



# Midlands State University

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FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM STUDIES

AN INVESTIGATION INTO JOB SATISFACTION AND HOW IT IMPACTS ON JOB  
PERFORMANCE: *A CASE OF BIKITA DISTRICT PUBLIC SECONDARY SCHOOL  
TEACHERS.*

BY

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R137700G

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION IN  
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**RELEASE FORM**

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**APPROVAL LETTER**

**FACULTY OF EDUCATION**

The undersigned certify that they have read and recommend to the Midlands State University for acceptance of a dissertation entitled: **An Investigation into Job Satisfaction and how it impacts on Job Performance: A case of Bikita district public secondary school teachers.**

**SUBMITTED BY: Makaza Nyasha (R137700G)** in partial fulfilment of the requirements of the Masters of Education Degree in Curriculum Studies.

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### **Declaration**

I, Makaza Nyasha, declare that to the best of my knowledge and belief, this is my own masterpiece under the supervision of my dissertation supervisor, Professor E. Mangwaya, which has never been submitted to any University or Institution of higher learning before.

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### **Certificate of Supervision**

This is to certify that this dissertation entitled: **AN INVESTIGATION INTO JOB SATISFACTION AND HOW IT IMPACTS ON JOB PERFORMANCE: A CASE OFBIKITA DISTRICT PUBLIC SECONDARY SCHOOL TEACHERS**, has been conducted and documented under my supervision and is ready for submission.

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## **Dedication**

This project is dedicated to my family; Charity my beloved wife, Panashe and Tawananyasha for their understanding during hard and pressing times when I had to concentrate on this project especially the time they needed me around them.

## **Acknowledgements**

The researcher wishes to acknowledge the following people who made this dissertation a reality. I am deeply indebted to my supervisor Professor E. Mangwaya for the constructive criticism that eventually put this project into shape.

I also would like to appreciate the hand given by the Ministry of Education sectors; the Education Head Office, Masvingo Provincial Education Offices, and the Bikita District Education office for allowing me to make use of their schools when I was carrying out my project.

To my late boss, Andy Gibson for encouraging me to take up this Curriculum Studies programme besides hard economic times.

And lastly, to Mrs. S. Leatt, for helping with script editing.

## **Abstract**

*This research study, “An investigation into Job Satisfaction and how it Impacts on Job Performance” focused on Bikita Rural District Secondary Schools. It was guided by the following objectives: to identify the effects of teacher attitudes to job performance, and to establish the influence played by both motivation and schools’ working conditions to teacher job satisfaction and teacher job performance. A qualitative approach to the study was adopted where both questionnaires and structured interviews were used. Twenty five rural secondary school teachers and ten secondary school heads, including their deputies were used as respondents. Factors such as teacher attitude, organisational working conditions and the motivational aspects for teachers were seen to bear influence in teacher job satisfaction and job performance. It was established that if these are not clearly observed, they will lead to teacher job dissatisfaction, subsequently lowered teacher performance, and unfortunately, the lowered teacher performance will, in turn, impact negatively on student performance. Considerations by the Ministry of Education for the establishment of a teaching professional board, speeding up teacher promotional processes, provision of more infrastructure, reviewing of salaries and rural educator incentives to enhance teachers’ job satisfaction and job performance was seen to be of paramount importance.*



## **Acronyms**

**EFA – Education For All**

**DEI- District Education Inspector**

**JS- Job Satisfaction**

**JP- Job Performance**

**MSU- Midlands State University**

**HOD- Head Of Department**

**PSC- Public Service Commission**

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## **CHAPTER 1**

### **THE PROBLEM CONTEXT**

#### **1.0 INTRODUCTION**

This chapter provided an introduction to the background to the research, detailed and justified statement of the problem, main research questions, research sub- questions, significance of the study to the researcher and other stakeholders, limitations and delimitations of the study and finally definitions of key terms in the context of the study.

#### **1.1 BACKGROUND TO THE STUDY**

Job satisfaction has become a general problem of intrinsic importance as it impacts provisions of educational services. A number of studies on job satisfaction and how it impacts on job performance have been carried out in different organisations and the subject has come to gain attention all over the world in various organisations including education. Research has it that happy employees increase productivity by 12% in an organisation and, Armstrong (2009), supports the above when he assert that, satisfied employees increase productivity within an organisation. This is why Ram (2013), laments that, recognising and motivating workers and providing them with the much needed job satisfaction in order for them to reach their true potential and worth to the organisation is highly recommended. This is so because any organisation wants high performance regardless of its nature of operation. This does not leave services sectors like schools, which are being manned by teachers. In this regard the researcher perceives that, teacher's level of performance is attributed to their job satisfaction.

According to the researcher's observations, a lot has come out about teacher job satisfaction and a lot of researches were carried out beyond Zimbabwe. Merlter, (2002) reports that, in United States of America, teachers were generally dissatisfied because of the level of motivation they were receiving in their profession. Results of the survey carried out amongst those dissatisfied teachers indicated that, given the opportunity to choose the profession again, they would rather quit the teaching profession because at that time the profession lacked autonomy and decision making, (ibid).

Regionally, a South African based research by Pager, (1996) reports that, due to teacher dissatisfaction at workplaces, there was an issue of teachers being reluctant to help school management in disciplining pupils, while some teachers' misconducts behaviours like absenteeism, and late coming for work were rampant. The study then confirmed that it was due to teachers' negative attitude towards their job resulting from dissatisfaction. Over and above that, Simpson, (2002) reports that, due to some socio- economic challenges faced by some African countries, there were reported cases of teacher dissatisfaction which made high teacher turnover witnessing some migrating to countries like Botswana, Zambia and South Africa, Zimbabwe was not an exception in this equation. According to the National Advisory Board report cited by Guchu in News Day, (2014), over 20 000 qualified teachers left the country between the period 2007 and 2008. From the above sentiments one would conclude that teacher job dissatisfaction can manifest in many ways. Herzberg's (1959) Two Factor Theory of motivation, dissatisfaction among teachers can be as a result of lack of; adequate infrastructure, reasonable remuneration, professional respect from the public, accommodation, job security and

professional growth just to mention a few. These hygienic factors may eventually build up to negative attitudes in employees resulting in them having negative attitudes about their work. According to Gagne, (1977), when such behaviour in teachers have been created, teachers will eventually exhibit unexpected behaviour at work, behaviours which may be revealed in form of absenteeism, late coming for work, early dismissing from work and the like. When such undisciplined form of teacher becomes uncontrollable in school organisation it also may lead into teacher underperformance.

Some practical examples of underperformance by teachers in schools can be shown through continuous student misbehaviour and poor academic pass rates.

Table 1:1 shows the statistics for O' Level ZIMSEC results for the period between 2006- 2013, Guchu in News Day Zimbabwe, (2014).

**Table 1:1.**

<b>Academic year</b>	<b>No of candidate who wrote examination.</b>	<b>No of candidates who passed</b>
2006	154 229	31 247
2007	179 274	25 673
2008	142 840	20 632
2009	187 201	16 853
2010	229 522	37 871
2011	241 512	45 887
2012	268 854	31 767
2013	285 260	36 031
<b>Total.</b>	<b>1688 692</b>	<b>245 961</b>



What worries the researcher is that out of one million six hundred and eighty eight thousand six hundred and ninety two (1 688 6920) candidates who sat for O' Level examinations during the period between 2006 and 2013, only two hundred and forty five thousand nine hundred and sixty one (245 961) candidates passed. Meaning to say one million four hundred and forty two thousand seven hundred and thirty one (1 442 731) candidates failed their exams in this eight year period. The percentage of candidates that failed constituted 85, 43% of those total number of candidates who sat for the examination; a clear indication of a phenomenon that may need investigation and a situation which the researcher perceives as being caused by teacher poor performance as a result of job dissatisfaction. Bikita District secondary schools, a particular district in this study is also part of this equation since 2013 to 2015 according to the information given by the Acting District Education Inspector, no school ever scored above 31%.

Commending on issue above, the Secretary general for Teachers Progressive Union, Majongwe cited in Financial Gazette, Zimbabwe, (2016) reports that the government should not expect much from the teachers because their conditions of service in rural schools are bad and that teachers are living 'like goats' since no one is recognising them. He cited the need for the government to give encouragement to teachers even with non-monetary incentives like land for them to build houses in a way to improve their well-being.

Basing on the above details of the background of the study, the researcher is determined to close the existing gap in the subject of job satisfaction and teacher attitude on their performance. The research findings will help to, improve teacher attitude towards their work, boost satisfaction in their job and in particular to improve quality of education in rural secondary schools.

## **1.2 STATEMENT OF THE PROBLEM**

Human resources is without doubt the lifeblood for any organisation's success and so are the teachers in any school organisation. Research studies have it that, a happy employee increases productivity by 12%. Armstrong (2011), shares the same sentiments with the above when he reports that, satisfied employees increase productivity in organisations.

In contrast, a casual engagement by the researcher in some Bikita District secondary schools, revealed that teachers' job satisfaction is not treated with utmost concern by the Ministry of Primary and Secondary Education and as a result a large number of teachers are dissatisfied and not attaining the intended organisational targets. Due to the dissatisfied nature of teachers, the teaching profession in the district is characterised by the following challenges; low teacher job commitment, avoidance of work responsibilities, poor student pass rates and increased forms of teacher undisciplined behaviour such as, late coming for work, unexpected absenteeism, clock watching, engagement in alternative forms of employment while at work, just to mention a few. Sadly with the high rate of unemployment hitting Zimbabwe, these teachers are left with no choice except to stay put in their profession even though their passion for the job no longer exists.

Nevertheless, the researcher believes that if the government through the Ministry of Primary and Secondary Education shows commitment to the wellbeing of teachers, ensuring their satisfaction, teachers will stay corporative and productive in their jobs. According to Ram, (2013),

management should ensure that employees (teachers) are recognised, motivated and that they are provided with the much needed job satisfaction for them to reach their true potential and worth to the organisation. Therefore, it has become imperative that the Ministry of Primary and Secondary Education should start engaging in stimulating teacher job satisfaction within their area of operation in order to improve teacher job performance. It is for these reasons that the researcher saw it necessary to investigate into teacher job satisfaction and its impacts on teacher job performance.

A multiplicity of studies have been undertaken by researchers to explain the impact of job satisfaction on job performance in other organisations, but little has been done to investigate this same phenomenon in the teaching profession. Therefore it is in light of this that the researcher decides to carry out this study with reference to teaching services. This study topic is modelled around the following teacher job factors; working conditions, motivation and teacher attitudes.

### **1.3 MAIN RESEARCH QUESTION**

1. Is there any relationship between job satisfaction and job performance?

#### **1.3.1 SUB- QUESTIONS**

- i) How do working conditions influence teachers' job satisfaction and job performance?
- ii) How does motivation influence teachers' job satisfaction and job performance?
- iii) How do teachers' attitudes influence their job performance?

#### **1.4 SIGNIFICANCE OF THE STUDY**

As an aspiring school manager, the researcher would want to make use of the research study findings and recommendations to determine aspects associated with subordinates' job satisfaction in relation to their performance at workplace.

The project findings and recommendations will help the Ministry of Primary and Secondary Education realise the challenges rural schools face and this will enable them to create some policies and measures to ensure job satisfaction for high levels of performance in the whole sector.

The research findings will contribute to the body of knowledge in all organisations that deal with human factors to realise that effective job performance is due to job satisfaction of their employees. To the rural communities where this study is dedicated, it might mean improvement of road network infrastructure through such authorities like the Rural District Development Council.

The university shall be supplied with the hard and soft copies of reference materials to their library for use by other students who may wish to further their research on the same or related researches, and these reference materials shall be made available on internet to allow convenient accessibility to it from any corner of the world.

## **1.5 ASSUMPTION OF THE STUDY**

From the beginning of the study the researcher assumed that;

- Teacher attitude impacts heavily on job performance
- Motivation plays an important role in boosting teachers' job performance.
- Teacher professional advancement, growth opportunities, workplace conditions, autonomy, rewards and incentives play a vital role.
- High level of indiscipline in education is as a result of teacher job dissatisfaction.
- There is a relationship between job satisfaction and job performance.
- Current low O' level pass rates in schools are an indication of teacher job dissatisfaction.

## **1.6 LIMITATIONS**

Cresswell, (1994) defines limitations as a possible shortcoming that either cannot be controlled or is a result of the delimitation imposed by or on the invigilator. This means that no study can flow easily without limitations being encountered along the way. The scope of the study is to investigate on job satisfaction and how it impacts on job performance. Although the issue of job satisfaction in relation with job performance is a global issue, this study focused on Bikita district.

While the researcher's intention was to make a thorough study on this topic, there were some limitations. Availability of time for the research study was too limited taking into account that the researcher is a fulltime teacher who would need to scheme, plan, mark, coach some extra-curricular activities and carry out some departmental Safety, Health and Environmental (SHE) chores in the school. In a way to control these limitations, the researcher took half of his holiday

time during August holidays and gave himself enough time to work on the project. The researcher also applied for a week's leave during the beginning of the third term to go and solicit data from the target population.

Another limitation to this study was financial constraints. A substantial amount of money was needed to cater for the researcher's itinerary which included transport, telecommunication, and e-mailing, typing and printing costs. However the researcher stretched the resources to the fullest in order to make this study a success. In this regard the researcher had to make some special arrangements with his school management so that he could freely make use of the school facilities like scanners, photocopiers, internet access and telephone.

## **1.7 DELIMITATIONS**

Thomas & Nelson, (2001) define delimitations as choices the researcher makes to define a workable research problem. Hence, if a researcher delimits a study he is putting the reader into perspective as to the geographical setting where the study is to be carried out. This study was confined to the Zimbabwe Ministry of Primary and Secondary Education, Bikita District. Bikita District is situated in Masvingo Province and its education offices are approximately 85 km east of the provincial capital Masvingo. The data gathered was confined to the topic; 'An investigation into job satisfaction and how it impacts on job performance'.

## **1.8 DEFINITION OF KEY TERMS**

### **Job satisfaction**

- According to Robins and Langton (2008), it refers to an individual's general attitude towards his or her job. Mullins (2005) defines it as an emotional feeling, an attitude and a

matter of perception by an employee over his or her job. Therefore job satisfaction is the contentment an employee has with his or her job.

### **Job performance**

- According to Milkovich & Widgor, (1991), it consists of complicated series of interacting variables pertaining to aspects of the job, the employee and the environment. This may include; outcomes, behaviour and personal traits.

### **Indicators of job satisfaction**

- Low employee turnover- not more than 12% per annum, (Dessler, 2004).
- High performance and productivity by teachers. This might be represented by high pass rates in schools.
- Decreased absenteeism or work neglect- Teachers will be less involved in personal task to compensate for the little they will be getting from their profession.
- Decreased teacher disciplinary hearing and misconducts.
- Making constructive statements about the work group and the organization volunteering for job activities (Robins & Langton, 2008).

### **Indicators of job dissatisfaction.**

- High employee turnover rate of more than 12% per year, (Dessler, 2004).
- Avoiding work responsibility, (Robinson & Langton, 2008).
- Increased disciplinary hearings and complains.
- Poor pass rates in schools- 14%, 19.50%, 18.4%, (Guchu, Newsday Zimbabwe, 2014).
- Lack of interest in meetings- which might be through teacher reluctance to contribute.

## **1.9 SUMMARY**

This chapter discussed the research problem and managed to come up with the research questions which worked as guides to the whole study. The significance of the study was spelt out. The researcher pointed out his assumptions of the study and these assumptions were made to be proved wrong or right through the research findings by the end of the study. Issues pertaining to limitations of the study were also discussed with special emphasis to financial and time constraints. The project boundaries were clearly stated under study delimitation where the focus of the study was confined to job satisfaction and how it impacts on job performance where Bikita District public secondary schools were used as sample population of the study. Some definitions of key terms that were used throughout the study were given. The following chapter dealt with the literature review where the researcher tried to link up with other authorities who took their time to investigate on an almost similar problem the researcher was investigating.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0. INTRODUCTION**

This chapter provided some literature review in relation to the study topic and research sub questions identified. According to Hart, (2003) literature review is informative ideas, data and evidence from a particular standpoint to fulfil certain aims on the nature of the topic and how it is to be investigated and the effective evaluation of these documents in relation to the topic being researched on. In other words, literature review simply means a flashback illumination of other scholars' masterpieces in conjunction with areas to be investigated.

#### **2.1. HOW DO WORKING CONDITIONS INFLUENCE TEACHERS' JOB SATISFACTION AND JOB PERFORMANCE?**

In order to deliver high quality education in schools, school organisations must attract, develop and retain talent. In attracting these effective teaching professionals, schools working and living conditions play an important role where they have to offer teachers with safe, pleasant and supportive working conditions. Chapman (1994) asserts that teachers' working conditions are important in the sense that they bring about satisfaction in teachers and in turn if satisfaction in teachers is attained, there is most likelihood that teachers will perform. According to George and Jones (2012) teachers' working conditions encompasses the following; personality, working environment, professional advancement, public respect, empowerment, equitable rewards and workload.

According to Murnane, Singer, Willett, Kemple and Oslen (1991), salary is one of the most influential and attractive factors for teacher motivation and increase performance. Equitable rewards win the hearts of many employees. They make them feel that they are treated fairly by the organisation and this helps to build a positive attitude in them. Such issues like the promotion policy and pay policy have to be perceived as fair by employees. The danger is that, if teachers perceive an element of unfairness in them, they may choose to quit the organisation and sort employment somewhere. This kind of employee might even persuade others to reduce inputs so as to match the output or might reduce their input in order to match their output (Mullins, 2005). According Murnane, et al (1991), the most common reason for teacher attrition worldwide is salary. Teachers who are paid more stay longer than teachers with relatively low salaries. Research has it that a teacher in the below average salary stream was approximately one and half times more likely to leave at the end of the first year than a teacher in the above average stream. Thus, better paid teachers gain job satisfaction and motivation leading to high performance at work. This therefore means that, how much an organisation pays its teachers and what criteria it uses as a basis for salary increases are important aspects of teachers working and living conditions. It also can be argued that with the rise of knowledgeable employees, school organisations cannot use one size fits all type of compensation systems but organisations should accommodate all types of teacher ranks based on their input in order for them to motivate teacher performances.

Empowerment of teachers in their working environment is one other important aspect if school organisations have to increase teacher job satisfaction and job performance (Wilkinson, 1999). Empowerment gives teachers responsibility and opportunity to make decision that concern his

profession. The psychology behind is that, if teachers are given such opportunities to make decisions about their job, they become full participants in all issues that take place in and around their working environment. They also feel to have ownership of whatever takes place around them. In this regards, teachers will thrive to achieve the set goals of the organisation because they would have been made accountable for what would be taking place in the organisation, and this brings about high performance at the same time a sense of achievement, (ibid). Through empowerment, headmasters, and their deputy heads will become mentors, and advisors rather than bosses which give teachers a sense of owning the school. However it is not always the case because some teachers might feel dissatisfied through given tasks and this might seem challenging to them.

