

# Teachers Motivation and Job Satisfaction Research Report



July 2016

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# INTRODUCTION

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According to the Tanzania Development Vision 2025, education plays a crucial role in bringing about social and economic transformation. In spite of its importance in bringing social and economic development, Tanzania's education sector faces a number of challenges such as poor teaching and learning environment as well as poor learning outcomes. Poor learning outcomes can be observed in the trend of National examination results whereby in the past five years, pass rates for secondary level dropped from 89 percent in 2005 to 43 percent in 2012 and from 71 percent in 2006 to 31 percent in 2012 for primary level students (NECTA, 2005-2012). In addition, findings from the Early Grade Reading Assessment (EGRA) and Early Grade Maths Assessment (EGMA) show that in numeracy, less than a third of standard three students were able to do simple multiplications which they were required to learn in standard two. In English language only 6 percent of the students had basic level of comprehension in English at standard 2 levels (USAID, 2014). A national assessment called UWEZO of 2015, also shows that five out of ten pupils of standard three could not read a paragraph of standard two in Swahili. Eight out of ten of standard three pupils could not read a story of standard two in English and seven out of ten of standard three could not do a Mathematics test for standard two.

Drawing from the assessments above, it is evident that there are poor learning outcomes in basic education. Several factors have contributed to the poor learning outcomes. These include; poor teaching and learning environment, lack of teaching and learning resources such as books, libraries and laboratories, school and home factors such as whether it is a private or public school, education climate at home, as well as student background factors (HakiElimu 2013). However, studies suggest that among school-related factors, teachers matter most. When it comes to student performance, a teacher is estimated to have two to three times the impact of any other school factor<sup>1</sup>. They therefore, have a crucial role in influencing learning outcomes as they give their students access to the world of knowledge. Poor learning outcomes are mostly a result of poor teaching and findings from various researches show that factors such as teacher qualifications and experiences, their level of motivation, commitment, feeling about their profession and working condition determine the quality of teaching (HakiElimu, 2011).

Looking closely at factors determining the quality of teaching, it is evident that the motivation factor plays a significant role because even if teachers are well trained and have good experience, they are less likely to teach well if they are not motivated. If a teacher is not motivated he/ she will not be committed to his/her work. Likewise, a teacher who is not motivated is less likely to be satisfied with his/ her job. As defined by Ololube (2007), 'Motivation is an attitude or desire to do something.' Teacher's motivation therefore, refers to the teacher's attitude or desire to work. Job satisfaction is one's feeling or state of mind regarding the nature of one's work. Teachers' job satisfaction therefore refers to their feelings or attitude regarding their work. Ololube, (2006) further explains that job satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working.

In 2011, HakiElimu conducted a study on teachers' motivation and the findings revealed that teachers' level of commitment was low due to poor pay and poor working environment. However, the findings from this study do not give detailed information regarding the factors behind teachers' motivation and de-motivation. Also, this study did not explore issues of teachers' job satisfaction which is an important aspect in studying motivation. Another study conducted by Paul *et al.*, (2005), showed that teachers' level of motivation and job satisfaction

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<sup>1</sup> <http://www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html>

were positively related because both motivation and job satisfaction were found to be low, although not below the average.

This mini survey was therefore a quest to fill this knowledge gap and was carried out to assess the level of teachers' motivation and job satisfaction and the factors associated with teachers' motivation and satisfaction in Tanzania.

# METHODOLOGY

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## 2.1 Study Site

The Mini-survey was conducted in 14 districts: Simanjiro, Babati, Kahama, Shinyanga, Magu, Sengerema, Morogoro Municipal, Mvomero, Mtwara Municipal, Nachingwea, Muheza, Korogwe, Kilolo and Mafinga. All seven Education zones<sup>2</sup> were purposively selected to ensure that all zones are represented in the mini-survey while regions and districts within each zone were randomly selected. A total of 112 schools were involved in the survey, where eight schools<sup>3</sup> (four primary and four secondary schools) were randomly selected for each district.

