

FACTORS CAUSING JOB DISSATISFACTION AMONG TEACHERS IN  
SELECTED SCHOOLS IN THE ONANKALI CIRCUIT IN THE OSHIKOTO  
REGION OF NAMIBIA

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## **Abstract**

The study investigated factors causing job dissatisfaction among teachers in selected schools in Onankali circuit in the Oshikoto region of Namibia. The following areas guided the research questions of the study: the current state of teachers' job satisfaction; factors causing job dissatisfaction; the effects of job dissatisfaction and the strategies to improve teacher job satisfaction. A mixed-method research approach and a case study design were adopted. Qualitatively, a criterion purposeful sampling technique was used to identify a list of schools from the Onankali circuit with either high teacher attrition or absenteeism rates, two HoDs and the school principals of each of the participating schools. Quantitatively a stratified random sampling was used to select six (6) participating schools, whilst a systematic random sampling was employed to select eight (8) teachers from each selected school. The population of the study was 354 teachers; 21 HoDs; 25 Principals and one education inspector, while the sample constituted 61 participants.

Structured questionnaires for the inspector, principals, HoDs and teachers were used. Data from qualitative interviews were analysed using the content analysis method. While responses from quantitative structured questionnaires were analysed using the Statistics Package for Social Sciences (SPSS).

It was found that there is medium teacher job dissatisfaction in the Onankali circuit at about 50%. The study found that bad working conditions, poor management skills, and lack of resources and equipment in schools are the main causes of job dissatisfaction in the Onankali circuit. The study further revealed that job dissatisfaction negatively affects productivity, efficiency and the effectiveness of teachers. Participants indicated that schools with teachers who are job dissatisfied constantly experience changes in staffing.

The study recommended that there must be a review of teachers' benefits, an improvement in the working conditions especially the provision of teaching resources and equipment, and an improvement in teachers' living conditions by providing all the necessary services.

***Key Words:***

Job satisfaction, teacher job dissatisfaction, commitment, working conditions

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## **Acronyms**

ACE:	Advanced Certificate in Education
BED:	Bachelor of Education Degree
BED (honours):	Bachelor of Education Honours Degree
BETD:	Basic Education Teaching Diploma
GDP:	Gross Domestic Products
HoD:	Head of Department
HED:	Higher Education Diploma
SA1:	School A participant 1
SB1:	School B participant 1
SC1:	School C participant 1
SD1:	School D participant 1
SE1:	School E Participant 1
SF1:	School F Participant 1
UNICEF:	United Nations International Children's Emergency Fund
UREC:	University Research Ethics Committee
SPSS:	Statistical Package for Social Sciences

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## **Dedication**

This thesis is dedicated to the following people: my lovely mother, meme Katrina Nuule and my beautiful children: Pandu, Tunenyanyu and Mtangeni.

## **Declaration**

I, Elina Amen Namupala, hereby declare that this study is my work and is a true reflection of my research and that this work or any part thereof has not been submitted for a degree at any other institution. No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form, or by means (e.g., electronic, mechanical, photocopying, recording, or otherwise) without the prior permission of the author, or The University of Namibia in that behalf. I, Elina Amen Namupala, grant The University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which The University of Namibia may deem fit.



Elina Amen Namupala

APRIL 2023

Date

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **1.0 Introduction**

This chapter introduces and presents the background of the study. It provides the problem statement that shows the need for research to be conducted in the Oshikoto Region, Namibia. The research questions that guided the study, the significance of the study, the limitations of the study, and the delimitations as well as the definition of key terms are presented.

#### **1.1. Background of the study**

Teachers have a responsibility to create future leaders. Therefore, it is important to ensure that teachers are satisfied. However, teachers across the world are not satisfied with their jobs and they have a high turnover (Chamundeswari, 2013).

The past two decades have seen the demand for institutions to respond to the need for employees' job satisfaction becoming topical. In this regard, various factors responsible for job dissatisfaction have been an area of active research in the education field where job dissatisfaction is deemed to exist, where teachers find their work dissatisfactory or unenjoyable, and where teachers tend to be demotivated, which negatively affects their performance (Akram et al., 2015; Al Jenaibi, 2010; Bota, 2013; Gahcez, 2013; Lee et al., 2017; Naz, 2017; Skaalvik & Skaalvik, 2014).

In Brazil, low job satisfaction has been a constant problem among Brazilian teachers. In São Paulo, Brazil's largest state, the turnover of elementary and high school teachers in public schools is alarming (Neto, 2013). When asked about the reasons for dissatisfaction which ultimately motivated them to leave their jobs, these teachers indicated low salaries, poor working conditions, poor leadership, and devaluation of teachers.

According to Naz (2017), teachers in Pakistan are highly dissatisfied due to poor working conditions and a lack of autonomy. This adversely affects job performance, the levels of student motivation and educational standards, which lead to high staff turnover. Akram et al. (2015) maintain that many schools as well as universities, have made efforts to address job dissatisfaction issues, but to no avail, which means that gaps still exist that need to be filled through conducting further studies in schools.

In Zimbabwe, 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 endeavours locally, in neighbouring countries and in the diaspora. Also, there was no evidence of written work in pupils' books (Adebago & Gombakomba, 2013).

A study by Louw et al. (2008) indicates that there is a high level of teachers' dissatisfaction in Namibian schools. Furthermore, Pieters and Auanga (2018) observed that there is a lack of work commitment among teachers in the Omaheke and Oshana regions.

The present study is an investigation of factors responsible for job dissatisfaction among teachers in selected schools in Onankali Circuit of the Oshikoto Region. The Oshikoto region in northern Namibia is one of the most densely populated regions and therefore, it has many primary and secondary schools to provide educational services to the population. As such, a large number of teachers has been deployed to the region to offer educational services. Research has shown that one of the challenges experienced in the education sector is job dissatisfaction (Naz, 2017).

Several scholars have researched the issue of job dissatisfaction, such as Ayele (2014), Afshar and Doosti (2016), Manten (2019), Song and Mustafa (2015), and many others. Among the studies that are available, none have been conducted in schools in rural regions of Namibia. Few studies related to this study have been conducted in Namibia, such as that by Auanga and Pieters (2018), on enhancing the work engagement of teachers through organisational commitment, organisational justice, and psychological conditions in Namibia, and that of George, Louw and Badenhaust (2008), on job satisfaction among urban secondary school teachers in Namibia.

To ensure that all learners in Namibia receive quality education despite their geographic location in the country, the government of the Republic of Namibia has introduced what initially was called bush allowance now called remoteness and hardship allowance (Kavishe, 2012). This allowance is paid to qualified teachers who teach in remote areas in an attempt to retain them there. Also, Namibia's overall spending on education remains relatively high and above international targets, averaging 8% of the GDP and 19% of the

total budget (UNICEF, 2020). However, this high level of spending has not translated to high teacher job satisfaction.

Although the Namibian government has made efforts through allocating more percentages of the national budget to education and incentives such as remoteness allowance, teachers seem not to be satisfied. According to Tickle et al. (2013), the satisfaction level could be improved by identifying the determinants that affect teachers' satisfaction. These factors were identified by the researcher to provide feedback on the causes of job dissatisfaction among teachers in the Onankali circuit in the Oshikoto region of Namibia.

## **1.2 Problem statement**

Uugwanga (2019) noted that teachers are unhappy with some aspects of their job. The researcher initially observed the problem of teacher dissatisfaction at teachers' annual conferences organised in the Oshikoto Region, specifically at a conference hosted by the Onankali Circuit for teachers where it was revealed that teachers are discontented with their job. According to Hawene (2018), many teachers in rural areas of Namibia do not show total commitment to their teaching responsibilities as evidenced by unnecessary absenteeism, poor pass rates, and insubordination, despite them being given remoteness and hardship allowances since April 2009.

A study by Ayele (2014) revealed that teachers' job dissatisfaction has a strong and positive correlation with organisational commitment because highly committed teachers are much less likely to leave their work of teaching and they are also less likely to be absent from school. While low committed teachers are often absent from school to engage

in some attractive activities that include visiting places of interest. Ayele (2014) believes that the ability of administrators to provide intrinsic and extrinsic considerations in managing employees has motivated the employees and strengthened their organisational commitment.

Studies related to teachers' complaints about the state of the schools, their working conditions, lack of recognition, and insufficient salaries in Namibia are very few, such as the study by Nambundunga and Shoopala (2012) on factors influencing teachers' attrition in the Omusati region, and a study by Hawene (2018) on the effects of remoteness and hardship allowance in retaining teachers in rural schools in the Oshana region. These studies (Hawene, 2018; Nambundunga & Shoopala, 2012) indicated that teachers' complaints in Oshana and Omusati regions respectively are tantamount to job dissatisfaction. What could be the cause of such dissatisfaction? Therefore, the researcher sought to answer this question by conducting an in-depth investigation of the causes of job dissatisfaction among teachers in the Onankali Circuit of the Oshikoto region, where no such study has been conducted.

Therefore, the purpose of the study was to find out the factors that cause job dissatisfaction among teachers in the Onankali circuit. To achieve this purpose, it was also necessary to determine the level of job dissatisfaction in Onankali Circuit and identify the impacts of job dissatisfaction. The study also aimed to make positive suggestions of the ways that can be adopted to improve job dissatisfaction among teachers in the Onankali Circuit.

### **1.3 Research questions**

The study was guided by the following research questions:

- 1.3.1 What is the current state of job satisfaction among teachers in the six selected schools in the Onankali circuit?
- 1.3.2 What are the factors that contribute to job dissatisfaction among teachers in the six selected schools in the Onankali circuit?
- 1.3.3 What are the effects of job dissatisfaction among teachers in the six selected schools in the Onankali Circuit?
- 1.3.4 What strategies could be used to improve job satisfaction among teachers in the six selected schools in the Onankali Circuit?

### **1.4. Significance of the study**

The study contributes to the available literature on employee job dissatisfaction and it is a useful reference for future scholars studying issues related to job dissatisfaction. The study also contributes to education policy changes since it reveals a plethora of problems teachers face in schools and are likely to adopt new ways of addressing job dissatisfaction borrowing from what has been presented in the study. In that way, the study may benefit all stakeholders in the education system, including learners, teachers, and parents. The study does not only benefit learners, teachers, and parents in Onankali Circuit but the findings may be transferable to other communities where situations are similar to those of the Onankali Circuit. Therefore, the study is likely to benefit some schools in other communities in Namibia. The study is likely to prompt other researchers to conduct new research studies based on the identified gaps in the findings presented in this study. Finally, suggestions and recommendations that emerged from this study are likely to

inform other sectors of the country about what should be done to reduce employee dissatisfaction.

### **1.5. Limitations of the study**

Limitations of the study refer to any conditions that are likely to weaken the findings of the study (Creswell, 2014). The sample size may be too small for the results to be generalised to a wider context. The study has not been previously conducted extensively and therefore there were not many secondary sources to rely on because some of the available secondary sources did not effectively address the research questions.

### **1.6 Delimitation of the study**

The delimitation of the study refers to clearly stated boundaries of the study (Creswell, 2014). Ideally, the study could have explored views from several respondents in schools across many regions in the country for comparison, but this was not logistically feasible; thus, the Oshikoto region, where the researcher lives, was selected.

Also, the study was only conducted in six (6) selected schools in the Onankali Circuit. These schools have either high teacher attrition or high teacher absenteeism rates as Onankali is near the researcher's workplace and place of residence. Conducting a study in Onankali enabled the researcher to easily collect the data.

## **1.7 Definition of key terms**

### **Job dissatisfaction**

Naiz (2017) defines job dissatisfaction as the negative attitudes that emerge from a person's perceptions of fulfilment that lacks in their jobs. This thus refers to the low values that employees place on their work experiences.

On the other hand, Njiru (2014) refers to job dissatisfaction as those negative attitudes or bad feelings that people have towards their profession. It also refers to the negative and unfavourable attitudes and feelings which relate to job dissatisfaction (Armstrong, 2006).

According to Naiz (201), job satisfaction refers to positive feelings that emerge from a person's perceptions of the fulfilment derived from one's job. It also includes the high values that employees place on their work experiences. George and Jones (2008) view job satisfaction as the collection of feelings, beliefs and attitudes about the job, especially about work, and about co-workers, supervisors, subordinates and pay.

### **Working conditions**

Working conditions refer to everything that happens in the work environment (Al Jenaibi, 2010).

### **Work goals**

Refers to organisational expectations (SHRM, 2016).

### **Staff turnover**

This means the rate at which employees leave their workplace for another job elsewhere mainly due to job dissatisfaction (Al Jenaibi, 2010).

## **1.8 Chapter summary**

Chapter one laid the foundation of this study by indicating what was to be studied and why there is a need to study job dissatisfaction among teachers in Namibia. The background looked at the concept of job dissatisfaction from a historical point of view considering its conception from an international perspective. The problem statement highlighted the manifestation of job dissatisfaction in Namibia and the problems associated with job dissatisfaction. Studies conducted in Namibia in Oshana and Omusati regions showed that teacher job dissatisfaction is obvious in Namibia, which created a need for a study to be conducted on factors causing job dissatisfaction among teachers in Namibia using the Oshikoto region as a case study. It is the purpose of the problem statement that created research questions to guide the study. Chapter one also presented the significance of the study, the limitations of the study, and the definition of key terms. The next chapter presents the theoretical framework and a review of the literature on the factors that cause teacher job dissatisfaction and possible ways to reduce it.

## CHAPTER TWO

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

#### **2.0 Introduction**

A research literature review refers to organised as well as synthesised results of what has been written or investigated by other writers and researchers on issues under investigation (Thomas & Hodges, 2010). According to Creswell (2014), a literature review contains information related to the issues under discussion that is recorded in accredited books and journals. This chapter is a review of findings from previous research for the purposes of informing the current study as to what has been investigated, and what still needs to be investigated on job dissatisfaction issues that are related to the research questions. Finally, it deliberates on the various measures that can be taken to improve teachers' job satisfaction in schools.

#### **2.1 Theoretical framework**

A theoretical framework is a structure that has a theory which is relevant to a research study (Labaree, 2013). The implication is that a theoretical framework highlights a theory that has some relationship to the issues under investigation. A theoretical framework is put in a research study for the purposes of demonstrating an understanding of theories as well as concepts relevant to the topic under investigation and to also relate the study to other broad areas of knowledge with links to the study. The theoretical framework becomes very significant in the presentation of findings, the data analysis, and discussions as well as in the concluding chapter of the study. This study adopted the Herzberg Two Factor theory and the Equity theory which highlights issues of job satisfaction and job

dissatisfaction, which makes the theory relevant to the investigation of factors causing job dissatisfaction in schools.

### **2.1.1 Herzberg's Two Factor theory**

According to Dugguh and Dennis (2014), the Herzberg theory focuses on satisfaction and dissatisfaction outcomes, which cover two areas related to the study objectives. The theory states that there are some aspects of job tasks that result in job satisfaction (motivation) and some aspects that may cause dissatisfaction (hygiene) (Al Jenaibi, 2010; Dugguh & Dennis, 2014). According to Herzberg (1959), the two groups of factors are different. Job satisfaction is caused by motivators while job dissatisfaction may be caused by hygiene factors. Motivators are those factors that propel an individual to achieve personal and organisational objectives, factors like the job itself, rewards, advancement, and responsibilities. It is those job aspects that drive or make an employee want to perform and thus provide job satisfaction. Hygiene factors are those factors in the work environment including modes of supervision, organisational policies, interpersonal matters, and working conditions, which may lead to job dissatisfaction if there is a certain degree of deficiency (Dugguh & Dennis, 2014). On the same issue, Al Jenaibi (2010) states that hygiene factors can be improved to mitigate job dissatisfaction but this does not mean that job satisfaction would be achieved. From this point of view, it is only improved motivation factors that promote job satisfaction, which means that the absence of motivation factors becomes the main cause of job dissatisfaction and poor performance.

Figure 1 below illustrates the two-factor theory as presented by Herzberg, Mausner and Snyderman (1966).



Figure 1: **Two factor theory**

**Source: Herzberg, Mausner & Snyderman (1966)**

According to figure 1, motivation factors have a positive effect on job satisfaction while hygiene factors may not make an employee satisfied but their presence removes any form of unhappiness in employees. If the hygiene factors deteriorate, the possibilities of job dissatisfaction arise. Figure 1 shows that there are clear differences between motivation and hygiene factors as illustrated in table 1 below.

**Table 1: Illustration of the differences between Motivation and Hygiene factors**

	<b>MOTIVATION FACTORS</b>	<b>HYGIENE FACTORS</b>
<b>Absent</b>	Outcome is no job satisfaction	Outcome is job dissatisfaction
<b>Present</b>	Outcome is job satisfaction	Outcome is no dissatisfaction

<b>Described as</b>	Intrinsic to the job	Extrinsic to the job
<b>Role in job satisfaction</b>	Powerful	Weak

Table 1 above compares the two factors in Herzberg’s theory to explain what is shown in figure 1 above.

### **2.1.1.1 Motivation factors**

According to Dugguh and Dennis (2014), job satisfiers (motivation factors) are things that should be done to improve job satisfaction. In line with this, Alshmemri, Shahwan-Akl, and Maude (2017) maintain that the term ‘motivation’ is from the Latin word ‘mover’, meaning to move. It refers to something that drives a person to do something. In Herzberg’s theory, motivation factors are those things that increase employee job satisfaction if improved. Alshmemri et al. (2017) as well as Dugguh and Dennis (2014) summarise motivation factors as follows.

The achievement of employees is related to the autonomy to enable employees to use personal talents, clear organisational goals and standards to keep employees informed, as well as regular and timely feedback to enable employees to rate their performance (Alshmemri et al., 2017; Dugguh & Dennis, 2014).

The recognition of employees makes them feel honoured for the good job they do or their outstanding behaviour. Regular and immediate recognition enables employees to reach self-actualisation. Employee recognition manifests itself in public appreciation, written

praises, the inclusion of excelling employees in school reports, and increasing employee responsibilities and promotion (Alshmemri et al., 2017; Dugguh & Dennis, 2014).

The job itself has to be made meaningful and important to employees by setting goals that make employees see the achievement of the goals as very important. During work tasks, employees should be constantly reminded that it is their presence that can only make the organisation successful. This should be done using examples of cases where employees' actions made the company achieve tremendous feats (Alshmemri et al., 2017; Dugguh & Dennis, 2014).

Giving employees responsibility and additional authority when doing their work makes them have a sense of ownership of production. Giving employees freedom increases their motivation levels. Giving employees power increases employees' sense of ownership of company achievements. As employees cope with job demands, more and more responsibilities are gradually added to make the work challenging and meaningful (Alshmemri et al., 2017; Dugguh & Dennis, 2014).

Making opportunities for promotion readily available challenges employees to enhance their performance and standard of work output. Opportunities for advancement include elevating the employee's current position in the company or assisting the employee to acquire better qualifications related to their job description (Alshmemri et al., 2017; Dugguh & Dennis, 2014). This makes employees to be experts in doing their tasks and simultaneously, makes them valuable to the organisation, which leads to job satisfaction. In this study, it was evident that teachers who experienced poor working conditions, lack of personal development, and lack of appraisals at their schools were dissatisfied with their jobs as discussed in chapter 5 of this study.

### **2.1.1.2 Hygiene factors**

Dugguh and Dennis (2014) presented a summary of factors that are likely to cause job dissatisfaction if there is a certain degree of deficiency. Alshmemri et al. (2017) state that hygiene factors such as salaries, company policies, interpersonal relationships, working conditions, and relationships with supervisors help to avoid unpleasantness. According to Chu and Kuo (2015), hygiene factors such as company administration, company policies, job security, the quality of supervision, financial packages, working conditions, and the quality of relationships prevent job dissatisfaction. Salaries are the main reason why employees seek employment and therefore, want to be paid fairly when it is due. Employees that do not receive fair compensation in terms of salaries tend to be dissatisfied and which negatively affects their performance. Organisations must have clear salary policies that are comparable together with rates of increments, bonuses, and other benefits to reduce employee dissatisfaction (Alshmemri et al., 2017; Chu & Kuo, 2015; Dugguh & Dennis, 2014).

The supervision of employees has to be clinically done by well-trained personnel who are capable of treating employees fairly to avoid job dissatisfaction. Organisational leaders have to provide positive feedback, and they also create ways of evaluating and appraising employees (Alshmemri et al., 2017; Chu & Kuo, 2015; Dugguh & Dennis, 2014). Within the school setting, the principal takes on a key leadership role that may affect teachers' job satisfaction and work commitment (Davis & Wilson, 2000; Price, 2012)

Working conditions that include the environment where employees work affect the pleasure that employees derive from their work. To reduce job dissatisfaction, there must be adequate resources, equipment, and facilities that are comparable to international

standards for employees to have pride in the work they do (Alshmemri et al., 2017; Chu & Kuo, 2015; Dugguh & Dennis, 2014).

Organisational culture including policies, administration, and procedures should be clear and appropriate to avoid job dissatisfaction. School policies have to be documented and given to teachers for them to make contributions so that the policies are aligned with common practices, which reduces dissatisfaction. A periodic review of the policies is necessary (Alshmemri et al., 2017; Chu & Kuo, 2015; Dugguh & Dennis, 2014). However, policies do not guarantee job satisfaction but they decrease dissatisfaction as long as they are fair and applicable to every member of the organisation (Alshmemri et al., 2017; Chu & Kuo, 2015).

Positive interpersonal relationships should be cultivated to eradicate conflicts and reduce dissatisfaction (Alshmemri et al., 2017). Organisations such as schools have to provide employees with socialisation time to help employees for them to understand one another and foster team spirit. Team spirit promotes employee self-control and cooperation, which enables employees to communicate in a friendly manner with everyone in the organisation despite their cultural, racial, and other differences (Alshmemri et al., 2017; Chu & Kuo, 2015; Dugguh & Dennis, 2014).

