

Is there a Relationship between Employees Satisfaction and their Performance?: the Case of Teachers in Tanzania Government-Owned Schools

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Abstract

This paper examines the existing relationship between employees satisfaction and their job performance by analyzing the determinants of the two variables (Satisfaction & Performance); how they complement each other and what is the impact of this relation to an organization so as to widen the understanding of the phenomenon to both employers and employees in order to increase performance and achievements with reference to Tanzania's education sector.

Considering teachers work in government-owned primary and secondary schools in Tanzania as a sample, this paper employs secondary data, interview, personal observation and experience in the Tanzanian education sector to examine the relationship between satisfaction and performance, influence and repercussions.

The findings show not only a positive correlation between job satisfaction dimensions and employees performance, but also positive influence of job satisfaction on job performance thus satisfied employees are highly motivated, have higher job morale and perform better than those who are dissatisfied.

Key words: Relationship, employees, job satisfaction, job performance, teachers, government-owned schools.

1. Introduction

Job satisfaction plays a vital role for any organization to achieve its goals and missions. It is not a new subject since it captured the attention of many scholars for many decades (Zembylas & Papanastasiou, 2006 cited by Ngimbudzi, 2009). It refers to the degree or level of contentment (Agho Et al, 1993) or discontent of an employee regarding his/her work in general. It is a mental attitude and perception of the work (Hussin, 2011) that may eventually create the intention to join an organization, stay or leave the job. Employees have their own needs, interests, preferences, choices, feelings and wishes which make them comfortable and feel that they are in a right place in accordance to their capabilities, and that the job will be the source of satisfying their needs and expectations.

According to Ilham (2009), as cited by Hussin (2011), defines job satisfaction as a *“Positive or negative aspects of employees' attitude towards their job or some features of the job.”*

On the other hand, job satisfaction shows employees' emotional state of mind that reflects effective reaction to the job and work conditions (Hussin, 2011). This means employee's peace of mind and happiness is derived from his/ her job satisfaction as well as working conditions. Additionally, satisfaction can be defined as, when there is fulfillment of employee's conditions as a result of his/her job (Thorndike & Barnhart, 1979 cited by Myers Giacometti, 2005)

From these definitions, two major characteristics can be derived. First, there is either a positive or negative attitude from employees toward their jobs. A positive attitude increases employees' morale and motivation to higher job performance as a result of satisfaction. It is brought by what can be called “satisfiers”. In contrast, a negative attitude lowers employees' morale, motivation, self-esteem and decreases job performance as a result of dissatisfaction. Negative attitude is brought by what can be called “dissatisfiers”

Secondly, the attitude can be on the “whole” work or just part of it. This means that for employees to be satisfied, employers must, as much as possible, consider the general working environment of employees. Ignoring a single element can make employees satisfied or dissatisfied, thus impacting job performance. The attitude of employees towards work has an impact not only on job performance, but also on organizational effectiveness and achievements. For teachers, this attitude may have an impact in teaching performances as well as students' academic progress/achievements.

Job performance refers to putting knowledge and skills in practice so that work can be done effectively and efficiently (Hussin, 2011). For an employee to deliver well and put efforts in a particular job, he/she must be satisfied with it. Job performance is characterized with certain observable behaviors of employees (Campbell, McHenry & Wise, 1990). Therefore, to understand the phenomenon of job satisfaction, employers must observe

these behaviors to understand the attitude of employees. These behaviors can easily be observed from the way an employee performs his/her tasks. Satisfied employees normally have positive behavior on job performance due to a positive attitude towards work, like working above and beyond job description which may include working extra time, volunteering/helping co-workers to accomplish their tasks, while dissatisfied employees may show negative behavior as a result of negative attitudes like working above deadlines, low engagement in performing group tasks and not abiding to organizational rules and regulations. It is expected that, an employee who shows positive behavior may perform better than one who shows negative behavior.