## 2.2 Respondents

Participants for the mini-survey were teachers and heads of school. In each school, ten teachers present at the school on the day of the visit were randomly selected to fill in questionnaires. There was also a separate questionnaire for the head of school. Additionally, in each district between eight to ten teachers took part in a focus group discussion; only one focus group discussion was held in each district.

## 2.3 Data Collection Tools

Three tools were used to collect data. The first tool was a teachers' questionnaire which was divided in three parts. The first part, captured demographic characteristics of the teachers, the second part assessed the level of motivation and job satisfaction while the third part captured teacher's working conditions and how to improve motivation and job satisfaction. The second questionnaire was for heads of school. This questionnaire captured demographic data, motivation, job satisfaction and how to improve motivation and job satisfaction. The last tool was a focus group discussion guide. This tool focused on the teaching career, reasons for teachers' de-motivation and job dissatisfaction as well as views on how to improve motivation and job satisfaction.

## 2.4 Data Management and Analysis

Quantitative data from questionnaires were cleaned and analysed using the Statistical Package for Social Science (SPSS) version 16. The analysis mainly involved descriptive statistics and was presented in the forms of bar and pie charts. Thematic content analysis was used to analyse qualitative data. Themes were identified and illustrated using some of the participants' quotes which were translated from Kiswahili to English.

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<sup>2</sup> Eastern, Western, Central, Northern, Southern, Southern Highland, Lake zone

<sup>3</sup> For the purpose of this-mini survey, only public primary and secondary schools were involved.

# FINDINGS

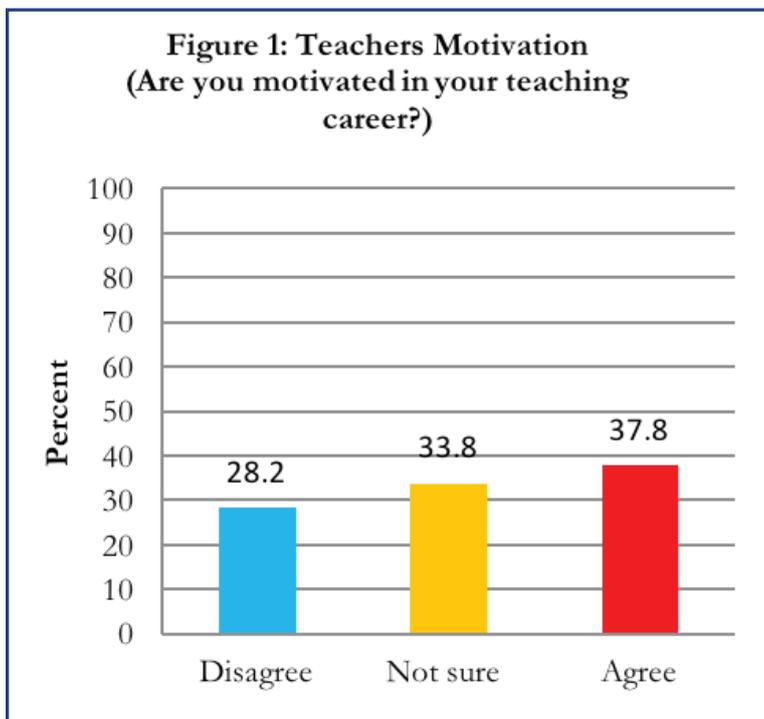
The findings are presented in three sections. The first section presents findings on teachers' motivation and satisfaction. The second section presents factors for teacher's motivation and satisfaction. The last section presents findings on teachers' views on motivation, job satisfaction and how to improve motivation and job satisfaction. The majority of the respondents, (N=919) (44.1 percent) were certificate holders, 37.7percent were first degree holders; 18 percent were diploma holders and 0.2% were Masters degree holders in education. Also, a total of 110 heads of school completed the questionnaire, of whom 70.9 percent were male and 29.1 percent were female. These data show that women heads of school are fewer than men and this could be a result of gender gaps existing in our society.

