



Original Article

Strategies to Enhance Teachers' Job Satisfaction in Secondary Schools in Butiama District, Mara, Tanzania

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Education prepares skilful citizens that bring political, social, and economic development to the country. These are accomplished when the components of the educational systems are in good condition and the most important component is teachers' job satisfaction. Thus, the study investigated the strategies used to enhance teachers' job satisfaction in secondary schools in Butiama District, Mara Region in, Tanzania. A descriptive survey design was adopted under a mixed research approach. A total of 94 respondents who participated in the study were obtained by simple random and purposive sampling techniques. Questionnaires and interviews were adopted as the methods of data collection. Quantitative data was analysed through descriptive statistics with the aid of the Statistical Package for Social sciences (SPSS) version 20, while thematic analysis was employed in the analysis of qualitative data. The study discovered that a supportive working environment, motivation, high teacher pay, equal distribution of duties, teacher development programs, healthy interpersonal relationship and effective leadership are the strategies employed to enhance teachers' job satisfaction. That is to say, effective working conditions, good pay and high teacher salary were found to have value for enhancing teacher job satisfaction. The study recommended that the government should invest much in improving working conditions for teachers, remuneration and teacher training programs.

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INTRODUCTION

Job satisfaction describes the feelings, attitudes or performance of individuals regarding work. It indicates how contented an individual is towards his or her work. Armstrong (2006) defines job satisfaction as the attitudes and feeling people have about their work. A positive and favourable attitude towards the job indicates job satisfaction, negative and unfavourable attitude indicates dissatisfaction.

Barrington and Franco (2010) in their research shows that the level of job satisfaction among UK citizen is low across all age groups and this finding is similar to that of another survey by the same people in America which conclude that Americans of all ages and income brackets continue to grow increasingly unhappy at work. In Malaysia, Ramayah et al. (2002) argued that job satisfaction is getting more attention, but not much empirical research has been done in this area.

According to Phillips and Connell (2003), job satisfaction refers to the degree to which employees are content with the job that they perform. They explain that job satisfaction comprises several factors, which are satisfaction with the work itself, salary, promotion, supervisor, and relationship with colleagues. Teachers in different areas around Tanzania are dissatisfied with their job. This is supported by Gedefaw (2012) who found out that teachers were significantly dissatisfied with most aspects of their work. Areas of dissatisfaction include: poor salary, poor benefits and opportunities for promotion, poor management style by principals, lack of decision-making opportunities,

and poor relationships teachers have with principals and parents. This study sought to investigate the strategies used to enhance teachers' job satisfaction in secondary schools in Butiama District, Mara Region, Tanzania.

The purpose of education is to prepare skilful citizens that bring political, social, and economic development to a country. These are accomplished when the components of the educational systems are in good condition and the most important component is teachers' job satisfaction and commitment. A committed and motivated teaching force in the system is crucial. If teachers are not satisfied with their job, their morale will be poor and a lot of damage may happen to the skilled manpower supply (Naylor, 1999). Green (2000) proposed three theoretical frameworks to understand job satisfaction at the workplace: content or needs theories, process theories, and situational models of job satisfaction. According to Luthans (1998), if people work in a clean, friendly, and conducive environment, it will be easy to come to work. If the opposite happens, they find it difficult to accomplish tasks. When needs are not fulfilled, an individual may be affected psychologically, morally, and economically. In relation to this idea, the social context of work is also likely to have a significant impact on a worker's attitude and behaviour (Marks, 1994). If teachers' morale is diversely affected, it is not easy to expect optimum devotion in their profession.

West and Belington (2001, p.103) state that "teachers are the most important resources available

within the school; therefore, the pattern of and support for teachers' development was the most important determinant of the school's efficiency". Besides these, other findings reveal that teachers are satisfied with their job with regard to some aspects and dissatisfied with respect to a few aspects. Concerning this, Singh and Goyal (2012) say that "Most of the teachers are satisfied with the behaviour of their principals and other colleagues, but the majority of teachers were deprived of basic facilities" (p. 188). Gedefaw (2012) found that teachers were significantly dissatisfied with most aspects of their work including lack of promotion, poor salary, leadership style and poor relationship between teachers and the head of school.

