DIMENSIONS OF TEACHERS' JOB SATISFACTION IN PRIMARY SCHOOLS IN GWERU DISTRICT, ZIMBABWE: A FACTOR ANALYSIS

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Abstract

The purpose of this study was to find out the dimensions of teacher job satisfaction in selected primary schools in Gweru District, Zimbabwe. The study employed the descriptive survey method. The population of the study consisted of 25 schools with 500 teachers .Two schools were randomly selected from the population and used for the pilot study. Seven teachers from each of the remaining 23 schools were purposively selected and hence 161 teachers make up the sample for the study. A self-constructed questionnaire of 32 items was used to solicit information. The instrument was both face and content validated and the reliability determined using the Alpha reliability method. An Alpha Reliability coefficient of 0.763 was obtained. The data collected were coded and analyzed using descriptive statistics and factor analysis. Factor analysis showed that eight factors accounted for 65.187% variance in teacher's job satisfaction. The eight factors were security, infrastructure and teaching resources, financial incentives, supervision, working condition, monthly salary, non-financial incentives and health scheme. The major factors for teachers' job satisfaction were security, infrastructure and teaching resources, financial incentives and supervision. The study also revealed that teachers were not paid adequate salary and that they are rarely provided with non- financial incentives. It was therefore recommended that responsible authorities should strategize means of helping boost teacher satisfaction in schools by providing adequate security, infrastructure and teaching resources as well as adequate health scheme.

Keywords: Dimensions, Job satisfaction, Factor Analysis

Introduction

One of the main challenges faced by Zimbabwe was how to improve the efficiency and effectiveness of the education system in the face of limited human and material resources. Education was undisputedly the bedrock of any meaningful development and the lack of quality in educational provision in many developing countries had been attributed to the poor standard of those entering the teaching profession, high teacher turnover and challenges such as low teacher moral and the quality of teacher work life (Abdo 2000).

Teachers were arguably the most important group of professionals for the nation's future; therefore it was disturbing to find that many of today's teachers were dissatisfied with their jobs. Almost every professional be it a nurse, teacher, doctor, engineer, or pilot, have passed through the hands of a teacher, and hence their importance. While education played a central role in any society in changing the lives of people the world over, teachers played a critical role in nurturing the minds and hearts of the youth who were regarded as the leaders of tomorrow. A motivated teacher leads to motivated students, and hence, good performance. Teachers were the most important factor in determining the quality of education that children received in schools (Gwaradzimba and Shumba 2010).

As the management and delivery of education came under increasing public scrutiny, the question of how best to motivate teachers was receiving much attention. The goal is to have qualified and motivated teachers assigned where they are most needed, with low levels of turnover and attrition and an incentive system that encourages teachers' commitment and professionalism. For parents, the ideal was to have hardworking teachers who provided high quality education to their children.

The socio economic situation that prevailed in Zimbabwe from early 2008 to date saw the country experiencing high inflation rates which eroded the purchasing power of the workers' salaries. Teachers, among other workers failed to earn a living wage to provide for their basic needs. Some teachers abandoned the teaching profession altogether to pursue other endeavors locally, in neighboring countries and in the diaspora. Those who remained behind spent most of their instructional time trying to stretch the dollar and this resulted in high failure rates in schools. There was no evidence of written work in pupils' books. In most of the learning time pupils were seen loitering in the school premises in the school grounds. Mamwenda (1995) maintained that lack of job satisfaction, resulted in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners and early exits from the teaching profession.

Many factors, influenced job satisfaction among the teachers in Zimbabwe. Some of the factors that had contributed to job satisfaction were teacher salaries and incentives, personal development, working conditions

and environment. Low salaries among the teaching staff in Zimbabwe remained a subject of concern. Most feel that additional bonuses or incentives could both improve morale and results. Chireshe and Shumba (2011) alluded that the Zimbabwean teachers needed better salaries to enhance teacher job satisfaction.