### 3.1. Teachers motivation and job satisfaction

To assess their motivation and satisfaction, teachers were asked to give their opinion on a three response option ranging from "agree", "not sure" and "disagree". In assessing their level of motivation and job satisfaction, other factors such as working environment, availability of teaching and learning materials, support from parents, the community, salary, upgrading, and teachers' claims were analysed to assess their effect on teachers' motivation and satisfaction.

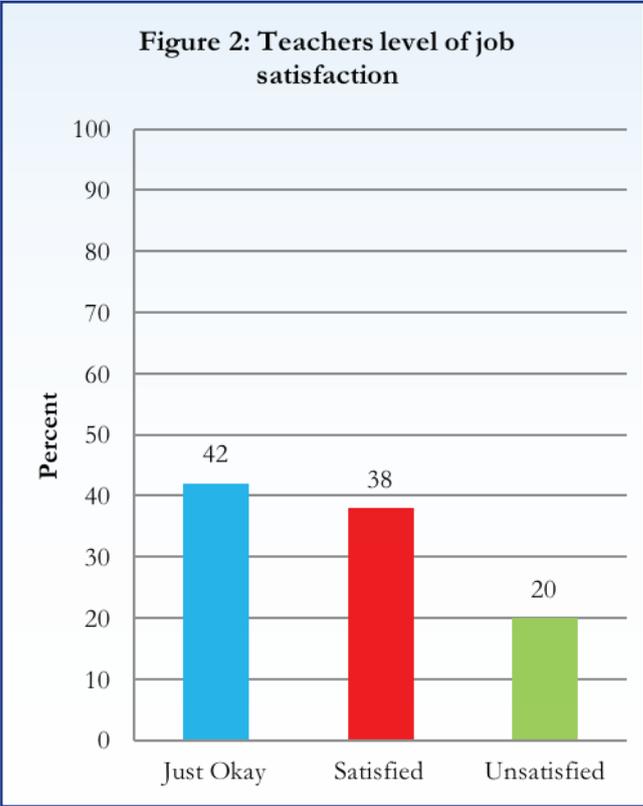
#### 3.1.1. Are Our Teachers Motivated?

Regarding teachers' level of motivation in their respective schools, results from the survey show that 37.8 percent of teachers are motivated, while 28.2 percent are not. The, majority of the teachers (33.8 percent) were not sure about their level of motivation (Figure 1). Combining the percentages of unmotivated teachers (28.2 percent) and those who were uncertain about their motivation level (33.8 percent) shows that teachers' level of motivation was generally low. This is because out of ten teachers, only four are motivated!