LITERATURE REVIEW

The empirical literature is the literature that relates the previous database with your study's hypothesis and variables (Kothari, 2008). This implies that empirical literature review involves the identification, reading, summarisation and evaluation of previously published articles, books, reports, or internet materials. Thus, this section presents a review of the empirical literature of various studies related to this study. This section reviews an empirical study on the possible ways available to enhance teachers' job performance. Some of these strategies revealed from the literature include but are not limited to the payment of good salaries to teachers, effective leadership, and improved working conditions.

Provision of Good Working Conditions

Literature presupposes that improved resources in the teaching and learning environment may encourage teacher job satisfaction. For example, Azi and Augustine (2016) examined ways of enhancing teacher job satisfaction in secondary schools in Nigeria and found that the provision of instructional resources can fulfil the need for teachers to have high levels of job satisfaction.

In this regard availability of sufficient and improved teaching and learning resources is one status of a good working environment for teachers. A similar quantitative study by Naz (2017) which examined factors affecting teachers' job satisfaction in Pakistan, reported that improved working conditions to have a strong influence on teacher job satisfaction.

Similarly, a mixed study by Marwa (2017) which sought to examine factors influencing teachers' job satisfaction in primary schools in Arusha – Tanzania, established that improved working conditions like reasonable teacher workload and availability of facilities for teaching and learning is one of the factors that can increase the level of teacher job satisfaction.

Fair Remuneration and Benefits

A qualitative study by Nyamubi (2017) on determinants of secondary school teachers' job satisfaction in Tanzania found that teachers were happy with payment and other benefits accrued from within the job. In this regard, good payment increases teachers' job satisfaction. This is contrary to the results of a quantitative study by Mabaso and Dlamini (2017) in South Africa and a study by Korb and Akintunde (2013) in Nigeria, which independently demonstrated that salary and incentive were not significantly related to job satisfaction. Nevertheless, Awan Rizwan, Razzaq and Ali (2014) conducted a study to explore factors affecting employee satisfaction in private organisations in Pakistan. The results revealed that rewards have a positive effect on workers' job satisfaction. Thus, the availability of both monetary and non-monetary incentives can influence teacher job satisfaction.

Committed Leadership

A recent mixed study by Schwartz (2017) on the relationship between job satisfaction and principal leadership styles established that some leadership styles enable effectiveness among school and

education leaders in promoting teachers' motivation and overall job satisfaction in schools. These findings may awaken school and education leaders, administrators and managers to rethink their current management practices and whether they enhance or diminish teacher job satisfaction.

A cross-sectional survey study conducted by Azmi and Sharma (2012) in India also reported that teachers' job satisfaction is influenced by close teacher supervision by the school management. Thus, the kind of supervision that school administrators, managers and heads of schools need to adopt is the one that fosters teachers' love towards their job which in turn may increase teacher job satisfaction.

Furthermore, a quantitative study by Ngimbudzi (2009) in Njombe District, Tanzania, revealed that teachers were satisfied with their job due to supportive administration. Thus, a strong and just education administration has the potential to increase the level of satisfaction among teachers.

Similarly, a quantitative study conducted in a public secondary school by Nyenyembe et al. (2016) in Tanzania reported that teachers feel motivated and satisfied when they work closely with their heads of schools through mentoring and paying attention to individual teachers' welfare.

Good Social Relationship

Studies have shown that the presence of good interpersonal relationships in an institution promotes teacher job satisfaction. For instance, a quantitative study by Naseem and Salman (2015) which explored the job satisfaction level of college academic staff in Abbottabad, Pakistan reported that employees are more satisfied with their job if there is an effective relationship among workers in a given institution. Likewise, Ikonne and Onuoha (2015) conducted a similar quantitative in a Nigerian university and the findings revealed that positive interaction with colleagues has a significant influence on employees' job satisfaction.

