Directors through Districts Education Officers in the region accompanied the questionnaire, introducing the researcher and research assistants to teachers via school head teachers and explaining the purpose of the study. Generally, teachers gave maximum co-operation. 42 primary schools were visited. Questionnaires were successfully administered to 354 teachers and 350 questionnaires were dully filled in. In the find count, four questionnaires were missing.

3.6.1.2   Questionnaire Response Rate

The response rate of a questionnaire is vital in research as guide to the representation of the sample respondents (Babbie & Mouton, 2001). The response rate refers to the percentages of potential respondents who were contacted and completed the research instruments (Rea & Parker, 2005). Most scholars agree to the principle that a higher response rate prevents a significant non-response bias (Babbie & Mouton, 2001).

To ensure a high response rate the following approach was used. First, research assistants were instructed to personally give the questionnaire to the respondents of the study and ask them if it was possible to wait until the questionnaire was completed and then collect it on the spot. Second, with the understanding that some respondents did not want to spend a lot of time thinking and writing, the questionnaires had closed ended questions that encouraged the respondents to complete them immediately.

Given the above techniques used to help maximize the response rate, a significant majority of respondents allowed the researcher and his assistants to wait while they completed the questionnaire and returned them after they had finished. In some schools, the researcher and his assistants were asked to leave the questionnaires and come back the following day to collect them. It has been argued that there is no statistical base for a sufficient rate to the questionnaire. However, the response rate of 50% is considered satisfactory for analysis and reporting of the findings (Babbie & Mouton, 2001; Rea & Parker, 2005). Babbie and Mouton (2001) further point out that a response rate of 60% is quite good and 70% considered as very good. The return rate for this current study was 99% [N-350]. This response rate was extremely good, representative of the sample and adequate for data analysis and reporting of the findings. Table 3.2 summarizes the response rate. Detailed list of schools visited and number of respondents for each school is presented in appendix C.

Table 3.2: Response Rate of the Questionnaires

Name of District	Number of Schools visited	Respondents
Iringa Urban	6	76
Iringa Rural	15	84
Mufindi	11	110
Kilolo	10	80
Total	**42**	**350**

Source: Research data (2014)

3.6.2 Individual In-Depth Interviews

The second phase of the data collection involved face-to-face interview among teachers with major emphasis on Head Teachers. The major reason for putting major emphasis for head teachers is because the researcher wished to get responses on

teachers' job satisfaction and performance from their respective school heads. The inclusion of the head teachers was instrumental for the reason that they oversee primary schools on matters pertaining to management of schools. Responses from heads of schools were very resourceful.

For the purpose of this study, an interview method was used to collect qualitative data from head teachers including other teachers so as to clarify issues from the questionnaires. It is worth noting that not all teachers were interviewed, but a few randomly selected ones to represent the others considering their gender, experience, and school location. 102 teachers were interviewed. Ndunguru (2007) maintains that judgement, experience, and other personality views govern the choice of elements of a sample.

The qualitative data, therefore, was meant to supplement and enrich the quantitative data collected through the questionnaires. The aim here was to capture first-hand information through probing deeper into the participants' experiences, feelings, opinions and suggestions concerning the problem under study. Each of the interviews was conducted at school premises and lasted for 15-20 minutes. The interviewees were assured of their anonymity and confidentiality during the interviews and in reporting the interviews.

Additionally, informal communication was also applied to allow informants' freedom and flexibility. The researcher used more positive words to make the respondents comfortable and responsive. The interview guide questions were mainly derived from the questionnaire and are presented in appendix B. The researcher took

notes of the interviews. The interviews were transcribed and where relevant, quotations from the interview transcripts were used to support the results from the statistical analysis in Chapter Four.

3.6.3   Documentations

Documents are concrete objects which naturally occur and are vital and rich sources of data for social science researches. Documents are written texts which may be contained in an electronic format or hard copy (Scott, 1990). Documentary materials regardless of their sources are fundamental to provide an insight into the topic under scrutiny. Such materials can enhance or be enhanced by data gathered through various other research methods, such as interviews, observation and questionnaires. Documentary sources may provide useful contextual or explanatory data for the outcome of the research study through other data collection tools (Burton & Bartlett, 2009).

For the purpose of this study, documentation was reviewed to collect most of the secondary data from books, journals, public documents such as the Education Training Policy of 1995 and 2014, Primary Education Development Programme (PEDP). The Education Sector Development Programme (ESDP) and various reports such as Primary Education Development Plan Progress Report, Education Sector Development Programme: Joint Monitoring Report and report on living and working conditions of teachers in Tanzania. Human resource related documents and other secondary sources that were pertinent to the current study were also consulted. These documents helped the researcher to shape most of the data and add value to the literature review for the study.

3.6.4 Observations

Observation is an important tool in data collection. According to Nachmias and Nachmias (1996), observation enables researchers to study behaviour as it occurs. This method of data collection describes the observed phenomena as they occur in their natural settings. As such, the researcher recorded observations in the field. Observations recorded ranged from conditions of classes, presence of teachers at work station, availability of teaching and learning resources, school location, teachers' living and working conditions. Photographs were also taken in the field to supplement verbal and oral data. It was however very unfortunate that the researchers' camera was stolen with all the photographs before they were saved in the computer for further processing.

3.7   Validity and Reliability of the Questionnaires

3.7.1   Validity

The validity and reliability of instruments is essential in research and a key determinant of the appropriate methods employed (Ngulube, 2010; Barton & Bartlett, 2009). Validity is the extent to which a scale or set of measures accurately represents the concept of interest (Hair, Anderson, Tatham & Black, 1998).Barton and Bartlett (2009) add that validity of an instrument refers to the ability of a tool to yield truthful, correct, or accurate research data. To ensure content validity, the questionnaire was given to some experts in education and human resource practices who read and critiqued them in order to give its face validity, that is, whether, the questionnaire made sense (Saunders *et al*., 2007). The questionnaire was then reviewed before and during the pilot study in order to further ensure its validity.

Following the development of the questionnaire, a pilot study was carried out to ensure that the items in the questionnaire were stated clearly, had the same meaning to all the respondents and also to give the researcher an idea of approximately how long it would take to complete filling the questionnaire. A total of 10 questionnaires were administered to public primary school teachers. Babbie and Mouton (2001) propose to pre-test the questionnaire on ten people to whom the questionnaire is relevant.

The respondents were informed that the questionnaire was a pilot for a larger study. The pilot study aimed at knowing the length of time one took to complete filling the questionnaire; highlight questions that they found to be ambiguous and to make any other comments that would improve the questionnaire. These questionnaires were also presented during proposal defense. Constructive comments to improve some constructs were provided by some members of the panel. Generally, all comments provided were used to modify and improve the instruments. Saunders, Lewis and Thornhill (2009) argue that pre-testing is instrumental in refining the questionnaire in order for the respondents to have no problems in answering the questions.

The respondents indicated that it took them between 25 and 40 minutes to complete the questionnaire. The questions that were indicated as ambiguous were rephrased. Following the revision, items in the questionnaire were reduced from 65 to 46 items. This meant lesser time was spent in filling in the questionnaires, which was between 20 and 25 minutes. The measurement scales in the pilot study were also tested for internal consistency using the *Cronbach's alpha coefficient*. This is presented in Table 4.2.

3.7.2 Reliability

Reliability refers to the ability of a measurement instrument to produce the same answer in the same circumstances, time after time (Johnson & Harris, 2002). Barton and Bartlett (2009) state that reliability of a measure denotes the extent to which a research instrument or method is repeatable. They comment further that reliability describes an assessment of the consistency of the method or the extent to which respondents consistently respond to the measure in the same manner. This means that if people answered a question the same way or repeated occasion, then, the instrument can be said to be reliable. According to Punch (2005), the results of the study are accurate if the instruments used measure what they claimed to measure. In this case, therefore, reliability analysis was done before the instruments were used for data collection.

In this study, internal consistency method was used. The rationale for internal consistency is that individual items should all be measuring the same constructs and thus correlates positively to another (Hair, Anderson, Tatham & Black, 1998). The most widely used measure for determining internal consistency is the *Cronbanch's Coefficient Alpha*. The test of reliability was calculated using the SPSS.

3.8 Ethical Considerations

Ethical considerations are very important in social science research. Ethics in research concerns the appropriateness of the researcher's behavior in relation to the rights of those who become the subject of their work or are affected by it (Saunders *et al*., 2007). It was the objective of this study that all ethical issues are confronted honestly and with a high sense of moral obligation according to the policies and

guidelines set by the Open University of Tanzania. To this end, all questionnaires and interviews included an explanation of the purposes of the research and description of procedures that were followed; the confidentiality and anonymity of participants were strictly observed; collected data were used only for the purpose of the research and processing, and use of data conformed to pledges made of confidentiality.

Furthermore, findings and interpretations to the research were presented honestly and objectively; all references to information sources were cited appropriately, and permission to collect data for the study was granted by the Open University of Tanzania and Districts Executive Directors through Districts Education Officers. The clearance letter from the Directorate of Research, Publications, and Postgraduate Studies of the Open University introduced the researcher to the Districts Executive Directors (DEDs), who then introduced the researcher to the Districts Education Officers (DEOs). Finally, the latter wrote a letter that introduced the researcher to primary School Head Teachers. When the researcher reached the schools, he further introduced himself to Head Teachers and then informed the purpose and importance of the study.

3.9   Data Processing and Analysis

It has been maintained that data analysis involves editing, coding, classifying and tabulating of collected data with the purpose of summarizing and organizing the data in such a way that they answer the research questions of a given study (Hancock, 2002). Since the current study has gathered both qualitative and quantitative data, the

analysis process was also governed by the two approaches, which are explored below.

3.9.1   Quantitative Data Analysis

Data analysis in research is a process of making meaning from the data collected as such it is essential to reveal the findings of the study. The nature of this study and instruments used required the triangulation of quantitative and qualitative data analysis techniques to enrich data interpretation (Ngulube, 2010). The quantitative study findings, therefore, were edited and transformed using the SPSS software version 20 for easy interpretation. All the questionnaire variables were coded and entered into the software. Before analyzing raw data, the questionnaires were evaluated to check for missing data, ambiguity and errors (data cleaning).

Descriptive analysis of sample and cross tabulation of variables was performed to describe the data. Findings were presented by use of simple frequency distributions in form of percentages and Mean Scores. Computation of Mean Scores and Standard Deviations was done in order to obtain a clear picture of the responses to each sub-scale. As such, cumulative mean scores were presented. A 0.05 % significance level was applied. According to Loth (2012), this implies that "there is 95% confidence that the result is a reflection of the reality (significant). But there is a 5% chance that the result is actually just due to chance". The data of the current study were visually summarized in the Tables, Charts [boxplots], and Histograms.

Normal regression analysis was, also, done to establish relationship between variables. According to Massomo (2012), "Regression analysis is used when the aim

is to study a cause-and-effect relationship between variables". DaCoster (2004) adds that when researchers perform a regression analysis, they create a regression equation that predicts the values of the dependent variables using the values of the independent variables. He comments further that each independent variable is associated with specific coefficients in the equation that summarize the relationship between those independent variable and dependent variables. The *Beta coefficient* values show the relationships between predictor (s) or independent variable (s) and outcome (s) dependent variable(s). If the value is positive, it means that there is a positive relationship between the predictor and the outcome, whereas a negative coefficient represents a negative relationship. Thus, if the relationship is positive, this means that, when the predictor variable increases, the outcome variable also increases.

Similarly, when the coefficient value is negative, the predictor is increasing while the outcome variable is decreasing (Masanja, 2013). In the current study, therefore, the *beta* value informs the degree to which predictors (in this case, work dimensions) affect the outcome variable (teacher job performance) if the effects of all other predictors are held constant. Since most data in this study was rated on a Likert scale, a normal regression analysis was done to calculate the relationship between teachers' job satisfaction and their job performance at schools.

3.9.2   Qualitative Data Analysis

Various techniques for qualitative data analysis are available for researchers. The current study utilized content analysis to analyze qualitative data gathered through structured interviews. Content analysis is a method for gathering and analyzing the

content of the text in order to make sense of the content of the communication and it is considered as a detailed and systematic description of the manifest content of communication to identify pattern or themes (Leedy & Ormrod, 2005; Newman, 2006). Thus, themes were developed by coding of data and developing descriptions of the data (Creswell, 2009). Thus, the content of the interview was examined, and themes were identified and presented.The subsequent chapter presents the findings and a discussion based on the results obtained from the field.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE RESULTS

4.1   An Overview

This chapter presents and discusses the findings of the study. It is organized in two main sections. The first section presents the demographic data of the sampled respondents from 42 schools in Iringa region. Such a description is important in providing a clear picture of the respondents included in the study. The second section presents the findings, including regression results. These analyses provide a basis for the discussion. This section is divided into four sub-sections in relation to the study objectives outlined in Chapter One as follows:

(i)   To assess the extent to which work dimensions contribute to public primary school teachers' job satisfaction;

(ii)   To determine work performance levels of public primary school teachers;

(iii)   To establish whether teachers' job satisfaction is related to their job performance.

4.2   Demographic Data

In the first part of the questionnaire, the informants were asked to provide personal information. The participants responded to most of the items appropriately, but they provided differing opinions. A total of 354 questionnaires were administered to public primary school teachers from 42 randomly selected schools in Iringa region. 350 participants completed the survey, that is 99% (n=350), of the questionnaires were received.

Table 4.1: Statistical Demographic Characteristic of the Respondents

Gender Percent(n=350)		Age	Percent(n=350)
Male	31.8	20 to 25	9.9
Female	68.2	26 to 29	14.5
		30 to 39	36.1
		40 to 49	21.2
		50 to 59	18
		Above 60	0.3
Total	**100**	**Total**	**100**
Marital status Percent(n=350)		**Educational Level**	**Percent(n=350)**
Single	24.6	Certificate	82.7
Married	67.1	Diploma	8.1
Separated	1.7	Undergraduate degree	7.5
Divorced	0.6	Postgraduate degree	0.6
Widowed	4.9	Others	1.2
Total	**100**	**Total**	**100**
Tenure Percent(n=350)		**Salary per Month**	**Percent(n=350)**
Less than 5 years	17.2	Less than 100,000/=	0.9
5 to 10 years	28.1	100,000/= to 200,000/=	2
11 to 15 years	18.3	200,000/= to 300,000/=	25.9
16 to 25 years	16.9	400,000/= to 500,000/=	27.4
26 to 30 years	6.9	500,000/= to 600,000/=	15.3
More than 30 years	12.6	More than 600,000/=	28.5
Total	**100**	**Total**	**100**
School Location Percent(n=350)		**District Location**	**Percent(n=350)**
Urban areas	54.4	Mufindi	32.1
Rural areas	45.6	Kilolo	23.8
		Iringa Urban	21.8
		Iringa Rural	22.3
Total	**100**	**Total**	**100**

Source: Research Data (2014)

Generally, the study findings in Table 4.1 indicate that there are relatively more female teachers than males in public primary schools in Iringa region. Female teachers represented 68.2% of the study sample, while male teachers were 31.8%. However, a different picture might have been observed if the study was conducted among secondary school teachers. These findings are also presented in Figure 4.1.