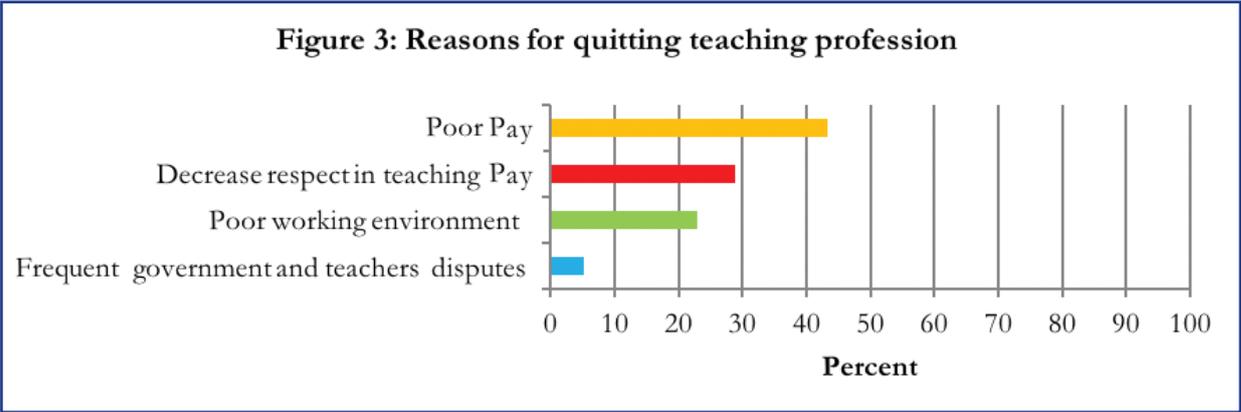
**3.1.2. Are our Teachers Satisfied?**

Regarding job satisfaction, the results illustrate that, the majority of the teachers, (42 percent) said their level of job satisfaction was “just okay” meaning they were neither satisfied nor unsatisfied, and 38 percent are satisfied while 20 percent are not satisfied (Figure 2). Comparing the percentage of teachers who were neutral about their level of job satisfaction and that of teachers who were satisfied, it is evident that the teachers’ level of job satisfaction was low. Referring to the findings on teachers’ level of motivation above, one can argue that there is a direct relationship between motivation and job satisfaction as low motivation might be a result of job dissatisfaction. (Figure 2)



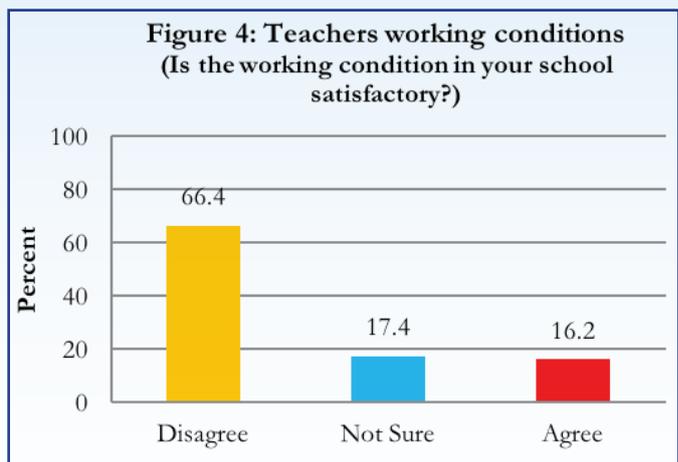
**3.2. Factors for Teachers Motivation and Satisfaction**

As illustrated in Figure 3 below, findings from the survey shows that poor pay is the main reason for teachers’ de-motivation and dissatisfaction which makes the majority of teachers prefer other jobs to teaching. Findings show that 4 out of 10 teachers (43.2 percent) were not satisfied due to poor pay, low respect for the teaching profession (28.8%) and poor working environment (22.9%) of teachers. (Figure 3)



