EFFECTS OF EDUCATION POLICY ON JOB SATISFACTION FOR

SECONDARY SCHOOL TEACHERS IN SAME DISTRICT

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A DESERTATION SUBMITTED IN PARTIAL FULFILLMENTS OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

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CERTICIFICATION

The undersigned certify that she has read and hereby recommends for the acceptance by the Open University of Tanzania, a dissertation titled *"Effects of Education Policy on Job Satisfaction for Secondary School Teachers in Same District,"* in partial fulfillment for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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DECLARATION

I, **Timotheo Elinihaki**, declares that this dissertation is my own original work and it has not been submitted for a similar degree in any other University.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my wonderful late mother, Mkunde Elinihaki who knew the importance of formal education, despite being an illiterate widow; she used her meager resources for my education. I love 'you' mother.

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ABSTRACT

The purpose of this study was to investigate the effects of education policy on job satisfaction for secondary school teachers in Same District. Specifically, the study intended to examine elements in the 1995 national Education and Training Policy (ETP) on job satisfaction to secondary school teachers; to assess perceptions of secondary school teachers on their job satisfaction; and to evaluate general views of community about secondary school teachers' job satisfaction. The study was qualitative in nature and was supplemented by quantitative approach. The data were collected through questionnaire, interviews, observations and documentary review. However, secondary sources such as written materials like books were also used to collect data to supplement primary sources. A sample of 132 (N=132) respondents were surveyed in Same District. The descriptive statistics techniques revealed that teachers were significantly dissatisfied with both monetary and non-momentary incentives. Furthermore, the study revealed that, except location of schools there were no significant differences in teachers' job satisfaction in relation to other aspects of demographic data. The study shows that the unfulfilled strategies of the 1995 ETP on teachers' working conditions were one of the factors that demoralize secondary school teachers in the District. This study proposes that national Education Policy makers should make strategies that the government can meet in the near future. Again, both policy makers and implementers of the policy should rely on Maslow's theory of need to motivate secondary school teachers to the level of self-actualization. Furthermore, all schools should be self-sufficient in teachers' houses and classrooms; and teachers in difficult living condition should be paid hardship allowances as stated in the policy.

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LIST OF ABBREVIATIONS AND ACRONYMS

BEST   Basic Educational Statistics in Tanzania

CSEE   Certificate of Secondary Education Examination

DED   District Executive Director

DSEO   District Secondary Education Officer

ETP   Education and Training Policy

GDP   Gross Domestic Product

HIS   Health Insurance Scheme

MoEC   Ministry of Education and Culture

MoEVT   Ministry of Education and Vocational Training

N   Sample Size

n   Part of Sample Size

OUT   Open University of Tanzania

SEDP   Secondary Education Development Programme

TGTS   Tanzania Government Teachers Scale

TPR   Teacher Pupils Ratio

TRA   Tanzania Revenue Authority

URT   United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

In Tanzania like in any other country, teachers strive to play integral role in providing a quality education. However, it seems one of the factors that had a significant impact on Tanzania teachers' motivation to provide quality education is job dissatisfaction. The entire study will speculate on this phenomenon by assessing whether there is any relationship between education policy and secondary school teachers' job dissatisfaction in Tanzania. The introductory part consists of Background of the study; Statement of the problem; Rationale of the study; Objective of the study; Research tasks and questions; Significance of the study; Definition of key concepts; Delimitation of the study; Limitation of the study and the Chapter summary.

1.1   Background to the Study

Job satisfaction is not a new phenomenon as it can be traced back in almost 200 years, when the industrial revolution had begun to blossom in the United States and Europe. The first industrialists, Fredrick Winslow Taylor (1911) and Elton Mayo (1927) among others, focused on maximizing worker productivity during industrial revolution (Worrel, 2004). Fredrick Winslow Taylor, for example, studied workers and their responsibilities in the organization. Taylor's study focused on management system and how it could motivate workers to maximize income. Taylor's philosophy was that the end result of job satisfaction was economic gains in both sides of the management and the employees.

Elton Mayo on the other hand, studied employees' positive or negative reactions to their jobs (Bruce & Blackburn, 2002). Mayo's study was based on human relations as key to motivation and job satisfaction. Mayo challenged Taylor for ignoring other factors such as fairness in supervision and evaluation of work done that may satisfy workers and argued that monetary rewards cannot be the sole determining factor to workers' job satisfaction.

While for Taylor, monetary incentive was key factor to job satisfaction, for Mayo, the provision of security and taking care of informal groups' interest in the work place was key factor to job satisfaction. Taylor and Mayo created the fundamental groundwork for many scholars all over the world in different fields to speculate about job satisfaction (Ngimbudzi, 2009). This suggests that job satisfaction is a popular topic in any work place.

In educational setting job satisfaction was introduced by Edward Thorndike who examined the link between work and satisfaction in the field of psychology in 1918 (Ngimbudzi, 2004). These studies on job satisfaction in education continue to emerge, and the results are often valued for both humanistic and financial benefits. Since the number of studies on educational sectors conducted in various parts of the world within ten years before this study suggest that teachers' commitment and effectiveness solely depend on job satisfaction (Shann, 2001; Nguni, 2005; Olouch, 2006; Woods, 2008; Babyegeya, 2002); this study aims to assess the effect of educational policy on job satisfaction for secondary school teachers in Same District, Tanzania.

1.2   Statement of the Problem

Problems of teachers strikes, teachers' mobility and tremendously decrease of number of candidates want to join teaching profession in Tanzania have drawn the attention of various stakeholders including researchers to speculate on teachers' job satisfaction. Literature on teachers' job satisfaction is confined into two major theoretical backgrounds. These theoretical backgrounds are scientific management and human relations theories of management. Studies by Babyegeya (2002), Dyer & Theriault (2005), Miller (2008), Derlin & Schnieder (2011), and their associates seem to support scientific management by Taylor (1911); that economic gains are more important to raise teachers' job satisfaction.

Basing on the criteria of monthly salaries and allowances these scholars focus on management as the sole source of teachers' job satisfaction or dissatisfaction. Unlike their counterparts, Locke (2003), Valentine & Dick (2007), O'Driscoll & Randall (2000) see human relations as more important to raise teachers' job satisfaction. Basing on the criteria of decision-making opportunities, professional development opportunities and fairness in supervision these scholars also consider management as the key to raise teachers' morale.

While both camps - scientific management and human relations scholars of job satisfaction consider management as the source of teachers' job satisfaction, none has thought of the policy and its implementation as the source of teachers' job satisfaction. This study aims to fill this gap in the literature by looking at the national education policy and its implementation in relation to teachers' job satisfaction.

1.3   Rationale of the Study

The study emerged as a result of my own interests and experiences in Human Resource Management after serving as a teacher (6 years), a Deputy Headmaster (1 year) and a Teachers' College Principal (3 years) in Non-Governmental Schools and College in Same and Mwanga Districts in Tanzania. During the 10 years of service, I experienced a massive movement of teachers from my school to other schools and from other schools to my school. At the same time some teachers left the teaching profession and joined other professions. Additionally, I witnessed teachers joining the teacher union in an attempt to fight for their rights against their respective employers. The Tanzania Teachers' Union officials called for country-wide teachers' strikes in 2008 and again in 2012 to force the government to pay arrears, allowances, increase salaries and promote them. However, both strikes were not effective because the government declared them illegal but many complaints are still voiced by individual teachers, religious groups and other organizations about lack of job satisfaction among teachers in Tanzania.

In addition to this, it was recently reported that the number of young candidates interested with teaching profession is declining (BEST, 2004). Probably, this situation is triggered by lack of job satisfaction among teachers as Bolman & Deal (2008) suggest that "when satisfaction and meaning are lacking, individuals withdraw, resist, or rebel."

These experiences together motivated me to conduct this study as an attempt to create awareness about the phenomenon of job satisfaction to education policy

makers, school administrators, employers, school owners and society in general with the hope that it would provide possible solutions to some of the educational problems. Probably, national education policy need to be modified to ensure teachers feel valued and their rights realized and protected in order to strengthen their own commitment in achieving educational goals in Tanzania.

1.4   Purpose of the Study

The purpose of this study was to investigate the effects of education policy on job satisfaction for secondary school teachers in Same District.

1.5   Objectives of the Study

In order to execute the general objectives of this study the researcher comes out with the following specific objectives:

(i)   To examine elements in the 1995 national Education and Training Policy (ETP) on job satisfaction to secondary school teachers.

(ii)   To assess perceptions of secondary school teachers on their job satisfaction.

(iii)   To evaluate general views of community about secondary school teachers' job satisfaction.

1.6   Research Tasks and Questions

In order to fulfill the above objectives, the following research tasks and questions guided the study.

(i)   To examine elements in the 1995 ETP aim to contributing to secondary school teachers' job satisfaction

- What are the elements of monetary incentives found in the 1995 ETP which aim to contributing to secondary school teachers' job satisfaction?

- What are elements of non-monetary incentives found in the 1995 ETP which aim to contributing to secondary school teachers' job satisfaction?

(ii)   To assess perceptions of secondary school teachers on their job satisfaction

- How do secondary school teachers talk about the way government directives impact their job satisfaction?

- How do secondary school teachers talk about their freedom in work place?

(iii)   To evaluate the general views of community about secondary school teachers' job satisfaction

- How do community members talk about secondary school teachers?

1.7   Significance of the Study

The following are the significance of the study:

First, this study will help the educational policy makers in Tanzania to promote those elements that can produce secondary school teachers' job satisfaction and diminish those that lead to their job dissatisfaction. Thus, the study is expected to provide insights to policy makers to improve educational policy in Tanzania.

Second, the study is expected to help the implementers of national Education Policy to draw logical conclusion on the best ways for effective implementation of the 1995 ETP.

Lastly but not least, this study also helps the researcher to fulfill the research as part of the requirements in his study of the Masters of Education in Administration, Planning and Policy Studies.

1.8   Definition of Key Concepts

This sub section provides the working definitions of the key concepts as used in this study. Such concepts include: education policy, circulars/directives, job satisfaction, motivation, morale, incentives, monetary incentives, non-monetary incentives, secondary schools, government schools and private schools.

1.8.1 Educational Policy

Education policy is the overall plan laid down by the government embracing general goals and procedures in the provision of education (URT, 1995).

1.8.2 Directives/Circulars

Directives or circulars in Tanzania education context are legal form of implementing the National Education Policy in that they are statements intended to explain how specified matters can be implemented within the framework of the 1995 ETP (Ndeki, 2001; Mpama, 2005).

1.8.3 Programmes

Programmes constitute activities that are to be undertaken within a specified period of time in specific areas of interest. Ndeki (2001) argued that programmes translate

the policy objectives into pragmatic feasible actions. On the basis of the above definitions, one of the popular national education programmes in Tanzania is the Secondary Education Development Programme (SEDP).

1.8.4 Job Satisfaction

Job satisfaction is closely related to the question 'Why do people work? What does a worker want from a job? The simple answer to the question as to 'why does a man work,' would be, to satisfy his or her needs. Beyond this broad answer, explanations offered to job satisfaction are complex and subject to much disagreement.

According to Webster's Dictionary (2008), job satisfaction refers to how well a job provides fulfillment of a need or want, or how well it serves as a source or means of enjoyment. Ngimbudzi (2009) defines job satisfaction as attitudes and feelings people have about their work. For him, positive and favorable attitudes towards the job indicate job satisfaction while negative and unfavorable attitudes towards the job indicate job dissatisfaction.

On the basis of the above definitions, in this study, the concept of teachers' job satisfaction refers to the individual teachers' perceptions and feelings that they have towards teaching. The feelings would be positive or negative depending upon whether their needs are satisfied or not.

1.8.5 Motivation

Job satisfaction and motivation concepts are often misunderstood as being synonymous to each other but the fact is that these concepts are much related to each

other and they are like two sides of the same coin. Mbua (2003) claimed that job satisfaction is part and parcel of motivation.

