

Comparative Study on Job Satisfaction Between Teachers in Government and Non-Governmental Junior Secondary Schools in Monze Urban District, Southern Province, Zambia

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Abstract: The study compared job satisfaction of teachers in government and non-governmental junior secondary schools in Monze Urban District of Southern Province, Zambia. A descriptive research design was used for the study. The sample comprised of 90 teachers that were randomly selected using simple random sampling technique from the nine junior secondary schools. Ten (10) teachers were selected per school and this brought the total study sample to ninety (n=90). Data collected was analysed using SPSS version 23. From the research findings, it was evident that teachers were satisfied with the work itself, working relationship, supervision and the working environment but were not satisfied with the incentive pay and the working conditions. The study also showed a significant difference in job satisfaction between teachers in government and private schools with respect to work itself and supervision, and between teachers in government and mission schools with respect to working relationship. It was therefore recommended that the Ministry of General Education, District Education Boards, school proprietors and managers ensure that fringe benefits such as housing allowance, transport allowance, beneficiary tuition allowance and working conditions are improved in order to enhance job satisfaction of teachers.

Key words: Job satisfaction, Government schools, Non – governmental School

I. INTRODUCTION

Teachers occupy a critical position in the formal education system of any country. Their key roles of teaching and guiding learners to achieve their academic potential are second to none. Isaiah and Nenty (2012) describe teachers as a hub around which the process of education revolves. They argue that most of the countries in sub-Saharan Africa fail to attain their educational goals due to dissatisfaction of teachers. In other words, the importance of teacher job satisfaction in the attainment of educational goals cannot be over emphasised (Hariri, Monypenny, & Prideaux, 2012). Teachers that are happy and satisfied with their job are more likely to create learning experiences that are beneficial to the learners and help learners relate better with their enthusiasm and effort (Cerit, 2009). Thus, teachers who are satisfied perform better than those that are dissatisfied even within the school setting.

It is an undisputable fact that attainment of educational objectives requires motivated and satisfied teachers (Kakupa, Tembo and Daka, 2015). Teacher job satisfaction has been researched by many scholars because of its positive influence on work outcomes and work effort (Ngazi, 2014; Daka, Banda and Namafe, 2020; Mukuka – Hagane and Daka, 2018; Ngimbudzi, 2009). This means that teachers whose needs are met by their working conditions are most likely to impact learners positively as they are duty bound to help learners achieve their potential.

A review of teacher job satisfaction in developing and developed countries by Alhazmi (2012) showed that teachers in the United Kingdom, Greece and Chile were dissatisfied with the workloads, lack of promotion and the salary they were receiving and this translated into poor work output. A great number of studies have also been carried out in Africa on teacher job satisfaction with a view of gathering facts on this important subject. In these studies, findings showed that teachers were not happy with their remunerations and the working conditions (Ololube, 2016; Tefera, 2016; Guajardo, 2011; Nyange, 2013). Another study done in Tanzania by Nyamubi (2017) showed that teachers were generally satisfied by both monetary and nonmonetary incentives such as community support.

Statement of the Problem

There is a general feeling among Zambians that teachers' job satisfaction and motivation in the country has dropped to the lowest ebb in the recent years especially among government school teachers and that the situation has led to the decline in the quality of education (Mwanza, 2010). The prevailing situation in the education sector in Zambia calls for urgent but sustainable measures to combat the deteriorating teacher job satisfaction. Government school teachers perform poorly compared to non-governmental school teachers, despite both groups of teachers being trained from the same colleges and universities (Chanda, 2014). Very few studies have been done especially in junior secondary schools to explain this phenomenon in relation to Job satisfaction. As the New Dawn Government tries to implement free education from

Kindergarten to grade twelve, there is need to look at how the teachers in government schools shall be affected in as far as job satisfaction is concerned. The findings may inform the policy makers to come up with ways of satisfying workers in government schools so that quality of education is not compromised. Therefore, this study aimed to compare job satisfaction of teachers in government and non-governmental junior secondary schools in Monze Urban District of Southern Province, Zambia. This may serve as a reference point for the New Dawn government to consider revising the current conditions for the teachers in government schools in relation to job satisfaction.