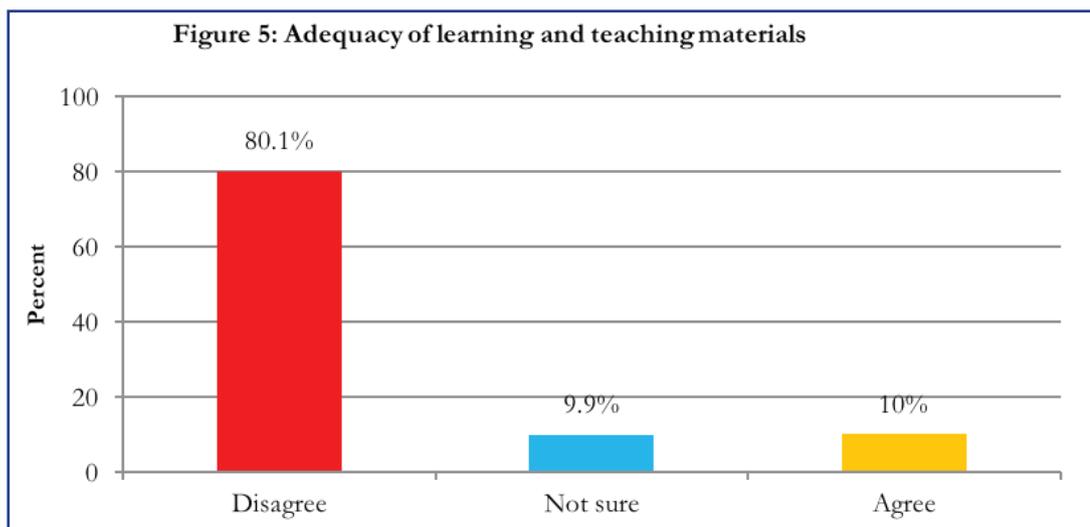
### 3.2.1. Working Conditions

Teachers working conditions were reported not to be satisfactory. For example, only 16.2 percent of the teachers agreed to the statement that the working conditions in their respective schools were satisfactory while 66.4 percent of the teachers disagreed with the statement. (Figure 4.) This presents a serious and urgent need for teachers working conditions to be improved to facilitate effective teaching in schools.



### 3.2.2. Teaching and learning materials

Adequate availability of teaching and learning materials is important for teachers to perform their work effectively. However, results from this mini- survey show that teaching and learning materials are inadequate. For example, only 10 percent of the teachers agreed to the statement that teaching and learning materials were adequate in their schools; the vast majority, (80.1%), disagreed with the statement see (Figure 5).



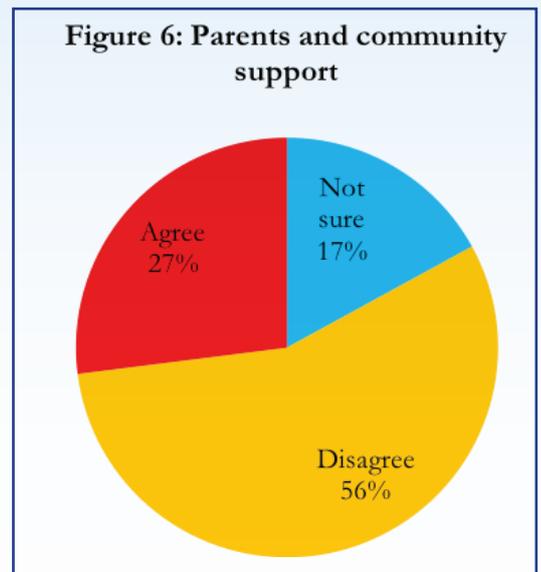
### 3.2.3. Support from parents and the community

Parents and the community have a big role to play in the education of their children. For example, parents are expected to ensure that their children attend classes and have all the prerequisites such as uniforms, books and pens to facilitate learning. Parents are also expected to follow up on the progress of their children and work closely with teachers to ensure good performance for their children. On the other hand, the community is expected to support school development and ensure that learning is taking place. Receiving support from parents and the community not only motivates and satisfies teachers but also helps to improve school performance. Results from this mini-survey show that teachers get very little support from parents and the community. For example, more than half, (56 percent) of the teachers disagreed with the statement that teachers get good support from parents and the community (Figure6)

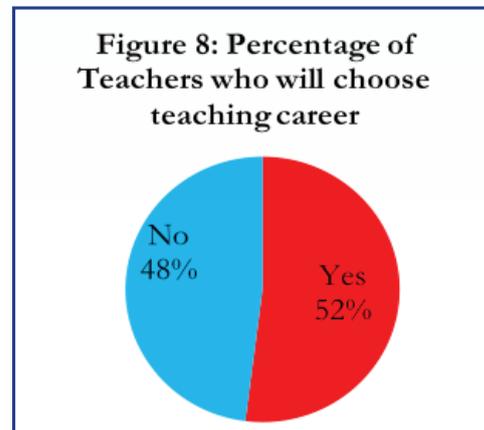
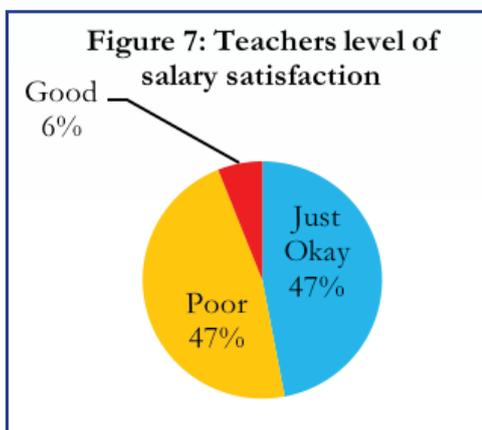
### 3.2.4. Teachers' Salaries