Among other working conditions associated with teaching, the need for growth opportunities and professional advancement is by teachers is one of them. According to Jones (2001), professional development are activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Nhundu (1994) reports that teachers just like any other employees need opportunities to further their education for professional growth and advancement. The reason behind this need by every employee is that if they are given this opportunity to further their studies they would become absolute in this dynamic environment. In Zimbabwe the Ministry of Education supports the move but teachers have to apply for study leave and they have to be bonded after completion. However, the individual have to fill in some cumbersome papers which will have to go through so many processes and offices, thus dissatisfies teachers and the attitude mostly lowers thereby lowering performance. The other demotivating issue in this regard is that after teachers complete their studies, there is no recognition since both hold

diploma and degree holder have the same salary. Despite these disparities, organisations should know that inadequate professional development opportunities may result in teachers' dissatisfaction and poor performance. In order to harness this problem teachers need to participate in workshops and in-service training programmes so that their skills, knowledge and expertise are enhanced. Once that commitment is shown by an organization, Jones (2001) reports that, teachers will feel honoured and respected, besides, organisations will have empowered its teachers who will in the end add value to the organisational goals. Teachers level of satisfaction will increase also and so will be their working morale hence, improve job performance. In the same context, in order for schools to provide high quality education, they should not only hire well-qualified teachers, but also must help improve their skills, stay current in their fields and learn about new teaching methods. School support for professional development is likely to contribute to higher job satisfaction, lower attrition and increase in job performance (Jones, 2001).

However according to Murname et al (1991), the problem with developing countries is that, whilst provision of adequate professional development activities are believed to reduce the teaching burden, enhancing teachers' commitment, facilitating learning and building collegiality, it is sad to note that, most of these activities do not accomplish the need of teachers. This therefore implies that if proper and realistic planning of these opportunities involving teacher programmes is done, this will see teachers' needs being met and this may lead to teacher job satisfaction and their increased performance.

The other aspect of teacher working condition that seems hidden but need to be managed with caution is teacher personality. According to George and Jones (2012). Individuals have got personality which they inherit and these are the most determinants of satisfaction levels. They argue that just 30% of job satisfaction was influenced by the personality of a person towards his job, and that since individual personality can not be changed, organisations through management therefore need to take care of the 70% left so as to achieve high job satisfaction. The recommendations by Van der Westhuizen (1991) is that this might be done through rewarding, promoting, developing employee and provision of favourable organisational policy.

Despite the fact that teaching as a professional compared to many professions like; nursing, engineering, it is associated with very heavy workloads which includes ambiguous roles and responsibilities, exhausting schedules like lesson planning, scheming and marking of children's books. According to Murnane et al (1991) teachers are overwhelmed with schedules and overcrowded classes, such that, they are reported unable to connect with other colleagues and barely have enough time to think about their personal growth. It is argued that the highest reason for teachers' job dissatisfaction and poor job performance are most associated with concerns about heavy workloads. In some rural setup where there is shortage of teachers and adequate infrastructure, classes are characterised with high and unfavourable teacher-pupil ratio as big as 1:50 instead of the stipulated 1:40/30 depending with the subject areas.

Public respect of teachers is one other important factor to consider. The public's level of respect for teachers will influence the attractiveness of the teaching profession and the quality of new teachers. Teachers depending on their country are fairly well respected as professionals, but they still hold a low social status and mostly receive low admiration in their communities (Jones,

2001). He furthermore asserts that if teachers gain more influence and authority in their careers and schools, they would find greater satisfaction in their work and students would benefit through increased performance by their teachers. Teaching in Zimbabwe is recognised as a noble profession from both academic and religious perspectives, however regardless of this teachers have to fight every day with social and cultural stereotypes. Aspects to do with their compensation is one other issue. One would find a teacher's salary below the poverty datum line, an issue which leaves the profession with no dignity at all.

#### **2.1.4. THEORETICAL FRAMEWORK**

A multiplicity of theorists played a pivotal role to the development of motivation theories. Some of them are classical theorists (Fredrick Taylor and Elton Mayo Content theorists like Maslows and Herzberg's Two Factor motivation theory and Process theorists like Vroom. In order to establish a theoretical framework that deals with the effects of job satisfaction (motivation) on job performance. A discussion of Maslow's needs hierarchy (1954) and Herzberg's two factor theory (1983) will be utilised. Both theories focuses on the needs fulfilment and satisfaction of an individual in a context. Research has confirmed that there is a very strong connection between job satisfaction and needs fulfilment that increase teachers' job performance.

#### **2.1.5. MASLOW'S HIERARCHY OF NEEDS**

Maslow (1954) assumes that every individual requires the fulfilment of physiological needs (water, food, clothing, shelter), safety needs, social needs (love, belongingness, care), esteem needs (self-respect, self-reliance, achievement) and self-actualisation (growth, self-contentment). According to Maslow fulfilment of one type of needs persuades on individual to desire the needs of next level. Physical needs (salary and better working conditions) affect the physiological need

level (food, clothing, and shelter). If teachers do not have their basic needs fulfilled, they will not be satisfied with their job leading to poor performance. However, if teachers have their basic needs fulfilled as postulated by Maslow, (1954) they will think of other factors like safe and protective environment, fair management and job security.

Moreso, social factors of fostering positive and strong relationships with others in community fulfil their needs to be loved and accepted. Teachers develop a sense of belonging and care with others and such strong social connections help them feel satisfied with their job thereby increasing their job performance. Teachers not only need to have social interactions but they also seek respect from their students, fellow teachers and community for them to be satisfied with their job. They also need recognition and rewards from administrators on their improved performance. In order for job satisfaction and job performance to occur, there is need for professional support to enhance teacher's knowledge and skills. In turn the accomplishment of social needs confer recognition respect and knowledge which drive them to the next level of esteem needs.

Esteem needs respond to the psychological factors, such as satisfaction with their jobs compassion, self-esteem and boosting teachers' confidence hence high performance. Attainment of self-esteem needs allows teachers to think about their weaknesses and strength in order to enhance job performance thereby reaching self-actualisation level of needs. A self-actualised teacher knows what he wants to be, what he needs and what he/she is capable of. This would be the ideal level that would allow teachers to feel motivated and committed hence high job performance in schools.

### **2.1.6. HERZBERG'S TWO FACTORS THEORY**

Herzberg (1959) attests that fulfilment of needs highly depends on individual satisfaction. Likewise, attainment of teacher's high performance at work depends on teachers' job satisfaction. Two factors of need satisfaction are hygiene factors that do not satisfy the individual needs but cause dissatisfaction (working environment, salary, job security and benefits). Motivational factors that give individuals positive satisfaction (recognition, responsibility, advancement, growth). These factors cause dissatisfaction which results in poor job performance, low salary, poor working conditions, low status, heavy workloads and lack of organisation professional support to teachers. However, if all these factors are satisfied, they could positively impact on teacher's job performance.

Moreso, higher order needs are usually satisfied by intrinsic factors. Motivating factors like autonomy, reward accomplishment recognition and professional development activities motivate teachers and are capable of working efficiency and effectively thereby increasing job performance. Maslow and Herzberg reiterated that needs of teachers should be fulfilled and satisfied in order to motivate them. This will not only help to retain teachers but it will also provide them with an opportunity to build a quality physical, social and psychological environment of learning. Therefore an increase in performance will be gained if the teacher has high or equal salaries as offered by other professions, if they teach in a secure, equipped and resourceful working environment with adequate workload, if they receive gratitude and respect from community and if they are given professional development activities that enhance job satisfaction.



Schools are regarded as “factories” that produce learning using various school and teacher characteristics as “inputs”. Hence, if an educational system provides the quality inputs with the goal of producing quality products (students), there is need to make this profession attractive and desirable by fulfilling the needs of teachers and offering them satisfaction and motivation to work in these education factories. Therefore if both lower and higher level needs of teachers are not being met teachers will get demotivated, develop less passion for the job, resulting in poor job performance meaning to say that there is a close relationship between job satisfaction and job performance as perceived by Maslow and Herzberg. Job satisfaction results in high job performance whilst job dissatisfaction leads to poor job performance by teachers.

## **2.2. HOW DOES MOTIVATION INFLUENCE TEACHERS’ JOB SATISFACTION AND JOB PERFORMANCE?**

There is a close relationship between job satisfaction and job performance. Job satisfaction is an emotional feeling, an attitude and a matter of perception by an employee, hence it is the contentment an employee has with his/her job, (Mullins 2005). Contentment of an employee is usually due to intrinsic motivation (achievement, advancement, growth, recognition, responsibility) and extrinsic motivation (salary, working conditions, relationship with co-workers, administration, status and security). Indicators of job satisfaction are low employee turnover, high performance, reduced absenteeism, positive attitude towards work, reduced teacher disciplinary misconducts. In contrast, indicators of job dissatisfaction are high employee turnover, poor pass rates in schools increased disciplinary hearings, avoid work responsibility and a negative attitude towards work, thereby decreasing job performance. An assessment of both positive and negative effects of job satisfaction (motivation) on job performance through

the conceptualisation of Maslow's hierarchy of needs and Herzberg's Two-Factor motivation theories is going to be considered as the main thrust of this write-up.

The most logical point of departure of job satisfaction is through motivation. Okumbe, (1998) attests that motivation is a process that starts with a physiological deficiency or need that activates behaviour or a drive that is aimed at a goal/ incentive. It consists of needs (deficiencies) which set up drives (motives) which help in acquiring the incentives (goals). Motivation is what people need to perform better and can only work if the right person with the right skills has been placed in charge of the task at hand. The performance of teachers in any school is a function of how well teachers perform their various tasks. This performance is very dependent upon other factors such as job analysis, job enrichment, selection and job placement of the teacher.

More so, when teachers are highly satisfied, the performance at school will always increase. Motivation is said to result when the sum total of various job facets give rise to feelings of satisfaction and when the sum total gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction hence a decrease in job performance (Grunenberg 1979). Therefore, an improvement of job satisfaction among teachers in schools is the linchpin of job performance.

Motivation covers all the reasons which cause a person to act, including the negative ones together with positive motives such as money, promotion and recognition. The source of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of

effort they put into an activity, since they know the results they will get will not be by luck. Extrinsic motivation has to do with incentives which are external to a person and are provided by management to motivate workers to perform tasks effectively, (Wofford 1971). Teachers are highly dissatisfied with their remuneration and other conditions of service like poor incentives, conditions of service which have resulted into low morale leading to poor performance and low pass rates in schools. For instance, in Zimbabwe's 2008 hard economic era, teachers' absenteeism and attrition were largely influenced by teacher motivational factors like low wages and poor working conditions. All educational, stakeholders agree that teacher motivation (job satisfaction) depends on multiple factors that include remuneration, location of school, availability of shelter, growth opportunities, conditions of service, work load, promotion, relationships with co-workers, job security as articulated by Maslow in his motivation theory of hierarchy of needs. Job satisfaction through motivation is key to enhancing teacher's performance of duty and consequently students' performance.

Content theorists (Maslow and Herzberg) are concerned with identifying the needs/ drives that are prioritised. Intrinsic rewards make an employee (teacher) forgo high salaries and social recognition to stay in the profession, (Herzberg, 1968). Intrinsic motivation is what that occurs while a person is performing an activity she/he takes delight and satisfaction in and is seen as internal rewards. An individual's reaction to work is basic one's attitude toward work can very well determine success or failure. Intrinsic motivation of a teacher is influenced by factors relating to tasks such as achievement, recognition, advancement and possibility of growth as postulated by (ibid). Professional development can provide opportunities for teachers to grow personally and professionally, leading to an increase in job performance.

Herzberg's Two-Factor Motivation theory attests that there are different sets of factors associated with satisfaction (motivators) and dissatisfaction (hygiene factors). Motivators generate job satisfaction related to job content (achievement, recognition, work itself, responsibility, advancement and growth). There are positive motivators that generate job satisfaction leading to increased job performance. Hygienic Factors give rise to job dissatisfaction related to job context (preventive in nature). Their presence prevents dissatisfaction but will not lead to satisfaction or motivation. For example, educational policy and administration supervision, relationships with superior, subordinates and co-workers, working conditions, salary, status and security (Hunter and Schmidt 1996). These are negative motivations that give rise to job dissatisfaction hence poor job performance by teachers in schools.

According to Herzberg, in order to get rid of hygienic factors that cause dissatisfaction, the Ministry of Education needs to fix poor and obstructive educational policies, provide effective, supportive and non-intrusive supervision. It must create and support a culture of respect and dignity for all team members and ensure that wages are competitive. There is need to build job status and security to teachers in order to motivate them being productive in schools. Therefore, there is need to first eliminate job dissatisfaction and later on create conditions for job satisfaction in a way to increase teachers' job performance in schools. Herzberg's Two-Factor motivation theory is largely responsible for the practice of allowing people greater responsibility for planning and controlling their work as a means of increasing motivation, job satisfaction and job performance.

In addition, if the motivation – hygiene theory holds, the Ministry of Education not only must provide hygiene factors to avoid teacher dissatisfaction, but also must provide factors intrinsic to the work itself in order for teachers to be satisfied with their jobs, (ibid). Herzberg attests that job enrichment is required for intrinsic motivation and that it is a continuous management process. The job should have sufficient challenge to utilise the full ability of the teacher. Teachers who demonstrate increasing levels of ability should be given increased levels of responsibility. Herzberg focused on job centred factors in the motivation of employees. Insight led to increased interest in job enrichment and the restructuring of work. He also explains the limited influence of money, fringe benefits and better working conditions and job satisfaction (Hunter and Schmidt 1996).

Sogomo, (1993) observed that in the United States, more satisfied elementary school teachers assign more importance to recognition by administrators and supervisors and less important to recognition by peers. Employees want to be recognized for their job achievements for example, incentives to teachers with high pass rates in O’ and A’ level exams. A leader needs to acknowledge the works of their subordinates immediately, publicly thank them for the job well done thus motivating and encouraging them to repeat positive behaviour towards their work thereby increasing job performance. An intrinsically motivated individual will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him or her, (Wofford 1971). For a teacher to be motivated in a work situation, there must be a need where an individual would have to perceive a possibility of satisfying. Therefore, competence, autonomy, positive performance, feedback and relatedness increase intrinsic motivation of a teacher, hence increase in job performance.

In addition, job satisfaction is often determined by how well outcome meet or exceed expectation (Luthans 1998). For instance, if organisation participants feel that they are working much harder than others in schools, but are receiving fewer rewards they will probably have a negative attitudes towards the work, the co-workers and school heads. Job satisfaction has been linked to important job outcomes including attitudinal variables, absenteeism, employee turnover and job performance. It is strongly correlated with attitudinal variables such as job involvement, organisational commitment, job extensions, frustrations and feelings of anxiety. Research has found that although a positive relationship exists between job satisfaction and performance it is moderated by the use of rewards at an organisation and the strength of employees attitudes about their jobs, (ibid). Lack of job satisfaction is a predictor of staff turnover, absenteeism, poor performance and counter – productive work behaviour.

Luthan, (1998) extrapolates that extrinsic rewards are tangible benefits relating to a job such as salary, fringe benefits, physical conditions, work load and resource availability. Extrinsic factors such as organisational policy and administration technical supervision, personal and interpersonal relations with superiors, peers and subordinates affect the external motivation of a teacher. Working in rural schools is more difficult and more de-motivating than in urban schools due to poor living and working conditions, (Wofford 1971). Working and living conditions have an effect on teacher morale, motivation and thus their performance. The key factors are workload, classroom conditions, management support and distance at work, housing and travel affects teachers morale and performance at work. The high cost of travel contributes to teacher absenteeism and lateness in schools while very large class sizes are the norm for most teachers.

Maslow's hierarchy of needs theory asserts that people always want more and their needs depend on what they already possess, (Maslow 1954). He suggested five levels of needs (physiological, security, belongingness, esteem and self-actualisation) that are arranged in order of increasing importance, starting with physiological needs. When needs at one level are satisfied, they are no longer motivators and the individual moves up the hierarchy to satisfy needs at the next level. Some teachers work in remote areas, like Bikita district, which has no decent housing, no access to clean water and health facilities resulting in serious wastage of teaching time, job dissatisfaction and poor performance by teachers. According to Maslow, these are some of the physiological and safety needs that need to be satisfied first for the teachers to increase both their job satisfaction and job performance.

Moreso, it is undeniable that monetary compensation is a major rationale for working no matter what other motivation or passions co-exist for the job. Studies conducted by Murname et al, (1991) demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicates that teachers who are paid more, stay longer in teaching and teachers with higher opportunity costs, stay in teaching less than other teachers. For example, the issue of incentives in Zimbabwean schools, appeared to lead to job satisfaction and increased job performance by teachers in schools. Due to increased job performance by teachers, good pass rates are obtained in most schools hence self-respect and recognition of teachers in society i.e. thus achieving one of Maslows higher level need (esteem).

Professional development also leads to job satisfaction and an increase in job performance of a teacher. It is a means of increasing teaching professionalism which could have a positive influence in job satisfaction, retention and performance in their schools and their profession. This is also in line with Maslow highest level of need (self-actualisation). It refers to what a person's full potential is and the realisation of the potential (Maslow 1954). Maslow describes this level as the desire to accomplish everything that one can to become the most that one can be, for example, opportunities for advancement, creativity and advancement for high performance. Satisfaction with career development positively correlated with organisational commitment job satisfaction and job performance. Thus, the role of the school head must provide adequate guidance for his school teachers.

Moreso, intrinsic and extrinsic (motivation) job satisfaction plays a pivotal role in acquisition and dissemination of knowledge. The quality and adequacy of resources such as physical facilities, equipment and teaching materials have a direct bearing in the performance of teachers as they show how effectively the curriculum is implemented. Therefore, teachers need high motivation in terms of work load, remuneration, promotion and a conducive teaching environment so as to provide maximum services to the pupils.

All in all, according to Gitonga, (2012), job satisfaction through intrinsic and extrinsic motivation positively and negatively affect the performance of teachers together with performance of students. Intrinsic motivation through achievement, advancement, growth, recognition and responsibility and extrinsic motivation through salary, working and living conditions, relationships with co-workers, status and security have positive and negative impacts



on job performance. It impacts positively through indicators of job satisfaction that includes low teacher turnover, high performance, reduced absenteeism, positive attitude towards work and reduced counter-productive behaviours. It negatively impacted on job performance through indicators of job dissatisfaction such as high employee turnover, poor pass rates in schools, increased disciplinary hearings, avoiding work responsibility and a negative attitude towards work that reduces job performance. Success or failure of a school depends on many factors such as teacher's motivation which affect teachers' morale/satisfaction hence performance.

### **2.3. HOW DO TEACHERS' ATTITUDES INFLUENCE THEIR JOB PERFORMANCE?**

Attitudes refer to evaluative statements which can be favourable or unfavourable concerning a person or an object or a situation, (Robbins, 2005). This means that attitudes reflect on how an individual feels or perceives an opinion or a situation. This could be an individual's opinion about his/her own job and may come in a positive or negative form.

