

Job Satisfaction as a Determinant of Continuance Commitment among Secondary School Teachers in Tanzania

Gilman Jackson Nyamubi,
Department of Education, University of Iringa,
P. O BOX 200, IRINGA, TANZANIA

Abstract

This study examined how job satisfaction determines continuance commitment among secondary school teachers in Tanzania. Two research objectives and two research questions guided the study. It employed a descriptive cross sectional survey design to collect data from 250 secondary school teachers from urban and rural areas in Arusha Region, Tanzania. Data was collected through a questionnaire and was analysed using descriptive statistics, an independent sample t-test, and regression coefficients, with the use of the Statistical Package for Social Sciences (SPSS), version 21. It was found that teachers' age, sex, teaching experience, type of school ownership as well as school location contributed significantly to their continuance commitment. Social benefits, meaningfulness of teaching, job characteristics, administrative support and workplace condition are a source of teachers' satisfaction in the teaching profession and their willingness to serve their employers. Teachers' continuance commitment is sustained when they perceive that they are supported and valued. To increase and maintain teachers' continuance commitment, employers should provide timely promotion, recognise and reward teachers and plan regular professional development programmes for them.

Keywords: Job satisfaction, continuance commitment, secondary school teachers, Tanzania.

1. INTRODUCTION

The issue of job satisfaction in the teaching profession has attracted great attention in order to understand how teachers' workplace behaviour can be translated into greater productivity. Job satisfaction has been a focus of pedagogical research in the areas of teachers' feelings, needs, orientation, perceptions and expectations in the teaching profession (Yücel, 2012, Kavenuke, 2013). Additionally, organisational commitment has been studied in various fields of study and the education sector is no exception.

Where teachers are satisfied school performance can potentially improve in rendering service to their employers. This implies that satisfied secondary school teachers are most likely to influence students' learning positively while the opposite may have a negative impact to students' performance (Sirima and Poipoi, 2010) as efforts are made to improve the quality of education in line with growing demands of education in society. In this way, to achieve quantitative and qualitative education positive outcomes, requires examining levels of teachers' job satisfaction (Yücel, 2012).

Workforce is considered an important determinant of school competitiveness. Thus, it is vital for schools to maintain exceptional teachers. These are an important asset for school performance in general and for students' physical, intellectual and affective growth in particular. Few empirical studies have attempted to address teachers' satisfaction and its influence on teachers' continuance commitment in secondary schools in Tanzania. This is the gap that the current study attempted to bridge.

An exploration of the relationship between teachers' job satisfaction and continuance commitment will potentially enhance teachers' effectiveness as Morrow (1993) puts it; commitment can result in a stable and productive workforce. Committed teachers utilise their creativity and contribute towards school development initiatives (Umoh, Amah and Wokocha, 2014).

1.1 Purpose of the Study

The purpose of this study was to examine job satisfaction as a determinant of teachers' continuance commitment to their respective schools. The study further sought to determine whether teachers differ significantly in their intention to continue working for their employers. Specifically, the study examined:

- (i) The extent to which teachers' demographic and school characteristics significantly contribute to their continuance commitment, and
- (ii) The way job satisfaction factors contribute to teachers' continuance commitment.

1.2 Research Questions

- (i) How do teachers' demographic attributes (sex, age, and teaching experience) and school characteristics (school location and type of school ownership) contribute to their continuance commitment?
- (ii) How job satisfaction factors (meaningfulness of the job, job characteristics, social benefits, workplace conditions and administrative support) contribute to teachers' continuance commitment?

2. LITERATURE REVIEW

This section reviews literature regarding demographic and school characteristics, job satisfaction and their contribution to teachers' continuance commitment. The concept of job satisfaction has acquired many definitions due to various interpretations. Job satisfaction is related to a wide range of factors including needs, orientation, feelings, perceptions and expectations, which are found to overlap (Kavenuke, 2013). It is an affective reaction to an individual's work situation (Muguongo, Muguna and Muriithi, 2015). Job satisfaction is an important indicator of how employees feel about their job (Babayi and Ijantiku, 2016). In this study, job satisfaction refers to teachers' positive attitudes and feelings about their jobs.

