



## THE CONTRIBUTION OF TEACHERS' JOB SATISFACTION ON THEIR JOB PERFORMANCE IN TANZANIA SECONDARY SCHOOLS

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### Abstract

The study investigated the level of the contribution of teachers' job satisfaction on teachers' job performance in Tanzania secondary schools. The field work covered six secondary schools in two Districts in Ruvuma region – Tanzania namely Songea municipality and Songea district council. Data was collected through a questionnaire and was analysed using linear regression analysis. The results indicated that there was significant contribution of teacher's job satisfaction on teacher's job performance. Further, when the independent variables involved to describe teachers job satisfaction considered separately, job security was found to have high significant contribution on teachers job performance, followed by communication which has significant contribution, then independence which has insignificant contribution and finally work condition which has significant contribution. It was recommended that, since job satisfaction has significant but low impact on teachers' performance, the other aspects rather than satisfaction have to be considered including motivation, human resource management and supervision, setting target to reach and measures to be taken, training and workshop for improvement of teacher's job performance.

**Key words:** job performance, job satisfaction, teachers' job performance and teachers' job satisfaction.

### INTRODUCTION

#### Background of the Study

Job satisfaction is the term that explains individual feelings towards the job (Aliakbari, 2013). According to Genelyn, Baluyos, Rivera, and Baluyos (2019) job satisfaction implies employees' feelings to their work, which is interrelated to a number of personal factors, such as age, sex, education and job-related factors that include payment level, opportunity for advancement and working conditions. The employees attain high job satisfaction when they get what they expect from a job. Further, employers have been providing various benefits to make their employees happy and satisfied with the job (Akinlolu, Olajiga & Temitayo, 2019).

Job satisfaction is one of the determinants, which is very important for any field of professions. It is evident that job satisfaction is related to job performance that is teachers who are satisfied with their job, motivated to their job and teach more effectively and efficiently than teachers who are not satisfied with their teaching profession (Johari, Tan, & Zulkarnain, 2018). On the other hand, dissatisfied teachers are not productive and committed to their profession and they could not perform at the best level of their abilities. Okoji, (2016) dissatisfaction is believed to be one of the major factors that demotivates and demoralize employees in the workplace, which can result to lower productivity thereby affecting the overall performance of the organization. Job

satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Latif, Shahid, Sohail & Shahbaz, 2011). Akinlolu, Olajiga and Temitayo (2019) assert that satisfaction is important in teaching profession where the teacher deals with a human being, the student, satisfaction and dissatisfaction of the teachers is likely to be transferred. Job satisfaction is important because people who are satisfied have positive feelings about their jobs and working environment. Job satisfaction is affected largely by the challenges and opportunities presented by the work (Johari *et al.*, 2018).

Apart from job satisfaction, Okoji (2016) declared that job performance is the way and manner in which staff in the school performs the duties assigned in order to realize the school goals and objectives are achieved. Job performance refers to the act of completing a given job. In modern competitive environment, the role of teachers in educating the youth of nation is understated (Wula, 2020). Teachers' job performance are the duties performed by a teacher at any given time geared toward achieving both school and classroom objectives. Therefore, teachers' job performance is reflected in four areas: teaching skills, management skills, discipline and regularity, as well as interpersonal relations (Okoji, 2016). To add, teachers' job performance inside and outside the classroom is of crucial for the personal and academic growth of students. Teachers set the tone of their classroom, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. In this point of view, the success or failure of educational activities is highly depending on teachers' performance both inside and outside the classroom (Wula, 2020).

To add, Aliakbari, (2013) identified teachers' job performance as a duty to be performed by the teacher at a particular period of time in a school environment in order to achieve goals and objectives; to perform the duties and to achieve the objectives need ability and influence from the leader. However, the performance of employee expresses the entire conviction of an employee in regards to the actions and input to the attainment of the organizations goals and mission (Azhar, 2011). Also, the practices of compensation, evaluation of performance and practices concerning promotion of an employee are the benchmark for performance of a worker. On the other hand, Rayfield, and Rothe, (2019) states that satisfaction of an employee is a gauge or pointer of monetary or other result of the employee that has undeviating relationship with organization performance and accomplishment. Therefore, assessing the level of the contribution of teacher's job satisfaction to organizational performance and giving recommendation is significant.

### **Statement of the Problem**

Teachers' job satisfaction is a very important bridge and a paramount determinant factor to networking teachers' job performance as well as for measuring the level of teachers' job performance in secondary schools. In this, students' academic performance depends much on high level of teachers' job satisfaction. There are scarce studies conducted on teachers' job satisfaction on their job performance in Tanzania secondary schools likely the level of teacher's job satisfaction contribution to job performance is unknown. This study specifically aims to investigate the contribution of the level of teachers' job satisfaction towards teachers' job performance in Tanzania secondary schools.

### **Purpose of the Study and Research Question**

The purpose of this study was to investigate the contribution of the level of teachers' job satisfaction on teachers' job performance in Tanzania secondary schools specifically in Ruvuma region. Purposely, the study aimed to investigate how teachers' job satisfaction contributes to

teachers' job performance. The study was guided by the question: How does the level of secondary teachers' job satisfaction contribute to teachers' job performance in secondary schools?