According to Jex (2002), attitudes are not rigid like personality, instead they are elastic, and thus they can be moulded into a different form over time. They contain three components namely an affective component a cognitive and behavioural components which are related to a specific object. However attitudes usually refer to the affective and the cognitive component whereas behaviour is an outcome of attitudes, (Anold, Cooper, & Robertson1998). Conceptualisation of the Theory of Reasoned Action and Theory of Planned Behaviour will be utilised in order to establish the whole relationship between attitudes and behaviour.

The Theory of Reasoned Action developed by Ajzen and Fishbein (1980) in Berghe, (2011) is a framework for resurgence of the attitude construct and it has been fundamentally influential in subsequent research regarding attitudes and behaviour. They say behaviour is a result of three corresponding components namely; intentions, attitudes and subjective norms. Actions are predicted by intentions and intentions in turn are influenced by attitudes and subjective norms. Consequently if an individual intends to perform an action then it is likely that he/ she will do so as long as the attitude and the objective norms are in congruence with the intention. When an individual develops a feeling about a situation, whether positive or negative, eventually that feeling will be put or developed into action (behaviour) in a way to show how that individual perceives the given situation. For instance if a teacher has negative attitude towards work, it also leads to a behaviour of poor performance at work.

Arjzen and Madden, (1996) in Berghe, (2011), modified the Theory of Reasoned Action into the Theory of Planned Behaviour. In addition to attitudes, subjective norms and intentions, the Theory of Planned Behaviour introduced the concept of Perceived Behavioural control as a fourth component. Perceived Behavioural control has a direct influence on behaviour and also indirect behaviour through intentions, Bandura, (1977). Perceived Behavioural control takes from Bandura's Self-Efficacy Theory. He defines it as the conviction to successfully execute the behaviour necessary to achieve a particular outcome. The perception of Self- Efficacy in turn is fed by interpretation of actual performances. So if an individual is confident that he/ she can perform a certain behaviour, then it is more likely that this person will display this behaviour as long as this behaviour results in a desired outcome, (ibid). Therefore, if a teacher has a positive attitude towards work it leads to job satisfaction and increase in job performance in school. The

more often one has displayed certain behaviour in the past, the more likely one will exhibit similar behaviour in the future. Past behaviour as a direct determining factor for behaviour was not part of the Theory of Reasoned Action.

In order to elaborate more on the effects of attitudes to work performance, the researcher will deliberate on the following examples of behaviours teachers exhibit on their workplaces if working under dissatisfaction.

### **2.3.1. JOB SATISFACTION/ DISSATISFACTION.**

The terms “job satisfaction or dissatisfaction”, bears elements of attitude a teacher carries about his or her own job. Robins and Langton (2008) define job satisfaction as an individual’s general attitude towards his or her job. This general attitude could either be positive or negative in nature. Both terms; attitudes and job satisfaction cannot be separated from each other for one can be as result of the other. If a teacher expresses negative attitudes towards his job he or she may exhibit some elements of dissatisfaction towards his job, and if he expresses a positive attitude towards his/her job, one may also express satisfaction or contentment towards his or her job.

Mullin, (2005) defines job satisfaction as an emotional feeling or an attitude and a matter of perception by an employee/teacher towards his/her job. Job satisfaction can be affected by the teacher’s likes and dislikes, intrinsic and extrinsic needs, degree of achievement of a difficult task, career opportunity and the like. The perception behind the above variables by a teacher leads to either job satisfaction or dissatisfaction, negative or positive, by the teacher towards his work.

Some positive indicators or attitudes of job satisfaction can be shown through low teacher turnover. According to Dessler, (2004) low teacher turnover should not exceed 12% per annum. Robbins and Langton, (2008) assert that, if a teacher is happy and satisfied about his job, he or she makes constructive statements about the work group and the organisation volunteering for extra tasks, respecting organisational rules and regulations while avoiding unnecessary conflicts, (Armstrong 2006). Armstrong, (2009) asserts that, when an employee develops a positive attitude towards his job, his or her organisational citizenship behaviour will positively change. This may result in teachers' performance at work increasing, there will be decrease of disciplinary hearings and complains through unions, decrease in teacher absenteeism from work neglect and decrease in teacher employment quitting rate.

On the other hand, when the teacher's attitude towards work turns negative, there may be some negative indicators of job dissatisfaction that may occur in the organisation. The opposite of the above may result. The following are the signs and symptoms an organisation can witness when its teachers perceive negative opinion about their job; unexpected teacher absenteeism, from work, high rate of teacher turnover (more than 12%) according to Dessler, (2004). Increase teacher industrial action and disciplinary hearings, teacher secondary/alternative form of employment and records on poor pass rates in schools due to underperformance e.g. 14%, 19,5%, 18,4%, (Guchu in Newsday Zimbabwe, 2014). In this regards, the researcher shall give details of the elements of behavioural attitudes.

### **2.3.2. UNEXPECTED TEACHER ABSENTEEISM.**

Absenteeism by teacher from work is perceived by many as a major problem faced by many schools, (Varlas 2001 and Lewis 1981). The two authorities perceive absenteeism as the cause of severe hardships to colleagues since it usually results in the loss of productive hours for the organization and it hinders proper achievement of goals set by the school. Teachers who have positive attitude about their work place are most likely to stay put and they avoid absenteeism in order to maximise the performance and achievement of their organisational goals. Those with negative attitude may employ opportunistic tactics of absenteeism like unnecessary application for leave, late coming to work or early dismissing from work to avoid work, (Robbins 2005). Such negative attitudes may be toxic to organisations or work environment and, in such cases the education ministry management should seek to know the cause of teachers' poor attitude and demonstrate commitment to building an environment that fosters positive attitude in them.

Teacher absenteeism is a negative behavioural act that can be due to the increasing demand from work environment which may eventually become burdensome,(ibid). These demands may eventually increase teacher's level of stress while their moral and motivation decrease. This is quite prevalent in some rural schools where the teacher-pupil ratio may not be favourable due to staff shortages. This may eventually cause teacher job dissatisfaction which in turn may eventually make some teachers develop some negative attitudes towards their job and thereby becoming uncommitted to the school's strategic objectives. Such poor behaviour by teachers will eventually reduce teacher performance and the pupil's achievement level may be negatively impacted on, (Gagne 1977).

Varlas, (2001) postulates that, teacher absenteeism may lead to radically reduced instructional intensity when a regularly assigned teacher is absent. This is because the relief teacher may bring discontinuity in sequential learning to some other factors such as oversized classes and work overload. Rundall, (1986) concurs with the above when he reports that teacher absenteeism disrupts the regular routines and procedures of the classroom. When the whole burden of looking after the class is left in the hands of a substitute teacher, the teacher may lack a detailed knowledge about the students' skills level, resulting in him being unable to provide differentiated instruction that will clearly address the individual needs of a particular pupil.

Lewis, (1981) also asserts that, teacher absenteeism can be as a result of accumulated stress and burnout on the jobs. This may be as a result of deep frustration resulting from their work environment which lacks some basic amenities. In rural schools teachers may be found sharing rooms for accommodation due to lack of proper housing. The lack of proper road network, electricity and safe drinking water supply can be other conditions and contributors to absenteeism. Under such circumstances, teachers may end up taking leave off work due to stress and burnout since there may be no other incentives for them not to access such leave.

Research has it that, poor work attitude and commitment are some growing characteristics at the institutions where some teachers express major dissatisfaction with their jobs, accessing their leaves, with very little consideration for the impact on the students or colleagues,( Clotfelter, Ladd and Vigdor, 2006). There are also strong perceptions that the Ministry of Education may fail to provide adequate support for teachers and as a result teachers become very depressed, stressed out and respond by absenting themselves from work through authorised leave demands.

So in this regard, there is critical need for teachers' positive attitude and commitment along with a supportive and embracing administration in order to reduce teacher absenteeism.

According to Clotfelter, et al, (2006) teacher absenteeism can cause an increase in student misbehaviour, thus causing administrators to concentrate more resources in dealing with discipline other than academics. Due to reduced numbers of teachers on duty, it may be difficult for the remaining staff to totally control students in schools. Besides teacher absenteeism turns to lower the morale and motivation of those remaining at work, eventually causing them to quit their jobs or slack in their execution of duties. Due to teacher absenteeism, children tend to take advantage of this opportunity to also absent themselves from school. It is however difficult to quantify the findings that clearly point this possibility that students learning and performance may be negatively impacted by teacher absenteeism but Hubbell, (2008) asserts that there is a correlation between teacher attendance and student learning. So, whatever claims we may give for teacher absenteeism, there is huge volume of proof to point out that learning and performance, student attendance and behaviour are negatively affected.

### **2.3.3. HIGH RATE OF TEACHER TURNOVER**

A behavioural dissatisfaction component of attitude can also be exhibited by teachers through high rate of turnover. According to Dessler, (2004) high teacher turnover in an organisation should not be more than 12% per annum. Armstrong, (2006) reports that teacher turnover is as a result of negative attitude and lack of job satisfaction. There is however a plethora of reasons leading to teacher movement to other organisations. These attitudinal reasons among others could be, teacher poor working conditions, poor salaries, poor management and poor accord of

social status by the public. These variables, if they affect teacher movement from one district to another, they will have further negative effects on the school performance rate. This could be the reason why in 2006 – 2008 when Zimbabwe had an economic meltdown, a number of teachers moved to neighbouring countries for greener pastures and the country recorded a loss of 20 000 teaching professionals and poor O' level pass rates 20, 16% in 2006, 14,35% in 2007 and 14,44% in 2008, (Guchu, Newsday 2014).

This high rate of teacher turnover goes in line with Vroom's (1964) expectancy theory which asserts that employees are likely to abandon their profession if their expectations are not met, then they are bound to grow an attitude against the policies of the organisation, eventually they will decide to leave. Maslow (1943) concurs with the above when he asserts that employees (teachers) wish to get up the ladder to the highest needs of self-actualisation and self-esteem, however when they perceive limited opportunities of them climbing up that ladder of achievement they tend to leave the organisation due to frustration and try to find other conducive environments that may enable them to attain their needs.

According to Fishbein and Ajzen (1974) in Bergher, (2011) employees (teachers) with negative attitude towards their profession can be toxic and that they should be managed before they spoil others. It is believed that they have the same influence on those that have positive attitudes. Serious understaffing in secondary schools that result due to turnover may eventually result into an increase in the teacher-pupil ratio. This effect yields increased class sizes and teaching workloads through multi-subject specialisation and double shifts in some cases, especially for the remaining teachers whose salaries may not match their workload. Some teachers stay fatigued,



and they lose morale if the situation is not corrected and eventually they will seek employment in other schools. In some cases teachers may not decide to leave but to stay put in their workplace despite their negative attitudes. Teachers do not quit when they perceive that their input is not equivalent to their output, instead they decrease their input to match the output a clear indication of employee negative attitude towards work as a result of dissatisfaction, (ibid). It is therefore a task left for organisational management to establish what brings about negative attitude to teachers and try to demonstrate commitment to build a positive working environment. If this is not done, then those with the poor attitude may end up intoxicating the whole organisation which should not be the case.

Jones, (2001) reports that many teachers are accorded low social status and held in low esteem. They feel disrespected by both the public and the community they come from. No much concern has been shown by the responsible authorities to solve that besides exerting more pressure on them while demanding them to perform to the expected standard. This has left a lot of teachers demotivated such that those who decide to stay in the profession are only doing it just because they may not have elsewhere to go due to the high unemployment rate in Zimbabwe.

To those teachers that feel totally rejected by their management yet they would still want to stay put, they employ survival techniques. Some seek secondary form of employment in order to sustain themselves from the harsh economic conditions surrounding them. Some would introduce income generating programmes like extra lessons where they would charge parents of the children they teach some exorbitant fees, Benwell and Musikanya (2003). It is believed that in some countries like Zimbabwe some teachers were alleged not to cover the whole syllabus

content in class with the intention of wanting their students to enrol in their extra lesson classes (Mavima, The Herald Zimbabwe 2015). That is why the Ministry of Education had to intervene and impose a ban on extra lessons. As a counter action, teachers went to develop an attitude of “work as you earn”. This behaviour by teachers goes hand in hand with what Benwell and Musikanya (2003) who report about students becoming an important source of income, where teachers venture in opportunistic behaviour in order to maximize their income.

Industrial action among teacher are common in many organisations especially in developing countries. The act of demonstrating by teachers against their employer is a clear sign or indication that teachers do carry negative attitudes towards their job. It is however unfortunate that as reported by Bennell and Akyeampong (2007) that most of these unions which claim to support teachers are directly linked to the major political parties and they negatively input deep division among teachers and subsequently affects the teacher morale and commitment to teaching .The effects of this discontentment among teachers will eventually lead to their poor performance in their respective working places.

## **2.4. SUMMARY**

The chapter gave the literature review in general and particularly relating to the research topic. , *An Investigation into Job Satisfaction and how it Impacts on Job Performance*. This literature review has been provided in line with the following research sub-topics ; How do working conditions influence teachers’ job satisfaction and job performance?, How does motivation influence teacher job satisfaction and job performance?, and How do teachers’ attitudes influence their job performance?. The next chapter would touch on the research methodology.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.0. INTRODUCTION**

This section focused on the following aspects; research paradigm, research design, the target population, sampling design, data collection tools and techniques, data management, data presentation and analysis.

#### **3.1. PARADIGM**

In this study, the researcher used a qualitative research approach. Qualitative research approach as defined by Kothari, (1990) aims to gain deep understanding of a given event or organisation. Cresswell, (2003) extrapolates that; it is used because it extracts deep information of groups whilst they are in their natural setting. In qualitative research approach, the researcher makes an attempt to understand a specific organisational reality and occurring phenomena from perspectives of those involved. The researcher is bound to tie the reality “from the inside out” contrarily to “form the outside in” which was fundamental to quantitative research approach, (ibid). This then calls for the researcher to develop an open attitude in order to comprehend how the respondents experience the situation around them.

The researcher decided to use this approach because it allowed him to investigate human attitudes, opinion and behaviour regarding the co-relationship between job satisfaction and job performance. Besides, the research approach is perceived to be cost effective because it works

with small groups of participants unlike when working with quantitative research approach. The fact that the researcher is bound to stick to a limited number of respondents, makes the study to be less expensive and would make it meet the desired time frame of the study. It is also believed that the approach is good at generating rich and detailed data unlike the quantitative approach which is limited to rigid variables.

However there are some weaknesses associated with chosen qualitative approach. The approach calls for too much labour as it requires exposition for it calls the researcher to analyse cultures and interact with the population on study in order for the researcher to grasp and master their behaviours. It is also unfortunate that the approach does not gather data from the whole population, which is why according to Jonker and Pennick, (2010), some post-modern thinkers are against representatives in the study like case study.

### **3.2. RESEARCH DESIGN**

Sekaran, (1992) defines a research design as an exposition or plan of how the researcher decided to execute formulated research problem. According to Leedy, (1997), it is the strategy, plan and structure used to conduct a research and it provides a framework for collecting data. The plan takes into considerations aspects of research like; type of data, the design techniques, sampling methods and data collection and processing procedures.

A case study is defined by Kombo and Tromp, (2006) as a way of organising data and looking at the object to be studied as a whole. According to Borg and Gall, (1989) a case study is considered as a method of systematic data collection which can be used in collecting original

data from the sample population. The researcher chose to employ this design due to the following reasons as cited by Borg and Gall, (1989).

- Case studies give room to the researcher to ask questions such as, “how” and “why” in order to understand the nature and complexity of the process in action.
- It allows the researcher to study about the hidden truth in its natural setting.
- Research will be taking place in an area where few, if any previous studies have been identified

In this research study, the researcher believed that through the use of the case study design the study will bring a better understanding and deeper insight on the investigation on job satisfaction and how it impacts on job performance, while generalising on the findings based on the data collected from Bikita District public secondary schools.

### **3.3. POPULATION**

According to Best and Khan, (1993) population is any group of individuals that have one or more characteristics in common, that are of interest to the researcher. In this regard, the population on study consist of the public secondary schools in Zimbabwe.

### **3.4. TARGET POPULATION**

Zikmund, (2003) refers to target population as the specific group relevant to a particular case. The study on job satisfaction and how it affects job performance was targeted on the public secondary school teachers, school heads and their deputies who were currently working in Bikita District.

### **3.5. SAMPLING PROCEDURE**

By the time this study was done, Bikita district had a total of 182 secondary school teachers distributed in 40 established secondary schools. The researcher in this regard decided to use a purposive sampling procedure which is an example of a non-probability sampling technique. The purposive sampling procedure according to Kumar, (2005) is a sampling procedure that uses the judgement, of the research based on who can give the best information required and also prepared to share the information. The elements have to be selected on the knowledge that the researcher has on the population, (ibid). He describes it as judgmental sampling, meaning to say that the elements are chosen on the basis of information of the population and the plan of the study. The study also employed a quota-sampling method to choose the respondents who were either male or female, where structured interviews were used on all the heads and deputies while semi-structured questionnaires were administered to the chosen teachers from the public secondary schools.

### **3.6. SAMPLING SIZE**

According to de Vans, (1996), required sample size depends on two key factors, the degree of accuracy we require for sample and the extent to which there is variation in the population in regards to the key characteristics of the study. Table 1.2 below summarises the sampling size that was used.

**Table 1:2**

<b>Category</b>	<b>Target Population</b>	<b>Target Sample</b>
Secondary schools	40	5
Teachers	182	20
Deputy heads	40	5
Heads	40	5
<b>Total Target Sample</b>		35

### **3.7. INSTRUMENTATION**

Orodho, (2003) defines research instruments as data gathering tools used to solicit data from respondents. This study used semi-structured interviews on heads and deputy heads of schools. It also used questionnaires on teachers. Both instruments were used as a way to solicit data while investigating on job satisfaction and how it impacts on teachers' performance.

#### **3.7.1. INTERVIEWS**

Armstrong, (2006) extrapolates that interviews are conversation with purpose, where one asks prepared questions that are asked orally during a conversation. The researcher in this study used structured interviews for school heads and their deputies. The interviews were administered to these people because of the following reasons as outlined by Kombo and Tromp, (2006);

Interviews give room for guidance by the interviewer posing leading questions that enable him to extract the information that he wants to get from the interviewee. During the interview the

interviewer can clarify questions that are not clear to the interviewee and this enables the right answer to be generated. Interview sessions allow the interviewer to pick some non-verbal cues of the interviewee which the interviewer can add to the verbal cues as information. Interviews also make the respondent to feel as part of the team since no rigidity is displayed, and this makes the interviewee to freely participate in the research.

On the other hand, interviews have some disadvantages. Interviews as outlined by Bell, (2005) are time consuming, thereby limiting the number of participants which would result in reducing the size of the data set available for analysis. This is the reason why the researcher opted to marry it with structured questionnaires so that the two would complement each other in soliciting related data. Interviews may sometime get out of control with the respondent getting too emotional or personal, (ibid).