Employee status or rank within the organisation may be a source of dissatisfaction. Those in management including school principals and HoDs have to ensure that all forms of discrimination based on position or status should not be tolerated within the organisation to reduce dissatisfaction. All interactions have to be cordial and respectful (Alshmemri et al., 2017; Chu & Kuo, 2015; Dugguh & Dennis, 2014).

Job security is paramount to reducing dissatisfaction. At workplaces, there should be no threats of any nature, bullying, harassment, discrimination, or frequent complaints, which are all tantamount to job dissatisfaction and lead to employee burnout (Alshmemri et al., 2017; Chu & Kuo, 2015; Dugguh & Dennis, 2014).

Although Herzberg's two-factor theory is comprehensive, it does not clearly show the percentage contribution of each of the factors towards job dissatisfaction and towards job satisfaction. It still needs to be determined which of the several factors put forward in the two-factor theory applies to the area under investigation. In this study, the Herzberg two-factor theory provides a clear framework that can be used to determine some factors that cause dissatisfaction in selected schools in Onankali Circuit in the Oshikoto region. Consequently, the researcher had to consider another theory, the equity theory, to cater for other factors not highlighted by the Herzberg two-factor theory.

### **2.1.2 Equity theory**

Al Jenaibi (2010) states that the equity theory was developed by John Stacey Adams in 1963 after assessing the degree of equality and fairness that employees receive at the end of their contributions at work. According to Al Jenaibi (2010), equity theory shows that employees desire to balance their input (in this case their qualifications, experience, and capability) with the output (in this case rewards, incentives, and recognition) received compared with other workers. Any fairness perceived results in satisfaction and when there is any unfairness, there will be dissatisfaction.

According to Dugguh and Dennis (2014), equity theory states how people perceive fairness in social relationships. The theory proposes that whenever there is social exchange, people tend to compare the effort they put in and what they get out of it as well

as how much effort is put in by another person and what they get out as a result. If the employee thinks that there is inequity (input and output not matching), the employee is dissatisfied. If there is a fair reward of inputs by outputs, the employee is satisfied.

Input, in this case, refers to the quality as well as the quantity of employee contribution to work. Input examples include ability, commitment, time, enthusiasm, effort, personal sacrifice, hard work, determination, tolerance, flexibility, adaptability, trust in management skills, and support from colleagues (Dugguh & Dennis, 2014). Output in this case refers to either positive or negative consequences an employee gets or perceives to get after work efforts. Output examples include recognition, job security, reputation, esteem, responsibilities, salary, praise, benefits, stimuli, expenses, and sense of achievement (Dugguh & Dennis, 2014).

From the foregoing, it is clear that equity theory is about payment and every employee wants their work to be rewarded with pay. Once there is an underpayment, dissatisfaction creeps in and the employee becomes hostile to the organisation or even other workers, which reduces employee motivation and this finally reduces production. Equity does not only depend on input versus output but it depends on employee comparison of the ratio between input and output as well as the ratio of others. Equity is what the employee perceives to be fair by comparing inputs and outputs, which means that equity differs from one employee to another. According to Ball (2014), when an employee perceives inequity in a social exchange, the reaction or tension that develops is proportional to the size of the inequity. Whatever the employee does as a consequence is meant to reduce the tension.

According to Dugguh and Dennis (2014), the equity theory identifies four mechanisms for job dissatisfaction. Firstly, the employee tries to maximise outcomes. Secondly, groups

of employees maximise collective rewards by creating a system that they use to equitably distribute rewards to members. Thirdly, once employees discover inequitable relationships, they are dissatisfied. Fourthly, an employee in an inequitable relationship tries to eliminate dissatisfaction by distorting inputs or outputs or by leaving the organisation.

Therefore, the equity theory does not only propose the causes of employee dissatisfaction but also indicates the implications of employee dissatisfaction such as employee morale, employee performance, employee productivity, and employee turnover. The equity theory is related to the current study in that it provides the causes and effects of job dissatisfaction that can be used to compare with the findings from the investigations conducted in Onankali Circuit in the Oshikoto region, which makes the theory to be in line with research objectives.

## **2.2 Conception (meanings) of employees' job dissatisfaction**

The concept of job dissatisfaction has been described, defined, and discussed in many ways. Job dissatisfaction came into existence in 1935 through the works of Hoppock, who described job dissatisfaction as emanating from the psychological as well as physiological employee response to the working environment (Lee, Yang, & Li, 2017). An empirical study by Patricia, Rebecca, and Jane (2016) in Australia identified two job dissatisfaction measuring scales, namely, working environment dissatisfaction and working hours and wages dissatisfaction. The implication is that job dissatisfaction is not only influenced by the work environment, but by other factors as well that still have to be determined using foundations created by previous research.

The concept of job dissatisfaction was further elaborated by John Locke in the second half of the 20<sup>th</sup> century. Locke investigated the concept of job satisfaction in the manufacturing sector. In 1976, Locke called job dissatisfaction a negative emotional response to the appraisal of an individual's job or working experiences (Al Jenaibi, 2010). In that case, job dissatisfaction referred to unhappiness and the ill feelings that employees develop towards their work. Additionally, Bota (2013) described job dissatisfaction as employees' discontentment with their job. In line with this, Skaalvik and Skaalvik (2014) view job dissatisfaction as the unfavourable feeling that employees develop towards their work. This means that if there are gaps in the synergy between workers' expectations and job demands, the result will be unfavourable conditions and high levels of dissatisfaction.

From the above meanings of job dissatisfaction, it is clear that it is the employee who self-evaluates the job to determine whether it is enjoyable or fulfilling and whether the employee derives any pride from the work that she or he does.

There are low and high levels of job dissatisfaction. Low levels of job dissatisfaction occur when employees achieve some organisational goals, which brings a sense of achievement. The employees develop some values which make them think they are worthy to be recognized for a job well done (Garcez, 2013). Low levels of dissatisfaction keep employees motivated, it increases productivity and results in low staff absenteeism. This means there is some form of job satisfaction in low levels of dissatisfaction. High levels of job dissatisfaction manifest themselves in boredom, lack of proficiency, attrition, and unnecessary absenteeism (Danish & Usman, 2010). High levels of dissatisfaction are

associated with a lack of motivation, high turnover, low results, and disloyalty (Akram, Malik, Sarwar, Anwer, & Ahmad, 2015).

Furthermore, Song and Mustafa (2015) define job satisfaction as the degree to which employees positively or negatively feel about what they do at the workplace. It is how well the job fulfils the needs and wants of the individual employee, which in turn results in either positive or negative attitudes towards their profession (Song & Mustafa, 2015). In line with this, Judge and Klinger (2012) view job satisfaction as a multi-dimensional psychological employee response to a job. The responses may be behavioural, cognitive (evaluative), or affective (emotional). The affective and cognitive are more dominant job dissatisfaction responses than behavioural ones because they tend to influence the employees' thoughts day and night or they may even spill over into non-work domains (Judge & Klinger, 2012).

From the above discourse, it becomes clear that the development of low and high levels of dissatisfaction has some causes. It cannot just happen. There was, therefore, a need in the present study, to find out the factors that cause job dissatisfaction to rectify the issue.

### **2.3 Factors that contribute to job dissatisfaction**

Literature has identified several factors as responsible for employee job satisfaction (Al Jenaibi, 2010; Judge & Klinger, 2012; Monte, 2019; Saluto & Vaisanen, 2017; SHRM, 2016).

There are several empirical studies which have been conducted on job dissatisfaction. An empirical study conducted by Cardoso (2016) among Nutrition teachers in Brazil found that teachers are first, dissatisfied by additional administrative, bureaucratic, and assistive work tasks attached to their normal work. Secondly, teachers highlighted the lack of recognition by their employers for the roles they play in teaching. Thirdly, the teachers cited poor working conditions that included a lack of adequate resources, poor infrastructure, and overcrowded classrooms as other reasons for dissatisfaction. Another empirical study conducted to identify factors contributing to job satisfaction and dissatisfaction among secondary school teachers in the Turkana district found that teachers are disgruntled by salaries, promotion procedures, and inadequate resources (UN, 2019). Similarly, Saluto and Vaisanen's (2017) study in Pakistan highlighted that low salaries negatively affect teachers' job satisfaction since teaching is a low-paying job compared to other professions in the tertiary sector.

The literature reviewed classified factors responsible for job dissatisfaction into those controlled by management and those that cannot be controlled by management (Al Jenaibi, 2010; Cardoso, 2016; Dugguh & Dennis, 2014; Judge & Klinger, 2012; Monte, 2019; Naiz, 2017; Saluto & Vaisanen, 2017; SHRM, 2016).

### **2.3.1 Factors that can be controlled by management**

#### **2.3.1.1 Nature of work**

Work tasks can be complex. Naiz (2017) believes that mentally involving work tasks lead to job satisfaction, while simple tasks that are done over and over again lead to boredom and job dissatisfaction. The more physically strenuous the work, the more the job dissatisfaction. Technological advances have made physically strenuous work undesirable

because work was made simpler by technological advances (Monte, 2019). Therefore, workplaces without technological applications have more dissatisfaction than workplaces where technology has been fully adopted.

According to Naiz (2017), job satisfaction can be derived from the significance of work tasks. Employees with high levels of autonomy have opportunities to display competence and they are more capable of achieving job satisfaction than employees without autonomy. Similarly, Cardoso (2016) argues that even if the management establishes goals for the organisation, if employees are given the freedom and flexibility to make decisions on how and when to complete work tasks, their job satisfaction and engagement improve. Employees are generally motivated to produce better results if they are held accountable for their performance. This explains why the organisation's management is more likely to have job satisfaction because their level of autonomy is high compared to that of other employees in the same company (Cardoso, 2016). In line with this, SHRM (2016) found that employees who are given opportunities to freely use their skills and abilities tend to have job satisfaction more than workers without such opportunities. The skills and abilities possessed by an employee must match the job demands for job satisfaction to be realised. If there is a mismatch between employee skills and abilities with job demands, there may be job dissatisfaction (SHRM, 2016).

In line with this, Al Jenaibi (2010) maintains that job satisfaction occurs when an employee needs match job characteristics. It is how the job characteristics affect the workers that determine job satisfaction. The five job characteristics which affect employee attitude and behaviour in the workplace include the skills expected at the workplace, the tasks that are done, the significance of the tasks, employee autonomy, and feedback (Judge

& Klinger, 2012). According to Judge and Klinger (2012), task identity refers to how employees perceive their tasks from the beginning up to the end, whereby task significance is how the employees see their tasks as important. Whereas skills variety refers to the different skills that are acquired in the job, autonomy refers to the degree of employee independence when doing their work tasks, and feedback refers to what the employees know about their job performance. Jobs that do not provide these are dissatisfying (Judge & Klinger, 2012).

Additionally, Al Jenaibi (2010) claims that these characteristics make employees satisfied when the job is seen as worthwhile, when there is a sense of independence at the workplace and when the employees see the results of the work that they do.

### **2.3.1.2 Relationship with colleagues and management**

According to Dugguh and Dennis (2014), communication is important in shaping employee attitudes in every workplace within modern society. There is communication overload when too many messages or inputs are sent to the employees for processing. This fully engages the employee who tends to be satisfied with the job. There is communication underload when messages or inputs sent to the employee are below the employee's ability to process them. In this case, the employee is not fully engaged and may thus become dissatisfied and unhappy with the work (Saluto & Vaisanen, 2017).

Social interactions at the workplace shape the behaviour of employees and they either cause job satisfaction or dissatisfaction (Naiz, 2017). Similarly, Dugguh and Dennis (2014) state that the way management communicates may cause job satisfaction or dissatisfaction. In cases where the management understands employees, listens to employees' views, shows interest in employees' problems, praises employees, and is

generally friendly, then there would be job satisfaction at the workplace. In cases where the opposite is true, there would be job dissatisfaction (Naiz, 2017).

SHRM (2016) believes that positive relationships based on mutual trust and understanding contribute to high levels of job satisfaction while toxic relationships lead to disgruntlement and job dissatisfaction. Therefore, job satisfaction is enhanced if there is respectful treatment of all employees, management recognition or appreciation of employee job performance, trust between employees and management, regular communication between employees and management and respect for employee ideas or contributions (Saluto & Vaisanen, 2017).

### **2.3.1.3 Employee benefits**

Naiz (2017) believes that job satisfaction is also based on remuneration and other benefits that are given to employees. If the payment system matches the work demands, employees' skill levels, and local pay standards, then there would be job satisfaction. SHRM (2016) states that financial packages that are associated with a specific job are important factors in job satisfaction. These include salary increases, bonuses, health allowances, compensation, and other benefits. However, Al Jenaibi (2010) believes that salaries are not a priority for employee job satisfaction because what employees only want is recognition for their effort and being rewarded according to the job done than just getting a good salary. Salaries have to be comparable to similar jobs elsewhere. Employee satisfaction increases if other benefits such as retirement packages, insurance, and additional work packages are included on top of salaries (Al Jenaibi, 2010; Saluto & Vaisanen, 2017). Employee rewards can take many different forms that include verbal comments on a job well done, cash bonuses, and promotions. Each of these factors affects

the way employees feel about their job in different ways. However, worth noting is that one factor affects different employees differently. Some employees value a salary, others recognition, and so on (Dugguh & Dennis, 2014).

#### **2.3.1.4 Employee advancement**

Cordoso (2016) believes that job satisfaction is usually derived from policies adopted by the organisation to enhance employee career development through specific job training and provisions for promotion opportunities. These provide employees with opportunities for personal growth while at the same time making them more responsible and thereby achieve high social status. Fair promotion decisions lead to job satisfaction (Al Jenaibi, 2010; Cordoso, 2016; Dugguh & Dennis, 2014). This is supported by SHRM (2016), who maintains that the availability of career advancement opportunities within an organisation contributes to high levels of job satisfaction because employees enjoy working where there are chances of upward mobility. Where there are career advancement opportunities, there is employee retention, and where there are no chances of career advancement, there is high employee turnover (SHRM, 2016).

Al Jenaibi (2010) maintains that job satisfaction may be enhanced by building teams of employees. Workers are invited to a day retreat where team-building experts perform activities with employees to increase their teamwork spirit. Teamwork makes employees enjoy doing the work that they do (Al Jenaibi, 2010).

### **2.3.1.5 Working conditions**

According to Dugguh and Dennis (2014), employees prefer to work in environments that are comfortable and conducive to good job performance as opposed to dangerous and uncomfortable environments. If the workplace is near employees' place of residence, is clean or healthy, and has adequate resources, there are chances of high job satisfaction (Saluto & Vaisanen, 2017). Similarly, workplaces with poor lighting, health hazards, overcrowding, and lack of privacy may lead to job dissatisfaction. SHRM (2016) believes that a healthy work environment generates job satisfaction more than an unhealthy workplace. A healthy environment includes a variety of issues such as job security, the organisation's financial stability, a safe working environment, the overall organisational culture, and many other conditions at the workplace (SHRM, 2016).

### **2.3.1.6 Organisational mission and vision**

Organisations with a clear mission and vision that comply with the views and goals of the employees enable employees to achieve high levels of job satisfaction than organisations that do not effectively compete in their field of business. SHRM (2016) maintains that job satisfaction occurs if organisations always communicate their mission and vision to employees to boost employee morale and promote the unity of purpose within the organisation.

## **2.3.2 Factors that cannot be controlled by the management**

### **2.3.2.1 Employee personality**

Literature indicates that the job satisfaction of an employee may be genetically determined (Dugguh & Dennis, 2014; Naiz, 2017). It is the gene structure that determines whether

people are happy or not. Research has found that there is a relationship between job satisfaction and personality traits such as neuroticism, extraversion, agreeableness, and conscientiousness (Naiz, 2017). According to Dugguh and Dennis (2014), there is a negative affectivity personality of neuroticism that makes individuals to be job dissatisfied and there is a positive affectivity personality of extraversion that makes individuals job satisfied.

### **2.3.2.2 Regulating emotions**

Research has discovered that there is a relationship between the display of emotions and job satisfaction, hence the term emotions regulations (SHRM, 2016). Employees who suppress unpleasant emotions usually have low job satisfaction than employees who voice out their emotions, which improves interpersonal relationships at the workplace (SHRM, 2016).

### **2.3.2.3 Life satisfaction**

Research has also found that there is a relationship between job satisfaction and life satisfaction. People living satisfactory lifestyles tend to have high job satisfaction. Those satisfied with their job tend to be satisfied with life (Naiz, 2017; Song & Mustafa, 2015). Other researchers have found that this relationship does not work if other factors like self-evaluation and rewards are taken into account (Al Jenaibi, 2010; Dugguh & Dennis, 2014).

From the literature, there are a variety of factors that are responsible for job dissatisfaction. One writer says this and the other says that, and though there are some similarities, the review has shown that there are more differences than similarities, which means that the current study is likely to get results that agree or even disagree with previous studies.

## **2.4 Effects of job dissatisfaction**

Lee, Yang, and LI (2017) believe that job dissatisfaction can be detrimental to an organisation. It negatively affects organisational productivity because a dissatisfied employee tends to be less productive than a satisfied employee, which eventually decreases the entire company's production. Additionally, Lee et al. (2017) argue that a dissatisfied employee's interaction with customers is inconsiderate of customer care protocols and customer needs. This usually displeases customers, which eventually reduces the company's customer base and leads to a loss of profits.

Monte (2019) maintains that job satisfaction leads to organisational citizenship behaviour, which is considered to be employee discretionary behaviour that is not included in the job description. Satisfied employees work beyond the expectations of the management, which makes the organisation highly effective. The opposite is true for dissatisfied employees as they tend to ignore doing tasks that they can do for the benefit of the company, which reduces the effectiveness of the organisation.

In line with this, dissatisfied employees can engage in destructive behaviour (Lee et al., 2017). According to Lee et al. (2017), dissatisfied employees may cause violence and sabotage in the workplace. Bad things may start happening, for example, unforeseen accidents, electrical faults and many others that would be caused by the high levels of dissatisfaction among employees. In manufacturing industries, dissatisfied employees may deliberately produce products that may tarnish the reputation of the company.

Song and Mustafa's (2015) investigations of job dissatisfaction in the education sector found that there is a strong relationship between job dissatisfaction and absenteeism. According to Song and Mustafa (2015), dissatisfied teachers tend to be always absent from work more than satisfied teachers. It was found that dissatisfied teachers abused sick leave benefits to absent themselves from work, which affects the provision of services at the workplace. Additionally, Saluto and Vaisanen (2017) believe that job dissatisfaction is associated with high employee turnover. Dissatisfied employees tend to either transfer from the workplace or terminate their services from the organisation.

However, Monte (2019) argues that there are other factors, other than dissatisfaction that make an employee decide to abandon their current job. These include labour market conditions, the possibility of finding another job, and the length of service with the current organization. Therefore, employee turnover is not only caused by employee dissatisfaction but other factors are involved until one decides to abandon the current workplace. These have to be determined in this study.

## **2.5 How to improve the job satisfaction**

### **2.5.1 Decreasing job dissatisfaction**

Dugguh and Dennis (2014) suggest improvements within the organisation that may be used to decrease job dissatisfaction. According to Dugguh and Dennis (2014), job dissatisfaction in the work itself can be decreased through job rotation, which is making employees do different types of tasks and task enhancement, which is finding different ways of doing the same task, and job enrichment, which is making the job more and more challenging. Likewise, Judge and Klinger (2012) believe that organisational effectiveness is improved by defining the roles and expectations of each employee to reduce conflicts

and inefficiencies within the company. What is expected from every employee has to be communicated in writing and then explained verbally. This makes organisational requirements to be understood, which reduces job dissatisfaction.

### **2.5.2 Building an organisational culture**

Furthermore, Judge and Klinger (2012) maintain that the development of the organisation is very important if employee dissatisfaction is to be avoided. The workplace must have a mission and a vision statement to guide all operations. The mission and vision have to be continually communicated until there is a shared vision and a shared mission. This builds an organisational culture, where every employee is accommodated and is free to do whatever they can do to ensure that the organisation accomplishes its goals. Additionally, Dugguh and Dennis (2014) believe that feedback programmes are essential in the development of an effective organisation. Employees should be given opportunities to complain about the work situations they experience so that the organisation becomes aware of employee opinions.

### **2.5.3 Improving working conditions**

Al Jenaibi (2010) focuses on what should be done in working conditions to decrease job dissatisfaction. According to al Jenaibi (2010), there are several issues that must be addressed to prevent job dissatisfaction. Firstly, organisations must have policies for compensation and benefits that are comparable to local standards. Secondly, there must be an employee performance appraisal system where employees set their work tasks, objectives, and time frames when the tasks would be accomplished. The management monitors employee progress while encouraging them to achieve their targets. Thirdly, good social relationships have to be cultivated between employees and supervisors by

training everyone to listen to each other and to help each other whenever the need arises. Lastly, employee promotions and career development programmes greatly reduce dissatisfaction. Employees trained and mentored by an organisation rarely leave the organisation (Al Jenaibi, 2010)

#### **2.5.4 Improving the working environment**

Similarly, Saluto and Vaisanen (2017) state that improvements in working conditions and the working environment reduce employee dissatisfaction. According to Saluto and Vaisanen (2017), organisations have to establish occupational health programmes, safety programmes, and employee satisfaction programmes to decrease job dissatisfaction. However, Lee et al. (2017) believe that job dissatisfaction can only be decreased by a thorough employee recruitment process. Job interviewers have to identify maladjusted job seekers that are easily dissatisfied through personality testing and in-depth interviews. In that way, organisations hire suitable employees who have an interest in the work and no chancers.

From the foregoing review, it can be concluded that the ways of improving job satisfaction vary. There may be more ways of improving job satisfaction that can be discovered in further studies.

