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Original Article

Alignment of Satisfiers and Work Performance Inspirations among Primary School Teachers in Tanzania

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*Satisfiers,
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This study explored patterns of satisfiers and work performance among primary school teachers in the Tanzanian context. The proportionate stratified random sampling technique was used to select 381 primary school teachers. The study involved three districts situated in contrasting geographical locations in Dodoma region; East- Kongwa, North-Chemba and West-Dodoma Municipality. A five-point Likert scale questionnaire was used to collect data. For statistical analysis, the factor analysis technique was employed to reduce a large number of related variables to a smaller manageable number of dimensions. The location (i.e., the mean, median and mode), the scale (i.e., skewness) and shape (i.e., kurtosis) parameters were computed. The study revealed that teachers' work performance is subjected to multiple satisfiers stemming from both financial and non-financial compensation. Financial factors understandably were topmost in galvanizing teachers to work at the optimal level ($p \leq 0.05$). Besides, satisfaction relates to psychological and school characteristics of co-worker behaviours, administrative support and some intrinsic facets of teaching. It is recommended that any agenda for the future of the teaching profession should weigh the balance of the tension between the satisfiers and dissatisfiers which release the brakes and press the accelerators of teachers' work performance. With the current influx of enrolment into the fee-free basic education, a catalyst for teacher work performance is important if good quality education is to be realized. The Ministry of Education, Science and Technology should devise compelling, productive and effective education policies that are promising to teachers' prosperity to attract indecisive bright young prospects and the best brains in the teaching profession.

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INTRODUCTION

Satisfaction as a psychological and physiological positive feeling in an individual towards a particular job propels the teacher to carry out the work with enthusiasm and dedication towards the achievement of the organizational goals (Aacha, 2010; Brunetti, 2001; Ssesanga, 2001; Davidson, 2007; Mkumbo, 2013). Satisfiers contribute to productive output in the form of high-quantity and quality products and services. In recent years, teachers' satisfaction and productivity have been the most interesting field in the educational context (Alhassan, 2020; Analoui, 2020; Uka & Prendi, 2021, Matamba, 2024). During the Industrial Revolution epoch, work was intrinsically undesirable pursuit and workers sought to work as little as possible (Bennell & Akyeampong, 2007). Under the context of the carrot-and-stick managerial policy, economic gain was a primary source of motivation for work performance among workers (Ngwenya, 2015). To date, various scholars opine that the economic factor alone is not sufficient to explain employees' motivation to work (Johnson, 1995; Vegas & Umansky, 2005; Maurya et al., 2022; Suriagiri et al., 2022).

Though satisfaction is not always the prelude to improvement, success or failure depends on how good or bad the teacher is playing his or her role (Firestone & Pennel, 1993; Bennel & Akyeampong, 2007; Nadim *et. al.*, 2010; Faraji, 2013; Tarimo & Lekule, 2024). Inspiring teachers to work is manifested as a necessary effort towards desired goals in today's competitive environment (Mbope, 2015; Memon et al., 2023). In Africa, 20%-30% of the teachers at the primary school level leave the profession due to difficult work assignments and unclear expectations with the widespread swim or sink attitude in schools (Anhorn, 2008).

In the Tanzanian context, indicators of dissatisfaction are manifested through brain drain, brain leakage and moonlighting (Mkumbo, 2013; Tarimo & Lekule, 2024). The strong international interests in the universal basic educational agenda compelled various governments to synchronize policies to meet global agreements and conditions through various strategies. In line with this global agendum, the government of Tanzania in 2001 reformed primary education through the Primary Education Development Programme (PEDP) to meet counterpart funding requirements. The government of Tanzania determined the classrooms, furnishing and other relevant facilities through the development grants invested directly to primary schools intended.

Despite the impressive quantitative achievements and obvious desirability in an attempt to improve educational quality such as the Literacy and Numeracy Educational Support (LANES), Education Quality Improvement Programme in Tanzania (EQUIP-T) and Student- Teacher Enrichment Programme (STEP) geared towards the improvement of education, there remain inconclusive evidences of improved educational performance. If the factors that shield teachers from positive outcomes remain intact, the search for excellence in education would be in vain, and the trickledown effect would imply to the pupils' academic performance.

