The Influence of Job Satisfaction on Organisational Citizenship Behaviour Among Primary School Teachers in Tanzania

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KeyWords: Job Satisfaction, Organisational Citizenship Behaviour.

ABSTRACT

This study explored the influence of job satisfaction on organisational citizenship behaviour among primary school teachers in Tanzania. Specifically, the study aimed to find out the level of primary school teachers' job satisfaction, to determine the level of organisational citizenship behaviour among primary school teachers, and to ascertain the contribution of the job satisfaction on organisational citizenship behaviour among primary school teachers. A study was cross sectional research design where quantitative approach using descriptive statistics was used to analyse data. The findings show that about two-thirds of the respondents said are paid less (59.4) compared to other professionals, while 41(40.6%) of respondents disagreed with their fellow colleagues. Also, it was found that about three-quarters (73.3%) of the respondents agreed that their job gives them chances for promotion compared to one-third (26.8%) of the respondents who had different opinion. Moreover, the findings show that civic virtue and courtesy were less practiced in the organizational citizenship behaviour in terms of mean (M = 3.09 and 3.09) if compared with altruism, conscientiousness and sportsman (M = 3.12, 3.16 and 3.15) respectively. There is a need to reconsider primary school teachers in terms of payments when comparing them with other professionals. Furthermore, there is a need to conduct a mixed-methods study in order to get the voice of teachers than quantifying the study.

INTRODUCTION

Job satisfaction is an essential aspect for determining the organisational citizenship behaviour. Employees with high level organizational citizenship behaviour will help the organisati onto achieve its objectives and contribute to the organisational effectiveness and performance (Organ, 2018). It is, therefore, important not only to the employees but also the improved realisation of the organisation objectives.

Jobsatisfaction is a feeling resulting from a positive state of emotion derived from the gratification of a person's work experience (Mohammad, Habib & Alias, 2011). Factors such as pay, promotional opportunities, work conditions and personal factors such as task specification, skill, emotion, self-esteem and motivation have been identified as strong indicators of job satisfaction (Swaminathan & Jawahar, 2013).

Organisationcitizenship behaviour is a relatively modern management concept that originated nearly three decades ago. Organisational citizenship behaviours are work related behaviours demonstrated by an employee which is not formally part of the job description. Researchers have reported that organisation citizenship behaviour (OCB) has an essential impact on organisationseffectiveness in increasing employees' morale while fulfilling the organisationsset objectives (Demirel et al., 2018).

Unal (2013) reports five dimensions of organisational citizenship behaviours as: altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Altruism is the helpfulness or helping behaviour. Conscientiousness is a discretionary behaviour which goes beyond the minimum duty requirement of the organisation. This includes obeying rules and regulations; and avoiding taking an extra break and the working extra-long hours. Sportsmanship is the willingness of tolerating personal inconveniences and doing duty without complaints, protests, accusation or grievances. Courtesy is preventing creating problems among co-workers and reduce inter-group conflicts. Civic virtue is the employee's concern or involvement about the life of the organisation, monitor organisation opportunities while avoiding threats, search for the best interests of the organisation and cultivating willingness of the active participants for the organisation'sevents.

Organisation citizenship behaviour (OCB) benefits the organisation by enabling employees to cope with stressful situations, unexpected problems and high workload through interdependence. Employees are more adaptable to unforeseen circumstances caused by external factors (Mohammad et al., 2011).

Employees exhibiting low levels of OCB are more likely to leave the organisation; they also tend to have lower levels of innovation and creativity than those exhibiting higher levelsof OCB. This is due to the strong association of OCB levels with that of Job Satisfaction. On a smaller scale, OCB has often been used as a tool of evaluation for work performance as it increases in pay grade and promotions (Mohammad et al., 2011).

Several studies indicate that high levels of commitment, performance, innovation and creativity are positively related to high levels of OCB (Mohammad et al., 2011). As extra role behaviour, the OCB has been identified outside of job descriptions and considered something given by employees with no expectation of reward. For an individual to consider giving extra time, his/her needs have to be fulfilled first.

It is, therefore, plausible to expect that most employees who display organisation citizenship behavior are highly satisfied with their jobs. However, these behaviours may not aim at satisfying or fulfilling employees' own personal benefits, but to encourage engagements in the organisation. In this regard, organisation citizenship behaviour is of great importance to both the organisation and the employees as they improve organisation performance, building reciprocal positive relations among employees across different departments while improving unity and cohesion of the organisation.