A similar qualitative study conducted by Nyamubi (2017) on secondary school teachers' job satisfaction in Tanzania established that job satisfaction among teachers way enhances by friendship among teachers and cooperation with non-teaching staff, students, and community members. Nyamubi added that the visited schools experienced high standards of academic performance due to the fact that teachers fulfilled their responsibilities fully because they were satisfied with their job.

Professional Growth Initiatives

Empirical literature further reports that the availability of professional and career development for teachers enhances teacher job satisfaction. A mixed study by Linh (2018) on university lecturers in Vietnam found that established programs for teachers have a positive correlation with teachers' job satisfaction.

Additionally, a quantitative study by Babaeinesami et al. (2014) which explored factors influencing job satisfaction in education and training staff in Iran, established that development programs like training initiatives increase teachers' job satisfaction which eventually increases organisational performance.

Employee job satisfaction is essential to face the dynamic and ever-increasing challenges of maintaining the productivity of the organisation by keeping its workforce constantly engaged and motivated. In the presence of the era of globalisation, the varied and changing demands of the consumer are putting consistent pressure on employers to satisfy their needs and to be competitive. Environment pressure rising health costs and various needs of the workforce also pose a challenge for the management. This could be overcome by creating a work environment that maintains employee job satisfaction as well as motivates people towards exceptional performance at work place achieving a work-life balance (Rane, 2011). Thus, this study sought to explore ways

which may help to enhance job satisfaction among teachers.

RESEARCH METHODOLOGY

This study used a mixed approach because a researcher intended to obtain a better understanding of the problem under study. The study employed a descriptive survey research design. The design was preferred because it would enable the researcher to obtain in-depth information about the problem. In this study, simple random and purposive sampling techniques were employed to obtain the desired number of respondents to participate in the study. The targeted population of the study was 314, which involved teachers, heads of schools, school board members basically the chairperson who helps in making decisions in a school. The officer responsible for the Teachers’ Service Commission as well as Ward Education Officers were also involved. A sample of 94 respondents was selected from the targeted population through the percentile formula as proposed by Kothari (2004) to present the whole population. Questionnaires and interviews were used for data collection. The

analysis of quantitative data was done through descriptive statistics. Qualitative data were analysed through thematic analysis in which the researcher categorised both major and recurring themes based on the information given by interviewees. The researcher followed all the ethical procedures in doing research including looking for permission from SAUT, RAS and DED who wrote letters allowing the researcher to conduct the research in the targeted areas. The information gathered for this study was also kept confidential. Honesty and trust between the researcher and the respondents were given prioritised during the whole process of data collection.

FINDINGS AND DISCUSSION

This study explored factors contributing to job dissatisfaction among secondary school teachers; in this regard, figurative names like HoS and CSB are used when presenting and discussing qualitative data obtained from interviews. This is meant to hide the identities of the respondents. The findings on the factors contributing to the teacher’s job dissatisfaction are presented in *Table 1* below.

Table 1: Strategies to enhance job satisfaction among secondary school teachers (N=94)

Strategies to improve teacher job satisfaction	Frequency	Percent
Supportive working environment	19	20.2
Motivation	11	11.7
High teacher pay	16	17
Equal distribution of duties	13	13.9
Teacher development programs	17	18
Healthy interpersonal relationship	10	10.6
Effective leadership	8	9
Total	94	100

Source: Field data (2019)

The results in *Table 1* reveal that 20.2 percent of the respondents pointed out that improving the working environment may improve job satisfaction among teachers. The other respondents (13.9 percent) argued that in order for the teachers to be satisfied with their job, there should be equality in the

distribution of duties and delegation of power among teachers. The findings in table 1 also show that 17 percent of the participants contended that paying high salaries to teachers can boost their work morale and consequently their job satisfaction. Also, the findings show that 18 percent of the

respondents agreed that a teacher development program is among the strategies to enhance teachers' job satisfaction. It was also depicted that 11.7 percent of the respondents agreed that teachers' motivation would enhance teachers' job satisfaction. Appropriate leadership style (9 per cent) and good social relationships (10.6 per cent) were identified to be essential in promoting teacher job satisfaction; similar themes were also revealed during the analysis of qualitative data collected through interviews. The themes are discussed in the following sections.