THEORETICAL BACKGROUND

Frederick Herzberg's Two Factor Theory (1959) and Victor Vroom's VIE Theory (1964) complemented in terms of satisfiers and motivation for work performance. Herzberg's Theory assumes that individuals at work have satisfiers and dissatisfiers (Spector, 1997; Zembylas & Papanastasiou, 2006). Satisfiers are sets of rewards, the presence of which induces increased work satisfaction, but the absence of

which induces work dissatisfaction (Ssesanga, 2001; Suleman & Hussain, 2018). Thus, the inclusion of adequate levels of both would increase work performance.

Vroom's theory posts that people are motivated to work if the anticipated outcomes are worthy. Therefore, three aspects determine work performance: expectancy, instrumentality, and valence. (Vroom, 1964). Expectancy relates to perception that there is a positive correlation between efforts and work performance. Instrumentality relates to the conviction that favourable work performance results in a desirable outcome. Valence relates to the perception that rewards satisfy an important need. If the outcome is positive and rewarding, individuals exert more effort for the improved work performance (Hoy & Miskel, 2008). When the three variables: effort, work performance and outcome are high, satisfaction becomes high too (Metler, 2002; Kadzamira, 2006; Malik et al., 2010; Goel, Sharma & Sharma, 2012; Pilarta, 2015).

Descriptors of Teachers' Satisfiers And Work Performance

Satisfiers in the context of this study are classified as being economic, social, school characteristics and administrative issues. The descriptors of teachers' work performance on the other hand are instructional planning, preparation and delivery (Davidson 2007). These are the behind-the-scene events which occur before the actual classroom transactions. As a means of quality control tools, assessment and evaluation determine the level of accountability displayed by teachers in the educational industry. Complementary activities carried out within the school setting are part and parcel of work performance indicators while provision of guidance and counselling duties are gateways to the prevention of undesirable behaviours.

Administrative tasks as non-tangible fluid work of teaching have shared mission for pupils' improvement as enablers of teachers' work performance. The lack of any of these elements may have a substantial impact on teachers' work

performance. Primary school teachers' work performance is the function of a vector of satisfiers intervened by a certain amount of satisfaction. The increased level of teacher satisfaction would lead to the ascending level of teachers' work performance.

METHODS

To get a substantiated finding, the study adopted the quantitative approach and cross-sectional survey design (Tashakkori & Teddlie, 2009; Denzin & Lincoln, 2003; Teddlie & Yu, 2007; Andrew & Halcomb, 2009; Punch, 2011; Creswell, 2012; Fraenkel & Wallen, 2009; Cohen et al., 2007; Singh, 2007). Teachers who consented and reside in the three districts, Dodoma, Chemba and Kongwa completed the entire scholastic possessing a valid certificate, diploma or degree. Teachers who were working under contract basis in private schools also were considered eligible participants in and of the culture of the school. The logistical bearing which motivated the choice of the setting was a relatively long-standing record of unsatisfactory examination results in summative evaluation in primary school leaving examinations (PSLE). Participants recruited from the three districts, covered both urban (171) and rural (210) areas.

The backward mapping analysis on educational statistics in Tanzania indicate that Dodoma region a devastating attrition rate and teacher turnover (United Republic of Tanzania (URT) (2021). Reports further reveal that out of 193853 permanent primary school teachers, 31270 abandoned the teaching profession for reasons that include attrition (URT, 2021). Also Dodoma has been lagging behind academically for seven consecutive academic years (Mkumbo, 2013). Poor academic records were attributed to the lack of satisfaction component among teachers.

A total of 381 teachers were involved in a cross-sectional survey allowing sophisticated statistical provisions during the analysis of the given data (Gorard, 2004; Lewis, 2009). The proportionate stratified sampling technique was used to select teachers where members in each district were proportionate to the total number of elements in

the respective population. The inclusion of every member of the population was determinable as the best way to avoid selection bias, reduce sampling variance and ensure sufficient cases in each category (Leedy & Ormrod, 2001; Sekaran, 2003; Punch, Teddlie & Yu, 2007; 2011, Keppel & Wickens, 2004). Self-completion closed questionnaires were administered to the participants from three districts situated in contrasting locations in Kongwa, Chemba and Dodoma municipality. The tool covered a wide geographical area with minimal cost in terms of time (McMillan & Schumacher, 1993; Lewis et al., 2009; Creswell, 2012).

The questionnaires increased the likelihood of response and were relatively free from bias as they had predetermined response categories. A five-point Likert scale was used to allow a fairly accurate assessment of beliefs and opinions to measure attitudes. The Likert scale provided the researcher with greater flexibility since the descriptors on the scale could vary to fit the nature of the statement. Questionnaires were subjected to an extensive and rigorous validation process prior to their being used. Cronbach's Alpha tests were performed based on questions to check the degree of relatedness of the questionnaire items.