The relation between teachers and the administrators may also have an impact on teacher job satisfaction. Ingersoll (2001) maintained that teachers were more satisfied when they were part of the school decision making and when they had control over their classrooms. He further stated that the teachers were seen to prefer collegial leadership, more managerial or critical leadership styles were seen to have a negative effect on teacher job satisfaction. Intrusive and more supportive styles increased teacher satisfaction.

Apart from salary and the relationship between administrators and teachers, literature revealed that the provision of incentives (financial or non-financial), working environment, working conditions and the availability of teaching resources and infrastructure could lead to teachers' job satisfaction. Holiday or vacation and flexible working hours, access to training and education, support to study and improve oneself were all sources of non-financial incentives. Steyn and van Wyk (1999) viewed the provision of high quality furniture, subsidized food and separate telephone as indirect financial incentives.

On working environment, RunningBear (2010) pointed out that positive work environment was very important for the workers physical, mental and emotional health. Nhundu (1999) asserted that the basic needs for teacher satisfaction included food, housing, clothing, transport and education. According to Khan (2003) favorable working conditions would boost teacher job satisfaction. This study sought to find out the dimensions of teacher job satisfaction in primary schools, in Gweru district, Zimbabwe.

Statement of the problem

The socio economic situation that prevailed in Zimbabwe from early 2008 to date saw the country experiencing high inflation rates which eroded the purchasing power of the workers' salaries. Teachers, among other workers failed to earn a living wage to provide for their basic needs thus leading to some teachers abandoning the teaching profession altogether to pursue other endeavors locally, in neighboring countries and in the diaspora. Those who remained behind spent most of their instructional time trying to stretch the dollar and this resulted in high failure rates in schools. Literature revealed that lack of job satisfaction, resulted in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners and early exits from the teaching profession.

According to the literature reviewed, apart from salary the provision of incentives (financial or non- financial), working environment, working conditions and the availability of teaching resources and infrastructure could lead to teachers' job satisfaction but the dimensions of teachers' job satisfaction in Zimbabwe have rarely been studied. This study therefore sought to analyze the dimensions of teacher job satisfaction in Zimbabwe, with particular reference to selected primary schools in Gweru district.

Research Question

1. What are the dimensions of teacher job satisfaction as extracted by factor analysis?

Research Methodology

The descriptive survey approach was adopted for the study. The population of the study consisted of 500 teachers from the 25 primary schools in Gweru urban district. The schools were composed of multiracial or former group A, Mission, Council, Private and Government schools. Two schools with a total of thirty teachers were purposively selected for the pilot study. Seven teachers (one from each grade level) were purposively selected from each of the remaining 23 schools and hence a sample of 161 teachers was used for the study. A self constructed questionnaire of the five point Likert scale of strongly agree to strongly disagree with thirty-two items was used to collect the data for the study. The questionnaire was both face and content validated and the reliability determined using the Alpha reliability method. The Alpha Reliability coefficient of 0.763 was obtained. The data collected was analyzed using the descriptive statistics (mean and standard deviation) and factor analysis.

Results

Research question 1

What are the dimensions of teachers' job satisfaction as extracted by Factor Analysis?

The items on the questionnaire were subjected to factor analysis in order to determine the dimensions of teachers' job satisfaction in selected primary schools in Gweru District, Zimbabwe. Table 1 shows the KMO and Bartlett's Test of Sphericity.

Table 1 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.793
Bartlett's Test of Sphericity	Approx. Chi-Square	2.486E3
	Df	496
	Sig.	.000

The KMO value of .793 indicated that the sample used for the study was adequate while the significant Bartlett's Test of sphericity showed that

the variables were inter correlated and that the items on the questionnaire were capable of grouping into dimensions and as a result the need for factor analysis to proceed.

Tables 2 to 9 showed that eight factors accounted for 65.187% variance in teacher's job satisfaction. This showed that the researcher managed to explain 65.187% of the factors responsible for teacher's satisfaction. The eight factors were security, infrastructure and teaching resources, financial incentives, supervision, working condition, monthly salary, non-financial incentives and health scheme. The various factors, the factor loading, mean and standard deviation are discussed in succession below.