Figure 4.1: Teachers' Gender

Source: Research Data(2014)
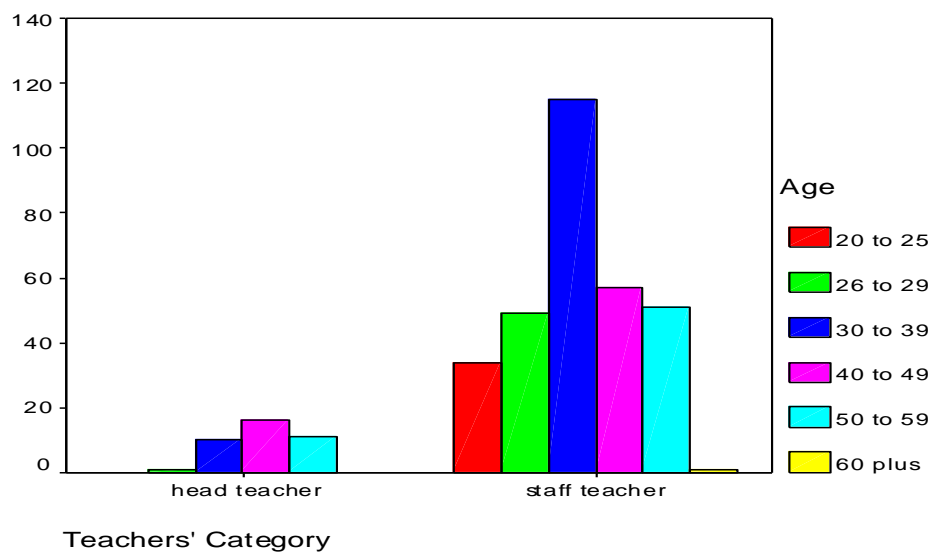
Figure 4.2: Teachers' Age

Source: Research Data (2014)

Based on age, 9.9% of the participants aged between 20 and 25 years, 14.5% were

between 26 and 29 years, 36.1% between 30 and 39 years, 21.2% were between 40

and 49 years, 18.0% were between 50 and 59 years, and those aged above 60 years

were 0.3%. The statistical data indicate that a significant majority of the respondents

in the study are aged between 30 and 39 years. This is also presented in Figure 4.2.

Furthermore, the study sample consisted of single, married, separated, divorced and

widowed respondents. Statistical data indicate that 24.3 % of the respondents were

single, 67.1% married, 1.7 % separated, 0.6% divorced, and 4.9% had widowed. This

implies that the married constituted the majority of the participants in the study.
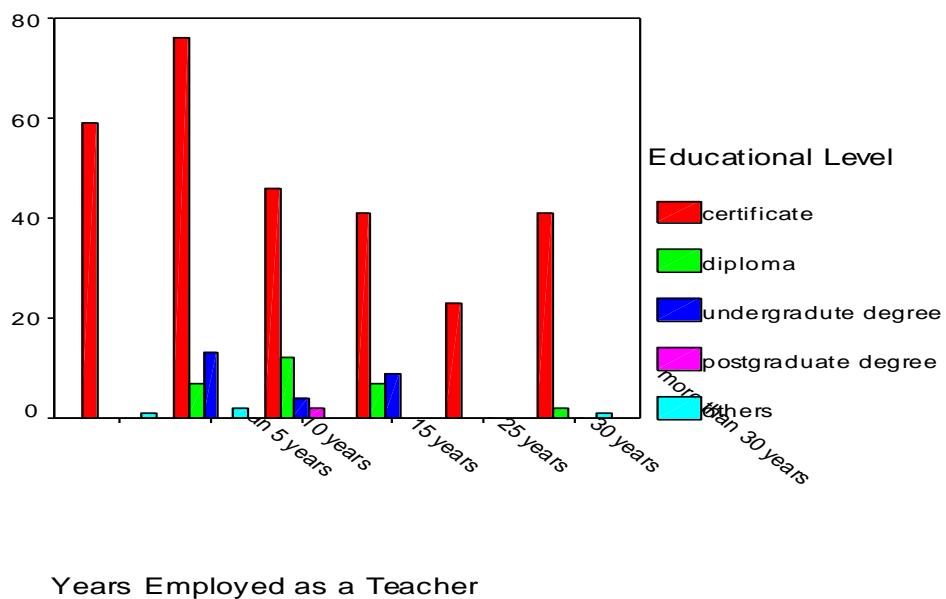
Figure 4.3: Teachers' Tenure and Educational Level
Source: Research Data (2014)

Categorization of the respondents by their education qualifications was also an

important aspect in the study. Education qualification of respondents was as follows:

82.7% possess Certificate, teachers with a Diploma 8%, undergraduate degree 7.5%,

postgraduate degree 0.6%, and others 1.2%. Generally, the findings indicated that primary school teachers with a Certificate in education constituted the majority of the sample. This is also presented in Figure 4.3.

Teachers with a Certificate in education constituted the majority of the sample because students who did not qualify to join the advanced level Secondary Education were admitted in teachers colleges where they pursued a Two-year Teacher Certificate course (Dershimer, 2002). Having completed the course, they qualified to teach in primary schools and such teachers became Grade III teachers. In addition, during 1980s, some teachers were recruited after completing Form II. They attended teacher-training colleges for one year and completed a second year of training based in schools [on the job training] (Bennell & Mukyanuzi, 2005).Further, Education and Training Policy of 1995 stipulates that "the minimum qualification for primary school teachers shall be the possession of a valid Grade "A" Teacher Education Certificate"(URT, 1995).

In terms of tenure, the study findings showed that 17.2% of the respondents had a teaching experience of less than 5 years, 28.1% of the respondents were between 5 and 10 years, 18.3% were between 11 and 15 years, 16.9% were between 16 and 25 years, 6.9% were between 26 and 30, and 12.6% were above 30 years of work. This implies that teachers with teaching experience less than 10 years of work constituted the majority of the participants in the study. This is due to the MoEVT strategy of recruiting young teachers to fill the gap of teachers' shortage in Tanzania's primary schools. These findings are also presented in Figure 4.3.

On the other hand, the results indicate that 0.9% of the participants earned a monthly salary of less than Tsh.100, 000/=, 2% earn between Tsh.100, 000/ and 200,000/=, 25.9% between Tsh.200, 000/= and 300,000/=, 27.4% between Tsh.400, 000/= and 500,000/=, 15.3% between Tsh.500, 000/=and 600,000/= and 28.5% earn a monthly salary of above Tsh.600, 000/=. The statistical data indicated that a majority respondent earned a monthly salary of above Tsh.600, 000/=. This is also presented in Figure 4.4.
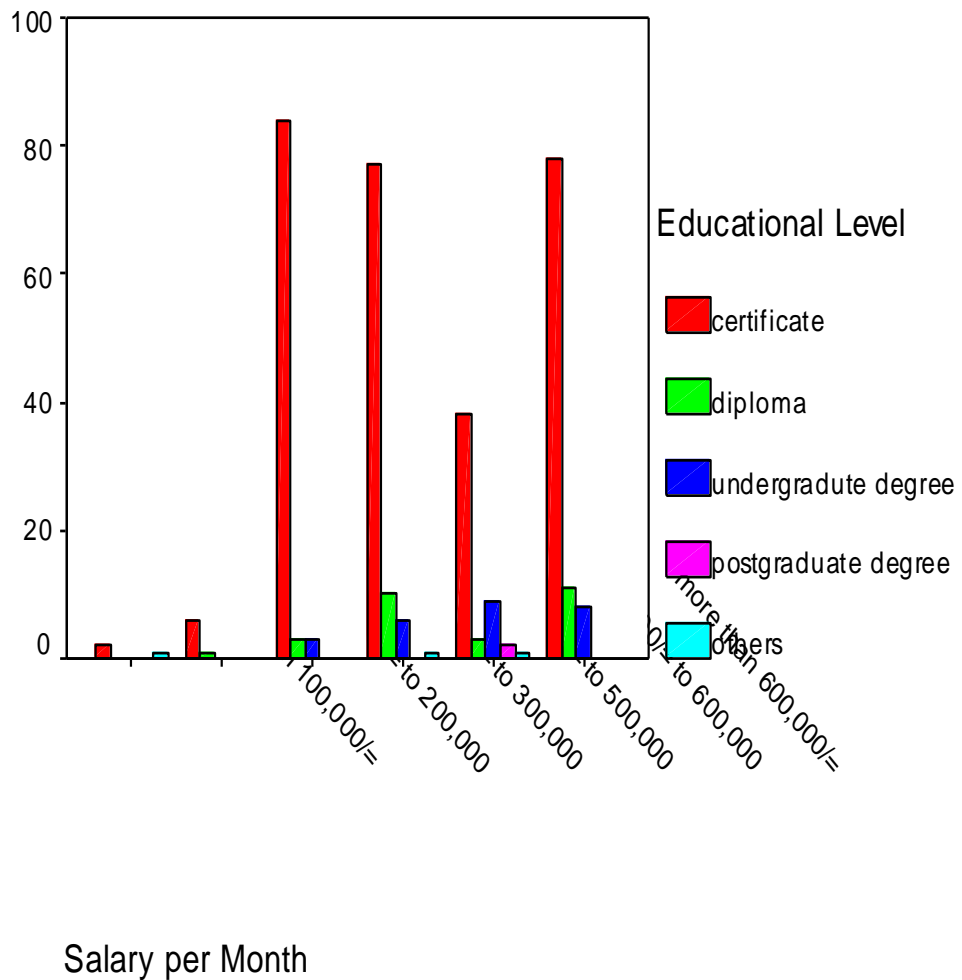
Salary per Month

Figure 4.4: Teachers' Salary Per Month
Source: Research Data (2014)

The participants of the study were from both urban and rural areas. The data reveals that urban areas constituted 54.4%, while rural areas constituted 45.6% of the total sample. This implies that schools in urban areas had higher representation than rural schools. This was so because the number of teachers between urban and rural schools was disproportional. Researcher's observation during survey indicated that the proportion of teachers in rural schools is considerably less than in urban or semi-urban schools. With regard to district locations, the statistical data indicates that a small majority of respondents, 32.1% were from Mufindi district, 23.8% from Kilolo district, 21.8% from Iringa Urban, and 22.3% from Iringa rural district. This implies that respondents from Mufindi were relatively more than respondents from other districts. This is due to the fact that Mufindi District has a bigger number of primary schools and teachers as compared to other districts in the region. These findings are also presented in Figure 4.5.
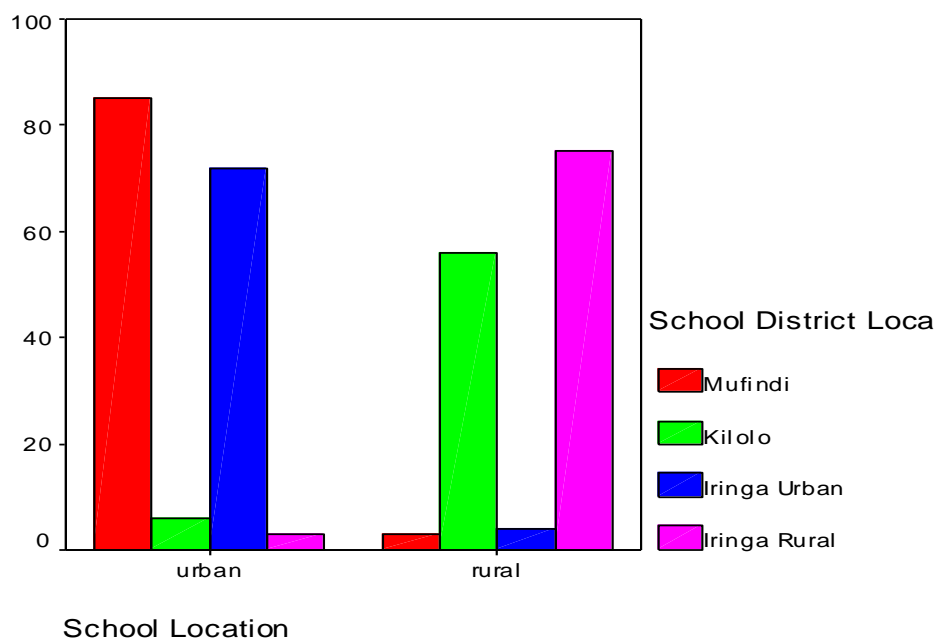
Figure 4.5: School Location

Source: Research Data (2014)

4.3   Results as Per Research Objectives

This part of the survey consists of statements measuring different facets of human resource management practices that may affect teachers' job satisfaction and work performance at their respective schools. The participants were asked to answer the items by using the *5-* Likert Scale ranging from strongly agree to strongly disagree as follows: *5-*Strongly Agree; *4-*Agree; *3-*Neutral; *2-*Disagree; and *1-*Strongly Disagree. The aim was to measure the degree of agreement to those statements. As noted earlier, in order to ensure reliability of results, *Cronbach's Alpha Coefficient* was used to determine internal consistency of constructs.

However, researchers have different opinions on the acceptable alpha coefficient. De Vaus (2002) suggests that the Cronbach's coefficient alpha ranges between 0 and 1. Hair *et al*., (1998); De Vaus, (2002); Maizura, Masilamani and Aris (2009) comment that higher alpha coefficient values means that scales are more reliable. As a rule of thumb, acceptable alpha should be at least 0.70 or above. However, the value of Cronbach alpha may vary for different studies, for instance, in exploratory research, a Cronbach alpha value of 0.60 is acceptable (Hair *et al*., 1998; Maizura *et al*., 2009). Other studies have recommended that reliability coefficient of 0.50 or 0.60 was sufficient for exploratory studies (Davis & Cosenza, 1998).

Further, De Vaus (2002) suggests that the relationship between one item and the rest of the items in the scale should be at least 0.30. That is to say, the items with coefficient below 0.30 are considered to be unreliable and should be deleted resulting in improved data. In this study, therefore, items with *asterisk* were dropped in analysis to ensure reliability of results as their alpha coefficients were below 0.50.

Table 4.2 shows a summary of *Cronbach alpha reliability* coefficients for study variables in this study ranging from 0.622 to 0.774 which is quite acceptable. This implies that the instruments employed in this study were reliable. Detailed measures are indicated in the appendix D.

