

PREDICTIVE FACTORS OF TEACHERS' JOB SATISFACTION IN IRINGA, TANZANIA

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Introduction

The term "job satisfaction" refers to how people feel, act, or perform in relation to their jobs. It shows the level of satisfaction a person has with their work. According to Armstrong (2006), people's attitudes and feelings regarding their work determine their level of job satisfaction. Positive attitudes about one's work show job satisfaction, while negative attitudes signify discontent. Job satisfaction, as defined by Phillips and Connell (2003), is the extent to which workers are happy with the work they do. According to Phillips and Connell, a number of factors contribute to job satisfaction, including the work itself, pay, benefits, advancement opportunities, oversight, and relationships with colleagues. Mbilinyi (2003) states that there is a higher rate of teacher turnover in rural areas because many students are taught by a smaller proportion of teachers than in urban areas. In order to improve job satisfaction in Tanzanian schools, it will be necessary to look into the indicators of job dissatisfaction among teachers. This study's goal is to establish a link between the aforementioned indicators and the primary study's findings, one of which is the effect of student discipline on educators' job satisfaction. The government made sufficient efforts to ensure that most schools had access to teaching and learning materials and that teachers' houses were available because teachers' houses and motivation are important factors in ensuring that teachers are satisfied, so in Tanzania, the issue of job satisfaction for teachers is currently somewhat positive.

In his work, Green (2000) offered three theoretical frameworks to explain why people are satisfied with their jobs: situational models of job satisfaction, process theories, and content or needs theories.

Statement of the problem

The purpose of education is to cultivate competent people who develop the country's political, social, and economic development. Teachers will have low morale if they are dissatisfied with their jobs (Naylor, 1999). Working in a tidy, welcoming, and congenial

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environment indeed encourages people to work more productively, as stated by Luthans (1998). Concerning this concept, which is Marks (1994) clarified that a worker's mindset and conduct are likely to be strongly determined by the social environment of their place of employment. It can be hard to predict the highest degree of commitment in the teaching profession if working conditions negatively impact instructors' morale in multiple ways.

Pinder (2018) contends that the main measure of a school's efficacy and efficiency is how it supports the professional growth of its teachers. The most valuable resource the school has to give is its teachers. According to Pinder (2018), teachers are, on the whole, happy with some aspects of their work and unhappy with others. Keeping people happy and motivating them to perform well at work is largely dependent on job satisfaction. This study's findings offer important theoretical and empirical information about the variables influencing secondary school teachers' job satisfaction.

Little study has been done in the areas of the factors which affect teachers' job satisfaction. A study of secondary school teachers' job satisfaction in Addis Ababa, Ethiopia, was conducted out by (Gedefaw2012). The study did not investigate the issue nationwide; instead, it centered on the variables which impact teachers' work satisfaction in certain districts. Working conditions have a favorable effect on employment satisfaction, claims (Narz, 2017). After studying how collective teacher efficacy regulated the relationship between job satisfaction, life satisfaction, and professional burnout, Aydo?mu?&Serçe (2021) discovered that collective teacher efficacy influenced the relationship between job satisfaction and life satisfaction. Though the government of Tanzania makes an effort to satisfy teachers be satisfied still the problem of dissatisfaction among teachers has been the common blaming of most teachers. Most of the reviewed studies conducted outside Tanzania for example, Singh & Sharma (2016), Narz (2017), Puji&Vioreza (2021), Alano?lu& Demirta? (2021), and Aydo?mu?&Serçe (2021) were conducted outside of Tanzania a few studies showed to be conducted in Iringa Tanzania which directly paved the necessity to conduct a study about the predictive factors affecting teachers job satisfaction. Therefore, the situation explained above is necessary for the current study to be conducted on "the predictive factors affecting teachers' job satisfaction in Iringa, Tanzania".