Despite these above mentioned disadvantages, the researcher chose to use interviews in order to extract information from respondents since its advantages outweigh its disadvantages. More so, the interviews that were carried out in this case study were not many since the sample size did not at all call for a large sample given the size of the area chosen for research study.



### **3.7.2 QUESTIONNAIRES**

A questionnaire is a document that consists of question items that solicit data from respondents, (Murevanhema, 2003). In this study the researcher employed semi-structured questionnaires. The reason being that, some questions tend to be restrictive in the answer, so the researcher had to include open-ended questions in order to solicit more information from the respondents. However, there are some limitations associated with the use of questionnaires. The respondents sometimes may find the questions difficult to respond to, so they may choose not to answer them. If they force themselves to try answering them, then there may be misinterpretation of questions, thus resulting in ambiguous responses. In order to mitigate that problem, the researcher had to make his questionnaires clear and straight forward.

### **3.8. RELIABILITY AND VALIDITY**

According to Punch, (2003) reliability is the consistence of measurement or degree to which an instrument measures the same conditions with the same subject. Weiner, (2007) defines validity as an extent to which an instrument measures what it intends to measure. Looking at the two words closer, there seem to be a very thin line between them. However Torchim, (2006) sheds more light on research reliability when he says, “reliability” means consistency, and thus the measure is considered reliable when it would give us the same results over and over again assuming that our measurement does not change. To ensure reliability, the researcher used three groups of respondents to respond to two kinds of instruments which were trying to solicit the same information from the same group of three respondents. So, the use of interviews and questionnaires inquiring on the same opinion, brought in the aspect of research validity and reliability, since these instruments yielded consistent results after repeated trials.

The researcher as well ensured validity and reliability of the instruments through asking his project supervisor to go through every interview and questionnaire element in order to verify if the information was significant to the research or not.

In addition, the researcher had to pre-test his research instruments through pilot studying. Johnson, (1995) defines pilot study as a small scale model conducted to identify the suitability of the questionnaire, omissions and other areas that needed corrections. The exercise was also done in order for the researcher to realise how long it would take for respondents to complete the questionnaires and verify if instructions and questions were clearly put down. In this regard, a pilot testing of the instruments with one of the public secondary schools, which was not part of the targeted sample for the research study was done. The pilot study data helped the researcher to modify and improve the questionnaire before they were rolled out to the sampled population.

### **3.9. DATA COLLECTION PROCEDURES**

The researcher obtained an introductory letter from the Midlands State University (MSU) to seek permission from the District Education Inspector (DEI)'s office to conduct a research with secondary school teachers, heads and deputy heads in Bikita District. The researcher with the permission from the following education offices; Head Office, Regional and District Office had to visit the purposively selected five secondary schools within the district. He introduced himself to the school authorities and explained why he had paid them a visit. The researcher with the permission from the school authorities met his targeted respondents and openly informed them of some research response expectations. Some highlights on the importance and ethics of the research study were also outlined on the respondents' questionnaire.

According to Armstrong, (2009) ethics deal with issues of wrong or right. Some respondents may wrongly interpret the purpose of the study and feel that they are being subjected to an investigation hence the need for the researcher to explain to them the purpose of the research. In this regard letters were attached to each questionnaire assuring all respondents of confidentiality of information supplied to them. Participants were assured of their right to privacy and their names were not attached to the information. Participants had to take part voluntarily in this study and finally, the issue of informed consent was correctly put in place where participants were made aware of the fact that the study was meant for academic purposes.

Questionnaires were personally issued out to teachers and an agreement was made on when the response were going to be collected. The researcher also made separate arrangements with heads and deputies for their interview dates and venues.

### **3.10. DATA PRESENTATION AND ANALYSIS**

Data analysis refers to the process of making sense out of the data generated in a research study, (Orodho, 2003). In this study, data were collected through interview and questionnaire guides. The researcher presented data qualitatively by way of describing subjects verbatim. Some data were described through the use of statistical information in a way to authenticate findings. Where necessary tables and pie charts were also used to facilitate explanation and understanding.

### **3.11. DATA PROCESSING PROCEDURE**

After the researcher had collected data from the five schools through interviews and questionnaires. All questionnaires were checked for completeness. Qualitative data were coded

by assigning a code to every response and descriptive statistics were used to summarise the data in form of percentages. The researcher had to organise and present data in form of tables, graphs and figures and this enabled the researcher to analyse and summarise the data collected in relation to the research questions. Tables and graphs for respondents from public secondary school were drawn to allow a clear analysis on job satisfaction and the impacts it's on job performance.

### **3.11. DATA MANAGEMENT**

Keeping data all together in one place is the key element of managing data. The researcher had to collect data through writing down the responses as they were being given during interviews. Questionnaires were personally given out to the respondents by the researcher and were again collected back by the researcher after completion. For the sake of confidentiality and privacy, the researcher had to keep the data in sealed envelopes and locked cabinet while waiting for its presentation, analysis and discussion. This is in line with the recommendation by the Family Health International, (2005).

### **2.12. SUMMARY**

This chapter looked at the following aspects in relation with the research methodology; research paradigm, research design, study population, target population, sampling procedure, sampling size, instrumentation which included interviews and questionnaires, study reliability and validity, data collection procedures, data presentation and analysis, data processing procedure and data management.

## **CHAPTER 4**

### **DATA PRESENTATION, INTERPRETATION AND DISCUSSION.**

#### **4.0. INTRODUCTION**

This chapter presented data findings, presentation, interpretation and analysis. The data being presented here was relating to the research questions of the study and the presented, interpreted and analysed data are a reflection of what takes place in Bikita public rural secondary schools.

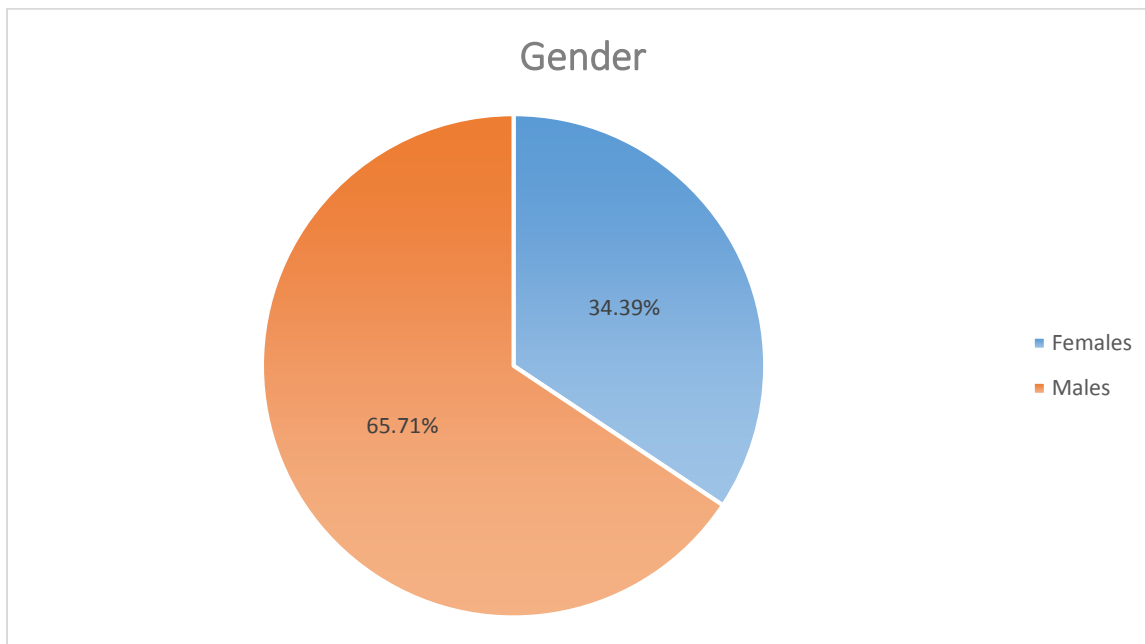
Questionnaires returned after they had been issued out to the respondents was 100%. The factor being that the researcher personally administered them to the 25 respondents. The researcher had to wait for those questionnaires to be completed so that he could collect them straight away. Pertaining to interviews with heads and deputies of secondary schools, 10 interviews were done save one school where the head was not there and the researcher had to make use of the available reporting structures, where he had to use his alternates.

## SECTION A

### DEMOGRAPHIC INFORMATION

The demographic characteristics of this study looked at the respondents' gender, age, professional qualifications, teaching experience and rural teaching experience.

#### Gender



**Fig. 4.1**

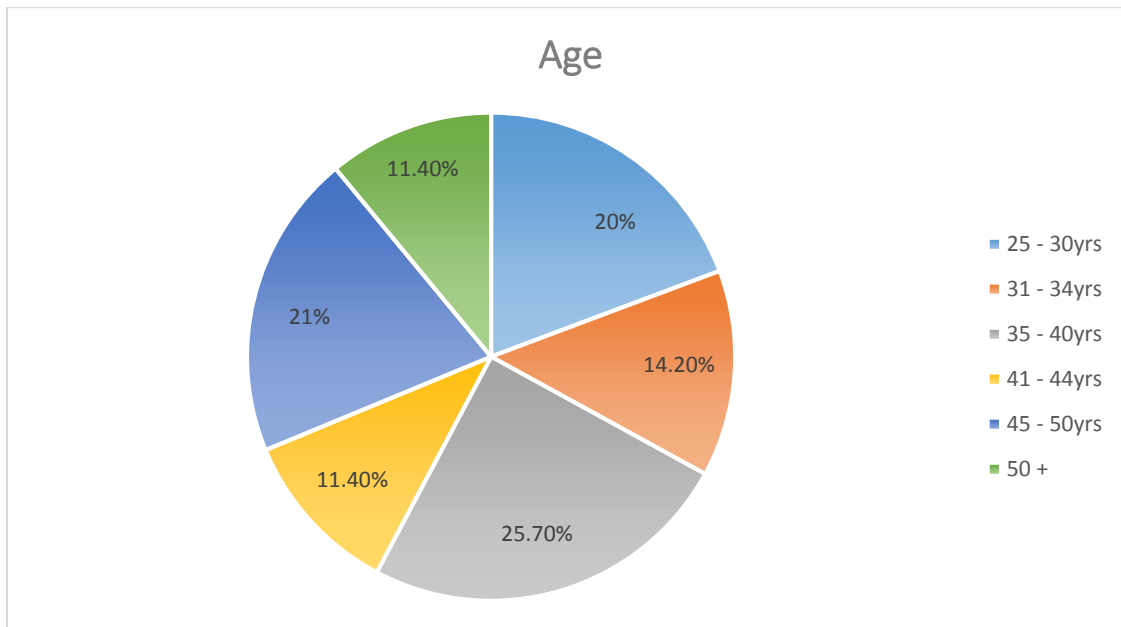
In order to determine the sex of all respondents, they were all asked to indicate their sex. Their responses indicated that 65.71% were males and 34% females. Out of the 10 heads and deputies 80% were male heads while 20% were female heads.

With the above results, it can be argued that male teachers are dominant in rural district schools due to the unfriendliness of the rural working conditions. Moreover, it can be argued that female teachers may decide to transfer or quit from the profession before serving for a long time because of their failure to achieve their lowest order of Maslow's hierarchy of needs like decent shelter and safe water, Maslow (1943). In most cases teachers who fail to have their needs fulfilled opt to leave the profession.

On the other hand, one would also want to know why this does not often affect male teachers. This can be argued that due to African cultural background and its patriarchal traits, men are expected to be the breadwinners of the family, so in most cases, when they are deployed in rural set ups they may be left with no option but to accept it in order for them to fend for their families.

The 80% representing male heads versus 20% female heads is a clear indication that higher positions in the public sector of Education are still occupied by more males than females. The same argument as above can be given with full support from Gordon (1996) that the patriarchal society is still dominant where females in high offices are outnumbered by the males in their leadership positions. It also can be argued that since females in rural districts are perceived not to stay longer in rural school due to socially related issues like wanting to join their husbands and families in towns when they marry, they may not be available for promotions when the time for promotion comes.

## Age

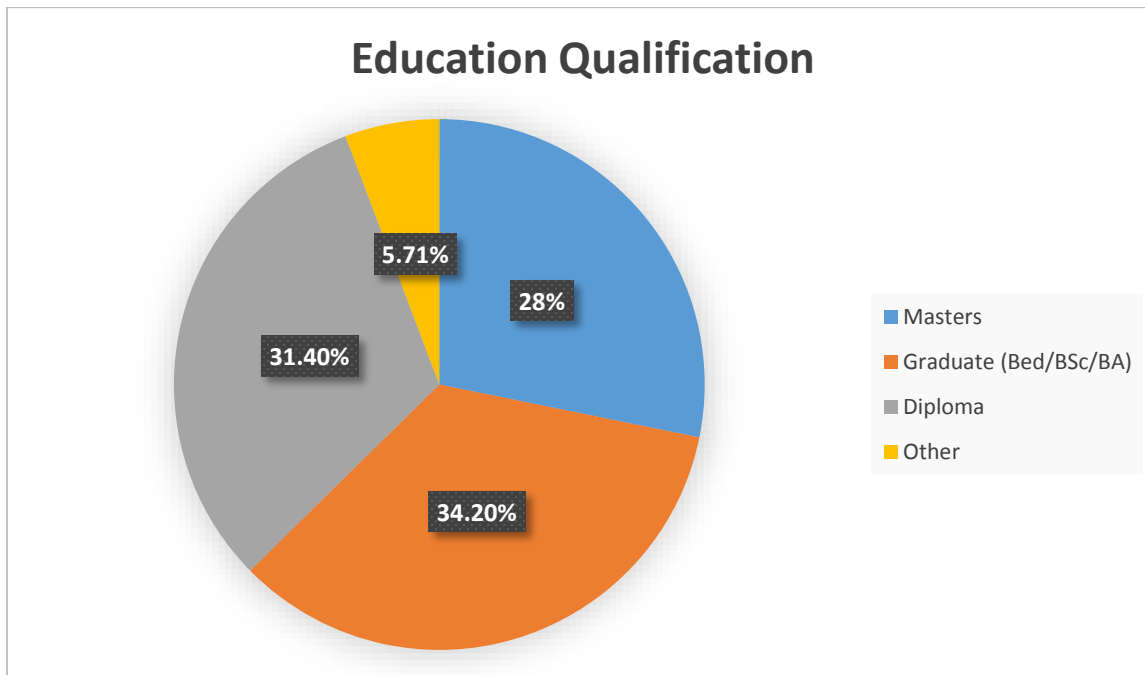


**Fig. 4.2 Distribution of teachers by Age**

As indicated on Fig. 4.2; 25,7% of the respondents were between the age of 35 – 40 years. This is the middle age group between those who usually join work and those going or nearing retirement age. It can be argued that, this group of teachers could be staying in the organisation mostly because of high unemployment rate in Zimbabwe now pegged above 90%, despite all the disparities in the organisation, they are motivated to stay put otherwise if they quit, and they might end up losing the jobs they have. According to Herzberg et al (1959) there is a relationship between job satisfaction and age since age stands as one of the intrinsic motivation of employees. As young teachers mature, they gain more experience and they would intend to stay in their profession. However, looking at the variable distribution of teachers in Bikita district secondary schools, their age seemed to form an insignificant input, if any on the teachers' job satisfaction and job performance at work.



### Education Qualifications



**Fig 4.3**

Fig 4.3 reports that, generally this district has educated teachers most of which have managed to acquire degrees where 34.2% are graduates, while 28% are master’s degree holders. 31.4% have diploma and just 5.71% are teachers but have no teaching qualifications. This indicates that Bikita district has highly qualified teachers and that the Ministry deploys teachers with required qualifications. Therefore it can be argued that the student poor pass rates in Bikita district cannot be pointed at as being attributed by lack of teaching qualifications among staff. Since these teachers have good qualifications they are therefore expected to execute their duties well and produce good results.

### **Teaching experience**

<b>Years taught</b>	<b>Rural Teaching Experience</b>
Less than 7 years	28%
7 – 10 years	22%
11 – 14 years	8.6%
15 – 19 years	17.1%
20 and above	22.9%

***Table 4.1***

According to table 4.1, 28% of respondents constituted those teacher who had taught for 7 years and below in rural set up. 22% were those with 7 years to 10 years of rural teaching experience. 8.6% had 11 years to 14 years of rural teaching experience. 17.1% had taught for the period between 15 years and 19 years in rural schools, and those who had taught for over 20 years and above in rural set up constituted 22.9%. From the presentation above one can deduce that those who had taught for 7 years and below and those who had taught for the period 20 years and above constituted bigger percentages. The researcher concludes that the 28% could be constituting those young teachers who have just been deployed from college, and with the challenge of high rate of unemployment in Zimbabwe they are left without choice except to take up jobs in the rural areas even though they are not satisfied with the working conditions around them. However, the researcher argues that this is the most dangerous type of employees in the organisation since they appear like place holders and that when any opportunity for them to leave arises they may dessert employment even during the course of the term. According to Simpson, (2002) young teachers in developing countries are likely to leave the profession to go and join

other profession since a number of those find the job not satisfying because of its poor working conditions in rural working set ups.

Coming to those who have been teaching for the period 20 years and above. Chimanikire et al (2007) postulate that, when employees get old, they become less concerned with leaving the organisation since their opportunities to find other jobs are reduced. This could be the case with those teachers. Most of them thrive to reach retirement age while in the profession so that they may enjoy their full benefits. Despite the argument above, these teachers with long teaching experience could have acquired other tactical means of survival while in the profession such that they are not bothered by the dissatisfaction they get from the organisation, as long they have compensatory opportunities to make ends meet whenever their windows of opportunities open.