Table 2: Factor 1 -Security

Items	Factor Loading	Mean	Standard Deviation
I work in a safe environment.	.790	3.2547	.97005
I am protected against threats.	.777	2.7578	1.11678
I feel safe in my school.	.765	3.1304	1.16796
I am treated fairly in my school.	.757	2.5528	1.21912
I am respected in my school.	.695	3.1801	.97396
I feel loved in my school.	.662	3.1180	.98348
I am availed a housing allowance every month.	.463	3.0932	1.20313
I am allowed to further my education.	.384	2.4034	1.42469

Variance Accounted for: 24.596%

Table 1 above shows that security accounted for 24.596% variance in teachers' job satisfaction. The high factor loading for the eight items which ranges from .384 to .790 showed that all the items on this factor were interrelated. This is an indication that the more security was in place the better is the teacher's job satisfaction. According to Johnson (2006), security needs were vital for job satisfaction. The mean of 2.4034 showed that teachers were rarely allowed to further their education; however the high standard deviation of 1.42469 showed that the respondents were heterogeneous in their responses. The means of 2.5528 to 3.2547 for all other items under security showed that these were sometimes in place.

Table 3: Factor 2 - Infrastructural and Teaching resources

Items	Factor Loading	Mean	Standard Deviation
My classroom has adequate furniture.	.784	2.9627	1.23434
There is adequate media to support learning in my school.	.748	2.5652	1.21852
My pupils have enough relevant text books	.742	2.6708	1.21334
My classroom has adequate infrastructure.	.725	2.8634	1.24246
My pupils have relevant furniture.	.577	3.4596	1.11239

There are computers to support learning in my school.	.530	3.0932	1.47395
My school has a remedial program.	.523	3.7516	1.11821

Variance Accounted for: 8.749%

Table 3 indicated that infrastructure and teaching facilities accounted for 8.749% variance in teachers' job satisfaction. The high factor loading of .523 to .784 showed that the items on this factor were interrelated. The mean of 3.7516 for provision of remedial program showed that this was often in place while the means of 2.5652 to 3.4596 for all other items showed that these were often in place. The high standard deviations for all the items showed that respondents were heterogeneous in their responses.

The more infrastructure and teaching facilities are in place in schools, the more teachers will be satisfied with their job. This is in agreement with Schneider (2003) who found out that school facilities directly affect teacher job satisfaction.

Table 4: Factor 3 - Financial Incentives

Items	Factor Loading	Mean	Standard Deviation
My school holds free term retreats for the teaching staff.	.772	2.5714	1.43053
My school pays wardrobe allowance.	.750	2.3416	1.19951
My school allows beneficiary tuition allowance.	.698	2.7640	1.40319
I am given a monthly transport allowance.	.524	3.8696	1.07314
My school pays monthly cash incentives.	.457	3.7205	1.45005

Variance Accounted for: 8.405%

The variance explained in table 4 for financial incentives was 8.405 % in teachers' job satisfaction. The high factor loading of .457 to .772 showed that the items were interrelated. The highest mean of 3.8696 indicated that teachers were often given transport allowance and a mean of 3.7205, stipulated that teachers were often paid monthly incentives. A mean of 2.5714 showed that the school sometimes held free term retreats for the teacher while a mean of 2.7640 indicated that teachers were sometimes paid beneficiary tuition allowance. Wardrobe allowance was rarely provided.

The high standard deviations for all the items showed heterogeneous responses by the respondents. This indicated that the more financial incentives are put in place the better the job satisfaction of the teachers.