Purpose of the Study

The purpose of the study was to compare job satisfaction of teachers in government and non-government junior secondary schools in Monze Urban District of Southern Province, Zambia.

Research Objectives

1. To compare the level of job satisfaction of teachers in government and non-governmental junior secondary schools of Monze Urban District.
2. To come up with workable strategies of improving teacher job satisfaction in government and non-governmental junior secondary schools of Monze Urban District.

II. REVIEWED LITERATURE

Job satisfaction is something that gives employees the propensity to continue with the work. Thus, the positive attitudes of employees towards their job show that they love their job while the negative attitude reveals some dislike for the job. In other words, employees' perceptions about their jobs are influenced largely by individuals' expectations from the job (Tsvara, 2013). Ngimbudzi (2009) and Daka, Banda and Namafe, (2017) elucidate further that teachers that are happy with their job have the potential to transform learners into top class performers academically and the following factors have been found to be of great influence by some scholars; the type of schools teachers' work, incentives, the work itself, working relationship, supervision, working conditions, and working environment.

Literature has revealed that teacher job satisfaction is affected by the type of school a teacher teaches in. A study conducted by Crossman and Harries (2006) in the United Kingdom indicated that teachers differed in their perceptions about their job according to type of schools. Teachers in private schools were more satisfied than those who worked in other schools. This implies that school climate has a role to play in teachers' job satisfaction.

These findings show that when a teacher is happy with his/her relationship with learners, managers and the environment, it translates into happiness with the teaching work as well, even if other aspects of motivation maybe inadequate. However,

research which was carried out in Malawi by Kadzamira (2006) revealed that teachers resigned from government schools to work in private schools due to attractive working conditions in private schools. In Zambia, three types of schools operate under the Ministry of General Education and these include government schools, mission schools and private schools. Despite following the same curriculum and policies, each type of school differs from the other in terms of leadership style, availability of learning facilities; class size; motivational strategies, teacher morale and work environment with distinct implications for teacher performance and satisfaction (Adejumobi & Ojikutu, 2013). As a result, some teachers prefer to work in private schools only while others enjoy working in government schools or mission schools depending on how they feel a particular type of school will meet their needs and aspirations.

Government School is a primary or secondary school funded and controlled by the local, state or national government. Private School is a primary or secondary school not administered by the government. In the context of the Zambian education system, government schools are public schools whose programs are designed and sponsored by the government through the Public Service Management Division (PSMD). Recruitment of these teachers is also done by a government appointed Teaching Service Commission (TSC). In the case of mission schools, these are schools run by churches, though deployment of teachers into the schools is done by a government appointed Teaching Service Commission (TSC) in the Zambian context. For private schools, they are entirely privately managed and are privately funded. There is a general belief that private school teachers are satisfied with their job as a result of a number of incentives that they are offered by their employers, be it material or non-material.

The main difference between Government School and Private School stems from the source of their funding and way of administration. Private Schools are independent to a large extent from the interference of the government. Based on these two major differences, other significant differences can be noticed between government schools and private schools. Government schools will have more learners in each class as compared to private schools. The large number of learners in government schools puts a burden on teachers' workload. These differences contribute to job satisfaction of the teachers in these schools.

Incentives refer to the things that play an important role in increasing the rate of performance, wellbeing or satisfaction at work (Ali, Afridi, Shafi, Munawar, & Alvi, 2016). It is a compensation for work done appropriately. In Zambia, incentives are common in most of the schools. For example, teachers who work outside the prescribed working hours and those who conduct holiday tuition are given financial incentives by the respective schools and this helps them to satisfy their basic needs. In other words, incentive pay satisfies most of the teachers' lower order needs outlined by

Maslow's hierarchy of needs as; security, safety, food, water, warmth and rest.