The factor analysis techniques were employed to identify principal factors from five items in the questionnaire. The purpose of using principal component analysis (PCA) was twofold, validation and reliability perspective. Reliability of 0.70 or higher was considered acceptable suggesting that the items were relatively acceptable and had internal consistency. Validity was ensured by deploying experts' and peers' scrutiny regarding the relevance of each item. This was done for necessary inputs and corrections to eliminate the ambiguities in the items. Also, validity ensured the degree to which test items matched with study objectives. Factor analysis technique was used to assess factorial validity of the questions making up scales by telling the extent to which they seem to be measuring the same concepts or variables (Pallant, 2005).

The location parameters (i.e. the mean, median and mode), the scale parameters (i.e. skewness) and the shape parameters (i.e. kurtosis) of the respondents' scores for the questionnaire were computed. Factor analysis was useful in reducing a large number of related variables to a smaller manageable number of dimensions (Stangor, 2011). Factor analysis was used to assess the p-value against the level of significance using Kaiser-Meyer Olkin (KMO) and Bartlett's Test of Sphericity with an associated P-value of less than 0.05 ($p < 0.05$) was regarded as statistically significant corresponding to the 95% criterion level of significance.

Analysis of variance (ANOVA) was used to test the statistical significance of differences in means of groups of data (Pallant, 2005). The study intended to compare variability in scores between the different groups and within each of the groups. A variety of measures were adhered to, to ensure the research does not create a fragile and vulnerable context that would perceivably put the participants and or the public at risk. The researcher obtained an ethical clearance approval letter from the University of Dodoma, the Dodoma Regional Administrative Secretary, the District Executive Director and District Educational Officers before collecting data in the targeted primary schools under their jurisdictions.

RESULTS

Teachers' perceived satisfiers (PER_SAT) were detected in four dimensions- social satisfiers (SOC_SAT), school characteristics (SCH_CH), administrative satisfiers (ADM_SAT), and economic satisfiers (EC_SAT). SOC_SAT had three outliers and the remaining five fluctuated in the response from 1 to 3.8 meaning that they were responded between strong disagreements to quarter agreement. Again, 50% of EC_SAT were distributed between strongly disagreement to neutral and at least 25% stuck upon strong disagreement. SCH_CH were highly clustered between 1 and 3.8 where four respondents were extremely strongly satisfied. ADM_SAT showed the same behaviour as SCH_CH in a little wider range. The least 25% opined on strong agreement

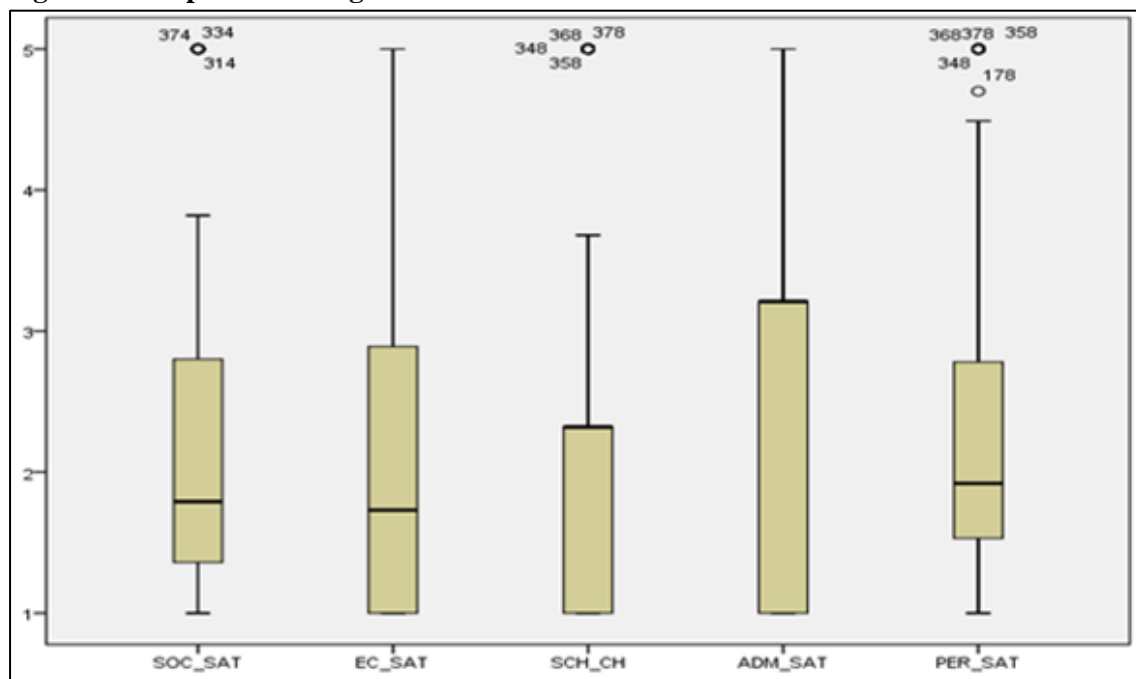
followed by the second 25% in a wide range of 1 to 3, which was strong disagreement to neutrality. But the other 25% stuck upon neutrality and the last 25% varied in a wide range from this neutrality to strong agreement.