Furthermore, a study conducted by Gunay (2018) on relationship between job satisfaction, organization citizenship behaviour and employee's performance using the sample of Edirne Financial Office Employees in Turkey, revealed that there wasa positive relationship between job satisfaction, organisationcitizenship behaviour and employees' performance even if they are low.

Hemakumara et al. (2018) on the effect of job satisfaction on organisation citizenship behaviour of administrative staff of state Universities in Sri Lanka found that there is a significant and positive relationship that exists between job satisfaction and organisation citizenship behaviour among the administrative staff of state Universities in Sri Lanka. Therefore studies reveal that there is a great connection between Job satisfaction and Organisation citizenship behaviour.

Job satisfaction is important especially in building the organisational citizenship behaviour among workers in order to increase productivity and the improved performance of any organisation. Employees who are satisfied with their jobs often demonstrate high level of organisational citizenship behaviour that, in turn, increases their productivity and the quality of work. By contrast, dissatisfied employees always manifest low level of organisational citizenship behaviour. In Tanzania primary school context, little is known about the teachers' job satisfaction in relation to their work performance, productivity and the formation of the organisational citizenship behaviour among primary school teachers. It is, therefore, this knowledge gap that the proposed study seeks to bridge.

LITERATURE SURVEY

Level of teacher's job satisfaction
Teachers' job satisfaction is critical in any educational institution as it improves the teachers' performance, attitude and feelings.

Every management believes that the satisfied teachers can lead their institution into success. For that reason, it is important for every management to identify whether or not their employees are really satisfied. It is also important for every institution to understand the job satisfaction level of their employees because the success of their institution depends, to a great extent, upon the satisfied employees of the institution (Velmurugan, 2016).

Velmurugan (2016), on job satisfaction of teachers among higher secondary school teachers at Coimbatore District, reports that job satisfaction of teachers depends on salary, working time and the professional growth. The author further argues that in order to attract efficient people towards the teaching profession and retain the committed teachers in the same profession their job satisfaction level should be improved by offering decent salary, convenient working time, providing necessary freedom and assistance for their professional growth.

Alemi (2014), on job satisfaction among Afghan teacher educators, found that the level of teacher educators' job satisfaction is associated with their personal demographic informationsuch as gender,age,years of experience, level of education, marital status and location. It further revealed that most of the teacher educators were satisfied with the job itself and the positive relationsthey had with their colleagues.The least satisfying aspect among them were salary and work condition. In this regard, location had a significant relation with the two aspects of job satisfaction, namely supervision and work condition.

Shabbir et al. (2014) revealed that primary school teachers are satisfied by four factors of a job which are: supervision, pay, responsibility and advancement. Overall, the findings indicated that teachers were satisfied with their job as in primary schools. Demirtas (2010), on study about the teacher's job satisfaction level, showed that the level of job satisfaction of teachers highly affects the educational aims positively.

Moreover, Msuya (2016), on the level of job satisfaction among teachers in public secondary school in Tanzania, revealed that job satisfaction among teachers was not homogeneous; socio-economic and demographic factors had a great contribution on the varying job satisfaction levels. However, age and working experiences had a great contribution towards job satisfaction and dissatisfaction. The study argued that the socio-economic and demographic factors had a potential strength in reducing the job satisfaction challenges among teachers in public secondary schools in Tanzania.

Level of organisational citizenship behaviour

Organisational Citizenship Behaviour (OCB) is a relatively modern management concept that originated nearly in the three decades ago. Studies have shown that OCB a positive impact on organisation effectiveness in increasing the employee morale and fulfilling organisation set objectives (Demirel et al., 2018). It is, therefore, important to motivate teachers so that they can go above and beyond their formal job descriptions. OCB means doing a better job, creating an effort, exceeding standard requirements and bridging the gap between dynamic realities, regulations, and procedures (Organ, 2015).

METHODOLOGY

The study was conducted in Babati Urban and Babati Rural in Manyara Region, Tanzania whereby the study targeted public primary school teachers in Babati Urban and Babati Rural respectively in Manyara Region where a sample size of 101 individuals was drawn. Quantitative method was applied to get accurate data for the problem conclusion. The data adopted simple random sampling techniques. The data was analysed using descriptive statistics analysis.