Table 4.2: Summary of Cronbach Alpha Reliability Coefficient for Study Variables

Questions in the Questionnaire	Categories of question	Reliability Alpha Coefficient
Question 1 to 10	Living and working conditions	0.732
Question 11 to 15	Responsibilities and job security	0.351*
Question 16 to 20	Salary and benefits	0.239*
Question 21 to 26	Recognition	0.605
Question 27 to 33	Advancement opportunities	0.774
Question 34 to 38	Supervision	0.642
Question 39 to 46	Job performance	0.703

* *Indicates series of questions which had very low internal consistence, thus not reliable.*

The subsequent sub-sections present the results of those variables confirmed to be reliable as follows:

4.3.1   The Influence of Work Dimensions on Teacher Job Satisfaction

This study objective intended to assess the extent to which work dimensions (sub-scales) such as living and working conditions, recognition, advancement opportunities, and supervision contributed to public primary school teachers' job satisfaction. For the purpose of this study, computation of Mean Scores and Standard Deviations was done in order to obtain a clear picture of the responses to each sub-scale. As such, cumulative mean scores were presented.

4.3.1.1 Living and Working Conditions

This sub-section looked over teachers' perception of their living and working conditions. Table 4.3 and Figure 4.6 indicate how respondents rated on the set of variables that measured how they were satisfied with their living and working conditions.

Table 4.3: Living and Working Conditions

s/n	Job characteristics	Percentages on Scale					Total
		SA	A	N	DA	SD	100%
a.	Teaching is an interesting job to me	29.9	48.5	7.3	7.6	6.7	100
b.	My school is a happy place for working	24.9	53.6	5.8	9.9	5.8	100
c.	I feel satisfied with my teaching job	20.9	48.4	11	12.8	7	100
d.	I definitely dislike my job	36.5	41.5	7.6	10	4.4	100
e.	I am disappointed that I ever took this job	32.9	38.5	5	14.3	9.3	100
f.	Working conditions in my school are uncomfortable	38.6	51.3	2.4	4.4	3.2	100
g.	Teaching is a challenging work to me	21.5	39.2	4.7	24.1	10.5	100
h.	I am dissatisfied with teaching as career and I am still teaching because I have not found any other work which I can get apart from teaching	26.1	33.7	5.6	17.8	16.8	100
i.	The employer under whom I work is desirous of and willing to make improvements in my working conditions	15.4	20.7	35.1	12.4	16.4	100
j.	I am comfortable with the geographical location of school in which I teach	11	18	15.5	44	11.5	100

Note: **SA**-Strongly Agree; **A**-Agree; **N**-Neutral; **DA**-Disagree; **SD**-Strongly Disagree
Source: Research Data (2014)

The Figure 4.6 indicates the way rating scores were distributed.
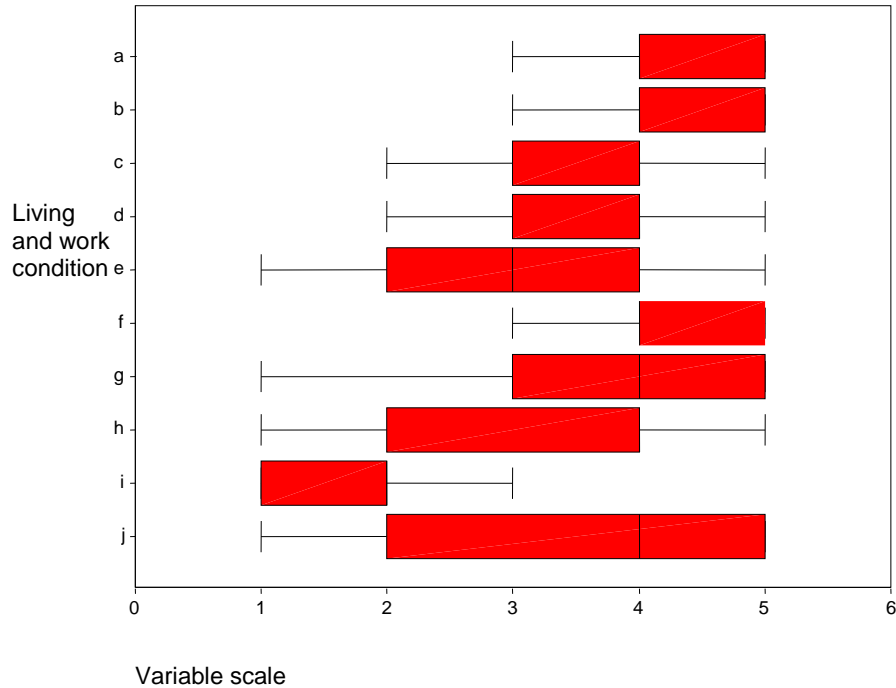
Figure 4.6: Living and Working Conditions

Source: Field data (2014)

From the findings, 78.4 % of participants indicated that teaching is an interesting job. On the other hand, 7.3% of respondents were neutral and 14.3% disagreed. 78.5% showed that a school is a happy place for working. About 5.8% were neutral and 15.7% disagreed. 69.3% are satisfied with their teaching job, 11% were neutral and 19.8% disagreed.

On the other hand, the majority of respondents by 89.9% felt uncomfortable with school working conditions. About 2.4% were neutral and 7.6% disagreed. 60.7% found their teaching job challenging, 4.7% were neutral and 34.6% disagreed. 78% dislike their teaching job, 7.6% were neutral and 14.4% disagreed. 71.4%% are disappointed by teaching job, 5% were neutral and 23.6% disagreed. About 59.8% of

respondents are dissatisfied with teaching as career and that they are still teaching because they do not have any other alternative.

On the other hand, 5.6% were neutral and 34.6% disagreed. 36.1% agreed that their employer is desirous of and willing to make improvements in their working conditions, 35.1% were neutral and 28.8% disagreed. 29% felt comfortable with geographical school location in which they teach, 15.5% were neutral and 55.5% disagreed.Generally, the statistical data indicate a slightly balanced view of the responses. This can also be evidenced by Mean Score as presented in Table 4.4 which shows Cumulative Mean Scores.

Table 4.4: Statistical Measure of Variability

Subscale	No. of items	α	Mean Score	CI (95%) Lower	Upper	Std	Min	Max
Living and work conditions	10	0.732	3.70	3.60	3.79	0.65	1.6	5

Source: Research data, 2014

As Table 4.4 indicates, the scale consisted of 10 items each of which was measured on the 5-Likert Scale. Results from SPSS output indicate that, the scale has consistency measure of Cronbach Alpha 0.732. The Mean Score of this subscale is 3.70 and Standard Deviation is 0.65, and 95% Confidence Interval (CI) is [3.60, 3.79]. The minimum score is 1.6 and maximum score is 5. Statistically, this implies that a majority respondent were moderately satisfied with living and working conditions. However, qualitative data obtained through interviews indicated high levels of discontentment.

Most respondents especially from rural areas found their living and working conditions de-motivating. Hard living and working conditions made them consider teaching job as punishment.The living and working conditions identified by the respondents include: lack of proper housing for teachers, harsh and hard geographical environment coupled by lack of socio-economic infrastructures, large class sizes, and insufficient number of teachers at schools, heavy work-loads and poor teacher-parent cooperation. Almost all respondents interviewed strongly commented on the lack of decent housing and hard geographical environment, which the researcher also observed during the survey. With regard to interview, some respondents said that:

The distance between village school and where teachers get their salary in town is very big. Other teachers spend many hours to travel to their pay stations. Others are forced to borrow money for transport. This is also one of the biggest challenges, since teachers sometimes find themselves using half of the salary on the way. (Head teacher, Iringa Rural, 16/4/2014).

There are no teachers' houses at the school. Only a tiny proportion of teachers stay in houses provided by the schools. The location of the school also creates lots of problems to teachers. Many teachers spend much time walking to school. As such, many teachers are late in the morning and I cannot blame them because I know the situation which my subordinates are experiencing. In addition, most teachers find unsatisfactory accommodation out there. This affects their performance, too (Head Teacher, Iringa Rural, 16/4/2014).

These findings are consistent with previous studies on teachers' living and working conditions. There is a great deal of similarity between the issues that were covered in the studies and current research. Study by Sumra, 2004) found that:

> *Many teachers have minimal material or intellectual support, and their salary is often insufficient to maintain them and their families. Teachers often still work under very difficult conditions….Teachers' social environment, attitudes, and working conditions are inter-related in a complex way that needs to be understood better if efforts to improve education in the country are to succeed.*

Similarly, study by Benell and Mukyanuzi (2005) indicated that the living and working conditions for most teachers are unsatisfactory and, for many, they are intolerable. The availability of reasonable quality and affordable housing within easy travelling distance of the school is a key issue for nearly all teachers. Housing conditions for public primary school teachers are generally poor. The scarcity of decent accommodation is a constant refrain of nearly all reports, both official and independent researchers. The 1990 World Bank report states that typically rural school teachers live in dilapidated, poorly-maintained school or government accommodation on or near the school compound. The TADREG Survey of 1991, similarly, concluded that most houses are in a sorry state of disrepair (Bennell & Mukyanuzi, 2005).

In his study, Mlyuka (2009) found that working conditions is one of the key factors affecting public primary school teachers' job satisfaction.The Tanzania's

Government made various commitments to improve teachers' housing during the 1990s. Most notably, the high profile report on the Education Sector Towards 2000 stated that "effort will be made to ensure that all schools and colleges have, in their vicinity, an adequate number of teachers' quarters….By 2000, all teachers shall have suitable housing accommodation''(URT,1997). Unfortunately, despite these commitments, very little progress has been made in improving the housing situation. It has appeared that much effort is directed to building classrooms and not teacher's houses.

This problem needs immediate interventions if at all the quality of primary school education in Tanzania is to be improved. In my view, building of classrooms should go hand in hand with building of better housing for teachers. This argument is supported by Udo (2011) who commented that teachers may be more satisfied in schools with good working environment if their terms and conditions of employment are improved. Similarly, Spector (2008) adds that work environment is an important determinant of job satisfaction and performance of employees in work organizations.

Luthans (1998) maintained further that if working environments are conducive, employees will find it easier to assume their daily job responsibilities. In the same vein, Perie and Baker (1997) and De Nobile and McComic (2008) argue that working conditions had a significant positive relationship with teachers' job satisfaction, regardless of whether the school is public or private, elementary or secondary, background characteristics and the school demographics. As such, living and work conditions of public primary school teachers in Tanzania should be improved further so as to increase their job satisfaction, hence job performance.

4.3.1.2 Recognition

This sub-section intended to find out the extent to which teachers were satisfied with recognition they receive from their employer and community. Table 4.5 and Figure 4.7 indicate how respondents rated on the set of variables that measured how they were satisfied with recognition. Variables in the table show mixed results.

Table 4.5: Recognition

s/n	Job characteristics	Percentages on Scale					Total 100%
		SA	A	N	DA	SD	
a.	I feel satisfied with the recognition I have in the community	19.9	36.1	15	13.3	15.6	100
b.	I receive too little recognition from my employer	31.9	49.7	6.7	5.8	5.8	100
c.	I feel comfortable with rewards I get for doing a good job	4.4	10	9.4	29.1	47.1	100
d.	My employer values my contribution that I make in the school	16.5	31.2	22.1	12.9	17.4	100
e.	I am satisfied with the care I receive from my employer	6.8	13.3	12.7	35.7	31.6	100

Note: **SA**-Strongly Agree; **A**-Agree; **N**-Neutral; **DA**-Disagree; **SD**-Strongly Disagree

Source: Research Data (2014)

The Figure 4.7 indicates the way rating scores were distributed.
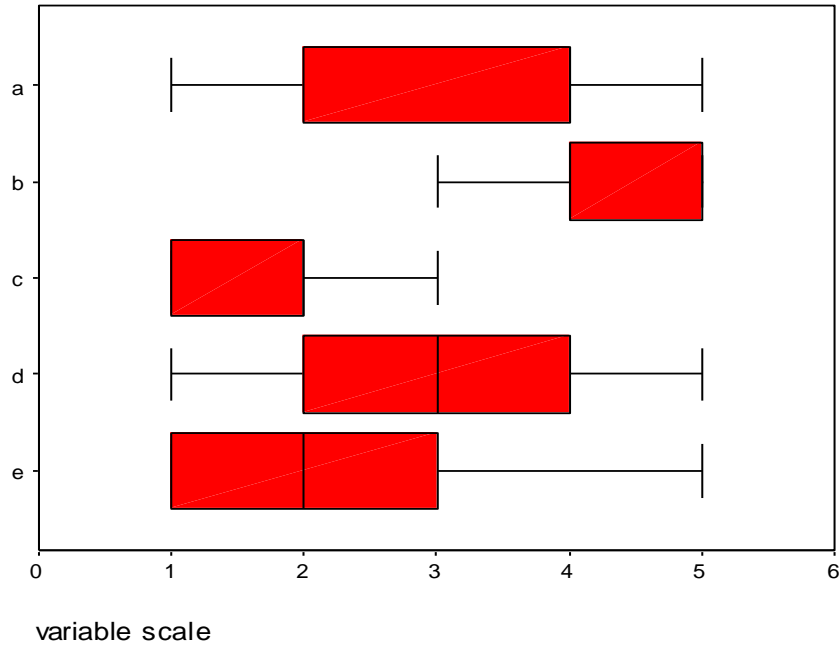
Figure 4.7: Recognition

Source: Field Data (2015)

From the findings, 56% of respondents displayed that they were satisfied with the recognition they have in the community, 15% were neutral and 28.9% disagreed. 81.6% revealed that they receive too little recognition from their employer, 6.7 were neutral and 11.6% disagreed. 14.4% agreed that they feel comfortable with rewards they get for doing a good job, 9.4% were neutral and 76.2% disagreed. 47.7% agreed that their employer values their contribution that they make in the school, 22.1% were neutral and 30.3% disagreed. On the other hand, 20.1% of respondents indicated that they were satisfied with care they receive from their employer, 12.7% were neutral and 67.3% disagreed. Generally, the findings revealed that the respondents are dissatisfied with recognition they receive. This can also be evidenced by Mean Score as presented in Table 4.6 which shows Cumulative Mean Scores.

Table 4.6: Statistical Measure of Variability

Subscale	No. of items	α	Mean Score	CI (95%)		Std	Min	Max
				Lower	Upper			
Recognition	5	0.605	2.95	2.87	3.04	0.72	1.0	5.00

Source: Research Data (2014)

As Table 4.6 indicates, the scale consisted of 5 items each of which was measured on the 5-Likert Scale. Results from SPSS output indicate that the scale has consistency measure of Cronbach Alpha 0.605. The Mean Score of this subscale is 2.95 and Standard Deviation is 0.72, and 95% Confidence Interval (CI) is [2.87, 3.04]. The minimum score is 1.0 and maximum score is 5.00. This implies that a majority respondent were dissatisfied with recognition they received from their employer and the community. However, qualitative data indicated that the respondents were greatly dissatisfied with recognition they receive from their employer.During the interview, teachers raised concern that their employer is less concerned with their welfare.

> *Most teachers have complaints and demands that the employer has not yet attended to. Though many measures to attend them are underway but many of them are still unsolved* (Head teacher, Mufindi district, 06/05/2014).