Furthermore, mini survey results show that teachers are not satisfied with their salaries as only 6 percent of the teachers reported that their pay as teachers was excellent while 47 percent reported that their pay was poor (Figure 7).

As reported in the findings above, low salaries are one of the factors that cause teachers to quit the teaching profession. Challenges such as low salary and poor working conditions are thus among the reasons for teachers' job dissatisfaction. Results from this mini-survey also show that, almost half, (48 percent) of the teachers will not choose a teaching career if given an opportunity to start over (Figure



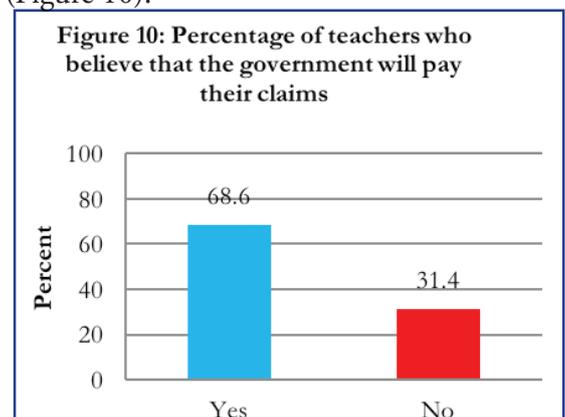
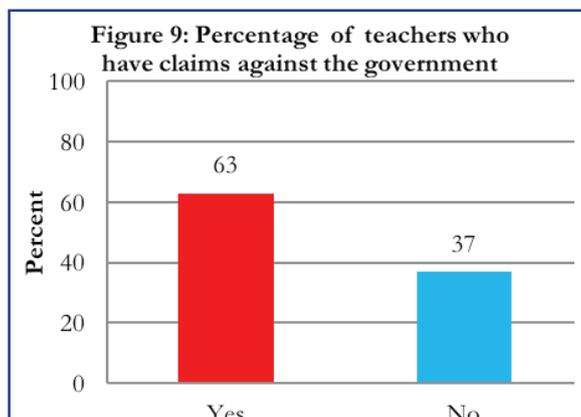
8).



### 3.2.5. Teachers' Claims

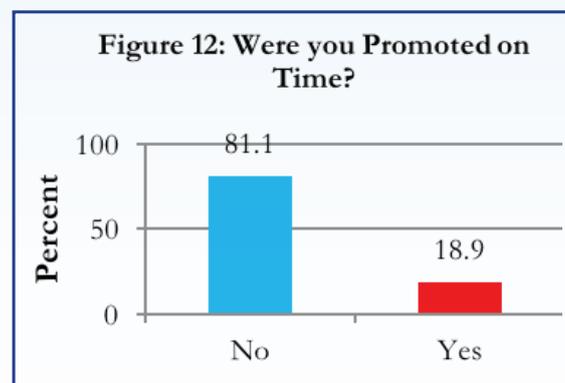
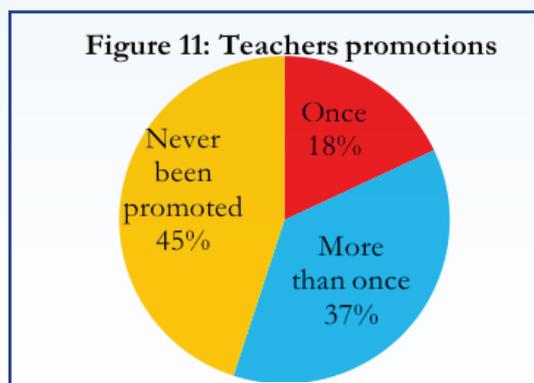
For a long time, the government has failed to pay teachers various claims and this is one of the challenges that the majority of teachers are facing. This situation is yet to change as results from this mini-survey show that 63 percent of teachers have various claims against the government (Figure 9). Despite the fact that the majority of teachers had claims against the government, results show that 68.6 percent of teachers were positive that the government will pay their claims