#### **2.6 Chapter summary**

The literature review summarised findings from previous studies and what has been written on the topic by other writers. It made further clarifications of job dissatisfaction and job satisfaction. It outlined the main reasons for the manifestation of job dissatisfaction and how job dissatisfaction can be measured. It presented various views related to the research questions. Different writers stated different views, though there

were some similarities. Perhaps, the reason for the differences is that the different writers' findings could be based on different areas or sectors. This means that employee dissatisfaction varies from place to place and from sector to sector. The theories selected for the study have most of the elements needed to identify what makes employees lose job satisfaction as well as what should be done to improve employee job satisfaction since they look at both the job content and the job context.

However, the researcher could not locate any study that commented on the job satisfaction of teachers in the Oshikoto Region, thus the selection of the area is justified since there is still a need to study teachers' job dissatisfaction in the Oshikoto Region. The assumption is that there are likely to be different or similar findings from those from previous studies if another research is conducted in the Oshikoto region. The next chapter presents the methodology that was used in the research process.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methods that were used in the study to collect and analyse the data. Specifically, this chapter presents the research design, the population, the sampling techniques, the research instruments, data collecting procedures and the methods of data analysis as well as the ethical issues, which were considered in this study.

### **3.1 Research design**

Borg and Gall (2013) define a research design as a plan the researcher adopts for how the research is conducted. This study used a mixed research approach that combines the strengths of both qualitative and quantitative approaches by borrowing some features from the two approaches to reinforce research investigations and data presentation (Creswell, 2014a). The merit of using mixed methods research is that it facilitates a more comprehensive study from which more information is acquired to develop more hypotheses and to enable the collection of more data for future discussion and research (Moss, 2016).

#### **3.1.1 Qualitative research approach**

Qualitative research focuses on phenomena that occur in natural settings and studying them in their complexity (Christensen & Johnson, 2012). The qualitative approach reveals the nature of specific situations, settings and relationships which enables the researcher to gain new insights about a phenomenon. Furthermore, the qualitative research approach helps the researcher to develop new concepts or theoretical perspectives about a phenomenon such as causes of job dissatisfaction. In this study, the qualitative approach was used to determine the impacts of job dissatisfaction among teachers and gain a deeper understanding of the factors that are causing job dissatisfaction and also to describe methods that can be used to improve job satisfaction amongst teachers in the selected schools. Specifically, this approach was used to answer research questions: 1.3.2; 1.3.3 and 1.3.4.

### **3.1.2 Quantitative research approach**

On the other hand, quantitative research refers to the systematic empirical investigation of social phenomena such as levels of job satisfaction via statistical, mathematical or computational techniques (Gay, Mills & Airaian, 2009). Also, the quantitative researcher asks a specific, narrow question and collects a sample of numerical data from participants to answer the research questions of the study. This approach was suitable because both quantitative and qualitative data are equally weighted and collected concurrently through this study. In this study, the quantitative research approach was used to establish the state of job satisfaction among teachers in the selected schools.

### **3.1.3 Case study design**

The study adopted a case study design to enable the researcher to undertake an in-depth study of issues under investigation using six selected schools in the Onankali circuit of the Oshikoto region. A case study design focuses on an in-depth study of a single organisation or a limited number of cases (Creswell, 2014b).

Case study designs have the following advantages: Kim (2014) argues that one significant feature of case studies is that they provide a clear methodology for investigating an issue and prioritising examination until a depth of understanding is achieved. This depth is accomplished by paying attention to every detail shared by study participants. However, case studies are criticised because their findings are only peculiar to a specific place and cannot be generalised to a wider setting (Creswell, 2014b). Therefore, since this study focused on the Onankali circuit only, the findings were likely not to be the same as those from other circuits in the Oshikoto region, thus the findings of this study were not generalised to other circuits.

The researcher used a case study of six selected schools in the Onankali circuit to intensively describe issues under investigation, to acquire a deeper understanding of the current state of job satisfaction among teachers, the factors that contribute to job dissatisfaction among teachers, the impacts of job dissatisfaction among teachers, and suggesting ways of improving job satisfaction among teachers.

### **3.2 Population**

Population refers to the total number of subjects the researcher is interested in investigating (Borg & Gall, 2013). According to Creswell (2014b), population refers to the total number of people in the area where the research would be conducted. The population of the study consisted of 354 teachers, 21 HoDs, and 25 principals in the Onankali circuit, as well as one (1) education inspector responsible for the Onankali circuit. This population had information that the researcher was interested in and could help the researcher to gather data that successfully answers the research questions and address the research problem.

### **3.3 Sample and sampling methods**

A sample is defined as a smaller part of the population that participates in research investigations while sampling refers to procedures taken by the researcher to come up with a sample (Creswell, 2014)

Qualitatively, the researcher used the criterion purposeful sampling technique to select two highest, two intermediate and two lowest performing schools within the Onankali circuit. Patton (1990) defines criterion purposeful sampling as selecting information-rich cases to study, as these yield insights and in-depth understanding rather than empirical generalisation. The researcher obtained a list of schools with either high teacher attrition

or absenteeism rates from the Oshikoto directorate of education, as these are some of the characteristics that could be associated with job dissatisfaction. Thereafter, a criterion purposeful sampling was used to select teachers from each of the six selected schools for interviews purpose. Three teachers indicated dissatisfaction in their job satisfaction questionnaires, with the highest teaching experience (teachers who have been in the teaching profession for many years compared to other respondents), as selected from each of the selected schools. One head of department with more teaching experience and the school principals of the respondents' schools as well as the inspector of the Onankali circuit were purposively selected.

Quantitatively, a stratified random sampling method was used to select from the provided list two highest, two intermediate and two lowest-performing schools within the Onankali circuit. This was important to allow the researcher to provide each performing school category with a proportional representation in the sample selection (Patton, 2002). To select the participating teachers, firstly a systematic random sampling was used to select eight teachers at each selected school. The researcher selected every second teacher to come up with eight teachers. The selected teachers were issued with job satisfaction questionnaires to complete. The total sample selected for the study was sixty-one (61), which was one-fifth of the population.

### **3.4 Research instruments**

Research instruments refer to tools that are used for data collection purposes (Creswell, 2014a). Data was collected using a semi-structured interview and questionnaires, which enabled the researcher to collect both quantitative and qualitative data.

#### **3.4.1 Semi-structured interviews**

An interview is a conversation between two or more people for gathering information (Patton, 2002). Interviews are appropriate when there is a need to collect in-depth information on people's opinions, thoughts, experiences and feelings (Creswell, 2014).

In this study, semi-structured interviews were used to collect data on the factors causing teachers' job dissatisfaction and the effects of job dissatisfaction among teachers. It was also used to find measures to improve job satisfaction from 18 purposefully selected teachers who had shown dissatisfaction in their questionnaire responses. This was necessary as interviews provided declarative knowledge about issues which are contributing to job dissatisfaction among teachers in the Onankali circuit. According to Patton (2002), the main purpose of interviews is to find out those things we cannot directly observe thus we have to ask people questions about those things. In addition, Creswell (2014a) posits that interviews give the researcher total control over questioning and discussions while at the same time clarifying issues and probing for more answers.

#### **3.4.2 Structured questionnaire**

A structured questionnaire is a set of instructions designed to elicit respondents from the sample (Creswell, 2014a). Structured questionnaires developed by the researcher herself, contained close ended questions that were used to collect data on the level of job

satisfaction among teachers from one education inspector, six school principals (6), six heads (6) of departments and forty-eight teachers (48).

Most questions required a response in the form of the five-point Likert Scale. According to Gay et al. (2009), the advantage of questionnaires is that they are inexpensive and affordable, and they take less time to administer in comparison to other methods of data collection. In addition, responses from structured questionnaires were easy to analyse (Gay et al., 2009). Furthermore, questionnaires were suitable for this study because they gave the researcher the advantage of collecting large volumes of data in a short period.

### **3.4.3. Document analysis**

Document analysis involves transferring significant data or quotations from documents to a field note and later to analysis and interpretation of data. Usually, these documents are readily available and they provide access to the information that is difficult to obtain using interviews and observations. According to Briggs et al. (2012), documents from schools, colleges and universities can also provide valuable information about the context and culture of these institutions and they frequently provide another window for the researcher in educational leadership and management to read between the lines of official discourse. For the purpose of this study, documents such as teachers' attendance registers, leave record books and school records are some of the documents that the researcher reviewed.

### **3.5 Data collection procedure**

The researcher obtained a letter of authorisation from the University of Namibia (see appendix A). The researcher then wrote a letter to the Director of Education in the Oshikoto Region to seek permission to carry out the study in the region (see appendix B). Letters were also written to the Inspector of Education for the Onankali circuit and the principals of the sampled schools requesting permission to carry out the study in the circuit and the prospective schools.

Before handing out questionnaires, the researcher explained the purpose of the study to the respondents and assured them of the confidentiality of the information collected, and that it would not be used for any other purpose apart from this study. Thereafter, the researcher sought the participants' informed consent on whether or not they wanted to participate in the study. Questionnaires were given to the participants and left with them for one week for them to complete, after which they were collected for analysis. On the day of the interview, the researcher, using the interview schedule, asked teachers questions and wrote down the answers given. All interviews were audio recorded.

To avoid the disruption of teaching and learning activities, data collection was done after school hours. To conduct interviews, the researcher made appointments with the sampled teachers. The collection of data was done in such a way that it did not interfere with the respondents' work or disrupt the teaching and learning. Hence, data collection was done only when respondents were free from their daily activities or duties. The interviews were conducted following COVID-19 protocols that included sanitising, wearing face masks, and social distancing. The researcher asked questions and recorded the answers using an

audio recorder. Interview responses were stored on a personal computer for security and data analysis purposes.

### **3.6 Data analysis**

The collected data were analysed both quantitatively and qualitatively. The analysis of the data was based on the responses that were collected through questionnaires and interviews. The qualitative and quantitative data collected from different sources were analysed. For qualitative data, the content analysis method was employed. According to Creswell (2014a), content analysis is a research tool that is used to determine the presence of certain issues within a set of information for the purposes of summarising, categorising and coding the information. The quantitative data collected from the inspector, principals, HoDs and teachers, through questionnaires were analysed using the Statistical Package for Social Sciences (SPSS).

### **3.7 Ethical considerations**

Creswell (2014) defines ethical considerations as the protocols necessary in research to give research the moral principles that ensure that no one is harmed by the research. Ethical considerations are principles that are designed to minimise potential harm to those involved in research (Trochim, 2009). These are measures which are intended to protect the researcher's suppliers of information. According to Creswell (2014), research ethics guide the researcher's relationships with people in the area where the research is conducted. In this study, the researcher considered the following ethics when carrying out the research.

### **3.7.1 Informed consent**

Consent to participate in this study was sought from the prospective inspector, school principals, HoDs and teachers before the completion of questionnaires and undertaking interviews by signing the designed consent forms. Participants were also informed that their in-depth face-to-face interviews would be audio-recorded. Permission for this was requested and granted.

### **3.7.2 Voluntary participation**

After the researcher fully explained the purpose of the research to solicit participant consent, participants were given the right to withdraw from the study whenever they wished to do so without giving any excuse.

### **3.7.3 Confidentiality and anonymity**

All participants were assured that their responses would remain confidential and only used for the purpose of this study and that their identities would remain anonymous as the researcher had assigned each participant a pseudonym. Codes were used for school names and participants. No names of either the schools or the participants were disclosed to anyone before, during, and after the research investigations.

### **3.7.4 Impartiality**

The researcher remained purposeful and impartial throughout the research process by avoiding unnecessary biases and prejudices. The researcher ignored personal opinions and only took the participants' points of view to answer the research questions. Impartiality was ensured by treating all participants equally, which made their views and opinions considered in the study as they were stated without any favouritism.

### **3.8 Chapter summary**

This chapter described the methodology used in carrying out this study, in particular the research design, sampling, instruments and data collection procedure, how the collected data were analysed as well as the ethical considerations. In the next chapter, the data gathered is presented.

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF FINDINGS

#### 4. 0 Introduction

Singh (2006) defines data analysis as studying the tabulated material to determine inherent facts or meanings. Singh further adds that it involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretations. According to Singh (2006), the main function of data analysis is to make the raw data meaningful and to make some inferences or make generalisations.

Furthermore, the presentation of data serves the following functions: it helps in understanding the nature of the distribution of data, the assumption of statistical analysis can be observed, makes the data be comprehended easily and it also enables the visual or pictorial presentation of data (Singh, 2006).

Results of this study are presented according to the items in the two data-collection instruments employed which were structured questionnaires for school principals, HoDs and teachers and interviews for teachers. These enabled the researcher to draw conclusions from the data collected. The conclusions drawn from the results offered solutions to the four research questions.

The first section presents quantitative data from close-ended questionnaires, beginning with the demographic information for the participants and thereafter, presents the findings

and discussions on the current state of job satisfaction among teachers in the Onankali circuit.

Subsequently, the second section presents the qualitative data from interviews held with teachers. Participants' demographic data are established first. It further discusses the findings on the factors causing job dissatisfaction among teachers and the impacts of job dissatisfaction among teachers as well as the methods of improving job satisfaction among teachers

#### **4.1 Demographic information of participants**

Firstly, the researcher collected the demographic characteristics of interview participants, which were useful in the interpretation of results and in determining if these characteristics have a relationship with how the participants responded.

**Table 2: Characteristics of participants**

<b>Participant</b>	<b>Gender</b>	<b>Age</b>	<b>Qualifications</b>	<b>Year obtained</b>
<b>SA 1</b>	<b>M</b>	<b>25 - 30</b>	<b>BETD</b>	<b>2017</b>
<b>SA2</b>	<b>F</b>	<b>31 - 35</b>	<b>ACE</b>	<b>2012</b>
<b>SA3</b>	<b>M</b>	<b>31 - 35</b>	<b>ACE</b>	<b>2012</b>
<b>SB1</b>	<b>F</b>	<b>26 - 30</b>	<b>BETD</b>	<b>2017</b>
<b>SB2</b>	<b>F</b>	<b>31 - 35</b>	<b>BED</b>	<b>2012</b>
<b>SB3</b>	<b>M</b>	<b>31 - 35</b>	<b>BED</b>	<b>2017</b>

<b>SC 1</b>	<b>F</b>	<b>26 - 30</b>	<b>Masters’ degree</b>	<b>2019</b>
<b>SC 2</b>	<b>F</b>	<b>26 – 30</b>	<b>BED</b>	<b>2018</b>
<b>SC 3</b>	<b>M</b>	<b>41 – 45</b>	<b>HDEd</b>	<b>2006</b>
<b>SD 1</b>	<b>F</b>	<b>41 – 45</b>	<b>Masters’ degree</b>	<b>2017</b>
<b>SD 2</b>	<b>M</b>	<b>36 – 40</b>	<b>BETD</b>	<b>2012</b>
<b>SD 3</b>	<b>F</b>	<b>26 – 30</b>	<b>BETD</b>	<b>2017</b>
<b>SE 1</b>	<b>M</b>	<b>26 – 30</b>	<b>BED</b>	<b>2016</b>
<b>SE 2</b>	<b>F</b>	<b>26 – 30</b>	<b>BED</b>	<b>2017</b>
<b>SE 3</b>	<b>M</b>	<b>26 – 30</b>	<b>BED</b>	<b>2020</b>
<b>SF 1</b>	<b>M</b>	<b>36 – 40</b>	<b>BETD</b>	<b>2010</b>
<b>SF 2</b>	<b>M</b>	<b>41 – 50</b>	<b>BETD</b>	<b>2008</b>
<b>SF 3</b>	<b>F</b>	<b>26 - 30</b>	<b>BED</b>	<b>2020</b>

Table 3 shows the codes of the 18 participants who took part in the study (9 males and 9 females), whose ages ranged between 26 and 45 years of age. The characteristics of the participants give readers a clear understanding of the people who supplied information in this section. After analysing the characteristics shown in Table 24, the researcher was convinced that the research results were reliable and worth presenting.

#### 4.2 Themes that emerged from data analysis

This section presents findings using various themes which emerged from the interview data analysis. The themes and sub-themes that emerged from the study are tabulated in Table 4 below.

**Table 3 Themes that emerged from interviews**

THEMES	SUB-THEMES
<b>Theme 1: Factors causing job dissatisfaction among teachers</b>	<b>Sub-theme 1: Poor management</b>  <b>Sub-theme 2: Poor planning</b>  <b>Sub-theme 3: Working conditions</b>
<b>Theme 2: Impacts of job dissatisfaction among teachers</b>	<b>Sub-theme 1: Poor performance</b>  <b>Sub-theme 2: Psychological impacts</b>  <b>Sub-theme 3: High staff turnover</b>
<b>Theme 3: Improving job satisfaction among teachers</b>	<b>Sub-theme 1: Sub-theme 1: Good school management</b>  <b>Sub-theme 2: Improvement in working conditions</b>  <b>Sub-theme 3: Education awareness campaigns</b>

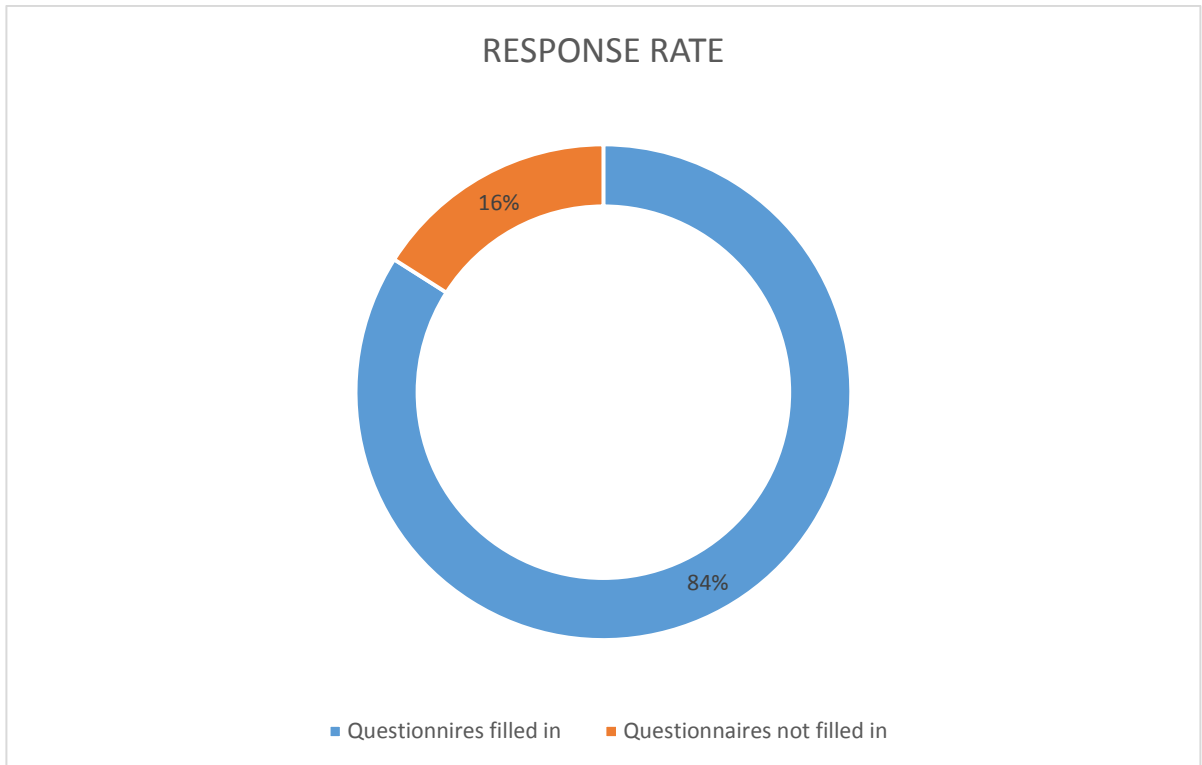
Table 4 shows the themes and sub-themes that emerged from the study. Theme 1, factors causing job dissatisfaction among teachers has sub-themes that include poor management, poor planning and bad working conditions. Theme 2, impacts of job dissatisfaction among teachers has sub-themes that include poor performance, psychological impacts and high staff turnover. Theme 3, improving job satisfaction among teachers, which has sub-themes that include good school management, improvement in working conditions and education awareness campaigns.

### **4.3 Findings from questionnaires**

This section analyses and presents findings from data collected using questionnaires. The questionnaires collected information on the current state of job satisfaction among teachers. The current state of job satisfaction among teachers was measured using attributes such as teachers' job satisfaction, professional development or personal advancement opportunities at the school, recognition, achievement, responsibility, promotion opportunities, organisational policy and administration, supervision (technical), income-related conditions, school and work relationships, and working conditions. Thirdly, the questionnaires collected information on the factors that contribute to job dissatisfaction among teachers. The factors that cause dissatisfaction among teachers were measured using attributes such as recognition, achievement, responsibility, promotion opportunities, organisational policy and administration, supervision (technical), income related conditions, school and work relationships, and working conditions.

### 4.3.1 Questionnaire Response Rate

The questionnaire response rate is shown in figure 2 below.