In my opinion, for teachers to be really effective in their job, the Tanzanian government through the Ministry of Education and Vocational Training needs to understand the psychology of praising and encouraging teachers' good work. As we may all know, appreciation is a fundamental human need. Normally, employees respond to appreciation expressed through recognition of their good work and it

confirms their work is valued. So, when teachers and their work are valued, automatically, their satisfaction and performance rises, and they are motivated to maintain or improve their good work.

From human resources management point of view, praise and recognition are essential to an outstanding workplace. People want to be respected and valued for the contribution they make in the work organization (Ngirwa, 2006; Torrington, 2008). Sajuyigbe, Olaoye, and Adeyemi (2013) added that recognition of the achievements by the managers leads toward job satisfaction and performance. As indicated by the study findings, teachers feel the need to be recognized as individuals and to feel a sense of achievement for work well done or even for a valiant effort.

Table 4.7: Advancement Opportunities

s/n	Job characteristics	Percentages on Scale					Total 100%
		SA	A	N	DA	SD	
a.	Teachers are Happy with Available Promotion Opportunities	8.1	17.1	7.6	28.4	38.8	100
b.	Teaching Job Offers Promotion Opportunities	12.8	44.3	9.6	15.2	18.1	100
c.	Teachers' Promotion Process and Criteria Used are Rightful	9	16.3	21.8	24.1	28.8	100
d.	Teaching Job Offers Professional Development Opportunities	16.5	41.2	10	17.1	15.2	100
e.	Teachers are Satisfied with Available Academic Advancement Opportunities	9.9	23.2	12.7	30.1	24.1	100
f.	Teachers are Satisfied with Seminar in and out of School	5.5	7.5	8.4	35.7	42.9	100
g.	Teaching Job Provides Little Advancement Opportunity	13.9	22.8	8.1	29.5	25.7	100

Note: **SA**-Strongly Agree; **A**-Agree; **N**-Neutral; **DA**-Disagree; **SD**-Strongly Disagree

Source: Research data, 2014

4.3.1.3 Advancement Opportunities

This part attempted to investigate whether teachers are satisfied with advancement opportunities offered by their employer such as promotional and training opportunities. Respondents rated on the set of variables that measured how they were satisfied with promotional and training opportunities. Table 4.7 and Figure 4.8 summarize the findings.

The Figure 4.8 indicates the way rating scores were distributed.
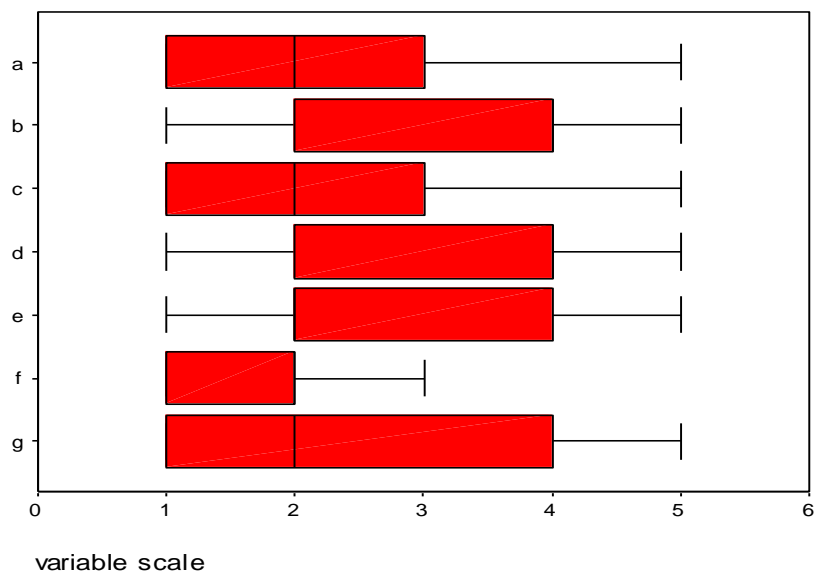
Figure 4.8: Advancement Opportunities
Source: Field Data (2015)

From the findings, 25.2% of participants showed that they were happy with available promotional opportunities, 7.6% were neutral and 67.2% disagreed. 57.1% indicated that teaching job offers promotion opportunities, 9.6% were neutral and 33.3% disagreed. 25.3% agreed that promotion process and criteria used by their employer are fair, 21.8% were neutral and 52.9% disagreed. 57.7% agreed that teaching job offers professional development opportunities, 10% were neutral and 32.3%

disagreed. 33.1% indicated that they were satisfied with available academic advancement opportunities, 12.7% were neutral and 54.2% disagreed. 13% were satisfied with opportunities for workshops and seminars organized within and outside the school, 8.4% were neutral and 78.6% disagreed. 36.7% agreed that teaching job provides little advancement opportunities, 8.1% were neutral and 55.2% disagreed. Generally, statistical data revealed that a majority respondent disagreed. This can also be evidenced by Mean Score as presented in Table 4.8 which shows Cumulative Mean Scores.

Table 4.8: Statistical Measure of Variability

Subscale	No. of items	α	Mean Score	CI (95%)		Std	Min	Max
				Lower	Upper			
Advancement opportunities	7	0.774	2.66	2.54	2.78	0.87	1.0	4.86

Source: Research data, 2014

As Table 4.8 indicates, the scale consisted of 7 items each of which was measured on the 5-Likert Scale. Results from SPSS output indicate that the scale has consistency measure of Cronbach Alpha 0.774. The Mean Score of this subscale is 2.66 and Standard Deviation is 0.87, and 95% Confidence Interval (CI) is [2.54, 2.78]. The minimum score is 1.0 and maximum score is 4.86. This implies that a majority respondent were dissatisfied with advancement opportunities offered to them.

To probe further, the majority of respondents interviewed had a feeling that chances for training and development were scarce. One of the interviewees underscored that "*technology is changing and many things keep on changing but there are no*

seminars to update our skills at work and if they are there, then they are very few"
(Staff teacher, Kilolo district, 19/05/2014). Similarly, the problem related to
promotions was confirmed by respondents during the interview, they asserted that:

> *Promotions are often seriously delayed and are inequitably*
>
> *awarded. Furthermore, whenever promotions are approved,*
>
> *it still takes long time for salaries to be adjusted. You might*
>
> *find a teacher who has just started working being in the same*
>
> *position with the teacher who has been working in school for*
>
> *a long time. This is unfair and it demoralizes teachers* (Head
>
> teacher, Iringa Rural, 22/05/2014).

Dissatisfaction with promotional procedures was also evident among staff teachers;

> *"...for a long time, there has been a cry about teachers*
>
> *staying for a long time in the same position without being*
>
> *promoted. You find that a teacher has completed additional*
>
> *training and forwarded the certificate to our superiors, but it*
>
> *takes years to be responded to, and yet one has spent time*
>
> *and money to obtain the additional qualification. This is*
>
> *injustice and unfair"* (Staff Teacher, Urban, 28/11/2013).

The low satisfaction of teachers with promotional opportunities is reported by
various studies conducted in Tanzania and elsewhere. For example, Mlaki (2011)
shows that lack of promotional opportunities caused stress among head teachers in
Tanzania. Also, Muze (1987), Ngumbudzi (2009) and Masanja (2013) found similar
results, indicating that the teachers are dissatisfied with the promotional procedures

and processes. This is because opportunities for promotion have been the main way of enabling teachers to advance themselves economically. Further, these findings confirm the results of the PEDP II Evaluation Report (URT, 2012), that revealed, regular promotion and thus salary adjustment and payments have been a major problem because the promotion procedures are unclear in terms of the timing and payment of the associated benefits.

Masanja (2013) points out that the Teachers' Service Department (TSD) is entrusted by the Government with the task of promoting teachers at the primary, secondary and college level. The TSD is a government department under the President's Office, the Civil Service Commission, that is, responsible for maintaining and controlling a unified service for all teachers. Basically, it is the organ that deals with teachers' promotion, and it works alongside the Local Government Authorities (LGAs). The TSD offices spread from the national level to the district one. Each district has its own TSD staff who are concerned with discipline, promotion, safeguarding the teaching of ethics and raising the status of teachers.

According to URT (1999), TSD as a semi-autonomous organ that is entrusted with providing security of service for teachers by offering them employment letters containing teachers regulations, offering confirmation letters for teachers who have completed their probationary periods and promoting teachers who have achieved defined standards such as a increased education level or remaining in the profession for a certain period of time. As a matter of fact, despite the trust by the Government, the TSD has shown weaknesses in dealing with teachers' welfare shortfalls in the way expected by the teachers themselves, the Government and the stakeholders. As

pointed out earlier in this study, teachers' welfare has been a problem, which needs deliberate efforts and seriousness of action in addressing it. According to Masanja (2013), such a situation is an indicator of the inability of the TSD to deal with the welfare of teachers, especially regarding provision for equal opportunities for promotion.

In other countries, a similar situation is reported. In their study, Sirima and Poipoi (2009) found that, among other factors, teachers in Kenya have been dissatisfied with the inadequacy of promotional opportunities available to them for a long time now. In Uganda, Claudia (2009) reports that, despite the personal determinants, the teachers are dissatisfied with the promotional opportunities available to them, especially when a teacher increases his/her level of education. Similarly, in South Africa, the findings of Mwamwenda (2004) indicate that the teachers are dissatisfied with the promotional processes, which was found to be unfair. In addition, Koustelious (2001); Zembylas and Papanastasion (2006) undertook a study on job satisfaction among teachers in Greece and Cyprus respectively. Their study findings indicated that teachers are dissatisfied with inadequacy of chances for promotion.

Based on the findings above, the researcher is of the opinion that a policy is needed which clearly stipulates the progression upon completion of specific qualification to avoid delay of public primary school teachers' promotions and salary adjustments, and also a policy which caters for training and development related issues. Effective implementation of these policies will definitely enhance teachers' morale at work. This argument is supported by other researchers who found that the provision of adequate training opportunities sends a message to employees that they are valued by

their employers resulting in strong psychological bonding and a willingness to contribute more to achievement of organizational objectives (Gartner and Nollen, 1989; Tannenbaum *et al*., 1991; Luthans, 1992; Arthur, 1994; Wood and de Menezes, 1998; Taormina, 1999; McElroy, 2001; Ngirwa, 2006).

Additionally, employees who receive support from employers in developing their skills and knowledge, become more satisfied with their jobs as this improves their chances of getting promotion, resulting in better pay and improved status in their workplaces (Meyer & Smith, 2000).Previous studies found that employees, who had adequate promotional opportunities and perceived the promotion procedures to be fair, developed strong psychological attachment and loyalty to their jobs.

In addition, employees who are promoted receive increased pay, high status and their self-esteem is boosted, resulting in increased job satisfaction unlike employees who stagnate in the same position (Iles et al., 1990; Snell & Deen, 1992; Kalleberg and Mastekaasaz, 1994; Young et al., 1998; Meyer & Smith, 2000; Malhotra et al., 2007). However, since it is not possible for an organization to promote all its employees, Lambert and Paoline (2008) suggest that the promotion procedures should be seen to be fair and have clear objectives. This mitigates negative feelings of employees who are not promoted.

These results support the Equity Theory used in this study which stresses employee job satisfaction in terms of equal treatment of people in an organization. As noted earlier in this study, this theory is concerned with the perception people have about how they are being treated compared with others. Negative perception among

teachers may result in job dissatisfaction which in turn may also affect work performance such as in schools.

4.3.1.4 Supervision

This sub-section examined the extent to which teachers were satisfied with the supervision they receive from their school supervisors (Head Teachers). The Table 4.9 and Figure 4.9 indicate how respondents indicated their rating on the set of variables that measured how they were satisfied with supervision and advice from their supervisors.

Table 4.9: Supervision

s/n	Job characteristics	Percentages on Scale					Total
		SA	A	N	DA	SD	100%
a.	School head teacher helps staff teachers to improve teaching, living standards, and achieve the most effective learning situation	29.1	49.4	7.3	6.4	7.8	100
b.	School head teacher offers suggestions to improve teaching	31.8	55.4	5.6	2.3	4.9	100
c.	School head teacher is willing to listen to suggestions	23.5	46.9	9.4	12.9	7.3	100
d.	School head teacher makes available the material teachers need	41.9	48.4	2.1	4.1	3.5	100
e.	Teacher is happy with cooperation received from school head teacher	41.5	39.2	7.2	7.4	4.7	100

Note: **SA**-Strongly Agree; **A**-Agree; **N**-Neutral; **DA**-Disagree; **SD**-Strongly Disagree

Source: Research Data (2014)

The Figure 4.9 indicates the way rating scores were distributed.
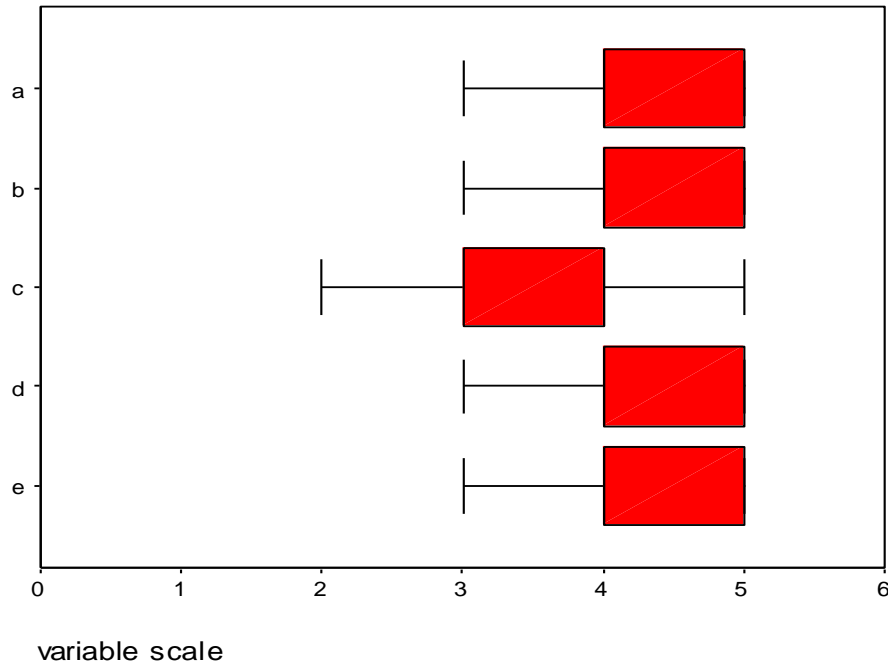
Figure 4.9: Supervision

Source: Field Data (2014)

From the findings, 78.5% of participants agreed that school head teachers help them to improve teaching, living standards, and achieve the most effective learning, 7.3% were neutral and 14.2% disagreed. 87.2% agreed that school head teachers do offer suggestions to improve teaching, 5.6% were neutral and 7.2% disagreed. 70.4% indicated that school head teachers were willing to listen to suggestions, 9.4% were neutral and 20.2% disagreed. 48.4% indicated that school head teachers make available the material teachers need to do their work better. 90.3% agreed that head teachers make available the material teachers need, 2.1% were neutral and 7.6% disagreed. 80.7% were very happy with the cooperation they receive from their head teachers, 7.2% were neutral and 12.1% disagreed. Generally, the statistical data indicates that a significant majority of respondents are agreed. This can also be

evidenced by Mean Score as presented in Table 4.10 which shows Cumulative Mean Scores.