Effective Working Environment

To begin with, the respondents who were interviewed pointed out that an improved and supportive working environment has the potential to encourage teachers to love their profession, which in turn enhances their job satisfaction. For example, when WEO was interviewed on the ways that can enhance teacher job satisfaction in secondary schools in his jurisdiction, he said:

“Mazingiraya kazi yaboreshwa kama vile vifaa vya kufundishia view vyakutosha kwa kufanya hivyo nadhani walimu watakuwa na ari ya kufundisha” [English translation: The working environment should be rehabilitated such as the teaching resources should be enough. By doing so, I think teachers will have a teaching morale]. (Interview, WEO, 2019).

On a similar ground, HoS3 replied:

“Mazingira ya yakiboreshwa mambo yatakuwa mazuri sana kwa walimu na wataridhika na kazi yao. Nikupe tu mfano kwamba mara nyingi walimu hupenda wapangwe kwenye shule ambazo zinamazingira mazuri ya kazi kama vile uwepo wa nyumba za walimu, vifaa na madarasa ya kufundishia”. [English translation: If the environment is rehabilitated, issues will be very good for teachers and they will get satisfied with their job. Let me give you an example several times teachers would like to

be posted to schools with a good working environment such as the presence of teachers' houses, facilities and classrooms for teaching] (Interview, HoS3, 2019).

A more or less response was given by HoS1 that;

“Mimi naona mazingira ya kazi yakiwa mazuri mfano madara mazuri, darasani na uwepo wa vitendea kazi vya kutosha walimu lazima watapenda kazi yao na wataridhika tu na taaluma yao [English translation: I see if the working environment will be good like good classrooms are recommended number of student in a class and presence of enough working facilities, teachers will love their work and will be satisfied with their profession] (Interview, HoS1, 2019).

Additionally,

“Serikali iboresha mazingira ya kufundishwa na ndipo walimu angalau wataridhika na kazi yao” HOS2 said” [English translation: The government should improve the teaching environment and therefore teachers will at least be satisfied with their job] (Interview, HoS2, 2019).

This finding gives an indication that effective working condition is an important prerequisite for teacher job satisfaction. Thus, education practitioners have a role to play in designing modern education institutions in which the teaching and learning process can be effective. Azi and Augustine (2016) also argue that schools should promote teachers' job satisfaction through improved service conditions like the provision of instructional materials. A study by Mbogo (2015) reported similar results that the availability of facilities in the working environment has a positive effect on teachers' job performance which in turn improves academic performance among the learners. The findings of this study further concur with previous empirical literature that showed school environment affects teacher job satisfaction.

For example, a study by Muhammad et al. (2015) found that all parameters of the working environment like facilities, policies and workload, have a positive and strong relationship with teacher job satisfaction. In other words, working environment and job satisfaction among teachers result in a proportional relationship that a poor school environment results in teacher job dissatisfaction while an effective and efficient working environment promotes teacher job satisfaction.

High Teacher Salary

Apart from the need for improved working conditions, qualitative data also revealed that paying teachers high salaries and other fringe benefits was reported to serve similar purpose of enhancing teachers' job satisfaction. One of the interviewees recommends that:

“Malipo mazuri kama vile mshahara wa kuridhisha na poso zingine zinaweza kufanya walimu walidhike na kazi yao na pia kuongeza mtazamo chanya wa jamii kuhusu taaluma ya ualimu” [English translation: Good payment such as satisfactory salary and other fringe benefits can make teachers satisfy with their job and also increase a positive community attitude about the teaching profession] (Interview, DEO, 2019).