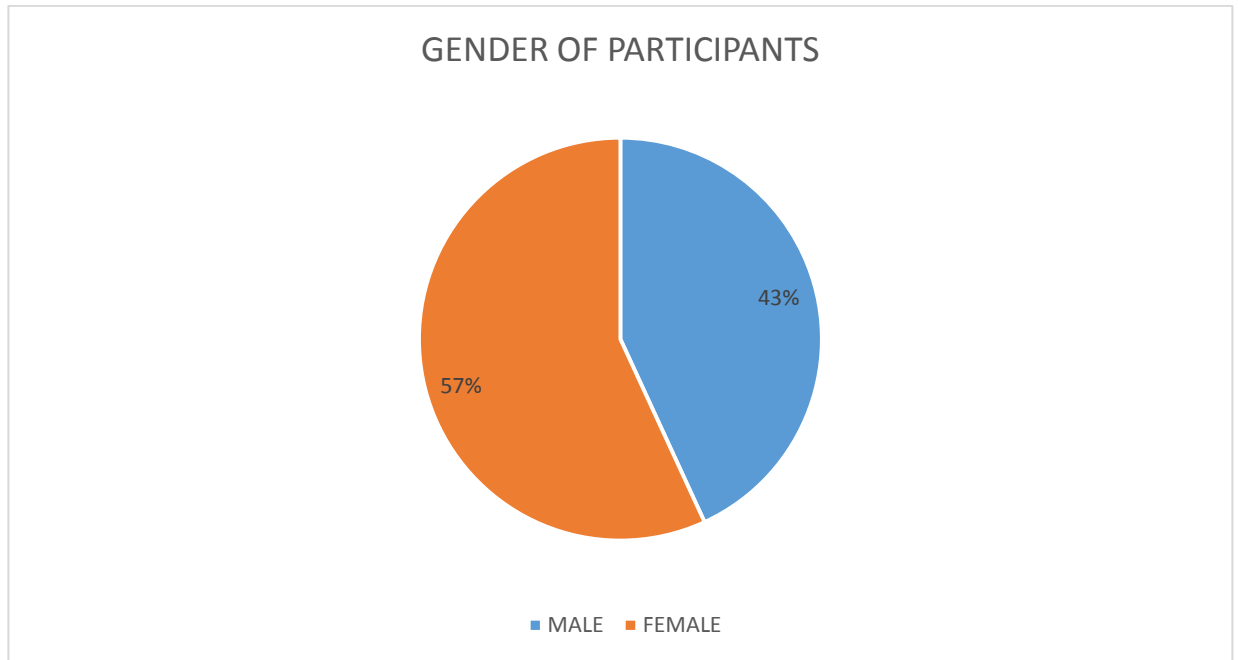


**Figure 2: Questionnaire response**

A total of 61 questionnaires were distributed to participants in six (6) secondary schools in the Onankali circuit to solicit responses from the participants. Only 51 questionnaires were returned while 10 questionnaires were not returned. The questionnaire response rate was 84%. The response rate of 84% was high enough for the results of the study to be considered reliable and worth reporting. Of the 51 participants, 42 (82%) were teachers, 6 (12%) were HODs, and 3 (6%) were principals. This means that the majority of participants had first-hand information on teacher job dissatisfaction, which increased the reliability of the data collected.

### 4.3.2 Gender of the participants

The gender of the participants is presented in figure 3 below.

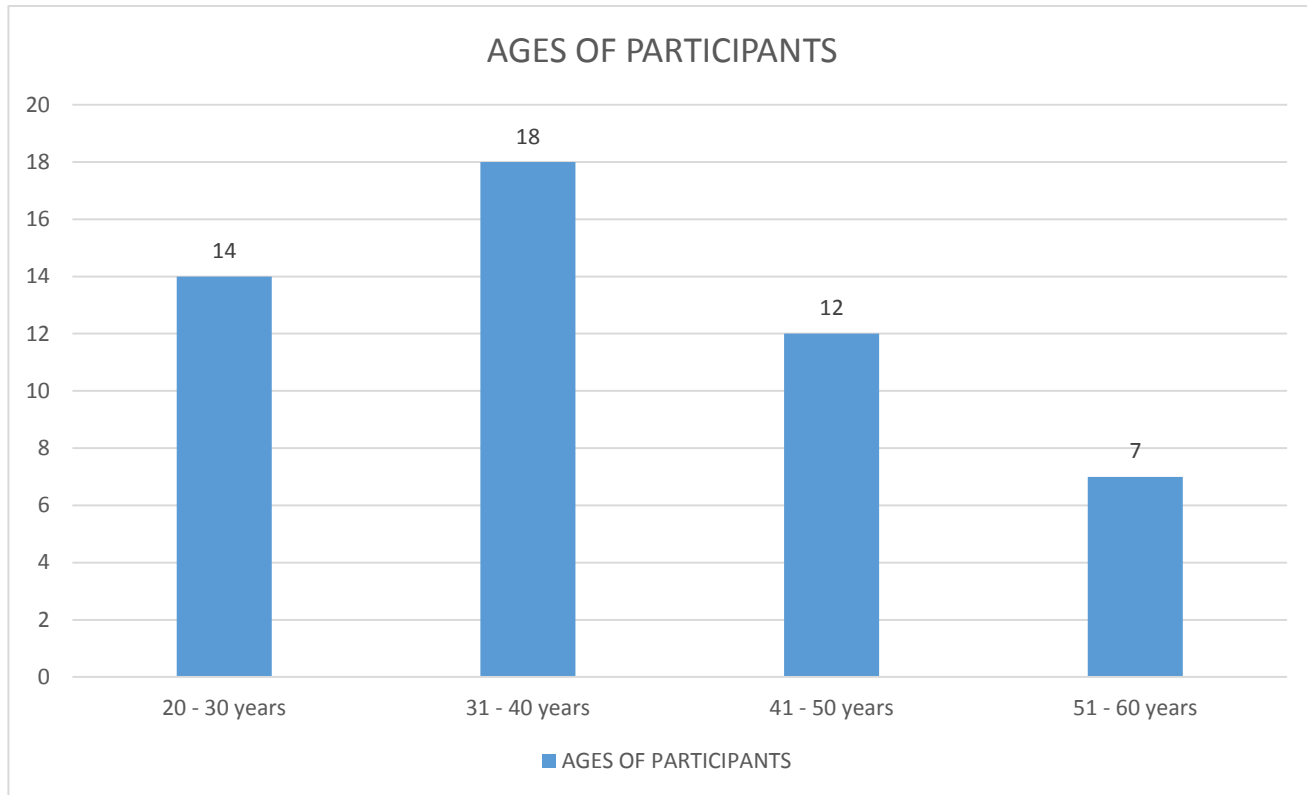


**Figure 3: Gender of participants**

Out of the 51 questionnaires that were returned to the researcher, 22 (43%) were completed by male participants and 29 (57%) were completed by female participants. This shows that there was a gender imbalance in favour of females.

### 4.3.3 Age groups of participants

The age groups of participants are shown in figure 4 below.

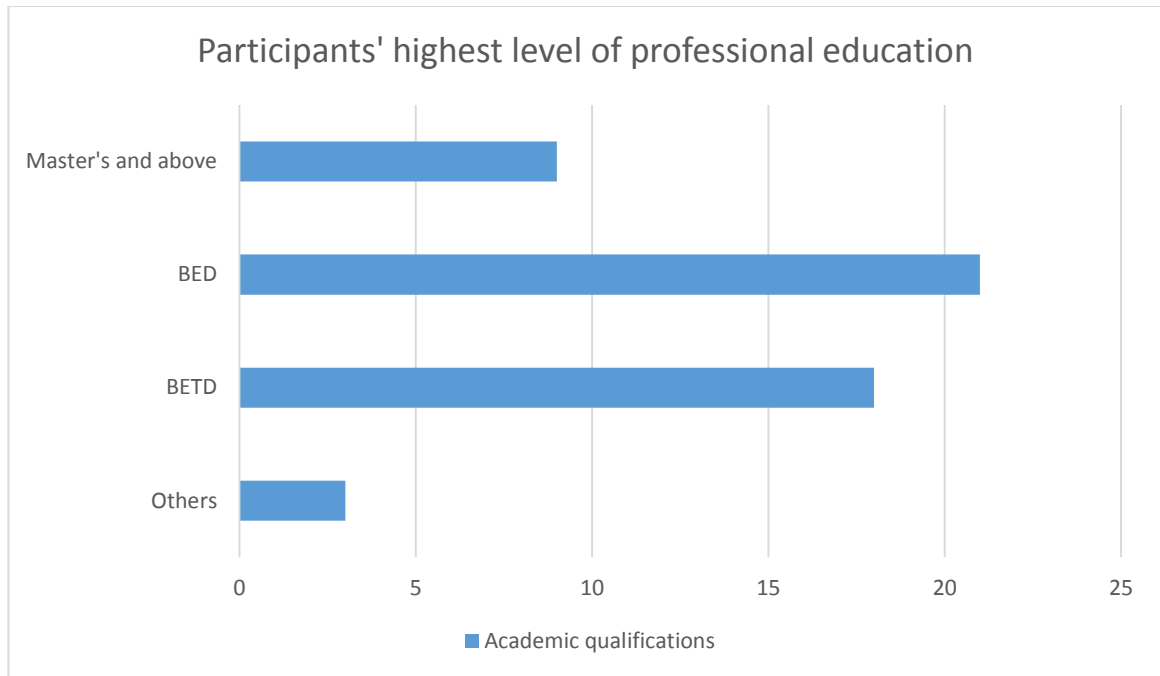


**Figure 4: Age group of participants**

According to figure 4, none of the participants was below 20 years of age. There were 14 participants in the 20 – 30 years age group, 18 in the 31 – 40 years age group, 12 in the 41 – 50 years age group, and seven (7) in the 51 – 60 years age group. Figure 4 shows that 14 of the participants were 30 years and below, while 37 of the participants were above 30 years of age. This shows that the majority of the participants were old enough to know what they were responding to.

### 4.3.4 Participants' highest level of professional education

The participants' highest level of professional education is shown in figure 5 below.



**Figure 5: Participants' highest level of professional education**

Figure 5 shows that seven (7) participants had a Masters' and above, 22 participants had a Bachelor of Education Degree (BED), 18 participants had Basic Education Teachers' Diploma (BETD), and 3 participants had unspecified professional qualifications. Therefore, the majority of participants had some professional education that made them understand what the researcher was looking for.

#### **4.4 Current state of job satisfaction among teachers**

Table 2 below illustrates the current state of job satisfaction among teachers from the teachers' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 4 Job satisfaction among teachers from the teachers' perspective**

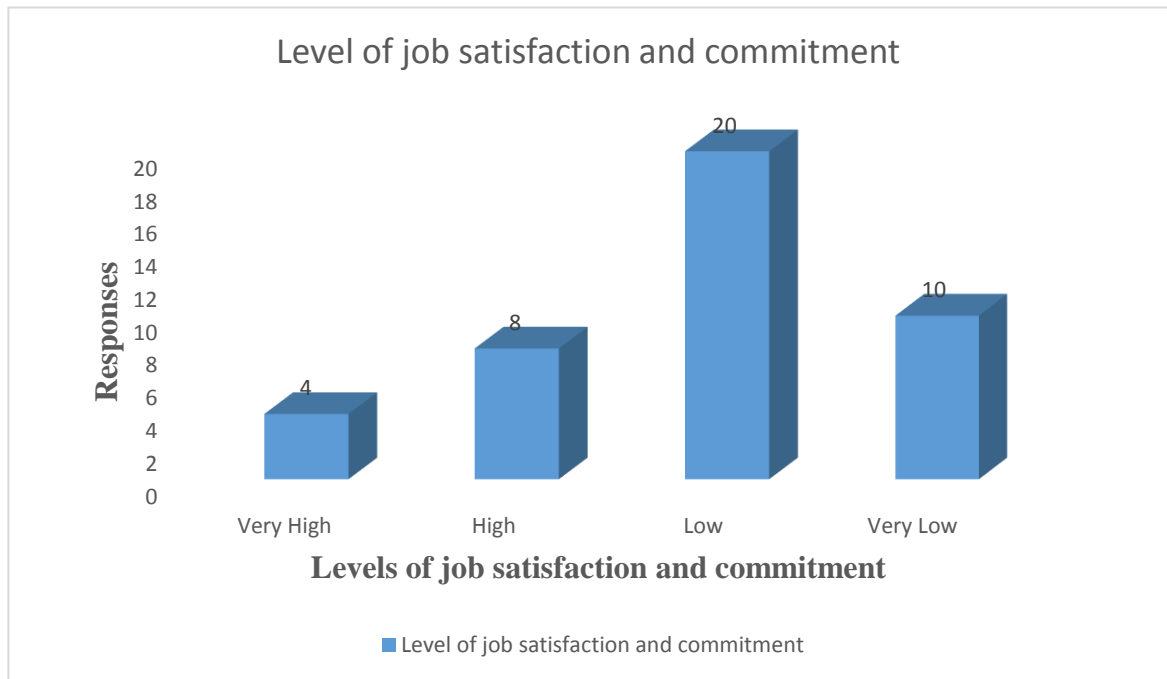
1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.						
No	Items	1	2	3	4	5
1	I am satisfied by being a teacher	(38%)	(16%)		(29%) )	(16%)
2	I enjoy my work as a teacher	(16%)	(26%)		(29%) )	(29%)
3	Teaching provides me with opportunities to use my teaching skills and knowledge	(24%)	(19%)		(48%) )	(10%)
4	I prefer remaining in the teaching profession than joining another profession	(33%)	(21%)		(16%) )	(29%)
5	Teaching is a challenging job for me	(24%)	(16%)	(5% )	(26%) )	(21%)

6	I am interested in providing enough tutorial for different levels of student abilities	(10%)	(12%)	(5%) )	(52%) )	(21%)
7	There is fair distribution of work load for teachers at this school	(26%)	(21%)		(36%) )	(18%)

Table 5 shows teachers' responses on issues related to teachers' job satisfaction with the teaching profession from the teachers' perspective. Table 2 shows that 54% of the teachers indicated that they are not satisfied with being a teacher, while 45% are satisfied, 58% indicated that they enjoyed working as teachers, and 42% disagreed. Another 58% agreed that teaching provides teachers with opportunities to use their skills and knowledge, while 43% disagreed, 54% indicated that they wish to join another profession than remaining in the teaching profession, while 45% preferred to remain in the teaching profession. Moreover, 47% agreed that teaching is a challenging job while 40% disagreed and 5% were undecided. Moreover, 73% agreed that they are interested in providing enough tutorials for different levels of student abilities, while 22% disagreed and 5% were undecided. In addition, 54% indicated that there is fair distribution of work load for teachers at their schools, while 47% disagreed. The results show that half of the participants are dissatisfied with teaching, which they enjoy doing but they find it challenging.

To further determine the current state of job satisfaction among teachers in the Onankali circuit, respondents were asked to rate their level of job satisfaction and commitment to their current job using the following scale: Very high, high, low and medium.

Figure 6 below shows teachers' level of job satisfaction and commitment to their current job.

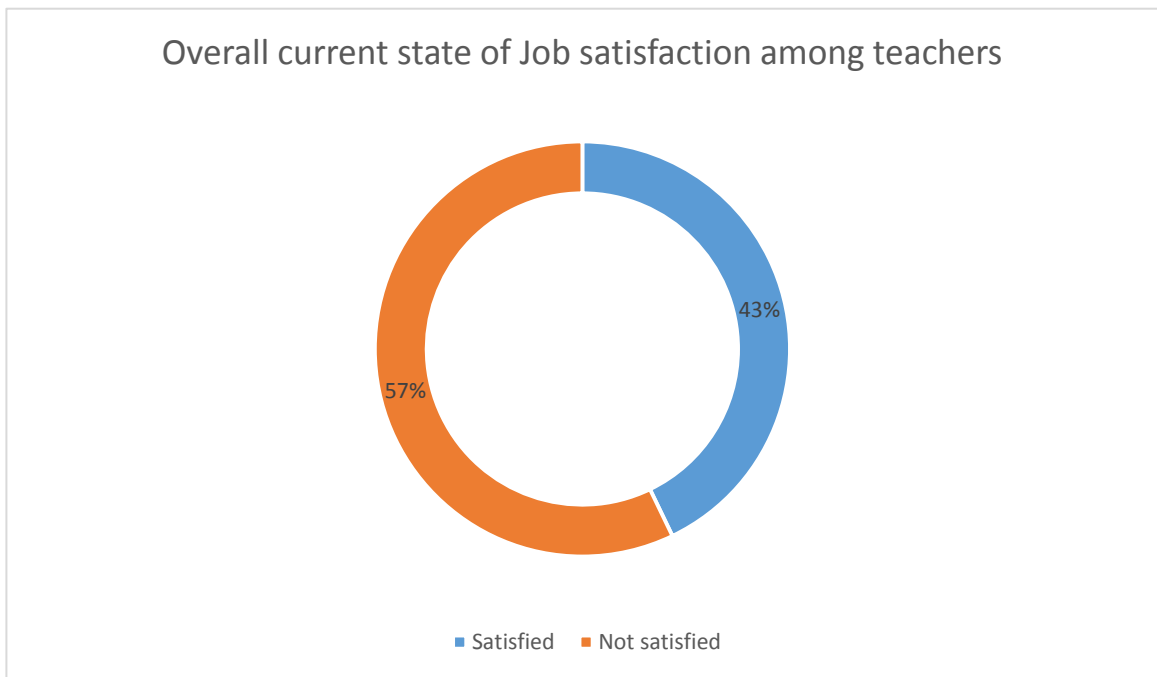


**Figure 6 Current state of job satisfaction among teachers from the teachers' perspective**

Figure 6 shows that out of 42 teachers, four (4) had high levels of job satisfaction, eight (8) had high levels of job satisfaction, 20 had low job satisfaction, and 10 had very low job satisfaction. This shows that the majority of the teachers were not satisfied with their job while the minority were satisfied with their job. Therefore, the level of job satisfaction among teachers in the Onankali circuit is low. In line with this, the teachers indicated that

their schools are in a remote area without power and water supply. This means that lack of services is one of the factors that cause job dissatisfaction in the Onankali circuit.

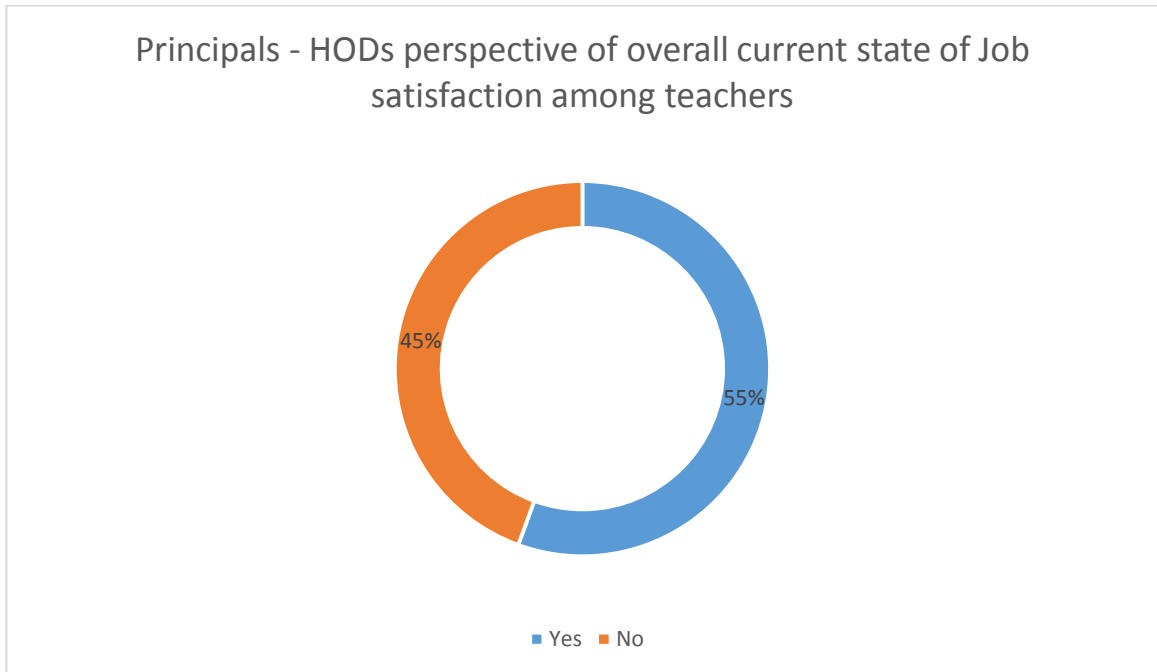
The overall current state of job satisfaction among teachers from the teachers' perspectives is illustrated in figure 7 below.



**Figure 7 Overall current state of job satisfaction among teachers**

Figure 7 shows that 57% of the teachers in the Onankali circuit are not satisfied, while 43% of the teachers are satisfied. This shows that there is job dissatisfaction among at least half of the teachers in the Onankali circuit.

According to observations of principals and HODs, the overall current state of job satisfaction among teachers is illustrated in figure 8 below.



**Figure 8 Principals’ and HODs’ perspectives on the overall current state of job satisfaction among teachers**

Figure 8 shows that 55% of the principals and HODs indicated that teachers are satisfied with their job, while 45% indicated that teachers are not satisfied with their job. Therefore, the results imply that there is medium job dissatisfaction among teachers in the Onankali circuit.

#### **4.5 Factors that contribute to job dissatisfaction among teachers**

##### **4.5.1 The teaching profession**

Table 6 below is an illustration of the teaching profession as a factor that causes job dissatisfaction among teachers from Principals’ and HODs’ perspectives. For each item, respondents were expected to indicate by putting a tick (✓) in the appropriate space using

the following scale: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 5 Teaching profession as a cause of job dissatisfaction from principals' and HODs' perspectives**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	Teachers are satisfied by being teachers	(11%)	(11%)	(22%)	(22%)	(33%)
2	Teachers enjoy doing their work	(11%)	(22%)	(11%)	(44%)	(11%)
3	Teaching provides teachers with the opportunity to use their teaching skill and knowledge				(56%)	(44%)
4	Teachers prefer remaining in the teaching profession than joining another profession	(11%)	(11%)	(11%)	(44%)	(22%)
5	The teaching profession is a challenging job for teachers			(11%)	(77%)	(11%)

<b>6</b>	Teachers are interested in providing enough tutorials for different levels of student abilities	<b>(22%)</b>		<b>(11%)</b>	<b>(55%)</b>	<b>(11%)</b>
<b>7</b>	The community values the teaching profession	<b>(11%)</b>		<b>(11%)</b>	<b>(44%)</b>	<b>(33%)</b>

Table 6 shows that 55% of the principals and HODs said that teachers are satisfied by being teachers, another 55% indicated that teachers enjoy doing their work, 100% agreed that teaching provides teachers with the opportunity to use their teaching skills and knowledge, 66% highlighted that teachers prefer remaining in the teaching profession than joining another profession, 88% believed that the teaching profession is a challenging job for teachers, 66% indicated that teachers are interested in providing enough tutorials for different levels of student abilities, and 77% agreed that the community values the teaching profession. From the principals' and HODs' perspectives, it can be argued that there is medium job satisfaction among teachers in the Onankali circuit.