The concept of motivation does not have a simple definition despite being widely researched by many scholars. According to Mbua (2003) the term motivation refers to the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals, or energizes and guides behaviour. Robbins & Judge (2008) define the concept of motivation as the processes that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal. In this study, the term motivation is used to refer to the processes and factors that influence peoples' behaviours. In other words, motivation refers to internal and external factors that drive people to continually behave in a particular way.

This study agrees with Gupta (2007) who suggest that motivation refers to the willingness to work. Satisfaction, on the other hand, implies a positive emotional state.

1.8.6 Morale

A number of authors have treated morale and satisfaction interchangeably. To Gupta (2007), "morale is a group phenomenon whereas job satisfaction is an individual feeling." Other scholars like Bednar (2000); Hackman et al (2003); Tsang (2009), as cited by Mdonya (2009) also give a preference for using job satisfaction to the individual, and morale for group.

From review of available literature it can be concluded that morale and job satisfaction are not synonymous but they are extremely related; therefore, for the purpose of this study the two terms will be used interchangeably.

1.8.7 Incentives

An incentive is something which stimulates a person toward some goal. It activates human needs and creates the desire to work. Thus, an incentive is a means to motivation. Incentives generally have a direct influence on the degree of motivation.

1.8.8 Monetary Incentives

Monetary or financial incentives are associated with monetary or financial benefits to the employees. These benefits can be expressed in terms of money. These monetary incentives include among others salaries and allowances.

1.8.9 Non-monetary Incentives

These are non-financial benefits including among others status, job security, praise, opportunity for growth and recognition in the society. The employees do not always run after money as it can't satisfy all their needs. They want to satisfy their egoistic needs and achieve something in their lives.

1.8.10 Secondary Schools

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

1.8.11 Public Secondary Schools

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

1.8.12 Private Secondary Schools

These are Non-public Secondary Schools that "owned and maintained by a person, body of persons or any institution other than the government" (National Assembly, 1995).

1.9   Delimitation of the Study

This study was confined to Same District, which is one of the six districts in Kilimanjaro Region of Tanzania. The District had a total of 49 registered government and private secondary schools by April, 2013 when this study was being conducted (DSEO, personal communication, 2013). The study was conducted to 15 out of the registered 49 secondary schools in the District. Moreover, the study involved 106 teaching staffs sample, 15 School Heads sample, 10 community members sample and DSEO sample.

1.10   Limitation of the Study

The survey was administered to a small sample of 15 schools (30.6%) out of 49 registered secondary schools by April, 2013 in the District. Additionally, the sample consisted of a larger proportion of male than female participants. Limited time, heavy rains, financial constraints and lack of cooperation did not allow a large sample to be studied. However, the study findings acted as an eye-opener for further researches on the national Education Policy that determine job satisfaction among secondary school teachers.

Furthermore, poor record keeping in schools made some School Heads fail to give out some important data through interview or documentary review. For instance, it was very difficult to some of the School Heads of the surveyed schools to get the accurate number of maximum number of periods per teacher, number of students per stream and the TPR. The researcher had to give them a couple number of days to go through documents so as to get the accurate number. Further, some School Heads from the surveyed schools were hesitated to disclose some important information like teachers' salaries. Where such situation occurred, on grounds of the confidentiality the researcher returned to them several times and reminded them the essential of their information and finally all who hesitated were able to disclose the required information. Despite the mentioned limitations, data were collected, analyzed using the prepared instruments and analysis plan described in the chapter three.

1.11   Chapter Summary

This chapter has provided the introductory part of the study. It outlined the background of the study, statement of the problem, rationale of the study, objective of the study, key research questions, and significance of the study and definition of key concepts. The next chapter is the literature review part which presents theories of job satisfaction, empirical literature review on job satisfaction and national education policy, and conceptual framework.

CHAPTER TWO

2.0 LITERATURE REVIEW

The general purpose of this section is to document theories of job satisfaction, basic concepts in the national Education Policy; and perceptions of job satisfaction in secondary schools. This section will also include related empirical studies and review of empirical literatures that are relevant to the study.

2.1   Theories of Job Satisfaction

Despite the fact that there are numerous theories attempting to explain job satisfaction; these theories are in two camps: those that focus on the process theory and those that focus on the content theory and both have been explored and reviewed by countless scholars and researchers.

2.1.1   Process Theories

The process theory attempts to explain job satisfaction by looking at how well the job meets one's expectations and values. These include Expectancy Theory and Equity Theory.

2.1.1.1 Expectancy Theory

According to Ngimbudzi (2009), Expectancy theory was developed by Tolman and Lewin in the year 1977 as an extension of scientific management theory. Expectancy theory explains how a person can be motivated when he expects that his action will be followed by material outcome or reward. Ngimbudzi (2009) shared the same views by adding that an impetus for a person to perform a given task depends on whether a reward will be offered and whether the reward will lead to satisfying one's need. It seems the underlying assumption from the expectancy theory is that individual behaviour is largely determined by expectations of rewards.

Vroom (1964) as cited by Ngimbudzi (2009) is in the view that if workers put forth more effort and perform better at work, they should be compensated accordingly. If employees receive less than they expect what follow is dissatisfaction. Conversely, overcompensation may also lead to dissatisfaction and the employee may experience feelings of guilt. The compensation does not have to be monetary, but pay is typically the most visible and most easily identified element of outcome.

In this study expectancy theory will help in explaining the factors that contribute to job satisfaction among teachers in Same District. Such factors may not be limited to

monetary incentives but should include things like, personal aspirations, work conditions and freedom in the work place. This study will use some elements of expectancy theory to interpret the 1995 national Education and Training Policy (ETP) in relation to how it allows for incentives, personal aspirations and freedom. It will also be used to make sense of the views of secondary school teachers and society in general on the issue of job satisfaction among secondary school teachers in Tanzania.

2.1.1.2 Equity Theory

Equity theory explains how people can be made to feel satisfied at work when their input or contribution to a job are commensurate to that of their coworkers or the so called their 'reference group'. Ngimbudzi (2009), suggest that this equity comparison is not limited to others within the same workplace but often reach into other organizations that are viewed as similar places of employment. For example, a secondary school teacher who has a bachelor degree of education in accounts from University of Dar es Salaam can use a bank- teller who has the same degree from the same college and the same experiences as his 'reference group'.

It seems this equity theory supports human relations theory of management as individual tends to respond and get satisfaction not because he or she has rewarded more money but because he perceives to have been equitably rewarded in comparison with others of the same level. Ngimbudzi (2009) comments further that Equity Theory involves feeling and perception and is always a comparative process. Some elements of equity theory will be used in the study to interpret the 1995 ETP

on the aspect of remuneration of secondary schools teachers. It will also be used to interpret the feeling of secondary school teachers on their job satisfaction in relation to other employees in other sectors with the same level of education and experiences.

2.1.2 Content Theories

The second group of theories includes content theory, which suggests that total job satisfaction occurs when one's need, for growth and self-actualization are met by the individual's job. Though there are many theorists under Content Theory, for the purpose of this study it is only Maslow's need theory which will be discussed. In fact, when discussing human needs, growth, and self-actualization, one cannot look far before finding Abraham Maslow and his "hierarchy of five needs."

Abraham Maslow hypothesized that within every human being there exists hierarchy of five needs and the moment one need is satisfied, the next need appears in its place. These five needs arranged in hierarchy begins with the most basic to the next ones until the total satisfaction acquires by an individual as follows:

2.1.2.1 Physiological Needs

Physiological needs are basics in life such as air, food, drink, shelter, warmth, sex, and sleep. Anthony D'Souza (2010, 237) wrote that:

> *"These needs give people a reason to get out of bed in morning; they motivate them to go to work. In the workplace, concern for salary and basic working conditions (e.g., heat, air conditioning, eating facilities, cleanliness and noise level), represent physiological needs."*

It is only after at least the minimal satisfaction of the basics, do people move on to the next higher level.

2.1.2.2   Safety needs and Security Needs

Once primary needs no longer motivate, security needs arise because most people think about the future as much as they think about the present. Once people have sufficient food, shelter, and rest, they will likely direct their energies towards assuring these necessities in the future. These are reflected in the desire for freedom from threat, protection against danger and accidents, and security in the environment. Anthony D'Souza (2010, 237) wrote that:

> *"…In the workplace, individuals view these needs in terms of such aspects as safe working conditions, salary increases, job security, and an acceptable level of fringe benefits to provide for health, and protection…Security needs have prompted people to join work unions and to pay dues…"*

It means, other people may willingly perform monotonous jobs for years only in order to collect liberal retirement benefits.

2.1.2.3 Belongingness and Love Needs

Belongingness and love needs come after the physiological needs, and safety and security needs have been minimally satisfied. This level concerns friendship, a sense of belonging, and satisfying interactions with other people. In organizations, workers find satisfaction through frequent personal interaction and acceptance by others.

Belongingness and love needs include work group, family affection and relationships.

2.1.2.4 Esteem Needs

Esteem needs have to do with individual desire for strength, for status, for prestige, for managerial responsibility, for achievement, for adequacy, for mastery and competence, for dominance, for recognition, for appreciation, for confidence to face the world, and for independence and freedom.

2.1.2.5 Self-Actualization Needs

These needs for self-actualization impel people to become all that they can be. Those who have strong self-actualization needs devote much of their energy to developing their creative potential. Not just to make more money, to have more friends, to be respected, but because they want to fulfill their potential. According to Anthony D'Souza (2010, 240) in the workplace, people with dominant self-actualization needs have several characteristics:

> *"…they seek work that challenges; permit them to use innovative approaches; provides for advancement and personal growth; allow them to set their own goals; develops their creative potential; and allows them to see change take place as a result of their personal efforts…"*

It means ones' self actualization includes realizing personal potential, seeking personal growth and peak experiences. The five levels of Maslow's need of motivation are elaborated in the Figure 2.1.
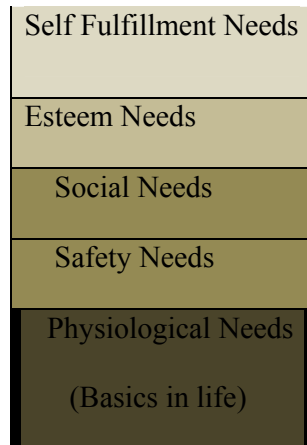
Figure 2.1: Perceived Maslow's Need Hierarchy

Source: Greh, (2006)

Figure 2.1 which elaborates Maslow's concept of need will help to explain what may motivate people in the national Education Policy. Thus, this study will use some elements of Maslow's theory to interpret the 1995 ETP and its implementation in relation to secondary schools teachers' job satisfaction. It will also be used to understand the views of secondary school teachers, and perception of the community on teachers' job satisfaction.

2.2 Basic Concepts in the National Education Policy

This section explains the basic concepts in the Education Policy. The ultimate goal of this section is to keep the reader abreast and familiar with the national Education Policy in particular the 1995 ETP.

2.2.1 Education Policy

Prior to the production of the 1995 Education and Training Policy (ETP) development plans were based on government and/or Party directives and resolutions such as the Arusha Declaration and the Musoma Resolutions. These were then followed by short and/or long term development plans, a characteristic of the 1960s through into the 1980s (Mpama, 2005). It means education sector in Tanzania had no policy of its own until 1995 when the ETP formulated. In 1995 the ETP was formulated as a guide for future development and provision of education and training in the country as we move toward the 21st century.

2.2.2 Setback to Education Policy

Davidson (2005) reveals that, though, the 1995 ETP had a separate section entitled the "Service and Working Conditions of Teachers," which discussed the importance of teachers' job satisfaction, its successor, the SEDP, a more influential government document which actually implement the policy, made almost no reference to these issues. Moreover, Davidson (ibid), argues that:

> *"...though there are many factors affect the quality of education in Tanzania, a key factor and one that largely has been neglected is the lack of elements of motivation in government documents particularly SEDP..."*

This statement means deployment of incentives to teachers was not only raising teachers' job satisfaction but may boost quality of education in Tanzania. In fact, the SEDP (MoEC 2004) makes reference to a deployment of incentives for teachers. Though, this reference is tucked away in the "Construction" subsection of the

"Enrolment Expansion" section of the document. However, according to Davidson (ibid), the near total absence of issues related to teacher motivation within SEDP, the important government document implies that the intention of the 1995 ETP to motivate teachers has not well implemented.