**SECTION B**

**4.0. TO ESTABLISH HOW TEACHERS’ WORKPLACE CONDITIONS, REWARDS AND GROWTH OPPORTUNITY INFLUENCE JOB SATISFACTION.**

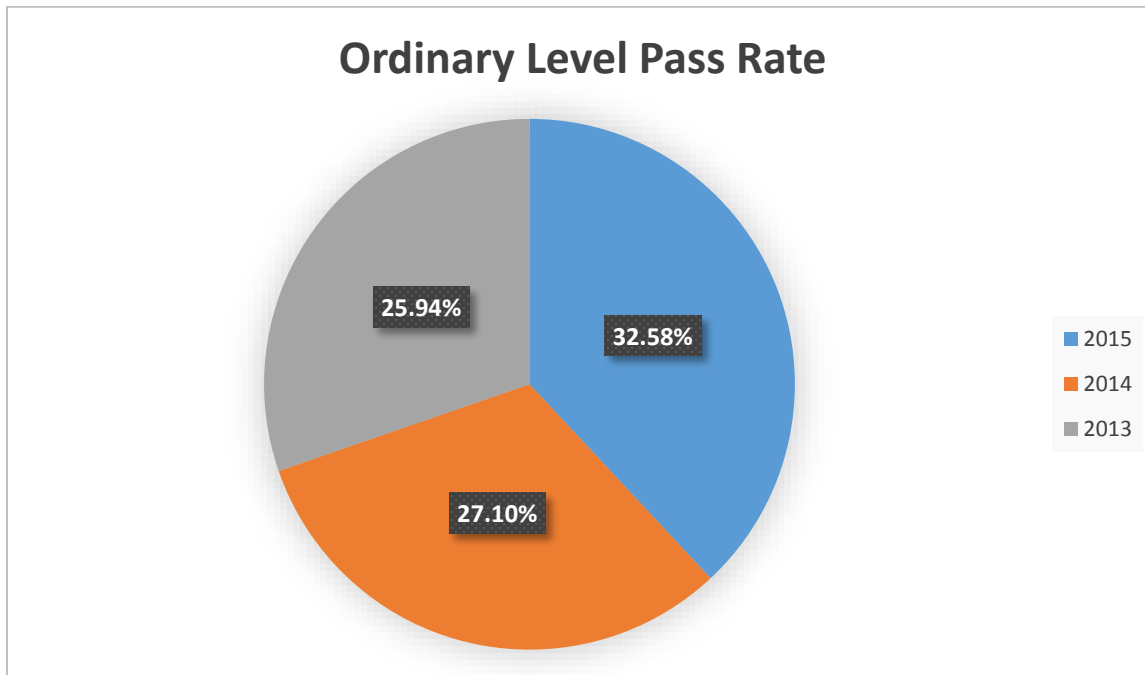
		Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied
1.	Student Performance	0%	64%	32%	25%
2.	School Facilities	25%	32%	60%	25%
3.	Student Discipline	0%	32%	40%	28%
4.	Transport to Workplace	16%	28%	44%	12%

**Table 4.2**

### a.) Workplace conditions

#### Student performance

From fig. 4.4 below in conjunction with table 4.2 above, on student performance, the majority were satisfied with their student performance followed by 32% who were dissatisfied and 25% were highly dissatisfied. This leaves the researcher with a total of 57% dissatisfied with their student performances. On the other hand, the researcher had inquired from the district offices about the district O' level pass rates for the past 3 years. The results are as indicated below.



**Fig 4.4**      *Source: District Annual Report*

Responses from the heads and their deputies were at one time discouraging especially when one of the heads confidently reported that their annual pass rates were normal since “*they were of the same trait with the national O' level pass rates which also operate below average*”. The

researcher looking at that school's recent pass rates in the past three years, it was even shocking to see that in 2014, this school recorded as low as 4.84%, but still the headmaster was not at all ashamed of his schools results. This head reported in line with (Guchu in Newsday 2014), that since 2006 to 2013 the national O' Level pass rate was operating below 35%.

Reports also indicated that due to the schools' lack of resources such as Information Communication Technology (ICT), science laboratories and electricity in more schools to enable their children to study and even study during night time, their schools were unable to attain the desired objectives of their organisation. Some on the other side indicated that, the banned incentives reduced the teacher effectiveness which led to their failure to display the behaviour that is deemed proper. This is in line Armstrong (2006) who reports that, high teacher performance comes from displaying behaviour that is good and the use of the acquired skills, knowledge and competencies effectively.

### **School facilities**

The 60% majority expressed dissatisfaction with their school facilities, followed by 32% who showed satisfaction, 4% were highly satisfied while the other 4% were highly dissatisfied. Splitting these 4 responses into just two categories, positive and negative, one would realise that a total of 64% were negative with their school facilities while 36% indicated positive about their facilities. The school heads interviews solicited the following data about the school facilities; some schools lack security fencing or have no dura walls, some lack safe drinking water, some lagging behind with technology where the whole school does not even own a single computer or an ICT labs, science labs are not available too which makes the teaching and learning of science difficult in schools. This is the reason why Murname,(1991) postulates that lack of resources in a

school has a huge contribution to teacher job dissatisfaction which then can lead to teacher attrition.

### **Student discipline**

32% indicated they were satisfied, 40% dissatisfied and 28% highly dissatisfied. The majority that showed displeasure with their student behaviour made a total of 68% versus 32% of those who indicated positive with their children's discipline.

Data collected from the heads interviews indicated many felt there was a lack of children's discipline in their schools. Some attributed the lack of pupils discipline to the long distances they walk between school and home, especially this with the girl child in mind. This is a cause of concern since there were some reported cases of children being abused along the way to an extent of them getting impregnated and subsequently getting into early marriages. Some also indicated that with the unavailability of security fence around the school yard, teachers fail to have full control of what happens to children who are meant to be in the school premises during school times.

Some heads also expressed displeasure with the introduced regulations concerning children discipline and punishment. For example, in Zimbabwe the official policy forbids teachers to use corporal punishment in schools which leaves most school being deprived of the most important part of their disciplinary action especially when children's behaviour is increasingly getting serious, (Article 7 of the Children's Act, 1972), Human Rights Committee (1998).

### **Transport to workplace**

The majority indicated that they were dissatisfied with their transport to workplace, 44%. The highly dissatisfied were 12%, while 28% and 16% constituted those who were satisfied and highly satisfied respectively.

The data gathered from the school head's interviews indicated that this could be the reason why most teachers arrive late for work from weekends especially those with families that live away from school, mainly because it is impossible for the teachers to get transport from the growth point highway to their respective schools.

### **Strategies put in place by the Ministry to enhance teachers' working conditions and performance**

This question wanted to find out from the respondents which strategies had been put in place by the ministry of education in the teachers' job and their working conditions. From the responses given, it seemed that the respondents did not understand the question, they responded to it as if it inquired them to suggest ways in which the ministry should intervene in order to enhance the teachers' working conditions. This therefore, could not be analysed nor interpreted for they it was answered out of context.

### **Strategies teachers would want see put in place by the Ministry to enhance working conditions and performance**

Respondents were asked to state two strategies they would like to see put in place by the Ministry of Education in their job and working conditions. There were varied answers that were provided by 25 teachers but the three mostly indicated were; the provision of reasonable rural and transport allowances  $\frac{7}{25}$ , the provision of non-monetary incentives  $\frac{8}{25}$  and better salaries  $\frac{11}{25}$ .

From the statistics provided one would realise that teacher's salaries are not favourable at all. Sentiments given by one of the heads during interviews were that, *"it is wiser to say that what teachers are getting are allowances instead of salaries"*. In other words, he was indicating that teachers' salaries are not reasonable enough for a profession. Some teachers suggested if the government could introduce some non-monetary incentives like residential stands for teachers, if teachers could be allowed to buy used cars without paying duty. About rural and transport allowance, they expressed that it has to be reasonable enough in order to cater for what it is intended for. Some were moaning about what they were getting from the Ministry as transport allowance, the amount tuned to the value of \$16 per month, which does not even sustain him for all the trips a teacher has to make. In some cases teachers indicated that they sometimes use their personal money to fund school based trips between school and the district offices.

In line with the above sentiments on salaries and allowances for teachers, Wofforf, (1971) asserts that working and living conditions have an effect on teacher morale, motivation and thus their



performance. He mentioned that distance at work, housing and travel affect teachers morale and performance at work. So from the teachers' responses while basing on Wofford (1971)'s assertion, one would clearly understand where these complaints were coming from. Murname, (1990) demonstrated that teachers' salaries are an important determinant of the length of time that teacher's stay in teaching. The results from this study indicate that teachers who are paid more, stay longer in teaching and that teachers with higher opportunities costs, stay in teaching less than other teachers. So the call for better allowances and salaries by rural district secondary teachers is really a cause for concern.

#### **How would teachers benefit from the above mentioned strategies?**

The question wanted to find out how the items suggested for item 4.6 would benefit teachers in general. These items as stated above are; non-monetary incentives, rural and transport allowances and better salaries and electrification of teacher houses.

The data obtained from the school heads in line with the above indicated that teachers are not happy with the way their salaries are being valued given the environment they are expected to work in. So they believe that once these demands are put in place "*teachers standard of living would be raised*", they "*would feel motivated to do their job*" and that this would "*improve teacher competencies and pass rates in schools*".

Wofford (1971) postulates that working in rural schools is more difficult and more demotivating than in urban schools due to poor living and working conditions. So there is an indication that teachers do understand that the country is going through hard economic melt-down, but since it has the powers to impose duties on vehicle importation and distribute stands to its citizens, it

could use its discretion to sometimes exempt rural teachers from paying duty when they buy used vehicles since this will ease teachers' transport problems in their districts and also motivate them by means of allocating them residential stands in the nearby growth points closer to where they work, in order for their standards to be raised. Coming on to electrification of school, this will boost the schools' academic standards because such developments will enhance the provision of school facilities such as building of laboratories and provision of computers in schools.

Response from one head reported that unavailability of electricity in rural stations makes teachers resort to use of candles, and paraffin lights when they are preparing pupils' lessons together with marking of exercise books. This alone is a clear indication of a restriction placed on teachers such that in the end this will lead to poor pass rates in schools.

The researcher has observed that it seems that the government has weaned itself off the day to day running of schools and it has given 100% powers to the School Development Committee (SDC) to run all the economic affairs of schools. This seem good idea but depends on the environment this (SDC) will be operating in. Some rural committees have families who find it difficult to construct some basic school amenities such as classrooms and teachers' houses, since on their own they struggle to fend for their own families. Even though the heads of schools emphasised on their efforts in encouraging teacher positive attitudes about their working environment, it is a big task for them to do so since the challenges are still existing in the district.

**b) Rewards and growth opportunities**

		Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied
8	I get adequate salary	0%	8%	60%	32%
9	My salary and bonus come on time	0%	0%	28%	72%
10	I am satisfied with my salary compared to other professionals with almost similar qualification	0%	8%	44%	48%
11	Staff advancement/promotion process in the district	0%	36%	52%	12%
12	In-house training and development programmes	0%	56%	40%	4%

**I get adequate salary**

Basing with data from the table above, 8% indicated that they were satisfied with their salaries, 60% were dissatisfied and 32% were highly dissatisfied using a positive and negative index as indicators of satisfaction and dissatisfaction scale, the researcher found out that a total of 92% expressed negative sentiments against what they get as salary versus just 8% who were positive or satisfied with their remuneration. This therefore implies that in Bikita district, teachers feel that their salaries which include their housing and transport allowances are not adequate.

The above finding is an indication that teacher's compensation in form of salaries is one of the crucial factors in teacher motivation as reported by Murname et al (1991) who suggest that a teacher salary is an important determinant of the length of time that teachers stay in teaching. Herzberg's (1968) two factor theory has it that compensation can lead to decrease of dissatisfaction among employees even though it might not increase their satisfaction. So lack of anticipated rewards by teachers in this district may be one of the main de-motivating factors which may be attributing to poor performance of teachers in Bikita district schools.

### **My salary and bonus come on time**

The school teachers were asked to express their feelings on whether they were satisfied or dissatisfied with the time the Ministry of Education deposit their salaries and bonuses into their accounts, 28% expressed dissatisfaction while 72% indicated high dissatisfaction. 100% response from heads of school showed dissatisfaction with the way teachers' salaries and bonuses are released into teachers' accounts.

A Sergiovanni (1955) in Gitonga (2012) this issue of salary and bonus not coming on time demotivates teachers to an extent that they will end up performing to a certain level considered satisfactory, but make little or no effort to exceed this level and this may be one of the factors causing poor performances by teachers in Bikita district. The researcher therefore feels that, Bikita district public secondary school teachers are dissatisfied by the way government release their payments into their accounts and this impacts negatively on how they execute their duties.

**To establish if teachers are satisfied with their salaries compared to other professionals with almost similar qualifications**

The majority showed that they were highly dissatisfied at (48 %), 44% were dissatisfied while 8% showed satisfaction. Again those on the positive side remain at 8% while those on the negative side indicating displeasure were 92%. The secondary school headmasters were all dissatisfied too and expressed the situation as a pity since according to one headmaster, *“Some students who even fail to attain good O’ level passes and decide to go and join the Army, after completing their six months training find themselves getting paid better than degreed teachers and we heads of schools”*. Due to these anomalies, teachers are left with no status in the community, even the profession itself has lost its dignity. According to Jones, (2001) teachers are accorded low social status and held in low esteem, so they feel disrespected by both the public and the community they came from. Despite these concerns by the teachers, nothing is being done about it instead the responsible authorities keep expecting them to perform to the expected standards. These moves have left educators with low teaching morale such that those few that decide to stay in the profession are only doing it because they have no other alternative, and if an organisation has such demotivated personnel, there is more likelihood of them underperforming and this will subsequently negatively impact on the students’ performance too.

**To establish if staff development or promotion process in the district is happening**

36% indicated satisfaction with the process, 52% were dissatisfied, and 12% were highly dissatisfied bringing to a total of 64% on the negative side of the process, while leaving 36% on the positive. Basing on the data gathered from the district offices, there are 40 secondary schools,

and out of these 40 schools only 18 are substantive heads and 16 are substantive deputies. This leaves 22 of the secondary schools being headed by acting headmasters. To make matters worse the district itself is being headed by an Acting District Schools Inspector (DSI), such a critical post, causes the researcher to call this district a '*headless district*'.

Looking at this staff establishment, the researcher would argue that the staff promotion process in the district is very slow. That alone can be an element that can bring insubordination in teachers if they see themselves being headed by an acting head and that no action is being taken by the Ministry to appoint them as substantive heads.

Pertaining to promotion after a teacher has acquired a higher qualification, the heads also reported that a diploma and a degree are in the same salary scale which to them lowers teachers' morale. After a teacher has graduated with his degree, there is no recognition of the qualification by the Ministry. This therefore can be argued that the developed teachers need to be supported by the Ministry through recognition in order for them to share the special knowledge acquired. Such sharing of the acquired knowledge by teachers with the children seem to be limited since the Ministry is even failing to recognize those teachers who would have attained higher qualifications and this gap will manifest through poor student pass rates in schools. According to Beardwell, Holden and Claydon, (2004) employees need recognition of the achievement which might be monetary or non-monetary after they have attained a higher qualification. So by delaying promotions and rewards this can lead to frustration which may lead to some teachers becoming reluctant to share the knowledge with the pupils.

### **In-house training and development programmes**

To establish if teachers were satisfied with the in-house training and development programmes, 56% indicated that they were satisfied, 40% were dissatisfied and 4% were highly dissatisfied. The data gathered from the school heads and their deputies indicated that majority of them were not satisfied with what the Ministry does pertaining to training of staff. They revealed that no significant training was done and that most of the training programmes that were meant to take place in the district were put down as strategy and on metrics but they were not being implemented and that if there are any taking place, only a few selected teachers are chosen to attend leaving some of the staff out of the training schedules, yet according to Maslow,(1954) professional advancement is one of the highest level of needs called self actualisation and if it is not met it may lead to dissatisfaction.

According to Mullins (2005) training improve knowledge, skills and attitudes of employees. So if this is not done accordingly it is the pupils that suffer the most because they are always on the receiving end. Results of the interviews that were done with heads pertaining to a staff development training programme showed that, there were indications that some secondary school teachers are benefiting from a scholarship that comes through the manpower development, but the number of teachers chosen for these degree programmes seemed to be too small. So many teachers were complaining about the lack of transparency in the selection process.

## **SECTION C**

### **4.2. TO ESTABLISH IF TEACHERS MOTIVATION INFLUENCE JOB SATISFACTION**

#### **Average teacher-pupil ratio**

The teachers were asked to indicate their teacher pupil ratio. The following were the results,  $\frac{7}{25}$  indicated 1:50,  $\frac{8}{25}$  indicated 1:55, indicated 1:200,  $\frac{2}{25}$  indicated 1:200,  $\frac{1}{25}$  indicated 1:38,  $\frac{4}{25}$  indicated 1:45,  $\frac{1}{25}$  indicated 1:60 and  $\frac{1}{25}$  indicated 1:40. So the majority were the following two groups; 8 – 1:55 and 7 – 1:50.

In this case, most teachers are seen operating with teacher- pupil ratio that is between 1:50 and 1:55. By the way, the more the numbers of students, the more the workload. Despite the big class sizes teachers are still supposed, to make sure that those scarce resources like textbooks and furniture are well distributed among pupils. In some cases according to the head's interview data, those big numbers are more of a problem to deal with when lessons have to be delivered under a tree in some schools where classrooms are not available. In some scenarios of those with 1:60, 1:200 may include practical subjects like Agriculture, Home Economics where teachers are short and classes have to be combined. Such numbers are not reasonable enough to have normal lessons going and this is a cause for concern if we were to put teacher job satisfaction and performance into considerations. This is the reason why Lewis, (1981) reveals that, high teaching workload in form of teacher – pupil ratio leads to ill preparation of teachers, hence lowering students' performance in general.



The other challenge alongside with teacher class bigger sizes is that rural school set ups which have problems with teachers absenting themselves from duty due to some harsh workplace conditions where road networking and accommodation are poor and long distances between schools and the district offices and even understaffing in some cases, (Rundall, 1986). The problems as detailed by the heads of school is that with high rates of unexpected teacher absenteeism, some remaining teachers will have to find means to stand in for their colleagues, the problem which will further multiply when it comes to double workload basing on the teacher pupil ratio. That alone is a demotivating factor among educators such that some teachers due to the love of their job remain put with the organisation, but may end up manipulating the system by being present just to get a salary without maximising their effort in lesson delivery. This is why Mullins (2005) reports that some teachers do not quit when they perceive that their input is not equivalent to their output, instead they decrease their input to match the output hence increasing poor pass rates in schools.

#### **To find out if rural school teachers receive incentives from the ministry of education**

Teachers had to respond by either a yes or a no. There were some varied responses where 60% indicated yes and 40% indicated no. Digging deeper into this through heads and deputy heads interviews the researcher got to understand that the Ministry does give rural teachers a rural transport allowance worth \$16.20 per month. This can be argued that, government has made some efforts to try and sustain the lives of those teachers in the rural school set up, but the unfortunate thing is that such remote area allowance do not appear to have a major impact in rectifying staffing balances between rural and urban schools. The allowance is so little that it does not attract teachers to work in rural set up because of it. With reference to the above,

Mulkeen(2005) suggest that since rural areas are remote and not easily accessible, special and reasonable transport allowance to the remote schools should be given to rural school teachers.