Objective of the Study

1. To identify factors affecting teachers' job satisfaction in Iringa, Tanzania
2. To find out the relationship between job satisfaction and its components of teachers in Iringa, Tanzania
3. To find out the significant predictors of teacher's job satisfaction

Literature Review

Motivation has a direct connection to the study of job satisfaction. Christensen and Johnson, (2017) Process and content theories are the two groups into which theories about work satisfaction fall. Amongst the content theories are McClelland's need achievement theory, Maslow's need theory, and Herzberg's two-factor theory. According to Robbins and Judge (2008), process theories include Locke's value theory, equity theory, and expectation theory. Thus, the equity theory from process theories and Maslow's need theory from content theory as well as Herzberg's two components will be used in this study.

Again, work goals had a beneficial impact on teachers' job satisfaction, according to a study by Narz (2017) using a descriptive survey to determine the elements affecting teachers' job satisfaction. 200 teachers made up the sample size, and they were chosen at random to fill out the surveys. According to a descriptive study on senior high school teacher work productivity, Puji&Vioreza (2021) found a direct and favorable relationship between work productivity and teachers' job happiness. In order to gather data for the study, questionnaires were utilized to choose a sample size of 198 teachers using a straightforward random sampling procedure.

Narz's (2017) descriptive survey on factors influencing teachers' job satisfaction indicates that working conditions have a positive impact on job satisfaction. 200 teachers made up the sample size, and they were chosen at random to fill out the surveys. The impact of bureaucratic school structures on teachers' job satisfaction was studied by Anastasiou & Papakonstantinou (2014) and Msuya&Mwila (2023) using a cross-sectional survey and a quantitative research approach. Questionnaires were used to gather data for the study from a sample size of 550 chosen at random teachers. The results of the study showed that the connection between bureaucratic school systems and teachers' job satisfaction was not very strong. A study by Aydo?mu? and Serçe (2021) investigated how collective teacher efficacy regulates the link between job satisfaction, life satisfaction, and professional burnout. They discovered that the association between life contentment and job satisfaction was regulated by collective teacher efficacy. Data from 411 randomly chosen teachers were gathered for a study using questionnaires.

Generally the truth is that most researchers have done empirical reviews on job satisfaction based on theoretical assumptions that were developed from findings of developing countries (Anh, et al, 2019). Similarly, this study relied in developing countries particularly Tanzania where by teachers in public schools are working in the areas without enough teachers compared to the number of students, also shortage of materials and low motivation has been discussed by many researchers. Most of the reviewed studies conducted outside

Tanzania for example studies by Singh & Sharma (2016), Narz (2017), Puji&Vioeza (2021), Alano?lu& Demirta? (2021), and Aydo?mu?&Serçe (2021) were carried out outside of Tanzania made it is now crucial conducting the study of the predictive factors affecting teachers' job satisfaction in Tanzania.

Methodology

The study used a descriptive survey research design where a researcher visited a study area to investigate the current status of the problem. The study employed a structured questionnaire to collect data from teachers. Participants were selected through Snowball sampling in which the participant was chosen via social media like WhatsApp and Facebook. The sample size of the study is 110 teachers who were selected to participate in the data collection of the study.

Ethical Consideration

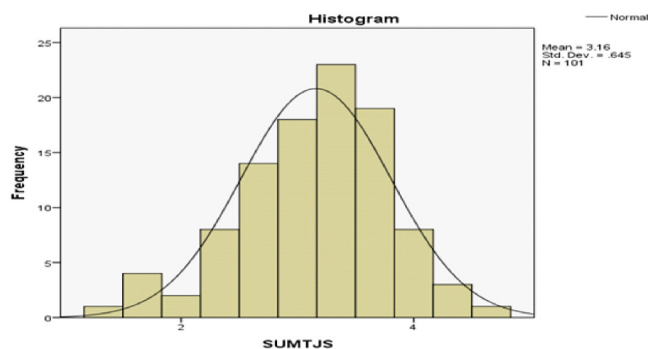
Ethical issue refers to the guidelines that govern the research profession and are laws that prohibit unethical behaviour for researchers (Mugenda et al, 2003and Cresswell,2012). The researcher followed all procedures needed for example permission from the university to allow a researcher to do the research in targeted areas. Plagiarism was avoided, and misuse of privileges was also avoided considerably. In this study, all information that was gathered in the study area in various ways remains confidential. Honesty and trust were given vital consideration for the participants' involvement in the study.