RESULTS & DISCUSSION

Level of Primary School Teachers' Job Satisfaction

The first objective of the study was to find out the level of primary school teachers' job satisfaction. In order to get responses with regard to the said study objective, the researcher provided a Likert-scaled questionnaire with closed-ended questions to the study respondents. There were 10 questions formulated in such a way that the respondents were required to put a tick in any of the four scaled options against the statement given. Each scaled option had certain weight. That is to say, strongly disagree (SA=1), disagree (D=2), agree (A=3) and strongly agree (SA=4). However, in the interpretation of data, strongly disagree and disagree are put in the disagreement side, whereas agree and strongly agree are put in the agreement side.

Payment

Two aspects of salary which is observed in terms of comparison and income earned were measured. From the analysis, it was found that 60(59.4%) respondents are disagreed with the statement, "The amount of salary I get in comparison with what other workers with the same qualification (education) gets in other fields in the government", while 41(40.6%) respondents agreed with the statement. This indicates that when primary school teachers with, for instance, Diploma in Education compare themselves with nurses whose qualification is Diploma in Nursing, in terms of salary each category earns, primary school teachers find themselves earning less than nurses.

Nevertheless, 77(76.2%) respondents agreed with the statement, "I'm satisfied with my income", whereas 24(23.8%) respondents disagreed with that statement. It indicates that primary school teachers are satisfied with what they earn. However, it may also have another implication of agreeing with the statement because primary school teachers are very attentive to the administration.

Supervision

The researcher was also interested to know the way primary school teachers are supervised. Two aspects of communication and

competence were measured. From the analysis, it was found that there is no good communication between head teachers and their staff teachers as 62(61.4%) respondents disagreed with the statement, "There is a communication between head teacher and staff", whereas 39(38.6%) agreed with that statement. The implication is that the way head teachers react when communicating and/giving order to their subordinates does not bring the organisational healthy as the subordinates feel hurt emotionally by their school heads.

Similarly, 71(70.3%) respondents disagreed with the statement on "The competence of my supervisors in making decisions", unlike 30(29.7%) respondents who agreed with the statement. It indicates that the way supervisors, in particular Academic Teachers, Head Teacher and District Education Officer (Primary) in the studied areas were not capable of making decisions that bring about organisational healthy. On top of that, such decisions may be personal oriented.

Fellow workers

Two parameters of getting along with each other and support were measured among the respondents. On one hand, the finding established that 66(65.4%) respondents disagreed with the statement on "The way my co-workers get along with each other", whereas 35(34.6%) agreed with that statement. This indicates that more than two-thirds of primary school teachers in the studied areas do not have harmonious or friendly relationships. This has a negative implication because organisational members need to get along each other so as to fulfill the organisational goals.

On the other hand, 89(88.1%) respondents agreed with the statement, "I have always been supported by my colleagues", while 12(11.9%) respondents disagreed with that statement. It implies that primary school teachers feel good when they are supported by others.

Promotions

The researcher considered chances for promotion and opportunities from the organisation as parameters. In one extreme, it was found that 74(73.3%) respondents agreed with the statement, "My job provides me chances for promotion", whereas 27(26.8%) respondents disagreed with that statement. It indicates that the majority of primary school teachers know the chances for promotion, which may rise, among other factors, from pursuing further education and working experience.

On the other extreme, 87(86.2%) respondents agreed with the statement, "In my organisation (school), the opportunities for promotion are fair for all employees", whereas 14(13.8%) respondents disagreed with the statement. It indicates that the majority of primary school teachers know that their schools are very supportive in terms of the opportunities they offer fairly to all employees.

Professional growth

Professional growth was also considered by the researcher as a parameter in the organisation. The finding established that 70(69.3%) respondents agreed with the statement, "My opportunities for advancement are not limited", whereas 31(30.7%) respondents disagreed with the statement. This indicates that professional growth for teachers is done by the school organisation.

Nevertheless, 53(52.5%) respondents agreed with the statement, "My job gives me a chance for further studies", while 48(47.5%) respondents disagreed with the statement. This means that about half respondents were aware of the way their teaching career provides them with further chance of studies. This, however, is somewhat different if compared with respondents who disagree with the statement. It may imply that whether primary school teachers know how their job leads them to pursue further studies or not as shown on Table 1.