Continuance commitment is also a major focus of this study as it is imperative in explaining employees' organisational commitment. The three component model proposed by Meyer and Allen (1991) is widely used to conceptualise affective, normative and continuance commitment as facets of organisational commitment. In this model, continuance commitment is defined as the willingness of employees to keep working with an organisation. It is an employee's awareness of the costs associated with leaving the organisation (Meyer and Allen, 1997).

Different study findings have been reported regarding the contribution of gender on teachers' continuance commitment. Some propose that continuance commitment does not differ significantly between female and male teachers (Otunga and Mange, 2014; Machumu and Kaitila, 2014). These two studies suggest that teachers' continuance commitment to their employers is not influenced by gender.

Other studies however, suggest that gender significantly influences teachers' continuance commitment. A study among private secondary school teachers in Bahawalpur, Pakistan, revealed that when compared to their male counterparts, female teachers are more motivated and more committed to continue with their jobs (Nawaz and Yasin, 2015). These findings are supported by Kavenuke (2013) who reports similar findings.

On the contrary, other studies show that male teachers, more than their female counterparts, are comfortable with their job (Muguongo, Muguna and Muriithi, 2015) and are more committed to their schools (Jonathan, Darroux, and Thibeti, 2013). These findings are supported by Sirima and Poipoi (2010) who have found that male teachers are more motivated and committed than female teachers and therefore more likely to display continuance commitment to their jobs.

Studies on the influence of age on teachers' continuance commitment reveal mixed results. One line of argument accepts that there exists a relationship between age and continuance commitment as seniority is positively associated to continuance commitment (Jonathan, Darroux, and Thibeti, 2013; Otunga and Mange, 2014). These studies assert that as teachers get older, they adjust to the teaching profession and workplace life situations. This supports the findings by Nyenyembe, Maslowski, Nimrod and Peter (2016) which show that as employees' age increases, so does their self-confidence and consequently greater levels of continuance commitment.

Senior teachers aspire to continue in their current jobs because they have benefited from promotion and rewards. Otunga and Mange (2014) found that teachers' continuance commitment is linked to their age. Older teachers have exhibited intention to continue working with their employers than their younger counterparts. Jonathan, Darroux, and Thibeti (2013) found high turnover intentions among junior teachers compared to their senior counterparts, sighting that young teachers are more entrepreneurial, the fact that increases their mobility. They argue that junior teachers have little to lose in terms of benefits associated with long service.

However, other studies indicate that age has no significant influence on teachers' continuance commitment. Machumu and Kaitila (2014), for example, found no difference between the young and older teachers in reference to teachers' retention in Tanzania, indicating that teachers' age does not cause any significant differences regarding their continuance commitment.

Experience in teaching has been found to influence teachers' continuance commitment. Studies reveal that as teachers gain greater experience in teaching, they tend to remain in the profession (Njiru, 2016; Kavenuke, 2013). Thus, as teachers stay in the teaching profession they earn more and adjust their expectations with reality, hence more continuance commitment (Otunga and Mange, 2014). Similarly, it has been established that teachers with less than five years of teaching experience are more likely to consider leaving their workplace than their more experienced counterparts (Jonathan, Darroux, and Thibeti, 2013).

Other studies reveal a close positive association between teaching experience and decreased teachers' continuance commitment (Njiru, 2014; Machumu and Kaitila, 2014). In other words, more experienced teachers expressed less continuance commitment to the teaching profession and to their employers compared to less experienced teachers.

Location of a school (rural or urban) may influence teachers' continuance commitment. Jonathan, Darroux, and Thibeti (2013) report that teachers who work in rural-based secondary schools exhibit intention to leave their employers. Contrary to these findings are those by Machumu and Kaitila (2014), which show that location is insignificant in determining continuance commitment. So, the present study sought to verify such discrepancies.