### **Significance of the Study**

This study will contribute to the literature on the job satisfaction to develop teachers' job performance. The generated knowledge from the study may assist the government and other educational stakeholders to make a self-evaluation of how effective it has been implementing teachers' job satisfaction to facilitate teachers' job performance.

Moreover, the findings of this study are expected to contribute knowledge to existing stock of knowledge on teachers' job satisfaction in the situation of working performance specifically improving teachers' teaching performance in secondary schools. Also, the study might be useful to officials of the Ministry of Education, Science and Technology (MoEST) as they may get to know the role of encouraging teachers to improve their job performance in the process of working condition, teaching and learning.

## **LITERATURE REVIEW**

### **Teachers' Job Satisfaction Contribution to Teachers' Job Performance**

Okoji (2016) defined job satisfaction as the ability to combine skillfully the desired or expected behavior towards the achievement of organizational goals and objectives. Duties identified in a school system like teaching, preparation of schemes of work, preparation of lesson notes, lesson plan, and maintaining the discipline of students. Nevertheless, Babbie, (2016) examined the effect of job satisfaction on the levels of job performance and occupational commitment among academicians in the universities. The study recommended that academic administrators should provide a suitable organizational climate to increase the satisfaction level and thus, occupational commitment and job performance of the academic staff will increase.

Ogola, Sikalieh and Linge (2017) conducted a study on the influence of intellectual stimulation leadership behaviour on employee performance, argued that better employee performance is achieved when a leader encourages employees to think critically in dealing with problems that they encounter in the course of their work. Also, Leaders use their own initiative and seek innovative methods to make teachers satisfied to enhance performance. Okoji, (2016) the heads of schools have important roles to play in fostering aims and objectives of the school, among of these roles including providing effective leadership in schools to enhance better job performance among staffs, job performance is an act of accomplishing efficiently the given work which is determined by teachers' job satisfaction. Also, Nyamubi (2017) found that teachers' continuance commitment is sustained when they perceive that they are supported and valued. To increase and maintain teachers' continuance commitment and performance, employers should provide timely promotion, recognize and reward teachers and plan regular professional development programs for them.

A study conducted by Akinlolu, Olajiga and Temitayo (2019) examined family satisfaction and job satisfaction as correlates of teachers' job performance in Ekiti State secondary schools. The study concluded that job satisfaction and family satisfaction had significant impact on teachers' job performance. It is therefore recommended that the government should prioritize teachers' welfare through prompt payment of salaries and other fringe benefits, which will improve the performance of teachers in the school system. Adriana, Davidescu, Apostu, Andreea, and

Casuneanu (2020) investigated the link between employee development, work time and workspace flexibility as relevant characteristics of sustainable HRM, job satisfaction and job performance among Romanian employees. The results show that there is significant link between employee development and workspace flexibility on job satisfaction and job performance.

Wolomasi, Asaloe and Werang (2019) asserted that the high demands of contemporary community on the development of the youth, teachers' job performance both inside and outside the classroom is of crucial for all partake parties, including school leaders, parents, education policymakers, and community at large. Therefore, it is recommended that the school management and education administrator should make paramount efforts of creating valuable plans for enhancing teacher's satisfaction in order to promote a better job performance of elementary school teachers.

## **METHODOLOGY**

### **Research Design**

This study employed a cross sectional survey research design, of which the target respondents were studied at a single point in time for the researcher to find out the level between teachers' job satisfaction and teachers' job performance in secondary schools. Davis and Newstrom, (2015) affirms that the design provides a snapshot of the outcome and characteristics associated with it at a specified point in time also it save time during the data collection process.

### **Research Approach**

Quantitative research approach was employed. The approach was preferred because it examined the contribution the level of teachers' job satisfaction on teachers' job performance in secondary schools both private and public schools. Furthermore, the nature of data collected was based on the research approach which was numerical in nature.

### **Description of Study Area**

The study was conducted in Ruvuma Region - Tanzania. Ruvuma region has been selected for the study through a simple random selection method using lottery system among other five regions surrounding Iringa region including Mbeya, Njombe, Morogoro, Dodoma and Manyara. Further, Songea municipality was selected purposefully within the region to represent the urban based schools, while Songea district was selected through lottery system among rural districts to represent the schools in rural settings.

### **Target Population**

In this study, the target population involved three secondary schools in Songea municipal council and three secondary schools in Songea District Council. On top of that, the target population included teachers in public and private secondary schools.

### **Sample and Sampling Techniques**

The study employed 83 respondents of whom the researcher obtained relevant data related to the study objective. The mentioned sample was selected randomly among the target population after the researcher visited the schools for data collection process.

Out of that, simple random sampling was used in this study. Simple random sampling was used to get sample for secondary school teachers among the target population to fill in the questionnaires.