Historically, financial incentives were used to reward employees for good job performance. They were offered to encourage someone to act positively, desire to do better, try harder and expend more energy in order to achieve a positive result (Al-Nsour, 2012). Thus, all the incentives either tangible or intangible were the source for job satisfaction; as they helped in changing the behaviour of workers. Some of the non-financial incentives that could increase job satisfaction include: fixed contracts for teachers who are not in permanent employment, holidays when learners close schools, flexible working hours, and support to study and improve oneself academically or otherwise.

A research conducted by Giacometti (2005) in Virginia, United States of America, revealed that teachers were among the lowest paid in that state and the community had to give them incentives to motivate them. Incentives given involved provision of relocation costs and business houses offered products to the teachers at lower prices. These and many other incentives helped teachers to focus more on their job and this ultimately contributed to teacher performance, and learners were the greatest beneficiary. This study therefore will endeavour to find out whether incentives have an influence on teacher job satisfaction among teachers in Monze Urban District or not.

It must also be noted that human beings are social by nature and making social connections in places of work is vital since workers find themselves there most of the time. Tsvara (2013) proposes that managers must ensure that they provide a social environment that will enable teachers to experience a true meaning of job satisfaction in their work places as this would enhance their performance even as they supervise. Supervision is an activity that involves monitoring how well the subordinates are doing, providing advice and assistance to the individuals and communicating with the employees on a personal basis as well as at an official level. It is against this background that various researchers have argued that employees' job satisfaction tend to be higher when they are convinced that their supervisors are well qualified, have their best interest at heart, and treat them with care and love than when they are just the opposite (Daka, 2017; Daka, Chilala, Hamatanga, Chirwa, Mumba and Kaoma, 2021; Daka, Chipindi, Phiri, Mulenga, Mvula and Chirwa, 2021; Silwamba and Daka, 2021). It has also been found out that employees are satisfied with their jobs if they have opportunities to communicate with their supervisors (Chizyuka and Daka, 2022).

Other studies (Daka, 2019; Lungu and Daka, 2021; Kanchebele – Sinyangwe and Daka, 2022; Daka, Namafe and Katowa – Mukwato, 2019) have also shown that, to achieve quality learning that will improve the academic performance of learners, academic supervision focussed on teachers, learners and management is critical as this guide towards the

desired goals and objectives of the schools in terms of students' quality output. Based on the findings by Akinfolarin, Babalola, and Aladetan (2017), academic supervision helps to improve instructional tasks of teachers and that ultimately enhances learners' academic performance.

Additionally, research evidence from a study conducted in Tanzania pointed out that teacher participation in important activities of the institution and delegating certain responsibilities to the teachers increase their morale and confidence in themselves (Konsolas, Anastasiou, & Loukeri, 2014). Thus, school managers have a huge responsibility of encouraging their subordinates so that they can bring out their potential that would lead to achieving improved learner performance.

Employees in any organisation pay particular attention to the conditions of service because this has an effect on how they carry out their duties. Studies have shown that working conditions have significant influence over job satisfaction of employees (Raziq & Maulabarhsh, 2015). The findings of Kabir and Mahamuda (2011) in Bangladesh showed that good working conditions inspire workers to do more in their duties and that ultimately increase work performance. This agrees with a study conducted in India which showed that efficiency and attainment of goals is influenced by the satisfaction levels of workers (Jain & Kaur, 2014). This implies that good working conditions influence the performance of the whole organisation. It is for this reason that school managers must create working conditions in schools that motivate teachers to work. Most of the research conducted on job satisfaction identified five types of administrative support that enhanced teachers' working conditions and these included; recognition, achievement, caring and administering school rules fairly. Therefore, effective school managers ought to embrace these aspects as they help in increasing the productivity of their teachers.