Working conditions are an integral part of job satisfaction. Teachers' houses, transport to and from the

school, the presence and physical conditions of classrooms, offices, laboratories, and availability of textbooks are major determinants of job satisfaction among secondary school teachers (Kavenuke, 2013). A conducive working environment that facilitates teachers' work enhances their commitment to their jobs. On the contrary, a non-conducive environment can make even those teachers who were initially committed to teaching, have negative attitudes about the school in which they work and the teaching profession in general.

Costs that employees strive to maintain in the workplace make it difficult for them to forsake and seek employment elsewhere. These costs include personal investments an employee has made; close working relationships with co-workers, family ties, relationship with the community to which an employee belongs, local affiliation, acquired job skills, seniority, pensions, retirement benefits, and other benefits (Kavaliauskiene, 2012 and Umoh, Amah and Wokocha, 2014).

Continuance commitment evolved from Backer's (1960) side-bet theory, which hypothesizes that employees, including teachers maintain membership with their organisation as a way to preserve accumulated side-bets. Teachers weigh the investment they have made in their schools to keep working with an organisation (Khan, Naseem and Masood, 2016).

Continuance commitment relates to teachers' experience and what they have contributed to their schools (Kavaliauskiene, 2012). It boosts teachers' feelings of belonging, security, efficacy, greater career advancement and increased rewards for an individual teacher (Kavenuke, 2013). Hence, satisfied teachers lack the intention to leave their respective schools.

Job satisfaction has a positive influence on employees' continuance commitment (Khan, Jam and Ramay, 2010). It influences their intention to remain in an organisation. Employees' job satisfaction also has a significant impact on organisational commitment. Thus, committed teachers have a better understanding of school goals and values. Devoted and satisfied teachers are normally higher performers and their contribution to school performance is tremendous (Gholami and Tirri, 2012).

For the school, teacher's continuance commitment results in increased tenure, limited turnover, reduced training costs, greater job satisfaction and achievement of administrative goals (Babayi and Ijantiku, 2016). Teachers with high job satisfaction have a strong affection and greater attachment in realising the goals, and sustaining the values of the school so that they are unlikely to leave it (Meyer and Allen, 1997). Similarly, Khan, Jam and Ramay (2010) observe that teachers are unlikely to leave the school or be absent when they are satisfied and identifying themselves with it.

The relationship between teachers' job satisfaction and their continuance commitment is significantly positive (Nyenembe, Maslowski, Nimrod and Peter, 2016). Teachers who are satisfied with how well they are paid would stay, while those who are dissatisfied would perform less or quit their job. On the other hand, turnover intention is high when teachers feel dissatisfied with the work environment (Jonathan, Darroux, and Thibeti, 2013). If teachers do not move to a more satisfactory teaching job, they may develop feelings to strike or perform less in their jobs. Teachers who are satisfied with their work are likely to remain in the profession longer.

Studies show that the more satisfied a teacher is, the more he or she invests his or her energy in performance and more he or she invests in their job consequently the higher they would stay with the school they work with (Njiru, 2016). In this way, a teacher who has high continuance commitment would plan to stay with the school to elude the costs of leaving it. However, little is known about the contribution job satisfaction of secondary school teachers in Tanzania to their continuance commitment. Therefore, present study was intended to address this issue.

3. METHODOLOGY

The study employed a descriptive cross sectional survey design, in which the population was studied at a single point in time. Sekaran (2005) merits the design as providing a snapshot of the outcome and characteristics associated with it at a specified point in time. This design helped the researcher to find out how job satisfaction determined teachers' continuance commitment in secondary schools in Tanzania.

The study was conducted in eight secondary schools in Arusha Region. The Region was selected randomly from the 27 Regions of Tanzania Mainland. Two Districts with different environments were selected to be representative of rural and urban locations in the study. Thus, Arusha City was purposely selected to represent the urban setting while Monduli District was randomly selected from the six Districts to represent the rural schools.

A stratified random technique was used to select four schools (two public and two private) from among 44 secondary schools in Arusha City and other four schools (two public and two private) from 23 secondary schools in Monduli District. The selection of these schools was based on two criteria: Location (urban or rural) and type of school ownership (public or private). Permission to visit the schools was obtained from relevant authorities. All participants consented to participate in the study.