Providing a bird's eye view of the dimensions of PER_SAT, the factors were gently accepted in a low profile by the teachers. It was found that all four factors detecting primary school teachers' satisfiers were acclaimed by a response of less than 3, the middle opinion on the questions. This means that for other factors, the responses were on the disagreement side of response, particularly for SOC_SAT. The hypothesis that the opinion was neutral was rejected on the negative response as $t = 16.76$ with a p value 0.00 less than 0.05. Similarly, EC_SAT and SCH_CH rejected the

neutrality of response to take a negative response with an affirmed p-value 0.00 less than 0.05 with t- values 14.52 and 11.08. The ADM_SAT take a t-value 6.839 for the assumption of a neutral response implying that they were gently in a disagreement response with p value 0.00 less than 0.05. Finally, PER_SAT were assumed to take neutral response and they were rejected as $t = 10.61$ with p-value less than 0.05. The findings add to the body of literature by pinpointing which satisfiers foster teachers' work performance in theory and practical sense.

The total variation in the main four sub-factors of teachers' satisfiers was explained in terms of quartiles by means of box plot readings in Figure 1.

Figure 1: Box plot recordings of satisfiers



Factors Characterizing Teachers' Work Performance

The performance of teachers was characterized by twelve distinctive factors from 12 questions asked to 381 respondents. The factors include- guidance, counselling, assessment, planning, delivery of services, supervision, evaluation, administration, punctuality, and in-door and out-door activities. The determinant of correlation was 1.026 E-.008 not equal to zero and KMO measuring with

sampling adequacy showed a value 0.641 greater than 0.6. Also, Bartlett's Sphericity Test was satisfied by the response with Chi-Square equal to 6796.8 with p value 0 less than 0.05.

As the factors determined take values in differences, it was less comparative and so all the values were scaled into a continuous scale of 1-5. The mean of guidance was 0.262 with a standard deviation of 1.01. This was an indication that most

of the respondent teachers were stable in the performance response. So generally, the responses were between little and very little extent. The skewness was positive implying that slight deviation from the centre to the right was found in the opinion. Also, the kurtosis was nearly platykurtic. CV was only 38% showing reasonable consistency in this factor. The median was a little higher than the mean, but the model falls below the mean indicating flexibility in the opinion in the middle of the response.

For counselling, the mean was at 3.05 and the standard deviation was only 0.82 with a CV 27% showing that this factor was consistently opined by the teachers. Skewness was negligible, while kurtosis showed a leptokurtic curve. Median and mode were nearly the same value with 2.82 thus showing middle consistency. The assessment was highly positively responded to by most of the teachers such that the median and mode were a great extent. The average also was at 4 indicating the positive firmness of the factor. CV was only 28% ensuring the consolidated opinion of the respondents. Skewness was negative (-0.76) establishing that the distribution of response was negatively skewed. Also, kurtosis took the value of -0.82 implying the platykurtic behaviour of the responses.

Instructional planning had a mean 4.5 with a median and mode of 5 which ensured a great extent response for this factor. A very low standard deviation 0.88 with a very low CV 19.9% was shown indicating that the responses were consistent with a greater extent. A negative skewness of 1.75 was found and a positive kurtosis of leptokurtic curve was found. Evaluation had a mean 3.22 with median 3.3 implying that the response only exceeded a little extent. Standard deviation was 1.0 with CV 33% exhibiting moderate consistency in the opinion of a little extent. The skewness was negatively low with only 0.35 and kurtosis was also negative with -0.48. Thus, the distribution will be slightly negative and platykurtic. The mean was only 1.5 for instructional delivery with median and mode at 1.0 emphasizing a low response to this factor. It was revealed that Most of the teachers favoured

not at all response. However no consistency was seen in the opinion as CV was 0.579. The skewness and kurtosis were negligible in this distribution.