III. METHODOLOGY

A descriptive research design was used in this study. The use of this research design helped the researcher to get facts about the job satisfaction levels of teachers in government and non-governmental junior secondary schools in Monze Urban District. The sample consisted of three government schools, all three mission schools and all three private schools. Simple random sampling was used to pick three government schools out of the five and the remaining two government schools were used for the pilot study. The sample comprised of 90 teachers out of the total of 429 that were randomly selected using simple random sampling technique from the nine junior secondary schools in Monze Urban District. Researchers recommend that 20% or more of the population can be picked as a sample when the population is small in descriptive research (Awoniyi, Aderant, & Tayo, 2011). Thus, ten teachers per school were picked and this brought the total study sample to ninety (n=90).

A questionnaire was used to collect data. It was a self-constructed five-point Likert scale type which ranged from Strongly Agree (5) to Strongly Disagree (1) that was administered to junior secondary school teachers in Monze Urban District. The questionnaire for this study was submitted to experts in educational research at Solusi University for face and content validity. In this research, a pilot study was carried out using thirty teachers from the two government schools that were not randomly selected as a sample. The reliability of the instrument was calculated using the Cronbach Alpha formula and was found to be 0.90, which meant that the research instrument was reliable. Questionnaires were administered to teachers by the researcher in each school and were collected on the same day of administration in order to ensure accuracy and high returns. The respondents were not made to write their names or names of their respective schools on the questionnaire or anywhere. All the data collected remained in safe custody of the researcher. The collected data was statistically analysed using the Statistical Package for Social Sciences (SPSS) software version 23. Question one was analysed using means and standard deviations while question two was analysed using Analysis of Variance (ANOVA) and Post Hoc Tests.

IV. FINDINGS AND DISCUSSION

Data was analysed and discussed based on the research objectives. The first objective looked at the levels of satisfaction in government and non – governmental school. Table 1 below shows the multiple comparison tests on job satisfaction of teachers from government, mission and private junior secondary schools.

Table 1: Multiple Comparisons

Dependent Variable	(I) Type of School	(J) Type of School	Mean Difference (I-J)	Std. Error	Sig.
Incentives	Government	Mission	-.20894	.18833	.270
		Private	-.26487	.18670	.160
	Mission	Government	.20894	.18833	.270
		Private	-.05594	.18984	.769
	Private	Government	.26487	.18670	.160
		Mission	.05594	.18984	.769
Work Itself	Government	Mission	.10679	.20717	.608
		Private	.48495*	.20538	.020
	Mission	Government	-.10679	.20717	.608
		Private	.37816	.20883	.074
	Private	Government	-.48495*	.20538	.020
		Mission	-.37816	.20883	.074
Working Relationship	Government	Mission	.31524*	.15611	.047
		Private	.04903	.15476	.752
	Mission	Government	-.31524*	.15611	.047

Supervision	Private	Private	-.26621	.15736	.094
		Government	-.04903	.15476	.752
	Government	Mission	.30723	.17280	.079
		Private	.41849*	.17131	.017
	Mission	Government	-.30723	.17280	.079
		Private	.11126	.17419	.525
Working Environment	Government	Mission	.16657	.17732	.350
		Private	.07634	.17579	.665
	Mission	Government	-.16657	.17732	.350
		Private	-.09023	.17874	.615
	Private	Government	-.07634	.17579	.665
		Mission	.09023	.17874	.615
Working Conditions	Government	Mission	-.08565	.21224	.688
		Private	.41694	.21040	.051
	Mission	Government	.08565	.21224	.688
		Private	.50259*	.21394	.021
	Private	Government	-.41694	.21040	.051
		Mission	-.50259*	.21394	.021

Post Hoc Tests and multiple comparisons showed a significant difference in job satisfaction between government and private schools teachers with respect to supervision as evidenced by $p = 0.017 \leq 0.05$. Data in table 1 also indicated a significant difference in job satisfaction with regards to working conditions between mission and private school teachers as shown by $p = 0.021 \leq 0.05$. These findings agree with the outcome of a study conducted by Crossman and Harries (2006) in the United Kingdom which indicated that there were differences in the level of job satisfaction of teachers according to type of schools. The results also agree with the research findings of the study which was carried out in Malawi by Kadzamira (2006) that indicated that job satisfaction tends to be higher in private schools than government schools.