All teachers in the sampled schools were invited to participate in the study. An instant invite and

questionnaire take technique was used. Thus, all teachers who were present at school during the survey were requested to fill the questionnaire. A total of 250 teachers (137 male and 113 females) participated in the study. Response rate registered 250-questionnaire return, reflecting a 100 percent response.

The questionnaire used to collect data that informed this study was categorised into three parts: teachers' demographic and school characteristics, job satisfaction factors and the continuance commitment scale, as modified from the Organisational Commitment Questionnaire (Mayer and Allen, 1997). This was contextualised to the teaching profession in Tanzania. In both scales, respondents rated their agreement with statements on a five point Likert scale, starting from 1= strongly disagree to 5= strongly agree. The researcher visited each selected school and administered a questionnaire to respondents in person, with the help of a key informant in each school. Respondents were assured of confidentiality and anonymity. They were also given guidelines on how to respond.

Validation of the questionnaire scale was ascertained by engaging educational management experts from the Faculty of Education, University of Dar-es-Salaam, Tanzania. Both face and content validity of the research instrument were positive. Few areas for modification were identified and corrected.

To test the reliability of the questionnaire, a pilot study was conducted in four secondary schools not selected to participate in the study. They were selected from the study area because they shared the same characteristics with those selected for the study. The job satisfaction factors scale had a Cronbach's alpha coefficient of 0.88, while the continuance commitment scale scored 0.85. Both observed alpha coefficients were above the cut off point of 0.70, indicating good internal consistency as recommended by Sekaran (2005).

The data collected from the field was systematically organised to facilitate analysis. It was first coded then transferred to a computer sheet prepared by using a Statistical Package for Social Sciences (SPSS) version 21, and following an IBM guideline.

Descriptive statistics provided frequencies, percentages, mean scores and standard deviations. Significance levels of the relationship between respondents' demographic and school characteristics and scores in continuance commitment were analysed using an independent t-test. Ordinal scale items could assume interval level data, as that did not dramatically affect Type I and Type II errors (Giasvand, 2012). The test of significance was performed at the probability level of $p < 0.05$.

A standard multiple regression analysis was performed to examine the impact of job satisfaction factors (meaningfulness of the job, job characteristics, social benefits, workplace conditions and administrative support) on teachers' continuance commitment, in which the strong predictor was identified.

4. RESULTS

4.1 Demographic information of respondents

In this section, results from the field are analysed. First, descriptive statistics are presented in the form of cross-tabulated data with regard to the respondents' demographic and school characteristics.

Table 1: Respondents' Demographic Information

Characteristics	N	Percentage
<i>Sex</i>		
Male	137	54.8
Female	113	45.2
<i>Age</i>		
Below or equal to 35years	144	57.6
Above 35 years	106	42.4
<i>Teaching experience</i>		
Below or equal to 10years	148	59.2
Above 10 years	102	40.8
<i>School location</i>		
Urban	136	54.4
Rural	114	45.6
<i>School ownership</i>		
Public	142	56.8
Private	108	43.2

Table 1 shows demographic and school characteristics of study respondents who were 250 in all. There were 137 males (54.8 percent) and 113 females (45.2 percent). In addition, 57.6 percent of respondents were aged 35 years and below while 42.4 percent were above 35 years of age. As regards work experience, 59.2 percent of respondents had worked for 10 years or less and 40.8 percent had worked for more than 10 years. While 45.6 percent of respondents worked in rural schools, the majority of them, (54.4 percent) worked in urban secondary schools. Finally, 43.2 percent of respondents were from private while 56.8 percent were from public

secondary schools.

4.2 The role of demographic attributes in teachers' continuance commitment

The first objective of the study focused on examining whether or not there were any significant differences in teachers' intention to remain in the job in relation to their demographic characteristics (sex, age, teaching experience) and school characteristics (type of school ownership and school location). Table 2 summarises the findings.