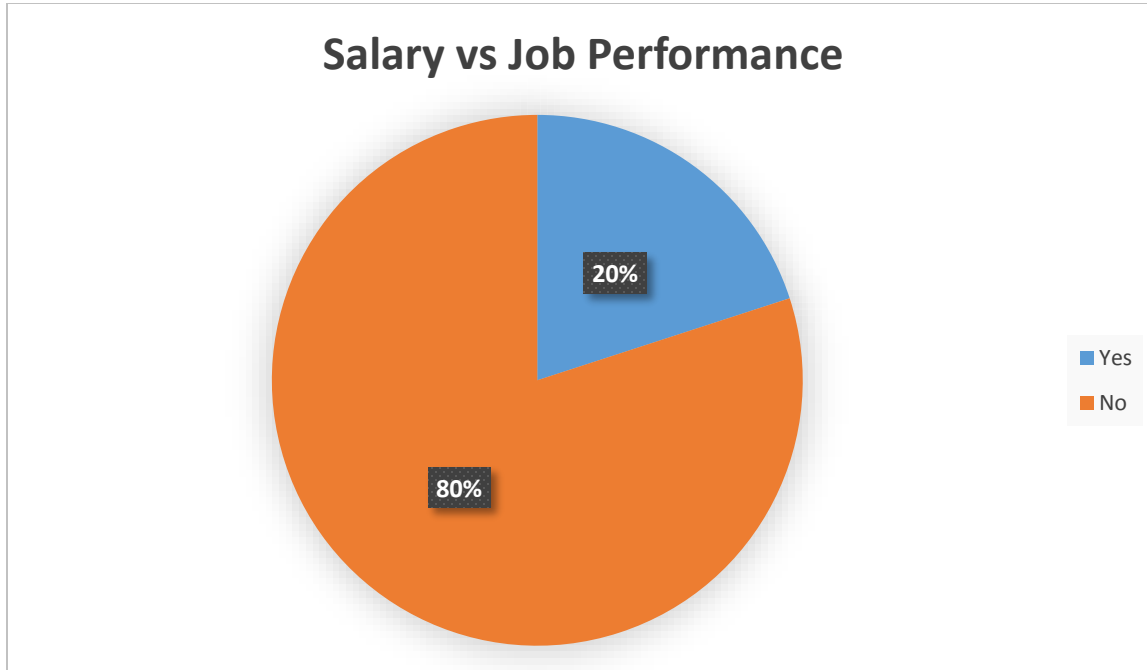
### **Rural teachers' incentives**

The question intended to find out from the rural teachers, what kind of incentives they receive from the Ministry if there are any. Only  $\frac{12}{25}$  indicated that they were getting rural allowances of \$16.20 per month,  $\frac{3}{25}$  did not respond and  $\frac{10}{25}$  indicated that this was not applicable since they had previously indicated that they were receiving nothing. Again it comes back to our previous comment on rural allowance that the government is putting some effort into the lives of rural teachers but what they give as rural allowance is too little that it finds it hard to attract a teacher to opt to go and work in remote areas over it, so the rural and transport allowance in this case ceases to be an incentive, that could be the reason why  $\frac{10}{25}$  teachers indicated that this question was not applicable to what is happening to them at all. This therefore implies that for the rural school teachers to feel incentivised, the kind of incentives they receive should be allocated in such a way that they are appreciated. This is the reason why it is suggested that the major incentives for teachers to be located in rural schools be the provision of housing, where teachers cannot leave near the school, they are likely to spend a lot of time travelling, often to the detriment of their school work, (Mulkeen, 2005)

From the interviews conducted with the heads of schools, generally their comments over this were that, what they and their teachers get as rural and transport allowance is just nothing, "*Just as good as a mockery.*" The reason being that the value of that money does not match the hardships associated with the rural teacher working conditions.

### Salary versus job performance

This question wanted to find out if teachers believe that their salaries are linked to their job performance, 80% indicated no, while 20% indicated yes.



**Fig 4.6**

Results from the heads interviews showed that there are some teachers who teach in their home areas and these could be probably the ones that showed satisfaction with what they get from the Ministry as salaries. The 80% could be those who are just there at the school for work and they stay within the school compound for the rest of the term.

All employees value the rewards they get from their organisation, and a salary is perceived to be the major reason for going to work from the statistics given, teachers highlighted that they are

not happy with what they get as salaries from the Ministry. This is a drawback in their profession for it hinders them from excelling in their job as this act brings an aspect of resentment amongst them. Due to such challenges the organisation will face challenges in attracting teachers into rural schools and to retain talent so as to sustain competition against other paying organisations. According to Luthans, (1998), rewarding and recognising employees matter because employees will feel validated, important and respected. In other words, it is a way of showing them that their contributions are valuable to the organisation. So the poor salary for teachers does not satisfy them and this makes them feel dissatisfied with their job leading to them failing to attain the organisational goals as expected of them like attaining good pass rates.

**My salary and bonus come on time.**

28% showed dissatisfaction while 72% indicated high dissatisfaction with the time their salaries and bonus are deposited into their accounts. 100% response from heads of school showed dissatisfaction with this trait of teacher's salaries and bonuses being released.

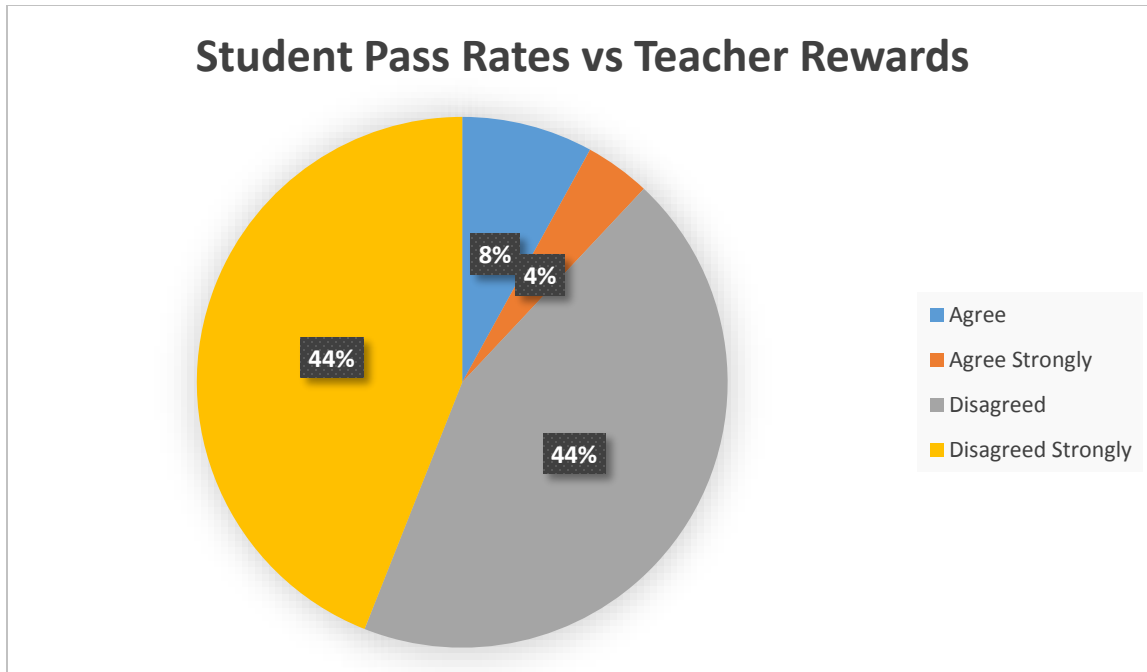
According to Sergiovanni (1955) cited in Gitonga (2012) this issue of salaries and bonus not coming on time demotivates teachers to an extent that they will end up performing to a certain level considered satisfactory, but make little or no effort to exceed this level and this may be one of the factors causing poor performances by teachers in Bikita district.

**“My salary paid is equitable to my work load at workplace.”**

Fifty four percent (54%) disagreed strongly, 40% disagreed, and 4% agreed. Looking at the disagreeing side, a total of 94% is disagreeing with the statement that indicates that teachers are not happy with what they get as compared with the workload subjected to them. When the researcher looked at the aspect of workload he put into consideration, the teacher-pupil ratio, marking load, planning of lesson and coaching teams for extra-mural activities. From the previous argument by the rural teacher where their teacher-pupil ratio was at 1:50 and sometimes double classes when colleagues would be away due to absenteeism and sometimes due to understaffing, since such challenges were reported prevalent in rural schools set up, the researcher is bound to agree with the 54% that disagreed with the statement that, the “teacher’s salary is adequate to the workload at workplace”. According to Bennell et al (2007) rural set up show a general underutilisation of instructional time in most cases and this is an indicative of a poorly motivated teaching force, where the incidence of low job satisfaction understaffing and poor teacher management combine to create these conditions for poor utilisation of instructional time. This is so because of a lot of variables associated with rural teaching where traits of teacher behaviour cannot be clearly traced yet they may be affecting the way the organisation will be expected to run. For example, *“rural schools are affected greatly with oversized classrooms, high rate of teacher absenteeism and turnover which subsequently leads to understaffing to an extent of some teachers doubling up classes in order to make learning take place”*. Just as reported by one of the heads during the interview.

**“My student pass rates are determined by the rewards I get from the Ministry of Education”**

Four percent (4%) agreed strongly, 8% agreed, 44% disagreed and another 44% disagreed strongly.



**Fig 4.7**

The researcher much concerned with the minority 4% and 8% who agreed and agreed strongly respectively. The reason being that these few showed discontentment and dissatisfaction with the effort they have put into the child through education, they are very concerned with what they get from the employer in turn. Robbins (2005) asserts that management should seek to know the cause of teacher poor attitude and demonstrate commitment to building on an environment that fosters a positive attitude in them.

Such teachers are those teachers with that mentality of “*work as you earn*” and they care not about much except their productivity/outcome and reward. To them teaching is like business transaction; one should get the equivalency of what he worked for, if they are not honoured accordingly they tend to reason about the discrepancies. According to Luthans, (1998) if organization participants feel that they are working much harder than others , but are receiving fewer rewards they will probably have a negative attitude towards the work. With such attitudes in the teaching organisation, it is difficult for schools to produce good results as long as the teachers’ salary issues are left pending and not addressed or the teachers themselves are dissatisfied with the working conditions around them. Tracing back to other responses, it could be that group of teachers who join the profession first because it was the only job on the market, not out of passion. It also could be argued that, the 5% of untrained teachers were those who took teaching to be something to do while waiting for better opportunities to come. May be these teachers have tried their best to have themselves heard with their concerns by the responsible authorities but to no avail, so they are tired but would not give up teaching because that is the only job they can get on the market. With these “*toxic*” and dissatisfied personnel in the field it is hard for teachers to perform to their expected levels by the Ministry of Education.

## SECTION D

### 4.3. TO ESTABLISH IF TEACHERS' ATTITUDES TOWARDS THEIR JOB IMPACT ON THEIR PERFORMANCE.

		Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied
20	Teaching as a profession	4%	64%	20%	12%
21	My teaching reward	0%	52%	32%	16%
22	Recognition from the Ministry	0%	28%	56%	16%

#### “Teaching as a profession”

Four percent (4%) indicated that they were highly satisfied with their profession, 64% indicated that they were satisfied, 20% showed that they were dissatisfied while 12% indicated that they were highly dissatisfied. The element of dissatisfaction. The heads of schools were asked about their teachers' feelings on the job. They argued that most of the teachers feel that teaching as a job has been highly neglected and expressed that teaching was no longer a noble job as it used to be. Some even said that teachers no longer view teaching as a “*profession*”, but they just view it as a “*job*” anyone can take. Some were so dissatisfied to an extent of asking the interviewer why he referred to teaching as a “*profession*” instead of referring to it as a “*job*” since anyone in Zimbabwe, with five O' levels including Mathematics, English and Science can join it ‘*without passing through teacher's colleges, without studying some theories of education*’. Some heads described teaching as “*everyone's job while waiting for something better to come up*”. This is evidenced by the way the Public Service Commission of Zimbabwe employs and deploys some



teachers in schools, there are some students who would have passed their O' or A' levels waiting to go, for their tertiary level in colleges or universities, but while waiting for those opportunities, they do apply to do temporary teaching. Most of them do get the jobs, join the profession with no clue how theories of education can be applied in teaching yet they are put on the same salary scale platform with graduate teachers and even worse still same platform with their former teachers, despite their professional credentials. Such an act by the Public Service Commission in conjunction with the Ministry of Primary and Secondary Education could be the one demoralising professional teachers to an extent of not taking teaching as a profession but as a job, a profession that is not given the same respect like any other professions in the country, for example, medical and the army just to name a few.

Some sentiments from other school heads were that, teachers were not satisfied with their job due to some hygienic factors according to Herzberg et al (1959) like poor salaries, poor working conditions, and lack of proper infrastructure together with the removal of incentives in schools. Some showed displeasure with the way the government treat them when they lay their grievances against their authority through formal and official job actions. The government, instead of attending to their plight, it is seen as responding by threatening teachers with dismissal from work and to some extent, terminate them from the payroll. They also moan of having no genuine teachers' unions that stand in for them during such crisis, and this goes on with what Bennell et al (2007) say, when they report that most of the teachers' unions which claim to support teachers are directly linked to the major political parties and they negatively input deep division among teachers and subsequently affect the teacher morale and commitment to teaching. So all the discussed elements above lead to teachers having negative attitudes about their "job"/ profession.

## **Teaching workload**

Teachers were asked to comment on their teaching workload, where 52% indicated that they were satisfied with it, 32% indicated were dissatisfied and 16% showed that they were highly dissatisfied. The reason for these varied responses could be that the five schools visited have different set ups, some are deeply rooted in very remote areas while some are located closer to the growth points, some were satellite schools with for example, only nine teachers expected to teach/share subjects from form one to form four versus those established and registered schools with  $\pm 30$  teachers also expected to teach across from form one to four like those ones working in satellite schools.

This argument leaves those teachers in satellite schools with more workload compared to those teaching in established schools. That is also why the researcher noted different teacher-pupil ratios which were unevenly spread and could not be justified at that time. Some reported that their teacher-pupil ratio were as big as 1:30, some 1:40, some 1:50, some 1:55 and some 1:200 which is a clear indication of some discrepancies in the whole system.

The issue of high workload is so prevalent in rural schools also due to the fact that, as reported by the schools heads, there are a lot of unreported misconducts by teachers where some would just absent themselves from duty without permission and some abusing leave entitlements where a teacher will connive with his or her doctors to go on sick leave even though he or she may not be sick, and may be booked off from work for long periods, as long as two or three weeks. Those teachers who remain behind are made to carry the burden of their colleagues on “sick leave”

until the teacher resumes his duty, (Clotfelter, et al, 2006). Those teachers who resort to absenting themselves from duty without permission, do so because they feel that the proper paper work required for the teacher to apply for leave takes long channels to get the approval since the applications have to pass through several offices, instead teachers will just decide to go on unofficial leave unfortunately leaving their colleagues with heavy workloads. Which may be another cause of poor performance in schools.

### **Teacher recognition by the Ministry**

The next item inquired from the teacher if they felt that they were getting enough recognition from the Ministry. 28% indicated that they were satisfied, 56% were dissatisfied while 16% showed that they were highly dissatisfied and none were highly satisfied.

Recognition comes in different ways, and according to the data collected through the heads of schools, they indicated that some schools have been operating for over 10 years now but with no substantive heads despite all the efforts done by those acting heads to make sure that the schools are up and running and that all the developments are in the school and are taking place. Some subject Heads of Department (H.O.D.s) were put in place but no recognition from the Ministry was given to them and so they perceive some sense of unfairness to them by the Ministry. According to Murname et al, (1991) such issues like the promotion policy and pay policy have to be perceived as fair by employees if the employer expects to yield results from employees. Making matters worse, those running with examination classes, despite their efforts in raising the school's academic pass rates to a high level they have not been recognised. Some heads reported that, the Ministry is good at publishing some top ten/hundred schools and bottom ten pass rates

in newspapers but they forget to recognise those teachers whose efforts would have made the schools pass. So, they moan about their teacher's efforts which go unnoticed year in and year out. Reports were received by the researcher that some schools through their School Development Committees had made efforts to recognise their teachers whose classes would have attained 80% and above, but with the issue of the government banning these incentives, these teachers were left receiving nothing as recognition for their good and outstanding performance, following the reason that the incentive figures were varying depending with the type of school, (Share, The Chronicle, 2014).

Looking at the discussion given above some teachers are left with low self-esteem, their morale for work is destroyed and this may lead to them performing poorly in their school. Some however due to their love for their jobs may decide to remain with the organisation but most of them might then end up staying in the system for the sake of getting salaries while their hearts are not committed to staying at all. It is up to the authorities to make sure that they harness teachers' negative feelings about the organisation, because according to Mullins (2005) if feelings are considered useless, valueless and oppressed they will eventually lead to the behaviour display which might not be desirable. Such behaviour as teacher misconducts in form of compensatory behaviour where teachers would employ such survival tactics such as "*work as you earn*", coming for work late, dismissing early and absenteeism through opportunistic abuse of leave, clock watching. Furthermore, failure by the government to take care of its teachers' morale, attitude or satisfaction will result in it losing its employees to other organisations. However, due to the high rate of unemployment, some teachers would opt to stay put but may not pull their weight accordingly and this will negatively impact on children's performance.

### **Most prevalent teacher misconduct behaviour**

The teachers were asked to tick from the list of six variables, just three most prevalent undisciplined forms of behaviours by teachers in their district. The ones commonly indicated were coming for work late which had 17 responses, dismissing early from work with 10 responses and absenteeism which was indicated by 9 responses. Looking at the three, the researcher argues that the other two, early dismissing from work and late coming are both forms of absenteeism because even if authorities visit the school and found out that there are some teachers who are missing at work even though they have been there some minutes ago, or that they had left the school premises some minutes ago, these will all be deemed absent from work. So the three are an indication that teachers resort to absenteeism as a way to reveal their attitude of displeasure to authority. With this form of undisciplined measures by the school teachers no one can argue that if school children are left unattended due to teacher absenteeism, no one can stop them from copying what their teachers will be doing also. This is well supported by Clotfelter, etal (2006) when they report that teacher absenteeism can cause an increase in student misbehaviour due to reduced numbers of teachers left behind at school to look after them.

### **The root cause of the above teacher misconduct behaviour**

The teachers were asked to state out what they thought were the root cause of misbehaviour by the teaching professionals. Due to continuous dissatisfaction at work teachers usually develop counter-productive work behaviour such as absenteeism, deserting, child abuse and abuse of school funds, (Varlas, 2001, and Lewis, 1981). This negative work behaviour is an obstacle to teacher's high performance. Findings show that low salaries was the root cause of teacher's

misbehaviour as evidenced by 13 respondents. Salary is one of the most influential and attractive factor for teacher motivation and increase in performance. Job satisfaction is often determined by how well outcome meet or exceed expectation, according to the expectancy theory. If teachers feel that they are working much harder than others in schools, but are receiving fewer rewards they will probably have a negative attitude towards their work, co-workers and school heads. 5 respondents indicated that dissatisfaction was also a root cause of misbehaviour in the teaching profession. Lack of job motivation is a predictor of staff turnover, absenteeism, poor performance and counter-productive work behaviour, Herzberg, (1957)

Moreover, three respondents attributed character differences as the root cause of misbehaviour in the teaching profession, since schools are organisations with teachers from different cultures and backgrounds. Due to dissatisfaction at work by teachers caused by poor working and living conditions, low salaries, teachers react both negatively and positively to these conditions. Usually job dissatisfaction leads to the development of a negative attitude towards work characterised by absenteeism, high turnover and abuse of school funds, (ibid). Some attribute high workload as the root cause of teacher misbehavior in the teaching profession. For instance, too much paperwork involved when applying for leave. High workload in teaching profession dissatisfies a teacher leading to negative attitudes (absenteeism, turnover, and child abuse), hence poor job performance. Lack of induction and frustrating working conditions were also indicated as root cause of teacher misbehaviour in schools.