2. What Are The Determinant Factors That Affect Job Satisfaction And Performance For Teachers Working In Government-Owned Schools In Tanzania?

According to a report by Sumra (2005), several areas of interest on teachers' status in Tanzania have been identified. These areas can be examined to understand the contextual national situation of teachers in government-owned schools in Tanzania. It is through this national contextual situation that analysis can be done to examine the factors that affect government school teachers' job satisfaction and performance. These factors have been categorized into two:

- Working conditions
- Living conditions

2.1 Working Conditions

2.1.1 Teaching Materials

Insufficiency of teaching materials like appropriate books for all subjects that are being taught has been a major challenge facing teachers in both rural and urban areas (Zombe, pp.2, Nyirenda, 2013). However, in my experience, the situation is worst in rural areas. In many schools, students have to share one book; some schools have only one book owned only by the subject teacher who has to read it before the class for students to understand what has been written in the book. In some cases teachers are forced to post on the notice board so that students may copy the content of the book in their exercise books. According to Sumra (2005), only 2% of teachers agree that there is adequate teaching and learning resources in schools that they are working. Not only insufficiencies of books but also libraries have received less attention when new schools are built or established. Insufficiency of desks has made most students to sit on the floor, as I experienced in the past 20 years. However till recently, in some schools, the situation is still the same.

Lack of Science laboratories has been one of major challenge which has made science subjects to be taught in a more theoretical way than practical. Due to the insufficiency of laboratories, students taking Science subjects can't carry out a real practical in their national examinations so the government established a theoretical examination to the practical called "Alternative to practical". This situation was referred to as "inadequacy of resources" and it affects teachers' working environments (Thorndike & Barnhart 1979 cited by Myers Giacometti, 2005)

2.1.2 Big Number of Students' Enrollment

The big number of students' enrollment affects teachers' classroom delivery and control. Class sizes are too large for teachers to attend effectively to every student. Moreover, due to populated classes, some students end up sitting at the extreme back of the classes thus not getting what is taught in class because they can't hear what is being taught; eventually they turn to their own business and become noise makers. In addition, teachers spend a lot of time in marking students' exercise books than in teaching (Sumra, 2005). Therefore, large numbers of enrollment without sufficient classrooms and books is a stumbling block for teachers to reach their teaching goals and lead to low student progress. In this way, teachers are not comfortable being in classes and hardly do they enjoy their work.

The big number of student enrollment is not proportional to the number of teachers available to attend them. In rural areas, the number of teachers is very small compared with the number of students' enrollment. The exclusive report by *Mwananchi newspaper* supports this view, as it shows that at Ilyamchele Primary School (also known as Kashishi Primary School) in Namalundula village, Bukombe district in Geita region, the northern part of Tanzania has about 600 students and 3 teachers only. In another school in the same district called Mutukula primary school, there are 354 students with only 5 teachers. This means that, in Ilyamchele School the average ratio of teachers to students is 1: 200; while in Mutukula it is roughly 1: 70. This is an extraordinary ratio, too big for teachers to attend every student effectively. (Meena & Masinde, 2013)

2.1.3 Teacher's Workload

Teachers' working loads are very big for both primary and secondary schools. Teachers have to teach many subjects because of the small number of teachers available. However, the workload in rural schools is heavier (50%) than in urban (20%) of which they teach a minimum of 30 periods per week (Sumra, 2005). Science subjects' teachers are very few while in rural schools teachers end up teaching subjects which are out of their areas of specialization so that students should not stay idle. This forces teachers to work beyond their call of duty; and teaching in this way becomes a tiresome job in Tanzania.

Teachers' working load includes lesson preparation, such as schemes of work and lesson plans, teaching, marking, counseling, and supporting students academically like administering remedial classes and doing administration duties like being the "Teacher on duty". It also involves extracurricular activities like sports, gardening and attending professional development training. This huge workload and very tight schedule compels teachers to work restlessly and sometimes makes the teaching profession more stressful than it should professionally be (ibid)

2.1.4 Students' Nutrition

Through interview and observation, I have realized that students' poor nutrition affects mental and physical wellbeing due to the fact that some parents are poor to an extent that they can't afford timely and balanced diet for their children to have a proper growth and development. Most students go to school with empty stomachs, and they have to stay at school until they complete lessons in the evening. In most parts of Tanzania, a school day start at 0730hrs in the morning and end between 12 noon and 1800hrs in the evening, depending on the nature of a particular school because some schools have only one session and others have two sessions from morning to noon, and from noon to evening. This kind of living affects students mentally, socially and physically, making teaching become a task rather than a job since teachers have to go extra miles to enable "the starving students" to grasp the subjects' contents.

2.1.5 School Location and Transportation

In most cases the location of many schools is far from where teachers live particularly in rural areas (Sumra, 2005). In my observation, transport facilities in rural areas are poor, which necessitate teachers and students to walk long distances. In urban areas, teachers are faced with extra expenses for transport fare. In big cities like Dar es Salaam, Mwanza and Arusha, teachers spend more time on their way to and from jobs due to traffic congestion. They have to wake up early morning; between 4:00-5:30a.m for them to report to work on time at 7:30a.m. Traffic congestions make teachers to always be tardy at work; or when they are on time, they are tired even before they start teaching. Long hours on the road reduce their leisure time, and that may impact on their health and teaching performance.

2.2 Living Conditions

2.2.1 Housing Conditions

The housing condition for teachers is one of the major challenges they face. In both urban and rural areas, there are very few government- owned houses to accommodate teachers (Davidson, 2007). Very few teachers manage to build their own houses. Most of them depend on rented houses or apartments which are expensive. In my experience a monthly rent for a normal room in an urban city like Dar es Salaam ranges between 50,000-100,000 TSH (US\$ 31- US\$ 62) depending on the quality and location of the house. This is a huge amount for a teacher who earns a basic monthly salary of about US\$ 368 (for graduate teachers) and has a family to afford renting 2 or 3 rooms depending on the size of his family. Teachers living in government-owned houses have to pay monthly rent which is contrary to workers in other professions who are either paid housing allowances or stay in government or company-owned houses for free. Some interviewed teachers explained that they are not paid housing allowances.

In rural areas the quality of houses teachers live in is very poor (Davidson, 2007, Sumra 2005); and the location is quite distant from their schools. Most rural houses are mud-thatched. Some few teachers tried to build their own houses using the available poor building materials in their areas. This poor housing demoralizes teachers and lead to poor performance as one teacher argue that how can someone expect a teacher to teach while he/she can't sleep at night when it rains because of the leakage of the house? (Davidson, 2007)

2.2.2 Teacher's Salary

Teachers' salary is the number one challenging factor to teachers work in government-owned schools in Tanzania. Generally, teachers argue that, salary is very low (Davidson, 2007) to enable them to sustain their lives. A current

basic monthly salary for a new university graduate teacher is 589,000 TSH (US\$ 368)¹¹. Most teachers have to do other income generating activities in order to supplement their income (Bennell & Mukyanuzi, 2005). I observed some teachers in rural areas like Mkuranga district in Coastal region and Mkinga district in Tanga region engage in agriculture or small businesses while those in urban areas like Dar es Salaam, Arusha and Tanga city have opted to teach in private schools, opening their education centers for tuitions, etc. Teachers, especially in rural areas have to travel a very long distance to receive their monthly salaries. Some have to go to town councils where they have to stand in a long queue waiting for their salaries (Sumra, 2005). However in most places nowadays salaries are deposited in teachers' bank accounts. To have access to bank services, teachers have to travel a long distance in most cases from rural to urban centers where most banks are situated (ibid)

2.3 External Factors

Thorndike & Barnhart (1979) cited by Myers Giacometti (2005), suggest that some external factors have grossly affected teachers' satisfaction and hence impacted performance.

2.3.1 Parents' Support

Teachers have been working hard regardless of bad teaching and working conditions but they lack support from parents/ guardians of their students (Bennell & Mukyanuzi, 2005). Some interviewed teachers explained that students' parents / guardians are not making follow up on their children's academic and behavior progress so as to ease teachers' work. However, I have observed that despite teaching, teachers have also become counselors, and sometimes taking on the parenting role in shaping and dealing with personal students' matters. Some interviewed teachers show their dissatisfaction with some parents/ guardians who react against teachers whenever their children are subjected to disciplinary actions like suspension or community service tasks for their indiscipline in school. These community service tasks includes (but not limited to) slashing, watering gardens, fetching water, sweeping and mopping on the floor.

2.3.2 Society's Perception on Teaching Profession

The perception of society towards teaching profession is unfavorable. Historically, teaching was among the highly respected professions in Tanzania in 1970's (Wort, 1998 cited by Sumra, 2005) where teachers work in government-owned schools were paid a reasonable salary and fringe benefits that enabled them to sustain their living. However, currently teachers are not respected by students and the society (Nias, 1981) because teaching is regarded a low paid profession (Sumra, 2005). Students show respect only when they are in school surroundings (ibid). Thus, the social status of teachers has been regarded as poor people. Teachers' academic qualification is another reason behind negative perception of the society. The government put low qualification requirements to join teaching profession which allows most applicants who have poor academic performance to join teaching trainings (Sumra, 2006, Wort, 1998 cited by Sumra, 2005) therefore, teaching regarded as for the failures who couldn't meet qualifications to join in other professions (Zombe, pp.6). Currently, to join a primary school teaching training, applicants should have a minimum of Grade four passes in Ordinary level national exams, while diploma trainee teachers (secondary school teachers) should have a minimum of Grade four passes in Advanced level national exam (Bennell & Mukyanuzi, 2005, MOEC, 1995: 102, cited by Ngimbudzi, 2009)

2.3.3 Teachers' Emotional Intelligence

Some teachers in government-owned schools have a negative emotional intelligence to where they work because they have been allocated in areas that are not of their choice, hence they request transfers (Bennell & Mukyanuzi, 2005). I observed that some are denied chances of transfer because they couldn't fulfill the transfer qualification requirements like finding a fellow teacher for exchange, thus become separated from their family members for a long time (Davidson, 2007) until during holidays. Due to this misallocation, one may expect that some couples suffer a long distance relationship resulting in consequences like divorce, cheating and unnecessary conflicts that might have been avoided if they could be living together. Being allocated a work station separate from spouses' area of residence causes unnecessary cost because the teacher is forced to pay the living expenses for him/herself and that of the spouse. This situation affects teachers psychologically, emotionally, socially and economically hence de-motivating them and eventually leading to low job performance.

3. Satisfaction Level of Teachers in Tanzania Government-Owned Schools

¹¹ This data was collected from teachers salary slips, at this time the exchange rate was 1US\$ = TSH 1600

The degree of job satisfaction is not homogenous in nature. It differs from one person to another due to individual income, the working place, age, sex, order of seniority in the working place, and academic qualifications (Lawler & Porter, 1967). High level of satisfaction of employees guarantees delivery of workers' best efforts, thus high quality of job performance (Hussin, 2010). The job satisfaction level of teachers in Tanzania Government-owned schools is generally low compared to other professions; however it seems there is a slight difference between the satisfaction level for urban and rural school teachers. The research findings show that the overall satisfaction level in rural areas is higher than in urban areas (Sumra, 2005). Basing on Sumra (2005) research report, the satisfaction level can be identified using the following criteria:

3.1 Salary

Regardless of the area, gender or qualification all teachers are not satisfied with the low salary that they earn. They say that their salary cannot sustain them to live a decent life (Cooksey ET al, 1991 cited by Sumra, 2005, Bennel & Mukyanuzi, 2005, Davidson, 2007, Sumra, 2006). Cooksey Et al. stated the amount of 5,565 TSH that was paid in 1991, although was raised up to 10 times more by 2005. Still, it has been a major cry for teachers. In my personal research on the current monthly salary for the 2013/2014 financial year, a fresh from school graduate teacher with a salary scale grade of "TGTS D1" earn a basic salary of 589,000 Tsh (US\$ 368) monthly; after all deductions he earns 473,000 TSH (295 US\$) as a take home. This amount is still a very low salary! Furthermore, it is not only adequate salary, but teachers' also complain on salary delay, that they are not receiving it on time (before/at the end of the month), (Sumra, 2006)

Table 1: Teachers' View on Adequacy of Salaries by Location of School

Response	Location of School					
	Urban		Rural		Total	
	N	%	N	%	N	%
Adequate	7	1.3	34	4.1	41	3.0
Not adequate	411	75.4	643	76.7	1054	76.2
No response	127	23.3	161	18.8	288	20.8
Total	545	100.0	838	100.0	1383	100.0

Source: Sumra (2005:32)

Referring to tables 1 above, 76.2% of Teachers agree that their salary is inadequate while only 3% say that it is adequate. This means the level of dissatisfaction is high on the issue of pay.

3.2 Health Care Insurance Scheme Program

Teachers are under a health care insurance scheme program run by the government. The respondent teachers whom I interviewed in Tanga and Dar es Salaam cities explained that they contribute 3% of their monthly basic salary for health insurance, this view supported also by Sumra (2005). They argue that they have no choice to choose which health insurance scheme best matches their needs; they are all under "National Health Insurance Fund (NHIF)". Generally, teachers are not satisfied with ineffective health care insurance scheme (Sumra, 2006) especially poor services from hospitals affiliated with NHIF to serve them (Sumra, 2005). The providers do not treat them fairly compared with those who pay in cash hence they treat them as if they get services for free (ibid). Also, the insurance covers treatment of only some few diseases and medical checkup. Some checkups, diseases and medicines are to be paid for in cash by teachers themselves. Thus, teachers have low satisfaction level in the health care scheme provided by NHIF.

Table 2: Satisfaction with Health Insurance Scheme for Government School Employees

Response	Urban		Rural		Total	
	N	%	N	%	N	%
Yes	82	15.0	257	30.7	339	24.5
No	326	59.8	391	46.7	717	51.8
No response	131	24.0	182	21.7	313	22.6
Not applicable	6	1.1	8	0.9	14	1.0
Total	545	100.0	838	100.0	1383	100.0

Source: Sumra (2005:38)

With reference to table 2, more than half (51.8%) of teachers are not satisfied with the health insurance scheme in both rural and urban areas. This is a very low satisfaction level.

3.3 Involvement of Teachers in Decision Making

All issues regarding education are decided by the government. Teachers being the number one stakeholders are only involved in the final stage of implementation but not in decision making. It is the Tanzania Institute of Education that is responsible for curriculum design. Currently, teachers are supposed to teach '*Stadi za Kazi*' (*Vocational Skills*) in primary schools. Teachers are not even familiar with some topics like painting, carpentry and drawing. Therefore, how can they teach what are not conversant in? (Sumra, 2005:40, Sumra, 2006, Shann, 2001:69 cited by Ngimbudzi, 2009)

3.4 In service Training

Teachers are not provided with professional development seminars to enable them to face new challenges and cope with new developments especially in this era of globalization (Sumra, 2006:7, Nyirenda, 2013). The syllabus has been changing now and then, new topics have been introduced but in-service trainings are not effectively administered to teachers, however, PEDP (Primary Education Development Program) and SEDP (Secondary Education Development Program) recommended it (Sumra, 2006)

3.5 Favoritism in the Promotion Process

Teachers are not satisfied with how promotions are administered. There has been favoritism (Davidson, 2005 cited by Davidson, 2007) in selecting who to supervise regional, zonal and national exams, marking exams, attending in-service training as well as promotion. One respondent in Manyoni district in Singida region, in the central part of Tanzania alleges that, district officials appoint their friends; and he has 22 years in service but has never been appointed to supervise exams (Sumra, 2005). On the other hand, there is a delay in upgrading teachers' salary scales as part of promotion (ibid). In my experience, I observed some teachers stay for long time in one scale, for example some graduate teachers in Tanga city in the north eastern part of Tanzania who were employed in mid 2009 are still under salary scale of TGTS D1 which is a scale for new employees. Sometimes when the promotion is done, changes in salary are delayed for a long period of time. This shows low satisfaction level of teachers towards promotion.

Table 3: Teachers View on Fairness of Promotion.

Is promotion process fair?	Location of school					
	Urban		Rural		Total	
	N	%	N	%	N	%
Yes	142	26.1	343	40.9	485	35.1
No	273	50.1	338	40.3	611	44.2
No response	130	23.8	157	18.7	287	20.7
Total	545	100.0	838	100.0	1383	100.0

Source: Sumra (2005:31)

Referring to table 3, about 44.2% of teachers have low satisfaction level regarding the promotion process.

3.6 Effectiveness of Teachers Union (TTU)

Teachers are not contented with the effectiveness of TTU and are complaining about:

- Membership: constitutionally, membership is not mandatory, it is only acquired after the member been approved and registered (TTU constitution, 2009) but in my experience, the practice has been made mandatory in most parts of Tanzania, despite the fact that most teachers do not want to register/ did not register for it. This is against the freedom of association which is enshrined in the constitution of the United Republic of Tanzania of 1977 where by a person should not be forced to join or not to join an organization or party.
- Salary deduction: according to constitution of Tanzania Teachers Union (TTU, 2009) a member is responsible to pay 2% of the basic salary as a monthly membership fees. Teachers argue that there is no openness on where the money goes and how it is used. Therefore, teachers feel that they are exploited and have a negative perception on TTU (Sumra, 2005)

4. How Low Teachers' Satisfaction Levels Affect their Job Performance?

There are three determinant factors for job performances. These are motivation, work environment and ability to work (Griffin, 2005 cited by Inayatullah & Jehangir, 2012). Low employee satisfaction brings about low motivation on work performance, making the organization unstable in facing internal and external challenges,

thus underperformance (Hussin, 2011). Motivation to employees is a catalyst to make them happy, committed and productive (Inayatullah & Jehangir, 2012. Coleman, 2010 cited by Hussin, 2011).

In order for work to be done efficiently, there has to be a positive link between high morale of workers and job performance (Warr & Wall, 1975 cited by Nias, 1981). This means that the higher the morale, the higher the performance. In other words, the lower the satisfaction the lower the morale; which in turn results into underperformance. Low teachers' motivation affects their classroom performance and other duties and responsibilities outside the classroom thus becoming difficult for a teacher with low motivation to offer his free time to assist students with low academic performance, or engage himself in volunteer counseling sessions of behavioral and emotional disordered students.

The performance of any job depends much on the environment in which the job is done (Herzberg, 1996 cited by Nias 1981.). Teachers' working environments are poor (Zombe, pp.6) and have influence in motivation and satisfaction of employees that will result in underperformance. The following areas can be looked at to understand well this view:

Teachers have been complaining on unfair promotion and favoritism from the educational officials as well ineffectiveness of Tanzania Teachers Union (TTU) (Sumra, 2005). This suggests that there is no fairness and equity in leadership. Under this situation, teachers' morale is lowered and negatively affects their performance. In explaining the effects of morale, Brayfield & Crockett, (1995) suggest that high job satisfaction has an influence on employee morale; labor turn-over becomes low and reduces absenteeism at work, thus resulting in increase of production efficiency. Therefore if the leadership style is democratic enough teachers will be motivated to offer their full efforts in teaching and perform other responsibilities.

There is a critical question to be considered, "Why are employees working?" According to Maslow (1943) through his Human Motivation Theory has identified different human needs that have to be satisfied. Such needs include physiological needs, love and belongingness, esteem needs and self actualization needs. Among the answers to this question is the fact that, they work so as to satisfy their needs. Therefore workers will be motivated to work in an environment that provides assurance that their needs will be fulfilled. Path-Goal Theory of Motivation explains that employees are motivated to do actions that they expect to have a valuable rewards in return (Georgopoulous et al, 1957); Therefore satisfaction here means that workers' needs are met. Path- Goal Theory helps underscore the reason that workers are working because they expect something valuable in return as a result of their efforts they offer. This theory helps us to raise another question that, "Do teachers working environments allow them to earn the valuable return that they expect?" Here, we may draw a conclusion that it is this "valuable reward" in return that motivates them to work (high job performance) in order to satisfy their needs. These rewards can be external rewards like promotion and job security or internal rewards which have to do with employees' feelings as a result of accomplishment of their work.

One of the "valuable rewards" as external reward is teachers' salary. Teachers' status in the eyes of the community has been lowered because of low salary that they receive. The teaching profession is considered a low paid profession. Through low salaries, teachers can't satisfy their basic needs to make them live a decent life like other people in other professions. They lose their respect; hence, their job can't satisfy them with other needs like self esteem needs. This low job satisfaction level suggests low job performance

5. Conclusion

This paper has tried to show the determinants that impinge the employees' satisfaction and performance, which mainly are working, living conditions of employees and other external factors; so as to understand the current situation of teachers in government-owned schools in Tanzania. It is my observation that any attempts to improve teachers' job performance in schools will not bear fruits if their satisfaction is not taken into account. Generally the living and working condition of teachers are poor and not promising for better employees' performance as well as students' academic achievements.

Throughout the study, this paper reveals that there is a positive consistent relationship between employees' satisfaction and their performance (Lawler & Porter, 1967, Robbins & Judge 2008, cited by Ngimbudzi, 2009). This means the higher the satisfaction, the higher the employees' performance. It implies that, if other factors remain constant then satisfaction is directly proportional to performance. This relationship suggests that, if the working and living conditions of teachers will be improved, it is likely that their satisfaction level will also increase their performance level.

In this study one may realize the following.

Motivation has a direct influence on job performance (Inayatullah & Jehangir, 2012). When employees are motivated positively it is a catalyst for higher performance.

Moreover, there is a statistically strong relationship between the attitude of employees and the satisfaction with

the reward they expect as a return of their performance. An employee's positive attitude increases his/her satisfaction level.

There is also a direct relationship between leadership and performance (Adeyemi, 2010 cited by Inayatullah & Jehangir, 2012). Good leadership catalyzes high employees' performance.

Some literatures like Roethlisberg & Dickson, (1935) cited by Agho et al, (1993) shows that there is a positive relationship between job satisfaction and productivity, but also other scholars like Inayatullah & Jehangir (2012) assert that employees motivation increase productivity, scholars should not rely only on these assumptions and ignore other factors. Job satisfaction may be high but it is not necessarily a guarantee for high production, but also employees' motivation may be high but it's not a must that productivity will increase. In a school settings, other factors like students' ability, attendance, commitment and emotional behaviors, parents' economic status and social background have to be considered too because they have influence in students achievements.

Furthermore, there is a positive link between satisfaction and labor turnover (Lawler & Porter, 1967). When employees are satisfied, their intention to quit the job becomes low, in other words the higher the satisfaction the lower the labor turnover. Many graduate teachers are not staying long in the teaching profession because of bad working and living conditions (Sumra, 2005). They opt for other jobs because teaching doesn't pay (Zombe, pp.6-7). In my observation, in 2011 for example, out of 10 new graduate employees at Galanos Secondary School in Tanga (Urban area), 5 teachers (50%) left their job within one year. This will create more employee shortage and worsen more the education field.

6. Recommendations

The followings can be done to improve satisfaction and performance for teachers working in Government-owned schools in Tanzania:

Motivation to teachers is of the first importance because it catalyses workers to be happy, uplift their commitments and make them more productive (Coleman, 2010 cited by Hussin, 2011). Government and the community should respect, recognize and appreciate the tough work done by teachers in very challenging environments. Teachers need to be encouraged by giving them both material and moral support like establishing national teachers award programs like in other careers do, such as journalism.

Tanzania Teachers Union (TTU) should be an independent institution with independent workers who are not government employees to coordinate and stand for teachers' professionalism and interests; including negotiating with the government on salary increase, payment of hardship, risk and other allowances in order to compensate teachers who endanger their health using chalk board illustrations, working in rural areas under hardship conditions and those working around areas with wild animals like Mkuranga District in Coast region and around national parks like Manyara, Serengeti and Tarangire. To increase membership loyalty and satisfaction, TTU must adhere to the principle of transparency and other democratic principles. All money collected should benefit the members by giving them soft loans and allowances when they retire or leave the job. Moreover, TTU has to set professional quality standards which the government has to follow when recruiting applicants for teachers' trainings in order to maintain teachers' status quo.

Mushrooming of government-owned ward secondary and primary schools should go hand in hand with the improvement of school infrastructures by building modern classes, toilets, libraries, laboratories, teaching and non-teaching staff houses and sports grounds according to the needs of every school. Equipment for laboratories, books, desks etc should be available to easy the teaching and learning process.

Education policies have been changing every now and then and several times politicians like ministers have been the source of the dramatic changes which sometimes are of less importance (Nyirenda, 2013). Educational Planning and policy implementations should be left in the hands of professionals, politics should not override professionalism. In 2004 for example, the government introduced "unified science" as a new subject in secondary school where Chemistry, Biology and Physics subjects were combined to form one subject. This was under the reign of the then Hon. Minister for education Mr. Joseph Mungai. After the 2005 general election, the then new minister Margret Sitta retained back the old curriculum that was changed before 2004 (ibid). In all these changes teachers were neither consulted nor involved in decision making while they are responsible in implementing it. It is my belief that when employees are involved in planning and decision making, they always feel a part of the organization and become happy and committed in implementing the decision therefore, government school teachers should be treated the same. Moreover, all changes made should go hand in hand with trainings and seminars to make teachers in government-owned schools familiar with the particular changes. The newly introduced "Big Results" campaign in education will not bear fruits if teachers are not involved from its grass roots to implementations. The government should allocate funds for trainings before introducing any new policy or decision that needs teachers for implementations.

Misallocations of teachers have been amongst the factors for teachers' labor turnover (Zombe, pp.7) and emotional intelligence. Teachers should be deployed where they proposed when selecting areas to be posted. Teachers transfer processes have been made under the prolonged hard cover of bureaucracy (Sumra, 2005). To reduce rural-urban teachers' migration, the government should improve rural infrastructures as well as introducing motivation incentives to teachers in rural areas like rural government school teachers allowances, soft loans and providing free household appliances like solar lights, kitchen appliances as well as solar teaching facilities like solar computers.

The government should come up with efficient modern and systematic teachers' promotion system that will be based on professional standards and performance in order to create transparency, fairness and equity in teachers' promotion system. Any unethical practice by the educational officers regarding unfair promotion should be reported and immediately charged before the law.

7. Suggestion for Further Studies

Measuring performance is not a very clear phenomenon, more research with wider samples needs to be done, because it is not clear if for example we have to measure performance between teachers in urban and rural areas to determine whether teachers are satisfied. These teachers are working in different environments, with different co-workers, different nature of students from two different communities. It then becomes unclear how to set clear and fair measuring standards that will accurately and fairly measure their performance.

Moreover, one may realize that due to low satisfaction, teachers live with negative emotional intelligence towards their job due to lack of teaching career respect, how will this situation affect teachers' emotional behavior and to what extent the effects will have impacts on students' behavior inside and outside the classroom.

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