Based on these explanations, increased teacher salary will not only enhance teacher job satisfaction but also improve education stakeholders' attitude towards the teaching career which may in turn arouse the interest of more people to join the teaching career. This will ultimately help to solve other challenges facing the education system like teacher shortage caused by teacher turnover.

In addition, HoS4 commented that;

“Walimu wataridhika tu kama mshahara utaongezwa kulingana na mapendekezo ya walimu na kupandishwa vyeo na madaraja kwa

wakati [English translation: Teachers will satisfy only if salary will be increased according to teachers' recommendations and timely re-categorisation and re-grading] (Interview, HoS5, 2019).

Likewise, TSCO proposed that;

“Kushughulikiwa kwa madai ya walimu kama vile mshahara mzuri na maslahi mengine kutusaidia kuongeza ari ya walimu kufanya kazi kuliko hali ilivyo sasa” [English translation: Dealing with teachers grievances such as good salary and other benefits, can help to increase teachers' working morale contrary to the current situation] (Interview, TSCO, 2019)

In this regard, teachers have a lot of demands including reasonable payment like salary and other fringe benefits. Addressing these grievances may help to increase teacher job satisfaction. This relates to the findings in the study by Wangai (2012), in which, among other factors, salary was ranked to be the most essential factor for promoting teacher job satisfaction. Similarly, Parvin and Kabir (2011) reported that salary is the most important factor contributing to job satisfaction among employees. Thus, the increase in salary and remuneration for a teacher can promote teacher job satisfaction. However, this is not the case in other previous studies. For example, Raymond (2018) found that salary is not the source of teacher satisfaction. Most teachers do not join the teaching profession to make millions of money. Instead, they join because it is a calling. Different findings were also found by Korb and Akintunde (2013) that monthly salary has no statistical significance relationship with teacher job satisfaction. Based on the findings of these two previous studies, teacher remuneration has nothing to do with job teacher satisfaction. For that reason, the teaching profession is a noble profession; it is a calling that people join to help the community advance and become productive members of the community. In other words, the findings from the literature as linked to the result of the current study,

show that the teaching profession requires intrinsic motivation more than extrinsic motivations or rather incentives. In conclusion, the influence of financial incentives on teacher job satisfaction is still questionable. Institutions should pay teachers sufficient salaries to earn their living, but this does not affect their job satisfaction.

Effective Interpersonal Relationship

During the interview, some of the interviewees said that good social relationship among education stakeholders like teachers, community and education leaders has the potential to enhance teacher job satisfaction. One of the interviewees explained;

“Uwepo wa mahusiano mazuri sehemu za kazi ni njia mojawapo ya kumfanya mwalimu aridhike na kazi yake. Mahusiano mazuri ni pamoja na kusaidiana wakati wa shida na raha” [English translation: *The presence of good human relations at workplaces is one of the ways to make a teacher satisfied with his/her job. Good relations include being supported during both sad and joyful times*] (Interview, HoS5, 2019).

In other words, good relationship among workers fosters a sense of caring and friendship; hence every person feels a sense of being valued.

In addition, HoS1 proposed that;

“Kuna njia nyingi zinazoweza kuwafanya waridhike na kazi yao. Lakini mahusiano mazuri baina ya mtu na mtu ni njia nzuri Zaidi [English translation: *There are many ways that can make teachers satisfied with their work. But good interpersonal relationships are one of the best ways*] (Interview, HoS1, 2019).

A similar viewpoint was shared by TSCO who said:

“Tumeona kuwa migogoro ni chanzo cha wawazo mabaya kwenye taasisi na yanapelekea walimu wasiridhike na kazi yao. Kwa hiyo

nadhani kukiwepo na utulivu na mahusiano mazuri watu watapenda na kuridhika na kazi” [English translation: *We have seen that conflicts are the source of bad ideas in the institution and it leads to teachers' dissatisfaction with their job. Therefore, in the presence of harmony and good interpersonal relationship, people will love and be satisfied with the work*] (Interview, TSCO, 2019).