Despite having low ranking compared to many professions, teachers have very heavy workloads, ambiguous roles and responsibilities, exhausting schedules and unsupportive administrative

issues. Being stuck with teaching, overcrowded classes, overwhelming schedules, planning lessons and evaluating classroom activities, teachers are unable to connect with other colleagues and barely have time to think about their personal and professional growth leading to teacher misbehaviour, (Gagne, 1977).

### **What inspired teachers to join the profession.**

This item sought to find out what inspired teachers into joining the teaching profession? Research findings revealed that major inspiration into joining the teaching profession was that teaching was the only job on the labour market as evidenced by 7 respondents. Due to the hard socio-economic crisis in Zimbabwe characterised by massive unemployment due to closure of most companies the government is the major employer of the time. There was an increasing demand and supply for the teachers due to an increase in population and also an improvement in our education system due to technological advancements (e-learning). Thus, there is labour market equilibrium in the teaching profession whereby there was a balance between the labour demand and supply for teachers in Zimbabwe. In an effort by the Zimbabwean government to meet one of its Millennium Development Goals (MDGs) of Education For All “EFA” this increased the number of participants (students and teacher) in the education system of Zimbabwe, thereby increasing labour demand and supply of teachers.

In addition since the teaching profession was the only job on the labour market, this attracted a large number of people to join it. However, when supply exceeds demand usually this results in low salaries. Due to high unemployment rate in Zimbabwe teaching is the only profession one can train and managed to get employment soon after completion, (Zimbabwe Labour Market

Assessment, 2014). Consequently, this attracts a large number of people to join the profession due to availability of employment opportunities after completion of teaching course. Therefore, major research findings revealed that since teaching was the main formal job on the labour market, this inspired them to join the teaching profession.

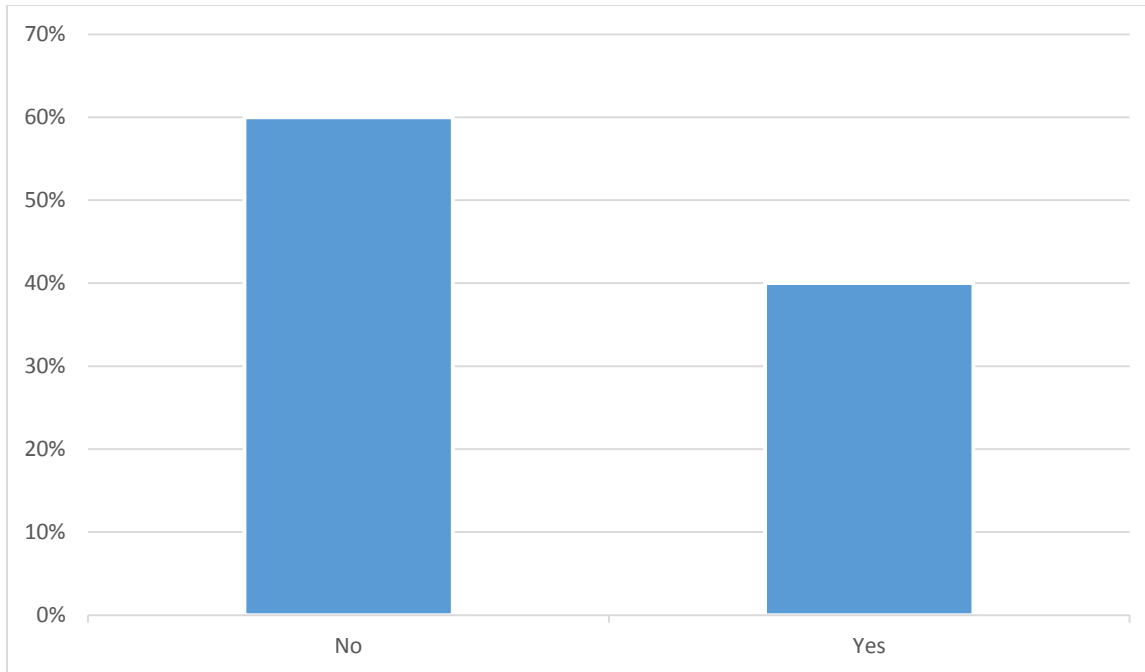
Moreso, 4 respondents from research findings revealed that passion inspired them to join teaching profession. More satisfied elementary school teachers assign more importance to recognition of administrators and supervisors and less importance to recognition by peers. Teachers want to be recognised for their job achievements. The public's level of respect for teachers is likely to affect the attractiveness of the teaching profession and the quality of the new teachers. One (1) indicated that good remuneration by that time he joined teaching also inspired him to become a teacher. It is undeniable that monetary compensation is a major rationale for working no matter what other motivation or passions co-exist for the job.

Due to increased job performance by teachers, good pass rates are obtained in most schools hence self-respect and recognition of teachers in society thereby achieving Maslows' self-esteem need. Patriotism also inspire some of the teachers to join teaching profession.



### **Given an opportunity of another job would teachers stay?**

Research findings revealed that 60% respondents would prefer not to stay in teaching profession whilst 40% respondents prefer to stay in teaching profession as illustrated by the bar graph below.



**Fig 4.8**

A large number of respondents 60% showed that they would not stay in teaching profession given an opportunity of another job. Reasons for not staying might be due to job dissatisfaction, poor working and living conditions, poor salaries, lack of professional development, administrative support, heavy workload and unsafe work environment. This is why according to Herzberg et al, (1959) these are the negative motivators that give rise to job dissatisfaction hence high rate of attrition in employment.

40% prefer to stay in teaching profession given an opportunity of another job. This could be due to contentment and satisfaction of these teachers with their job. Regardless of better salaries and working conditions, a teacher can be satisfied by his/her job due to good student pass rates, teachers would have produced in the previous years. This encourages the teacher to repeat the standards set in the school.

### **Reasons that will make teachers quit the profession**

This question item wanted the respondents to reveal issues that would make them leave the profession if they were to leave. Respondents revealed that low salaries would be the most important reason for leaving the teaching job. Research pointed out that salary is one of the most common reasons for teacher attrition worldwide. Murname et al (1991) attests that teachers who are paid more stay longer than teachers with relatively low salaries. Teacher in the below average salary stream was approximately one and half time more likely to leave at the end of the first year than a teacher in the above average salary stream. These better paid teachers gains job satisfaction and motivation leading to high performance of the teacher. How much the Ministry of Public Service pay their teachers and what criteria they use as a basis for salary increases are important aspects of teacher's working and living conditions.

In recent years, many states have been experimenting with new career paths, and salary structures in an effort to attract and retain high quality teachers (ibid), and among all other factors of school characteristics, salary of the teachers was the prime determinant of teacher motivation and job performance. Poor salaries demotivates teachers leading to under performance of teachers and students. Some teachers depart from public to private schools and

have taken jobs in other states with higher pay scales. Studies conducted by (ibid) demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching.

Results indicates that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, stay in teaching less than other teachers. For instance, the issue of incentives in Zimbabwean schools, appeared to lead to job satisfaction and increased job performance by teachers in schools.

Some respondents reiterated that retirement is the most important reason for leaving the teaching job. This shows that some of the teachers are also satisfied with their jobs to an extent of lengthening their service in the profession. There is a relationship between job satisfaction and age since age stands as one of the intrinsic motivators, as young employees mature, they gain more experience and they would intent to stay in their profession, (Herzberg et al, 1959). Passion and patriotism will have inspired these teachers to join teaching profession up to their retirement age and continue enjoying retirement benefits such as pensions. Demotivation is also another reason from respondents for leaving the teaching job. It might be in form of poor working and living conditions, poor salaries and heavy workloads.

### **Reasons that would inspire teachers to remain in the profession**

The question intended to find out what would inspire teachers in staying in their profession if they were at all to stay.  $\frac{12}{25}$  stated passion, while  $\frac{7}{25}$  indicated that it would because of lack of

opportunities,  $\frac{2}{25}$  said they would stay only because teaching is one of the jobs with enough security  $\frac{1}{25}$  would stay because working conditions would have been improved, the other  $\frac{1}{25}$  would stay out of patriotism and the other  $\frac{1}{25}$  did not respond to this. Looking at the majority two, the  $\frac{12}{25}$  and the  $\frac{7}{25}$  it means that passion or the love of the job is the main factor that would make most teachers stay put in their profession. While  $\frac{7}{25}$  opt to stay because they have nowhere to go. The challenge with this  $\frac{7}{25}$  is that their staying in the job will be of no cause and they are not reliable people to look upon in the organisation, once opportunities arise, they may decide to leave the profession at any time. Which could be done through desertion. If the government is to stay with such kind of employees who hold such attitude then it must be prepared to suffer the consequences of their intended actions or else it calls for the Ministry to address the concerns of these teachers. It is also difficult for the Ministry of Education to depend upon these teachers when it comes to their performance and student pass rates because they seem not committed to follow the organisational aims and objectives since they feel not to be permanently part and parcel of the organisation.

#### **4.4. SUMMARY**

The chapter touched the issues embedded in the sub headings; the research paradigm which spelt the framework within which the study unfolded, the qualitative approach. The research design was identified as the case study and its characteristics, population which constituted twenty five teachers, five headmasters and their five deputies all from secondary schools. It also spelt data collected through questionnaires and interviews. The chapter also provided the data collection procedures, the validity and reliability of the research instruments used and how data were

presented and analysed. The following chapter would provide summary, conclusion and recommendations of the study.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 INTRODUCTION**

This chapter presented the summary of the study and the research findings which were explored in the conclusion based on the findings. Recommendations and suggestions for further studies were also be provided.

#### **5.1 SUMMARY OF THE STUDY**

The purpose of the study was to investigate into job satisfaction and how it impacts on job performance. Chapter one looked at the background of the study, the statement of the problem, research questions and significance of the study, limitations and delimitations, and the definition of the main terms. The research questions that guided the whole research study were as follows; a) How do working conditions influence teacher job satisfaction and job performance? b) How does motivation influence teacher job satisfaction and job performance, c) How do teachers' attitude to their job performance? Chapter two looked at the review of related literature to the research topic. Chapter three focused on the research methodology which witnessed this study adopting a qualitative research approach with the use of a case study. Questionnaires were used to solicit data from 25 respondents and interviews were also used on 10 heads and deputy heads of secondary schools. Chapter four had data presentation, interpretation and analysis. This chapter five, looked at the summary, conclusion and recommendations of the study.

## **5.2 HOW DO WORKING CONDITIONS INFLUENCE TEACHERS' JOB SATISFACTION AND JOB PERFORMANCE?**

The following major aspects were looked into in line with the district under study; student performance, school facilities, student discipline, transport of teachers to and from work, staff promotion processes, in-house training programmes and better working facilities like salaries and non-monetary incentives.

On school facilities, basing on the research findings, teachers were dissatisfied with the non provision of good conducive working environments in their schools. From the interviews conducted, the researcher found out that most schools lacked decent accommodation supply, science and computer laboratories. With adequate supply of accommodation in schools, as suggested by Maslow (1954) that provision of adequate accommodation is one of the human's basic needs to survive. Similarly, failure to provide this basic need for teachers would result in teacher dissatisfaction hence poor performance at work. This is the reason why according to the researcher findings 60% and 25% indicated dissatisfaction and highly dissatisfaction on the provision of conducive working conditions respectively.

Pertaining to student discipline with regards to conducive working conditions for teachers, the researcher realised that, much of the students' undisciplined behaviour was attributed by lack of provisions of basic amenities in schools such as security fences, which make teachers unable to have full control of the student movement during school hours. If teachers are unable to have full control of children's movement during school hours this will negatively impact on student

behaviour performance in schools and subsequently leading to their poor performance in class. This however may eventually be attributed to the teacher as teacher poor performance at work.

Concerning transport for teachers to and from workplace, research findings found out that most of the teachers travel long distances to and from work and such long distances will eventually demotivate teachers to an extent that some of them would end up developing negative attitude such as absenting themselves from work, arriving late for work and dismissing early from work. In the same vein, students would take advantage of this teacher absenteeism discrepancy as an excuse for them to excuse themselves from attending school too. Therefore, unavailability of transport in rural secondary schools de-motivates teachers from working and when they get de-motivated this will exhibit a behaviour of dissatisfaction which will eventually impact negatively on their performance at work.

In addition, the research findings established that teacher salary is a major component in the teachers' working conditions if teachers are to be satisfied with their jobs in order for them to perform up to standard. According to research statistics received, 60% of teachers in rural areas are not happy with what they earn from the Ministry of Education as salaries. According to Taylor's Scientific Management Theory of Motivation, money is the chief motivator to employees in order to increase performance. Likewise, there is also need to increase incentives and other monetary benefits to teachers to motivate satisfaction in them and to increase their performance. A highly satisfied teacher through a better salary is likely to perform better. However, there are indications that some teachers get late payments of their salaries which is an act which has a negative impact on teacher work morale and job satisfaction. The findings of the



research study revealed that, those teachers who are not paid on time may not come to school on time and that they are hungry.

On staff promotion process in the district of Bikita, research findings indicated that a total of 64% respondents were dissatisfied with professional growth processes in the district. A practical example being that, by the time the research was conducted the district had 40 secondary schools and in these secondary schools only 18 had substantive heads of schools, leaving the other 22 schools with acting heads, a probable indication by the district or government that, it is not prepared in promoting its teachers to their higher positions. According to Mullins (2005) delaying of promotions and rewards is viewed as unfair and leads to frustrations, such that teachers become reluctant to share the knowledge with their students due to lack of recognition. This act by the government being reluctant to promote teachers to their higher positions is in line with Herzberg's (1959) Two Factor Theory of Motivation, which leads to teacher job dissatisfaction and their subsequent poor performance. On the other hand, research findings have indicated that there is no distinct differences in salaries between diploma holders and those teachers that would have advanced their professional qualifications to higher levels like degrees. It is perceived that if the difference is there, it is very insignificant. This is a factor in the district that lowers teachers' morale, since lack of staff professional advancement and promotional growth in school enhances job dissatisfaction of teachers leading to poor teacher and student performance (Murname et al, 1991).

### **5.3 HOW DOES MOTIVATION INFLUENCE TEACHER JOB SATISFACTION AND JOB PERFORMANCE?**

On salary versus teacher job performance, the research findings indicated that there is 20% of teachers in the districts that feel that motivation to work should come in form of salaries. They indicated that there is a close relationship between salary and job performance. This group according to the researcher is named, the “*work as you earn*” group. They are confident and convinced that if teachers are motivated through salaries, the probability for high performance will be certain. However, research findings indicated that 80% of the respondents reported that there is no relationship between salary and job performance. This majority 80% group indicated that, regardless of low working salaries, they can actually perform high standards at work. Steyn (1996) attests that not all employees derive their satisfaction from salaries but others derive satisfaction from successful achievement from their students’ final results. Therefore, it can be argued that teacher poor performance through student poor pass rates in Bikita cannot be attributed to teacher low salaries but can be due to lack of some resources being in the job.

Pertaining to teacher’s salaries versus workload, research findings revealed that 94% of teachers are not satisfied with their salaries in relation to the workload exerted on them. This is highly attributed by unusual irregularities of teacher-pupil ratios in the district which are as a result of teacher understaffing and teacher absenteeism which are inherent in Bikita rural secondary school of Bikita. This shows that the working environment for rural teachers in the district is characterised by high workloads that demotivates teachers due to its associated stress leading to poor teacher performance in the schools.

On pass rates versus salaries, research findings found out that 12% of employees agreed that their pass rates are as a result of the salaries they get while 88% disagree with that. With these two variables it is important for authorities in Bikita that there are a few 12% who exert their effort in teaching in relationship with what they get as reward. Infact, according to Mullins (2005) these teachers never quit when they perceive that their input is not equivalent to their output. Instead they decrease their input to match the output, hence poor performance through poor pass rates in schools. The 88% majority indicated that they teach regardless of remuneration they get. The 88% could be motivated by their children's previous pass rates standards or the passion they hold for the job. The 12% indicate that Bikita district has some teachers who need to be managed before their negative attitudes go to spoil those 88% that indicated that their teaching effort and salaries had nothing to do with their student pass rates, since according to Furnhan, (1992), job satisfaction is susceptible to the influence of others in the work place where people are inclined to observe and copy the attitudes and behaviours of colleagues with similar jobs and interests.

#### **5.4 HOW DO TEACHERS' ATTITUDES INFLUENCE THEIR JOB PERFORMANCE?**

On teaching as a profession, the researcher basing on the findings realised that a total of 68% of the teachers who responded to this item showed satisfaction with teaching as a profession. A probable indication that these teachers have a positive attitude towards their job. Therefore, the researcher perceives that this positive attitude through satisfaction can yield better performance. However, 32% indicated dissatisfaction with their teaching profession, hence a clear indication

of their negative attitude towards their job. This will subsequently bring underperformance of teachers in Bikita district, just as supported by Armstrong (2009) when he postulates that, happy workers tend to increase productivity in organisations. Thus if teachers are not happy their performance at work tend to decrease.

From the interviews conducted by the researcher, findings revealed that there were those that showed dissatisfaction with their profession and had shown a negative attitude towards their job, do so because they are not happy with the systems used by the Ministry when recruiting teachers. According to them, teaching is now everyone's job, not a profession because there is no distinct difference between a trained teacher and untrained teachers for anyone with 5 O' Levels including Maths, English and Science can be recruited as a teacher. No knowledge on theory of education is required except their O'/ A'level passes. This system is contrary to other systems and other professions like nursing, engineering and legal practitioners who operate under Governing Professional Board. Therefore, teaching as a profession has lost its integrity and dignity in as far as professionalism is concerned.

On recognition of a teaching profession from the Ministry in line with teacher attitude, the following research findings were recorded. A total of 72% of respondents showed dissatisfaction with the way the Ministry recognise them and their profession. 28% showed satisfaction with the recognition they get from the Ministry. Basing on major findings from both questionnaires and interviews, a large number of teachers in the district who were dissatisfied with the lack of recognition from the Ministry of Primary and Secondary Education have resorted to seeking alternative means for survival. For example, some teachers go to such an extent of abusing sick

leave after conniving with doctors in order for them to go and engage in their alternative income generating projects, such as buying and selling. Such misbehaviour by teachers will eventually reduce teacher performance and pupils' achievement level may be negatively impacted on (Gagne, 1977). Interviews research findings revealed that out of 40 secondary schools in Bikita District only 18 hold substantive heads of schools whilst 22 do not. These 22 secondary schools without substantive heads might be part of the 72% of respondents who are dissatisfied with the lack of recognition of their duties in the Ministry. Among them, there might be some teachers who have applied for the substantive heads posts but have not yet been recognised despite them working as acting school heads for a long time. Leaving such employees in suspense and in anticipation for a long time may be dangerous. According to Adams' (1965), Equity Theory when employees perceive that they are not treated fairly, they tend to employ other means of compensation. Therefore, their lack of recognition by the Ministry demotivates them and subsequently leads to their poor job performance.