Results and Findings

Descriptive analysis for the Test of normality

Descriptive analysis was performed and the analysis of data normality was done using both graphs and numerical methods. A researcher first plotted a histogram and a box plot for visual data inspection. A histogram showed a bell-shaped curve that depicted that data was normally distributed means there were no outliers. This is shown in the histogram Figure 1 below

Figure 1 A Histogram for a Test of Normality



SUMTJS: Sum of Teachers' Job Satisfaction.

Table 1 Descriptive analysis

Descriptives				
			Statistic	Std. Error
SUMTJS	Mean		3.16	.064
	95% Confidence Interval for Mean		Lower Bound	3.03
			Upper Bound	3.29
	5% Trimmed Mean		3.18	
	Median		3.20	
	Variance		.416	
	Std. Deviation		.645	
	Minimum		1	
	Maximum		5	
	Range		3	
	Interquartile Range		1	
	Skewness		-.474	.240
	Kurtosis		.119	.476

Shapiro-Wilk test of Normality

To confirm the finding of data of Normality a researcher performed the Shapiro-Wilk test on the data set as shown in Table 2

Table 2 Shapiro-Wilk test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SUMTJS	.089	101	.046	.981	101	.154

a. Lilliefors Significance Correction

The Shapiro-Wilk test generated a P - Value of .154 that is above the significance level of .05 this concluded that data were normally distributed. This result suggested conducting the parametric statistical test for analysis of the study such as linear regression.

1. Predictive Factors of Teachers` Job Satisfaction

Table 3 Factors of Teachers` Job Satisfaction

Sl. No.	Factors
1	Teachers` level of job satisfaction
2	Teachers` work goals
3	Teachers` working condition

Data revealed that, among the other factors that can predict teachers' job satisfaction teachers` working goals, working conditions, and levels of job satisfaction are the predictors of the teachers' Job satisfaction in Iringa Tanzania.

2. Correlation Analysis of Teachers' Job Satisfaction and Work Goals, Working Conditions with All Sub Items.

The Shapiro-Wilk test as it concluded that, data were normally distributed. A parametric statistical test like linear regression was conducted, whereby a researcher started with correlation analysis of Teachers' Job Satisfaction (SUMTJS) and work goals progress (WGP), working conditions (WC) with all sub-items to show the relationship that exists between variables. The variables were Teachers' job satisfaction (SUMTJS) dependent variable while Job Satisfaction Level (JSL), work goals progress (WGP), and working conditions (WC) as the predictors. The obtained data are given in the given table 4

Table 4 Correlation Analysis of Teachers' Job Satisfaction and Work Goals, Working Conditions with All Sub Items

Correlations		JSL_1	WGP_1	WC_1	SUMTJS
JSL_1	Pearson Correlation	1			
	Sig. (2-tailed)				
WGP_1	Pearson Correlation	.644**	1		
	Sig. (2-tailed)	.000			
WC_1	Pearson Correlation	.587**	.648**	1	
	Sig. (2-tailed)	.000	.000		
SUMTJS	Pearson Correlation	.856**	.885**	.858**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	101	101	101	101

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

SUMTJS: Sum of Teachers Job Satisfaction

WC_1: Working Condition

WGP_1: Work Goal progress

JSL_1: Job Satisfaction Level

Results indicate a highly significant correlation among Teachers' Job Satisfaction (SUMTJS) and Working Goal progress (WGP) ($r = .885$; $P < .001$), and a moderately significant positive relation among Job Satisfaction Level (JSL) and Working goal progress (WGP) ($r = .644$; $P < .001$) and Working goal progress (WGP) and working condition (WC) ($r = .648$; $P < .001$). Additionally, the result indicates that there is a strong positive correlation ($r = .856$; $P < .001$) between Teachers' Job Satisfaction Level (JSL) and Teachers' Job Satisfaction (SUMTJS) as well as a strong positive correlation ($r = .858$; $P < .001$).