These results call for understanding and implementation of the principles of ethics of care in which people are treated as human beings with varied needs and the ability to transform the organisation. Similar results were reported by Raymond (2018) who writes that teachers value most interpersonal relationships and effective organisational communication. In other words, good social relationships and communication promote both teachers' welfare and job satisfaction. The findings of this study relate to the findings in the studies by Njiru (2014) and Christopher (2014) who independently found that the promotion of good interpersonal relationships among teachers by school heads has helped to minimise teacher job dissatisfaction. For that reason, effective social relationships and communication among workers in an institution is a prerequisite for high teacher job satisfaction. However, Njiru (2014) pointed out that school and education leaders are charged with the role of ensuring creative interpersonal relationships in their areas of jurisdiction. Nevertheless, this study submits that ensuring harmony and harmonious labour relations and social communication should be the duty of every education stakeholder. This will create a sense of belonging and ownership in the institution and be responsible when things go wrong. At this juncture, an assumption can be made that teacher job satisfaction may increase under the aforementioned working conditions.

Effective Leadership

Good education leadership was cited by most of the interviewees as a strategy that can promote teacher job satisfaction. A number of interviewees responded to the item that intended to collect information on practical strategies to enhance teacher job satisfaction in secondary schools in Butiama District. For instance, HoS5 gave an interesting statement:

Sisi ni wakuu wa shule lakini baadhi yetu tunafanya mambo ya uongozi yasiyosaidia ustawi wa walimu. Kwa hiyo basi watawala wa elimu tukiwemo sisi wakuu wa shule tutumie njia rafiki za uongozi ili walimu wetu wapende na washirikiane na sisi vizuri katika kufanya kazi yao ya kufundisha” [English translation: We are school leaders, but some of us do things that do not support teachers’ welfare. Therefore, education administrators including us heads of schools, must use friendly ways of leadership so that our teachers can collaborate with us in a good way in their teaching job] (Interview, HoS5, 2019).

Based on this point of view given by HoS5, it can be said that poor leadership practices exist in schools. However, effective educational leadership, administration and management may have a positive influence on teachers’ job satisfaction. A similar interview was conducted with DEO, who gave a more or less similar argument:

“Ili kuendana na mahitaji ya walimu kwa sasa, viongozi wawe wabunifu ili kupata mbinu sahihi za uongozi zitakazowafanya walimu wapende kazi yao. Kitendo hiki kitasaidia pia kuinua ubora wa elimu katika wilaya yetu ya Butiama na Tanzania kwa ujumla” [English translation: In order to be in line with the current teacher’s needs, leaders should be creative so that they can get correct leadership tactics which will make teachers love and be satisfied with their work. This action will also

help to boost the quality of education in our District of Butiama and Tanzania at large] (Interview, DEO, 2019).

A more precise response on what should be done to promote high teacher job satisfaction was given by WEO who said:

“Utawala na uongozi wa elimu kuanzia ngazi ya shule uwe wenye kuthamini utu wa mwalimu kwanza na ndipo walimu wanaweza kuridhika kazi yao” [English translation: Education administration and leadership beginning at the school level should at first be valuing teachers’ humanity and then teachers can be satisfied with their job] (Interview, WEO, 2019).

Thus, a supportive and caring education administration, management, and leadership from the lower levels to the national level may have a positive effect on teacher job satisfaction.

The results of the study are in line with the study by Kituto (2011), which established that there is a strong and positive relationship between education administration and teacher job satisfaction. Kituto reported that the provision of conducive working conditions by school leadership motivates teachers and consequently increases their job satisfaction. The findings of this study also concur with the results of the study by Song and Mustafa (2015) that teacher job dissatisfaction can be minimised by the provision of emotional support by administrators and mentors. It can be noted that educational institutions require effective and efficient education leaders that can effectively support teachers’ needs and find creative ways of addressing teachers’ challenges.