On teachers' misconduct at Work, research findings found out that absenteeism, dismissing early from work and reporting late to work were the major findings of teacher undisciplined forms of behaviour. These three undisciplined forms of work behaviour have a negative impact on students and teacher job performance. Teacher absenteeism can cause an increase in student misbehaviour due to the reduced numbers of teachers left behind at school to look after them. (Clotfelter et al 2006). Although it is not easy to quantify the findings that clearly point to the possibility that learning and performance may be negatively impacted by teacher absenteeism, Hubbell, (2008) reports that there is correlation between teacher attendance and students

learning. So, whatever claims we may hold for teacher absenteeism, positive or negative, there is huge volume of proof to point out that learning and performance are negatively affected.

Concerning whether teachers would prefer to stay or not in the teaching profession in the event that better job opportunity outside teaching comes, Bikita district secondary schools showed a potential of high teacher attrition as evidenced by the 60% of teachers who showed intentions to leave the teaching profession if by any chance a better job besides teaching comes up. Only 40% of teachers in the district indicated that they are prepared to stay in the profession. Dessler, (2004) and Armstrong, (2006) assert that, high teacher turnover in an organisation should not be more than 12% per annum and that teacher turnover is as a result of negative attitude and lack of job satisfaction. Similarly, this characterises the work environment of teachers in Bikita district secondary schools. Therefore, immediate action, has to be done by the Ministry of Primary and Secondary in order to retain, motivate and create a positive attitude in teachers.

## **5.5 CONCLUSIONS**

The research study established that good working conditions need to be provided in the schools. By provision of conducive working conditions, teachers and students would be encouraged to perform better. However, non-provision of these good or conducive working conditions have caused a negative influence on teachers and students. If the teachers are negatively affected by the working conditions they will feel dissatisfied with their job, their performance at work may also be negatively affected. Therefore, better working conditions can lead to teacher job satisfaction hence improved job performance.

The study has also established that, no school organisation system can be higher in quality than the level of motivation and job satisfaction of teachers within the system. In particular, the study revealed that teachers are dissatisfied with what they get as a salary. They feel unfairly treated by their employer when they weigh both their daily workload and children's pass rates against what they get as a salary. There is a percentage of teachers in Bikita, though small, which indicated that, as long the government is not prepared to address their salary issues versus both their workload and pupil pass rates, they are not prepared to exert themselves more in their teaching, hence poor performance by teacher due to dissatisfaction.

The study did establish that teachers are generally unhappy with the respect their profession receives from the public they serve and their employer to the extent of them wishing to quit the profession. They are discouraged by the teacher recruitment processes which does not consider professionalism in the process like other profession. More so they lack recognition from the government on what they do leaving them dissatisfied. Such acts by their employer make them discontented with their job in general and their performance at work is negatively impacted upon.

## **5.6. RECOMMENDATIONS**

- \* The Ministry should restore the dignity of the teaching profession e.g. by introducing a teaching professional governing board like; the Chartered Institute of Educators.
- \* Government promotional processes speed should be improved upon.
- \* The district should register some long standing satellite schools so that they may operate independently.

- \* Bikita District Education offices should take advantage of working with donors (CAMFED) whom they work with on girl child issues to convince them to provide bicycles to the girl child beneficiaries who travelled long distances to and from school in order to reduce undisciplined forms of behaviour.
- \* The Ministry to review teacher salaries so that it reflects above the Poverty Datum Line.
- \* The Ministry should empower SDCs to provide contextual monetary and non-monetary incentives to their teachers.
- \* The government should intervene in the provision of (houses) teachers' accommodation and not just to leave everything in the hands of local schools authority.
- \* The government to facilitate with the provision of fringe benefits such as housing and vehicle basic allowances which may see the government granting a revolving loan to assist them build their own houses and buy their own motorcycle/ cars.
- \* Teacher-pupil ratio should be reduced especially in satellite rural schools in order to maximise teacher-student contact which brings effectiveness and improved performance.
- \* The Ministry should promote teachers by means of financial and non-financial as recognition to teachers who would have attained higher qualifications.
- \* The Ministry of Education should introduce a gender sensitive policy which uplift and empower women into headship positions in rural schools.
- \* The government should intervene in the construction of more educational infrastructure like it used to do in the first decade of the independence era.
- \* Schools should continue with the system of logging in and out by teachers in schools to ensure proper presence of teachers at work.



- \* The Ministry should organise on-going training programmes to teachers and refresher courses to improve teaching skills.
- \* The Ministry of Education should provide conducive working conditions in rural schools in order to retain talent.
- \* The government should provide professional advancement educational scholarships to rural teachers.
- \* The government should provide scholarship programmes with bonding facilities to rural school teachers in order to retain talent, while at the same time influencing the spirit of both job satisfaction and performance in districts.
- \* The government should make efforts to make sure that teachers' salaries do not spill over into other month.

#### **5.7. SUGGESTIONS FOR FURTHER RESEARCH.**

This study was carried out in Bikita District, therefore, a similar study could be carried out in other districts in order to find out if similar research findings can be obtained.

The study focused on the public secondary schools only where teachers' compensation, workplace conditions are catered for by the Ministry of Primary and Secondary Education. A similar study could be done in a private school set up to ascertain whether similar results would be obtained.

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## **APPENDICES**

### **APPENDIX 1**

No 8 Sinclair Street  
Triangle.

29 September 2016

The Ministry of Primary and Secondary Education  
c/o Masvingo Provincial Education Director  
P. O. Box 89  
Masvingo.

Dear Sir/Madam.

#### **Ref: LETTER SEEKING PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOLS.**

I am a postgraduate student of Midlands State University pursuing a Master of Education Degree in Curriculum Studies. I am carrying out a research entitled; **“An investigation into job satisfaction and how it impacts on job performance”**. Therefore, am requesting for your permission to administer questionnaires and interviews to the teachers and heads of schools respectively in order to gather data on the above topic.

This study is purely on academic purposes and no any other grounds.

Your co-operation in this regard will be highly appreciated.

Yours Sincerely

Nyasha Makaza.

## APPENDIX 2

### INTRODUCTORY LETTER FROM COLLEGE



## MIDLANDS STATE UNIVERSITY

P. BAG 9055  
Gweru  
Zimbabwe

Telephone: (263) 54 60404/60337/60667/60450  
Fax: (263) 54 60233/60311

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FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL FOUNDATIONS,  
MANAGEMENT AND CURRICULUM STUDIES

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29 September 2016

Ministry Of Primary and Secondary Education

P.O Box 8022

CAUSEWAY

REF: SPECIAL PERMIT TO CONDUCT RESEARCH IN THE MINISTRY

The Faculty of Education's Department of Educational Foundations, Management and Curriculum Studies at Midlands State University is seeking your permission to allow Mr. Mrs./ Ms. NYASHA MAKAZA a Bachelor of Education/ PGDE/ Masters in CURRICULUM STUDIES degree student in the department, to conduct his/her research in your ministry. The research will be conducted in MASVINGO/ BIKITA District/ Province.

May I have this opportunity to thank you for the cooperation you have always given this department in this respect.

Thank you  
MIDLANDS STATE UNIVERSITY  
FACULTY OF EDUCATION  
DEPARTMENT OF APPLIED EDUCATION  
2-9-SEP-2016  
PROF. E. P. MANGWAYA Ph.D.  
PHONE TELEFAX 054- 2804187  
(Chairperson) Department of Educational Foundations, Management and Curriculum Studies

## APPENDIX 3

### APPROVAL LETTER FROM REGIONAL TO THE PERMANENT SECRETARY

ALL communications should be addressed to  
"The Provincial Education Director for Primary and  
Secondary Education"  
Telephone: 263585/264331  
Fax: 039-263261



ZIMBABWE

Ref: C/440/1

Ministry of Primary and Secondary  
Education  
P.O Box 89  
Masvingo

29 September 2016.

The Secretary  
Ministry of Primary and Secondary Education

**Attention:** Director Policy Planning Research and Development

**RE: SEEKING PERMISSION TO CARRY OUT AN EDUCATIONAL  
RESEARCH AT CHIRUMBA, BIRIVENGE, MASHAVHI, AND GWINDINGWI  
SECONDARY SCHOOLS: NYASHA MAKAZA: BIKITA DISTRICT**

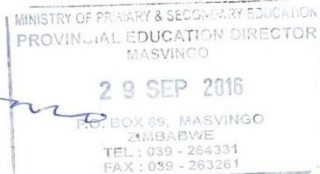
The above matter refers.

Nyasha Makaza, a student at Midlands State University, is seeking permission to  
carry out research in Bikita District on,

**"AN INVESTIGATION INTO JOB SATISFACTION AND HOW IT IMPACTS  
ON JOB PERFORMANCE"**

Attached please find the applicant's letter, research instruments and a copy of  
the student's I.D. The application is supported since it meets the minimum  
requirements. Your authority to grant permission is therefore sought.

  
pp Z. M. Chitiga  
Provincial Education Director  
MASVINGO PROVINCE



## APPENDIX 4

### PERMANENT SECRETARY'S PERMISSION LETTER

All communications should be addressed to  
"The Secretary for Primary and Secondary Education"  
Telephone: 799914 and 705153  
Telegraphic address: "EDUCATION"  
Fax: 791923



**Reference:** C/426/3 Masvingo  
Ministry of Primary and Secondary Education  
P.O Box CY 121  
Causeway  
**Harare**

4 October 2016

Nyasha Makaza  
8 Sinclair Street  
Triangle

**RE: PERMISSION TO CARRY OUT RESEARCH AT CHIRUMBA, BIRIVENGE,  
MASHAVHI, AND GWINDINGWI SECONDARY SCHOOLS:BIKITA  
DISTRICT: MASVINGO PROVINCE**

Reference is made to your application to carry out a research at the above mentioned schools in Masvingo Province on the research title:

**"AN INVESTIGATION INTO JOB SATISFACTION AND HOW IT IMPACTS ON  
JOB PERFORMANCE."**

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Masvingo Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. You are required to seek consent of the parents/guardians of all learners who will be involved in the research.

You are required to provide a copy of your presentation and a report of what transpired to the Secretary for Primary and Secondary Education by December 2016.

*F. Fundira*

F. Fundira (Mrs)

**Acting Director:** Policy Planning, Research and Development

For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**

cc: PED – Masvingo Province





## APPENDIX 5

### REGIONAL DIRECTOR'S PERMISSION LETTER

ALL communications should be addressed to  
"The Provincial Education Director for Primary and Secondary Education"  
Telephone: 263585/264331  
Fax: 039-263261



Ref: C/426/3

Ministry of Primary and Secondary Education  
P. O Box 89  
Masvingo

6 October 2016

Nyasha Makaza  
8 Sinclair Street  
Triangle

**RE: PERMISSION TO CARRY OUT RESEARCH AT CHIRUMBA, BIRIVENGE, MASHAVHI AND GWINDINGWI SECONDARY SCHOOLS: BIKITA DISTRICT: MASVINGO PROVINCE**

Reference is made to your application to carry out a research at the above mentioned schools in Bikita District on the research title:

**"AN INVESTIGATION INTO JOB SATISFACTION AND HOW IT IMPACTS ON JOB PERFORMANCE."**

Please be advised that the Secretary for Primary and Secondary Education has granted permission to carry out your research.

You are also advised to liaise with the District Education Officer who is responsible for the schools which are part of the sample for your research.

*[Handwritten signature]*  
Z. M. Chitiga  
Provincial Education Director  
MASVINGO PROVINCE

MINISTRY OF PRIMARY & SECONDARY EDUCATION  
PROVINCIAL EDUCATION DIRECTOR  
MASVINGO  
10 OCT 2016  
P.O. BOX 89, MASVINGO  
ZIMBABWE  
TEL : 039 - 264331  
FAX : 039 - 263261

THE HEAD  
GWINDINGWI HIGH  
SCHOOL  
12 OCT 2016  
P.O. BOX 130  
NYIKA

SENIOR LADY  
SIMBARAVANHU HIGH SCH  
12 OCT 2016  
P.BAG 572 N  
NYIKA

MINISTRY OF PRIMARY AND SECONDARY  
EDUCATION  
BIKITA DISTRICT  
10 OCT 2016  
C. Maradza  
EDUCATION INSPECTOR  
P.O. BOX 250  
NYIKA

Permission granted.

THE HEADMASTER  
CHIRUMBA HIGH SCHOOL  
12 OCT 2016  
PRIVATE BAG 538 NYIKA  
CELL : 07245303

THE HEAD  
MASHAVHI SECONDARY SCHOOL  
11 OCT 2016  
P. BAG 549, NYIKA

THE HEADMASTER  
BIRIVENGE HIGH SCHOOL  
11 OCT 2016  
P.O. BOX 50, NYIKA

## **APPENDIX 6**

### **Dear Participant.**

This research is being carried out by Nyasha Makaza (R137700G), a student at the Midlands State University, and the study topic is “An Investigation into Job Satisfaction and how it impacts on Job Performance”. You are kindly requested to provide frank and honest answers. Please do not write your name since the information you provide will need to be given utmost confidentiality and will be used for academic and professional purposes.

### **SECTION A: Background and demographic information.**

#### **Questionnaires for Secondary School Teachers.**

**Tick Where Applicable.**

Are you male or female?

MALE	
FEMALE	

Your age is between?

25 – 30 years	
31 – 34 years	
35 – 40 years	
41 – 44 years	
45 - 50 years	
50 and above	

Highest Professional Qualifications.

PTL	PTH	T3	T4	CERT IN EDUCATION	DIP IN EDUCATION	Bed	MEd	ANY OTHER

Teaching Experience

Less than 7 years	
7- 10 years	
11 – 14 years	
15 – 19 years	
20 and above	

Teaching Experience in rural secondary schools.

NO. OF YEARS	
LESS THAN 7 years	
7 -10 years	
11 -14 years	
15 – 19 years	
20 years and above.	

**SECTION B**

**1). To establish how teachers’ workplace conditions, rewards and growth opportunity influence job satisfaction.**

**a) Workplace conditions.**

	<b>Highly satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Highly dissatisfied</b>
1. Student performance				
2. Your school facilities				
3. Student discipline				
4. Your transport to workplace				

5. State any two strategies you know have been put in place by the Ministry of Education to enhance teacher working conditions and performance?

1).....

2).....

6. Suggest any two more strategies you would like to see put in place by the Ministry of Education in your job and working conditions?

a).....

b).....

7. How would teachers benefit from the above mentioned strategies?

a) .....

b) .....

**b). Rewards and growth opportunities.**

Factors	Highly satisfied	Satisfied	Dissatisfied	Highly dissatisfied
8. I get adequate salary				
9. My salary and bonus come on time				
10. I am satisfied with my salary compared to other professionals with almost similar qualifications.				
11. Staff advancement / promotion process in the district.				
12. In house training and development programmes.				

**SECTION C**

**2). To establish if teacher motivation influences job satisfaction.**

13. What on average is the teacher pupil ratio at your school? .....

14. Does a rural school teachers receive incentive from the Ministry of Education? Yes/No

15. If so what are these incentives .....

16. Is your salary linked to job performance? Yes/No

<b>Statement</b>	<b>Agree Strongly</b>	<b>Agree</b>	<b>disagree</b>	<b>Disagree Strongly</b>
17. I generally get my salary and bonus on time				
18. My salary paid is equitable to my workload at workplace.				
19. My student pass rates are determined by the rewards I get from the Ministry Of Education.				

## **SECTION D**

### **3). To establish if teachers' attitudes towards their job impact on their performance.**

	<b>Highly Satisfied</b>	<b>Satisfied.</b>	<b>Dissatisfied.</b>	<b>Highly Dissatisfied.</b>
20. Teaching as a profession.				
21. My teaching workload				
22. Recognition from the Ministry.				

23. Choose/ tick any three most prevalent undisciplined forms of behaviour by teachers in your district?

- a.) Absenteeism
- b.) Disserting/ leaving job without notice.
- c.) Abuse of school funds
- d.) Dismissing early from work
- e.) Child abuse
- f.) Late coming for work

24. In your opinion, what do you think could be the root cause of misbehaviour in the teaching profession?

.....

25. What inspired you into joining the teaching profession?

.....

26. Would you prefer to stay in your profession given an opportunity of another job?

.....

27. If you were to leave your profession, what would be the most important reason for your leaving the teaching job? .....

28. If you were to stay, what would have encouraged you to stay in your teaching profession?

.....

## APPENDIX 7

**Dear Head/Deputy.**

This research is being carried out by Nyasha Makaza (R137700G), a student at the Midlands State University, and the study topic is “An Investigation into Job Satisfaction and how it impacts on Job Performance”. You are kindly requested to provide frank and honest answers to this interview guide. Please do not write your name since the information you provide will need to be given utmost confidentiality and will be used for academic and professional purposes.

### **SECTION A: Background and demographic information.**

**Interview questions for Secondary School Heads and Deputies.**

**Tick Where Applicable.**

Are you male or female?

MALE	<input type="checkbox"/>
FEMALE	<input type="checkbox"/>

Your age is between?

25 – 30 years	<input type="checkbox"/>
31 – 34 years	<input type="checkbox"/>
35 – 40 years	<input type="checkbox"/>
41 – 44 years	<input type="checkbox"/>



45 - 50 years	
50 and above	

Highest Professional Qualifications.

PTL	PTH	T3	T4	CERT IN EDUCATION	DIP IN EDUCATION	Bed	MEd	ANY OTHER

Teaching Experience

Less than 7 years	
7- 10 years	
11 – 14 years	
15 – 19 years	
20 and above	

Teaching Experience in rural secondary schools.

NO. OF YEARS	
LESS THAN 7 years	
7 -10 years	
11 -14 years	
15 – 19 years	

20 years and above.	
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**To establish if teacher motivation influences job performance.**

1. How many hours do your teachers work per day?
2. Do you think your teachers are being paid equitably with the amount of daily work load they have?
3. How do you rate your pupil's' O' level pass rate in the last 5years?
4. Do you not think that your children's' pass rates in the last 5years is a reflection of the rewards your teachers get from the Ministry of Education?

**To establish if workplace and working conditions influence job performance.**

5. How do you rate your student pass rate at O' Level for the past 5years?
6. How do you rate your school's facilities?
7. What is your student discipline like in general?

8. What strategies have been put in place by the Ministry of Education to solve your work condition challenges?
9. In what ways have these conditions been helpful in enhancing teacher performance and participation at your school?
10. Are your teachers receiving their bonus and salaries on time?
11. Do you see your teachers satisfied with what they earn compared to other professionals with almost similar qualifications?
12. How do you see your staff promotion process as implemented by the Ministry of Education?

**To establish if teachers' attitudes influence job performance.**

13. What do you think your teachers feel about their profession?
14. What are the most prevalent acts of misconducts by your teachers in your school?
15. Have any of your staff here been charged with any misconduct behaviour?
16. What do you see as the major cause of teachers' misconduct behaviour?

17. Given a chance of another job, do you think your teachers would stay in the teaching profession?

18. What do you see as the major cause of teachers' leaving profession?

19. What has the Ministry done to ensure that teachers stay in their profession?