Table 4.10: Statistical Measure of Variability

Subscale	No. of items	α	Mean Score	CI (95%)		Std	Min	Max
				Lower	Upper			
Supervision	5	0.642	3.98	3.89	4.07	0.64	1.80	5.00

Source: Research data, 2014

As Table 4.10 indicates, the scale consisted of 5 items each of which was measured on the 5-Likert Scale. Results from SPSS output indicate that the scale has consistency measure of Cronbach Alpha 0.642. The Mean Score of this subscale is 3.98 and Standard Deviation is 0.64, and 95% Confidence Interval (CI) is [3.89, 4.07]. The minimum score is 1.80 and maximum score is 5.00. This implies that most teachers were satisfied with the supervision they received from their immediate bosses (Head Teachers).

From the results of this study, the importance of a supervisor in job satisfaction is evident. Elton Mayo-human relationist stated that employee's attitude, morale and level of job satisfaction depends on supervisors' behavior (Staudt, 1997). This implies that change in supervisor may also cause the attitude of workers at workplaces to change. When the attitude is favorable towards the methods of supervision and the dealings of the supervisor, sincerity and loyalty to the job also increases. Supervisors' behaviors, relationship with co-workers are positively related to job satisfaction (Sajuyigbe, Olaoye and Adeyemi (2013). A large number of research findings indicate that employees' high morale and job satisfaction depend

on supervisors' employee- centered attitude and their considered behavior (Brunetto & Farr-Wharton, 2002; Okpara, 2004; Muhammad & Akhter, 2010). Additionally, DuBrin (1992) observes that managers who show concern for the feelings, attitudes and opinions of their employees contribute to high morale and job satisfaction, as people feel better and actually work better when they receive reassurance and support from their bosses. In the same line, Tillman and Tillman (2008) argue that a school's administrative policy or teacher supervision is a major part of a school culture, as it has been shown to influence teachers' satisfaction and retention.

The findings above are consistent with other studies which were conducted in Tanzania. To take a few examples, the findings of the Joint Monitoring Visit Report (URT, 2010) indicated that there were good relationships among the school committee members, school administration, teachers, pupils and the community at large in Tanzania Primary schools. Similarly, Puja (1976) and Nguni (2005) found that school teachers are satisfied with their working relationship with their head teachers/school leadership. Likewise, the findings of the current study are consistent with studies undertaken by Ngumbudzi (2009) and Masanja (2013) whose findings revealed that teachers have positive views regarding administrative support and leadership. They asserted that head teachers are good and caring when they need academic and social support.

These findings are also supported by the Education Sector Joint Monitoring Report (URT, 2010), which shows that primary schools are performing better than secondary schools in terms of governance, management, infrastructure, and teachers and student support services. According to Masanja (2013), these findings for

primary schools reflect the improvements made during the implementation of the Primary Education Plans that instilled in head teachers knowledge and skills related to the management of both human and physical resources. He adds that during the implementation of the Primary Education Development Plans (PEDP I and II), there was extensive training provided for head teachers and school committees by the Agency for the Development of Educational Management (ADEM) sponsored jointly by Ministry of Education and Culture [by then] and the President's Office Regional Administration and Local Government. According to the PEDP National Monitoring Report (URT, 2004), all School Committees were trained in participatory, financial management, procurement procedures, and good governance. It is worth noting that, in Tanzania, the head teacher is the secretary of the School Committee (Masanja, 2013).

Generally, statistical measurement of variability indicates that the overall of job satisfaction with all subscales Mean is 3.3, Standard Deviation is 0.466, and Confidence Interval is [3.27, 3.39]. These findings suggest that work dimensions jointly and independently influence job satisfaction. The findings are consistent with previous studies which found similar results (Reiner & Zhao, 1999; Ellickson & Logsdon, 2001; Okpara, 2004; Carlan, 2007; Robbins *et al*., 2008; Oluwabuni, 2009; Sajuyigbe *et al*., 2013; Nosraty *et al*., 2015).

The study findings also support Herzberg's theory which asserts that a human being has two different categories of needs, which are essentially independent of each other and affect behavior of employees in different ways.When people feel dissatisfied about their job, they are concerned about the environment in which they are working.

On the other hand, when people feel good about their job, this has to do with the work itself (Martin, 2005).

4.3.2 Teachers' Work Performance

This research objective sought to elicit information on teachers' performance levels in their respective schools. To obtain the answers, the descriptive statistical techniques were performed. Respondents indicated their rating on the set of variables that measured teachers' work performance. Work performance was measured on a scale with eight items. Each item was measured on the 5-Likert Scale. The Cronbach Alpha is 0.703 showing reasonable consistency of these items in measuring work performance.

Table 4. 11: Work Performance of Teachers

s/n	Job Characteristics	Percentages on Scale					Total
		SA	**A**	**N**	**DA**	**SD**	**100%**
a.	Quite often I feel like staying home instead of going to school to teach	49.4	43.6	2.6	2.1	2.3	100
b.	I have a sense of loyalty to the school and its aim and objectives	47.8	47.8	0.6	2.6	1.2	100
c.	I encourage pupils to do their best in all their work	63.3	33.5	1.2	0.6	1.4	100
d.	I help pupils develop efficient learning skills and work habit	51.2	40.1	4.6	1.2	2.9	100
e.	I am very much involved personally in my teaching work	53.5	40.7	2.4	2.5	0.9	100
f.	I used to care more about my teaching work but now other things are more important to me	28.2	64.1	5.1	2.6	0	100
g.	I devote the necessary time and energy to teaching	45.6	50.6	1.2	0.9	1.7	100
h.	The current work situation encourages better performance	12.2	29.4	11.3	30.2	16.9	100

Note: **SA**-Strongly Agree; **A**-Agree; **N**-Neutral; **DA**-Disagree; **SD**-Strongly Disagree

Source: Research data, 2014

The Figure 4.10 indicates the way rating scores were distributed.
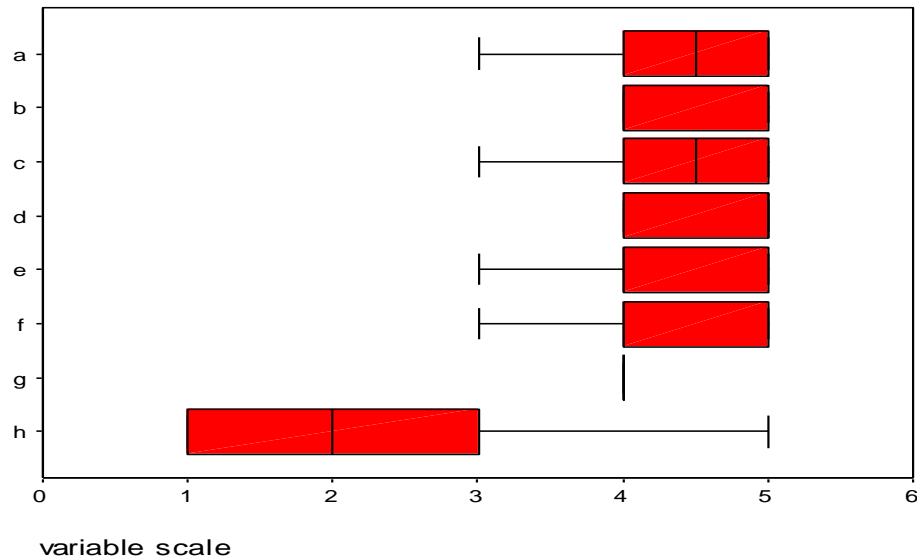
Figure 4.10: Work Performance

Source: Field Data (2014)

From the findings, 93% of the respondents felt like staying home instead of going to school to teach (demoralized), 2.6% were neutral and 4.4% disagreed. 95.6% of respondents agreed that they have a sense of loyalty to the school and its aim and objectives, 0.6% were neutral and 3.8 disagreed. 96.8% agreed that encourage pupils to do their best in all their work, 1.2% were neutral and 2% disagreed. 91.3% help pupils to develop efficient learning skills and work habit, 4.6% were neutral and 4.1% disagreed. 94.2% indicated that they are very much involved in their teaching job, 2.4 were neutral and 3.4% disagreed. 92.3% showed that non-teaching activities were more important than teaching, 5.1% were neutral and 2.6% disagreed. 96.2% devote the necessary time and energy to teaching, 1.2% were neutral and 2.6% disagreed. On the other hand, 41.6 % of respondents agreed that their work environment encourages better, 11.3% were neutral and 47.1% disagreed. General statistical data indicated that teachers' job performance level was high. This can also

be evidenced by Mean Score as presented in Table 4.12 which shows Cumulative Mean Scores.

Table 4.12: Statistical Measure of Variability

Subscale	No. of items	α	Mean Score	CI (95%)		Std	Min	Max
				Lower	Upper			
Work performance	8	0.703	4.11	4.05	4.17	.55	1.75	5.00

Source: Research data, 2014

As Table 4.12 indicates, the scale consisted of 8 items each of which was measured on the 5-Likert Scale. Results from SPSS output indicate that the scale has a consistency measure of Cronbach Alpha 0.703. The Mean Score of this subscale is 4.11 and Standard Deviation is 0.55, and 95% Confidence Interval (CI) is [4.05, 4.17]. The minimum score is 1.75 and maximum score is 5.00. This implies that most teachers performed highly. As it can be deduced from the findings of the study, performance of teachers may be high because they have found other ways to satisfy their needs for they cannot just wait for a favour from their employer.

Further, good supervision from head teachers (their immediate bosses) may also be the source of their higher levels of performance. A majority teacher admitted that the school administration is using a good style of leadership which is very participatory in decision-making. They also care when teachers get difficulties academically and socially.It has been maintained that supervision by the immediate managers increases the level of job satisfaction and work performance (Moorhead & Griffen, 1992; Luthans, 1992; Robbins, 1998. Brunetto and Farr-Wharton (2002) add that the

productivity and performance of subordinates can be improved by fair managerial actions and supervision. Along the same line of argument, Chieffo (1991) postulates that supervisors who allow their employees to participate in decisions that affect their own jobs will, in doing so, stimulate higher levels of employee satisfaction and performance.

4.3.3   Teacher Job Satisfaction –Job Performance Relationship

4.3.3.1 An Overview

This objective intended to establish whether teachers' job satisfaction is related to their job performance considering the Tanzanian work environment. In the first place, the researcher examined job performance against job satisfaction subscales, and then examination of the overall job satisfaction against job performance.

4.3.3.2 Exploration of the Relationships between Variables: Job

PerformanceVersus Job Satisfaction Subscales

Regression analysis was done to establish the relationship between job performance and job satisfaction subscales: Living and working conditions, recognition, advancement opportunities, and supervision. The aim was to determine the extent to which work dimensions independently and jointly predict job performance. The following regression model equation was used to predict the value of the dependent variable using the values of the independent variables.

$$JP = \alpha + LW\beta_1 + RS\beta_2 + AO\beta_3 + SS\beta_4 + \varepsilon$$

Where$\alpha$is**Constant term; $\beta$is**Beta constants for the dependent variable;ε is Error term, *JP* isJob Performance [**Dependent variable**] and **independent variables are the following:**

1. **LW**: Living and working conditions satisfaction

2. **RS**: Recognition satisfaction

3. **AO**: Advancement opportunities satisfaction

4. **SS**: Supervision satisfaction

The Results indicate that R-Squared is 0.34 implying that 34% of variability in job performance can be explained by these subscales. Tables 4.13-4.15 indicate that all included independent variables are significant at significant level of 5%. Supervision satisfaction is relatively more influencing job performance followed by living and working conditions satisfaction.

Table 4.13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.583[a]	.340	.327	.44515

(a) predictors: (Constant), supervision satisfaction, advancement opportunities satisfaction,Living and working conditions satisfaction, recognition satisfaction

Table 4.14: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.909	4	5.227	26.379	.000[b]
	Residual	40.622	205	.198		
	Total	61.531	209			

a. Dependent Variable: Job performance

(a) Predictors: (Constant), Supervision satisfaction, advancement opportunities satisfaction, living and working conditions satisfaction, responsibilities and recognition satisfaction

Table 4.15: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.303	.274		4.756	.000
	Living and working conditions satisfaction	.218	.055	.254	3.938	.000
	Recognition satisfaction	.168	.063	.178	2.685	.008
	Advancement opportunities satisfaction	.076	.039	.119	1.980	.049
	Supervision satisfaction	.299	.054	.327	5.584	.000

a. Dependent Variable: Job performance

Generally, the regression results have revealed that work dimensions have significant impact on teachers' work performance. These results are in line with previous studies (Iles *et al*., 1990; Tannenbaum *et al*., 1991; Kalleberg & Mastekaasaz, 1994; Arthur, 1994; Foryth & Copes, 1994; Young *et al*., 1998; Wood and de Menezes, 1998; Reiner & Zhao, 1999; Rose, 2001; Ellickson & Logsdon, 2001; Whitener, 2001; Brunetto & Farr-Wharton, 2002; Carlan, 2007; Sajuyigbe *et al*., 2013). It can be deduced from the findings of this study that supervision and working conditions have more influence on teachers' job performance than other predictors.

It has been maintained that supervision of the immediate managers increases the level of job satisfaction and work performance. The productivity and performance of

subordinates can be improved with fair managerial actions and supervision (Brunetto & Farr-Wharton, 2002). Similar results were reported by Okpara (2004) that supervision plays significant roles in employee job satisfaction and work performance. Ojokuku and Sajuyigbe (2009) also noted that productivity and performance of subordinates is significant against managerial actions and supervision of the employees.

On the other hand, working conditions was also found to be better determinant of employee job satisfaction and work performance by the researchers (Forsyth & Copes, 1994; Luthans, 1998; Reiner & Zhao, 1999; Ellickson & Logsdon, 2001; Carlan, 2007; Spector, 2008). It has been pointed out that if working conditions are poor, employees will find it difficult to get their work done and thereby experience dissatisfaction. Sajuyigbe *et al*., (2013) also maintained that working conditions are likely to have a significant impact on job satisfaction and performance when, for example, the working conditions are either extremely good or extremely poor.