2.3   Perceptions on Monetary Incentives

Salaries and allowances are perceived to be the basic forms of monetary incentives given to workers. For the purpose of this study salary refers to compensation of total contributions paid monthly while allowances are other monetary rewards other than salaries given to workers; just to mention the few, allowances include teaching and hardship allowances. Anderson (2001) argues that salaries and allowances can boost employees' morale and increase efficiency, thereby attracting new ones to join the company. It means monetary incentives to teachers not only satisfy them, but also attract new employees.

Futhermore, Hakielimu (2005) observed that meager salaries caused teachers' dissatisfaction. This means a good national Educational Policy should include objectives to raise teachers' economic incentives so as to increase their level of satisfaction.

2.4 Perceptions on Non-monetary Incentives

It has been observed that decision-making opportunities increase morale and job satisfaction (Henry, *et al.,* 1968 as cited in Gilabawa, 2001). Moreover, Everard, et.al., (2004) argues that, "Where staffs at any level are in decisions taken by their

superior, peers or even subordinates, all the motivators are brought into play." For this reason, a good Educational Policy document should include objectives for involving teachers on decision-making.

Furthermore, Bush and Middle (2005), argue that, "professional development can be a powerful motivating force even in circumstances where all the usual factors likely to promote staffs appear to be absent." For this reason, a good Educational Policy document should include objectives for professional development among teachers.

However, Hoy and Miskel (2001) are in the view that workers are motivated in the job if they believe that their efforts will lead to attainment of fair rewards. In this argument, Hoy and Miskel support theory of expectancy. It means in order to create harmony and a sense of value in all workers; there must be equal treatment in the rewarding process. When workers are not adequately and fairly rewarded, commitment to their work is reduced and can be a source of job dissatisfaction. According to Everard, *et al.* (2004) teachers' commitment and performance are increased by employees' appraisals that are associated with fairness in rewards. For this reason, it means a good national Educational Policy document should include elements of fairness among teachers.

Sumra (2004), observed that poor working conditions existed in rural area schools, manifested by the lack of many of amenities of urban setting, and by classrooms that were poorly equipped and overcrowded, coupled with many periods per week, were among the major causes of teachers' dissatisfaction. In addition, Allen, et al. (2003)

argue that, unpleasant working conditions such as lack and poor housing, too large number of students in the class results in negative perceived organizational support. Moreover, Hoy and Miskey (2001) argue that good working condition raise individual self-actualization. This means a good national Educational Policy should include objectives to raise teachers' non-economic incentives so as to increase their level of satisfaction.

This study set to see to what extent national Educational Policy objectives and its implementation may influence teachers' job satisfaction to the level of self-actualization. The good Educational Policy should put forward objectives for improving teachers' job satisfaction to the level of self-actualization as stated in the Maslow's theory of need. According to Maslow, self-actualization is generally found in persons whose first four needs have already been fulfilled. Self-actualization concerned with achieving what a person considers to be the mission in life.

2.5   Related Empirical Studies

Reviews of related studies on job satisfaction have been undertaken in different parts of the world. The available studies show that there are few studies on job satisfaction in Tanzania compared to other countries in the world. Thus, this current study will consider recommendations for further studies given by the available few studies on job satisfaction in Tanzania. Generally, the related empirical studies in and out of Tanzania reveal that variables for job satisfaction differ or related among places.

2.5.1 International Studies

Crossman & Harris (2006) conducted a study on job satisfaction among secondary school teachers in United Kingdom by using quantitative method. Crossman and Harris surveyed 16 schools which comprised of 192 teachers. Their findings indicated that their satisfaction levels did not differ significantly by gender.

Zhongshan (2008) did a study on job satisfaction among 244 Chinese teachers. He used survey instrument and found that job satisfaction level increases with the increase in age. In his conclusion, he argued that the higher the teachers' age, the higher the level of job satisfaction and the lower the teachers' age, the lower the job satisfaction level. Most likely, "the higher the teachers' age, the higher the level of job satisfaction" is conveyed by extended experiences one gets for being in service. Bennell & Akyeampong (2007) did a study on job satisfaction in France. Their focus was on teachers' job satisfaction among secondary school teachers in rural and urban schools. They used qualitative method among 340 teachers and their findings indicated that teachers who worked in schools that were in the remote areas were less satisfied with their jobs than those working in urban areas.

2.5.2 National Studies

Ngimbudzi (2009) did a study on job satisfaction among 162 secondary school teachers at Njombe District in Iringa Region, Tanzania. His main focus was to find out factors that contributing to job satisfaction among secondary school teachers in Tanzania. His findings revealed that majority of secondary school teachers in Tanzania among other factors are dissatisfied much with support from their administrators.

Ngimbudzi (ibid) conducted his study by using the quantitative method and he proposed that the future study on job satisfaction should employ a multi-method. He was in the view that a mult-method will provide opportunities for participants to express their own ideas. Based on his advice, this current study employed both quantitative and qualitative methods.

Ngimbudzi (ibid) used convenience sampling procedure in selecting the sample for his study and proposed that future studies on job satisfaction should employ the probability sampling method to ensure equal representations of all groups. This current study was not able to comply with his advice of using probability sampling method rather it was again used convenience sampling procedure. Probability sampling procedure is time consuming and would make completion of this current study on time difficulty.

The study by Ngimbudzi (ibid) did not involve the School Heads and he proposed that future similar study on teachers' job satisfaction should involve School Heads. Based on his advice, this current study did not only involve School Heads but sought perceptions of DSSO and members of community on secondary school teachers' job satisfaction.

Furthermore, Ngimbudzi (ibid) proposed that future studies on teachers' job satisfaction should be conducted among teachers from all types of schools. Based on his advice, this current study involved both teachers from government and private schools.

Mdonya (2009) did a related study to teachers' job satisfaction among 70 secondary school teachers in Mbeya. His focus was the influence of managerial factors on teachers' retention in Non-Government Secondary School in Tanzania. The study revealed that Non-Government Secondary Schools management played a major role in either retaining teachers within their schools or causing teachers to quit. This finding implies that the sole source of job satisfaction among Non-Government teachers in Mbeya was the management.

Mdonya (ibid) conducted his study by using the quantitative and qualitative methods and did not propose any method for the related future study. Again, he used purposive sampling technique or procedure in selecting the sample for his study and he proposed nothing on the technique to be employed in the related future studies.

However, Mdonya (ibid) proposed that future related studies should be done on non-managerial factors that may influence teachers' retention in Non-Government Schools. Based on his advice this current study is on effect of education policy on teachers' job satisfaction. According to Mdonya (ibid) teachers' retention and job satisfaction has a great relationship. Furthermore, Mdonya (ibid) proposed that a related study should be conducted in other districts in Tanzania. Based on his advice this current study is conducted in Same District in Tanzania.

2.6 Conceptual Framework

Conceptual framework refers to when a researcher gives impression of the relationship between variables; often presented in the form of diagram, charts and graphs (Mugenda, 2003). The conceptual framework of this study consists of

dependent variable which is Job Satisfaction and independent variable which is national Education Policy.

Kothari (2007) define dependent variable as variable that depends upon or is the consequence of the other variables. The dependent variable (Job satisfaction) and the independent variables (national Education Policy) are taken into consideration in this study (Figure 2.1).

Several theories have been used in this study to analyze concepts on job satisfaction. These theories including Expectancy theory, Equity theory and Maslow's need theory. Conceptual framework of this study developed from Maslow's theory of need. The assumption for this model is that teachers' job satisfaction is the consequence of five hierarchical needs (Figure 2.1).

Theory Model by Maslow's based on five hierarchical needs, and advocates that one to have full satisfaction five needs should be met and if not, the opposite situation is true. The main weakness of Maslow's Theory Model is that, the five elements of job satisfaction by Maslow's should not stand on their own as main factors but have to be under national policy which can determine the existence of the 5 elements by Maslow's. This can be portrayed diagrammatically as shown in Figure 2.2.

JOB SATISFACTION

(DEPENDENT VARIABLE)
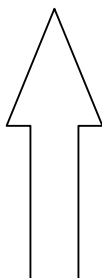
NATIONAL POLICY

(INDEPENDENT VARIABLE)

| Self Fulfillment Needs |
| Esteem Needs |
| Social Needs |
| Safety Needs |
| Physiological Needs |

Figure 2.2: Modified Perceived Maslow's Theory Model of Motivation
Source: The Researcher (2013)

Figure 2.2 shows dependent variable job satisfaction and independent variable national policy. The national policy determines existence of the five hierarchical need by Maslow's. It means national Educational Policy makers should include all the five elements of job satisfaction in the policy.

Though, measuring job satisfaction is difficult, for it is an abstract personal cognition that exists only in an individual's mind. This current study has modified Maslow's Theory Model and includes national Education Policy as important factor which may influence teachers' job satisfaction.

2.7   The Research Gap

Ngimbudzi (2009) and Mdonya (2009) represent related national empirical studies on teachers' job satisfaction. Their studies were done in Iringa and Mbeya respectively and both seemed to agree that, Management was the sole source of job satisfaction among secondary school teachers. It means the reviewed national empirical studies on teachers' job satisfaction did not consider the role of national Education Policy in secondary school teachers' job satisfaction. Therefore, this study sought to find out the extent to which the national Education Policy and its implementation can effect secondary school teachers' job satisfaction in Same District.

2.8   Chapter Summary

This chapter documented theories of job satisfaction, basic concepts in the national education policy, related empirical studies and conceptual framework of the study. Theories of job satisfaction explained in this chapter were expectancy theory, equity theory and Maslow's need theory. Basic concepts in the national education policy discussed in this chapter were educational policies and setback to educational policy. Related empirical studies both international and national studies elaborated in this chapter. Lastly, the chapter discussed conceptual framework. The conceptual framework of this study developed from Maslow's theory of need.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1   Introduction

This chapter intends to give a brief description on how the study was conducted. The key aspects that are addressed in this chapter include: research design; Population and sample size; Data collection instrument; validity, reliability and ethics of the study; and methods for data analysis.

3.2   Research Design

Research design is a plan that specifies how data from the study will be collected and analyzed. The research design which employed in this study was survey research design. Survey research design is a descriptive research which contains individual perceptions of certain phenomena (Mugenda 2003). The main reasons for choosing the survey research design were as follows:

Survey research design fit much to seek perceptions of secondary school teachers and society in general on secondary school teachers' job satisfaction. Furthermore, as it could be easily administered to large research area and sample size compared to other types of research designs like a case study design; so it was appropriate to this study.

In this survey research design, the researcher does not need to be always present when the participants are responding to the questionnaires. Thus, due to the limited resources both in terms of money and time the researcher of this study saw this method as the best to answer his research questions.

3.3 Study Area

The study was conducted in Same District in Kilimanjaro Region. The region was selected because firstly, it ranks number two in total number of secondary schools in Tanzania (URT 2012). Secondly, according to the researchers' review on literature there were no similar available related studies to this study carried out in Same District in the Kilimanjaro Region; thus the researcher decided to chose to conduct this study in Same District. Moreover, many schools in Same District situated in mountainous areas compared to other districts Kilimanjaro Region; thus the district made itself the best area for this study.

3.4 Population and Sample Size

According to Mugenda (2003), population refers to an entire group of individuals having a common observable characteristic. While, for Best and Kahm (2006, 40), are all members of any well defined class of people, events or objects from which possible information about the study can be obtained. Furthermore, Mdonya (2009) was in the view that sample size is a small portion of the study population, which a researcher selects for the purpose of the study and from which generalization is made about characteristics of the population. Based on these definitions, the population of this study was all members in Same District and sample size was 132 respondents in the District.