Supervision had the mean at 3.65 and median and mode were at 3.76 implying an average response between a little extent and some extent. And this opinion was consistent 18% CV. A little negative skewness and positive kurtosis were found for the data showing a little high peaked curve. Preparation has a mean 4.5, median and mode at 5.0 showing a very consistent opinion to a great extent. The coefficient of variation is only 19% with a standard deviation of only 0.88. But the data were highly negatively skewed and very highly platykurtic. So the distribution was leptokurtic and inclined to the left side.

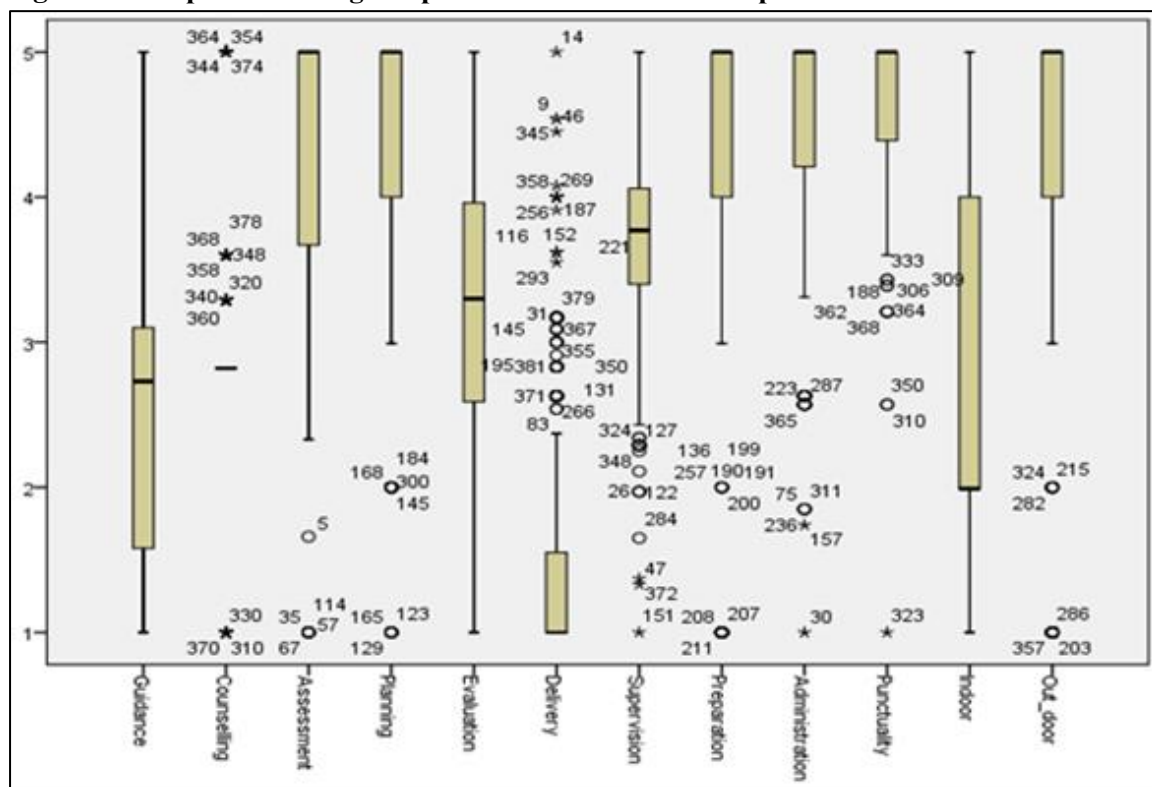
Administrative tasks also behaved with the same mean, median and mode with a consistency of 16%. Hence most of the teachers were stable on the opinion to great extent. There was a negative skewness of 1.8 and platykurtic is 2.9 found in the data implying that factor eight was leptokurtic and negatively skewed. Punctuality and outdoor activities show the same tendencies by the teachers in the response of great extent as in factors eight and nine. There was a very high consistency of 11% in Factor ten and 23% in Factor twelve were highly leptokurtic and negatively skewed. Indoor activities had a mean 2.69 but mode and median were low at 1.99. This indicates that the response was not consistent with 50% variation in CV.