Therefore, the Tanzania's government, through MoEVT and TAMISEMI, should strive to eradicate difficulties under which teachers live and work in order to secure and strengthen their commitment in achieving public primary school education quality in the country. Teachers' rights need to be ensured and protected. The Tanzania Teachers' Union was formed in order to safeguard teachers' rights. Among other things, the union aims at; overseeing, improving and protecting the welfare of teachers in educational institutions; liaising with employers to ensure that teachers receive the required support services; advising the government on various issues relating to the quality of education; ensuring that teachers teach effectively;

arranging meetings for teachers to discuss the problems facing them and their profession; protecting teachers' respect and integrity; and solving disputes between employers and teachers (TTU, 2009). To this effect, Masanja (2013) comments that this union has been doing a commendable work in alerting the government, to mention a few, on their delayed payments, late promotions and low salaries. As a matter of fact, however, the union needs to put more effort in supporting teachers' rights. They also need to support teachers' continuous professional development, as the chances available for them to do so are still scarce.

4.3.3.3 Exploration of the Relationships between Variables: Overall Job Satisfaction Versus Job Performance

This part intended to establish the relationship between teachers' job satisfaction and their job performance. The following regression model equation was used to predict the value of the dependent variable using the values of the independent variable:

$$JP= \alpha + \beta Js + \varepsilon$$

Where α isConstant term; β isBeta constants for the dependent variable; ε is Error term; **JP**is Job performance [**dependent variable**] and **Js** is Job satisfaction [**independent variable**].

Tables 4.16-4.18 present results from SPSS output which shows that R-squared is 0.232 implying that 23.2% of variability in job performance can be explained by job satisfaction. The regression coefficient is 0.659 [t-value=7.44, P-Value< 0.05]. This implies that increases in job satisfaction promote job performance. However, this small R-squared implies that there factors other than job satisfaction which might contribute to teachers' high job performance.

Table 4.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.482[a]	.232	.228	.46376

A Predictors: (Constant), Job Satisfaction

Table 4.17: ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	11.919	1	11.919	55.417	.000[b]
1	Residual	39.359	183	.215		
	Total	51.277	184			

a. Dependent Variable: Job performance b. Predictors: (Constant), Job Satisfaction

Table 4.18: Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.992	.286		6.974	.000
	Job Satisfaction	.659	.088	.482	7.444	.000

a. Dependent variable: Job satisfaction

Similarly, various researchers have suggested other factors that impact employee work performance. In their extension of expectancy theory, Porter and Lawler (1964) suggested that effort does not lead directly to performance but is influenced by individual characteristics. They maintained that factors such as intelligence, skills, knowledge, role perception, training and personality affect the ability to perform a

given activity (Martin, 2007). Kohli and Deb (2008) added further that factors such as values, attitudes, perceptions, leadership, competencies, motivation, and feedback of employer on employee performance, also have great impact on individual employee job performance. Vroom (1964; Hellriegel, Slocum & Woodman, 1992; Delenzo & Robbins, 1993) held a similar opinion that employee performance is determined by the level and interaction between ability and motivation. In this regard, some of these other factors might have contributed to teachers' high performance in their respective schools. These factors are subject to further research.

Generally, the results have revealed that there is statistically a significant positive relationship between teacher job satisfaction and job performance. It is therefore, evident from the study that primary school teachers' job satisfaction has influence on their job performance. These results are consistent with previous studies which found a positive relationship between employee job satisfaction and work performance (Vroom, 1964; Petty, McGee & Cavender, 1984; Cavander, 1984; Stir & Porter, 1991; Wright, 2001; Bowen, 2004; Wright, 2005; Coomber & Barribal, 2007; Yi Han, 2008; Chen & Colin, 2008; Lee, Javalgi, Olivia, 2010; Zimmerman & Todd, 2009; Gana *et al*., 2011; Udo, 2011; Mwiti, 2012; Ogundele & Olarewaju, 2014; Ahmad *et al*., 2014).

The positive and statistically significant relationship between teacher job satisfaction and job performance in the current study confirms and supports the conceptual research model that was developed to guide this study [Figure 2.5]. The model hypothesized that, teachers' performance is dependent upon job satisfaction. The researcher assumed that teacher job satisfaction leads to improved teacher

performance, that is, when teachers are contented with their teaching job, the level of their job performance increases when other factors remain constant.Chapter 5 presents the conclusion, policy implications and recommendations of the study based on the study findings.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1   An Overview

This chapter presents the conclusions drawn from the findings of the study. It also gives policy implications of the findings for practice and suggestions for further research. As noted earlier, employee attitudes are important to management at workplaces as they determine the behaviour of a worker. This study was intended to assess job satisfaction-job performance relationship as distinct-related attitudes among public primary school teachers. The aim was to examine the validity of the asserted relationship in the context of Tanzania. Three key research objectives were developed to guide the investigation of the problem under study. These objectives were:

(i)   To assess the extent to which work dimensions contribute to public primary school teachers' job satisfaction;

(ii)   To determine work performance levels of public primary school teachers;

(iii)   To establish whether teachers' job satisfaction is related to their job performance.

The study findings are summarized and the conclusions drawn to establish the extent to which the research questions were answered and to determine whether the objectives of the study were met.

5.2   Conclusions

Generally, empirical findings validated and confirmed the research questions that job satisfaction is a significant factor in influencing the teachers' job performance; hence

the objectives of the study have been achieved. The conclusions are drawn based on the study objectives and research questions and presented in the subsequent sub-sections.

5.2.1   Work Dimensions Contribution To Teacher Job Satisfaction

This study objective was intended to assess the extent to which work dimensions such as living and working conditions, recognition, advancement opportunities, and supervision contributed to public primary school teachers' job satisfaction. With regard to work dimensions contributing to teacher job satisfaction, job security, pay and related benefits items were dropped in the analysis to ensure reliability of the results because their *Cronbach Alpha Coefficients* were below 0.50. But this does not mean that they are unimportant. Otherwise, the general findings for the analysed work dimensions were as follows:

5.2.1.1 Living and Working Conditions

Generally, the study findings have indicated that majority teachers are dissatisfied with their living and working conditions. Hard living and working conditions made teachers consider teaching as punishment.

The punitive living and working conditions identified by teachers include: lack of proper housing, harsh and hard geographical environment coupled with lack of socio-economic infrastructure, large class sizes and insufficient number of teachers at schools and heavy workloads. Qualitative data indicated high levels of discontentment particularly for teachers working in rural areas.

5.2.1.2 Recognition

The findings have also indicated that majority teachers are dissatisfied with recognition they receive from their employer and community. Respondents revealed to be greatly dissatisfied with recognition they receive from their employer. Qualitative data showed that a majority teacher raised concern that their employer seems less concerned with their welfare.

5.2.1.3 Advancement Opportunities

Generally, the findings of the study have revealed that the majority of teachers are dissatisfied with advancement opportunities given by their employer. They contended that promotions are often delayed and inequitably awarded. Similar sentiments were expressed by majority of teachers that chances for training and development are scarce for all of them.

5.2.1.4 Supervision

From the results of this study, the importance of the supervisor in job morale and satisfaction was evident. The findings of the study have shown that majority teachers are satisfied with the supervision they receive from their immediate superiors [Head Teachers]. Generally, the study has also shown that work dimensions jointly and independently contribute to teachers' job satisfaction.

5.2.2 Teachers' Work Performance

This study objective was intended to investigate the performance levels of teachers in their respective schools. General statistical results have indicated high teacher job performance, a situation which was not expected by the researcher. As it can be

deduced from the findings of the study, teachers have found other non-teaching related ways to satisfy their needs for they cannot just wait for a favour from their employer. Support and teacher –centred attitude of head teachers and their considered behaviour have stimulated higher levels of performance among teachers. Majority teachers asserted that school administration is using a good style of leadership which is very participatory in decision-making. They also maintained that it cares when teachers experience academic and social difficulties.

5.2.3 Teacher Job Satisfaction-Job Performance Relationship

This objective was intended to establish whether teachers' job satisfaction is related to their job performance considering the Tanzanian work environment. Generally, regression results have indicated that there is statistical significant relationship between teachers' job satisfaction and their job performance related variables which promote job satisfaction and job performance. It can be deduced from the study findings that supervision and working conditions have more influence on teachers' job satisfaction and performance than the other predictors.

It is, therefore, evident from the study that teachers' job satisfaction has influence on their job performance. The positive and statistical significant relation between teacher job satisfaction and job performance confirms and supports the conceptual research model that was developed to guide this study. The model hypothesized that, teachers' performance is dependent upon job satisfaction [Figure 2.5]. The study, however, established that there were factors other than job satisfaction which this study did not cover due to its scope which might contribute to teachers' high job performance. The findings of the current study are contrary to previous studies which

indicate that there is no relationship between employee job satisfaction and job performance.

5.3   Policy Implications and Recommendations for Action

The findings reported in the current study have several policy and practical implications for Tanzania public primary schools. The Tanzania's government through the Ministry of Education and Vocational Training and TAMISEMI can apply the findings of this study in several areas relating to education human resources management policy and practices such as the following:

5.3.1   There is a need for serious measures to address the problem of teachers dissatisfaction so as to improve teachers' job satisfaction and performance and hence raise primary school education quality in Tanzania. For this to be possible, the government should endevour to include policies that value teachers' effort and reward them according to how they apply their knowledge and competencies to productive activities that are consistent with the schools objectives.

The role of school administration in promoting teachers' job satisfaction and performance is crucial, as it supports other workplace variables. Therefore, it is high time that policy makers provide school management training for school administrators, such as head teachers, heads of school departments, and the school committee members. This will improve the performance of the administrators in handling the problems facing teachers.

5.3.2   There is a long shopping list of things that need to be done to improve public primary school teachers' job satisfaction and performance in Tanzania. But, given the acute resource constraints, it is clear that some interventions, most notably the introduction of non-trivial transport, housing and hardship allowances for teachers in rural areas, are likely to be feasible for the foreseeable future. A national strategy is needed that lays out in a comprehensive and coherent manner the steps that must be taken by the government to improve teachers' job satisfaction. With the current commercialization of education and expansion of schools in the country, a committed and satisfied workforce is fundamental in enabling the schools to meet their objectives. The current initiatives by the government seem to be both adhoc and lack clear commitment in implementation.

5.3.2   As it has been observed, workplace conditions make a crucial contribution to teachers' job satisfaction. In this case, therefore, it is important to have a strategy for maintaining and improving teachers' workplace conditions. It is undeniable fact that very little progress has been made in improving the housing situation for teachers. It has appeared that much effort is directed towards building classrooms and learning infrastructures. It is my view that building of classrooms should go hand in hand with building of better housing for teachers.

5.3.3   Existing policies should be modified such as to provide permanent solutions to problems teachers face and make them feel valued and their rights protected and hence strenghthen their own commitment to achieving quality

education for all. Further, education and human resource management policies should take into account the difficulties under which teachers currently live and work. The fundamental importance of teachers' role in ensuring effectiveness of education must be recognized, understood and taken into account if national effort to targeting Big Results Now [BRN] in education are to bear expected results.

5.3.4   Provision of adequate staff training and development opportunities is a normal indication of the government's commitment to upgrading its human resources leading to strong psychological bonding and willingness of teachers to contribute more to schools' successes. The results of the study have revealed that advancement opportunities in public primary schools are quite limited. It is, therefore, suggested that the Tanzania's government should develop or revive teachers' training and promotional policies guiding their training and career development activities and promotional practices. There is a need to invest more in teacher training as a strategy for increasing teachers' satisfaction and performance levels.

Regarding promotions, the government should establish a clear system of promotions that is based on education advancement, performance and merit. It is highly recommended that the Teachers Service Department (TSD) in consultation with local government authorities and other educational levels should increase their efforts to promote deserving teachers. As such, improving the promotion system will lead to the smoother implementation of

the education reforms in Tanzania including the BRN strategy, part of the thrust of which is to create a more satisfied workforce.

5.3.6 As noted earlier in this study, the Tanzania Teachers Union [TTU] has been doing a commendable work in alerting the government on problems facing teachers. As a matter of fact, however, the union needs to put more effort in supporting teachers' rights. They also need to support teachers' continuous professional development, as the chances available for them to do so are still scarce.

5.4 The Contribution of the Study to the HRM Body of Knowledge

The current study has contributed to the Human Resources Management knowledge in several ways:

5.4.1 It adds to academic knowledge by confirming the applicability of   the subject of the study to non-Western context. Since most empirical evidence on the topic of employee job satisfaction-job performance relationship has been confined to the western countries than in developing world including Africa, the current study, therefore, continues and extends this line of inquiry by investigating the relationship between teacher job satisfaction and job performance in non-western societies and cultures by taking Tanzania as a case study. The study provides evidence that popular constructs from literature in Western countries should not be automatically dismissed as being culture bound as most of them have similar meanings in the Tanzanian work environment. Thus, work-related attitudes and practices such as job

satisfaction and job performance are important to employees irrespective of their cultural contexts.

5.4.2 The current study further adds to the body of knowledge by examining the influence of work dimensions among public primary school teachers in Tanzania. It has shown that work dimensions had statistical significance on job satisfaction and performance. This means that the Tanzanian government through Ministry of Education and Vocational Training and TAMISEMI can now focus on Human Resources Management practices and work-related factors, rather than employee variable in enhancing desirable work attitudes in schools.

5.4.3 As noted earlier, no comprehensive research studies have systematically examined the job satisfaction-job performance relationship among primary school teachers in a single study in educational settings. Most research studied factors influencing job satisfaction while ignoring the effect of job satisfaction on job performance. It is worth noting that most of the studies undertaken involved secondary school teachers. Based on the present study findings, we now have at least some knowledge about the relationship which exist between teacher job satisfaction and job performance in the Tanzania's public primary school settings.

5.5   Suggestions for Further Research

While the objectives of this study were succesfully achieved, several areas remain and require to be addressed by future research.

5.5.1This study focused only on job satisfaction-job performance relationship among public primary school teachers. Further research, should consider the effect of teacher job satisfaction on pupils' performance.

5.5.2 This study confined itself to randomly selected public primary schools in Iringa region Tanzania. The findings of this study may not necessarily apply to other public and private primary schools in the country. It is then recommended that similar studies should also be extended to other public and private primary schools. With the re-establishment of the East African Community [EAC], further research should also be extended to other public and private primary schools in the East African member countries.That will give a comparable picture between teachers in public and private schools.

5.5.3Future studies should also consider the inclusion of variables such as leadership, personality, values, attitude, role perceptions, ability, competencies, skills and knowledge, feedback of employee performance and motivation. The inclusion of such variables can further enhance the understanding of the work dimensions influencing job satisfaction and hence performance of teachers in a non-Western work environment like Tanzania.

5.5.4 In the light of the correlations between teacher job satisfaction and performance, future research studies should determine the role of demographic variables in influencing teachers' job satisfaction, performance and commitment to work.

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APPENDICES

Appendix 1: Questionnaire for Teachers

Introduction

This questionnaire which you are being requested to complete is on *The Quest for Teacher Job Satisfaction-Job Performance relationship in Tanzania Public Primary Schools.*

I welcome this opportunity to ask you participate in the study by answering the questions in this questionnaire for me. Be assured that the information given is strictly confidential and will not be associated with your identity. They will also not in any way affect your teaching career adversely. Your honest and constructive opinion will be very useful in the success of this study. Please take your time and carefully provide information on the various issues raised in this questionnaire.