On the strategies of improving, the study investigated the best ways of improving job satisfaction among teachers of junior secondary schools in Monze District. Table 2 shows data for teachers’ responses on incentives. The responses show that teachers were somewhat satisfied with the financial incentives they got, the free term retreats for the teachers, the workshops organised for them and the appreciations they got from their employers for the contribution they made in the schools as evident in the mean scores of 2.82, 2.79, 3.38, and 3.22 respectively.

Table 2: Incentives

	Minimum	Maximum	Mean	Std. Deviation
1. The financial incentives I get	1.00	5.00	2.8222	1.21394
2. The beneficiary tuition allowance	1.00	5.00	2.4111	1.16979
3. The free term retreats for the teaching staff	1.00	5.00	2.7889	1.14651
4. The fact that I am allowed to further my studies	1.00	5.00	3.9889	1.11672
5. Workshops organised for teachers	1.00	5.00	3.3778	1.18585
6. Appreciations by the employers	1.00	5.00	3.2222	1.12956
Incentives Average	1.67	5.00	3.1019	.73000

The standard deviations which are all above 1.00 show the heterogeneity of the teachers' responses with respect to incentives they received. In other words, while some teachers were satisfied with the incentives they were receiving, others were dissatisfied. Table 2 also shows that teachers were rarely satisfied with the beneficiary tuition allowance they were receiving as evident in the mean of 2.41 and the standard deviation of 1.17 which revealed how divergent the responses of the teachers were on this aspect. Furthermore, teachers' responses showed satisfaction with employers' decision to allow them to further their studies with a mean of 3.99, though the standard deviation of 1.12 indicate that not all the teachers were satisfied.

Generally, the study showed that teachers were moderately satisfied with the incentives they were getting in their schools as revealed by the overall mean of 3.10. Since the mean was below the threshold of 3.51, it meant that teachers were not satisfied with the incentive pay. The standard deviation of 0.73 confirmed that teachers had similar feelings towards the incentive pay. Literature revealed that incentives have the potential to encourage someone to act positively, desire to do better, try harder and expend more energy in order to achieve a positive result (Al-Nsour, 2012). Sadly, the data presented in the table above gives a picture of teachers who are not motivated to work hard due to inadequate incentives.

Table 3 shows teachers' views towards the type of leadership applied by their supervisors. The means which ranged from 3.54 to 4.04 showed that teachers were satisfied with most of the leadership aspects of their supervisors. Research evidence from a study conducted in Tanzania pointed out that teacher participation in decision making processes of the school and delegating some of the responsibilities to the teachers increase their morale and confidence in themselves which ultimately make them happy with their job (Konsolas, Anastasiou, & Loukeri, 2014). Thus, the data in table 3 suggest that supervisors in Monze Urban District junior secondary schools have a good rapport with their teachers.

Table 3: Supervision

	Minimum	Maximum	Mean	Std. Deviation
16. The support I get from school administrators	1.00	5.00	4.0444	.87295
17. The procedure followed when promoting people	1.00	5.00	3.1778	1.10746
18. The work supervision by my superiors	1.00	5.00	3.7111	.87723
19. The constructive criticism I get from my Head of Department	1.00	5.00	3.5556	1.06118
20. The opportunity I am given to discuss the supervision analysis report with my supervisor	1.00	5.00	3.5444	.99618
Supervision	2.40	5.00	3.6067	.68529

The standard deviations which ranged from 0.71 to 0.88 showed the homogenous responses of the respondents with regards to the items under consideration. However, some teachers disagreed that they were satisfied with the promotional process and procedure used by their employers as evidenced by the mean of 3.18, and their responses were heterogeneous in this respect as shown by the standard deviation of 1.11. However, the overall mean of 3.61 shows that teachers were satisfied with the supervision they were subjected to and the standard deviation of 0.69 showed homogeneity of responses.