Comparing the factors, punctuality has the highest mean followed by preparation, administrative tasks, instructional planning, outdoor activities and assessment which has a very low average response than instructional planning. The mediocre response was found for supervision, evaluation and counselling and less response was noticed in guidance and indoor activities. Instructional delivery shows the lowest response of 1.5. From the mean performance factors, it was observed that the factors had the following mean score: guidance (2.62), counselling (3.05), assessment (4.06), instructional planning (4.46),

evaluation (3.22), lesson delivery (1.55), supervision (3.65), preparation (4.57), administration (4.56), punctuality (4.71), indoor activities (2.69) and outdoor activities (4.45). Guidance was distributed unevenly in the range 1-5 with least 25% between 1 and 1.6. The lower middle 25% ranges between 1.6 and 2.8 to 3.1 and finally the last 25% between 3.1 and 5. Thus, the opinions of teachers in various quadrants were highly fluctuating. Assessment, instructional planning, preparation, administrative tasks, punctuality, and outdoor activities were distributed 25% lower values at 4 or nearly 4 to downwards and the remaining 75% were very highly clustered. The assessment had 50% middle variation between 3.8 and 5. For instructional planning, it was 4 to 5 and also for preparation and out-doors activities. Administrative tasks and punctuality were a little more clustered and they vary at the middle 50% between 4.2 and 5 and 4.2 to 5.

The high 50% in all cases was clustered at the median value. Evaluation was reasonably symmetrical in the middle 50% while least 25% varies from 1 to 2.8 and the last 25% between 4 and 5. Supervision of school activities only varies between 2.2 to 5 with the middle 50% highly clustered in a small interval of 0.6. It was equally distributed by the remaining 25% lower and higher opinions. In-door activities were distributed unevenly with least 25% between 1 and 2 the next 25% between 2 and 4 and the last 25% in 4 and 5. Instructional delivery varies only in a small interval 1 to 2.2 with 50% at 1 and the remaining 50% from 1 to 1.5 and 1.5 to 2.2. Counselling shows a very high consistency in the opinion clustered around 2.82 such that in the box plot all the remaining responses were becoming extreme points. Thus, most of the teachers on counselling were of the same opinion as 2.8. Figure 2 shows the mean of performance factors.

Figure 2: Box plot recordings on patterns of teachers' work performance



Alignment of Teachers' Satisfiers and Work Performance Inspirations

Alignment of satisfiers on primary school teachers' work performance was categorized into

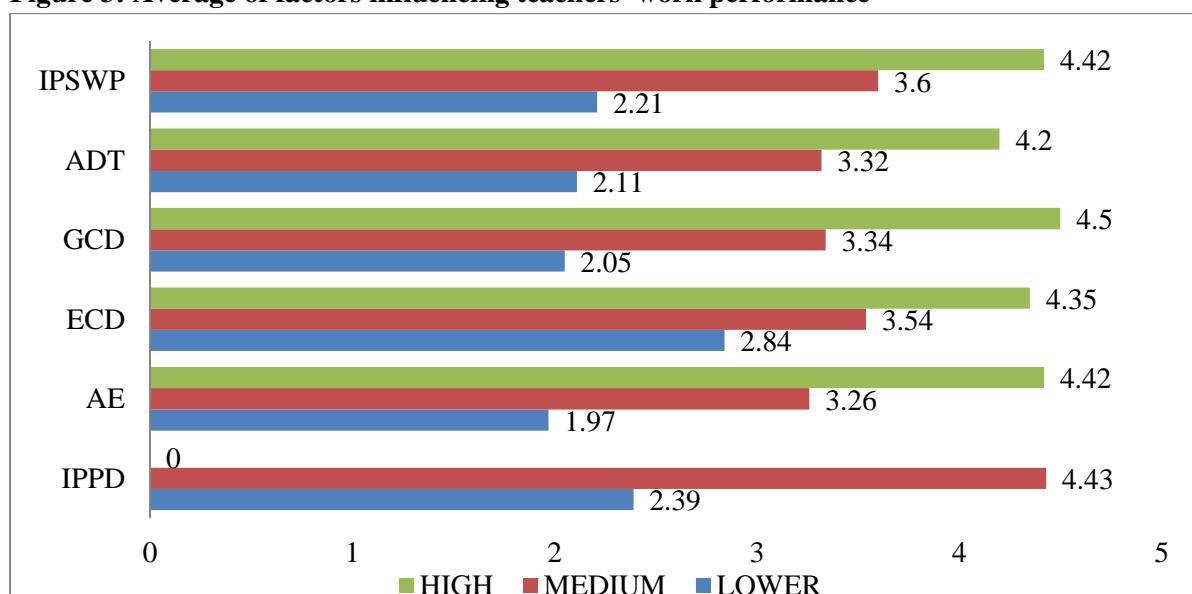
five major dimensions: Instructional planning, preparation and delivery (IPPD); Assessment and Evaluation (AE) of pupils' work, extracurricular duties (ECD), Guidance and Counselling duties