(Figure 10).



### 3.2.6. Teachers' Promotions

Being promoted on time not only improves teachers' motivation and satisfaction but also helps to develop their careers. As shown in Figure 11, results from this mini-survey show about half of teachers (55 percent) were promoted. However, only 18.9 percent of the teachers reported that they were promoted on time (Figure 12)



### 3.3. Teachers' views on motivation and satisfaction

Focus group discussions were conducted with teachers for the purpose of getting their views on motivation, job satisfaction and how to improve their motivation and job satisfaction. The discussions helped to clarify issues that could not be adequately clarified in questionnaires. The discussions main themes were about (i) reasons behind choosing the teaching profession (ii) reasons for de-motivation and job dissatisfaction (iii) what should be done to improve their motivation and job satisfaction.

#### 3.3.1. Why did teachers choose the teaching Profession?

An analysis of the proceedings of focus group discussions revealed that participants were divided into two main groups. There were those who reported that they willingly chose the teaching career due to their personal interests but there were also those who reported that they had no interest in the teaching career but were forced by circumstances.

*"I never thought I would be a teacher. I did Economics, Geography and Mathematics in my A-level studies and applied for B-Com at the university. But I did not get a loan from the Government, my father advised me to apply for a teaching course. I was admitted for a teaching course but for two months, I just sat there not knowing what to do because it was not my choice. Eventually, I had to agree with the situation"* (Secondary school teacher, Sengerema) *"I wanted to proceed with advanced secondary education but I did not get the requisite credits; so I opted to go to a teaching college"* (Primary school teacher, Shinyanga).

#### 3.3.2. Reasons for de-motivation and job dissatisfaction

The majority of focus group participants observed that they are not treated well by district authorities some of whom use threats to silence teachers. They further observed that the teaching profession is no longer respected by the authorities. This not only de-motivates but also makes them dislike the teaching profession.

*In the past, the teaching profession was very much respected but nowadays there is no respect for it and our superiors use the language of threats against us, they despise us.* (Primary school teacher, Kilolo).

*"...It is all the same, even in the higher levels the teacher is not allowed to defend himself or demand his rights; otherwise he will be punished or may in so doing even put his employment in jeopardy"*(Primary schoolteacher, Nachingwea).

Delays in being promoted were also cited as one of the most de-motivating factors for the majority of participants. They said that elderly teachers were more likely to be considered for promotion on the grounds that they have little time left before they retire. Other participants said that they have stayed for more than five years without being promoted

*“Regarding the issue of promotions, the authorities consider age, meaning that elderly teachers are promoted on the grounds that they are bound to retire soon”. (Primary school teacher, Nachingwea)*

*“I have been employed since 2010, but since then I have never been promoted; I receive the same salary as those who have just been employed now” (Primary school teacher, Kilolo).*

*“The situation is worse for newly-employed teachers, because the system of reimbursing travel expenses takes too long. Moreover, there are no teachers’ houses; and you don’t get your first salary because you are not on the payroll. And when you ask for a loan from the district authorities to make ends meet, they tell you there is no money!” (Secondary school teacher, Kahama)*

Another frequently mentioned cause of de-motivation and job dissatisfaction among teachers was the poor working environment especially for newly-employed teachers.