Part one: Demographic Information

Please respond by putting a tick (√) in the appropriate box that apply to you.

1. Sex   2. Age

   a) Male ☐   c) 20-25 ☐   e) 30-39 ☐   g) 50-59 ☐

   b) Female ☐   d) 26-29 ☐   f) 40-49 ☐   h) over 60 ☐

3. Marital Status

   a) Single ☐   c) Separated ☐   e) Widowed ☐

   b) Married ☐   d) Divorced ☐

4. Education qualification

   a) Certificate ☐   c) University Degree ☐   e) any other (specify) ☐

   b) Diploma ☐   d) Master's Degree ☐

5. For how long have you been in the teaching profession?

   a) Less than 5 years ☐   d) 16 to 25 years ☐

   b) 5 to 10 years ☐   e) 26 to 30 years ☐

   a) 11 to 15 years ☐   f) above 30 years ☐

6. What is your monthly salary?

   a) Less that Tsh.100, 000/= ☐   d) Tsh.400, 000/= to 500,000/= ☐

   b)Tsh. 100,000/= to 200,000/= ☐   e) Tsh.500,000/= to 600,000/= ☐

   c) Tsh. 200,000/= to 300,000/= ☐   f) above Tsh.600, 000/= ☐

7. Location of school   8. District where school is located

   a) Urban ☐   a) Mufindi ☐   c) Iringa Urban ☐

   b) Rural ☐   b) Kilolo ☐   d) Iringa Rural ☐

Part 2: Teachers' Current Job Satisfaction and Job performance Questionnaire

Please respond to all statements given below by putting a tick (√) in the¡appropriate

space corresponding to the following scales:

5- *Strongly Agree*   *3-Neutral*   1-*Strongly Disagree*

4- *Agree*   *2-Disagree*

Section A: Elicits information on teachers' job satisfaction

S/N	Statements	5	4	3	2	1
	Living and working conditions					
1.	Teaching is an interesting job to me					
2.	My school is a happy place for working					
3.	I feel satisfied with my teaching job					
4.	I definitely dislike my job					
5.	I am disappointed that I ever took this job					
6.	Working conditions in my school are uncomfortable					
7.	Teaching is a challenging work to me					
8.	I am dissatisfied with teaching as career and I am still teaching because I have not found any other work which I can get apart from teaching					
9.	The employer under whom I work is desirous of and willing to make improvements in my working conditions					
10.	I am comfortable with the geographical location of the school in which I teach					
	Responsibilities and job security					
11.	Teaching provides for a secure future					
12.	I never feel secure in my teaching job					
13.	Teaching provides me with financial security					
14.	I do have responsibility for my teaching					
15.	I am not responsible for my actions					
	Pay and benefits					
16.	The monthly salary is sufficient to meet most important expenses					
17.	Teacher income is less than I deserve					
18.	I am not intending to change my teaching profession due to low pay					

19.	I feel happy with my present fringe benefits					
20.	Insufficient income keeps from living the way I want to live					
	Recognition					
21.	I feel satisfied with the recognition I have in the community					
22.	I receive too little recognition					
23.	My immediate supervisor offers suggestions to improve my teaching					
24.	I feel comfortable with rewards I get for doing a good job					
25.	My employer value my contribution I make in the school					
26.	I am satisfied with care I receive from my employer					
	Advancement opportunities					
27.	I am comfortable with the promotion opportunities available to me as a teacher					
28.	Teaching provides an opportunity for promotion					
29.	The promotion process and procedure used by my employer are fair					
30.	Teaching provides a good opportunity for advancement					
31.	I am satisfied with opportunities for training and career development available					
32.	I am satisfied with opportunities for workshop and seminars organized within and outside the school					
33.	Teaching provide limited opportunities for advancement					
	Supervision					
34.	School head teacher help me to improve my teaching, living standards, and achieve the most effective learning situation					
35.	School head teacher offers suggestions to improve teaching					
36.	School head teacher is willing to listen to suggestions					

37.	School head teacher makes available the material I need to do my best					
38.	I am happy with cooperation I receive from school head teacher					

Section B: Elicits Information on teachers' job performance

S/N	Statements	5	4	3	2	1
39.	Quite often I feel like staying home instead of going to school to teach					
40.	I devote the necessary time and energy to teaching					
41.	I have a sense of loyalty to the school and its aim and objectives					
42.	I encourage pupils to do their best in all their work					
43.	I help pupils develop efficient learning skills and work habit					
44.	I am very much involved personally in my teaching work					
45.	I used to care more about my teaching work but now other things are more important to me					
46.	The current work situation encourages better performance					

Thank You for Your Time and Cooperation in Completing

Appendix 2: Interview Guide Questions for Head Teachers and Staff Teachers

1. Are teachers motivated to work?

2. In your opinion, is promotion secular motivating to teachers?

3. To what extent does training and development policy in favour of public primary school teachers?

4. In your opinion, are teachers satisfied with their living and working conditions?

5. In your opinion, does the current work situation encourage better job performance?

6. In your opinion, what should be done to improve teachers' job performance at schools?

Appendix 3: Respondents' Rate and List of Schools Visited During Research

1. **Iringa Urban District**

S/n	Name of school	Number of survey sent	Number of survey received
1.	Kigonzile Primary School	9	9
2.	Wilolesi Primary School	6	6
3.	Tumaini Primary School	14	14
4.	Ngome Primary School	17	13
5.	Gangilonga Primary School	17	17
6.	Sabasaba Primary School	17	17
	Sub-Total:	**80**	**76**

Source: Research data (2014)

2. **Iringa Rural District**

S/n	Name of School	Number of survey sent	Number of survey received
1	Kisunga Primary School	7	7
2	Igingilanyi Primary School	5	5
3	Mkungugu Primary School	3	3
4	Lukwambe Primary School	3	3
5	Kalenga Primary School	9	9
6	Nzihi Primary School	5	5
7	Mangalali Primary School	3	3
8	Mlandege Primary School	2	2
9	Tanangozi Primary School	6	6
10	Wenda Primary school	5	5
11	Lupalama "A" Primary School	10	10
12	Lupalama "B" Primary School	3	3
13	Msukanzi Primary School	8	8
14	Isakalilo Primary School	6	6
15	Lyalamo Primary School	9	9
	Sub-total:	**84**	**84**

Source: Research data (2014)

3. Mufindi District

S/n	Name of School	Number of survey sent	Number of survey received
1	Ihefu Primary School	9	9
2	Mkombwe Primary School	10	10
3	Wambi Primary School	10	10
4	Mafinga Primary School	13	13
5	Luganga Primary School	10	10
6	Upendo Primary School	8	8
7	Amani Primary School	10	10
8	Sabasaba Primary School	10	10
9	Changarawe Primary School	10	10
10	SawHill Primary School	9	9
11	Mji Mwema Primary School	10	10
	Sub-total:	**110**	**110**

Source: Research data (2014)

4. Kilolo District

S/n	Name of School	Number of survey sent	Number of survey received
1	Kisinga Primary School	8	8
2	Luhindo Primary School	8	8
3	Fikano Primary School	9	9
4	Lulanzi Primary School	10	10
5	Kilolo Primary School	10	10
6	Lugalo Primary School	7	7
7	Mazombe Primary School	10	10
8	Lundamatwe Primary School	8	8
9	Luganga Primary School	6	6
10	Kitelewasi Primary School	4	4
	Sub-total:	**80**	**80**
	Grand total:	**354**	**350**

Source: Research data (2014)

Appendix 4: General Statistics

Appendix D1: Reliability analysis

I.   R E L I A B I L I T Y   A N A L Y S I S - S C A L E   (A L P H A)

s/n	Codes:	Name of Variables:	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha Item if Deleted
			Item-total Statistics			
1	JE_A_01	Teaching is Pleasing	30.5602	35.1152	.5440	.7037
2	JE_B_02	My School is Good for Work	30.6429	35.5512	.5034	.7093
3	JE_C_03	Teachers are Satisfied with Teaching	30.8158	35.9320	.4460	.7169
4	JE_E_05	Teachers like the School Geographical Environment	30.9060	35.3685	.4109	.7220
5	JE_###3	Employer Ready to Change Working Environment	31.3910	38.0277	.2552	.7450
6	RJE_D_04	Teachers Dislike their Job (Reversed)	30.3872	36.9627	.4055	.7231
7	RJE_###1	Disappointed by Teaching Job Choice (Reversed)	30.7068	33.3854	.5639	.6968
8	RJE_F_06	Unsatisfactory School Working Environment	31.0263	36.0333	.3510	.7320
9	RJE_G_07	Teaching Job is Full of Challenges (Reversed)	32.6353	41.9609	.0596	.7607
10	RJE_###2	Not Satisfied with Teaching & Waiting for	31.0564	33.3138	.4864	.7094

Reliability Coefficients

N of Cases = 266.0

N of Items = 10

Alpha = .732

II. RELIABILITY ANALYSIS - SCALE (ALPHA)

s/n	Codes:	Name of Variables:	Item-total Statistics			
			Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha Item if Deleted
1	RS_A_08	Teaching is a Secure Job	14.1987	5.4909	.2854	.1844
2	RS_C_10	Teaching Provides Income Security	15.1955	6.7366	.1616	.3110
3	RS_D_11	Responsibility of Leadership and Teaching	12.6955	8.0645	.0909	.3549
4	RRS_B_09	Teachers Feel Insecure in their Job (Reversed)	13.7115	6.0130	.2160	.2604
5	RRS_E_12	Not Responsible for One's Actions (Reversed)	12.8782	7.3935	.0979	.3581

Reliability Coefficients
N of Cases = 312.0
N of Items = 5
Alpha =   .351

III. RELIABILITY ANALYSIS - SCALE (ALPHA)

s/n	Codes:	Name of Variables:	Item-total Statistics			
			Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha Item if Deleted
1	SA_A_13	Salary Meets Basic Needs	8.4818	8.0985	.1093	.2606
2	SA_D_16	Teachers Happy with Present Allowances	8.6515	8.0636	.2329	.1647
3	RSA_B_14	Teacher's Salary Little Than Deserving (Reversed)	8.4152	7.8910	.1377	.2340
4	RSA_C_15	Not Expecting to Change Profession (Reversed)	7.5848	8.7055	.0299	.3303
5	RSA_E_17	Little Income Make Teacher Live as They	8.0061	7.0395	.1747	.1937

Reliability Coefficients

N of Cases = 330.0

N of Items = 5

Alpha = .239

IV. RELIABILITY ANALYSIS - SCALE (ALPHA)

			Stage a: initial calculation Item-total Statistics			
s/n	Codes:	Name of Variables:	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha Item if Deleted
1	R_A_18	Teachers Satisfied due to Social Recognition	14.3974	10.9219	.3078	.3942
2	R_B_19	Teachers Feel Recognized	14.7115	15.4021	-.1581	.6358
3	R_C_20	Advise Teacher to Improve on Teaching	13.7308	13.0720	.1623	.4714
4	R_D_21	Teachers Happy with Good Work Allowances	15.7308	11.6572	.3127	.3976
5	R_E_22	Teachers Feels Employers Value their Contributions	14.4968	9.5948	.5098	.2643
6	R_F_23	Teachers Satisfied by Care from Employer	15.4103	10.6800	.4230	.3328

Reliability Coefficients
N of Cases = 312.0
N of Items = 6
Alpha =   .605

			Stage b: improvement calculation Item-total Statistics			
s/n	Codes:	Name of Variables:	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha Item if Deleted
1	R_A_18	Teachers Satisfied due to Social Recognition	11.3836	10.4076	.3968	.5907
2	R_C_20	Advise Teacher to Improve on Teaching	10.7421	13.1447	.1674	.6828
3	R_D_21	Teachers Happy with Good Work Allowances	12.7138	11.3027	.3799	.5976
4	R_E_22	Teachers Feels Employers Value their Con	11.5031	9.6640	.5166	.5251
5	R_F_23	Teachers Satisfied by Care from Employer	12.4119	10.1105	.5310	.5232

Reliability Coefficients
N of Cases = 318.0
N of Items =5
Alpha = .643

V. RELIABILITY ANALYSIS - SCALE (ALPHA)

s/n	Codes:	Name of Variables:	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha Item if Deleted
			Item-total Statistics			
1	PD_A_24	Teachers Happy with Available Promotion	16.1595	26.3376	.5434	.7357
2	PD_B_25	Teaching Job Offers Promotion Opportunity	15.2546	27.0088	.4873	.7474
3	PD_C_26	Teachers Promotion Process and Criteria	15.8988	26.8605	.5266	.7395
4	PD_D_27	Teaching Job Offers Professional Development	15.1626	26.2658	.5512	.7341
5	PD_E_28	Teachers Satisfied with career and dev opportunities	15.7822	25.3340	.6362	.7160
6	PD_F_29	Teachers Satisfied with Seminars and Training opportunities	16.4601	28.8461	.4451	.7556
7	RPD_G_30	Teaching Job Provides Little Advancement	15.6933	28.8779	.3045	.7865

Reliability Coefficients

N of Cases = 326.0

N of Items = 7

Alpha =   .774

VI. R E L I A B I L I T Y   A N A L Y S I S - S C A L E   (A L P H A)

s/n	Codes:	Name of Variables:	Item-total Statistics			
			Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha Item if Deleted
1	S_A_31	Helping Teachers to Improve Teaching Effectiveness	15.9313	7.5608	.4642	.5533
2	S_###4	Head teacher Offers Suggestions on Improvement	15.6976	7.9910	.5578	.5199
3	S_C_33	Making Sure Teaching Aids are Available	16.1546	8.4484	.2999	.6399
4	S_D_34	Happy with Cooperation Received from Fellows	15.5808	7.8926	.5500	.5200
5	RS_B_32	Teachers Ready to Listen my Proposal	15.6873	9.4915	.1760	.6904
Reliability Coefficients N of Cases = 291.0 N of Items = 5 Alpha = .642						

VII. RELIABILITY ANALYSIS - SCALE (ALPHA)

S/n	Codes	Name of Variables	Item-total Statistics			
			Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha Item if Deleted
1	SP_A_35	Teachers Volunteer Energy and Time in Teaching	27.7500	10.0214	.4611	.6202
2	SP_B_36	Teachers Obey Aims and Goals of their Schools	28.0833	9.1643	.5011	.6006
3	SP_C_37	Teachers Encourages Pupils to Accomplish	27.8056	9.0183	.5974	.5803
4	SP_D_38	Teachers Help Pupils Build students' efficiency	27.6667	10.4571	.4421	.6304
5	SP_E_39	Teachers are Very Much Involved in their teaching	28.0556	9.1968	.5161	.5980
6	SP_G_41 #	Teachers are Involved in other Non-Teaching activities	28.0000	10.0000	.4487	.6215
7	SP_H_42	Teachers Go School Early	28.1667	10.4857	.1591	.6891
8	SP_I_43	Work Environment Motivates Good Performance	29.8333	9.6857	.1192	.7437

Reliability Coefficients

N of Cases = 36.0

N of Items = 8

Alpha = .703

Appendix 5: Sample of Translated Questionnaire Dodoso kwa Ajili ya Walimu

Utangulizi

Dodoso hili ambalo unaombwa kulijaza linahusu *Kupima kama Mwalimu Anaifurahia Kazi yake na Uhusiano wake katika Utendaji Kazi katika Shule za Msingi za Umma nchini Tanzania.* Napenda kuchukua fursa hii kukukaribisha ushiriki katika utafiti huu kwa kujibu maswali yaliyopo kwenye dodoso hili kwa ajili yangu. Unahakikishiwa kwamba taarifa zitakazotolewa zitakuwa za siri kabisa na hazitahusishwa na utambulisho wako. Na pia kwa namna yoyote hazitaathiri taaluma yako ya ufundishaji. Ukweli wako na mawazo ya kujenga vitakuwa vyenye manufaa katika kufanikiwa kwa utafiti huu. Tafadhali tumia muda wako na toa taarifa kwa umakini kuhusu masuala mbalimbali yaliyoibuliwa katika dodoso hili.