Table 5: Factor 4 - Supervision

Items	Factor Loading	Mean	Standard Deviation
My Head of department gives constructive criticism.	.831	3.3540	1.27676
My head of Department supervises my teaching.	.798	3.5901	1.29167

I am allowed to discuss the supervision report with my supervisor.	.773	3.2236	1.36462
My head teacher supervises my classroom plans.	.681	3.4224	1.30211

Variance Accounted for: 6.366%

From table 5 above, supervision accounted for 6.366% of variance in teacher's job satisfaction. The high factor loading of .681 to .831 showed that all the items are related and belong to this factor. A mean of 3.5901 indicated that the head of department often supervised teachers under them. A mean of 3.3540 stipulates that the head of department sometimes gives constructive criticism. The head of department sometimes supervises classroom plans of the teachers, was indicated by the mean of 3.4224. Ingersoll (2001) acknowledged that teacher supervision by the management had significant influence on teacher's satisfaction and retention.

Table 6: Factor 5 - Working Condition

Items	Factor Loading	Mean	Standard Deviation
My class has 30 pupils.	.740	2.7267	1.44908
I am given a vacation leave every year.	.661	3.1801	1.21392

Variance Accounted for: 5.436 %

Table 6 shows that working conditions accounted for 5.436 % variance in teacher job satisfaction. This implies that the more conducive the working condition the more teachers are satisfied. A mean of 3.1801 indicated that the teachers were sometimes given a vacation leave every year. A mean of 2.7267 indicated that the teachers sometimes have manageable class sizes of about 30 pupils. Johnson (2006) stated that work place conditions should support professional growth in order to promote teacher satisfaction.

Table 7: Factor 6 - Monthly Salaries

Items	Factor Loading	Mean	Standard Deviation
I am paid adequate monthly salaries by the government.	.698	1.2857	.66548
I am affiliated to a social group in the school.	-.376	3.9193	.86585

Variance Accounted for: 4.145 %

Table 7 shows that monthly salaries accounted for 4.145 % of variance in teacher job satisfaction. The mean of 1.2857 indicated that teachers were never paid adequate monthly salaries. The negative factor loading of -376 indicated that the item, affiliation to a social group, is not directly related to salary.

Table 8: Factor 7 - Non Financial Incentives

Items	Factor Loading	Mean	Standard Deviation
My school pays term incentives.	.792	1.9814	1.16443
My school pays weekly incentives.	.609	1.9006	1.06187

Variance Accounted for: 3.966 %

From the table above, financial incentives accounted for 3.966 % of variance in teacher job satisfaction. This implies that the more the teachers are paid incentives the better their job satisfaction. Myers (2005) maintained that teachers with low salaries were more likely to remain in their jobs if the school system provides financial and non-financial incentives to compensate for the salary shortfall.

Table 9: Factor 8 - Health Scheme

Items	Factor Loading	Mean	Standard Deviation
I have a health scheme supported by the government	.654	3.1553	1.23267

Variance Accounted for: 3.523%

Table 9 shows that Health scheme accounted for 3.523% of variance in teacher job satisfaction. The mean of 3.1553 shows that the government sometimes supported the teachers with their health scheme. The standard deviation of 1.23267 shows that the respondents are heterogeneous in their responses.

Findings

Following are the findings of the research

1. Factor analysis showed that eight factors accounted for 65.187% variance in teacher's job satisfaction. The eight factors were security, infrastructure and teaching resources, financial incentives, supervision, working condition, monthly salary, non-financial incentives and health scheme. From the above, the major factors for teachers' job satisfaction were security, infrastructure and teaching resources, financial incentives and supervision.
2. The study also revealed that teachers were not paid adequate salary and that they are rarely provided with non- financial incentives.

Conclusion

The study revealed that eight factors namely security, infrastructure and teaching resources, financial incentives, supervision, working condition, monthly salary, non-financial incentives and health scheme were responsible for teachers' job satisfaction in primary schools, in Gweru district, Zimbabwe however the major factors for teachers' job satisfaction were security, infrastructure and teaching resources, financial incentives and

supervision. This implies that the more these factors are in place the better is the teachers' job satisfaction. It was therefore recommended that the responsible authorities should strategize means of helping boost teacher satisfaction in schools by providing adequate security, infrastructure and teaching resources as well as adequate supervision.

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