#### **4.5.2 Professional development or personal advancement opportunities**

Table 7 shows that the professional development or personal advancement opportunities among teachers in the Onankali circuit are factors that cause job dissatisfaction among teachers from the teachers' perspectives. For each item, respondents were expected to

indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 6 Professional development and personal advancement as a cause of job dissatisfaction from teachers' perspectives**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.						
No	Items	1	2	3	4	5
1	Provision of job related workshops enhances my academic performance	(29%)	(14%)		(38%)	(18%)
2	Availability of opportunity to attend workshops outside the school increases my knowledge	(31%)	(18%)		(33%)	(16%)
3	Provision of in-service training within the school on various issues enhances my knowledge	(29%)	(10%)		(52%)	(10%)
4	I am satisfied by the availability of further professional development opportunities within the education sector	(31%)	(16%)	(5%)	(31%)	(16%)

<b>5</b>	I am satisfied with the provision of school wide experience sharing with model schools	<b>(31%)</b>	<b>(7%)</b>	<b>(21%)</b>	<b>(31%)</b>	<b>(10%)</b>
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Table 7 shows that 56% of the teachers believe that the provision of job related workshops enhances their academic performance, and 50% agree that the availability of opportunities to attend workshops outside the school increased their knowledge. Moreover, 62% indicated that the provision of in-service training within the school on various issues enhances their knowledge, whereas 47% indicated dissatisfaction, while another 47% indicated satisfaction with the availability of further professional development opportunities within the education sector, and 41% indicated satisfaction with the provision of school-wide experience sharing with model schools. Results show that the lack of opportunities for professional development or personal advancement opportunities among teachers is a factor that contributes to job satisfaction and dissatisfaction in the Onankali circuit.

Table 8 below is an illustration of professional growth and development opportunities among teachers as a factor that causes job dissatisfaction among teachers from principals' and HODs' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 7 Professional development and personal advancement as a cause of job dissatisfaction from principals' and HODs' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.						
No	Items	1	2	3	4	5
1	Provision of job related workshops enhances teachers' academic performance	(22%)			(44%)	(33%)
2	Availability of opportunities to attend workshops outside the school increases teachers' knowledge	(22%)	(11%)		(33%)	(33%)
3	Provision of in-service training within the school on various issues enhances teachers' knowledge.	(11%)	(11%)		(55%)	(22%)
4	Teachers are satisfied with the availability of further professional development opportunities	(22%)		(33%)	(22%)	(22%)
5	Teachers are satisfied with the provision of school wide experience sharing with model schools	(22%)		(22%)	(11%)	(44%)

Table 8 shows that 77% of principals and HODs indicated that the provision of job related workshops enhances teachers' academic performance, whereas 66% believe that the availability of opportunities to attend workshops outside the school increases teachers' knowledge. In addition, 77% were of the opinion that the provision of in-service training within the school on various issues enhances teachers' knowledge, 33% were not sure whether teachers are satisfied with the availability of further professional development opportunities or not, and 55% agreed that teachers are satisfied with the provision of school-wide experience sharing with model schools. Results show that opportunities available for professional growth and development in the Onankali circuit contribute to teacher job dissatisfaction.

### **4.5.3 Recognition**

Table 9 below is an illustration of recognition as a factor that causes job dissatisfaction and satisfaction among teachers from the teachers' perspective. For each item respondents were expected to indicate by putting a tick (✓) in the appropriate space using the following scale: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 8 Recognition as a cause of job dissatisfaction from teachers' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No.	Items	1	2	3	4	5
1	In my school, I am recognised for the good work that I do	(14%)	(18%)	(12%)	(48%)	(7%)
2	I get full praise for the good work that I do	(18%)	(16%)	(10%)	(36%)	(18%)
3	I get enough recognition from education leaders for the good work that I do	(24%)	(29%)	(2%)	(36%)	(10%)
4	I get enough recognition from my immediate supervisor for the good work that I do	(21%)	(21%)	(10%)	(26%)	(21%)
5	The recognition given in the school shows a fair assessment of the good work that I do	(24%)	(16%)	(5%)	(38%)	(16%)

Table 9 shows that 55% of the teachers agree that they are recognised for the good work that they do at their schools while 32% disagreed, 54% agreed that they get full praise for the good work that they do and 34% disagreed. More so, 53% disagreed with the statement that they get enough recognition from education leaders for the good work that they do,

while 40% agreed, and 47% indicated that they get enough recognition from their immediate supervisor. In addition, 42% disagreed, and 54% stated that the recognition that they are given in the school shows a fair assessment of the good work that they do. The results show that recognition in the form of praise is crucial in the attainment of job satisfaction. From the findings, about 53% of the teachers in the Onankali circuit are recognised for the good work that they do, while 47% of the teachers desire enough recognition. Therefore, recognition is one of the factors that cause job dissatisfaction among teachers in the Onankali circuit.

Table 10 below is an illustration of recognition as a cause of job dissatisfaction among teachers from principals' and HoDs' perspectives. For each item respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 9 Recognition as a cause of job dissatisfaction from principals' and HODs' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	Teachers are recognised for the good work they do	(11%)	(22%)		(33%)	(33%)
2	Teachers are praised for their work	(11%)	(11%)	(11%)	(44%)	(22%)
3	Teachers get enough recognition from education leaders	(22%)	(11%)	(22%)	(33%)	(11%)
4	Teachers get enough recognition from immediate supervisors for the good work that they do.	(22%)	(11%)	(11%)	(22%)	(22%)
5	The recognition that the teachers get in the school is a fair assessment of the good work that they do	(11%)	(22%)		(55%)	(11%)

Table 10 shows that 66% of principals and HODs agree that teachers are recognised for the good work that they do while 34% disagreed. Moreover, another 66% believed that teachers are praised for their work while 22% disagreed. Furthermore, 44% indicated that teachers get enough recognition from the immediate supervisor for the good work that they do, while 33% disagreed. Findings also show that 66% noted that the recognition that

teachers get in the school is a fair assessment of the good work that they do. The results show that recognition is there in Onankali circuit schools but it is not sufficient.

#### 4.5.4 Achievement

Table 11 below is an illustration of achievement as a cause of job dissatisfaction among teachers from the teachers' perspective. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

**Table 10 Achievement as a cause of job dissatisfaction from teachers' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.						
No	Items	1	2	3	4	5
1	I am satisfied with my performance of professional responsibilities	(14%)	(29%)	(12%)	(33%)	(12%)
2	Receiving academic rewards from school has increased my job satisfaction	(21%)	(24%)	(16%)	(33%)	(5%)
3	My accomplishments of work tasks meet deadlines on school calendars	(18%)		(14%)	(48%)	(18%)
4	I am satisfied with the achievements gained by my students	(18%)	(12%)	(26%)	(33%)	(10%)

Table 11 shows that 45% of the teachers are satisfied with their performance of professional responsibilities, while 43% are not. In addition, 45% of the teachers disagreed that receiving academic rewards from school has increased their job satisfaction, 66% indicated that their accomplishments of work tasks meet deadlines on school calendars, and only 40% agreed that they are satisfied with the achievement gained by their students while 30% disagreed. The results show that teachers in the Onankali circuit's level of achievement is minimal, which suggests that achievement is a factor that causes job dissatisfaction among teachers.

Table 12 below is an illustration of achievement as a cause of job dissatisfaction among teachers from principals' and HoDs' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 11 Achievement as a cause of job dissatisfaction from principals' and HODs' perspectives**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	Teachers are satisfied with their professional performance in their job responsibilities	(22%)	(22%)	(11%)	(22%)	(22%)
2	Teachers receive rewards for their achievements at the school	(22%)	(33%)		(22%)	(22%)
3	The chances of getting responsibilities in the school considers the teacher's abilities	(22%)	(22%)	(11%)	(33%)	(11%)
4	Teachers always meet deadlines as stipulated on the school calendar	(11%)	(22%)		(55%)	(11%)

Table 12 shows that 44% of the principals and HoDs agree that teachers are satisfied with their professional performance of their job responsibilities while another 44% disagreed. Moreover, 55% disagreed that teachers receive rewards for their achievements at the school while 44% agreed. Furthermore, 44% maintained that the chances of getting responsibilities in the school consider the teachers' abilities while another 44% disagreed. In addition, 66% indicated that teachers always meet deadlines as stipulated on the school calendar while 34% disagreed. The results show that principals' and HoDs' perspectives

agree with teachers' perspectives that the level of achievement among teachers in the Onankali circuit is minimal.

#### **4.5.5 Responsibility**

Table 13 below is an illustration of responsibility as a cause of job dissatisfaction among teachers from the teachers' perspective. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

**Table 12 Responsibility as a cause of job dissatisfaction from teachers' perspectives**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	I am comfortable with appropriate execution of professional responsibility	(18%)	(12%)	(14%)	(45%)	(10%)
2	I am satisfied with the autonomy I have in making decisions about my daily tasks	(14%)	(7%)		(52%)	(26%)
3	I feel obliged to raise community awareness	(14%)	(10%)	(10%)	(50%)	(16%)
4	There is freedom to use my own judgment at the work place	(14%)	(12%)	(12%)	(38%)	(24%)
5	I feel comfortable with my present level of job responsibility	(5%)	(14%)	(21%)	(38%)	(21%)
6	I am satisfied with my perceived level of professional autonomy	(12%)	(16%)	(10%)	(38%)	(24%)

Table 13 shows that 55% of the teachers are comfortable with their execution of professional responsibility while 30% are not comfortable. In addition, 78% agreed that they are satisfied with the autonomy they have in making decisions about their daily tasks, while 21% disagreed, and 66% felt obliged to raise community awareness. Furthermore, 24% disagreed, 62% indicated that there is freedom to use their own judgement at the work place, while 26% disagreed. Furthermore, 59% felt comfortable with their present

level of job responsibility, while 19% disagreed, 62% agreed that they are satisfied with their perceived level of professional autonomy and 28% disagreed. From the findings, the majority of teachers in the Onankali circuit have high levels of professional responsibility. Therefore, responsibility is a factor that causes job dissatisfaction and satisfaction among teachers in the Onankali circuit.

Table 14 below is an illustration of responsibility as a cause of job dissatisfaction among teachers from principals' and HoDs' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 13 Responsibility as a cause of job dissatisfaction from principals' and HODs' perspectives**

1= strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	Teachers feel satisfied when they appropriately execute their professional responsibilities	(22%) )	(11%) )	(11%)	(55%)	
2	Teachers are satisfied with their autonomy in making decisions about daily tasks	(11%) )	(11%) )	(22%)	(33%)	(22%)
3	Teachers are responsible for community awareness programmes		(22%) )	(22%)	(22%)	(33%)
4	Teachers have freedom to use their own judgment for effective work	(11%) )	(11%) )	(11%)	(44%)	(22%)
5	Teachers are comfortable with their present level of responsibilities in their job	(22%) )	(22%) )	(11%)	(44%)	
6	Teachers are satisfied with their perceived level	(11%)	(11%)	(22%)	(44%)	(11%)

Table 14 shows that 55% of the principals and HoDs agreed that teachers feel satisfied when they appropriately execute their professional responsibilities while 33% disagreed, and another 55% indicated that teachers are satisfied with their autonomy in making decisions about daily tasks. In this regard, 22% disagreed, whereas 55% indicated that teachers are responsible for community awareness programmes, while 22% disagreed. Moreover, 66% believe that teachers have the freedom to use their own judgements for effective work, while 22% disagreed. In addition, 44% agreed that teachers are comfortable with their present level of responsibilities in their job, while another 44% disagreed, 55% indicated that teachers are satisfied with their perceived level of professional autonomy, and 22% disagreed. The results show that principals and HoDs agree with teachers that professional responsibility influences job dissatisfaction and satisfaction among teachers in the Onankali circuit.

#### **4.5.6 Promotion opportunities**

Table 15 below is an illustration of the promotion opportunities as a cause of job dissatisfaction among teachers from the teachers' perspective. For each item, respondents were expected to indicate by putting a tick (✓) in the appropriate space using the following scale: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 14 Promotion opportunities as a cause of job dissatisfaction from teachers' perspectives**

<b>1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree</b>						
<b>No</b>	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	There is fairness in promotion opportunities in school	<b>(60%)</b>	<b>(7%)</b>	<b>(7%)</b>	<b>(16%)</b>	<b>(10%)</b>
<b>2</b>	I am satisfied with commitments shown at different management levels for my promotion	<b>(48%)</b>	<b>(7%)</b>	<b>(10%)</b>	<b>(24%)</b>	<b>(12%)</b>
<b>3</b>	The promotion process and procedures used by the Ministry of Education, Arts and Culture are fair	<b>(40%)</b>	<b>(14%)</b>	<b>(18%)</b>	<b>(10%)</b>	<b>(16%)</b>
<b>4</b>	I am comfortable with the promotion opportunities available to me as a teacher	<b>(40%)</b>	<b>(7%)</b>	<b>(14%)</b>	<b>(29%)</b>	<b>(10%)</b>

Table 15 shows that 67% of the teachers disagreed that there is fairness in promotion opportunities in the schools while 26% agreed. A total of 55% showed that they are not satisfied with commitments shown at different management levels for their promotion, while 36% agreed. Moreover, 54% disagreed that the promotion process and procedures used by the Ministry of Education are fair while 26% agreed, 47% indicated that they are not comfortable with the promotion opportunities availed to them as teachers and 39% felt comfortable. The results show that teachers in the Onankali circuit are dissatisfied with the promotion opportunities that are available, which means that promotion opportunities cause job dissatisfaction.

Table 16 below is an illustration of promotion opportunities as a cause of job dissatisfaction among teachers from principals' and HoDs' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 15 Promotion opportunities as a cause of job dissatisfaction from principals' and HODs' perspectives**

<p><b>1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree</b></p>						
No	Items	1	2	3	4	5
1	There are fair promotion opportunities within the school	(11%)	(33%)		(22%)	(33%)
2	Teachers are satisfied with the commitment shown at different management levels for their promotion	(11%)	(22%)	(11%)	(22%)	(11%)
3	The promotion process and procedures used by the Ministry of Education is fair and transparent		(33%)	(11%)	(11%)	(44%)
4	Teachers are comfortable with the promotion opportunities available in the teaching profession	(33%)	(11%)		(55%)	(22%)

Table 16 shows that 55% of principals and HoDs said that there are fair promotion opportunities within the school while 44% disagreed. Another 55% indicated that teachers are satisfied with the commitment shown at different management levels for their promotion, while 33% disagreed and 55% highlighted that the promotion process and procedures used by the Ministry of Education is fair and transparent while 33% disagreed, and 55% agreed that teachers are comfortable with the promotion opportunities available in the teaching profession while 44% disagreed. The results show that there is a fair chance of getting promotions for teachers in the Onankali circuit, which implies that there is minimal job satisfaction among the teachers due to limited promotion opportunities which are available to teachers in the Onankali circuit.

#### **4.5.7 Organisational policy and administration**

Table 17 below is an illustration of organisational policy and administration as a cause of job dissatisfaction among teachers from the teachers' perspective. For each item, respondents were expected to indicate by putting a tick (✓) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 16 Organisational and administration as a cause of job dissatisfaction from teachers' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	The presence of clear school based rules and regulations satisfies me	(21%)	(14%)	(5%)	(50%)	(10%)
2	The implementation of school based rules and regulations satisfies me	(24%)	(18%)	(2%)	(45%)	(10%)
3	There is equal treatment of all teachers in the school	(38%)	(10%)	(12%)	(29%)	(12%)
4	The way principals lead the school is satisfied me	(38%)	(10%)	(12%)	(26%)	(14%)
5	I am satisfied with involvement of decisions in the school	(38%)	(14%)	(2%)	(36%)	(7%)
6	The way the school deals with complaints satisfies me	(52%)	(7%)	(7%)	(18%)	(14%)

Table 17 shows that 60% of the teachers indicated that they are satisfied with the presence of school based rules and regulations, while 35% indicated dissatisfaction. A total of 55% agreed that the implementation of school based rules and regulations satisfies them while

42% disagreed, whereas, 48% disagreed that there is equal treatment of all teachers in the school while 41% agreed. Another 48% indicated that they are not satisfied with the way principals lead the school while 40% were satisfied. Furthermore, 52% were not satisfied with their involvement in decision making in the school while 43% were satisfied, 59% indicated dissatisfaction with the way the school deals with complaints and 32% were satisfied. Findings show that organisational policy and administration cause teacher job dissatisfaction in the Onankali circuit.

Table 18 below is an illustration of organisational policy and administration as a cause of job dissatisfaction among teachers from principals' and HODs' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1= strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

**Table 17 Organisational policy and administration as a cause of job dissatisfaction from principals' and HoDs' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	Teachers are satisfied with the availability of clear school based rules and regulations	(22%)	(11%)		(55%)	(11%)
2	Teachers are satisfied with how rules and regulations are implemented within the school	(33%)	(11%)	(11%)	(33%)	(11%)
3	There is equal treatment for all teachers at the school	(11%)	(11%)	(22%)	(33%)	(22%)
4	Teachers are satisfied with administrators' leadership styles	(22%)	(11%)	(22%)	(22%)	(22%)
5	Teachers are involved in decision making at the school		(22%)	(11%)	(33%)	(33%)
6	Teachers are satisfied with the way the school handles complaints	(11%)	82 (11%)	(11%)	(33%)	(33%)

Table 18 shows that 66% of the principals believe that teachers are satisfied with the availability of school based rules and regulations while 34% disagreed. Moreover, 44% agreed that teachers are satisfied with how rules and regulations are implemented within the school while another 44% disagreed. Whereas 55% indicated that there is equal treatment of all teachers at the school, while 22% disagreed. Furthermore, 44% felt that teachers are satisfied with administrators' leadership styles, while 33% disagreed. In addition, 66% indicated that teachers are involved in decision making at the school while 22% disagreed, 66% felt that teachers are satisfied with the way the school handles complaints, while 22% disagreed. Results show that principals and HoDs agree that organisational policy and administration influence job dissatisfaction among teachers in the Onankali circuit.

#### **4.5.8 Supervision (technical)**

Table 19 below is an illustration of supervision as a cause of job dissatisfaction among teachers from the teachers' perspective. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

**Table 18 Supervision as a cause of job dissatisfaction from teachers' perspectives**

1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	Supervisors initiate discussions on various academic issues	(24%)	(24%)	(14%)	(29%)	(10%)
2	Supervisors technically know how to support me	(21%)	(16%)	(21%)	(26%)	(14%)
3	I am supervised in a supportive and democratic manner	(26%)	(14%)	(12%)	(36%)	(12%)
4	School supervisors observe classroom instructions regularly	(14%)	(14%)	(7%)	(50%)	(14%)
5	School supervisors provide training on various issues	(31%)	(24%)	(16%)	(12%)	(18%)

Table 19 shows that 48% of the teachers disagreed that supervisors initiate discussions on various academic issues while 39% agreed. Moreover, 40% indicated that their supervisors technically know how to support them while 37% disagreed. In addition, 48%

believed that they are supervised in a supportive and democratic manner while 40% disagreed. More so, 64% indicated that supervisors observe classroom instruction regularly while 28% disagreed, 55% disagreed that school supervisors provide training on various issues and 30% agreed. The results show that the supervision of teachers in the Onankali circuit causes job dissatisfaction and satisfaction because, in schools where supervision is effective, there is job satisfaction. While job dissatisfaction is common in schools where supervision is ineffective.

Table 20 below is an illustration of supervision as a cause of job dissatisfaction among teachers from principals' and HoDs' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

**Table 19 Supervision as a cause of job dissatisfaction from principals' and HODs' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	Supervisors initiate discussions with teachers on various academic issues	(11%)	(11%)		(22%)	(55%)
2	Supervisors technically know how to support teachers	(22%)	(11%)	(22%)	(22%)	(22%)
3	Teachers are supervised in a supportive and democratic manner	(33%)		(11%)	(33%)	(22%)
4	School supervisors observe classroom instruction regularly	(22%)	(11%)		(22%)	(44%)
5	School supervisors provide training to teachers on various issues		(33%)	(22%)	(22%)	(22%)

Table 20 shows that 77% of principals and HoDs agreed that supervisors initiate discussions with teachers on various academic issues while 22% disagreed, whereas 44% indicated that supervisors technically know how to support teachers. Furthermore, 33% disagreed, 55% stated that teachers are supervised in a supportive and democratic manner, and 33% disagreed. In addition, 66% indicated that school supervisors observe classroom instruction regularly. In addition, 33% disagreed, 44% agreed that school supervisors

provide training to teachers on various issues and 33% disagreed. Principals and HoDs agree with teachers that supervision causes job dissatisfaction and satisfaction among teachers in the Onankali circuit.

#### **4.5.9 Income related conditions**

Table 21 below is an illustration of the income and related conditions as causes of job dissatisfaction among teachers from the teachers' perspective. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 20 Income related conditions as a cause of job dissatisfaction from teachers' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	My monthly salary is sufficient to satisfy all important expenses	(52%)	(18%)		(16%) )	(12%)
2	I am satisfied with timely payment of salary	(18%)	(12%)	(10%) )	(18%) )	(40%)
3	My salary enhances my job commitment	(40%)	(16%)	(18%) )	(16%) )	(7%)
4	I am underpaid in relation to my effort	(29%)	(16%)	(7%)	(16%) )	(29%)
5	There is additional incentive received for extra work	(50%)	(14%)	(10%) )	(12%) )	(14%)
6	I entered the teaching profession because of its good pay	(62%)	(10%)	(7%)	(18%) )	(2%)

Table 21 shows that 70% of the teachers disagreed that their salary is sufficient to satisfy all important expenses while 28% agreed, and 48% indicated that they are satisfied with the timely payment of salary. In addition, 30% disagreed, 56% disagreed that their salaries enhance their job commitment, and 23% agreed. Moreover, 45% indicated that they are underpaid in relation to their efforts while 45% disagreed. Another 64% disagreed that there is an incentive that is received for extra work, while 26% agreed. Furthermore, 72% disagreed that they entered the teaching profession because of its good pay while 20% agreed. From the findings, income related conditions seem to have little influence on teacher job dissatisfaction.

Table 22 below is an illustration of the income and related conditions as causes of job dissatisfaction among teachers from principals' and HoDs' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 21 Income related condition as a cause of job dissatisfaction from principals' and HODs' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.						
No	Items	1	2	3	4	5
1	Teachers' monthly salary is adequate and enables teachers to pay for all important expenses	(33%)	(33%)		(22%)	(11%)
2	Teachers are satisfied with the timely payment of salary	(11%)	(22%)	(11%)	(33%)	(22%)
3	Teachers' salary enhances their job commitment	(33%)	(22%)		(22%)	(22%)
4	Teachers' salaries tally with the amount of work they do	(33%)	(22%)		(11%)	(33%)
5	Teachers get incentives for the extra work they do	(33%)	(22%)	(22%)	(11%)	(11%)
6	Some teachers have joined the teaching profession because of its good pay	(11%)	<sup>90</sup> (22%)	(33%)	(22%)	(11%)

Table 22 shows that 66% of principals and HoDs disagreed that teachers' monthly salary is adequate and enables teachers to pay for all important expenses while 33% agreed. In addition, 55% agreed that teachers are satisfied with the timely payment of their salary, while 33% disagreed. Furthermore, 55% disagreed that teachers' salary enhances their job commitment, while 44% agreed. Moreover, 55% disagreed that teachers' salaries tally with the amount of work they do while 44% agreed. More so, 55% disagreed that teachers get incentives for the extra work they do, while 22% agreed, and 33% agreed that teachers joined the teaching profession because of its good pay, whereas another 33% disagreed. From principals' and HoDs' perspectives, income related conditions have little influence on teachers' job dissatisfaction.

#### **4.5.10 School and work relationship**

Table 23 below is an illustration of the school and work relationships as a cause of job dissatisfaction from the teachers' perspective. For each item respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 22 Job satisfaction in terms of school and work relationship: teachers' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.						
No	Items	1	2	3	4	5
1	I am satisfied with my relations with the school management team	(24%)	(14%)	(12%)	(36%)	(14%)
2	I am satisfied with the cooperation other staff members provide to my work	(14%)	(14%)	(14%)	(43%)	(14%)
3	I am satisfied with my relationships with students	(7%)	(14%)	(14%)	(57%)	(12%)
4	I am satisfied with my relationships with other staff members	(14%)	(14%)	(2%)	(36%)	(31%)
5	I am satisfied work with my relationship with supervisors	(10%)	(21%)	(7%)	(45%)	(16%)

Table 23 shows that 50% of the teachers indicated that they are satisfied with their relations with school management while 38% disagreed. In addition, 57% agreed that they are satisfied with the cooperation other staff members provide to their work while 28% disagreed. Moreover, 69% agreed that they are satisfied with their relationship with

students while 21% disagreed. Furthermore, 67% indicated their satisfaction with relationships with other staff members while 28% are dissatisfied. More so, 61% agreed that they are satisfied with their relationship with supervisors while 31% disagreed. From the findings, school and work relationships are the other factors that cause job dissatisfaction and satisfaction.

Table 24 below is an illustration of the school and work relationships as a cause of job dissatisfaction among teachers from principals' and HoDs' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 23 School and work relationship as a cause of job dissatisfaction from principals' and HODs' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	Teachers have good relationships with the management team		(22%)	(11%)	(55%)	(11%)
2	Teachers are satisfied with the cooperation they receive from other staff members at work	(11%)	(11%)	(33%)	(22%)	(22%)
3	Teachers are satisfied with their relationship with students	(11%)	(11%)	(44%)	(22%)	(11%)
4	Teachers are satisfied with their relationship with other staff members	(22%)		(11%)	(44%)	(22%)
5	Teachers are satisfied with their relationship with supervisors	(11%)	(11%)	(11%)	(33%)	(33%)

Table 24 shows that 66% of the principals and HoDs agreed that teachers have good relationships with management while 22% disagreed. More so, 44% indicated that teachers are satisfied with the cooperation they receive from other staff members at work, while 22% disagreed, 33% believe that teachers are satisfied with their relationship with students while 22% disagreed. Another 66% indicated that teachers are satisfied with their relationship with other staff members while 22% disagreed. Moreover, 66% agreed that

teachers are satisfied with their relationship with supervisors while 22% disagreed. Principals and HoDs agreed with teachers that school and work relationship is an important cause of job dissatisfaction and satisfaction.

#### 4.5.11. Working conditions

Table 25 below is an illustration of working conditions as a cause of job dissatisfaction among teachers from the teachers' perspective. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 24 Working conditions as a cause of job dissatisfaction from teachers' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	I am satisfied with creating a clean and comfortable working area	(31%)	(16%)	(5%)	(38%)	(10%)
2	I am satisfied with the accessibility of transportation	(48%)	(18%)	(7%)	(12%)	(14%)
3	I don't like to be transferred to another school	(40%)	(18%)	(24%)	(12%)	(5%)

<b>4</b>	I am satisfied with participating in co-curricular activities at the school	(18%)	(7%)	(7%)	(48%)	(18%)
<b>5</b>	I am satisfied with the supply of learning materials and tools important in the teaching and learning process	(48%)	(10%)	(5%)	(24%)	(14%)
<b>6</b>	I am interested in attending my instructional class in the school all the time	(29%)	(14%)	(12%)	(33%)	(12%)
<b>7</b>	Student attitudes towards education in school enhance my job satisfaction	(40%)	(5%)	(7%)	(36%)	(12%)
<b>8</b>	I am satisfied with refreshment materials within school (DSTV, tennis and so on)	(48%)	(16%)	(12%)	(12%)	(12%)

Table 25 shows that 46% of the teachers disagreed that they are satisfied with creating a clean and comfortable working area while 48% agreed. In addition, 66% indicated dissatisfaction with accessibility of transport while 12% indicated satisfaction. Moreover, 58% wished to transfer to another school while 17% did not like transferring. Whilst 66% indicated their satisfaction with participating in co-curricular activities and 25% indicated their dissatisfaction. Furthermore, 58% are dissatisfied with the supply of learning

materials and tools important in the teaching and learning process, whereas 45% agreed that they are interested in attending instructional classes in the school all the time. Furthermore, 43% disagreed, whilst 48% indicated that students' attitude towards education in the school enhances their job satisfaction and 45% disagreed. Moreover, 64% indicated dissatisfaction with refreshment materials within the school while 24% were satisfied. The findings show that working conditions are a factor that causes job dissatisfaction among teachers in the Onankali circuit.

Table 26 below is an illustration of working conditions as a cause of job dissatisfaction from principals' and HoDs' perspectives. For each item, respondents were expected to indicate by putting a tick (√) in the appropriate space using the following scale: 1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

**Table 25 Working conditions as a cause of job dissatisfaction from Principals' and HODs' perspectives**

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree						
No	Items	1	2	3	4	5
1	The school has a clean and comfortable working area	(33%)	(11%)	(11%)	(33%)	(11%)
2	Teachers are satisfied with the accessibility of transportation	(55%)	(11%)	(11%)	(22%)	

<b>3</b>	Some teachers show that they are willing to be transferred to another school	(22%)		(44%)	(11%)	(22%)
<b>4</b>	Teachers are satisfied with participating in co-curricular activities at the school	(22%)	(11%)		(22%)	(44%)
<b>5</b>	Teachers are satisfied with the supply of learning materials and tools needed in the teaching and learning process	(33%)	(11%)		(33%)	(22%)
<b>6</b>	Teachers are interested in attending instructional classes in the school all the time	(22%)		(11%)	(33%)	(33%)
<b>7</b>	Student attitudes towards education in the school enhance teachers' job satisfaction	(22%)	(11%)		(33%)	(33%)
<b>8</b>	Teachers are satisfied with refreshment materials within the school (DSTV, tennis)	(33%)	(44%)			(22%)

Table 26 shows that 44% of the principals and HoDs believe that the school has a clean and comfortable working area while another 44% disagreed. In addition, 66% indicated that teachers are not satisfied with accessibility to transportation while 22% indicated satisfaction. Moreover, 33% agreed that some teachers are willing to be transferred to

another school while 22% disagreed. Furthermore, 66% indicated that teachers are satisfied with participating in co-curricular activities in school, while 33% disagreed. A total of 55% agreed that teachers are satisfied with the supply of learning materials and tools needed in the teaching and learning process while 33% disagreed. Moreover, 66% agreed that teachers are interested in attending instructional classes in the school all the time while 22% disagreed. Whereas, 66% indicated that student attitudes towards education in school enhance teacher's job satisfaction while 33% disagreed. Finally, 77% believe that teachers are not satisfied with the refreshment materials within the school. Principals and HoDs agree that working conditions cause dissatisfaction among teachers in the Onankali circuit.

#### **4.6 Findings from interviews**

Interviews were conducted with three (3) teachers from each of the six (6) schools to come up with 18 participants.

#### **4.7 Theme 1: Factors causing job dissatisfaction**

Theme 1 was meant to establish the factors causing job dissatisfaction among teachers in Onankali circuit. Participants were asked to identify the main job related problems that they are not happy with as teachers. Three themes emerged from their responses, namely, poor management, poor planning and bad working conditions, which show that there are many causes of job dissatisfaction in the Onankali circuit. The themes that emerged are supported by literature (Cardoso, 2016; Dugguh & Dennis, 2014; Naiz, 2017; Saluto & Vaisanen, 2017; SHRM, 2016)

##### **4.6.1 Sub-theme 1: Poor management**

Participants labelled the entire administration and management of education for job dissatisfaction. Participants indicated that there are management problems from the school level up to the ministry level. This means that the study showed that the management of rural schools is a problem that contributes to job dissatisfaction among teachers. The findings agree with Cardoso (2016) who states that teachers are first dissatisfied by additional administrative, bureaucratic, and assistive work tasks attached to their normal work. Dugguh and Dennis (2014) believe that the way management communicates may cause job satisfaction or dissatisfaction. Naiz (2017) maintains that in cases where the management understands employees, listens to employees' views, shows interest in employees' problems, praises employees, and is generally friendly, then there would be job satisfaction at the workplace. In cases where the opposite is true, there would be job dissatisfaction.

SB 3 stated that the government is not paying the teachers according to their academic qualifications.

*“The Ministry of Education is not motivating teachers to further their studies as the ministry does not adjust or increase their salaries upon completion of their master’s degrees, thus as teachers, we are very discouraged to study for masters and would want to look for jobs elsewhere”.*

The Ministry of Education Art and Culture was also blamed by another respondent.

SC 1 complained that;

*“There is a lack of training and workshops for the different subjects that we teach. The last time I attended a workshop was in my first year of teaching in 2015,*

*thereafter the government started complaining that they do not have money and it cancelled most of the subject-related workshops. As a result, the subjects' advisories (education inspectors) no longer visit schools on a regular basis because the government is no longer providing enough funds to enable the advisories to travel from one school to another. The advisory services do not really explain things to us thoroughly, they just send documents to us that we sometimes don't understand at all".*

Participants indicated that there is poor communication between teachers and the school administration. SB 1 mentioned that;

*"There is poor communication between the management and the subordinates. What we suggest is not done, we are rarely involved in decision making and important information is not always communicated on time to teachers. Teachers at this school work over time and there is no recognition for the extra work that we do, which is demotivating".*

SD 2 added that, *"There is poor communication by members of the school management – teachers are not informed on certain decisions on time and sometimes only a few teachers are informed face to face while others are expected to hear from fellow teachers".*

SE 2 *"There is a lack of freedom of communication at the school. No transparency in leadership which always gives late communications".*

Participants felt that there is too much work for teachers in the schools.

SB 2 *"We have a lot of meetings while we have to teach at the same time. I do not have enough time to teach, meet and mark at the same time".*

SA 3 remarked that, *“I am doing too much of administration work which is not part of my job and this takes much of my time that I am supposed to use for lesson preparation”*.

Participants indicated that there are poor leadership skills shown by school principals.

SE 2 noted that, *“With poor leadership, the subordinates will never be happy with the school leader, when there are hate issues the school will never move forward.”*

SC 3 had this to say;

*“Unfairness by the management, members of the school management do run the administration in a fair manner and this can result in conflicts among the staff members. Sometimes the school leaders are always delegating work to the same teacher causing the teacher to be overloaded because some teachers are never delegated at all and sometimes you will find yourself being delegated to supervise all the extramural activities at school which is not fair at all”*.

SC 2 stated that; *“school principals are autocratic and they just tell you how they want things to be done instead of exercising democracy, they don’t consider teachers opinions and they acting as bosses or owners of the school”*.

Three out of eleven participants said that teachers are dissatisfied with too much administrative work and overloading. Whereas, five participants out of eleven are dissatisfied with the lack of verbal communication and autocracy in schools, and four participants out of eleven cited lack of incentives, lack of professional development and conflicts fuelled by members of the school administration as the main source of dissatisfaction.

#### **4.6.2 Sub-theme 2: Poor planning**

Participants indicated that schools in the Onankali circuit are disadvantaged since they do not have enough teaching and learning materials like other government schools. Participants viewed poorly equipped schools as a cause of teacher job dissatisfaction. Findings agree with the literature. Saluto and Vaisanen (2017) state that if the workplace has adequate resources, there are chances of high job satisfaction. Similarly, Cardoso (2016) highlighted that teachers do not want to work in places with inadequate resources, poor infrastructure, and overcrowded classrooms.

SF 3 stated that there is a *“lack of resources available at the schools. It makes teaching tough especially when there are not enough resources”*.

SA 1 highlighted that, *“the school lacks teaching and learning resources or sometimes has outdated learning materials. Classrooms are overcrowded to exceed the normal teacher-learner ratio. The school has inadequate infrastructure”*.

SA 2 noted that, *“there is a lack of teaching and learning materials, which makes teachers not to do their best”*.

SD 2 was of the opinion that, *“there is a lack of teaching and learning materials – there are only 7 textbooks available for the subject I teach at school which are shared by over 60 learners, this forced me not to distribute the textbooks to learners to take them with home which is really disadvantaging our learners”*.

Four out of four participants emphasised the lack of teaching and learning material as the prime cause of teachers' dissatisfaction.

#### **4.6.3 Sub-theme 3: Bad working conditions**

Participants indicated that the working environment in their schools is not conducive to teaching and learning. According to the participants, there are a lot of problems in the school environment ranging from infrastructural problems to interpersonal relationships. The findings are supported by the literature. Dugguh and Dennis (2014) believe that employees prefer to work in environments that are comfortable and conducive to good job performance as opposed to dangerous and uncomfortable environments. Saluto and Vaisanen (2017) state that if the workplace is near employees' place of residence and is clean or healthy, there are chances of high job satisfaction. Similarly, workplaces with poor lighting, health hazards, overcrowding, and lack of privacy may lead to job dissatisfaction. SHRM (2016) believes that a healthy work environment generates job satisfaction more than an unhealthy workplace. Participants echoed the following sentiments that are summarised in the literature above.

SF 3 stated that, *“accommodation at the workplace is not available and teachers have to make their shelters of corrugated iron sheets which gets very hot during summer and extremely cold during winter. Lack of accommodation forces teachers to travel long distances daily which makes a person tired.*

SD 3 pointed out that, *“we have overcrowded classrooms and shortage of textbooks, which makes it difficult to give assistance to the individual learners”.*

SD 1 remarked that, *“our school is located in a very remote area, the road to our school is very sandy such that small cars cannot get to our school, and sometimes we foot over 14km to get to the main road which is very tiring. I really cannot wait to get a transfer from this school”.*

SF 1 noted that, *“teachers are overloaded with a lot of subjects....with many subjects to be taught, I will not have enough time to mark learners ‘activities on time’”*.

SD 2 added that, *“we have an overloaded timetable here – I do not have any free lessons on my timetable from Monday to Friday, this is very exhausting and it’s very difficult to find time to mark learners’ assessments”*.

SB 1 said, *“the knocking off time for our school is 16h00, now during summer it really becomes a problem because some of our classes are made of zinc sheets which really heats up during summer making the environment not conducive for teaching and learning”*.

SE 2 highlighted that, *“we have an unhealthy working environment here in terms of interpersonal relations”*

SE 1 added that, *“gossip, jealousy, favouritism, and dishonesty among staff members is rife here. Because gossip breaks the relationship among staff members, while jealousy makes other colleagues to hate others for no reason, others hate others because they are promoted”*.

SC 2 indicated that, *“co-teachers are also a problem because sometimes a teacher with whom you share the subject can be rude and selfish and not cooperating, which is very frustrating. Lack of cooperation among teachers is bad. There is a lack of cooperation among staff members here”*.

SA 2 stated that, *“the behaviour of learners disturbs the whole teaching and learning process. They do not relate well with teachers”*.

SD 1 added that, “*learners do not have manners at all and sometimes when you call in their parents to come to school they do not even show up, it is very difficult to deal with these learners sometimes*”.

Ten participants highlighted several different bad working conditions that cause job dissatisfaction, which included lack of teacher accommodation (1), lack of classrooms (1), remoteness of the school (1), bad relationships between teachers and colleagues and between teachers and students (4), and abnormal teaching loads as well as working time that is beyond the expected standard (3).

#### **4.7 Theme 2: Impacts of job dissatisfaction**

Participants were asked to explain the signs that a dissatisfied teacher show and what a dissatisfied teacher does. Participants revealed that it is easy to notice signs of dissatisfaction among teachers because the teacher’s behaviour becomes abnormal. Three themes emerged from participant responses, such as poor performance, psychological impacts and high staff turnover. The themes that emerged from the study agree with previous studies (Lee et al., 2017; Monte, 2019; Song & Mustafa, 2015; Saluto & Vaisanen, 2017).

##### **4.7.1 Poor performance**

The study found that job dissatisfaction negatively affects the productivity, efficiency and effectiveness of teachers. What the participants said is in agreement with Lee et al. (2017) who maintain that job dissatisfaction is detrimental to an organisation. It negatively affects organisational productivity because a dissatisfied employee tends to be less productive

than a satisfied employee, which eventually decreases the entire company's production. According to Song and Mustafa (2015), dissatisfied teachers tend to be always absent from work than satisfied teachers. It was found that dissatisfied teachers abused sick leave benefits to absent themselves from work, which affects the provision of services at the workplace.

SA 2 stated that, *“when a teacher is dissatisfied it makes them demotivated, and demotivated teachers bring about poor performance of both the teacher and learners”*.

SD 1 noted that, *“a dissatisfied teacher will not go outside the box to do more for the learners thus performance could be impacted badly. An unhappy teacher will not mark learners' work and give feedback on time and like I said before learners are likely not likely to perform well. The teacher will not be fully committed to the job”*.

SD 2 added that, *“some dissatisfied teachers stay in the teaching profession because there is nowhere to go but their productivity declines. Teaching learning will obviously be affected in a negative way as when the teacher's mental well-being is not excellent this will affect how he/she delivers the lesson to learners. Both the teacher and learners' performance might be low as less effort is put in by the teacher”*.

SC 3 claimed that, *“dissatisfied teachers always find something to do outside the school they are always in and out the school (absent), thus teaching and learning will be impacted negatively as the teacher will rush to go home as soon as school knocks off without even considering if there are learners who need assistance and so forth. They go to lessons late”*.

SF 1 indicated that, *“a dissatisfied teacher will not fully attend to learners. An unhappy teacher may not cover all the topics in the syllabus, and the learners may not master the subject content”*.

SE 2 stated that, *“dissatisfaction makes a teacher very unhappy and therefore reduces work morale and one sort of disturbs love for the job. Learners suffer as the teacher does not do the work as energetic and with passion as they should”*.

SB 2 believes that;

*“Dissatisfied teachers do not do much. Teaching and learning are affected negatively. Because an unhappy teacher will not even take time to teach learners after school or to give attention to individual learners. Some dissatisfied teachers are not kind to the learners such that the learners will be scared to approach them for assistance. They displace their stress onto the learners”*.

SA 1 noted that, *“a job-dissatisfied teacher lacks confidence in teaching and either comes late to work or is always absent. Teaching and learning will be affected negatively because if you are not happy about your work it will force you not to do much because the teacher will be demotivated to do their best”*.

SA 3 stated that, *“dissatisfied teachers do not really do their work properly. Sometimes instead of teaching, the teacher will just be seated reading newspapers or busy on the phone. If the teacher is not happy with the profession the teacher might not teach properly and learners will not get enough information thus student performance will be low”*.

SF 3 indicated that, *“job dissatisfaction really affects teaching and learning badly because teachers do not pay more attention to the learners when it comes to teaching”*.

SC 2 stated that;

*“A job-dissatisfied teacher withdraws from school activities and does not participate in extra-mural activities. When there is a meeting, where everyone’s input is expected, an unhappy teacher will not contribute anything. The dissatisfied teachers express themselves by not participating in any discussion or activity at school. In the end, an unhappy teacher will always yield poor results”.*

SE 3 noted that, *“job dissatisfaction among teachers reduces the quality of teaching and learning and it leads to a decline in productivity in the education sector”*

Thirteen participants indicated that lack of commitment (7), demotivation (4), and absenteeism (2) negatively affect learners’ performance.

#### **4.7.2 Psychological impacts**

Participants revealed that job dissatisfaction affects the teacher personally and cause a variety of mental, health and social problems. The findings are supported by the literature. Lee et al. (2017) maintain that dissatisfied employees can engage in destructive behaviour and may cause violence and sabotage in the workplace. A lot of bad things start happening because of job dissatisfaction. Furthermore, Lee et al. (2017) argue that dissatisfied employees’ interaction with customers is inconsiderate of customer care protocols and customer needs. Participants revealed the following.

SA 1 stated that, *“the dissatisfied teacher gets stressed and depressed”.*

SA 3 believes that, *“dissatisfied teachers are not happy about their jobs and are always complaining. They lack motivation. The teachers really need to be motivated for them to have the courage to do their work”*.

SD 1 mentioned that, *“the dissatisfied teacher isolates themselves from the entire staff members. The teacher is always sad to the extent that the teacher might argue unnecessarily with learners or other teachers over simple issues”*.

SC 3 added that, *“dissatisfaction makes teachers not to want to be involved with other teachers or associate with them at all”*.

SF 3 pointed out that, *“dissatisfaction leads to stress, frustration and depression. Dissatisfied teachers do whatever they feel is right for them”*.

SA 2 added that, *“a job dissatisfied teacher will show signs of withdrawal for example not taking part in any school activity including meetings or not socialising with other colleagues. As a result, a job dissatisfied teacher is always demotivated and aggressive towards learners or even other teachers”*.

SF 1 indicated that, *“dissatisfaction leads to low self-esteem. The teacher is always sad and isolated”*.

SB 1 noted that, *“an unhappy teacher will always be isolated, always complaining since the teacher might be going through a depression”*.

SF 3 noted that, *“dissatisfied teachers are aggressive to learners and other teachers. They show a negative attitude to others especially other people’s opinions in most cases”*.

SE 1 said that, *“sometimes fights break out among staff members as they are fed up with what is happening due to stress. Stress makes people sick and if you are sick you won’t be able to plan properly and also when learners ask in class you might respond inappropriately or angrily”*.

The majority of participants (eight (8) out of 12) indicated that common psychological effects are stress and depression which makes teachers to always complain about showing signs of unhappiness. Four of the participants out of 12 said that job dissatisfaction leads to social withdrawal and aggressiveness among teachers.

#### **4.7.3 High staff turnover**

Participants indicated that schools with teachers who are job dissatisfied constantly experience changes in staffing. The findings are in agreement with Saluto and Vaisanen (2017) who believe that job dissatisfaction is associated with high employee turnover because dissatisfied employees tend to either transfer from the workplace or they terminate their services from the organisation. Monte (2019) adds that employee turnover is not only caused by employee dissatisfaction but other factors are involved until one decides to abandon the current workplace. The study did not reveal other factors responsible for employee turnover.

SB 1 stated that, *“dissatisfied teachers would want to transfer to other schools”*.

SD 1 added that, *“the dissatisfied teacher will try by means to transfer to other schools if she is not happy with her current working environment. Teachers might also quit the teaching profession and go for other professions”*.

In line with this, SF 2 believe that, *“the teacher could resign or transfer to other schools leaving the school without adequate teachers”*.

According to SE 3, *“dissatisfied teachers become demotivated and transfer to other schools or apply for promotion posts elsewhere”*.

Four out of four participants said that job dissatisfaction leads to high teacher mobility.

### **4.8 Theme 3: Improving job dissatisfaction**

From the impacts of job dissatisfaction as revealed by the participants, it is clear that there was a need to find lasting solutions to the problem of job dissatisfaction. Participants were asked what should be done to ensure job satisfaction at the school level up to the government level. Three themes emerged from participant responses, good school management, improvement of working conditions and education awareness campaigns. The sentiments are echoed in the literature (Al Jenaibi, 2010; Gugguh & Dennis, 2014; Saluto & Vaisanen, 2017).

#### **4.8.1 Sub-theme 1: Good school management**

Participants indicated that the way schools are administered leaves a lot to be desired and there is a need for changes in school management to ensure job satisfaction. Participants revealed that there is a need to improve leadership qualities, communication, workload, teacher-learner ratio, relationships and stakeholder involvement to improve job satisfaction. Findings agree with Al Jenaibi (2010) who states that it is the management that professionally and strategically monitors employee progress to encourage them to achieve their targets.

SF 3 said that, *“the school leaders should have good communication with all the staff members and treat everyone fairly”*.

SC 1 stated that,

*“There should always be good leadership by the school management. For example, if you are a school principal and you don’t teach seriously, we as teachers will also not take things seriously. We need exemplary leaders. There is a need for continuous consultations with all the teachers by the management as the management might be thinking that everyone is satisfied with everything going on in the school while in reality, it is not the case. The ministry of education should be sending well-explained seculars to schools or else send some officials to come and explain things well to teachers instead of sending us many seculars which are not explained. Improve communication and also involve all the teachers in decision making instead of just delivering the already made decisions to teachers”*.

SF 1 remarked that, *“the management at the school should always resolve critical issues at the school. The ministry of education should not overload teachers with a lot of subjects and lessons”*.

According to SE 3, *“the school leaders should not impose too many restrictions on the teachers”*.

SB 3 noted that, *“supervisors should be flexible for things to work well in the school”*.

SE 2 stated that *“there should be team building exercises in the school. Communication should be improved to solve any arising issues”*.

In line with this, SD 3 added that *“communication between teachers and the school management should be improved. The school principal should demonstrate democracy in decision making by consulting teachers”*.

SA 3 remarked that, *“members of the school management should always be kind to the subordinates”*.

SD 2 echoed the same sentiments by saying, *“timely communication by the management is necessary and all teachers should get involved in decision making”*.

SD 1 highlighted that, *“the school management should involve all the staff in decision making, especially on knocking off time”*.

SB 1 had this to say, *“we as teachers should be respected by the school management. Management should cooperate well with the staff members. There must be good communication between all the educational stakeholders. The government should also attend to teachers’ complaints”*.

SC 3 stated that,

*“Supervisors should, by all means, focus on work-related issues and not focus on teachers’ personal agendas, because some leaders like bringing up people’s secrets at work and then other colleagues will start disrespecting you since they would have heard your personal problems. Leaders are supposed to bring people together and emphasise the need for peace among the staff members at all times. School leaders should be consistent, they should treat all teachers equally for example if it’s about asking for a leave of absence, this should be granted without favouring some teachers. All teachers should fill in the leave forms. All the educational stakeholders*

*should please know their roles to avoid unnecessary drama. The government should try by all means to curb corrupt activities in terms of promotion. The government revisit the promotional requirements so that every experienced teacher should have an opportunity for promotion. The government should revise the teacher learner-ratio to 1-25 learners”.*

SB 2 added that, *“the government should employ more teachers to reduce the workload”.*

SC 2 believe that;

*“Leaders should explore different types of leadership styles and consider the best one for all the parties. HODs should be the voice of the teachers under their departments for example if there is a lack of textbooks or visual learning materials then the HODs should make these available through the school management”.*

To ensure good school management, eight participants out of fourteen advocated for massive improvements in communication, whereas four of the participants opted for the reduction of dictatorial tendencies and two participants said that there should be the promotion of team spirit.

#### **4.8.2 Sub-theme 2: Improved working conditions**

Participants indicated that working conditions that include the school environment, remuneration, relationships, resources and services have to be addressed to ensure job satisfaction. This agrees with Saluto and Vaisanen (2017) who state that improvements in working conditions and the working environment reduce employee dissatisfaction. According to al Jenaibi (2010), organisational policies that include benefits, the

management system, good workplace social relationships, and employee promotions greatly reduce dissatisfaction.

SF 3 stated that, *“the government should create a conducive environment for both teachers and learners by providing good and modern infrastructure”*.

SF 1 highlighted that, *“teaching materials should be available at all times. There must be cooperation between teachers, learners and parents at all times. Teachers should promote teamwork. The government should provide all the necessary teaching equipment for teaching and learning to take place”*.

SA 2 added that, *“learning materials should be available at the school. The government should provide enough infrastructure at the schools”*.

SD 1 was of the opinion that, *“teachers should understand the importance of cooperating with other colleagues. The government should increase teachers’ salaries. It should build enough classrooms to cater to all the learners. The government should provide enough modern teaching and learning materials”*.

SA 3 said, *“there should also be cooperation between the school management and the staff members”*.

According to SF 2, *“the school should provide free services such as Wi-Fi, accommodation and electricity to the boarding teachers. The government should provide all the needed infrastructure. The government should give enough remuneration to teachers”*.

SE 1 stated that, *“other fringe benefits like bush allowance should be increased. Accommodation and Wi-Fi should be made available for free at the school. Transport allowance and medical aid should be reasonable”*.

SD 3 indicated that, *“there must be the availability of services such as internet, electricity and clean water at the school. The government should renovate old infrastructures and build enough classrooms. There is a need for teachers to be respected by both learners, management and fellow teachers”*.

SE 3 noted that, *“there must be good unity among staff members and improvements in the teaching and learning environment”*.

SC 2 reiterated that;

*“Teachers need to collaborate with other teachers. Teachers should put aside personal issues and consider lifting or assisting each other to perform well. The government should increase teachers’ salaries. The government should provide schools with enough teaching and learning materials”*.

SE 2 said that, *“schools should be provided with sufficient resources. Teachers should be given market-related remunerations. Teachers should be provided with opportunities for growth (promotions). There must be healthy working conditions”*.

SD 2 believed that;

*“There must be reasonable remuneration for teachers and enough teaching and learning resources. The government should provide us with enough textbooks especially this time of COVID-19 when many learners cannot share one textbook due to COVID-19 regulations. The government should also build enough*

*classrooms to cater to an increased number of learners. The government should increase our salary because we are really doing a lot for this ministry and they are not treating us any better”.*

SC 3 added that, *“the government should increase the teachers’ salary especially now that products have become expensive”.*

According to SB 3;

*“The school should provide conducive accommodation to teachers. The school management should provide enough teaching and learning materials. The government should be increasing teachers’ salaries when they complete their master’s degrees. The government should also recruit more teachers in order to reduce workload”.*

Ten out of 30 participants revealed that there must be increases in financial benefits, whilst eight out of 30 said there must be infrastructure development. Moreover, six advocated for the provision of teaching and learning material, and another six said that there must be increased cooperation among staff members.

#### **4.8.3 Sub-theme 3: Education awareness campaigns**

Participants indicated that stakeholders in education such as teachers and parents should be kept well informed about developments taking place in the education system. Participants felt that measures should be put in place at both the school and government levels to ensure that education requirements and expectations are imparted to all stakeholders. The findings agree with the literature. According to Al Jenaibi (2010), various career development programmes greatly reduce dissatisfaction. Similarly,

Dugguh and Dennis (2014) believe that continuous feedback programmes are essential in the development of job satisfaction.

SF 2 stated that, *“there is a need to promote teamwork among staff members so that they happily give their opinions educate one another and to staff develop each other”*.

SF 1 acknowledged that, *“teamwork is necessary to increase efficiency and effectiveness as well as job satisfaction among teachers”*

SD 3 highlighted that, *“the government should provide money for workshops at least three times a year per subject”*.

SB 3 said that, *“there should be more workshops and the Ministry should make enough funds for subject-based workshops”*.

SA 2 added that *“funds should be made available for every activity at the school level”*.

SE 2 is of the opinion that, *“high performance should be encouraged in learners by eradicating bad behaviour”*.

SB 1 stated that, *“there is a need to promote good learners’ behaviour. Parents should get involved in their children’s education”*.

SD 1 added that, *“parents should bear responsibilities for their children and come to school when requested to do so”*.

SC 3 suggested that, *“school supervisors should try to organize motivational speakers to come and cheer up the teachers and encourage them to do more”*.

SB 2 said, *“teachers should be encouraged to do more by others and themselves, they need to develop intrinsic motivation. The new teachers should always go through*

*induction at the beginning of their recruitment on finances, on the job itself, how they can relate with other colleagues and learners”.*

SA 2 highlighted that, *“teachers should be motivated to do their work willingly. There should be workshops and training. Learners should also be motivated”.*

SA 1 believe that, *“parents should get involved in their children’s education so that we can improve learners’ performance. The management should assist teachers by motivating them, encouraging them and also inviting motivational speakers to motivate both teachers and the learners”.*

Out of thirteen responses, three said that there should be staff development workshops for teachers, four said that there should be adequate funding for educational programmes, and six said that there should be the motivation of both teachers and learners by all stakeholders.

#### **4.9 Chapter summary**

The study made a variety of findings from both questionnaires and interviews as presented above. The presentation from questionnaires highlighted the current state of job dissatisfaction in the Onankali circuit and the factors that contribute to job dissatisfaction. Findings showed that there is a medium-level of job dissatisfaction and that there are several factors that can be considered when measuring dissatisfaction. Interviews highlighted the main causes of job dissatisfaction, the impacts of job dissatisfaction and the possible solutions to job dissatisfaction. It was found that the findings of the study are in line with the literature available on issues under consideration. The next chapter sums up the whole study as a way to create a conclusion to the study.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter summarises the whole study by presenting conclusions based on the results of the research questions. The chapter also provides some recommendations which emerged from the study. The purpose of the study was to examine the factors that cause job dissatisfaction among teachers in the Onankali circuit. To achieve this purpose, the study had the following research questions:

- a) What is the current state of job satisfaction among teachers in the six selected schools in the Onankali circuit?
- b) What are the factors that contribute to job dissatisfaction among teachers in the six selected schools in the Onankali circuit?
- c) What are the impacts of job dissatisfaction among teachers in six selected schools in the Onankali Circuit?
- d) What should be done to improve job satisfaction among teachers in the six selected schools in the Onankali Circuit?

This chapter briefly answers these research questions in order to effectively conclude the study.

## **5.1 Summary of findings**

### **5.1.1 The current state of job satisfaction among teachers in the six selected schools in the Onankali circuit**

The results show that about 50% of the participants are dissatisfied with teaching, which they enjoy doing but find it challenging. Therefore, the level of job satisfaction among teachers in the Onankali circuit is low. In line with this, the teachers indicated that their schools are in a remote area without power and water supply. This means that the lack of services is one of the factors that cause job dissatisfaction in the Onankali circuit. This result implies that there is job dissatisfaction among some teachers in the Onankali circuit. From the principals' and HODs' perspectives, there is minimal job satisfaction among teachers in the Onankali circuit. Results show that professional development or personal advancement opportunities have partly satisfied teachers in the Onankali circuit. According to the results, 47% of the teachers are satisfied, 5% are not decided, and 47% are not satisfied with the opportunities which are available for professional development and personal advancement in the Onankali circuit. Results show that Onankali circuit has some opportunities which are available for professional growth and development. This enhances teacher job satisfaction. Therefore, professional development or personal advancement is one of the factors that influence teacher job satisfaction.

The results show that recognition in the form of praises is crucial in the attainment of job satisfaction. From the findings, about 53% of the teachers in the Onankali circuit are recognised for the good work that they do while 47% of the teachers desire enough recognition. The results show that recognition is there in the Onankali circuit schools but it is not sufficient. The results show that teachers in the Onankali circuit's level of

achievement are medium, which suggests that there is a medium level of job satisfaction. The results show that there is a balance in the level of achievement of teachers in the Onankali circuit, which suggests that there is a medium level of job satisfaction. From the findings, the majority of teachers in the Onankali circuit have high levels of professional responsibility, which shows that the teachers are duty conscious. The results show that there is no consensus on the level of job satisfaction among teachers in terms of responsibility from principals' and HODs' perspectives. This shows that there are varying levels of job satisfaction in the Onankali circuit. The results show that there is a fair chance of getting promotions for teachers in the Onankali circuit, which implies that there is minimal job satisfaction among the teachers. Results show that principals and HODs disagree with the level of job satisfaction among teachers in terms of organisational policy and administration, and the majority felt that teachers are satisfied while others thought that teachers are not satisfied.

The results show that the supervision of teachers in the Onankali circuit varies from school to school, which means that there is job satisfaction in schools where supervision is effective and job dissatisfaction in schools where supervision is ineffective. From the findings, income related conditions seem to have little influence on job satisfaction. From principals' and HODs' perspectives, income related conditions influence teachers' job satisfaction. From the findings, the level of job satisfaction among teachers in terms of school and work relationships in the Onankali circuit is high from the teachers' perspective. From principals' and HODs' perspectives, working conditions in the Onankali circuit cause dissatisfaction among teachers.

### **5.1.2 Factors causing job dissatisfaction among teachers in the six selected schools in Onankali circuit**

Participants labelled the administration and management of education for teacher job dissatisfaction. Participants indicated that there are management problems in the Onankali circuit. This means that the study shows that the management of the Onankali circuit schools is a problem that contributes to job dissatisfaction among teachers.

Participants indicated that schools in the Onankali circuit are disadvantaged since they do not have teaching and learning materials like other government schools. Participants viewed poorly equipped schools as a cause of teacher job dissatisfaction.

Participants indicated that the working environment in their schools is not conducive to teaching and learning. According to the participants, there are a lot of problems in the school environment ranging from infrastructural problems to interpersonal relationships.

In general, it was found that teachers are dissatisfied by too much administrative work and overloading, by lack of verbal communication and autocracy in schools, and by lack of incentives, lack of professional development opportunities and conflicts fuelled by members of the school administration. Participants also emphasised the lack of teaching and learning materials as the prime cause of teachers' dissatisfaction. Participants highlighted several different bad working conditions that cause job dissatisfaction, which included lack of teacher accommodation, lack of classrooms, remoteness of the school, bad relationships between teachers and colleagues and between teachers and students, and abnormal teaching loads as well as working time that is beyond the expected standard.

### **5.1.3 Effects of job dissatisfaction among teachers in six selected schools in Onankali circuit**

The study found that job dissatisfaction negatively affects productivity, efficiency and effectiveness of teachers due to the numerous physical and human challenges that it creates. Participants revealed that job dissatisfaction negatively affects teachers. Participants indicated that schools with teachers who are job dissatisfied constantly experience changes in staffing.

In general, it was found that learners' performance is affected by a lack of commitment by teachers, teachers' demotivation, and teacher absenteeism. Participants also stated that there are psychological effects that include stress and depression, unnecessary complaints, unhappiness, social withdrawal and aggressiveness among teachers. In most cases, job dissatisfaction leads to high teacher mobility.

### **5.1.4 What should be done to improve the job satisfaction among teachers in the Onankali circuit?**

Participants indicated that the way schools are administered leaves a lot to be desired and there is need for changes in school management as a way to ensure job satisfaction. Participants revealed that there is a need to improve leadership qualities, communication, workload, teacher-learner ratio, relationships and stakeholder involvement to improve job satisfaction. Participants indicated that working conditions that include the school environment, remuneration, relationships, resources and services have to be addressed to ensure job satisfaction. Participants indicated that stakeholders in education such as

teachers and parents should be kept well informed about developments taking place in the education system. Participants felt that measures should be put in place at both the school and government levels to ensure that education requirements and expectations are imparted to all stakeholders.

Participants were of the opinion that improvements in communication, the reduction of dictatorial tendencies and the promotion of team spirit should be done to promote good school management. It was also noted that there must be some increases in financial benefits, increases in infrastructure development, increases in the provision of teaching and learning materials, and increased cooperation among staff members to improve working conditions. It was also found that there should be staff development workshops for teachers, adequate funding for educational programmes, and motivation of both teachers and learners by all stakeholders to promote education in the schools.

## **5.2 Conclusions**

The study has shown that job dissatisfaction among teachers is a problem that must be totally removed from the Onankali circuit if national educational goals are to be realised. The existence of many causes of job dissatisfaction implies that a lot needs to be practically done to avoid the negative impacts of the problem. The study is an eye opener for everyone to see the experiences of teachers in the Onankali circuit, where job dissatisfaction seems to be rampant. The study showed that the government has to intervene to avoid full-blown job dissatisfaction among the Onankali circuit teachers. In addition, this study found that what most respondents aired with regards to the causes of teacher job dissatisfaction was similar to what was found in the reviewed literature.

### **5.3 Recommendations for improvement**

From the findings of the study, the researcher suggests the following recommendations:

- The government should significantly review the salaries of teachers so that the salaries match the teachers' academic qualifications, the positions they occupy at the school and their current teaching workloads in order to curb job dissatisfaction.
- The government should ensure that similar working conditions exist in most, if not all schools despite their geographical location. Teaching and learning resources and equipment should be procured and distributed to disadvantaged schools so as to reduce inequalities in education resource allocations, which would increase job satisfaction in rural schools.
- The government in collaboration with school management and school boards, should make efforts to improve teachers' living conditions by providing decent accommodation for rural teachers. Teachers should be given better houses with adequate services that include sewage facilities, water supply, power supply, and internet facilities to name a few.
- The Ministry of Education, Art and Culture should conduct seminars and workshops for teachers at least once every term so that new and old teachers are updated with the current national teaching and learning expectations. This makes the teachers to acquire knowledge that is not available at teachers' colleges and universities. It also makes teachers to be familiar with education policies, which might improve the teachers' relationships with school management.

#### **5.4 Recommendation for further research**

Based on the findings of the study, the researcher suggests the following areas as critical for further studies:

- An investigation into the impacts of job dissatisfaction in the Onankali circuit.
- The importance of job satisfaction in the rural education system: A case study of selected schools in the Onankali circuit.