The total number of surveyed schools was 15 (30.61%) out of 49 secondary school in the study area. The researcher intended to select a sample size of 180 as follows: 150 teaching staffs in the surveyed secondary schools, 15 School Heads of the surveyed

schools, 1 DSEO and 14 communities around the surveyed schools. As many scholars such as Mugenda (2003), Shumbusho (2003) as quoted by Mdonya (2009) and Kothari (2002) suggest that a sample size should be as large as possible; it was the hope of the researcher that a total sample size of 180 may give a reasonable results of the study. Unfortunately, due to unavoidable circumstances the number of respondents decreased from the expected 180 to 132 respondents (N=132) as presented in Table 3.1.

Table 3.1: Study Sample and Response Rate

Categories	Expected Respondents	Actual Respondents
Teaching Staffs	150	n=106
School Heads	15	n=15
DSEO	1	n=1
Community Members	14	n=10
Total	**180**	**N=132**
Percentage	**100%**	**N=73.3%**

Source: Data Compiled by the Researcher (2013)

Key: n = Part of Sample Size

N = Total Sample Size

3.5   Sampling Techniques

Since this study was based on survey research design, non-probability or accidental technique was used to identify the stratum of the study. Creswell (2005, 146) argues that "it is impossible for an educational researcher to employ a probability sampling always and therefore what he calls a non-probabilistic approach can be applied to select the sample for the study". According to Mugenda (2003), there are five kinds of non-probability sampling techniques namely purposive sampling, maximum

variation versus homogeneous sampling, snowball sampling, quota sampling and convenient sampling or accidental sampling. However, this study employed two types of non-probability sampling techniques. These two non-probability sampling techniques employed in this study were purposive sampling and convenient sampling.

In convenient non-probability technique, the researcher can choose particular persons due to their availability and willingness to be studied. The Cohen et al., (2007, 113) argues that, "convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible that time." According to Creswell (2005), the convenience sampling approach has one major advantage that it is convenient for the researcher.

However, its main disadvantage is that it is subject to biasness. The other limitation of this approach is that the researcher cannot say with confidence that the individuals are representative of the population. However, this does not imply that a convenience sample provides useless data for answering the research questions that the researcher sets to answer. Thus, in this study, the convenience sampling was adopted by the researcher in selecting the study sample despite the limitations stated above. The main reason for adopting it in this study was the fact that the secondary schools in Same District are very scattered. It would have been very expensive and time consuming for the researcher to obtain data from some of the schools that are located in very remote and mountainous areas.

Conversely, in the purposive sampling procedure, the researchers use person or body of persons that have the required information with respect of his or her study. According to the Creswell (2005), in purposive sampling persons or body of persons was selected on the bases of their positions, roles and relevance to the study selected. Mugenda (2003, 50) wrote out that, "the disadvantage of this method of sampling is that the result may easily be dismissed … although they may be representative of an extreme group and is appropriate when a researcher is in need of in-depth information." The purposive sampling was adopted by the researcher in selecting the School Heads and DSEO as it was expected to provide in-depth information about the study.

3.5.1 Sample Schools

Only fifteen sample schools were conveniently selected from the existing forty nine schools in the District based on the criteria such as location and type of schools. Based on the mentioned criteria the selected schools in the District were named by numbers instead of their names. The selected fifteen schools were given numbers 1 to 15 for ethical purposes (see Table 4.1 in Chapter Four).

3.5.2   Community Members

Ten community members formed the study sample (Table 3.1). As already stated sampling technique was used to get community members around the surveyed schools based on the criteria such as availability and willingness. The study was designed to involve fourteen (14) members of the community in the study sample. However, due to some of the community members being inactive and/or unwilling to

participate, the researcher managed to interview ten (71.43%) out of the expected

fourteen community members (Table 3.1). These community members were selected

carefully so as not to involve teachers again in this sample.

3.5.3   School Heads Sample

The School Heads of the fifteen schools were included in the sample based made up

the sample (Table 3.1). They were selected based on their positions, roles and

relevance to the study selected.

3.5.4   Teaching Staffs Sample

Teaching staffs from the fifteen surveyed schools formed part of the study sample

(Table 3.1). They were conveniently selected based on their availability and

willingness to participate.

3.5.5   DSEO Sample

District Secondary Education Officer (DSEO) in the District involved in the study

sample (Table 3.1). The DSEO was purposely selected based on his positions, roles

and relevance to the study selected. The DSEO was not only interviewed but he

asked to provide relevant documents for the study.

3.6   Instruments

According to Creswell (2005) identifying the parameters for data collection is very

important. This study employed multiple methods in data collection including

questionnaires, interviews, observation and documentary review. The firsthand

knowledge in this study was extracted through Questionnaires, interviews and

observation. However, secondary sources like books, journals, documents and other written materials were helpful to supplement missing information through questionnaires, interviews and observations.

3.6.1 Questionnaires

The structured 'Likert Scale Survey Instrument' was applied to get qualitative data from teaching staff samples. According to Gall, M., Gall, J. and Borg (2007, 644) and Mugenda (2003, 75), 'Likert Scale Instrument' refers to "a measure that asks individuals to check their level of agreement with various statements (such as 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree & 5= Strongly Agree).

In this instrument the researcher does not need to be always present when the participants are responding to the questionnaires. Thus, due to the limited resources both in terms of money and time this instrument was the best to make sure the objectives of the study are addressed.

3.6.2 Interviews

The unstructured interviews employed as an instrument for collect qualitative data from School Heads, DSEO and community members' samples. The informal or unstructured interviews used collect data from these interviewees. The researcher decided to choose interviews as one of the instruments or tools used in collecting data due to the following reasons: Interviews can provide in-depth data which are not possible to get by using questionnaire. Unlike questionnaire, in interviews the interviewer can get more and sensitive information by using probing questions and genuine conversations (Mugenda, 2003). Mugenda seems to argue that interviews are

more flexible than questionnaires because the interviewer can adapt to the situation and get as much information as possible.

3.6.3   Written Materials

Secondary sources were gathered through books, journals and official documents. Documents such as files, attendance registers, meeting records and so on from the surveyed schools were analyzed. The documents helped to get data on teachers' teaching load, number of teachers, number of teachers' houses and TPR. Data from official documents on teachers' teaching load, number of teachers, number of teachers' houses and TPR were collected in documentary review form (see Appendices D).

3.6.4   Observation

In this study, observation used to crosscheck the validity and reliability of data collected through other techniques like questionnaires and interview.

3.7   Data Collection Methods

Through 'Likert Scale Survey Instrument' the researcher prepared and distributed the total of 150 questionnaires to teaching staffs of the surveyed schools. The 150 questionnaires were distributed equally to the 15 selected secondary schools in Same District. This means each School Heads of the selected 15 secondary schools were given 10 questionnaires to be filled in by his or her teaching staff. The questionnaires were left to the respondents for a time and then collected by the researcher from their School Heads according to the appointments. However, there were only 106

(70.67%) out of 150 questionnaires received by the researcher for data analysis (Table 3.1).

The unstructured interview was employed to collect data from School Heads, DSEO and community members. For the School Heads and DSEO the researcher asked appointments to visit their offices, while for community members the researcher visited them in their homes.

However, since unstructured interviews, use probing and open ended questions which are normally time consuming; the researcher was able to interview only 26 out of the expected 30 respondents whom he thought may have access to the required information. The interviewed respondents were fifteen School Heads, one DSEO and ten community members (Table 4.3). In order to meet the objectives of the study, the researcher extracted his quantitative and qualitative data from both primary and secondary sources.

3.7   Validity, Reliability and Ethical Issues

3.7.1   Validity

Content Validity is concerned with whether the instrument covers the items that it declared to cover (Cohen 2007, Mugenda 2003). Thus, an instrument is valid if it measures what is supposed to measure. There were several things that were done to ensure validity of the instrument employed in the study and these included the following. The related literatures were reviewed before designing the instruments to get the meaning, concept and theoretical knowledge before designing the instrument for the particular study as Muijs (2004) recommended. This helped much to eliminate ambiguities on the content of the study of job satisfaction.

3.7.2 Reliability

The term reliability is defined as the "consistency in measurement" (Mugenda, 2003, 95). That is means, if the researcher repeatedly assesses job satisfaction of a person get the same number each time; assuming the person's attitudes do not change. Thus in ensuring reliability, the researcher decided to employ varieties of instruments. This is not accidental but was done purposely to increase the reliability of the study.

Moreover, Muijs (2004) argued that when a variable is measured with several items, the individual error is eliminated and the reliability of the instrument increases. In this study two items monetary and non-incentives were used to measure teachers' job satisfaction to make it possible for the researcher to estimate an individual's score. Additionally, the test for reliability for the study was done by computing the relationship of monetary and non-monetary incentives in motivating teachers. The result indicated that monetary incentive had the highest reliability followed by non-monetary incentive.

Furthermore, as the larger the sample the better the result, this not only gives greater reliability but also enables more sophisticated statistics to be used; the study expected to collect data from 180 respondents in the hope that they may give a picture of all targeted group in the District. However, due to unavoidable circumstances the researcher collected data from 132 respondents (Table 3.1).

3.7.3 Ethical Issues

Researcher has to ensure confidentiality of data and sources. In this study, the confidentiality of participants was observed by eliminating their real names.

Common nouns like School Head, DSEO and community members were used instead of their names. Furthermore, numbers 1 to 15 were used instead of mentioning the real names of fifteen surveyed schools. Thus, the study was not bear participant's individual and school names.

3.8 Data Analysis Strategy

The questionnaires, interviews, written materials and observation have been coded and analyzed by using the knowledge of 'descriptive statistics.' According to Brace et al., (2003), the descriptive statistics are tools that describing accurately a large volume of data with just a few values."

3.9 Chapter Summary

Chapter three has covered all important elements of the study design and methodology. The study had used descriptive survey design while qualitative approach dominated the study. The sample size were 132 (N=132) out of the expected 180 respondents in the District. Sampling procedures used in the study was non-probability sampling, particularly the convenience sampling through the following tools: questionnaires, interviews, available written materials and observation. The questionnaires used to collect data from many sample size compared to other tools as it collected data from 106 out of the available132 sample size. The study utilized content analysis for qualitative data while quantitative data were made from tables, graphs and charts. Chapter four (4) presented the data and discusses the findings of the study.

CHAPTER FOUR

4.0 FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings on effect of national educational policy on secondary school teachers' job satisfaction in Same District. The analysis was directed at answering main research questions which substantiate the main objectives of the study. However, before answering main research questions which substantiate the main objectives of the study; the researcher presents the demographic data of the respondents.

4.1.1 Demographic Data of Teaching Staff Sample (n=106)

Only 106 (70.67%) out of 150 questionnaires of teaching staff sample were returned to the researcher and used for data analysis as shown in Table 4.1.

Table 4.1: Questionnaire Sent and Received Per School

Schools	Location	Type of School	No. of Survey Sent	No. of Survey Received	Percentages of Survey Received
School 1	Urban	Private	10	7	70%
School 2	Urban	Private	10	9	90%
School 3	Urban	Private	10	10	100%
School 4	Urban	Public	10	9	90%
School 5	Urban	Public	10	8	80%
School 6	Urban	Public	10	8	80%
School 7	Urban	Public	10	10	100%
School 8	Urban	Public	10	9	90%
School 9	Rural	Private	10	6	60%
School 10	Rural	Private	10	5	50%
School 11	Rural	Private	10	7	70%
School 12	Rural	Public	10	6	60%
School 13	Rural	Public	10	5	50%
School 14	Rural	Public	10	3	30%
School 15	Rural	Public	10	4	40%
			150	n=106	70.67%

Source: Field Data (2013)

The Table 4.1 shows a total of 106 (70.67%) out of the expected 150 teaching staff sample responded to the questionnaire and included in the study.

Gender, ages, marital status, teaching experiences, education qualifications of the 106 teaching staff sample are presented in Table 4.2.

Table 4.2: Categories of Demographic Data of Teaching Staffs Sample (n=106)

No.	Categories	Respondents	Percentages (%)
1.	**Gender**		
	Male	**62**	**58.49%**
	Female	**44**	**41.51%**
2.	**Age (years)**		
	21-30	**33**	**31.13%**
	31-40	**32**	**30.19%**
	41-50	**26**	**24.53%**
	≥51	**15**	**14.15%**
3.	**Marital Status**		
	Single	**11**	**10.38%**
	Married/Cohabiting	**61**	**57.55%**
	Widow	**15**	**14.15%**
	Separated	**19**	**17.92%**
4.	**Teaching Experience (Years)**		
	≤5	**32**	**30.19%**
	6-10	**29**	**27.36%**
	11-15	**23**	**21.70%**
	16-20	**13**	**12.26%**
	≥21	**9**	**8.50%**
5.	**Education Qualification**		
	Form Six Leaver	**23**	**21.70%**
	Diploma	**61**	**57.55%**
	Bachelor Degree	**21**	**19.81%**
	Master Degree	**1**	**0.94%**
6.	**Location**		
	Urban Schools	**64**	**60.38%**
	Rural Schools	**42**	**39.62%**

Source: Field Data (2013)

In Table 4.2 the majority of the respondents aged between 21-30 and 31-40 years old and surprisingly, the numbers of secondary school teaching staffs in the District were decreasing as their ages increased. The similar results appears in teaching experiences as there were only 9 (8.50%) of teaching staffs experienced teaching professional for 21 or more years. It seems many secondary schools teaching staffs in the District either left their career or died young before 40s in age.

Teaching staffs with Diplomas in Education constituted the majority 61 (57.55%) in the teaching staffs' sample. This is due to the fact that the minimum qualification of secondary school teachers as stated in the 1995 national Educational and Training Policy (ETP) is a Diploma in Education.

4.1.2 Demographic Data of School Heads, DSEO and Community Samples
(n=26)

Since interview were the tool used to collect data from School Heads, DSEO and community members; through observation, the researcher noted some of his informants in this group were not like direct questions on personal information like age, marital status and educational level. The researcher decided to stop completely acquiring such information from them to avoid breaking a good rapport with this group of respondents. However, through observation the researcher noted gender status of School Heads, DSEO and community members' samples as presented in Table 4.3.

Table 4.3 consist demographic data of School Heads, DSEO and community members. In this group of sample size there a total of 26 actual respondents; males 20 and female 6 respondents.

Table 4.3: Demographic Data of School Heads, DSEO and Community Members Samples (n=26)

Categories	Expected Respondents			Actual Respondents		
	Male	Female	Total	Male	Female	Total
School Heads	7	8	15	14	1	15
DSEO	1	0	1	1	0	1
Community Members	7	7	14	5	5	10
Total	**15**	**15**	**30**	**20**	**6**	**n=26**

Source: Field Data (2013)

Key: n = Part of the Sample Size

4.2 Elements in the 1995 ETP Contributing to Teachers' Job Satisfaction

The research task one sought to examine elements in the national Education Policy aim to contributing to secondary school teachers' job satisfaction**.** This was achieved by answering two key questions: (i) What are elements of monetary incentives in the 1995 ETP which aim to contributing to secondary school teachers' job satisfaction; and (ii) What are elements of non-monetary incentives in the 1995 ETP which aim to contributing to secondary school teachers' job satisfaction? Through the assessment of 1995 ETP, the following were found.

4.2.1 Monetary Incentives in the 1995 ETP

The 1995 ETP section 9.4 explores objectives to improve teachers' job satisfaction by monetary incentives. Salary and allowances mentioned in the policy as important elements of monetary incentive to raise teachers' job satisfaction. The section 9.4 of the Policy which deals with "Service and Working Conditions of Teachers" states that:

"...In Tanzania, teachers have gone through a period of bitter experiences such as low and irregular salary payments ... Although there have been commendable improvements in some of these areas as a result of steps taken by the government to alleviate the plight of teachers and the teaching profession, yet a lot more can be done to enhance the professional and individual welfare of teachers ...The policy will be implemented through the following strategies: Reviewing upwards and decompressing teachers' salaries structures regularly in order to reflect the important of the teaching profession ... Maintaining teachers' teaching allowances at a minimum of 59 percent above their existing basic salary. Paying teachers extra allowance proportionate to the number of extra periods they teach..."

It can be concluded that, the 1995 ETP objectives intended to employ two monetary incentives to teachers. These monetary incentives are adequate monthly salary and allowances. However, one may ask what adequate monetary incentives are? Siniscale (2002) argues that "what should be considered as an adequate salary for teachers cannot be isolated from a country's level of development." According to Siniscale (ibid), the higher the GDP of any country the high the salary is supposed to be given to the employees of that country and vice versa. For this argument the national policy, circulars and directives on the issue of monetary incentives should consider the GDP of the given country.

In other word "equity theory" which explains how people can be made to feel satisfied at work when their input or contribution to a job are commensurate to that of their "reference group" is not applicable for employees from different countries with different GDP. That is why Milkovich and Newman (1990), suggest that though

equity comparison is not limited to others within the same workplace but often reach into other organizations that are viewed as similar places of employment.

As it is stated in the 1995 ETP objectives and also revealed in the literature review of this study, adequate salaries and allowances perceived to be the basic forms of monetary incentives which can boost employees' morale, increase efficiency and attracting employees to the company (Anderson, 2001; Hakielimu, 2005). Regrettably, in the literature review of this study Davidson (2005) was in the view that there issue of teachers' job satisfaction as stated in the 1995 ETP objectives was not addressed well. It means ten years later after the enactment of the 1995 ETP the issue of teachers' job satisfaction was not implemented.

Moreover, according to Davidson (ibid), though there were many factors affect the quality of education in Tanzania, a key factor and one that largely had been neglected was the lack of elements of motivation in government documents particularly SEDP. According to Davidson (ibid), the near total absence of issues related to teacher monetary incentive within SEDP, the important government document implied that the intention of the 1995 ETP objectives to raise teachers' job satisfaction had not been well articulated, and thus was not implemented. Thus, the intention of the national Education Policy to raise teachers' job satisfaction was not practiced.

4.2.2 Non-Monetary Incentives in the 1995 ETP

The 1995 ETP section 9.4 explores strategies to improve teachers' job satisfaction by non-monetary incentives. The findings revealed that non-monetary incentives stated

in the policy were housing incentives and rising retirement age for teachers to 60 years. The policy states that:

> *"…the government shall ensure better terms of service and working condition for all teachers … this policy will be implemented through … making all teachers entitled to housing … raising retirement age for teachers to 60 years … requiring owners/managers of schools/colleges to adhere to regulations …"*

It means the 1995 ETP wants all private and government schools to include housing and rising retirement age as means to improve teachers' job satisfaction. This finding is consistency with "Expectancy Theory" as explained in the literature review that compensation of employees does not always to be in monetary incentives.

4.3   Perceptions of Secondary School Teachers on their Job Satisfaction

The second research task was to explore the perceptions of secondary school teachers on their job satisfaction. To get the answers, the following questions were used: (i) How do secondary school teachers talk about the way government directives and practices impact their job satisfaction; and (ii) How do secondary school teachers talk about their freedom in work place?

In the survey instrument the participants were first asked to indicate their level of satisfaction with each of the 8 items using the Five Likert Scale ranging from strongly satisfied to strongly unsatisfied. The findings were finally grouped into three groups of satisfied, neutral and unsatisfied as presented Table 4.4.

Table 4.4 in a nutshell, shows that the teaching staff sample (n=106) responded to all eight items of Likert Scale and makes a total of 848 responses. The finding revealed

that the 33.49% and 43.75% makes a total of 77.24% group of unsatisfied. Furthermore, the 6.49% and 6.01% makes a total of 12.2% group of satisfied. While the rest of the teaching staffs sample which is 10.26% were not sure whether they are satisfied with their job or not.

Table 4.4: Survey of Perceptions of Secondary School Teachers' Job Satisfaction

No.	Items	Strongly Satisfied (1)	Satisfied (2)	Neutral (3)	Unsatisfied (4)	Strongly Unsatisfied (5)	Total Responses
1.	Secondary School Teachers Satisfied with their Job as Teachers	3	6	20	26	51	106
2.	Secondary School Teachers are Motivated by Government Directives to do their Job	1	3	10	32	60	106
3.	Secondary School Teachers get Remunerated by Government According to their Efforts	-	-	3	82	21	106
4.	Secondary School Teachers are in better Position to be Developed Academically by Government	36	23	-	15	32	106
5.	Government Considers Secondary School Teachers as Important Workers as other Workers in other Sectors	5	7	18	24	52	106
6.	Secondary School Teachers are Free in their Workplace	2	3	16	27	58	106
7.	Community Regards Secondary School Teachers as Important Members of Society	8	6	-	48	44	106
8.	Government Considers Secondary School Teachers' Promotions as Important thing	-	3	20	30	53	106
Total responses		55	51	87	284	371	848
Percentage		6.49%	6.01%	10.26%	33.49%	43.75%	100%
Total Percentage		12.5%		10.26%	77.24%		100%

Source: Field Data (2013)

4.3.1 Government Directives Impact Teachers' Job Satisfaction

Through interview and documentary review finding of this study explored practices of national education provision which seemed to be contrary to the 1995 ETP objectives of motivating teachers. For instance, in the interview, DSEO reported that:

> *"…The increase in number of candidates due to SEDP strategies and directives had negative consequences to secondary school teachers' job satisfaction. Through SEDP there were substantial numbers of candidates registered for CSEE and ACSEE 2005-2009 which are not proportional to the increase in the number of teachers which in turn made the few teachers to be overworked …*
>
> *"*

The DSEO seemed to say SEDP made secondary school teachers not matched with the number of students to the extent that the available teachers were overworked. The number of candidates registered for CSEE and number of teachers employed in Tanzania due to SEDP 2005-2009 presented in Table 4.5

Table 4.5: Number of Candidates Registered for CSEE 2005-2009

Year	Type of Candidates		Total Candidates
	School Candidates	**Private Candidates**	
2005	85 292	39 592	124 884
2006	87 930	59 679	147 609
2007	127 993	71 290	199 283
2008	166 443	75 029	214 742
2009	254 206	95 534	349 740

Source: BEST, 2009

Table 4.5 shows that the total registered candidates in both public and private CSEE in 2005 were only 124, 884; while in 2009 were 349,740.

Furthermore, through interview DSEO were in the view SEDP did not consider much on the infrastructure something which embarrassing teachers in schools. The DSEO reported that:

> *"...Despite these successes of SEDP, there are stills some challenges which demoralize teachers in schools: Many schools still have incomplete infrastructures. Many schools do not have libraries... The numbers of teachers produced from various teaching colleges are not enough to meet the requirement; something makes available teachers to be overloaded with works. Many teacher-graduates do not report to rural schools when they are posted there. As result there is still a big shortage of teachers..."*

This statement is supported by the report given by BEST (2009) that in Tanzania only 57 libraries have been built by 2009 out of the 2,406 libraries planned through SEDP and the TPR in public schools has risen from 1:26 in 2005 to 1:49 in 2009 (BEST, 2009).

In the interviews with School Heads in the fifteen surveyed schools; 15 (100%) School Heads mentioned directives and practices which demoralize teachers. These directives and practices included: lack of teachers' housing and classrooms, high teaching load, TPR, inadequate salaries and allowances. Regarding teachers' housing, classroom, teaching load, students per stream and TPR in the 15 surveyed schools the findings were summarized in Table 4.6.

Table 4.6: Teachers' Housing, Classroom, Teaching Load, Students per Stream and TPR in Fifteen Surveyed School

School	Location	Teachers' houses					Classrooms					Maximum number of periods	Student per Stream	TPR
		R	A	%	S	%	R	A	%	S	%			
School 1	Urban	14	2	14.3	12	85.7	4	4	100	-	-	28	72	1:72
School 2	Urban	13	1	7.7	12	92.3	8	4	50	4	50	24	60	1:64
School 3	Urban	23	23	100	-	-	18	18	100	-	-	18	40	1:44
School 4	Urban	16	1	6.3	15	93.7	12	4	33.0	8	66.7	26	52	1:54
School 5	Urban	12	1	8.3	11	91.7	16	8	50.0	8	50.0	32	75	1:50
School 6	Urban	17	3	17.6	14	82.4	20	8	40.0	12	60.0	20	65	1:48
School 7	Urban	17	2	11.8	15	88.2	20	12	60.0	8	40.0	22	47	1:68
School 8	Urban	13	3	23.1	11	76.9	18	10	55.6	8	44.4	35	80	1:52
School 9	Rural	15	4	26.7	11	73.3	4	4	100	-	-	32	63	1:92
School 10	Rural	20	3	15.0	17	85.0	8	4	50.0	4	50.0	20	46	1:104
School 11	Rural	18	3	0.2	15	99.8	12	4	33.3	8	66.7	26	52	1:84
School 12	Rural	19	3	15.8	16	84.2	16	4	25.0	12	75.0	25	58	1:68
School 13	Rural	15	3	20.0	12	80.0	18	12	66.7	4	33.3	24	61	1:64
School 14	Rural	11	1	9.1	10	90.9	12	5	41.7	7	58.3	20	53	1:72
School 15	Rural	13	2	15.4	11	84.6	14	6	42.9	8	57.1	28	48	1:54
TOTAL		236	55	23.3	181	99.7	200	107	53.5	93	46.5	236	872	1:66

Source: Field Data (2013)

Keys: R=Required   A=Available   S=Shortage

Data in Table 4.6 shows that there was acute shortage of both teachers' houses and classrooms at the rate of 99.7% and 46.5% respectively. Contrary to the 1995 ETP objectives of increasing housing incentives, the finding of this study shows that there were both acute shortage of teachers houses and classrooms in both urban and rural areas. In the study area, it was exceptional of School three, which was a private school other schools experiences acute shortage of teachers' houses. Moreover, with the exceptional of the same School three and School nine, which were all private schools all other schools in the study area experiences shortage of classrooms.

Furthermore, Data in Table 4.6 reveals that the maximum number of periods per week was from 18 to 35 at School three and School eight respectively. The standard number of periods set by the MoEVT is 24 – 30 and 20 – 24 for O and A level respectively (URT, 2004). Moreover, with an exception of School three, all schools had more than 45 students contrary to the directives from MoEVT. Data also shows that TPR ranged from 1:44 (School three) to 1:104 (School 10) and the average TPR for 15 schools was 1:66. The TPR standards were 1:30 and 1:40 for A and O level respectively (URT, 2004, URT, 2007). With the exception of School three, the remaining schools were above the national standard secondary schools' TPR.

This means that number of students per class in almost all surveyed schools were more than the required number of students per class by the national Education Policy and other government directives. Moreover, the finding revealed that regarding teaching load, number of students per stream and TPR; both 1995 ETP objectives and MoEVT directives contradicted with actual practices in schools. The teaching

load, number of students per stream and TPR mentioned as among the factors which demoralizes secondary school teachers in the study area.

In discussing the quest of to what extent housing problem demoralize secondary school teachers in the District, the School Head of school 14 metaphorically explained:

> *"…In this school there is only one room; not very decent but accommodate one female teacher … most of us live 8 kilometers away from the school. Every day we come to school late and tired. During rainy season the situation is worse. It is true that, Lack of accommodation within schools premises is one of the factors which demoralize secondary school teachers in Tanzania…"*

The researcher by coincidence was able to see the room which was explained by the School Head of school 14; the room was attached to the girls' dormitory and there had no a separate restroom for the teacher. The teacher shared restrooms with her students, something which may humiliate a teacher. Staying away from school in rented houses not only expensive for teachers but also affect their attendance at school as one of teaching staff wrote:

> *"…As there is no school housing I am renting a place in town. The government does not assist in paying the rent. The rent has to come from the same meager of my salary that I get. Then I have to hire a bicycle to come to work and return home in the evening. It becomes difficult to be on time and not miss classes, especially in the rainy season. Within last week I have missed four periods as I wait for rain to decrease before I can make it*

*to school ... Hiring a bicycle puts a dent in my salary ... this is
not only expensive for me but it is also not safe... "*

This means lack of housing was not only demoralizing teachers but may also end up with poor performances as teachers may not attend classes. Through interview the researcher interested to interview the 15 School Heads in the District on the quest of what would happen if the current problems facing secondary school teachers were not properly addressed in the near future. The all 15 (100%) out of 15 School Heads in the District stated that "teachers motivation will decline and this will seriously affect teaching and learning on the part of the students." Though MoEVT is one of the organs which used to implement the 1995 ETP the finding revealed that the standard set by them contradicted with practices in education system. It seems, the lack of total adherence to the 1995 ETP can end up with poor teaching and learning processes as one teaching staff in school 10 reported that:

*"...the large numbers of pupils mean that I cannot attend them
adequately and thus reduce my teaching morale and hence poor
performance..."*

It means shortage of classrooms leads to large classes which demotivated teachers. In addition, from the findings, through interview, the 14 (93.3%) out of 15 School Heads were in the view that, lack of teachers' houses and too many students per class in schools affect teachers morale and efficiency. Thus, the national Education Policy should not remain its objectives of improving working condition of teachers alone but should make sure the objectives are implemented as early as possible. Furthermore, through interview, the 14 out of 15 School Heads were in the view that government did not influence teachers' job satisfaction by salaries as it was stated in

the 1995 ETP. This finding agrees with Davidson (2005), that the good intention of the 1995 ETP to motivate teachers has not been emphasized in SEDP document. These findings strained the researcher to pay attention on teachers' salary scales. The findings of salary scales were summarized in Table 4.7.

Table 4.7: Starting Basic Salaries for Newly Employed Teachers among the Fifteen Surveyed Schools by April, 2013

School	Location	Type of School	Salary per Month			
			Ex-Form VI	Diploma in Education	Bachelor Degree in Education	Masters' Degree in Education
Schoo1	Urban	Private	152000	250000	320000	-
School 2	Urban	Private	140000	323000	420000	-
School 3	Urban	Private	-	540000	720000	860000
School 4	Urban	Public.	-	370000	532000	-
School 5	Urban	Public	-	370000	532000	-
School 6	Urban	Public	-	370000	532000	-
School 7	Urban	Public	-	370000	532000	-
School 8	Urban	Public	-	370000	532000	-
School 9	Rural	Private	140000	250000	360000	-
School 10	Rural	Private	220000	300000	403000	-
School 11	Rural	Private	261000	410000	520000	-
School 12	Rural	Govt	-	370000	532000	-
School 13	Rural	Govt.	-	370000	532000	-
School 14	Rural	Govt.	-	370000	532000	-
School 15	Rural	Govt.	-	370000	532000	-

Source: Field Data (2013)

Table 4.7 shows that, there was a great variation in basic salaries offered to the newly employed secondary school teachers in government and private schools. This study observed that while government secondary school teachers are remunerated according to the Tanzania Government Teachers Salary Scales (TGTS) directives; the private school teachers not remunerated according to the government TGTS

directives. Salaries of private schools under the study area based on negotiation between the employee and school owner rather than strictly adhere to the existing government directives. The study also observes that salaries scales in private schools are either above or below TGTS directives. Though in the 1995 ETP, Form Six Leavers are not allowed to teach in secondary schools, many owners, managers and School Heads of private schools violate the national Education Policy and other government directives and use even Form Six Leavers as teachers. As Form Six leavers are minimally paid compared to professional teachers, it seems the owners of private schools and their School Heads use them as cheap labours against the national Education Policy.

Generally, through interviews with the School Heads in both public and private schools under the study area; the researcher observed that, salary scales impact teachers' job satisfaction. One respondent during the interview argued that:

> "Though I was sponsored by Lutheran Church to pursue Diploma in Education at their college called Uyole in Mbeya; this year I decided to resign teaching in their secondary schools without notice and joined one of the school owned by Roman Catholic in the District. Here at this new school to me I am very comfortable, teachers of my education level and experiences get the basic salary of 540000Tshs. compared to the only 300,000Tshs which I used to get in my former school."

From this argument, it is means though the amount of salary one gets matters a lot to motivate him or her; but also the comparison of what one get with his or her reference group is important. This finding is in the same line with the previous study

as Anderson (2001) who argues that salaries and allowances can boost employees' morale and increase efficiency. Furthermore, Hakielimu (2005) observed that meager salaries caused teachers' dissatisfaction. This means that strategies to raise teachers' monetary incentives should not only be in written forms in the 1995 ETP but should also be emphasized in other important government directives and practiced in both government and private schools. The allowances are the other monetary incentives stated in the 1995 ETP as the strategy to improve teachers' job satisfaction. In section 9.4 under "Service and Working Condition" the 1995 ETP mentions three types of allowances which are teaching, overtime and hardship allowances as important element to raise teachers' job satisfaction. The policy states that:

> *"…the government will maintaining teachers' teaching allowances at a minimum of 59 percent above their existing basic salary; and paying teachers extra allowance proportionate to the number of extra periods they teach…instituting hardship allowances to teachers…Requiring owners/managers of schools/colleges to adhere to regulations on salaries and teachers' service and working conditions…"*

During the interview with the 15 School Heads the researcher discovered that the 1995 ETP strategies on teaching, overtime and hardship allowances were not yet practiced in public schools. However, private schools provide at least one of the mentioned allowances as shown in Table 4.8.

Table 4.8 shows that all teachers in private schools were provided with at least one allowance but government school teachers are not given any of the mentioned allowances against the 1995 ETP objectives.

Table 4.8: The 1995 ETP Allowances by the Fifteen Surveyed Schools

No.	Item	Schools														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	Teaching Allowance	V	v	V						V	V	V				
2.	Overtime Allowance			V												
3	Hardship Allowances			v								V				

Source: Field Data (2013)

Key:

1, 2, 3, 9, 10 and 11 – Private Schools

4, 5, 6, 7, 8, 12, 13, 14, 15 – Government Schools

V – Provides the Mentioned Allowances

The secondary school teachers under the study area were in the view that allowances impact their job satisfaction. During the interview the School Head of school 3 pointed out that he joined that Private school six years ago from public schools not only because the school provides big salary but the school had what they call themselves "Tolerance Allowance" of 60 iron sheets given to teachers who had worked in the school for ten years consecutively. Furthermore, he said that:

> *"...teaching career has no other means of earning money like policemen or people who work with Tanzania Revenue Authority (TRA). These people are sure of getting money every day. If you not keen you can die or retire without having even a small hut. The only acceptable way as a teacher to get money out of salary is allowances. Through allowances I have managed to build my house and buy a saloon car for my own use. I am comfortable and satisfied to keep on working in this school..."*

This implies that the intention of the national Education Policy to consider teaching, overtime and hardship allowances was good but unfortunately the policy was out of

use. This finding is in the same line with the previous study as postulated in the literature by Davidson (2005) that in Tanzania there is a tendency of not implementing the 1995 ETP.

4.3.2 Freedom in Workplace

One of the things raised by teachers was lack of freedom in the implementation of the Health Insurance Scheme (HIS). Through interview, the seven (46.7%) out of the 15 interviewed School Heads mentioned that the implementation of HIS marginalized teachers and therefore reduce their freedom in the community. For instance, School Head of school four reported that:

> *"…when we go to the hospital for treatment we are told; you with health insurance sit on the side and let us treat the other people first … Though, the idea of Health Insurance Scheme is good but the implementations of this directive demotivated teachers…"*

It seemed the School Head of school four wanted to say teachers were not treated equally with other community members in hospitals because they use HIS. In government directives required to pay three percentages from their monthly salaries for HIS so that they got complimentary ticket to receive medical care with their families. However, in the study area teachers were not happy with the implementation of HIS.

Moreover, the 11 (73.33%) out of the 15 School Heads in the study area who interviewed by the researcher were in the view that there had lack of freedom in decision-making. The School Head of school 6 reported that:

"…One of the things that have always surprised me is the lack of teachers' voices in the education policy. Here in Tanzania, for instance many people at the highest level of the nation generally had little or no classroom experience but they formulate curriculum without involving teachers who regularly teach in classes …"

It seemed the School Head of school six was in the view that national Education Policy does not give freedom to teachers even in deciding for their national curriculum. In the literature review of this study participation in decision making was perceived to offer various benefits at all levels of education system in Tanzania. As Rice (2007) explains that putting decision making power as close as possible to the point of delivery makes that implementation of those decisions not only possible, but also successful. It means by creating a room of free decision making in national Education Policy from school level to national level will not only improves success but will also improve job satisfaction among teachers.

In addition, the two (13.33%) out of the 15 School Heads were in the view that lack of free communication network in education system demotivated them. The School Head of school 15 reported that:

"…while there are plenty of opportunities to have conversations with my teachers in staff meetings … there are seemingly no pathways for we Head of Schools to have direct conversations with those tasked with reforming the education system in Tanzania …when I originally began teaching in early 1990s, I was bright eyed and excited about all the ways that I could change education but as I began to deepen my

> *understanding of the education system and broaden my experiences, I realized there was no place to share my thoughts…"*

It seemed the School Head of school 15 was in the view that the existing education system does not consider teachers' potentiality.

In addition, this study revealed that in all the 15 (100%) surveyed schools in the study area there had no well-known policy or clear government directives regarding to teachers' promotion. The School Heads were given freedom to promote teachers to take various positions within their schools. The promotion was neither determined by the seniority nor the level of education of the teacher concerned. It was mostly determined by the unknown criteria set by the managements. The School Head of school 5 reported that:

> *"…though there are no written procedures to appoint a teacher to take higher responsibility in the school level the government trusts us as School Heads that we may appoint the right candidates…"*

Furthermore, the nine (60%) out of the 15 School Heads from government schools were in the view that they had opportunities for professional development; while the rest 6 (40%) from private schools were in the view that the freedom of professional development opportunities for them was limited. The School Head of school three pointed out that that:

> *"…in private schools the owners of the schools have no interests in advancing their teachers. What they want is ready –*

made teachers. Once you have the chance to go for further education, they cut off your salary. Many teachers in private schools if want to go for further studies they start to join government school first as they are sure to get their salary throughout their studies ..."

Though, Kemilembe (2004) revealed that the MoEC motivated both government and private teachers by giving them loans which enabled them to go for higher education in different universities within the country. The School Head of school three seemed to say, regardless all efforts given by the government to educate all secondary school teachers; private school teachers were not free to go for further studies as their bosses cut salaries as soon as they decide to go for studies.

4.4 Community Members and Teachers' Job Satisfaction

This section contains testimonies of community members on teachers' job satisfaction. These testimonies were presented qualitatively as follows: The one (10%) out of 10 community members in the District was in the view that secondary school teachers were satisfied with their job; while the rest nine (90%) were in the view that secondary school teachers were not satisfied with their job. The one who were in the view that secondary school teachers are satisfied with their job asked by the researcher to give reasons for his opinion. He considered the respect teachers get from students, parents and communities. He was in the view that teaching is the most respected professional that teachers might be satisfied with it.

Those who were in the view that secondary school teachers were not satisfied with their job had given their opinions as follows: One of the businessmen during the interview with the researcher said that:

"...I see many secondary school teachers do other productive things during school hours in order to make their living. Many are also forced to borrow money and things from different people ... teachers are always in debt and in conflict with the other members of the society..."

It is the opinion of the interviewed person that teachers doing productive things during school hours is the sign of not satisfied with their job. In the same line, one of the village chairmen in the study area pointed out that lack of school housing in their village affect teachers' motivation to teach. In addition, through interview one of the 2013 CSEE candidate in one of the school in the study area reported that, *"...I love teaching professional but the way teachers are treated wonder me if I can one day chose to be a teacher..."* It seemed there were many community members in the study area who did not perceive teaching profession as a motivating job. In the same line to the community members in the study area, Babyegeya (2002, 20) wrote:

"...the living conditions of teachers are worsened by lack of appropriate accommodation to live in ... this result into ineffective teaching because of absenteeism of teachers from work, illicit practices, moonlighting both during and after teaching hours and the demoralized teaching work. In urban areas, teachers open small business, or become casual taxi drivers, and in rural areas, they spend more time in their farming plots. As a result they do not prepare and mark students work well. Teachers' status has declined substantially, not only in the developing world, but also in developed countries. Low pay and subsequently low purchasing power is one of the factors that have made the status of teachers to decline. The teaching profession is no

longer attractive and fewer qualified graduate particularly male graduates, want to enter the teaching profession. Some who are joining teaching; it is a last resort ..."

Babyegeya seems to support community members in this study who were in the view that teaching profession is not a motivating job. According to the government statistics, during SEDP implementation the rate of enrolment in teachers' college was surprisingly decreasing each year (BEST 2004-2008) as shown in Table 4.8.

Table 4.9: Enrolment of Teacher Trainees in Public Teachers' College during SEDP (2004-2009)

Year	Male		Female		Total
	Number	**Percentage**	**Number**	**Percentage**	
2004	16245	52.6%	14647	47.4%	30892
2005	12502	52%	11513	48%	24015
2006	10155	53.2%	8929	46.8%	19084
2007	10036	53.5%	8718	46.5%	18754
2008	9209	55.1%	7491	44.8%	16700

Source: BEST 2004-2008

The Table 4.10 shows enrolment of teacher trainees in public teachers' college in during SEDP implementation in 2004 through 2008. In 2004 were only 30892 students in teachers' college compared to 2008 who were only 16700. This finding revealed that SEDP the important programme to implement the 1995 ETP was not successful in motivating new candidates in teaching professional. The finding by the community in the study area that teaching professional was not a motivating job is similar to the reviewed literature. For instance, Mdonya (2009) in the literature

review seemed to conclude that teaching profession was not motivating. Mdonya (ibid) in his study of the influence of managerial factors on teachers retention reported that, "there were some teachers who quitted their teaching profession" as they felt not satisfying them. The reduced interest for many community members to join teaching profession might cause the present few teachers who like their profession to be overworked and finally lose their interests.

4.5 Comparison of Monetary and Non-monetary Incentives in Motivating Secondary School Teachers

The researcher finally interested in comparing the effect of monetary and non-monetary incentives as they were postulated in the 1995 ETP to teachers' job satisfaction. The elements of monetary incentives found in the 1995 ETP objectives by this study were two (salaries and allowances); and the elements of non-monetary incentives found in the 1995 ETP by this study were two (housing and increase retirement age). These four elements for motivating teachers by the 1995 ETP objectives were under the subsection 9.4 of the policy titled "Service and Working Condition of Teachers".

The comparison designed to involve all the respondents of this study which were teaching staffs (n=106), School Heads (n=15), DSEO (n=1) and community members (n=10) which makes the total of 132 respondents (N=132).

The respondents were provided with the set of four elements of motivation to teachers by the 1995 ETP objectives and asked to choose only one most important

element to motivate teachers than others. The findings were presented in the pie chart
as shown in Figure 4.1.
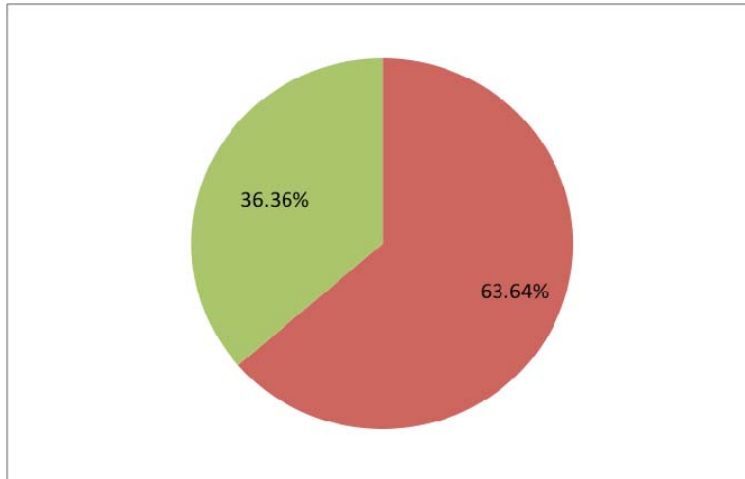
Figure 4.1: Rank of Elements of Monetary and Non-monetary Incentives
(N=132)
Source: Field Data (2013)
Key: 63.64% Monetary Incentives
     36.36% Non-Monetary Incentives

Figure 4.3 explores that both monetary and non monetary incentives are important to
raise teachers' job satisfaction. The 84 (63.64%) and 48 (36.36%) out of 132 (100%)
respondents identified monetary and non-monetary incentives respectively as the
most important factors in the 1995 ETP to motivates secondary school teachers.

Monetary than non-monetary incentives identified in the 1995 ETP rank number one
as a good motivator. It seems to the many people in the study area are in the view
that, monetary incentives are a good motivator than other incentives. However,
according to Maslow's theory of need money is mainly for basic or physiological
needs and has limited utility in increasing the motivation of employees. Normally,

after the basic needs have been met, the role of money in motivating the employees is generally decreased.

4.6   Chapter Summary

In chapter four, the most important findings with regard to the key research tasks and questions were presented. In the first task, this study identified adequate salaries, allowances, housing and increase retirement age of teachers as the main elements mentioned in the 1995 ETP which intended to raise teachers' job satisfaction. However, in this task, the study identified that by the year 2005 the 1995 ETP objectives to motivate teachers were not emphasized by SEDP, the most important government document to implement the policy.

In the second task the researcher explored perception of secondary school teachers on their job satisfaction in relation to government directives or circulars. Through SEDP directives there had substantial numbers of secondary school candidates registered in 2005 through 2009 that were not proportional to the infrastructures? Teachers were in the view that this led to acute shortage of both teachers' houses and classrooms. This is contrary to the 1995 ETP objectives of increasing housing incentives in schools. It is also contrary to MoEVT directives on teaching load, TPR and number of students per stream.

Moreover, teachers explored that, though the amount of salary they get matters a lot to motivate them but the comparison of one get with his or her reference group is important to motivate them. Teachers also explored non-monetary incentives which were not identified in the 1995 ETP objectives to motivate them. These non-

incentives include freedom in decision making, open communication network and their opportunity to grow. However, in general, teachers' perception on their job satisfaction is poor due to unfulfilled strategies of the 1995 ETP to motivate them.

In the third research task the researcher explored opinions of the community members on teachers' job satisfaction. It is very interesting to notify that most of the community members were in the view that secondary school teachers are not satisfied with their job.

CHAPTER FIVE

5.0   SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents a summary of the study, discussion, conclusion and recommendations. The recommendations will be for both makers and implementers of the national Education Policy. Finally, recommendations for further research related to teachers' job satisfaction will be presented.

5.2   Summary of the Study

The purpose of this study was to investigate the effect of Educational Policy on secondary school teachers' job satisfaction in Same District. Specifically the study intended to examine elements in the 1995 national Education and Training Policy (ETP) on job satisfaction to secondary school teachers; assess perceptions of secondary school teachers on their job satisfaction; and evaluate general views of community about secondary school teachers' job satisfaction. Together with these objectives five research questions were set out to give a way forward to data collection process. These questions were: What are elements of monetary incentives in the 1995 ETP which aim to contributing to secondary school teachers' job satisfaction; what are elements of non-monetary incentives in the 1995 ETP which aim to contributing to secondary school teachers' job satisfaction; how do secondary school teachers talk about the way government directives impact on their job; how do secondary school teachers talk about their freedom in work place; and what are the general views of community about secondary school teachers' job satisfaction?

Moreover the study used both primary and secondary data sources. This study focuses on three main bodies of literature: First, theories of job satisfaction; Second, basic concepts in the national Education Policy; and third related empirical studies. This literature also included conceptual framework of the study and research gape.

5.3 Summary of the Findings

The instrument used to collect data were questionnaires, interviews, documentary reviews and observations. The findings presented in Chapter Four reveal challenges faced the effect of the 1995 ETP to secondary school teachers' job satisfaction as follows:

Most respondents included in the study were in the view that secondary school teachers were not satisfied with their job.

There were lack of hardship, teaching and overtime allowances to most secondary school teachers contrary to what were stated in the 1995 ETP objectives. For instance, no any allowances to teachers in all public schools as stated in the policy objectives. The lack of hardship, teaching and overtime allowances to most secondary school teachers in the district were one of the sources of their dissatisfaction.

There were inadequate housings for teachers contrary to the 1995 ETP objectives. The study reveals that teachers who work in rural than those in urban areas suffer most with the housing problems. The inadequate housings to secondary school teachers were among the things which dissatisfied them.

High enrolment of students by SEDP (2004-2009) directives was against the 1995 ETP objectives to motivate teachers. Many students in the classes meant high TPR, so greater workload per week and therefore demoralized teachers in the study area.

5.4   Conclusion

It has been noted from the findings that there were lack of strict adherence for both government and private employers on the 1995 ETP objectives something which demoralize teachers. The 1995 ETP objectives to improve teachers' job satisfaction include some elements monetary and non-monetary incentives. The 1995 ETP do not consider much on other important non-monetary incentives like safety and security, social needs, esteem needs and self-actualization as stated in the Maslow's theory of needs. This study explores non-monetary incentives which cannot be expressed in term of money but may improve secondary school teachers' job satisfaction. These non-monetary incentives were adequate class size, TPR and teaching load.

Furthermore, though most respondents in the study area were in the view that monetary and non-monetary incentives may satisfy them. According to Maslow's theory of motivation, monetary benefits have only limited utility in increasing the motivation of employees. After the basic needs have been met, the role of money in motivating the employees is generally decreased. As teachers' needs like safety, social, esteem and self actualization are not paid their due in the 1995 ETP; the policy make use of physiological incentives to motivate teachers. In the workplace concern for salary and working condition as stated in the 1995 ETP represent the first level of Maslow's hierarchy of need called physiological needs. However, this study is in the view that, money is a real motivating factor when the physiological (food,

clothing and shelter) needs of teachers have not been satisfied. Money will help in satisfying the social needs of the teachers to some extent because money is often recognized as a basis of status, respect and power. Money is also an important means of achieving a 'minimum' standard of living although this 'minimum' has the tendency to go up as people become more affluent as stated in the Maslow's theory of motivation. But it cannot be concluded that money loses its importance after a certain stage. To some people, non-financial rewards are more important. They are motivated by money only up to the stage they are struggling for psychological and security needs.

People in higher positions, who get higher monetary rewards might not motivated by monetary benefits. They may be motivated by money only if the increase is large enough to increase their standard of living and status in the society. But in case of employees at the operative levels, money certainly plays significant role in motivating them because their basic needs have not been fulfilled. From the above discussion, it can be said that money is not the only motivator and it is not always motivator.

5.5   Recommendations

In the light of the findings from this study, recommendations are given for national Educational Policy makers and for further research as follows:

5.5.1 Recommendation for Action

The lack of reviewing salaries of secondary school teachers regularly to reflect the changing social and economic situations as stated in the 1995 ETP objectives should

be addressed as soon as possible. The teachers' salaries and allowances must be paid to teachers as stated in the 1995 ETP objectives.

The policy should provide room for teachers to develop themselves through: Job enlargement, participative system, recognition and making the teaching career more challenging as stated in Maslow's theory of need. The policy makers and other government authorities should aim at using Maslow's theory of need in motivating teachers.

Monetary incentives have to be coupled with various non-monetary incentives like free housing, free water, free electricity and fringe benefits. Therefore, it is recommended that the government should make sure teachers are provided with higher salaries, together with many other incentives so as offset other de-motivating factors like job insecurity.

It is recommended by this study that the implementers of the policy should adhere to the policy and to MoEVT directives on the number of students per class and teachers workload per week. Furthermore, rural schools should be self-sufficient in teachers' houses and hardship allowance should be paid to them.

5.5.2 Recommendations for Further Research

Taking into account the findings observed in this study, further research is recommended in the following areas.

Job satisfaction to teachers is not only an important topic to the secondary school teachers but also to the elementary, primary and university levels in Tanzania. As I

noted previously in this study that there limited literatures on Job satisfaction in Tanzania compared to other countries. This study recommends studs on job satisfaction to elementary, primary and university levels in Tanzania.

Lastly, as I mentioned previously in this study, teachers' job satisfaction is a multidimensional phenomenon. Thus, the research did not exhaust all the job satisfaction factors that the previous research and theories identified. Further research should therefore include such aspect as leadership style and organizational culture.

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APPENDICES

Appendix I: Covering Letter

Dear Colleague,

My name is Timotheo Elinihaki, a university student at Open University of Tanzanian doing Masters' degree of Education in Administration, Planning and Policy Studies. As a university student, we normally do researches in the last year of our studies as a partial fulfillment of the requirements for the Masters' degree. My Masters' dissertation is about: *Effect of Education Policy on Job Satisfaction for Secondary School Teachers in Same District*. I kindly request you as one of the secondary school teachers in Same District to take not more than 10 minutes to voluntarily respond to this questionnaire.

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

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

I highly appreciate your participation.

Yours Cordially**,**

Timotheo Elinihaki

PHONE NO. 0784 369296 ADDRESSES: timotheoelinihaki@yahoo.com.

Appendix II: Questionnaires for Teaching Staffs (N=106)

PART 1: Demographics

1. Gender (**Tick one** √): Male [ ] Female [ ]

2. Age: …………..Years

3. Marital Status **(Tick One** √): Married [ ] Single [ ] Widow [ ] Widower [ ]

Separated [ ] Cohabitation [ ]

4. Teaching experience: **………....**Years

5. Type of School Ownership **(Tick One** √)**:** Government [ ] Private [ ]

6. Location of school **(Tick One** √)**:** Rural [ ] Urban [ ]

7. Educational Qualification: **(Tick One** √)**:** Form Six [ ] Diploma in Education [ ]
Bachelors' Degree [ ] Masters' Degree [ ]

8. Year of First Appointment/Experiences … ………………

PART 2: Likert Scale Instrument

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

No.	Items	Strongly Satisfied (1)	Satisfied (2)	Neutral (3)	Unsatisfied(4)	Strongly Unsatisfied (5)
1.	Secondary School Teachers Satisfied with their Job as Teachers					
2.	Secondary School Teachers are Motivated by Government Directives to do their Job					
3.	Secondary School Teachers get Remunerated by Government According to their Efforts					
4.	Secondary School Teachers are in better Position to be Developed Academically by Government					
5.	Government Considers Secondary School Teachers as					

	Important Workers as other Workers in other Sectors				
6.	Secondary School Teachers are Free in their Workplace				
7.	Community Regards Secondary School Teachers as Important Members of Society				
8.	Government Considers Secondary School Teachers' Promotions as Important thing				

PART 3: Short Answer Question

The following are elements of motivation mentioned by the 1995 Education and Training Policy as essential to raise teachers' job satisfaction. Please choose only one most important element than others which you think if will be put in practice will motivates secondary school teachers.

     A. Monthly Salary
     B. Allowances   [   ]
     C. Housing
     D. Increase Retirement Age

  Thank you very much

Appendix III: Guiding Questions for Interview to School Heads and DSEO

1   Do secondary school teachers are satisfied with their job?

2   Compared to other government employees of the same levels of education, what are your views on the social status of secondary school teachers?

3   What are general views of society about secondary school teachers?

4   Many complaints have been voiced by individuals and organizations about lack of job satisfaction among secondary school teachers in Tanzania. Why do you think there are so many of such complaints?

5   What do you think should happen to change the attitude?

6   Do secondary school teachers know their ranks and their salary scales?

7   What are the salaries scales of teachers according to their level of education?

8   How secondary school teachers get promoted?

9   Do national Education Policy and its implementation considers secondary school teachers' job satisfaction?

10   What do you think should happen if the situation of poor satisfaction of secondary school teachers will not be overcome?

11   What is the most important element than others which you think if will be put in practice motivates secondary school teachers. A. Monthly Salary; B. Allowances; C. Housing; or D. Increase Retirement Age.

Thank you very much

Appendix IV: Documentary Review

PART 1: Teachers' Teaching Load

School	Maximum Number of Periods	Number of Students per Stream	TPR
School 1			
School 2			
School 3			
School 4			
School 5			
School 6			
School 7			
School 8			
School 9			
School 10			
School 11			
School 12			
School 13			
School 14			
School 15			

PART 2: Teachers' Houses

School	Required	Available	Percentage of Available	Shortage	Percentage of Shortage	Remarks
School 1						
School 2						
School 3						
School 4						
School 5						
School 6						
School 7						
School 8						
School 9						
School 10						
School 11						
School 12						
School 13						
School 14						
School 15						

PART 3: Classrooms

School	Required	Available	Percentage of Available	Shortage	Percentage of Shortage	Remarks
School 1						
School 2						
School 3						
School 4						
School 5						
School 6						
School 7						
School 8						
School 9						
School 10						
School 11						
School 12						
School 13						
School 14						
School 15						

Appendix V: Maswali ya Hojaji kwa Jamiii Inayozunguka Eneo la Utafiti

1.Unafikiri walimu wanaridhika na kazi yao?

2. Walimu wanagoma, wengine wanaacha kazi, wengine wanalalamika na wanafunzi wanafeli sana mitihani yao siku hizi. Unafikiri ni kwa nini haya yanjitokeza sana?

3. Watu hapa wanawaonaje walimu wa sekondari?

4. Je, jamii inaona walimu wa sekondari kama watu muhimu kwao ?

5. Unaweza kumshauri mtoto wako kuwa mwalimu? Kwa nini?

6. Unafikiri ni kipi hasa kifanyike kwa walimu wa secondary kati ya hivi vifuatavyo: Je wapewe mishahara mikubwa; wapewe posho kubwa; wajengewe nyumba za walimu au waongezewe muda wa kustaafu ?

Ahsante sana!

Appendix VI: Registered Secondary Schools in Same District and their Location by 30th May, 2013

No.	Name of Secondary Schools Registered	Location
1.	Alikachenje	Urban
2.	Bamko	Rural
3.	Bangalala	Rural
4.	Bethlehemu	Rural
5.	Bombo	Rural
6.	Chalao	Rural
7.	Chanjagaaa	Rural
8.	Chome	Rural
9.	Dindimo	Rural
10.	Gonja	Rural
11.	Hedaru	Urban
12.	Jitegemee	Rural
13.	Joyland	Urban
14.	Kandoto	Urban
14	Kasembombe	Rural
16	Kazita	Rural
17.	Kibacha	Urban
18.	Kigango	Rural
19.	Kihurio	Rural
20.	Kimala	Rural
21.	Kirangare	Rural
22.	Kirinjiko	Urban
23.	Kisingi	Rural
24.	Kisiwani	Rural
24.	Kwakoko	Urban
26.	Kwizu	Rural
27.	Madiveni	Rural
29.	Makanya	Urban
30.	Malindi	Rural
28.	Moipo	Rural
31.	Manka	Rural
32.	Mkombozi	Rural
33.	Mtii	Rural
34.	Myamba	Rural
35.	Ndungu	Rural
36.	Ntenga	Rural
37.	Parane	Rural
38	Ruvu	Rural
39	St. Clara	Rural
40	St. Joakim	Urban
41.	St. Tereza	Urban

42.	Suji	Rural
43.	Tae	Rural
44.	Vudee	Rural
45.	Vumari	Rural
46.	Vunta	Rural
47..	Mpirani	Rural
48	Mwalapapa	Rural
49.	Mkomazi	Rural

Source: Data obtained from DSEO (2013)