Human Resource Development Initiatives

Human resource development is another major theme that emerged during interviews conducted to find out measures to improve teacher job satisfaction. Interviewees were more interested in speaking about in-service training and the

availability of other opportunities for both career and professional growth. This argument was advanced by TSCO who stated:

“Serikali na taasisi za elimu ziweke utaratibu utakayowasaidia walimu kujiendeleza kielimu. Walimu Catalina wanatimiziwa malengo yao na kwa hiyo wataridhika na kazi yao” [English translation: the government and education institutions should establish programs to help teachers undergo various training. Teachers will feel their goals are being fulfilled and therefore will lead to job satisfaction] (Interview, TSCO, 2019).

Likewise, WEO stated that:

“Walimu wasomeshwe ili waendane na mabadiliko siyo mwalimu asipojiendeleza kwa ghalamazake basi atasitaafu akiwana kiwango cha elimu alichianza kuajiriwa akiwa nacho. Wakisomeshwa, wanaweza kupata faida nyingi kama vile kupanda daraja, na kwa hiyo lazima wataipenda kazi yao” [English translation: Teachers should be educated so that they can cope with the changes, but if a teacher does not get any professional development by using his/her own expenses he/she will retire with the same education level he/she was appointed with. If teachers are educated, they will get many benefits such as being promoted to a higher level which will certainly lead to job satisfaction] (Interview, WEO, 2019).

Thus, teacher employers are advised to invest a lot in human resource development to help teachers grow and cope with education challenges that require critical and creative adaptation.

In relation to this, another interviewee explained:

“Walimu wapewe mafunzo kazini hasa yale yanayohusika kupanda ngazi ya elimu. Haya mambo yatawafanya valium wajione bora na kuridhika na kazi yao” [English translation: Teachers should be given in-service training,

especially that which involves increment in the level of education. These issues can make teachers have high self-esteem and eventually lead to job satisfaction] (Interview, HoS4, 2019).

This finding is in line with experience that during the calculation of retirement benefits, education level adds value to the entire calculation. A study by Panagiotopoulos and Karanikola (2017) also found that participation in training programs or rather opportunities for growth help teachers in many ways including redefining their education, providing skills of classroom management and becoming confident in their profession. For that reason, human resource development programs may enhance teacher job satisfaction. The result of this study also agrees with the study by Chaudhary and Bhaskar (2016), who conclude that there is a strong positive correlation between training and developing teachers and their job satisfaction. Chaudhary and Bhaskar further explained that teaching staff that got training and development programs have a higher level of satisfaction than their counterparts without such opportunities. This marks a strong conclusion that “To achieve competitive advantage and get the best is by organising training and development programs which not only improve the employees’ skills but also enhance their performance, motivation and give a sense of job satisfaction to them” (Chaudhary & Bhaskar, 2016, p 42).

In summary, this study has presented and discussed the demographic data pertaining to the participants of the study. It clearly gave the nature of the participants in terms of gender, age, level of education, working experience and marital status. Based on this biographic information, it was concluded that participants had reasonable characteristics that they could understand and respond to the items in a critical way enabling the availability of valid information to answer the research questions.

Apart from that, the chapter also dealt with a discussion of the major findings in which the level of teacher job satisfaction was found to be low due to a low level of education, high workload, inefficient school and education leadership, as well as a poor working environment. Nevertheless, the study established that the availability of teacher training programs, good social relationships and communication, reasonable teacher remuneration and effective leadership has the potential to overcome the factors contributing to teacher job dissatisfaction and, therefore, teachers may be motivated to work and consequently increase their job satisfaction.

CONCLUSION AND RECOMMENDATION

The study concludes that a supportive working environment, motivation, high teacher pay, equal distribution of duties, teacher development programs, healthy interpersonal relationship and effective leadership were found to be among the strategies for enhancing teacher job satisfaction. The study recommended that the government should invest much in improving working conditions for teachers, remuneration and teacher training programs.

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