In Table 4 below, teachers' views towards their working conditions were displayed. The data presented showed that teachers felt protected against dismissal from their jobs by the laws that were in existence as evidenced by the mean of 3.62, though the heterogeneity of their responses was evident as indicated by the 1.06 standard deviation.

Table 4: Working Conditions

	Minimum	Maximum	Mean	Std. Deviation
21. The laws that protect me from being fired from my job	1.00	5.00	3.6222	1.05551
22. The housing allowance I get	1.00	5.00	2.9222	1.34271
23. The freedom I have in my place of work	1.00	5.00	3.6222	1.02308
24. The professional development training available to me as a teacher	1.00	5.00	3.3556	1.16418
Working Conditions	1.25	5.00	3.3806	.84154

Teachers were also satisfied with the freedom they had in their schools as shown by the 3.62 mean. The standard deviation of 1.02 however shows that some teachers were not satisfied. Furthermore, the 2.92 mean for the housing allowance and 3.36 mean for In-service training showed that teachers disagreed that they were satisfied with respect to the items. Literature shows that working conditions have the potential to affect job satisfaction (Raziq & Maulabarhsh, 2015; Daka, Banda and Namafe, 2019). This, therefore, means that the prevailing working conditions in the schools were not good enough as evidenced by the heterogeneous responses.

The standard deviation of 1.34 and 1.16 respectively show how divergent their opinions were on these aspects.

Generally, teachers were not satisfied with the working conditions that exist in their schools as evidenced by the overall mean of 3.46, which is below the threshold of 3.50. The overall standard deviation of 1.16 however showed divergence in teachers' opinions. This means that some teachers were satisfied with their working conditions, while others were not.

Table 5 shows that teachers agreed that they were satisfied with their working environment as the means which ranged from 3.77 to 3.99 were above the threshold of 3.50. Research conducted in India by Jain and Kaur (2014) showed that good working environment, that is, the work environment that has refreshment and places for relaxation increase the level of job satisfaction. This means that school environments in Monze Urban District were good enough to appeal to teachers' liking.

Table 5: Working Environment

	Minimum	Maximum	Mean	Std. Deviation
25. The safety rules in my school	1.00	5.00	3.8778	.92199
26. The locality of the school in which I teach	2.00	5.00	3.9889	.85452
27. The school's physical working environment	1.00	5.00	3.8889	.86693
28. The protection I receive against any form of threat	1.00	5.00	3.7667	.97208
Working Environment	1.75	5.00	3.8806	.68206

The standard deviations which ranged from 0.85 to 0.97 showed homogeneity of teachers' responses to the items. The overall mean of 3.88 confirms that teachers were satisfied with their working environment and the standard deviation of 0.68 showed that the differences in the responses were minimal.

V. CONCLUSION AND RECOMMENDATION

The purpose of the study was to compare job satisfaction of teachers in government and non-governmental junior secondary schools in Monze Urban District of Southern Province, Zambia. From the research findings, it was evident that teachers were satisfied with working relationship in their schools, supervision and the working environment but were not satisfied with the incentive pay and the working conditions. The results showed a significant difference in job satisfaction between teachers in government and private schools with respect to supervision, and between teachers in mission and private schools with respect to working conditions.

Based on the conclusions derived from the study, the following recommendations were made:

1. There is need for the Ministry of General Education and school proprietors to ensure that fringe benefits

such as housing allowance, transport allowance, beneficiary tuition allowance and those associated with extra responsibilities are adequate and paid in full.

2. There is need for District Education Boards and school managers to improve working conditions of teachers in schools so that teacher job satisfaction levels are increased.
3. There is also need to make teaching profession attractive and competitive by offering incentives that equal those of similar jobs outside and also provide leadership training to school managers so that they manage teachers and other resources efficiently and effectively in their schools to avoid teacher dissatisfaction.

Further research should be conducted by the Ministry of General Education countrywide for more generalization as this study focussed on only Monze District.

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