### Data Source and Data Collection Instruments

The sources of data regarding this study are primary data, which were collected directly from the field using questionnaire. Furthermore, questionnaires used were prepared to collect data for teachers' job satisfaction on the variables working conditions, work itself, communication, job security and independence; and the teachers' job performance with variables adherence for rules, demonstration efforts, thoroughness, civil performance and work quality. The responses were guided by a Likert scale that respondents were required to state their opinion and put a tick on either agree, strongly agree, disagree or strongly disagree on each statement. This method was easy to administer and was free from bias of the respondent and it maintained confidentiality and privacy for getting information from respondents.

### Validity and Reliability of Data Collection Instruments

In order to retain the validity of the data, the researcher produced the initial draft of the instruments and was submitted to research experts to undergo a rigorous investigation to ensure the suitability of the instrument used to provide the intended results. The qualities of the instruments that were used in the research were: agree, strongly agree, disagree and strongly disagree on each statement. Therefore, the researcher obtained what was supposed to be obtained.

For the case of reliability, questionnaires were used in the data collection; respondents of the same area were administered with the same instrument to ensure consistency demonstrated in the study. After the respondents made their responses, the questionnaires' responses were scored statistically by using Statistical Package for the Social Science (SPSS) version 23.0 and then correlated using Spearman correlation coefficient to establish the extent to which the content of the questionnaire stable and consistency, it was found reliable.

### Data Analysis

Data obtained from the study was entered and analysed by the researcher quantitatively by using Statistical Package for Social Sciences (SPSS) version 23.0. Linear Regression Analysis was used to analyze the data.

## RESULTS

The study intended to determine the contribution of teachers' job satisfaction (job security, independence, communication, work conditions) on teachers' job performance. In determining the contribution of teachers' job satisfaction on teachers' job performance linear regression analysis was involved and the results are described on Table 1.

**Table 1: The Contribution of Teachers' Job Satisfaction on Teachers' Job Performance**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	34.623	5.323		6.504	.000
Job security	1.374	.466	.286	2.948	.004
Independence	.170	.163	.101	1.039	.302
Communication	1.122	.434	.282	2.583	.012
Work condition	-1.418	.298	-.518	-4.758	.000
R=.525,R <sup>2</sup> =.276, F=7.439, P =.000					

Source: Researcher, (2021)

Key

B = Unstandardised Beta coefficient

Beta = Standardised Beta coefficient  
Std. Error = Standardised error of Beta

The results indicated that there was significant ( $p$  value = 0.000) contribution of teachers job satisfaction on teachers job performance by  $R^2 = 0.276(27.6\%)$ . When the independent variables are considered separately, job security on teachers job satisfaction was found to have high significant contribution (Beta=1.34,  $p$  value = 0.004) on teachers job performance, followed by, communication which has significant contribution (Beta = 1.122,  $p$  value = 0.012), then independence which has insignificant contribution (Beta = 0.170,  $p$  value = 0.302) and finally work condition which has significant contribution (Beta = -1.418,  $p$  value = 0.000).

## DISCUSSION

The results confirm that there was significant contribution of teacher's job satisfaction on teacher's job performance. The findings reveal that teacher's job satisfaction has small contribution on teacher's job performance, likely to say teacher's job satisfaction is not the only factor associated with teacher's job performance. To add, along with various indicators of teachers' job satisfaction and performance described in results, indicators such as organizational justice, organizational culture and administrators' decision-making styles also relate to satisfaction and job performance. The findings was found similar to, Azhar (2011) whom examined the effect of job satisfaction and job administration on the levels of job performance, they found that when academic administrators provide a suitable organizational climate to increase the satisfaction level and thus, job performance of the academic staff will get better.

Also a study conducted by Akinlolu, Olajiga and Temitayo (2019) examined family satisfaction and job satisfaction as correlates to teachers' job performance in Ekiti State secondary schools. The study concluded that job satisfaction and family satisfaction had significant impact on teachers' job performance. Adriana, *et al.*, (2020), social and professional relationships, learning and personal development, work motivation, job satisfaction, attention needs to be on a combination of employee development flexible time and flexible places lead to an increase in organizational performance. Although the study discovered a significant but weak contribution of job satisfaction on job performance, employees who are satisfied show a stronger obligation to their organizations, more positive motivation for work, and ultimately better performance.

## CONCLUSION AND RECOMMENDATION

### Conclusions

The findings show that teachers job satisfaction has contribution on teachers job performance though at a low degree, therefore, the study conclude that teachers job satisfaction should be considered as aspect to enhance teachers job performance, in addition other aspects such as motivation, human resource management, setting target to reach, living and working conditions, work time organization and supervision, training and workshop, effort, provision of allowances such as medical, house and transport, and making the teaching and learning materials available should be considered for proficient teacher's performance.

### Recommendations

The Government should review policies on secondary education. The policies should be well-designed and implemented to meet the demands of teachers on job satisfaction and performance by making them participating and have a say on matters regarding themselves and providing them with more opportunities for training and development.

Secondly, since the study findings reveal that job satisfaction have low impact on teachers' performance, the government should consider other aspects rather than satisfaction involving (motivation, human resource management and supervision, setting target to reach and measures to be taken, training and workshop) for improvement of teacher's performance.

Finally, to give feedback teachers on their current performance and make school expectations clear, identify strengths and weaknesses of individual teachers and teams as a whole to advance their job satisfaction and performance is noteworthy.

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