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## Appendix A : Ethical clearance letter



### ETHICAL CLEARANCE CERTIFICATE

**Ethical Clearance Reference Number: FoE-DEC 100521/04**

**Date: 12 May 2021**

This Ethical Clearance Certificate is issued by the University of Namibia Decentralised Research Ethics Committee (DEC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus/Unit Research Ethics Committee.

**Title of Project:** FACTORS CAUSING JOB DISSATISFACTION AMONG TEACHERS IN SELECTED SCHOOLS IN ONANKALI CIRCUIT IN THE OSHIKOTO REGION OF NAMIBIA

**Nature/Level of Project:** Masters

**Researcher:** ELINA AMEN NAMUPALA

**Student Number:** 201150247

**Faculty:** EDUCATION

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the DEC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the DEC.
- (c) The Principal Researcher must report issues of ethical compliance to the DEC (through the Chairperson of the Faculty/Centre/Campus/Unit Research Ethics Committee) at the end of the Project or as may be requested by DEC.
- (d) Approval is valid for a period of one year from the date of issue.
- (e) A mid-year report to be submitted to DEC (where applicable).
- (f) The DEC retains the right to:
  - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
  - (ii) Request for an ethical compliance report at any point during the course of the research.

DEC wishes you the best in your research.

Dr Helena Miranda  
FoE-DEC Chairperson



## Appendix B : University of Namibia research permission letter

### CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia  
340 Mandume Ndemufayo Avenue, Pioneers Park  
☎ +264 61 206 3275/4662; Fax +264 61 206 3290; URL: <http://www.unam.edu.na>



26 May 2021

**Student Name: ELINA AMEN NAMUPALA**

**Student number: 201150247**

**Programme: MASTER OF EDUCATION LEADERSHIP, MANAGEMENT AND POLICY STUDIES**

**Approved research title: FACTORS CAUSING JOB DISSATISFACTION AMONG TEACHERS IN SELECTED SCHOOLS IN ONANKALI CIRCUIT IN THE OSHIKOTO REGION OF NAMIBIA**

#### TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

A handwritten signature in black ink, appearing to be "Seth J. Eiseb", written over a horizontal dashed line.

**Dr. Seth J. Eiseb**

**Acting Director: Centre for Postgraduate Studies**

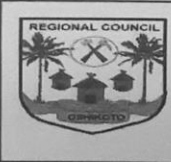
**Tel: +264 61 2063414**

**E-mail: [directorpgs@unam.na](mailto:directorpgs@unam.na)**



**REPUBLIC OF NAMIBIA**

**OSHIKOTO REGIONAL COUNCIL  
DIRECTORATE OF EDUCATION,  
ARTS AND CULTURE**



Tel (065) 281900  
Fax (065) 240315  
Enq: Ms H Tende

Private Bag 2028  
ONDANGWA  
18 June 2021

**Ref: 12/3/10/1**

Mrs Elina Amen Namupala  
PO Box 3685  
Ondangwa  
Cell: 0814359705

Dear Mrs Namupala

**RE: PERMISSION TO CONDUCT RESEARCH IN SIX SELECTED SCHOOLS IN THE ONANKALI CIRCUIT, OSHIKOTO REGION**

The Office of the Director acknowledges receipt of your letter seeking for permission to conduct a research study on *“factors causing job dissatisfaction among teachers in six selected schools in Onankali circuit, as well as to be provided with a list of six schools in Onankali circuit with high teachers’ attrition rate or high absenteeism rate from 2016-2020”*.

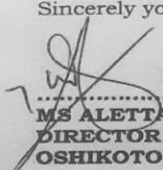
Kindly be informed that permission has been granted to carry out the research in Oshikoto Region, please be guided by the following:

- You have to make appointments well in advance to ensure a proper co-ordination of other school activities.
- The research should not interfere with the normal teaching and learning process at the schools and with the flow of work in the offices.
- Participation in the research should be on a voluntary basis.
- The information to be gathered should be treated confidential and only for research purposes.
- And, be advised to adhere to the Covid-19 safety measures.

Regarding the list of teachers’ attrition, kindly liaise with the Chief HRP at our Human resources Office, to assist you in that regard.

Thank you for showing interest to do the research in the Oshikoto Region. It is our sincere hope that the information you are going to get will be useful towards the completion of your qualification.

Sincerely yours

  
18/06/2021  
2021-06-18  
BAG 2028  
ONDANGWA  
**MS ALETTA A. EISES**  
DIRECTOR OF EDUCATION, ARTS AND CULTURE  
OSHIKOTO REGION

Appendix D : Principals and HoDs and Teachers 'consent letter

**PRINCIPALS AND HODs INFORMATION LEAFLET AND CONSENT FORM**

**ANNEX 5**



**FACTORS CAUSING JOB DISSATISFACTION AMONG TEACHERS IN SIX  
SELECTED SCHOOLS IN ONANKALI CIRCUIT IN THE OSHIKOTO  
REGION OF NAMIBIA.**

**REFERENCE NUMBER:**

**MRS. ELINA AMEN NAMUPALA**

**P.O.BOX 3685**

**ONDANGWA**

**0814359705**

**Dear Participant**

**Letter of Informed Consent to participate in Research**

You are being invited to take part in a research project titled "Factors causing job dissatisfaction among teachers in four selected schools in Onankali circuit in the Oshikoto region of Namibia." Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or doctor any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.

The study is being conducted in six selected schools in the Onankali circuit which is in the Oshikoto region of Namibia, of which it targets to select three participants from each of the six selected schools, principals of the selected schools and the inspector of the Onankali circuit. The study will comprise of 18 teachers, 6 principals and one inspector totalling to 31 participants. The study aims to find factors causing job dissatisfaction among teachers in selected schools in the Onankali circuit.

Job dissatisfaction refers to negative feelings about work or the work environment. Job dissatisfaction may result in loss of motivation, lack of interest, frustration and poor

productivity among others. I am conducting this research as a requirement towards the Masters in Education course that I am currently pursuing through the University of Namibia.

You have been selected to participate in this study in your capacity as **Principal / HOD / Teacher** at the participating school in the Onankali circuit. All participants are purposively selected.

If you agree to participate in this research, you will be asked to take part in an interview managed by the researcher. The interview will be carried out at your duty station and it will not last longer than one hour. An audio recorder will be used to record the interview. The data collection procedure will be done outside your official working hours in order not to interfere with your normal duties. There are no known risks pertaining to your participation in this research.

This study will be of great benefit by providing insights to enable educational managers and the Ministry of Education, Arts and Culture in overall to implement strategies that will help increase job satisfaction levels of teachers and eventually be committed to their work and more productive.

Information collected through this study will be treated as strictly confidential and your identity will remain anonymous. The researcher will not ask questions that will reveal your identity. There are no monetary rewards with regard to your participation in this research and there are no costs involved. *You can contact the Centre for Research and Publications at +264 061 2063061; [pclaassen@unam.na](mailto:pclaassen@unam.na) if you have any concerns or complaints that have not been adequately addressed by the investigator.*

## 11. Declaration by participant

By signing below, I ..... agree to take part in a research study entitled (*Factors causing job dissatisfaction among teachers in the Oshikoto region of Namibia*).

### I declare that:

- a) I have read or had read to me this information and consent form and it is written in a language with which I am fluent and comfortable.
- b) I have had a chance to ask questions and all my questions have been adequately answered.
- c) I understand that taking part in this study is **voluntary** and I have not been pressurized to take part.
- d) I may choose to leave the study at any time and will not be penalized or prejudiced in any way.
- e) I may be asked to leave the study before it has finished, if the study doctor or researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.
- f) I have agreed to have my interview audio recorded.

Signed at (*place*) ..... On (*date*) .....

2021

.....

Signature of participant

.....

Signature of witness

## 12. Declaration by investigator

I *Elina Amen Namupala* declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did not use an interpreter.

Signed at Ondangwa on 28 April 2021



TabitaSalom

.....

.....

Signature of investigator

Signature of witness

Appendix E : Teachers interview guides.

### **Introduction**

I'm Elina Amen Namupala, a student at the University of Namibia. I am conducting a research for my study which is entitled "Factors causing job dissatisfaction among teachers in six selected schools in the Onankali circuit in the Oshikoto region of Namibia

". The research is part of my academic fulfilment for Masters in Educational Leadership, Management and Policy Studies.

Please, kindly spare a few minutes of your time to participate in this interview. As a participant in the study, you are guaranteed anonymity. Your co-operation and support will be highly appreciated and your honest opinions are highly valued and essentials to the success of this study. This interview will be audio recorded as you have agreed in in the consent letter.

### **Instructions**

You are kindly requested to answer all the questions as truthfully as possible. Your responses are strictly confidential

### **SECTION A**

#### **PERSONAL AND PROFESSIONAL DETAILS**

1. Your gender?

Male	
Female	

2. Your age group?

25-30	
31-35	

36-40	
Above 40	

3. Highest professional qualification ..... Year  
obtained.....

4. Position  
.....

5. Name of school (Alphabet letter).....

**SECTION B**

**6. THE CAUSES OF JOB DISSATISFACTION AMONG TEACHERS.**

6.1. What signs does a dissatisfied teacher shows?

.....  
 .....  
 .....

6.2. What are the main job related problems that you are not happy with as a teacher?

.....  
 .....

.....  
.....

6.3. May you please explain why you dislike the aforementioned problems?

.....  
.....  
.....

**SECTION C**

**7 IMPACTS OF JOB DISSATISFACTION AMONG TEACHERS**

7.1 What does dissatisfied teacher do when they are dissatisfied?

.....  
.....  
.....  
.....  
.....

7.2 In your opinion, how does teacher dissatisfaction affect teaching and learning?

.....  
.....

7.3 From your observation, what are the other effects of teacher job dissatisfaction?

.....  
.....  
**SECTION D**

**8. IMPROVING JOB SATISFACTION AMONG TEACHERS.**

8.1. Why do you think job satisfaction is important for teachers?

.....  
.....

8.2. What aspects contribute to your satisfaction as a teacher? ?

.....  
.....  
.....  
.....

8.3. What should be done at school level to ensure job satisfaction among teachers?

.....  
.....  
.....

8.4. What should the government do to keep you and other teachers satisfied about your job?

.....  
.....

8.5. Do you have any other comments with regard to what can be done to improve job satisfaction among teachers?

.....  
.....  
.....  
.....

**Thank you so much for your time.**

**Appendix F : Questionnaire for Inspector, Principals and HoDs**

**Appendix E: Questionnaire for Head of departments, School principals and Head of Departments**

I am a Master's student of the University of Namibia. I am conducting a study on "Factors causing job dissatisfaction amongst teachers in the Onankali Circuit ". Thus, the main purpose of this questionnaire is only to collect relevant information for this research work.

You are therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your

honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

**Instructions to candidates:**

- No need of writing your name.
- Ask the researcher; if you need extra support before providing your answer.
- Your answer should represent you direct feelings.

**Please note:** You could be selected to be interviewed on a date to be communicated, may you please provide your contact details below.

.....

**NB:** The term **job satisfaction** refers to the feelings a worker has about his or her job or job experiences in relation to previous experience, current expectations, or available alternatives or a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience . Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their job. **Job dissatisfaction** on the other hand refers to negative feelings and beliefs with which teaches view their work.

**Section A**

1. School name: .....

2. Your Sex:

Male	Female

3. What is your marital status?

Married	Single

4. What is your Age?

20-30	31-40	41-50	51-60

6. What is your highest Level of education?

Masters and above	BED	BETD	OTHERS

May you please rate the following aspects related to the teaching profession using the scale provided.

**1. Teaching profession.**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
1	Teachers' are satisfied by being teachers.					
2	Teachers' enjoy doing their work.					
3	Teaching provides teachers opportunity to use all skill and knowledge.					
4	Teachers prefer to continue with teaching profession.					
5	Teaching profession is challenging job for teachers'.					
6	Teachers are interested in providing enough tutorial for different levels of student abilities.					
7	The community value the teaching profession.					

## 2. Teachers' professional growth and development opportunities.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

No	Items	1	2	3	4	5
8	Provision of job related workshops enhance teachers' academic performance					
9	Availability of opportunities to attend workshops outside the school increases teachers' knowledge					

10	Provision of in-service training within the school on various issues enhances teachers' knowledge.					
11	Teachers' are satisfied with availability of further professional development opportunities.					
12	Teachers' satisfied with the provision of school wide experience sharing with model schools.					

2. How do you evaluate the teachers' professional development or personal advancement strategies that are accessible for teachers in your school?

Very poor  Poor  Not decided  Well  Very

well

### 3. Recognition.

1 = strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
13	Well done job of teachers are recognized in the school.					
14	Teachers' are praised for their work.					
15	Teachers' get enough recognition from education leaders.					
16	Teachers' get enough recognition from immediate supervisor for their work.					
17	The recognition given in the school fairly assesses teachers' work.					

#### 4. Teacher achievements.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
18	Teachers' are satisfied with professional ability to perform their job.					
19	Teachers' receive rewards for their achievements from the school.					
20	The chance to do work in the school is appropriate to teachers' ability.					
21	Teachers' always meet deadlines stipulated on the schedule of school.					

#### 5. Responsibilities.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
22	Teachers feel satisfied when they appropriately execute their professional responsibilities.					
23	Teachers' are satisfied with their autonomy in making decisions about daily tasks.					
24	Teachers are responsible for community awareness programs.					

25	Teachers have freedom to use their own judgment for effective work.					
26	Teachers' are comfortable with their present level of responsibilities in their job.					
27	Teachers' are satisfied with their perceived level of professional autonomy.					

### 6. Promotion opportunities.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
28	There are fair promotion opportunities within the school.					
29	Teachers are satisfied with the commitment shown at different management levels for their promotion.					
30	The promotion process and procedures used by the Ministry of Education is fair and transparent.					
31	Teachers are comfortable with the promotion opportunities available in the teaching profession.					

### 7. Organizational policy and administration.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5

32	Teachers' are satisfied with the availability of clear school based rules and regulations.					
33	Teachers are satisfied with how rules and regulations are implemented within the school.					
34	There is equal treatment all teachers' at the school.					
35	Teachers' are satisfied with administrators' leadership styles.					
36	Teachers' are involved in decision making at the school.					
37	Teachers' are satisfied with the way the school handles complaints.					

### 8. Supervision (technical).

1=strongly disagree 2= disagree 3= not decide 4= agree 5= strongly agree.

No	Items	1	2	3	4	5
38	Supervisors' initiate discussions with teachers' on various academic issues.					
39	Supervisors' technically know, how to support teachers.					
40	Teachers are supervised in a supportive and democratic manner.					
41	School supervisors' observe classroom instruction regularly.					
42	School supervisors' provide training to teachers' on various issues.					

### 9. Income related conditions.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
43	Teachers' monthly salary is adequate and enables teachers to pay for all important expenses.					
44	Teachers' are satisfied with the timely payment of salary.					
45	Teachers' salary enhances their job commitment.					
46	Teachers' salaries tallies with the amount of work they do.					
47	Teachers' get incentives for extra work they do.					
48	Some teachers have joined the teaching profession because of its good pay.					

### 10. School and working relationships.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
49	Teachers have good relationships with management team.					
50	Teachers are satisfied with cooperation they receive from other staff members at work					
51	Teachers are satisfied with their relationship with students					
52	Teachers are satisfied with their relationship with other staff members.					
53	Teachers are satisfied with their relationship with supervisors'					

**11. Teachers' working conditions.**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
54	The school has clean and comfortable working area.					
55	Teachers' are satisfied with accessibility of transportation.					
56	Some teachers show that they are willing to be transferred to another school.					
57	Teachers' are satisfied with participating in co-curricular activities in school.					
58	Teachers' are satisfied with supply of learning material and tools needed in the teaching and learning process					
59	Teachers' are interested in attending instructional class in the school all the time.					
60	Student attitudes towards education in school are enhanced teachers' job satisfaction.					
61	Teachers are satisfied with refreshment material of within school (DSTV, Tennis...)					

Thank you for your time.

## **Appendix G : Teachers ' Questionnaire**

### **APPENDIX G: Job satisfaction questionnaire for teachers**

I am a Master's student of the University of Namibia. I am conducting a study on "Factors causing job dissatisfaction amongst teachers in the Onankali circuit ". Thus, the main purpose of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

#### **Instructions to candidates:**

- No need of writing your name.
- Ask the researcher; if you need extra support before providing your answer.
- Your answer should represent you direct feelings.

**Please note:** You could be selected to be interviewed on a date to be communicated, may you please provide your contact details below.

.....

**NB:** The term **job satisfaction** refers to the feelings a worker has about his or her job or job experiences in relation to previous experience, current expectations, or available alternatives or a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their job. **Job dissatisfaction** on the other hand refers to negative feelings and beliefs with which teachers view their work.

**Section A**

1. School name: .....

2. Your Sex:

Male	Female

3. What is your marital status?

Married	Single

4. What is your Age?

20-30	31-40	41-50	51-60

6. What is your highest Level of education?

Masters and above	BED	BETD	OTHERS

**Section B**

Please, rate all items given below by putting a tick (√) in the appropriate space using the following scale: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

1. Rate your level of satisfaction for job related items and **teachers ' job satisfaction.**

No	Items	1	2	3	4	5
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	I am satisfied by being a teacher.					
2	I enjoy my work as a teacher.					
3	Teaching provides me with opportunities to use all my skills and knowledge.					

4	I prefer to continue working in the teaching profession.					
5	Teaching is a challenging job for me.					
6	I am interested in providing enough tutorial for different levels of student abilities.					
7	There is fair distribution of work load for teachers' at this school.					

Please rate your level of job satisfaction and commitment on the current job ( Please tick )

Very High  High  Medium  Very low

2. Rate your level of satisfaction for the items related to **professional development or personal advancement opportunities** at the school.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5= strongly agree

No	Items	1	2	3	4	5
8	Provision of job related workshops enhances my academic performance.					
9	Availability of opportunity to attend workshops outside the school increases my knowledge					
10	Provision of in-service training within the school on various issues enhances my knowledge.					
11	I am satisfied by the availability of further professional development opportunities within the education sector.					
12	I am satisfied with the provision of school wide experience sharing with model schools.					

Rate your professional development or personal advancement strategies are accessible in your school.

Very well  Well  Not decide  Poor  Very Poor

3. Rate your level of satisfaction for the items related to **recognition**.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No.	Items	1	2	3	4	5
13	In my school I am recognized for a job well done					
14	I get full praise for the good work I do.					
15	I get enough recognition from education leaders.					
16	I get enough recognition from my immediate supervisor for my work.					

17	The recognition given in the school is a fair assessment of my work.					
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**4. Rate your level of satisfaction for the items related to achievement.**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
18	I am satisfied with my ability to perform my professional duties.					
19	Receiving academic rewards from school has increased my job satisfaction.					
20	My accomplishments of task match with the schedule of school.					
21	I am satisfied with the successes gained by my students.					

**5. Rate your level of satisfaction for the items related to responsibility.**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
22	I am comfortable with appropriate execution of professional responsibility.					
23	I am satisfied with autonomy I have in making decisions about my daily tasks.					
24	I feel obliged to raise community awareness.					
25	There is freedom to use my own judgment at the work place.					
26	I feel comfortable with my present level of job responsibility.					

27	I am satisfied with my perceived level of professional autonomy.					
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**6. Rate your level of satisfaction for the items related to **promotion opportunities**.**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N O	Items	1	2	3	4	5
28	There is fairness in promotion opportunities in school.					
29	I am satisfied with commitments shown at different management levels for my promotion.					
30	The promotion process and procedures used by the Ministry of Education are fair.					
31	I am comfortable with the promotion opportunities available to me as a teacher.					

**7. Rate your level of satisfaction for the items related to **organizational policy and administration**.**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
32	The presence of clear school based rules and regulations satisfies me.					
33	The implementation of school based rules and regulations satisfies me.					
34	There is equal treatment of all teachers in the school.					
35	The way principals lead the school is satisfied me.					
36	I am satisfied with involvement of decisions in the school.					
37	The way the school deals with complaints satisfies me.					

**8. Rate your feelings to questions below that are related to **supervision (technical)**.**

1=strongly disagree 2= disagree 3= not decide 4= agree 5= strongly agree.

No	Items	1	2	3	4	5
38	Supervisors initiate discussions on various academic issues					
39	Supervisors technically know, how to support me.					
40	I am supervised in a supportive and democratic manner.					
41	School supervisors' observe classroom instructions regularly.					
42	School supervisors' provide training on various issues.					

9. Rate your level of satisfaction for the **income related condition** listed below.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
43	My monthly salary is sufficient to satisfy all important expenses.					
44	I am satisfied with timely payment of salary.					
45	My salary enhances my job commitment.					
46	I am underpaid in relation to my efforts.					
47	There is additional incentive received for extra work.					
48	I entered the teaching profession because of its good pay.					

10. Items that focused on school and work relationship are listed below; please show your position from the given alternatives. 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
49	I am satisfied with my relations with the school management team.					
50	I am satisfied with cooperation other staff members' provide to my work.					
51	I am satisfied with my relationships with students.					
52	I am satisfied with my relationships with other staff members.					
53	I am satisfied work with my relationship with supervisors.					

**11. Rate the following items related to **working conditions** in the school**

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
54	I am satisfied with creating a clean and comfortable working area.					
55	I am satisfied with accessibility of transportation.					
56	I don't like to be transferred to another school.					
57	I am satisfies with participating in co-curricular activities in the school.					
58	I am satisfies with the supply of learning material and tools important in teaching and learning process.					
59	I am interested in attending my instructional class in the school all the time.					

60	Student attitudes towards education in school is enhances my job satisfaction.					
61	I am satisfied with refreshment materials within school (DSTV, Tennis and so on)					

Thank you so much !