(GCD) and Administrative Tasks (ADT). Influences of perceived satisfiers on work performance (IPSWP) were distributed with 15% each in the high and low groups and 75% in the medium.

Findings revealed that satisfiers influence work performance on instructional planning preparation and delivery (117%), extra curriculum duties (115%), administrative tasks (94%), assessment and evaluation of pupils' work (93%), and guidance and counselling duties (92%). The factors identified for the satisfiers were gently accepted in a low profile by the teachers. All four

dimensions-social, economic, school characteristics and administrative satisfiers were acclaimed by a response less than 3 which was the disagreement side of responses. With regard to the IPSWP, it was seen that instructional planning, preparation and delivery dimension was the highest contributor in influencing the perceived satisfiers on teachers' work performance, followed by extracurricular duties, administrative tasks, assessment and evaluation of pupils' work and finally guidance and counselling duties. Figure 3 indicates the average of factors influencing teachers' work performance.

Figure 3: Average of factors influencing teachers' work performance



DISCUSSION

Teachers' work performances are subjected to multiple satisfiers (Ching, 2005; Falkenburg & Schyns, 2007; Zembylas & Papastanasiou, 2006; Jonathan *et al.*, 2013; Nyamubi, 2017). However, teachers' economic incentives unanimously translated to be low in relation to their workload. Salary seems to be a prominent point of contention for teachers. Salary arrears and promotion issues were very thorny problems that have on occasion. Primary school teachers were not promptly promoted, hereafter, too many teachers were lumped in the same salary scale, and if promoted, it took a far too long time to effect salary changes after promotion the act of which seriously demotivated them. Appropriate salary

levels foster commitment, thereby assuring teachers to continue to work in the school. Henceforth, better income and benefits were instrumental in satisfying teachers' economic needs. Teachers, like many other employees, have always participated in extra activities to raise their income. Issues of inequitable salary scales have led teachers to adopt survival strategies such as private tutoring, small-scale business and gardening and as a result, teachers were much less committed to their primary job. Furthermore, Mkumbo (2013) establishes that the low salary given to teachers limits their ability to meet the basic needs, thus teachers shift their attention from the teaching profession to other businesses and hence massive failure of pupils in examinations.

Nguni (2005) and Kadzamira (2006) found that poor salary was the major reason for teachers to embark on the secondary jobs as it was also revealed to be the case in this study. It was revealed that teachers' loss of morale had roots in their loss of hope on concerns regarding salary scales and timely promotion. The second ranked dimension was school characteristics items that were seen to influence teachers' dissatisfaction and intermittently have a negative influence on teachers' work performance. Participants communicated that school characteristics satisfiers such as teaching and learning facilities and physical infrastructures were intertwined and sometimes difficult to separate in the context of work place. This observation was inconsistent with studies that contend that social and administrative satisfiers were essential in realizing teachers' work performance (Brunet, 2001). For the lowest ranked satisfaction, dimensions were administrative satisfiers and social satisfiers. These satisfiers' dimensions were considered non-factors in influencing teachers' work performance.

Generally, dissatisfaction scores were reported in the higher range peaking at the economic and school characteristics dimensions but lower dissatisfaction was reported in administrative and social dimensions. Lack of support in terms of leadership within the school, hands-on support for the increased workload, personnel support for addressing the needs of challenging pupils and time for preparing adequately for multiple changes in curriculum, assessment and teacher tasks were all identified as impacting seriously on teachers' work performance. Based on the alignment of satisfiers and work performance in prior studies, it was known that economic satisfiers align with teachers' work performance. As individual teachers become satisfied with economic incentives, he or she share his or her attitudes and eventually influence other teachers' behaviour, all of which result in functional performance at the organizational level (Nguni, 2005; Sirima & Poipoi, 2010).