Table 1: Opinions of Primary School Teachers on Job Satisfaction (N=101)

Scale item	Statement	SD	D	A	SA
1.	The amount of salary I get in comparison with what other workers with same qualification (education) gets in other fields in the government.	40(39.6%)	20(19.8%)	36(35.6%)	5(5%)
2.	I'm satisfied with my income.	10(9.9%)	14(13.9%)	49(48.5%)	28(27.7%)
3.	There is a communication between head teacher and staff.	33(32.7%)	29(28.7%)	32(31.7%)	7(6.9%)
4.	The competence of my supervisors in making decisions.	48(47.5%)	23(22.8%)	28(27.7%)	2(2%)
5.	The way my co-workers get along with each other.	44(43.6%)	22(21.8%)	29(28.7%)	6(5.9%)
6.	I have always been supported by my colleagues.	2(2%)	10(9.9%)	41(40.6%)	48(47.5%)
7.	My job provides me chances for promotion.	3(3%)	24(23.8%)	54(53.5%)	20(19.8%)
8	In my organisation (school), the opportunities for promotion are fair for all employees.	4(4%)	10(9.8%)	43(42.6%)	44(43.6%)
9.	My opportunities for advancement are not limited.	9(8.9%)	22(21.8%)	51(50.5%)	19(18.8%)
10.	My job gives me a chance for further studies.	22(21.8%)	26(25.7%)	40(39.6%)	13(12.9%)

Source: Field data (2021)

Level of Organisational Citizenship Behaviour among Primary School Teachers

The second objective of the study was to find out the level of organization citizenship behaviour among primary school teachers. In

analysis of organisational citizenship behaviour among primary school teachers, four factors such as altruism, conscientiousness, civic

virtue, sportsman and courtesy were considered. Descriptive statistics was used to analyse item scores as shown in Table 2.

Table 2: Organisational Citizenship Behaviour (OCB) among Primary School Teachers' Item Scores (N=101)

Scale item	Statement	Mean	Std
A11	I help my co-workers when their workload is heavy.	3.21	0.653
A12	I help previously absent co-workers to finish their work	3.07	0.738
A13	I help other teachers who have heavy workload.	3.08	0.717
Altruism		**3.12**	**0.703**
C14	I take time to listen to my co-worker's problems and worries.	3.10	0.608
C15	I go out of my way to help newly employed teachers.	3.18	0.669
C16	My attendance at work is above the required level.	3.20	0.707
Conscientiousness		**3.16**	**0.661**
CV17	I obey the school rules and regulations even no one is watching.	3.24	0.709
CV18	I take fewer breaks than I deserve.	2.97	0.830
CV19	I'm willing to teach students over the weekends.	3.06	0.810
Civic Virtue		**3.09**	**0.783**
S20	I teach remedial classes without demanding payment.	3.12	0.804
S21	I attend functions that are not required but help the school image.	3.10	0.686
S22	I adequately complete my assigned duties.	3.22	0.593
Sportsman		**3.15**	**0.694**
C23	I fulfill all responsibilities specified in the job description.	3.25	0.555
C24	I attend meetings that are not mandatory but considered important.	2.90	0.640
C25	I always help students and fellow teachers in both duties and out of duty obligations.	3.11	0.691
Courtesy		**3.09**	**0.605**

From the Table 2, the findings show that civic virtue and courtesy were less practiced in the organizational citizenship behaviour in terms of mean (M = 3.09 and 3.09) if compared with altruism, conscientiousness and sportsman (M = 3.12, 3.16 and 3.15) respectively. This indicates that primary school teachers were ready to practice civic virtue and courtesy than altruism, altruism, conscientiousness and sportsman. However, there was little difference in standard deviation as shown in the Table 4.5 (std = 0.703, 0.661, 0.783, 0.694, and 0.605).