### **3.3.3. Teachers’ views on how to improve motivation and job satisfaction**

An analysis of the proceedings of focus group discussions shows that the majority of the participants were of the view that improving the working conditions and paying of hardship allowances to teachers is one way of improving teachers’ motivation and job satisfaction. They also added that promoting teachers on time and paying their salary adjustments on time will improve their motivation and job satisfaction.

*“The working environment should be improved; teachers should be provided with houses and schools should have enough teaching and learning materials. Also, teachers should be paid hardship allowances” (Primary school teacher, Mtwara)*

*..... “Teachers promotions should be effected on time and this should go hand in hand with salary increments” (Secondary school teacher, Magu District).*

The participants also said that treating teachers with some respect will help to improve their motivation and job satisfaction. Other participants believed that the government has failed teachers and has in the process lost their trust. The Government should thus first admit its failure and take efforts to improve its relationship with teachers.

*“Teachers should be treated with some respect and our supervisors should stop using abusive language” (Primary school teacher, Korogwe)*

*“The government should admit that it has failed teachers and should therefore strive to regain their trust” (Secondary school teacher, Sengerema)*

## CONCLUSIONS AND RECOMMENDATIONS

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Results from this mini-survey reveal that teachers' level of motivation and job satisfaction in Tanzania is low due to several factors. These include poor working environments, delays in promotions, lack of support from authorities, inadequate support from parents and the community, inadequate teaching and learning materials, the low status of the teaching profession, low salaries and longstanding unpaid claims. The following are the key recommendations which need to be considered in order to improve teachers' motivation and job satisfaction.

- Salaries have a direct impact on the attractiveness and prestige of teaching. Therefore, in order to improve teachers' motivation and job satisfaction, the government should take serious measures to improve teachers' salaries to enable them improve their living conditions by enabling them to cope with the high costs of living. Also mechanisms to recognise and reward teachers who perform exceptionally well compared to others should be put in place in order to motivate them.
- Improving motivation for teachers is one of the priority areas of BRN Education. This is meant to motivate teachers to teach more effectively. In order to motivate teachers, promote teachers retention and better work performance the government should consider paying hardship allowances/incentives to teachers working in difficult environments like in remote areas. The government should also introduce a payment for performance mechanism to motivate teachers to teach and improve learning outcomes to students. Twaweza and Innovation for Poverty Action (IPA)<sup>4</sup> have tested the idea of payment for performance in 350 schools and the results have shown that paying teachers on the basis of performance has shown positive results in learning outcomes.
- It is high time the government resolved teachers' claims and grievances. The establishment of the Teachers Service Commission (TSC) under the Teachers Service Commission Act of 2015 is a very good step that the government has taken towards solving teachers' grievances. The TSC should commence its operation as soon as possible to help solve issues of teachers' promotions and claims which over the years have been a source of seemingly unending conflicts between teachers and the government.
- In order to achieve better learning outcomes, the working and living of teachers in difficult environments should be improved. This includes making available housing, water, electricity, teaching and learning materials such as books as well as laboratories and libraries. The government should increase its budget for development expenditure in education from 16% to 30% of the education budget to meet the demand of improving the infrastructure challenges in schools which are caused by inadequate financing in basic education.
- Findings from this mini-survey show that in some cases people consider joining teaching profession as the last resort, after plans to join other careers have failed. Teaching is considered to be the easiest career to join and therefore attracts people who are not devoted to the profession. Therefore selection processes of those entering the teaching profession should be revisited to attract more highly qualified

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<sup>4</sup> Referenced from Twaweza Press statement on 24<sup>th</sup> June 2016 titled Is paying Incentives for teachers an Sending Money to schools directly have impact on learning outcomes?

and dedicated candidates from diverse backgrounds. This will also help to improve the status of the teaching profession. Also, in service training programmes should be well organised to allow more teachers to improve their professionalism and competence.

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