The issues of teaching and learning materials as well as physical infrastructures were cited as of

paramount importance for sustaining teachers' eagerness to work. Nearly all of the respondents were discontented about deteriorating working conditions with regard to school characteristics such as classrooms, staffrooms, libraries, laboratories and teaching and learning materials among others. Effective teaching depends on the availability of resources like textbooks, and visual and audio-visual teaching aids (Akran, 2014). Thus, the availability of teaching and learning facilities influences teaching performance. The absence of requisite teaching and learning materials, teachers' quarters, office space for lesson preparation, and marking pupils' assignments often affect teachers' work performance leaving teachers disillusioned due to poor working conditions and heavy workloads among others.

Such results align with findings by Kadzamira (2006) and Bennell and Akyeampong (2007) who assert that productivity at the workplace is optimized when workers perceive sufficient attention to physical infrastructure and teaching and learning facilities. Workload, for instance, was seldom mentioned by teachers in isolation with pay. There were frequent references to salary and its inadequacy in comparison to other professions. At this juncture, teachers' satisfaction appeared to stem from financial and non-financial compensation. Thus, a concern with economic issues was understandably to be one of the primary top factors that produce job satisfaction. A number of dissatisfying issues which were clearly sapping teachers' morale were noted. There were some bitter and angry comments; however, the most expressed and overwhelming evidence was that teachers felt overloaded, inadequately rewarded, undervalued and insufficiently supported by the government. There was a continual message from respondents that the ever-increasing workload imposed through new initiatives, curriculum changes or societal changes, takes teachers away from their core business of teaching children.

From the study, it was observed that teachers' work performance was strongly influenced by satisfiers. These satisfiers can be grouped into

both pecuniary and non-pecuniary factors. Although economic incentives such as higher salaries would encourage better work performance of teachers, improving school working conditions is important in promoting teachers' satisfiers. Teaching and learning facilities are far from being satisfactory; classrooms, textbooks, desks, tables and other important physical infrastructures were neither adequate nor in good condition. Yet, the government officials keep on demanding good academic performance. Unfortunately, and unfairly, when academic performance is poor, much blame is cast back on teachers while they know that demotivated teachers are the major contributory factor to the awful learning achievement in primary schools. The use of pupils' test scores to assess teachers has always been an extremely contentious issue. Assessment that does not take into account other factors can unfairly hold teachers accountable for things out of their control. With the current influx of enrolment into the free basic education system in Tanzania, teachers' workloads have increased. Thus, a catalyst for teacher work performance is important to curb the chances of teacher burnout. Only satisfied and well-adjusted teachers can think of the well-being of the pupils.

Teacher dissatisfaction has a devastating impact including attrition, turnover, feelings of gloom, despair, anger, resentment and futility (Ssesanga, 2001; Mwamwenda, 1995; Lathans, 1998; Lazear, 2000; Diener, 2004; Nguni, 2005; Sirima & Poipoi, 2010). MacBeath (2012) asserts that teachers have been leaving the teaching profession in unprecedented numbers at teenage and veteran age for various reasons including job satisfaction-related issues. Yet, the little available working force was preoccupied with dissatisfaction thus making the teaching career pipeline collapse at both ends. In the same vein, Semel (2009) and Chamundeswari (2015) clearly assert that the quality of teaching has gone down gradually the world over due to the outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the education institution. Therefore, bridging the gap

between the theoretical understanding and the real practices of teachers' work performance informed the quest for satisfying teachers' needs from views of Herzberg's theory and the ingredient which motivate high achievers as contained in Vroom's theory.

CONCLUSIONS

Satisfaction has a direct influence on teachers' work performance. Factors detecting teachers' satisfier with regard to work performance affirmed economic incentive scores are key determinants showing the high peak of dissatisfaction. Satisfaction galvanizes teachers to work at the optimal level in instructional preparation and lesson delivery and less contributed by administrative tasks, assessment and evaluation, guidance and counselling services. Job satisfaction also relates to psychological and school characteristics such as co-worker behaviours, administrative support and some intrinsic facets of teaching.

Recommendations

It is essential that any agenda for the future of the teaching profession should have to weigh in the balance of the tension between the satisfiers and dissatisfiers which release the brakes and press the accelerators of teachers' work performance. With the current influx of enrolment into the fee-free basic school education system, a catalyst for teacher work performance is important if good quality education is to be realized. The quality of basic education should not be sacrificed for the sake of the quantity of pupils' enrolment. The Ministry of Education, Science and Technology should devise compelling, productive and effective education policies that are promising to teachers' prosperity to attract indecisive bright young prospects and the best brains in the teaching profession.

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