3. Regression Analysis for the Estimation of Teachers` Job Satisfaction from Job satisfaction level, Work goal progress, and working condition dimensions

The effects of job satisfaction level (JSL), Work goal progress (WGP), and Working condition on Teachers' Job satisfaction (SUMTJS) were determined with this direction regression analysis was required to calculate the strength of the relationship among variables. The obtained regression data are given in the table 5.

Table 5 Regression Analysis for the Estimation of Teachers` Job Satisfaction from job satisfaction level, Work goal progress and working condition dimensions

Coefficients					
	B	Std. Error	Beta	t	sig
(Constant)	3.748E-016	.000		.000	1.000
JSL_1	.333	.000	.379	132576111.514	.000
WGP_1	.333	.000	.394	129598387.571	.000
WC_1	.333	.000	.380	132187450.434	.000
a. Dependent Variable: SUMTJS					

Table 6. Model Summary of Regression Analysis for the Estimation of Teachers` Job Satisfaction from job satisfaction level, Work goal progress, and working condition dimensions

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.000 ^a	1.000	1.000	.000
a. Predictors: (Constant), WC_1, JSL_1, WGP_1				

Table 6. depicts linear regression analysis conducted to determine the association among teachers` job satisfaction (SUMTJS) from job satisfaction level (JSL), Work Goal Progress (WGP), and Working Condition (WC). The result showed that 100% of the variance in Teachers' Job satisfaction is predicted by work goal progress, working conditions, and job satisfaction level (R= 1.000; R 2 = 1.000). The Importance levels of independent variables according to standardized coefficients (?) were WGP, WC, and JSL respectively. The significance level of the coefficient of the research has been statistically significant (P < 0.05).

Discussion

The study examined predictive factors affecting teachers' job satisfaction in Iringa, Tanzania it involved teachers, headmasters, and ward education officers. The teachers in

question were both male and female, and all had different levels of experience, varying from less than a year to over 21 years of experience. Teachers at four distinct levels of education were involved in the study; the doctoral level was the highest. A demographic information implies that most of the people involved in this study are knowledgeable about the factors affecting teachers' Job satisfaction. Moreover, the findings have been discussed in relation to the study hypothesis.

Results showed that teachers' job satisfaction is influenced by factors including teachers' working goals, progress, and working conditions. The correlation analysis found a statistically significant relationship among teachers' working goals, progress, and working conditions which was found to have a statistically significant on teachers' job satisfaction levels (.000; $P < 0.05$).

The relationship between teachers' satisfaction with their jobs and their work goals has been examined using statistical analysis. The results demonstrated a significant and statistically significant relationship ($P < 0.05$) between teachers' job satisfaction and their work objectives, suggesting that work goals have a major impact on teachers' job satisfaction. This finding is in line with other research explaining how work goals affect secondary school teachers' satisfaction with their job (Ertürk, 2022 Admiraal, Røberg, Wiers-Jenssen & Saab, 2023)

A very substantial positive effect ($P < 0.05$) was found in the association between teachers' job satisfaction and their working conditions, according to statistical analysis. These results line up with other research that highlighted how important it is to provide teachers with a positive and encouraging work environment in order to increase their job satisfaction (Taddese & Rao, 2023).

Conclusion

The outcome of the research explains that teachers' job satisfaction in secondary schools is influenced by both work goals and working conditions. These findings emphasize the need for educational institutions and policymakers to focus on addressing the working environment (Dreer, 2021). This can be done by creating a positive and supportive work environment and promoting teacher retention, professional growth will lead to better educational outcomes for students. The study also suggests that in order to solve the issue of low levels of job satisfaction among instructors in working institutions, further researchers look into other elements that can affect teachers' job satisfaction and create effective and compressive solutions.

Employers, education officers, human resource officers, and school heads can all benefit from the study's insightful knowledge about what exactly makes their staff members

feel extremely satisfied in their positions. In order to create rules and policies that improve job satisfaction among secondary school teachers, this study is also helpful to lawmakers who oversee education, public service compensation, and incentive programs. Expanding information on the elements influencing teachers' job satisfaction and identifying potential solutions to support teachers' job satisfaction were valuable contributions made by the researcher.

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