Discussion of Findings

Level of Primary School Teachers' Job Satisfaction
The research question sought to find out the level of primary school teachers' job satisfaction. Job satisfaction is a feeling resulting from a positive state of emotion derived from the gratification of a person's work experience (Mohammad, Habib & Alias, 2011). Primary school teachers, who were requested to fill in the questionnaires, responded differently. The findings show that about two-thirds of the respondents said are paid less (59.4) compared to other professionals, while 41(40.6%) of respondents disagreed with their fellow colleagues. This indicates that when primary school teachers with, for instance, Diploma in Education compare themselves with nurses whose qualification is Diploma in Nursing, in terms of salary each category earns, primary school teachers find themselves earning less than nurses. Basically, it is the government that prepares the salary scheme.
Nevertheless, 76.2% of the respondents are satisfied with the income they earn as opposed to few (23.8%) respondents. It indi-

cates that primary school teachers are satisfied with what they earn. However, it may also have another implication of agreeing with the statement because primary school teachers are very attentive to the administration. Therefore, they are capable of receiving whatever they are given without raising their concerns.

Furthermore, from the analysis, about two-thirds of the respondents opined that there is no good communication between head teachers and their staff teachers as opposed to one-third (38.6%) of the respondents. The implication is that the way head teachers react when communicating and/giving order to their subordinates does not bring the organisational healthy as the subordinates feel hurt emotionally by their school heads.

Similarly, nearly three-quarters (70.3%) of respondents showed that their supervisors are incompetent when making decisions as opposed to one-third (29.7%) of the respondents who agreed with the statement. It indicates that the way supervisors, in particular Academic Teachers, Head Teacher and District Education Officer (Primary) in the studied areas were not capable of making decisions that bring about organisational healthy. On top of that, such decisions may be personal oriented.

On the other hand, the finding established that about two-thirds (65.4%) of the respondents do not have harmonious or friendly relationships with their colleagues as opposed to one-third who said the opposite (34.6%). This has a negative implication because organisational members need to get along each other so as to fulfill the organisational goals.

Also, it was found that about three-quarters (73.3%) of the respondents agreed that their job gives them chances for promotion compared to one-third (26.8%) of the respondents who had different opinion. It indicates that the majority of primary school teachers know the chances for promotion, which may rise, among other factors, from pursuing further education and working experience.

For professional growth, the finding established that about three-quarters (69.3%) of respondents are aware that opportunities for them to advance are not limited, whereas one-third (30.7%) of respondents were not aware of that. This indicates that professional growth for teachers is done by the school organisation. In addition to that, about half (52.5%) of the respondents know that there are chances for them to pursue further studies, while less than half (47.5%) of the respondents do not know. It may imply that whether primary school teachers know how their job leads them to pursue further studies or not. Generally speaking, factors such as pay, promotional opportunities, work conditions and personal factors such as task specification, skill, emotion, self-esteem and motivation have been identified as strong indicators of job satisfaction (Swaminathan & Jawahar, 2013).

Level of Organisational Citizenship Behaviour among Primary School Teachers

The second objective of the study was to find out the level of organization citizenship behaviour among primary school teachers. In analysis of organisational citizenship behaviour among primary school teachers, four factors such as altruism, conscientiousness, civic virtue, sportsman and courtesy were considered. Descriptive statistics was used to analyse item scores.

Employees with high level organizational citizenship behaviour will help the organisation to achieve its objectives and contribute to the organisational effectiveness and performance (Organ, 2018). The findings show that altruism, courtesy and sportsman were less practiced in the organisational citizenship behaviour in terms of mean (M = 3.09 and 3.09) if compared with altruism, conscientiousness and sportsman (M = 3.12, 3.16 and 3.15) respectively. This indicates that primary school teachers were ready to practice civic virtue and courtesy than altruism, altruism, conscientiousness and sportsman. However, there was little difference in standard deviation as shown in the Table 2 (std = 0.703, 0.661, 0.783, 0.694, and 0.605). Similarly, Unal (2013) insist that altruism, conscientiousness, sportsmanship, courtesy and civic virtue are the five dimensions of organisational citizenship behaviours.

CONCLUSION

There is a need to reconsider primary school teachers in terms of payments when comparing them with other professionals. This will increase not only morale but also make them earn more to save their lives. Also, primary school teachers need to be educated on how to normalise themselves working equally when practicing organisational citizenship behaviour.

RECOMMENDATIONS

Recommendations for Action

There is a need for the government to increase salary so that primary school teachers increase their income. Moreover, there is a need to conduct a mixed-methods study in order to get the voice of teachers than quantifying it.

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