Sehemu ya kwanza: Taarifa za Kidemografia

Tafadhali jibu kwa kuweka alama ya vema ( ) kwenye kisanduku

kinachohusika.

1. Jinsi   2. Umri

   a) Me   ☐   c) 20-25   ☐   e) 30-39   ☐   g) 50-59   ☐

   b) Ke   ☐   d) 26-29   ☐   f) 40-49   ☐   h) Zaidi ya 60   ☐

3. Hali

   a) Hujaoa/hujaolewa   ☐   c) Mmetengana   ☐   e) Mjane/mgani   ☐

   b) Umeoa/umeolewa   ☐   d) Mmetalakiana   ☐

4. Elimu

a) Ngazi ya cheti ☐   c) Digrii   ☐   e) Ngazi nyingine (Bainisha) ☐

b) Diploma   ☐   d) Shahada ya uzamili   ☐

5. Umekuwa kwenye taaluma ya ualimu kwa muda gani?

a) Chini ya miaka 5   ☐   d) Miaka 16 hadi 25   ☐

b) Miaka 5 hadi 10   ☐   e) Miaka 26 hadi 30   ☐

c) Miaka 11 hadi 15   ☐   f) Zaidi ya miaka 30   ☐

6. Unapokea mshahara wa shilingi ngapi kwa mwezi?

a) Chini ya sh.100, 000/=   ☐   d) Sh.400, 000/= hadi 500,000/=   ☐

b)Sh. 100,000/= hadi 200,000/= ☐   e) Sh.500,000/= hadi 600,000/=   ☐

c) Sh. 200,000/= hadi 300,000/= ☐   f) Zaidi ya sh.600, 000/=   ☐

7. Mahali shule ilipo   8. Wilaya ambayo shule inapatikana

a) Mjini   ☐   a)   Mufindi   ☐   c)   Iringa Mjini   ☐

b) Kijijini   ☐   b)   Kilolo   ☐   d)   Iringa Vijijini   ☐

Sehemu ya 2: Dodoso kuhusu jinsi walimu wanavyoridhishwa na kazi yao kwa

sasa

Tafadhali jibu maelezo yote yaliyotolewa hapo chini kwa kuweka alama ya vema (√)

kwenye nafasi inayohusika kwenye mizania zifuatazo:

5- *Nakubaliana kabisa*   3-*Sina uhakika*   1-*Sikubaliani kabisa*

4- *Nakubaliana*   2-*Sikubaliani*

Kifungu cha A: Taarifa kuhusu jinsi walimu wanavyoifurahia kazi yao

S/N	Maelezo	5	4	3	2	1
	Kuhusu kazi yenyewe na mazingira yake					
1	Ualimu ni kazi ninayoifurahia					
2	Shule yangu ipo katika sehemu ya kufanyia kazi ninayoifurahia					
3	Naridhishwa na kazi yangu ya kufundisha					
4	Kwa hakika siipendi kazi yangu					
5	Nimevunjika moyo kwamba nilichagua kazi hii					
6	Mazingira ya kufanyia kazi katika shule yangu siyo ya kufurahisha kwangu					
7	Kazi ya kufundisha inachangamoto kwangu					
8	Siridhiki na kazi yangu ya ualimu na kwamba bado nafundisha kwa sababu bado sijapata kazi nyingine mbali na ualimu					
9	Mwajiri ninayefanya naye kazi anashauku na ana nia ya kufanya mabadiliko kwenye mazingira yangu ya kazi					
10	Nimeridhishwa na eneo la kijiografia la mahali shule ninayofundisha ilipo					
	Wajibu na usalama wa kazi					
11	Ualimu hutoa fursa ya uhakika					
12	Sijisikii kuwa salama katika kazi yangu ya kufundisha					
13	Ualimu hunipatia fedha za uhakika					
14	Nawajibika katika ufundishaji wangu					
15	Siwajibiki kwa matendo yangu					
	Mshahara na marupurupu kazini					
16	Mshahara ninaoupata kila mwezi unatosha kukidhi gharama nyingi					
17	Mshahara wa ualimu ni mdogo kuliko kile ninachostahili kulipwa					

18	Sitarajii kubadilisha fani yangu ya ualimu kwa sababu ya kipato kidogo					
19	Nafurahia marupurupu yangu kwa sasa					
20	Kipato kisichoridhisha hunifanya nisiishi jinsi ninavyotaka					
	Kutambuliwa					
21	Najisikia kuridhishwa kutokana na kutambuliwa na jamii					
22	Natambuliwa kidogo					
23	Msimamizi wangu wa karibu hutoa mapendekezo ya kuboresha ufundishaji wangu					
24	Najisikia mwenye furaha kutokana na malipo ninayopata kutokana na kufanya kazi nzuri					
25	Mwajiri wangu anathamini mchango wangu ninaotoa shuleni					
26	Naridhika na matunzo ninayopata kutoka kwa mwajiri wangu					
	Fursa za kujiendeleza					
27	Naridhika na fursa za kupanda cheo zilizopo kwangu kama mwalimu					
28	Kazi ya ualimu hutoa fursa ya kupanda madaraja					
29	Mchakato wa kupanda cheo pamoja na utaratibu wa kupanda madaraja unaotumiwa na mwajiri wangu ni wenye kufuata haki					
30	Kazi ya ualimu hutoa fursa nzuri ya kujiendeleza					
31	Naridhishwa na fursa zilizopo za mafunzo na maendeleo ya kitaaluma					
32	Naridhishwa na fursa za warsha na semina zinazoendeshwa ndani na nje ya shule					
33	Kazi ya ualimu hutoa fursa finyu za kujiendeleza					
	Usimamizi					
34	Mwalimu mkuu hunisaidia kuboresha ufundishaji wangu, viwango vya maisha, na kufikia hali ya ujifunzaji wenye					

	tija					
35	Mwalimu mkuu hutoa mapendekezo ya kuboresha ufundishaji					
36	Mwalimu mkuu yupo radhi kusikiliza ushauri					
37	Mwalimu mkuu huhakikisha kuwa nyenzo za kufundishia ninazohitaji zinapatikana kwa kadri ya uwezo wangu					
38	Nafurahishwa na ushirikiano ninaopata kutoka kwa mwalimu mkuu					

Kifungu cha B: Taarifa kuhusu utendaji kazi wa mwalimu

S/N	Maelezo	5	4	3	2	1
39	Mara nyingi najisikia ni kama ningebaki nyumbani badala ya kwenda shuleni kufundisha					
40	Najitolea muda na nguvu zangu zinazohitajika katika kufundisha					
41	Nina kawaida ya kutii nia na malengo ya shule					
42	Nawahamasisha wanafunzi kufanya vizuri katika kazi zao zote					
43	Nawasaidia wanafunzi kuendeleza ujuzi katika ujifunzaji wenye tija na kujenga tabia ya kufanya kazi					
44	Kazi yangu ya kufundisha ina kuwa ngumu kwangu kila mwaka					
45	Nilikuwa naijali sana kazi yangu ya kufundisha lakini kwa sasa kuna mambo mengine muhimu zaidi kwangu					
46	Mazingira ya sasa ya kazi yanahamasisha utendaji kazi mzuri					

Asante kwa Kujitolea Muda Wako na Kwa Ushirikiano Wako Katika

Kukamilisha Dodoso Hili

Appendix 6: Mwongozo wa Mahojiano kwa Waalimu Wakuu na Walimu wa Shule za Msingi Katika Mkoa wa Iringa

1.   Waalimu wana ari ya kufanya kazi yao ya kufundisha?

2.   Kwa maoni yako, mwongozo wa upandishaji madaraja unawatia moyo walimu wa shule za msingi za umma?

3.   Ni kwa kiwango gani Sera ya Mafunzo na Maendeleo hutoa upendeleo kwa walimu wa shule za msingi za umma?

4.   Kwa maoni yako, je walimu wa shule za msingi za umma wanaridhishwa na mazingira yao ya kazi?

5.   Kwa maoni yako, hali ya sasa inawavutia waalimu kufanya kazi vizuri?

6.   Nini mapendekezo yako katika kuboresha utendaji wa walimu katika shule za msingi za umma mkoani?

Appendix 7: Map of Tanzania showing Iringa region

Source: www.mapsofword.com

Appendix 8: Permit from Iringa Municipality

HALMASHAURI YA MANISPAA IRINGA

☎ Simu: Na : 026 -2702647
🖥 Faksi Na : 026 - 2702203
✉ E-Mail:

Ofisi ya Mkurugenzi Manispaa,
S.L.P 162
IRINGA- TANZANIA

Kumb. Na. IMC/T.40/28/40   26/11/2013

WALIMU WAKUU,
SHULE ZA MSINGI,
IRINGA MANISPAA.

YAH: NDUGU ENOCK EMMANUEL MLYUKA.

Ndugu mtajwa hapo juu ni Mwanafunzi wa kozi ya Uzamilivu wa Chuo Kikuu
Huria (CWT).

Hivi sasa anafanya utafiti wake ili kukamilisha masomo yake. Tafadhali
shirikianeni naye kwa lengo hilo.

Nakutakia kazi njema.

MTOVAGAKYE .S.
KNY: MKURUGENZI WA MANISPAA
IRINGA.

Appendix 9: Permit from Iringa District Council to Conduct the Study

HALMASHAURI YA WILAYA YA IRINGA

IDARA YA ELIMU
S.L.P 642
IRINGA
26/11/2013

Kumb.Na. 4541/43

WALIMU WAKUU WOTE
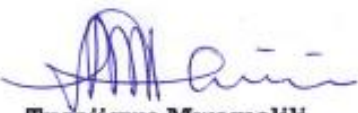S.L.P 642
IRINGA

K.K: **WARATIBU ELIMU KATA**
    IRINGA

YAH: UTAMBULISHO WA MWALIMU ENOCK MLYUKA

Somo la hapo juu lahusika

Mtajwa hapo juu ni Mwanafunzi wa chuo kikuu Huria Dar-es-salaam. Mwanafunzi huyu anafanya utafiti juu ya kuridhika kwa utendaji kazi wa walimu wa shule za msingi kwa ajili ya kukamilisha masomo yake ya Shahada ya Uzamivu katika Chuo Kikuu Huria. Kwa barua hii namtambulisha kwenu na kuwaomba mtoe ushirirkiano wa kutosha ili kumuwezesha kukamilisha masomo yake.

Nawatakia kazi njema

Tusajigwe Mwamalili
KAIMU AFISA ELIMU WA WILAYA
IRINGA
K.N.Y. AFISA ELIMU
HALMASHAURI YA WILAYA
IRINGA

Appendix 10: Permit from Kilolo District Council to Conduct the Study

HALMASHAURI YA WILAYA YA KILOLO

IDARA YA ELIMU
S.L.P 2324
KILOLO

27/01/2014

Kumb.Na. KDC/E.6/6/84

WALIMU WAKUU WOTE
S.L.P 2324
KILOLO

K.K: WARATIBU ELIMU KATA
KILOLO

YAH: UTAMBULISHO WA MWALIMU ENOCK MLYUKA

Somo la hapo juu lahusika.

Mtajwa hapo juu ni mwanafunzi wa Chuo Kikuu Huria Dar es salaam. Mwanafunzi huyu anafanya utafiti juu ya kuridhika kwa utendaji kazi wa walimu wa shule za msingi kwa ajili ya kukamilisha masomo yake ya shahada ya uzamivu katika Chuo Kikuu Huria . Kwa barua hii namtambulisha kwenu na kuwaomba mtoe ushirikiano ili kumuwezesha kukamilisha masomo yake.

Nawatakia kazi njema.

CARLO O. CHUSI
KAIMU AFISA ELIMU MSINGI (W)
KILOLO

Appendix 11: Permit from Mufindi District Council to Conduct the Study

MUFINDI DISTRICT COUNCIL
(All letter should be Addressed to District Executive Director)

P.O. Box 223
Tell: 026-2772614
FAX: 026-2772070
Email: dedmufindi@gmail.com

Ref. No.HW/MUF/S.50/17/117   9TH January, 2014

THE VICE CHANCELLOR,
OPEN UNIVERSITY OF TANZANIA
P.O. BOX 23409,
DAR ES SALAAM

MR. ENOCK EMMANUEL MLYUKA

Kindly to the heading above,

As per 07th October, 2013 letter with refernce No. REF/HD/B/721/T.12.

This is to inform you that application requested has been received and accepted as per application letter's content.

Yours sincerely,

D. Mselema
For **DISTRICT EXECUTIVE DIRECTOR**
MUFINDI

For: DISTRICT EXECUTIVE DIRECTOR
MUFINDI

Copy to   :   DEO (P)
            :   ENOCK EMMANUEL MLYUKA

Appendix 12: Research Clearance Letter from OUT

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania.
http://www.out.ac.tz

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

REF: HD/B/721/T.12

Date: 07/10/2013

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE: ENOCK EMMANUEL MLYUKA

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

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Enock Emmanuel Mlyuka**, a PHD student at the Open University of Tanzania with Reg. No. HD/B/721/T.12. By this letter the student has been granted clearance to conduct research in the country. The title of his research is **"Assessing Teachers Job Satisfaction-Job Performance Relationship in Tanzania: The Case of Public Primary Schools in Iringa Region."** The research will be conducted in Iringa Region from 01/11/2013 to 31/03/2014.

In case you need any further information, please contact the Deputy Vice Chancellor (Academics), The Open University of Tanzania, P.O. Box 23409, Dar es Salaam, Tel: 022-2668820.

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

Yours sincerely,

Prof S. Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA