

**AN INVESTIGATION OF JOB SATISFACTION AMONG
SECONDARY SCHOOL TEACHERS: THE CASE
STUDY OF BABATI TOWN COUNCIL**

**By
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**A Research Report Submitted in Partial Fulfilment of the Requirements for Award
of the Degree of Master of Science in Human Resource Management (Msc. HRM)
of Mzumbe University**

2015

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a Research Report titled “**An Investigation of Job Satisfaction among Secondary School Teachers: The Case Study of Babati Town Council** ” in partial fulfilment of the requirements for award of the degree of Master of Science in Human Resource Management of Mzumbe University.

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When we set goals for ourselves, there are always obstacles in the way that may block us on the way from accomplishing those goals. There are also people in our lives that are aware of those goals, and encourage us and support us to continue regardless of the obstacles. It is now that, I can formally thank those people for doing just that for me. Before thanking any one on these early, I must first thank Almighty God the Creator for being on my side during this challenging time of my life.

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DEDICATION

I dedicate this work to my wife, Alis and my lovely son Elisha for their unconditional love, support and courage throughout my studies. They have always been courageous to me even when I was nearly to give up.

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ABSTRACT

Job satisfaction among secondary school teachers in Tanzania is becoming an area of major concerns as highlighted by recent research studies and reports. Significantly job satisfaction is very essential to the continuing growth of employment system around the World.

The General objective of the study is to investigate on job satisfaction among secondary school teachers as a whole and Babati Town Council in particular. The specific objectives of the study was; to determine the level of satisfaction and factors for job satisfaction among secondary school teachers, to identify the causes of job dissatisfaction among secondary school teachers and to identify measures to be taken to ensure job satisfaction among secondary school teachers at Babati Town Council.

A study sample of 50 (N=50) teachers were surveyed.

This study was for secondary school teachers who were chosen purposively regardless their gender (male or female), age and level of education of respondents.

A case study design used since it allows an intensive investigation of a particular unit under consideration (Kothari, 2008). This research used descriptive type of case study, which investigated relationships between constructs. Using case study was advantageous to the researcher because of its focus on in depth investigation of individual, groups or organization. Sampling procedure which were used were purposive convenient sampling and purposive random sampling. The data was collected using questionnaire and documentary review methods. The collected data were analyzed using descriptive statistics method where it used percentage in interpreting data.

The study findings revealed that teachers are not satisfied with their work due to several factors; including low salaries earned, poor working and living environment, such as poor teaching facilities, lack of housing facilities, workload and lack of recognition from management, government and the society. The study suggests to the policy makers to account for these difficulties under which teachers work and live including issues of salaries, housing and recognition in order to retain committed teachers, eliminating strikes and achieving maximum quality education for the National development.

LIST OF ABBREVIATION

CWT- Chama cha Walimu Tanzania

EFA –Education For All

GDP – Gross Domestic Product

HR – Human Resources

MDGs – Millennium Development Goals

MOEC – Ministry of Educational and Culture

MoEVT- Ministry of Education and Vocational Training

PEDP – Primary Education Development Plan

SAPs - Structural Adjustment Programme

SEDP - Secondary Education Development Plan

SHRM – Society for Human Resource Management

SPSS – Statistical Package for Social Sciences

TTU – Tanzania Teachers Union

TUCTA – Trade Unions Congress of Tanzania

UNESCO – United Nations Educational Scientific and Cultural Organisation

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the main reasons for the study. Also it gives the background of the study, statement of the problem, general and specific research objectives, research question, significance of the study and limitations of the study and definition of key terms used.

1.1 Background to the study

All organisations in the world rely on human resource base in any organisation, in that they act other resources such as money, machines, materials methods, information time, etc; and in the process they enable organisations to function. In other words, it is people who make organizations produce the goods and or services needed by the society. Organizations can survive, at least for some time, without the other resources, but they cannot survive at all without people (Ngirwa, 2005).

People are the motive force and primary factor in an organisational effectiveness and national development and should therefore be the central focus of any development effort. In order to facilitate the productive capacity of organisations, and thereby enhance that process of national development, it is essential that attention is focused on the human resource that the knowledge, skills, abilities and motivations of people are currently identified and objectively allocated and channelled where they can be optimally utilized for the good of the individuals, organisations and the nation as whole (Mwambene, 1986).

Job satisfaction is not a new topic in all organisational science and organisation behaviour. The question of job satisfaction among workers is historical and concrete. It can be traced as far as the industrial revolution period, which began in England in the 18th century and spread to other European countries and North America (Luthans, 1977).

Gupta (2007) defined job satisfaction as the end feeling of a person after performing a task. To the extent that a person's job fulfils his dominant needs and consistent with his expectations and values, the job will be satisfying. The feeling would be positive or negative depending upon whether a need is satisfied or not. A satisfied worker is not necessarily a performing worker, satisfaction may lead to good performance but good performance may just as well be the cause of satisfaction. This implies that the case of job satisfaction cannot be separated from performance depends highly on reward (Armstrong, 2007).

World Bank (1990) report on "teachers conditions of service", concluded that in the absence of incentives to perform better many teachers are currently providing much less and lower quality education than they are capable of. The demonization of teachers is a major contributory factor to the abysmally poor learning achievement of primary and secondary students (Bennell and Mukyanuzi, 2005).

The issue of teachers' job satisfaction is not only addressed in Tanzania but also it is the debatable and burning topic Worldwide. In his words Ramakrishnaiah; as quoted by (Sridhar, et.al 2004) in his book *Job Satisfaction of School Teachers in India*; "true enough it is said that a large number of teachers of the present day have no interest in their profession but they continue in the profession only as a mechanical wage earners. The facilities and incentives offered in this profession are so meagre that many of the talented persons do not think of becoming teachers but seek positions elsewhere. Lack of recognition of the teachers in this country is very sore point. They have not yet been given the same footing as a doctor, lawyer or any other officer in the society".

Tanzania like other countries in the world is currently working towards improving the quality of its education so that it suits the future needs of the society and the demands of globalization (Nguni, 2005). The Tanzanian government strives to improve the quality of education of which this includes the welfare and concerns of teachers in terms of

teaching resources, working environment, their pay and compensations. Without motivated and competent teachers focused on pupil learning, all the reforms will come to nought. If teachers are at the heart of education they ought to beat the heart of our policy and practice budgets and political historic as well (Sumra and Rajan 2006). Currently the retention of teachers in the profession has become an area of concern not only to the school administrators but also to the government being the major employer of teachers. Qualified and quality teachers play a very fundamental role to the success of the entire education system and to the learners performance in particular. Therefore all these can be achieved if and only if the factors for job satisfaction to secondary school teachers are well addressed and considered.

Despite the Tanzanian government efforts to improve teachers' salaries and working environment still it seems teachers are not satisfied with what have been done. There have been a number of teachers' strikes in Tanzania which aimed at expressing their dissatisfaction with what is going on in the field of education and their job at large. For instance there have been a planned list of teachers' strikes that took place in the three years 2008, 2010 and the recent one of 2012, that shook the country as well as education sector. In August 25, 2008 Chama cha Walimu Tanzania (CWT) planned to mobilize teachers throughout the country to take part in strike in order to press for payment of salary arrears, allowances, delayed promotion and poor working environment. In the year 2010, TUCTA advised workers to air their grievances peacefully including teachers around the May Day and proposed an indefinite general strike in protest at the government's failure to increase the minimum wage (www.thinkafricapress.com/ThinkAfricapress - April 10, 2014).

The rise of strikes with a number of demands from the government and increase in the shift of teachers to other professions in one way shows the career dissatisfaction of teachers in Tanzania. Therefore, this study aims at investigation on the prevailing situation among the secondary school teachers and their satisfaction in their career.

1.2 Statement of the Problem

Halda (2010) explained that job satisfaction is the attractiveness of a work for a person, an attitude that results from the balancing and summation of specific likes and dislikes, what is expected and what is experienced. Secondary school teachers job satisfaction has risen concern in many countries and a number of studies concerning teachers' job satisfaction have been done such as that of Njiru (2014) Kiharu District – Kenya, Maniram (2007) KwaZulu Natal – South Africa, George, et al (2008) Windhoek, Namibia and Basil (2013) Mwanza, Tanzania.

These studies found that teachers were dissatisfied with their jobs, especially with the interpersonal relation factors and the study established that teachers were also dissatisfied with their jobs because they did not have enough teaching equipment and resources. It was also found that, a significant level of teachers' dissatisfaction pertaining to intrinsic factors of work and more especially, those factors relating to school area and rank. Also significant correlation between levels of burnout and job satisfaction was found, particularly in respect of emotional exhaustion and depersonalization.

Obtaining and retaining quality teachers is a continuing concern that is facing education sector especially in secondary schools in Tanzania, due to the reasons relating to job satisfaction for the teachers which negatively impacts the school outcomes including student's performance, teachers attrition and teachers strikes. Quality, qualified and effective teachers is invaluable that one may fail to come up with proper expression to express the magnitude of their significance in its exactness. Despite such teachers' significance; qualified and competent teachers do not stay in the teaching professional, hence taking into account the various case studies that have been done abroad and some areas of Tanzania, the results found cannot be generalized to all areas since the living standard, social needs, economic condition and costs of living differ from one place to

another. Therefore this study aims to investigate other factors of job satisfaction among secondary school teachers specifically at Babati Town Council-Manyara region.

1.3 Objectives of the Study

1.3.1 General Objective

The General objective of the study is to investigate on job satisfaction among secondary school teachers at Babati Town Council.

1.3.2 Specific Objectives

In order to achieve the main objective, the following specific objectives were developed;

- i. To determine the level of satisfaction and factors for job satisfaction among secondary school teachers at Babati Town Council;
- ii. To identify the causes of job dissatisfaction among secondary school teachers at Babati Town Council;
- iii. To identify measures to be taken by the government being an employer to ensure job satisfaction among secondary school teachers at Babati Town Council.

1.4 Research Questions

- i. What is/are the level of satisfaction and factors for job satisfaction among secondary school teachers at Babati Town Council?
- ii. What are the causes of job dissatisfaction among secondary school teachers at Babati Town Council?
- iii. What measures can be taken to ensure job satisfaction among secondary school teachers at Babati Town Council?

1.5 Basic Research assumptions

Research Assumption (Hypothesis) is a guess. It is a researcher's prediction regarding the outcome of the study. It states possible differences relationship or causes between two variables (Mugenda, 1999).

Welman and Kruger (2001) defined a hypothesis as; a tentative assumption or preliminary statement about the relationship between two or more things that needs to be examined.

The general assumption of this study was that teachers are not satisfied by their teaching job, hence the researcher was eager to search for the factors for dissatisfaction as Herzberg (1987) advanced that there is the need to address the motivating factors associated with work, this he called job enrichment. His premise was that every job should be examined to determine how it could be made better and more satisfying to the person doing it.

1.6 Significance of the Study

This study will be helpful to the following:

- i. *To policy makers and planners:* it will help policy makers and planners formulate and restructure policies that will attract teachers to the profession and hence meet the need of teachers in improving secondary education.
- ii. *To human resource field:* The study will enable human resource management practitioners to consider important factors to be considered to ensure teachers retention in the professional.
- iii. *To researchers:* This study will benefit and help other researchers who will develop interest to conduct research on the study of job satisfaction hence get useful information and research gap.

1.7 Limitations of the Study

The issue of teachers' job satisfaction is wide spread all over Tanzania but the study used only secondary school teachers of Babati Town Council as a case study. This brought about a limitation that the findings of this study cannot be generalized to other parts of Tanzania.

1.8 Delimitation

The study considered the government school teachers only and excluded private owned secondary schoolteachers since their working environment, pay and compensation are different.

1.9 Definition of Key Terms

Job satisfaction: Wright, et.al (2006); defined job satisfaction as a pleasurable feeling that results from the perception that one's job fulfils or allows for the fulfilment of one's important job values. Armstrong (2009) defined job satisfaction as the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job lead to engagement and therefore job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction.

For the sake of this study; teachers' job satisfaction is the degree at which teachers are happy with their teaching job. This happens when their working conditions are well improved, availability of working resources and seminar for capacity building, paid incentives, and competitive salaries. In other words if teachers have positive attitude and good feeling about their job these qualities are taken to describe a satisfaction.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.0 Introduction

This chapter presents theoretical literature review; covering theory guiding this study and literature relating to job satisfaction and empirical literature review that covers studies on teachers' job satisfaction. Also this chapter presents the research gap and the conceptual framework of the study.

2.1 Theoretical literature review

2.1.1 Two Factor Theory

This study is guided by the two factor theory that was developed by Fredrick Herzberg and his colleagues. They suggested that satisfaction and dissatisfaction are interdependent of each other and exist on a separate continuum. One set of factors known as hygiene factor like company policy, administration, supervision, pay, working conditions and interpersonal relations. The absence of these factors cause dissatisfaction but their presences does not result into positive satisfaction. The other set of factors known as satisfiers like achievement, advancement, recognition, work itself and responsibility lead to satisfaction.

According to Herzberg hygiene issues cannot motivate employees but can minimize dissatisfaction, if handled properly. These issues are directly related to the employees' environment. On the contrary, motivators create satisfaction by fulfilling individual's needs for meaning and personal growth (Syptak, 1999).

This theory, explained on the hygiene factors which in this study they have been considered as the independent variables namely; better working conditions, better salary, job security, job incentives and working resources availability. These hygiene factors are considered to create a sense of satisfaction hence in this study they will be tested if they will also be relevant to the secondary school teachers.

According to Herzberg (1987) managers need to eliminate the dissatisfaction by doing the following:

- i. Fix poor and obstructive company policies;
- ii. Provide effective, supportive and non-intrusive supervision;
- iii. Create and support the culture of respect and dignity for all team members;
- iv. Ensure that wages and salaries are competitive;
- v. Provide job security;
- vi. Build job status by providing meaningful work for all positions.

Herzberg (1987) advanced that there is the need to address the motivating factors associated with work, this he called job enrichment. His premise was that every job should be examined to determine how it could be made better and more satisfying to the person doing it. Hence, managers need to consider and include:

- i. Providing opportunities for achievement;
- ii. Recognizing workers contributions;
- iii. Creating work that is rewarding and that matches the skills and abilities of the employee;
- iv. Giving as much responsibility to each team member as possible;
- v. Providing opportunities to advance in the company through internal promotions;
- vi. Offering training and development opportunities so that people can pursue the positions they want within the company.

Herzberg theory is largely responsible for the practice of allowing people greater responsibility for planning and controlling their work, as a means of increasing motivation and satisfaction. The relationship between motivation and job satisfaction is not overly complex. The problem is many employers and managers look at the hygiene factors as a way to motivate when in fact, beyond the very short term, they do very little to motivate (Kwasi, 2011).

2.1.2 Concept of job Satisfaction

Wright, et.al (2006); defined job satisfaction as a pleasurable feeling that results from the perception that one's job fulfils or allows for the fulfilment of one's important job values. This definition reflects three important aspects of job satisfaction. First, job satisfaction is a faction of values, defined as "what a person consciously or unconsciously desires to obtain". Second, this definition emphasizes that different employees have different views of which values are important, and this is a critical in determining the nature and degree of their job satisfaction.

According to Armstrong (2009); job satisfaction is closely linked to that of engagement. Job satisfaction refers to the attitudes and feelings people have about their work. Positive and favourable altitudes towards the job lead to engagement and therefore job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction.

However, Lussier (2008); asserted that, a person's job satisfaction is a set of altitude towards work. Job satisfaction is what most employees want from their job, even more than they want job security or higher pay. Job satisfaction affects absenteeism and turnover, which effect performance. Employees who are more satisfied with their job are absent less and they are more likely to stay on the job. But there are other facts too. Low job satisfaction often contributes to wildcat strikes, work slowdowns, poor product quality, employee theft and sabotage.

Spector, (1994) says that job satisfaction is just a constellation of attitudes about the job that is the extent to which people like versus dislike the various aspects of the work. Job satisfaction is the fulfilment of the requirement of an individual by the work environment. Locker (1969) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

Herzberg (1959) focused on the individual and analyzed the personality, range of expectations and need of the employees. He then concluded that job satisfaction is the extent to which a worker felt his/her needs were satisfied. Cranny et.al (1992), observed that employees were most likely to be adoptable, cooperative and productive if they were satisfied with their work. They further opine that top academic researchers working in the field of job satisfaction, share state-of the art information on creating job satisfaction.

The attempt to create job satisfaction causes benefits but remains associated with the risks of having too many employees dissatisfied with their jobs. Job satisfaction is an individual of the quality of work life in an organization and the importance of job satisfaction is worth understanding even if it does not relate to job performance (Lawler, 1973).

2.1.3 Factors influencing Job satisfaction

Purcell, et. al (2003) believed that the discretionary behaviour that helps the firm to be successful is most likely to happen when employees are well motivated and feel committed to organisation and when the job gives them high levels of satisfaction. Their research found that the key factors affecting job satisfaction were career opportunities, job influence, team work and job challenge.

Job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance (Warr, 1998).

The following are some of the factors that influence job satisfaction as explained by different authors;

(a) Working conditions

Robbins (2001) advocates that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. In turn this will render a more positive level of job satisfaction. Arnold and Feldman (1996), promotes that factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources form all part of working conditions. However, Arnold and Feldman (1996), warns that if working conditions are too favorable or the extreme, this could be taken for granted or ignored by most employees. In such a case the employee does not really appreciate his good working conditions, or if it is the contrary, this may not bother or affect him.

(b) Promotions

The level of promotion has a stronger impact on job satisfaction as compared to recognition and achievement. The promotion to the next level will result in positive changes such as pay, autonomy and supervision, (Arnold and Feldman, 1996).

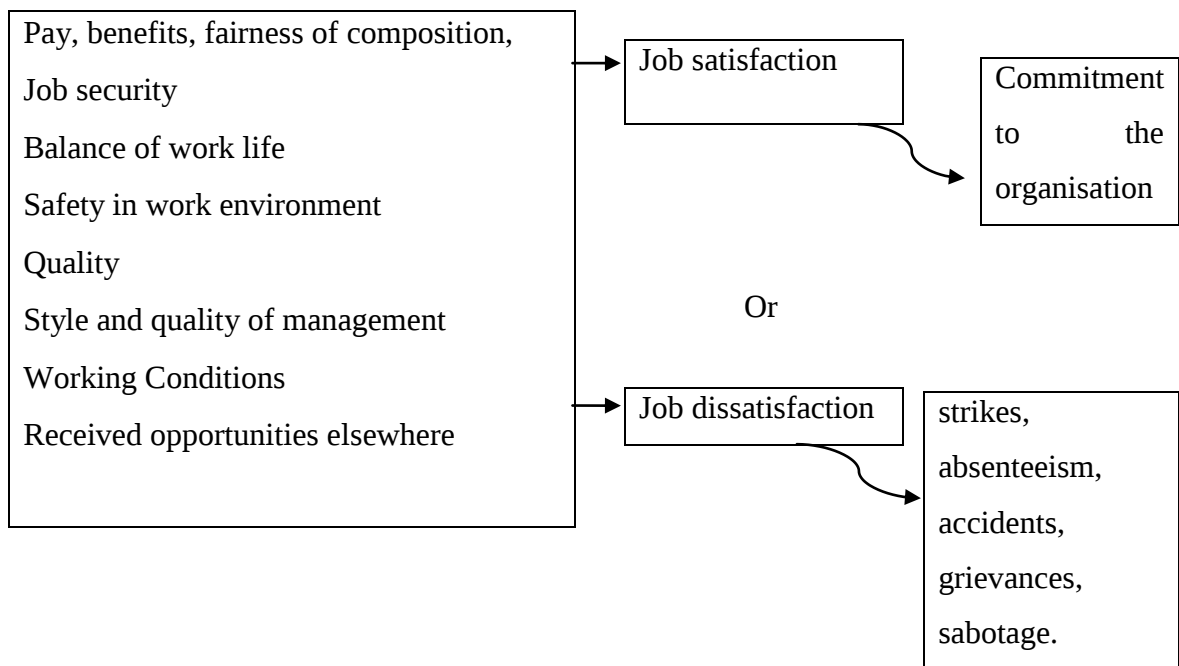
(c) Strategic employee recognition

Employee recognition is not only about gifts and points, it is about changing the corporate culture in order to meet goals and initiatives and most importantly to connect employees to the company's core values and beliefs. Strategic employee recognition is seen as the most important program to improve employees' job satisfaction and motivation (Wyatt, 2002).

(d) Individual factors

Individual factors such as emotions and mood at work are related to job satisfaction. Positive and negative emotions are found to be significantly related to overall job satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction (Fisher, 2000).

Figure 2.1 Determinants of employee satisfaction and dissatisfaction



Source: Adopted from: Leslie W. Rue & Lloyd L. Byers (2008)

2.1.4 Advantages of job satisfaction

According to Schermerhorn (2000) the importance of job satisfaction can be viewed in the context of two decisions people make about their work. The first is the decision to belong – that is, join and remain a member of an organization. The second is the decision to perform - that is, to work hard in pursuit of high levels of task performance.

2.1.5 Concept of job dissatisfaction

Job dissatisfaction refers to the individual's negatively emotional reactions to a particular job. In other words, job dissatisfaction is an unpleasurable or negative emotional state resulting from the appraisal of one's job or job experience. There are many different theories of job satisfaction or dissatisfaction in the literature and this makes measurement and interpretation of individual job dissatisfaction difficult and confusing (Hsieh 2008).

2.1.6 Causes of job dissatisfaction

Dissatisfaction with the job may come from sources other than stress or poor fit between employee and job. Employers that are deemed unethical by their workers may be viewed as such because they appear to care exclusively about company revenues, rather than the employees that are working for them. This perception of an employer may lead to job dissatisfaction, and raise the company's turnover rate. Dissatisfaction may also arise, with the same result in turnover, when the work environment fails to have any flexibility or any source of amusement for the employees; the tone of the business will become stressful or tedious (Kaye & Jordan-Evans, 1999).

(a) Lack of communication

Lack of communication in the workforce is a major contributor to dissatisfaction. This is usually the result of managerial staff that is isolated and does not know how to relate to their employees on a personal or professional level. Failure to provide employees with opportunities to grow within the company results in employee frustration. Barriers within the company may prevent some employees from reaching their full potential (Branham, 2005).

(b) Insufficient Payments

There is no doubt that monetary rewards may play a very influential role in determining job satisfaction. As indicated by Arnold and Feldman (1996), pay can have a powerful effect in determining job satisfaction. Man has multiple needs and money provides the

means to satisfy these needs, (Arnold and Feldman 1996). Chung (1977:23) also reminds that if salaries are not market related, this can lead to dissatisfaction and discontent. Educators may be grieved by the fact, that their experience and qualifications is not consistent to the salaries that they earn

(c) The work itself

A staff member may be totally happy with the job conditions and the people they work with; but may dread the work itself. The ‘work itself’ will play a critical role in determining how satisfied a worker is with his or her job. Employees should be entrusted with some autonomy in how they carry out their tasks, which will lead to his or her job satisfaction. This will bring about individuality and sovereignty in performing a job (Arnold and Feldman 1996). At the point where some staff members view their job as tedious and less stimulating they may become dissatisfied since people would rather prefer a job that is interesting, challenging and would create opportunities for self actualization and recognition (Nel et al (2004).

(d) Working Conditions

The worker would rather desire working conditions, which will result in greater physical comfort and convenience. The absence of such working conditions, amongst other things, can impact poorly on the workers mental and physical well-being, and in turn lead to dissatisfaction (Baron and Greenberg, 2003).

(e) Supervision

According to Baron and Greenberg (2003), if workers view their superiors as fair and competent and sincere, the level of job satisfaction will be high. Furthermore, those workers that perceive their employers as unfair, incompetent and selfish will therefore be dissatisfied.

2.1.7 Disadvantages of job dissatisfaction

(a) Turnover

Job dissatisfaction which “pushes” workers out of their present jobs has a greater effect on turnover than incentives that “lure” them into new jobs (McShane and Von Glinow 2003:37).

(b) Absenteeism

According to Robbins (2001), there is a negative relationship between satisfaction and absenteeism. Workers who experience job dissatisfaction tend to be absent more. Furthermore, a high rate of absenteeism will result in a huge financial burden for management, in terms of productivity and performance (Arnold and Feldman 1996).

However, absenteeism may be due to other legitimate reasons such as medical or personal reasons, (Robbins 2001). Baron and Greenberg (2003), advocates that other reasons for absenteeism need to be investigated by the human resource department. One cannot ignore that absenteeism may be due to the employee having poor co-worker or superior relationship or a strong dislike to the job itself (Baron and Greenberg 2003)

(c) Immoral acts

A person’s satisfaction with the pay received affects overall job satisfaction. Employees, who are not satisfied with their pay, may not perform to their full potential. Some employees who are dissatisfied with their pay may steal organization resources; they see such theft as a morally justifiable supplement to their wages.

2.1.8 Education development and teaching career in Tanzania

In 2001 was an earnest beginning of a concerted Government effort to revitalize the education system under the umbrella of the Education Sector Development Program (ESDP). The Plan had five main objectives: (a) expand access to primary education; (b) improve education quality at that level; (c) increase pupils retention and completion; (d)

improve institutional arrangements; and (e) enhance capacity building for efficient and effective delivery of education services. Having attained these outputs in Primary Education Development Plan (PEDP) 2002-2006, the Government decided to put more concerted effort to the secondary education tier, which, apart from being vital for sustainable economic take off of the country, it has personal and great social benefits crucial for the modernization and development of society as a whole. The government introduced Secondary Education Development Plan (SEDP) 2004-2009.

The Tanzania government also under SEDP aimed at improving the welfare of the secondary school teacher. As stated by Kim, (2000) the quality of education will fundamentally depend upon the devotion, attitude and on the professionalism of educators and positive changes can only be attained if there is commitment and participation. In Tanzania, the integral role that teachers play in providing a quality education for students has been recognized consistently in government documents. However, concerns about the quality of teachers and teaching in Tanzania persist and among others, one factor that has had a significant impact on teaching quality is the lack of motivation among teachers (Massawe and Kipingu 2000).

Secondary school teachers on the other hand are comparatively underpaid, despite their shortage. Their low compensation (5.9 times GDP per capital against 7.5 times in comparable countries) is partly due to the high proportion of unqualified teachers at this level. Ministry of Education and Vocational Training (MoEVT) developed a multipronged Teacher Development and Management Strategy in 2008, focusing mainly on supply-side issues. The attractiveness of the profession should also be reviewed to better retain candidates, inspired by labour market surveys and cross-country comparisons (UNESCO, 2012).

Although efforts are underway towards improving teachers' professional knowledge and skills, far less attention is focused on their material welfare. Many teachers have minimal material or intellectual support, and their salary is often insufficient to maintain

them and their families. Teachers often still work under very difficult conditions. Increased resources and training are not necessarily the sole areas that need to be addressed. Teachers' social environment, attitudes, and working conditions are inter-related in a complex way that need to be understood better if efforts to improve education in the country are to succeed (Sumra, 2004).

There have been a number of strikes done by teachers in Tanzania so as to air their grievances to the government. For instance, on 21st October, 2008, teachers voted to go on strike, but their action held up by the court. In July 2012; Tanzanian's teachers conducted strike demanding pay increases of more than 100%. The strike supported by around 200,000 teachers, representing 95.7% of the Tanzania Teacher Union (TTU)-CWT was called following failed negotiations with the government. The action ended when the High court ruled that the action was illegal ([www.thinkafricapress .com](http://www.thinkafricapress.com) /Think Afrika Press-April 10, 2014).

All these strikes show that, there are issues concerning teachers' job satisfaction. Hence there is a need to: improve teachers' training and support, better understanding and enforcement of standards and ethics, and basic guarantees regarding teacher pay and welfare. Perhaps this is the right time to develop a new '*compact*' with teachers that connects teacher standards and teacher welfare (Sumra and Rajani, 2004).

2.2 Empirical literature review

A number of studies have been done concerning teachers job satisfaction. Njiru, (2014) conducted a study on Job satisfaction and motivation among teachers of Kiharu District in Kenya. This study investigated the factors which influence motivation and job satisfaction among secondary school teachers in order to enhance performance and consequently raise academic standards. The study was descriptive and involved 30 teachers who were distributed with questionnaires to fill. The study found out that teachers were dissatisfied with their jobs, especially with the interpersonal relation factors. The study established that teachers were also dissatisfied with their jobs because

they did not have enough teaching equipment and resources. The study found out that teachers were motivated by head-teachers to think and work independently and also to seek further studies, which led to job satisfaction.

George et al (2008) did a study on job satisfaction among urban secondary school teachers in Namibia. It was an exploratory study on the role of extrinsic and intrinsic factors in determining job satisfaction amongst urban secondary school teachers in Namibia. Biographical variables pertaining to the teachers' gender, age, marital status, school resources, teaching experience, academic qualifications, and rank were investigated to determine whether these had any significant relevance, or made any notable contribution, to the level of job satisfaction experienced. A sample of 337 secondary school teachers randomly selected from 17 government schools in Windhoek region of Namibia, voluntarily participated in the study. The study found significant levels of dissatisfaction pertaining to intrinsic factors of work and more especially, those factors relating to school area and rank. Also correlation between levels of burnout and job satisfaction was found.

Basil (2013) did an analytical study of motivation upon teachers in public secondary schools in Nyamagana district, Mwanza-Tanzania. The study aimed at examine if teachers are overloaded in teaching load, investigate the impacts of teachers motivation upon academic excellences and evaluate the suggestion of teachers for improving teachers' motivation in the public secondary schools. The study involved 158 respondents whom were randomly chosen among teachers whereas questionnaires and interview were used to collect data. The study found out that, most of teachers lack motivation in terms of low salary and poor working condition. Also it found that, teachers are overloaded in the teaching works.

Maniram (2007) conducted a study on an investigation into the factors affecting job satisfaction at the KwaZulu Natal – South Africa. The study aimed at determining the factors that influence job satisfaction, to determine the factors that influence job dissatisfaction, and to measure the levels of job satisfaction. 81 respondents were involved and questionnaires were used as a tool for data collection. It was discovered that most of the academic staff draws their job satisfaction from having a positive working relationship with management, their relationships with their peers, their training needs and the training provided from the college, and the condition of their staff room. It was also found that educators mostly derive their job dissatisfaction from the absence of recognition for work done, remuneration and the benefits that they receive, company policies and practices, achievement and advancement, feedback and communication, the ability to work independently and creatively and the general working conditions of the college.

Sabry (2007) did a study to investigate the longitudinal effects of a pay-increase schema, known as the teachers' cadre, on teachers' job satisfaction in Metropolitan public Schools in El-Minia governorate in North Egypt. A total of 155 primary school teachers responded to a questionnaire tapping their overall job satisfaction over four occasions. Data were collected from 155 primary school teachers employed in three Metropolitan public schools in El-Minia governorate in North Upper Egypt. All subjects held full-time posts and had completed at least their first year of teaching. In this study, only teachers who were not managers (head or deputy) were included in the analysis. The results of the study showed that pay increase did not have a significant effect on teachers' job satisfaction. After pay increase, teachers with high academic attainments were significantly less satisfied with their teaching profession than teachers with low academic attainments. After pay increase, male teachers were significantly more satisfied with their teaching profession than female teachers. Length of service did not have a significant effect on teachers' job satisfaction.

2.3 Research gap

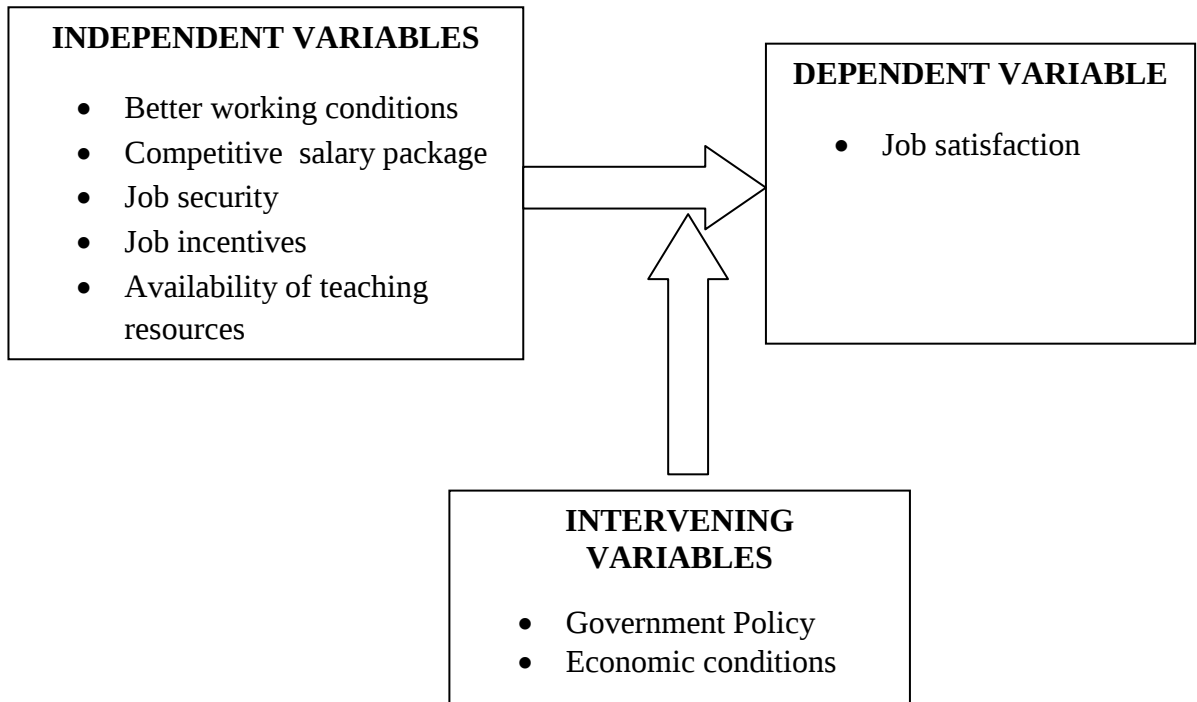
The above explained research studies by Njiru, (2014), George et al (2008), Basil (2013), Sabry (2007) and Maniram (2007) which focused on motivation and teachers job satisfaction and the findings that showed there were a number of factors that led to teachers job dissatisfaction and low morale to work. However despite these findings and the observations made by these studies, still these findings cannot be generalized to all areas. This is due to the existence of different level of social and economic conditions and needs, different policies as well as different pay and compensation schemes. There is no study that has been done on secondary school teachers' job satisfaction at Babati Town Council. Therefore, this study will specifically investigate on the job satisfaction among the secondary school teachers at Babati Town Council – Manyara region.

2.4 The conceptual Framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure subsequent presentation (Reichel Ramey, 1987) in Kombo and Tromp, 2006). A conceptual framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings. It forms part of the agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigation (Kombo and Tromp, 2006).

In this research study, the conceptual framework was developed with independent variables; better working conditions, competitive salary package, job security, job incentives and the availability of teaching resources. Dependent variable is job satisfaction. The intervening variables were government policy and economic conditions. This conceptual framework explains the relation that, the presence of the independent variables results to the realization of the dependent variable. However, the intervening variables in one way or the other affects this relation. Therefore, this study will investigate on the how and to what extent these independent variables contribute to secondary school teachers' job satisfaction.

Figure 2.2 Conceptual model of job satisfaction



Source: Field Data, (2014)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology employed in conducting this study. It presents the research design, area of the study, population of the study, sample size, sampling techniques, types of data, method of data collection and data analysis method.

3.1 Research Design

Research design is the conceptual structure within which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2008). Research design can also be defined as the scheme or plan regarded as an arrangement of conditions for collection and analysis of data and the conceptual structure within which research is conducted (Kombo et al, 2006).

According to Adam (2007) argued that a case study is designed to investigate a particular problem in depth by examining variables in one organization. . Kerlinger (1986:279) as quoted in Kumar (2005) explained a research design as a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. For the purpose of acquiring deeper understanding to the job satisfaction among secondary school teachers, a case study method was adopted and thus considered to be appropriate to gather the data. A case study method according to Kumar (2005) is an approach to studying a social phenomenon through a thorough analysis of an individual case. Besides, Kumar furthermore adds that, the case may be a person, group, episode, process, community, society or any other unit of social life. And all data relevant to the case are gathered and organized in terms of the case. The rationale for using this method was due to the nature of the topic under study since it involves an individuals and its flexibility in the aspect of data collection method as explained by Kothari (2004) that, “the researcher can use one or more of the several research methods under the case study method depending upon the prevalent circumstances. In other words, the use of different methods such as depth interviews, questionnaires, documents and study reports of individuals, letters and the like

is possible under case study method". In addition to, it saves both time and costs.

The research used a case study design because of its focus on in depth investigation of individual, groups or organization. The investigations therefore enabled a detailed examination of a single group or phenomenon that maintains the holistic and meaningful characteristics of real life of secondary school teachers. In the case study the researcher interest is to investigate job satisfaction among secondary school teachers.

3.2 Area of the Study

The study was conducted at Babati Town Council in Manyara region Tanzania. Babati Town Council is among the six councils located in Manyara region that was established under the Government Gazette No.352 with total area of 460.86 km².

According to census of 2012, the Babati Town Council have the total of 86,364 residents of which 43,835 are male and 42,529 are female. The council has total of sixteen (16) secondary schools of which ten 10 are Government owned while 6 of them are privately owned (Source: Babati Town Council's Development Report, 2013). The researcher chose the Babati town council since it is one among the fast growing in the Manyara region whereas there has been an increasing awareness to education and establishment of secondary schools. Since the town is now being inhabited by teachers from various places who are being posted by the government and they are exposed to new environment, different culture, social and economic conditions, then the researcher perceived this area to be suitable for the study.

3.3 Research Approaches

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. The overall decision involves which approach should be used to study a topic. Informing this decision should be the philosophical assumptions the researcher brings to the study; procedures of inquiry (called research designs); and specific research methods of data collection, analysis, and interpretation. The selection of a research approach is also

based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study. Thus, in this study, researcher used both qualitative and quantitative approaches, that present information in a successive way from broad constructions of research to the narrow procedures of methods. Qualitative and quantitative approaches should not be viewed as rigid, distinct categories, polar opposites, or dichotomies. Instead, they represent different ends on a continuum (Newman & Benz, 1998).

3.4 Population of the study

According to Mugenda and Mugenda (2003) population of the study is a complete set of individuals, cases or objects with some common observable characteristics or a totality of objects under study or the entire group of people or individual events or objects having common observable characteristics and a researcher wants to generalize the results of the study. Population of the study is the section of the population in which sample is chosen (Burns and Groove, 2003).

In this study the population of the study was the government secondary school teachers at the Babati town council. The Babati town council have (10) ten government secondary schools. The researcher visited five government secondary schools at Babati town council; (Bagara, Nangara, Kwaraa, Sigino and Komoto secondary school) and collected the list number of teachers from each school whereby the total number of teachers was 188. In this case, since this research targeted the secondary school teachers, then these 188 government secondary school teachers were the targeted population of the study.

Table 3.1 Number of respondents and their respective secondary schools

Name of school	Number of respondents	Total Population
Bagara	10	42
Nangara	10	54
Kwaraa	10	16
Sigino	10	28
Komoto	10	48
	N=50	188

Source: Field Data, (2014)

3.5 Sample size

Sample size is the number of items to be selected from the population to constitute a sample. The target group must be of an optimum size that should neither be excessively large nor too small (Kothari, 2004). The sample size for this study was 50 secondary school teachers from five (5) government schools found at Babati town council where as ten (10) teachers were taken from each school that was under this study.

3.5.1 Sampling techniques

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of characteristics found in the entire group (Kombo and Tromp, 2006).

In this study, non-probability sampling technique was used. Non-probability sampling represents a group of sampling techniques that help researchers to select units from a population that they are interested in studying. Collectively, these units form the sample that the researcher studies. Researchers working with the notion of purposive sampling assert that while probability methods are suitable for large-scale studies concerned with representativeness, non-probability approaches are more suitable for in-depth qualitative research in which the focus is often to understand complex social phenomena (Marshall,

1996). One of the advantages of non-probability sampling is its lower cost compared to probability sampling. Moreover, the in-depth analysis of a small purposive sample or a case study enables the discovery and identification of patterns and causal mechanisms that do not draw time and context-free assumptions. Non-Probability Sampling is divided in different types which are; Convenience or accidental sampling, Judgmental sampling or purposive sampling, Snowball sampling, deviant and Case study (Lucas, 2014).

3.5.1.1 Purposive Sampling Technique

Rwegoshora (2006) defined purposive sampling technique as the deliberate choice of an informant due to the qualities the informant possesses. According to Maiza (2006) purposive sampling technique is conducted by identifying the knowledgeable and reliable informants and most efficiently for the study area. A researcher can ask a help from the community. The researcher must have criteria on what would make a good informant, and what would make a bad informant. Based on these, a list of qualifications is composed. Then the researcher decides on the number of informants to be included in the study.

Purposive sampling was employed technique to draw sample size from the targeted population. The study used purposive sampling technique to select teachers from different selected schools since there were different groups of teachers including block teaching teachers (for teaching practice), volunteer teachers, non teaching staff and part time teachers who were not the government employees but they hired to teach science subjects due to the shortage of science teachers in secondary schools, hence the researcher purposively dealt with only ten (10) government employed teachers from each selected school since he believed that they can give appropriate data relating to the study.

3.5.1.2 Purposive Random Sampling

According to Morse, (1991) purposeful random sampling is the process of identifying a population of interest and developing a systematic way of selecting cases that is not based on advanced knowledge of how the outcomes would appear. The use of a randomized sampling strategy, even when identifying a small sample, can increase credibility. The purpose is to increase credibility not to foster representativeness. The researcher listed the names of the government schools at Babati Town Council and picked the names of the schools at the interval of one school, that is by skipping one school and picks the next school of which at the end the sample size was five (5) schools but based on the on the knowledge of the researcher to identify those schools he thought they can provide the appropriate data relating to the study.

Table 3.2 The purposive random process for the included school/not included

Name of school	Selected school	Not selected school
Bagara secondary	✓	
Babati Day secondary		X
Nangara secondary	✓	
Kwaang' secondary		X
Kwaraa secondary	✓	
FT. Sumaye secondary		X
Sigino secondary	✓	
Bonga secondary		X
Komoto seconadary	✓	
Mutuka secondary		X

Source: Field Data, (2014)

3.6 Types and sources of data

Two types of data were used in the study namely primary and secondary data. Primary data are facts which are collected afresh and for the first time and therefore happen to be original in character (Kothari, 2004). Secondary data are those data which have already been passed through the statistical process (Kothari, 2003). Saunders (2003) defines secondary data as the data that is already available in public domain and includes both raw data and published summaries.

3.6.1 Methods of data collection

This study used two methods of data collection, which were questionnaire and documentary review.

3.6.1.1 Questionnaires

Questionnaires consist of a number of questions printed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space given for the purpose in the questionnaire itself (Kothari, 2004).

The structured questionnaires with open and closed questions were prepared and distributed to secondary school teachers who were to fill them according to their understanding and perception. They were also ensured that the information they provided were treated confidential and only for the purpose of this academic study only. This method was relatively easy for the researcher to administer the questions and the method allows the researcher to collect a considerable amount of information at a relatively low cost in terms of money and time.

The questionnaires were used to collect information from the respondents (teachers) who were 50 from five government secondary schools. The information collected through questionnaires were on; demographic data of respondents (gender, job rank, education level and experience at work), respondents' perception on their job and their level of

satisfaction, causes of job dissatisfaction and measures to be taken to address the issue of job dissatisfaction.

3.6.1.2 Documentary review

It is easy to look for the facts from different writers and get the required information about the phenomenon expected to study. Documentary source if available can be secured quickly and cheaply; collection of data from documentary is just a matter of desk work (Krishnaswami, 2003). In this research, documents from different schools and government reports concerning teachers' recruitment, turnover, payment and compensations were reviewed so as to get some information which in one way or another gave a clue about teachers' satisfaction such as monthly teachers report from the head of school, daily teachers' attendance register and the overall staff chart which shows several important information relating to the teachers employment, for example the date of appointment, the level of education and the Government scale of payment (TGTS). All these were used for collecting information relating to teachers job satisfaction.

3.7 Ethics and Human Relations

According to Gall, et.al (1989), it is argued that the researcher has to ensure confidentiality of data and sources. Additionally, they argue that name of participants and the places they live or work must not be revealed. In this study, confidentiality of participants and data collected was observed and participants ensured that the information they provided were treated confidential and only for the purpose of this academic study. The study does not bear participants' names. In addition, the survey instrument did not require anybody to provide information that could make anybody reading the report to identify the data sources. In other words, anonymity of both participants and data was strictly observed. Finally, the data collected were analyzed as aggregates.

3.8 Data Processing and Analysis

3.8.1 Data Processing

Data processing refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups (Kothari, 2008). The data collected in this study were both qualitative and quantitative. The raw data after being collected it was edited, in order to ensure that the data is set free from inconsistencies and incompleteness. Furthermore, examination was done to every research questionnaire to discover and lessen errors, incompleteness, misclassifications and gaps.

The next step was coding, which refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes. Such classes should be appropriate to the research problem under consideration (Kothari, 2004). The questionnaires were then ticked on the top so as to enable the researcher not mix or repeat the same when making data entry into computer. The coded data was entered into the computer with a minimum of typing errors and then edited to correct any errors in the data. Data entry was done by using Statistical Package for Social Scientists (SPSS) version 16.0.

The raw data was arranged in groups or classified based on the common characteristics or attributes. Connor as quoted by Sharma and Kumar (2009), defined classification as: “the process of arranging things (either actually or notionally) in groups or classes according to their resemblances and affinities and gives expression to the unity of attributes that may subsist amongst a diversity of individuals”. Then the classified data was tabulated. Tabulation may be defined to be the orderly and systematic presentation of numerical data in rows and columns designed to clarify the problem under consideration and to facilitate comparison between figures (Saha and Saha, 2010).

3.8.2 Data Analysis

According to Kombo and Tromp (2006), Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions. It involves scrutinizing the acquired information and making inferences.

3.8.2.1 Quantitative Analysis

The analysis was done to analyze the quantitative data by using descriptive statistics whereby frequency and percentages were used to interpret the results to understand what they meant by using the computer software, SPSS version 16.0. The findings were presented using percentage tables.

3.8.2.2 Qualitative Analysis

Qualitative data were analyzed using the suggested protocol for analyzing qualitative data. The analysis was done by identifying and summarizing main themes emerging from transcripts of documentary data and assigning meaning in relation to research objective. The data collected were coded by assigning numbers to the responses. The researcher applied descriptive statistical analysis to reduce, summarize, organize evaluate and interpret the numeric information. The analysis was done according to specific research question mentioned in chapter one by going through all relevant items covered by the questionnaire since that was main data collection tool used by the researcher to gather anticipated information from respondents.

3.9 Reliability and Validity of Data

3.9.1 Reliability

In order to test reliability of research instruments to be used in the study, the researcher pre-tested the research instruments to various selected respondents and see if they were produced consistent responses. Once the responses were consistent, it was concluded that the research instrument, that is questionnaires and documentary review possessed

internal consistency reliability. This means all items in the instrument were able to draw the required information for the study. In case it happened that some items did not provide the required information, then it would be deduced that research instruments did not possess reliability and hence the researcher would make some improvement before going to the field.

Reliability concerned with the consistency of the results of the study, when replicated. Here replicate imply that the result obtained was applicable to other context of similar nature. The findings of this study were intended to be helpful to policy makers and planners formulate and restructure policies that will attract teachers to the profession and hence meet the need of teachers in improving secondary education. To enhance the reliability of this study the population sample were selected very carefully and in a way that would enable systematic collection and analysis of data.

3.9.2 Validity

Validity in measurement refers to the extent to which any tool measures what it is intended to measure. Measurement validity therefore relates to the question of whether a measure is measuring what it is supposed to measure (Bryman, 2004). In this proposed study, the researcher established whether the research instruments enhanced collection of the required data that addressed the research objectives. To ensure that the research instruments collected valid data the following was done: Questions in questionnaires were set clearly using simple language and reflecting the specific objectives; some few people at my workplace were given copies of research instruments to read and gave feedback on whether the questions set would collect information that reflected the true picture of the situation; and also, the researcher involved respondents who were usually involved in teaching. Validity is the ability of research study to measure what it claims to measure. To ensure validity, the measuring instrument (questionnaire) tested; to refine it to ensure that respondents had no problem in answering the questions and that there would be no problem in recording data. This enabled obtaining some assessment of the validity of questions and the likely reliability of the data to be collected.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1. Introduction

This chapter presents the research findings of the study. The findings presented in this chapter were mainly from the questionnaires distributed to the secondary school teachers who were the respondents. The research findings are presented in accordance to three specific objectives that were guiding the research namely; To determine the level of satisfaction and factors for job satisfaction among secondary school teachers at Babati Town Council, To identify the causes of job dissatisfaction among secondary school teachers at Babati Town Council and To identify measures to be taken to ensure job satisfaction among secondary school teachers at Babati Town Council.

4.1.1 Demographic information of respondents

i. Respondents' gender

Table 4.1 Respondent's gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	35	70.0	70.0	70.0
	Female	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.1 shows the respondents' gender whereby male teachers constituted 70% while female teachers constituted 30%. However, no gender differences with respect to the teacher personal statement concerning levels of job satisfaction, as gender could be important in explaining variations in job satisfaction.

ii. Job Ranks

Table 4.2 Teachers' job ranks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education Officer Grade II	38	76.0	76.0	76.0
	Assistant Education Officer	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

The study was conducted from five sample secondary schools and it involved fifty (N=50) secondary school teachers with different ranks of their professional. Table 4.2 shows the respondents (teachers) job ranks; 76% were education officers grade II and 24% were Assistant Education Officers. These results show that, most of the employed teachers are university graduates.

iii. Respondents' age

Table 4.3 shows the respondents' age. The findings shows that 34% of respondents (teachers) aged between 18 – 25 years, 60% of respondents (teachers) aged between 26 – 35 years, while 6% of respondents (teachers) aged between 36 – 45 years. These findings show that many teachers aged between 26 – 35 years. This may be as a result of the implementation of the Secondary Education Development Plan (SEDP 2004-2009) that contributed to the establishment of many community-Government Secondary Schools in the country including Babati Town Council and there have been a continuous employment of teachers directly from the universities and colleges.

Table 4.3 Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	17	34.0	34.0	34.0
	26-35	30	60.0	60.0	94.0
	36-45	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

iv. Respondents' education level

Table 4.4 Education level of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	12	24.0	24.0	24.0
	Degree	38	76.0	76.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.4 shows the respondents' education level whereby 76% of the respondents (teachers) were degree holders and 24% had diploma in education. These findings show that, most of the employed secondary school teachers in these new established community schools were from the universities and colleges hence they have degree and diploma in education.

v. Respondents' Teaching Experience

Table 4.5 Teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-3	34	68.0	68.0	68.0
	4-8	13	26.0	26.0	94.0
	9-15	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.5 shows the respondents' teaching experience whereby 68% of the respondents (teachers) had teaching experience below 4 years. 26% of the respondents (teachers) had teaching experience between 4-8 years. 6% of the respondents (teachers) had teaching experience above 8 years. This implies many teachers who are in the new established community schools under SEDP have less than four years of working experience.

4.2.1 Level of satisfaction to the teaching job among secondary school teachers at Babati Town Council

i. Level of satisfaction

Table 4.6 Level of Satisfaction to teaching job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high satisfaction	2	4.0	4.0	4.0
	Satisfaction	9	18.0	18.0	22.0
	Moderate satisfaction	5	10.0	10.0	32.0
	Low satisfaction	34	68.0	68.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, 2014

Table 4.6 shows respondents' (teachers) level of satisfaction with the teaching job. 68% of respondents (teachers) were low satisfied with the teaching job. This implies that they are not satisfied with the teaching job. 18% were satisfied with their teaching job, 10% were moderately satisfied while 4% of the respondents (teachers) were highly satisfied with their teaching job, may be they are those who made teaching professional their choice regardless the situation that prevails. This finding reveals that, many secondary school teachers were not satisfied with their teaching job.

(a) Reasons for intention for changing or not changing current teaching professional

Respondents (teachers) gave out reasons as to why they had intentions to change or not change their teaching professional.

Table 4.7 Reasons behind intention for changing or not changing current teaching professional

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes; because of low salaries and long working hours	18	36.0	36.0	36.0
	Yes; because no recognition neither from the administration officials, government nor the society	7	14.0	14.0	50.0
	Yes; because of poor working and living condition and environment	5	10.0	10.0	60.0
	Yes; because there's no working allowances, housing and on job seminars that can help in motivating teachers and improving teaching as a professional.	4	8.0	8.0	68.0
	No; because it is the career of their choice	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.7 shows respondents (teachers) reasons for intention for changing/not changing current teaching professional. 68% of respondents were dissatisfied with their job and they were ready to leave their job whenever they find an alternative job. The dissatisfied respondents gave out the reasons for intention to leave. Whereby out of the 68% respondents: 36% mentioned low salaries and long working hours; respondents complained that, they were being paid low salary compared to other government employees such as doctors or lawyers. They gave an instance that; the doctors with the same level of education (bachelor degree) were paid Tshs 1,500,000 per month as starting wage while teachers receive only Tshs 589,000 per month as the starting wage for the first appointment by the year 2012/2013.

14% mentioned absence of recognition neither from the administration officials, government nor the society itself. Some respondents (teachers) commented that, they work to their best to educate the children despite the difficult working environments such as absence of teaching materials but still there is no recognition of what they do. Some respondents (teachers) complained they have been in similar position for more than three years but they have never been promoted and in case they are promoted, the promotion process ends in the mare papers; no changes/adjustments that made in their actual salaries that they suppose to receive.

Whenever they claim this right the Government officials tells them the Treasury Office is aware of their claims and will be paid in form of accumulated arrears, the promise which will never be implemented or cleared. 10% mentioned poor working and living condition and environment. Teachers 'working conditions were poor in terms of absence of teaching facilities such as reference books, quality chalks, and poor quality of the blackboards whereas the presence of these facilities would have lead to better working conditions.

Also teachers mentioned lack of houses for teachers, lack of electricity and water supply at school and homes makes their teaching environment become difficult. 8% mentioned the absence of working allowances, housing and on job seminars that can help in motivating teachers and improving teaching as a professional. 32% of respondents (teachers) only show their intention to remain in their teaching job no matter the prevailing situation in their career and the education system. The reason behind this was that, teaching was the career of their choice and they are proud of it.

Therefore, generally these findings show that, many secondary school teachers at the five investigated schools were dissatisfied with their jobs.

ii. Perception towards workplace conditions

Table 4.8 Perception towards workplace situation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	9	18.0	18.0	18.0
	Moderate	30	60.0	60.0	78.0
	Poor	10	20.0	20.0	98.0
	very poor	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, 2014

The perception towards workplace conditions was measured by using a set of questionnaires in which respondents required to indicate whether they perceive the workplace as good, moderate, poor or very poor.

Table 4.8 shows the respondents' perception towards workplace conditions. 60% of respondents (teachers) perceived the workplace conditions as moderate, 20% respondents (teachers) perceived working conditions as poor, 18% of respondents (teachers) perceived it as good and 2% of respondents (teachers) perceived the working conditions as very poor. These findings imply that, many teachers perceive the workplace conditions as moderate, meaning they were neither too bad nor too good.

Despite the fact that, most of the respondents showed their dissatisfaction with their career, still they commented their working conditions were not very bad but moderate in the sense that at least some of the facilities were available such as the buildings where students can stay in and learn though having buildings only cannot be the factor for satisfaction.

(b) Factors for job satisfaction

The following factors were considered in this research study in order to analyse their influence on secondary school teachers job satisfaction: interpersonal relationship, quality of work expected, participation in decision making, the level of health and safety, the nature of supervision, the job itself, communication and information flow in work place, degree which your skills are used, satisfaction with organization structure, the extent of personal growth and advancement, the level of security, level of pay with respect to experience and methods of conflicts resolution in organization satisfaction.

i) Interpersonal Relationship

Table 4.9 Respondents' satisfaction with interpersonal relationship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high satisfaction	5	10.0	10.0	10.0
	Satisfaction	19	38.0	38.0	48.0
	moderate satisfaction	19	38.0	38.0	86.0
	poor satisfaction	5	10.0	10.0	96.0
	very poor satisfaction	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, 2014

Table 4.10 Respondents' satisfaction with quality of work expected/allocated

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very high satisfaction	2	4.0	4.0	4.0
satisfaction	12	24.0	24.0	28.0
moderate satisfaction	27	54.0	54.0	82.0
poor satisfaction	9	18.0	18.0	100.0
Total	50	100.0	100.0	

Source: Field Data, (2014)

ii) Satisfaction with Quality of work expected/allocated

Table 4.10 shows how respondents (teachers) were satisfied with quality of work expected and allocated. 4% were very high satisfied, 24% were satisfied, 54% were moderate satisfied, while 18% were poorly satisfied. This implies many teachers were satisfied moderately with the quality of work expected and allocated to them.

iii) Satisfaction on decision making

Table 4.11 shows how participation in decision making was perceived towards job satisfaction by respondents (teachers). 4% were very high satisfied, 24% were satisfied, 52% were moderate satisfied, 16% were poorly satisfied, while 4% were very poorly satisfied. This implies that many teachers were moderately satisfied with their participation in decision making.

Table 4.11 Respondents' satisfaction with their participation in decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high satisfaction	2	4.0	4.0	4.0
	satisfaction	12	24.0	24.0	28.0
	moderate satisfaction	26	52.0	52.0	80.0
	poor satisfaction	8	16.0	16.0	96.0
	very poor satisfaction	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

iv) Level of Pay with respect to experience

Table 4.12 Respondents' satisfaction with the level of pay with respect to experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfaction	7	14.0	14.0	14.0
	moderate satisfaction	15	30.0	30.0	44.0
	poor satisfaction	22	44.0	44.0	88.0
	very poor satisfaction	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.12 shows how the level of pay with respect to experience was perceived towards job satisfaction by respondents (teachers). 14% were satisfied, 30% were moderate satisfied, 44% were poorly satisfied, while 12% were very poorly satisfied. This implies that many teachers were poorly satisfied with their level of pay with respect to

experience. Though, the experienced teachers seem to be satisfied with the payment since they have stayed in the professional for a long time hence their scale of payment might be higher compared to the junior teachers.

v) Health and safety

Table 4.13 Respondents' satisfaction with the level of health and safety

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high satisfaction	1	2.0	2.0	2.0
	satisfaction	11	22.0	22.0	24.0
	moderate satisfaction	24	48.0	48.0	72.0
	poor satisfaction	10	20.0	20.0	92.0
	very poor satisfaction	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.13 shows how the level of health and safety was perceived towards job satisfaction by respondents (teachers). The findings revealed that, many teachers were moderately satisfied with the level of health and safety by 48%. This was due to the fact that, respondents (teachers) mentioned the use of the health insurance cards that they use in hospitals when they are sick. The health insurance cards enabled the teachers and their family members to be treated in members' hospitals. Although, some respondents (teachers) mentioned the absence of medicines as prescribed by the doctors, of which this makes them to incurring another costs in purchasing the medicines.

Concerning the working environment safety, respondents (teachers) also mentioned there were no sufficient tools and facilities that can help them when the disaster such as fire outburst or body injury emerges. Tools such as fire extinguishers were absence in all the five schools that were involved in this study. Also there were no first aid kits neither

in the teachers' office nor in the students' classrooms. Therefore, the safety of the teachers and students was not well considered of which these led to dissatisfaction.

vi) Nature of supervision

Table 4.14 Respondents' satisfaction with the nature of supervision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high satisfaction	2	4.0	4.0	4.0
	satisfaction	10	20.0	20.0	24.0
	moderate satisfaction	21	42.0	42.0	66.0
	poor satisfaction	12	24.0	24.0	90.0
	very poor satisfaction	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.14 shows how the nature of supervision was perceived towards job satisfaction by respondents (teachers). The findings revealed that, many teachers by 42% were moderately satisfied with the nature of supervision whereby only 10% were very poor satisfied. Respondents (teachers) mentioned they had no problem with the kind of supervision they had, since they were let to do their jobs in accordance to their code of conduct. They had a kind of autonomy in their work as long as they were perceived as qualified teachers by their supervisors.

vii) Job itself

Table 4.15 Respondents' satisfaction with the job itself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high satisfaction	2	4.0	4.0	4.0
	satisfaction	15	30.0	30.0	34.0
	moderate satisfaction	27	54.0	54.0	88.0
	poor satisfaction	4	8.0	8.0	96.0
	very poor satisfaction	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.15 shows how the job itself was perceived towards job satisfaction by respondents (teachers). The findings reveal that, many teachers were moderately satisfied with the job itself by 54% whereby only 4% indicated that they were very poorly satisfied. Respondents (Teachers) expressed their satisfaction with the kind of job they do in reference to the impact it brings to the society. They were satisfied since it is as the result of their job there are pilots, politicians, lawyers, doctors and many other big personalities in the society. Therefore, their satisfaction was mainly based on the impact they bring in the society while others were only satisfied by what they get from their job to enable them to cater for their family needs.

viii) Communication and information flow at the work place

Table 4.16 Respondents' communication and information flow in work place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high satisfaction	2	4.0	4.0	4.0
	satisfaction	7	14.0	14.0	18.0
	moderate satisfaction	30	60.0	60.0	78.0
	poor satisfaction	10	20.0	20.0	98.0
	very poor satisfaction	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.16 shows how communication and information flow at the work place was perceived towards job satisfaction by respondents (teachers). The findings revealed that, many teachers were moderately satisfied with the communication and information flow at the work place. Respondents (teachers) commented that, the flow of information among teachers in their school was moderately satisfying because most of the important information about the school calendar, teachers tasks and responsibilities, teachers meetings, the ongoing activities at their respective schools were communicated on time. Although some respondents (teachers) complained on some of the head of school who do not communicate on the school projects implementations as well as the use of the school funds or capitations from the council.

ix) Skills used

Table 4.17 Respondents' satisfaction with the degree to which skills are used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high satisfaction	8	16.0	16.0	16.0
	satisfaction	17	34.0	34.0	50.0
	moderate satisfaction	19	38.0	38.0	88.0
	poor satisfaction	4	8.0	8.0	96.0
	very poor satisfaction	2	4.0	4.0	100.0
Total		50	100.0	100.0	

Source: Field Data, (2014)

Table 4.17 shows how the degree to which skills used was perceived towards job satisfaction by respondents (teachers). The findings revealed that, many teachers were moderately satisfied with the degree to which the skills were used. Respondents (teachers) were satisfied with the way their skills were used because most of the teachers were teaching the subjects of their competence. No respondent (teacher) who complained he or she was competent in science subjects and given some art subjects to teach. Therefore, their skills were used effectively.

x) Organization structure

Table 4.18 shows how organization structure was perceived towards job satisfaction by respondents (teachers). The findings revealed that, many teachers were moderately satisfied with the organization structure by 56%. Only 8% indicated that they were very poorly satisfied with organization structure. Respondents (teachers) were satisfied moderately with the school organization structure and the general operation of their schools. They were pleased with the chain of command from the head of school to the

teachers as well as to the students. There were only few complains on the delay of the information and authorization of some important issues due to the bureaucratic form of leadership and organization of the schools. That is to mean, some of issues has to be authorized by many personnel for implementations. For instance teachers mentioned money as one of the issues that take long processes.

Table 4.18 Respondents' satisfaction with organization structure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high satisfaction	2	4.0	4.0	4.0
	satisfaction	10	20.0	20.0	24.0
	moderate satisfaction	28	56.0	56.0	80.0
	poor satisfaction	6	12.0	12.0	92.0
	very poor satisfaction	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

xi) Security level

Table 4.19 Respondents' satisfaction with the the level of security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high satisfaction	2	4.0	4.0	4.0
	satisfaction	9	18.0	18.0	22.0
	moderate satisfaction	22	44.0	44.0	66.0
	poor satisfaction	15	30.0	30.0	96.0
	very poor satisfaction	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.19 shows how the level of security was perceived towards job satisfaction by respondents (teachers). The findings revealed that, many teachers were moderately satisfied with the level of security by 44%, whereby 30% indicated they were poorly satisfied and only 4% were very poorly satisfied. Respondents (teachers) were satisfied in terms of security of tenure. Respondents were satisfied since working for the government as a teacher (civil servant) they become assured of their employment. They work knowing that they can't just be fired out without being warned or proper procedures being followed. They were assured their job is there as long as they work according to their job descriptions. Some mentioned in the private schools, teachers can be fired out just at the small misunderstanding with the owner of the school whereas, that is not the case in the government schools. Despite the difficulties and challenges they face in the government schools, the respondents were satisfied since they were sure with their job continuation.

4.2.2 Causes of job dissatisfaction among secondary school teachers at Babati Town Council

Table 4.20 Respondents' reasons for dissatisfaction with teaching profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low salaries	14	28.0	28.0	28.0
	Poor living and working environment including housing	15	30.0	30.0	58.0
	Lack of social services including, hospitals, water, electricity power supply and transport network	4	8.0	8.0	66.0
	No recognition from the administration and society	12	24.0	24.0	90.0
	Long working hours with many tasks which is not equivalent to payment. example preparation of scheme of work, lesson plan, log book and other school duties	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Source: Field Data, (2014)

Table 4.20 shows respondents' reasons for dissatisfaction with the teaching profession. 30% of respondents (teachers) indicated poor working and living environment as the major reason for teachers' job dissatisfaction. 28% respondents (teachers) indicated that low salaries and other allowances as another reason for their job dissatisfaction, 24% respondents (teachers) indicated lack of recognition from the administration and society as another reason for job dissatisfaction while 10% respondents (teachers) mentioned long working hours with lots of tasks which are not

equivalent to payment such as preparation of schemes of work, lesson plan, log-book and other school duties were another the reasons for their job dissatisfaction. Only 8% mentioned lack of social services such as hospitals, water, electricity power supply and good transport network as reasons for their job satisfaction.

Generally the findings reveal that, poor working and living conditions, low payment packages and lack of recognition were the major three reasons for teachers' dissatisfaction with their teaching profession.

4.2.3 Measures to be taken to ensure job satisfaction among secondary school teachers at Babati Town Council

Respondents (teachers) gave out their views on what measures should be taken so as to improve the secondary school teachers' job satisfaction. Hereunder were their views;

42% respondents (teachers) mentioned the improvement of the working and living conditions for teachers. Whereas they commented that, the working environment can be improved through building of nice classes, provision of desks for students, provision of enough teaching materials such as projectors for presentations, quality chalks and relevant text books. Concerning the living conditions, the respondents (teachers) advised that, the government should build quality houses for teachers that are well supplied with electricity and water. This will in turn lead to teachers' satisfaction. Also respondents (teachers) explained that, teachers should be rewarded and motivated positively for their extra activities and provided with seminars for capacity building.

20%of respondents (teachers) mentioned that, there should be recognition of the teaching staff by assigning tasks and rewarded for the tasks accordingly. Also there should be delegation of power within the school so as to make proper decision and fair involvement at all levels of the school organizational structure.

18 % stated that administration should encourage co-operation among teaching staff and the society in all aspects. Respondents (teachers) insisted that, it's of great importance that there should be good cooperation among the teaching staffs and the school administrators especially in decision making, task allocation and implementation. Also cooperation should be encouraged between the teaching staff and the students' parents. Teachers believed that, they are also playing a big role in parenting the students while students are at school. Therefore, building a good relation among teachers and parents will enable sharing that in one way or the other will better the students' performances.

Other measures that were mentioned by respondents were; improvement of the pay and compensation packages, reducing income tax to single digit so as to reduce the income tax burden from secondary school teachers, better education policies, provision of seminars and workshops that can help teachers to cope with the changes of the science and technology and respondents explained that the government should employ sufficient teachers so as to reduce the workload to secondary school teachers.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents the discussion of the findings in reference to literature review, theories and other studies done by other scholars and authors. The purpose of the study was to investigate the job satisfaction among Secondary school teachers. The discussion of the findings is done according to the research objectives which were; To determine the level of satisfaction and factors for job satisfaction among secondary school teachers at Babati Town Council, To identify the causes of job dissatisfaction among secondary school teachers at Babati Town Council, and To identify measures to be taken to ensure job satisfaction among secondary school teachers at Babati Town Council.

5.2.1 Level of satisfaction and factors for job satisfaction among secondary school teachers at Babati Town Council

Concerning age and satisfaction level, this study found that, many teachers in these new established community schools were aged between 26 – 35 years. It was also found that, 68% of the teachers were dissatisfied with their job. These results revealed that most of the teachers of the middle age were not satisfied. These results agree with findings by Herzberg (1957) on the relationship between job satisfaction and age show that job satisfaction starts high, declines and then starts to improve again with increasing age in a U-shaped curve. This kind of finding was also sustained by the study done by Kacmar and Ferric (1989), whose study resulted in a U-shaped curvilinear association between age and job motivation for the factors.

Also the study conducted by Ngimbudzi (2009) concern job satisfaction among secondary schools in Tanzania, stated that job satisfaction increases by age; the higher the teachers' age the higher the level of job satisfaction. These results are consistent with the one found in this study since it was found out that teachers who were in service for a long period show higher level of satisfaction than junior ones.

However, this study revealed that, there were no significant differences in job satisfaction in relation to teachers, job ranks, gender or education level.

Together with age as among the factor for job dissatisfaction as found in the study generally this study found 68% of respondents (teachers) were not satisfied with their teaching job while 32% of the respondents (teachers) were satisfied with their teaching job. This finding reveals that, many secondary school teachers were not satisfied with their job because of low payments, poor working and living conditions, lack of teaching resources, and lack of recognition to the teachers and teaching profession.

Low Payment. Teachers' payment problem emerged since the government started to implement Structural Adjustment Programme (SAPs) conditionality particularly in the mid of 1980s. Prior to the implement of SAPs conditionality teachers were paid salaries, leave allowances, transport allowance, rent allowance and teaching allowance. One of the conditionality imposed by World Bank and IMF through SAPs was the reduction in public spending on social services including education at all levels (Brock Utne, 2006).

The reduction of public social services affected teachers' payments as follows; rent allowance, transport allowance and teaching allowances were no longer provided. The removal of the above mentioned allowances led to financial constraint to teachers, as they were forced to depend solely on their salary. This situation affected their standard of living and cause multiple socio-economic problems which have adversely result to students' learning.

Current data shows that entry salary for a diploma teacher is 460,000/= TZS (278.8 USD) in 2014/2015, while entry salary for degree teachers is 630,000/= TZS (381.8 USD) in 2014/2015 (Babati Town Council, *salaries department*, 2014).

There is an increment of teachers' salary compared to Davison's data of 2005 which indicated that entry salary for a teacher with a Diploma in Education in state schools was less than 100,000 TZS (US\$100). This increase of salary does mean that teachers are satisfied with it; still it doesn't meet teachers' necessity expenditures because of intensive

increase of cost of living. Teachers are facing a lot of challenges to budget their salaries for family expenditure, transport cost, medication etc. Therefore, the government and education sector are challenged to rethink about teachers' payment specifically to increase their salaries and return back their removed allowances.

Also despite the low salary, teachers claimed that, there were a number of compulsory contributions deducted from the basic salary such as income tax - Pay As You Earn (P.A.Y.E), which is 13% on Basic pay (still it is burden to the teacher), pension fund, healthy insurance fund and contribution for Chama Cha Walimu (C.W.T). All these contribute to lower the teachers' salary (Field data, 2014).

Respondents (teachers) commented the salary payments were not relevant to the economic situations hence makes them live a low life standard.

Fry, (2003) justified that; in most of developing countries including Tanzania, teachers' wages were considerably below the level necessary to ensure their adequate motivation.

One respondent (teacher) commented that; teachers received no incentive from the government, what they receive was merely salary.

Therefore, respondents (teachers) preferred to have incentives such as bonuses, employee' promotion on time, payment of leave benefits, and career development such as in-service training.

Poor Working and Living Conditions. The working conditions were very poor for both students and the teachers. For students they had no enough desks, books, over crowded classes and those classes were not well furnished in terms of window and doors which affects them much especially at rainy season. For teachers in some of the schools that involved to the study, the conditions were very harsh in terms of poor staffroom which had no enough furniture, absence of teaching facilities such as text and reference books, low quality chalks used and poor quality of the blackboards; whereas the presence of these facilities would have lead to better working conditions. Another major concern raised by teachers was about housing. Despite the fact that few teachers houses have

recently been constructed, the number of teachers living in school houses is negligible. Teachers have to hire *Bodaboda*-(motorcycle that hired to carry people) to come to work and return home in the evening. Hence this becomes expensive and unsafe due to its massive accidents. Therefore, staying away from school in rented houses not only is expensive for teachers but also affects their attendance at school. Teachers mentioned that even those few available houses, there's no electricity in it and water supply at homes as well as in schools hence makes teaching and living environment become not only poor but also difficult and unattractive.

In his study Sumra, (2004b, 2), in *The Living and Working Conditions of Teachers in Tanzania*, reported, "Although efforts are underway toward improving teachers' professional knowledge and skills, far less attention is focussed on their material welfare."

The near total absence of issues related to teacher motivation within government documents is evidence of the administration's lack of concern. Though Tanzania's *Education and Training Policy* (MOEC 1995) did have a separate section entitled the "Service and Working Conditions of Teachers," which discussed the importance of teachers' job satisfaction, irregular salary payments for teachers, lack of proper housing for teachers, the low status accorded to teachers, inadequate teaching facilities, and the need to enhance the professional and individual welfare of teachers, its successor, the PEDP (MOEC 2001), a more influential government document, made almost no reference to these issues.

Lack of Recognition to the Teachers and Teaching Profession. The majority of teachers claim that secondary school teachers' status is no longer highly maintained and respected as previous time. Teachers said they are highly despised by the government officials, community around them and people have a negative attitude to them by seeing teachers as people who have failed not only to progress financially but also to make the right professional choice.

In his book, (Sridhar, 2004) justified that; today, though along with other professionals like medicine, law and engineer, teaching is also considered as professional, may it is said to be the noblest of all professionals; people do not think of the teacher as a professional worker in the same sense, status and coverage in which they consider the doctor, the lawyer, or the engineer. A teacher does not enjoy a social status as it is enjoyed by lawyers, doctors or engineer. Also Sumra, (2004b) argues that majority of teachers perceive their profession as not respected any more. They feel they have low status in society because of their low salary and poor living conditions.

This study revealed that the status and recognition of teachers has declined in recent years which is a reflection of the decline in their living conditions, which depend heavily on their low salaries and delay of teacher's payment. This has observed as one among the factors which affects teachers' status. This study' findings agree with the findings found in the study done by Njiru (2014) and Basil (2013) where it was found the factors for teachers' job dissatisfaction were inadequate remuneration, too much workload, and lack of promotion opportunities.

On the other hand many teachers as found in this study were moderately satisfied by the following factors; interpersonal relationship by 38%, quality of work expected by 54%, participation in decision making by 52%, the level of health and safety by 48%, the nature of supervision by 42%, the job itself by 54%, communication and information flow in work place by 60%, degree which their skills are used by 38%, satisfaction with organization structure by 56%, and the level of security and the level of pay with respect to experience by 30%. These results are consistent with Herzberg's Two Factors Theory in which recognition, responsibility and work itself are referred to as satisfiers.

Some of the authors have mentioned some factors that satisfy employees of which they agree with the findings of this study. Robbins (2001) advocates that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. Arnold and Feldman (1996) argued that the level of promotion has a stronger impact on job satisfaction as compared to recognition and achievement. The promotion to the next level will result in positive changes such as pay, autonomy and supervision. Strategic employee recognition is seen as the most important program to improve employees' job satisfaction and motivation (Wyatt, 2002). Also a frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction (Fisher, 2000).

5.2.2 Causes of job dissatisfaction among secondary school teachers at Babati Town Council

Since the study found 68% of the teachers were dissatisfied with their job and wished to move to other career, then the study sought to identify the causes of job dissatisfaction among secondary school teachers at Babati Town Council. Generally the findings revealed that, low payment packages, poor working and living conditions, and lack of recognition were the major three reasons for teachers' dissatisfaction with their teaching profession by 28%, 30% and 24% respectively. Teachers, regardless of gender, argued that the salary, which they are getting, is inadequate for them to live a decent life. As seen earlier, teachers feel that their low status has to do with the low salary they receive.

Respondents (teachers) also complained in terms of the work load whereas, most of the teachers were burdened by 25 periods or more per week while the average teaching load for the teacher in a secondary school is 20 periods per week excluding extra curricula activities. (Sumra, 2004) denoted; the average teaching load for secondary schools was 20 periods per week, which is 13 hours of teaching. There is no reliable data on the amount of time spend on teaching related activities such as marking, preparation, and extracurricular activities.

Also the size of class was another factor for difficult working environment. The average number of students in a class was 50 students to 65 whereas the standard class size was to be at least 40 students per a stream. A teacher's working time includes all working hours specified in conditions of service. It includes the statutory hours devoted to actual teaching as well as the statutory hours for teaching related activities such as lesson preparation, correction, in-service training, staff meetings, student support and extra-curricular activities. Most of the teachers stated that the workload was heavy, especially given the large size classes that they have to teach. Others complained to teach up to 26 periods per week which is a tiresome work, they stated.

Class size is a measure of the average number of pupils in a teacher's classroom during a school period and represents an important indicator of the working conditions of teachers, as well as the learning conditions of students. Some of teachers wrote their opinion that smaller class size is desirable because that allows pupils to receive individual attention from their teachers. Large class size, and the lack of teaching and learning materials, makes teaching stressful for many teachers. Large class sizes mean more marking to be done. One respondent (teacher) wrote that;

These large classes make teaching very difficult, and when you include shortage of text books the work becomes stressful.

Respondents (teachers) complained on lack of houses, whereas in the five schools that were involved in the study, there were at least two houses built, one for the headmaster and the other for one teacher while in one school even the house of the headmaster was not yet accomplished. Therefore teachers have to walk a long distance from school to the town centres where the rented houses are located; otherwise they have to hire *bodaboda* (motorcycles) to simplify the transportation to and from home every day.

George (2008) and Njiru (2014) studies highlighted causes of teachers' job dissatisfaction as poor leadership style, lack of quality support from administration, lack of promotion prospects, poor working conditions, poor quality of communications, and poor salary package. These findings from these studies are consistent to the one found by this study.

Also, the result of this study support Herzberg and his colleagues (1950's) findings on the aspect of recognition and nature of the job as satisfies. Herzberg mentioned a set of factors such as administration, supervision, pay working conditions and interpersonal relations, whereby the absence of these factors cause dissatisfaction but their presence does not result into positive satisfactions.

The findings of this study, also reveals that the teachers were dissatisfied with their jobs because of poor working and living conditions, low payment packages and lack of recognition as explained above. This implies that, if the working conditions are improved, the payment packages are adjusted to the living standard and economic situation, and incentives are provided then the teachers are satisfied with their job and career at large.

5.2.3 Measures to be taken to ensure job satisfaction among secondary school teachers at Babati Town Council

This study highlighted some of the measures as recommended by the respondents (teachers). They mentioned the improvement of the working and living conditions for teachers, whereas they commented that, the working environment can be improved through building of nice classes, provision of desks for students, provision of enough teaching materials such projectors for presentations, quality chalks, and provision of enough relevant text books that can help both teachers and students. Concerning the living conditions, the respondents (teachers) advised that, the government should build quality houses for teachers that are well supplied with electricity, water and good transportation network.

Improvement of the pay and compensation packages, reduction of income tax to single digit so as to reduce the income tax burden from secondary school teachers, better education policies, provision of seminars and workshops that can help teachers to cope with the changes of the science and technology era. However respondents explained that the government should employ sufficient teachers to cover the gap of shortage of teachers as well as the way of reducing the workload to secondary school teachers.

The recommended measures by teachers in this study were consistent with ones made by Njiru (2014) where teachers gave recommendations on giving allowances such as for transport and houses, provision of necessary teaching materials, improving incentives and salary packages. In Basil (2013) teachers recommended that, they should be involved in the decision making process, improving payment and benefits, improving management practices, and providing training for teachers.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the study conclusions and recommendations for the study. The study was investigating on the job satisfaction among the secondary school teachers at Babati Town Council. The findings for the study were presented in chapter four and discussed on chapter five. The conclusions presented in this chapter are due to the findings of this study and recommendation to be taken so as to improve teachers' job satisfaction.

6.2 Summary

The first objective was to determine the level of satisfaction and factors for job satisfaction among secondary school teachers at Babati Town Council. The study found out that many respondents (68% of teachers) were not satisfied with their job. Some of them were bold to comment if they get an opportunity in other fields or professionals they were ready to move from the teaching profession. Factors that influenced teachers' job satisfaction were good salary, good working environment, availability of teaching resources, and participation in decision making, career development and promotions. Many teachers were moderately satisfied with the motivation factors such as the level of health and safety, the nature of supervision, the job itself, communication and information flow in work place, degree which their skills are used, and satisfaction with organization structure.

The second objective was to identify the causes of job dissatisfaction among secondary school teachers at Babati Town Council. The findings revealed there were a number of causes that made teachers to be dissatisfied with their job. Among other causes, the major three reasons for teachers' dissatisfaction with their teaching profession were low payment packages, poor working and living conditions, and lack of recognition.

Objective three was to identify measures to be taken to ensure job satisfaction among secondary school teachers at Babati Town Council. Teachers gave out recommendations on measures that should be taken to address the issue of teachers' job dissatisfaction. Measures recommended were improving pay and compensation packages, reducing income tax to single digit so as to reduce the income tax burden from secondary school teachers, better education policies, provision of seminars and workshops, improving the working and living conditions and provision of sufficient teaching resources.

6.3 Conclusion

Generally, the investigation done by this study revealed, government secondary school teachers at Babati Town Council are not satisfied with their job. Despite the fact that they are willing to work for the betterment of the students but the other educational aspects and stakeholders have been demoralizing them. The major education stakeholder is the government. The government has not done enough in implementing the education policies it has formulated. There have been a number of challenges which arise in the education sector especially to the teachers, but the government has not take measures that seem to solve the problems permanently. The government need to put more efforts and keep education a top priority since without education, the future of the nation will be at stake.

6.4 Recommendations

The study findings revealed that, government secondary school teachers at Babati Town Council were not satisfied with their job. The causes being among others, low salary packages, higher tax rate, poor working conditions, lack of recognition and lack of job incentives. Given these causes of which they are challenges to the government and other education stake holders, the study recommends the following:

6.4.1 For the Government

- (i) The major teachers request is the increase of salaries; the evidence from other studies suggests that increased salaries alone would be unlikely to improve the quality of the teaching force significantly. The study recommends there should be an increase of salaries annually that matches with economic situation at that particular time and reduction of tax rate that imposed on their salaries (P.A.Y.E) to single digit. Also capacity building seminars and job incentives and bonuses to teachers who perform well in their works should be provided so as to motivate them and in turn make them be satisfied with their career.
- (ii) Poor teaching environment also caused teachers to be dissatisfied with their work. Therefore, the study recommends for deliberate action to be taken by the government in improving the working environment from the interior and exterior of the classrooms, improve the physical infrastructures such as housing, water and power supply and transportation network. Although improving working and learning conditions always have budget implications, still these environments are part and parcel of the teaching process therefore; failure to make them conducive affects the education provision and teachers morally.

6.4.2 For the Policy Makers

- (i) Some of the causes of the teachers' dissatisfaction arise from the failure and poor implementation of the education policies. Therefore, the study recommends policies should be modified to cater various aspects and problems teachers face.
- (ii) The formulated policies should ensure the teachers rights and core values are not only considered but also focus on the quantitative aspect such as number of students, number of classes, number of teachers and the quality aspect of them should be adhered. Policies should also consider the difference in the living conditions, economic conditions as well as social responsibilities of teachers. These policies should be formulated with a fair participation of the teachers so as to be able to consider their views and opinions.

6.4.3 Areas for further Research

The study was conducted using both qualitative and quantitative method. The future studies on the topic should employ a multi-method including, qualitative, quantitative and postmodern methods. These approaches will provide opportunities for participants to express their ideas broadly concerning job satisfaction.

Additionally, the current study did not involve the heads of school (principals). A similar study may be done to investigate heads of school (principals) and departments in all levels of education from district, regional to the national level.

Furthermore job satisfaction is not only important topic to secondary school teachers but also to the elementary/nursery school teachers. Further studies can be done to elementary/nursery school teachers.

Finally it is recommended that, the comparative studies should be done to investigate job satisfaction factors among teachers from all types of schools, separately, including Government owned schools, Community-Government owned schools and Non-Governmental (Private owned) secondary schools and cover the national level.

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MZUMBE UNIVERSITY

SCHOOL OF PUBLIC ADMINISTRATION AND MANAGEMENT

Secondary school Teachers Questionnaire

Dear Respondent;

The bearer of this questionnaire is a post-graduate student of Mzumbe University, pursuing a Master of Science Degree in Human Resource Management. The study is about Assessment of Job Satisfaction Among Secondary School Teachers in Babati Town Council. You are kindly, requested to respond to the questions found in this paper. I wish to assure you that all information you give will be treated very confidentially and data will be reported in aggregate and all responses will be used for academic purposes, not otherwise. In case you have extra information that may add value to the success of this study, please feel free to write at the end of the questionnaire.

I appreciate your participation.

Thank you!

Contact:

Paulo, S.S.

Msc.-HRM- Student

P.O. BOX 422,

BABATI-MANYARA.

PHONE; +255752 466 079/ 0785 794 980

Section A: General information

Please fill the blanks or put tick where appropriate:

1. (a) Profession.....
(b) Rank.....
2. Sex of Respondent (i) Male ☐
(ii) Female ☐
3. Age of Respondents
i. 18-25 years ☐
ii. 26-35 years ☐
iii. 36-45 years ☐
iv. 45+ years ☐
4. Education level of a Respondents
i. Diploma ☐
ii. Degree ☐
iii. Master's Degree ☐
5. Teaching Experience
i. 0- 3 years ☐
ii. 4-8 years ☐
iii. 9-15 years ☐
iv. 16 years and above ☐

Section B: Teacher job satisfaction. Fill the blanks or Put a tick () where applicable:

6. (a) Can you change your current job, if you find an alternative job in another/organization Institution? (i) Yes ☐ (ii) No ☐

Give Reasons

7. How do you perceive the workplace situation in your organization

(i) Very good ☐ (ii) Good ☐
(iii) Moderate ☐ (iv) Poor ☐ Very poor ☐

8. There are various factors that affect teacher's job satisfaction. To what extent does each satisfy/dissatisfy you? Please, put tick () where applicable, whereby

1. = Very High satisfaction ☐
2. = Satisfaction ☐
3. = Moderate satisfaction ☐
4. = Poor satisfaction ☐
5. = Very poor satisfaction ☐

S/No.	Factors Affecting Job satisfaction	1	2	3	4	5
1.	Interpersonal Relationships					
2.	Quality of work expected /allocated					
3.	Participation in decision making					
4.	The level of health and safety					
5.	The nature of supervision					
6.	The job itself					
7.	Communication and information flow in work place					
8.	Degree to which your skills are used					
9.	Satisfaction with organization structure					
10.	The extent of personal growth and advancement					
11.	The level of security					
12.	Level of pay with respect to experience					
13.	Methods of conflicts Resolution in organization					

9. Answer the following question by using Likert scale, where by:

1=Excellent,

2=very good,

3=good,

4=Average and

5=poor.

What are the prevalent reasons for higher degree of job satisfaction in your school/department?

s/No.	Reasons for higher job satisfaction	1	2	3	4	5
i.	Promotion and recognizing accomplished goals					
ii.	Promotion of Interpersonal Relationships					
iii.	Providing accurate feedback timely					
iv.	Team work spirit					
v.	House allowance/Housing					
vi.	Adequate medical benefits					
vii	Safe working place					
vii	Better salary					
ix.	Personal growth and Advancement					
x.	Institution social functions (e.g. outing, happy new year, etc)					
xi.	Excellent Fringe benefit packages					

9. What do you think are the strong factors for you being dissatisfied with teaching profession? At least three reasons.

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.....

10. What do you think the school/ department management should do to improve job satisfaction?

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.....
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.....

11. What should the Government do to improve job satisfaction among Secondary School Teacher, to improve secondary education quality in Babati Town Council?

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.....
.....
.....

12. Are you satisfied with your pay level, with due respect of education and experience in the organization you work?

(i) Strongly satisfied ☐

(ii) Satisfied ☐

(iii) Moderate ☐

(iv) Poorly satisfied ☐

(v) Very poorly satisfied ☐

Thank you!