Table 2: Teachers' t-test scores for continuance commitment by demographic characteristics

		%	Mean	Std. Dev	t	Sig
Sex	Male	71.9	44.65	6.213		
	Female	81.5	45.21	6.437	36.62	0.048**
Age	Below or equal to 35 years	74.1	45.63	6.385		
	Above 35 years	80.4	45.54	6.630	47.11	0.003**
Teaching experience	Below or equal to 10 years	72.2	45.28	6.378		
	Above 10 years	77.8	46.09	6.568	42.19	0.002**
School location	Urban	89.0	47.11	5.820		
	Rural	65.5	44.28	6.701	13.69	0.004**
School ownership	Public	97.5	45.80	6.490		
	Private	89.1	45.25	6.392	46.28	0.654

Key:

**p=0.05, (2-tailed).

As regards to sex, data shows that most female teachers (81.5 percent) indicated that they would continue serving their employers compared to 71.9 percent of their male counterparts. Thus, a statistically significant difference ($t=36.62$, $p=0.048$) was identified. This indicates that male teachers are more likely to nurture an intention to leave their current employers and work elsewhere than their female counterparts.

With regard to age, continuance commitment was positively influenced by seniority. Data indicated that teachers aged 30 or above ($M=45.54$, $SD=6.630$) indicated intention to continue working in their schools by 80.4 percent, while those under 30 years ($M=45.63$, $SD=6.385$) had 74.1 percent. When examining the data for any statistically significant difference in continuance commitment between young and older teachers, it was found that such variations significantly exist ($t=47.16$, $p=0.003$).

Furthermore, the findings show that there are significant differences ($t=42.19$, $p=0.002$) in teachers' continuance commitment with respect to their work experiences between those who had worked for up to ten years ($M=45.28$, $SD=6.378$) and those who had worked for more than ten years ($M=46.09$, $SD=6.568$). This shows that as teachers spend more time serving a particular school, they develop behaviours that reduce their quitting intentions.

Concerning school location, the findings indicate that more urban schoolteachers (89 percent) than rural schoolteachers (65.5 percent) disclosed the intention for continual commitment to their employers. A t-test, supported this as it showed that variations existed between urban teachers ($M=47.11$, $SD=5.820$), and rural teachers ($M=44.28$, $SD=6.701$). This was statistically significant, ($t=13.64$, $p=0.004$). This implies that living environments and access to social services in urban areas are likely to cause teachers to continue serving their employers. When examined with respect to type of school ownership, 97.5 percent of teachers in private secondary schools ($M=45.80$, $SD=6.490$), and 89.1 percent in public secondary schools ($M=45.25$, $SD=6.392$) expressed deliberate willingness to continue serving their employers respectively. Thus, the difference was statistically insignificant, ($t=46.28$, $p=0.654$), indicating that both government and private education sectors had put in place similar retention mechanisms to keep teachers in their jobs.

4.3 The Job Satisfaction Factors Contribution to Teachers' Continuance Commitment

Another research objective sought to explore job satisfaction factors that significantly contributed to teachers' continuance commitment to their employers and to their overall satisfaction with their daily duties. Job satisfaction was examined in consideration of five factors, namely: Job Characteristics (JC), which probed aspects of the teaching profession that teachers were satisfied with, Meaningfulness of the Job (MJ), which measured the way teachers were valued and what they gained from teaching.

Other factors were Social Benefits (SB), which probed the role of non-economic aspects that sustained teachers' satisfaction with teaching, Workplace Conditions (WC), which refers to teachers' satisfaction with the physical and material condition of their workplace, and Administrative Support (AS), which indicate teachers' satisfaction they had regarding support and care from immediate supervisors and school administrators. Continuance commitment (CC) showed teachers' intention to continue serving to a particular employing school.

As presented on Table 3, the SB factor, was reported to contribute more to teachers' job satisfaction than

other facets of job satisfaction with a mean of ($M = 3.88$), which was within the range of “agree” and “strongly agree”. In general, teachers revealed that they were satisfied when their students passed school and national examinations ($M = 3.51$, $SD = 0.624$), when work mates cooperated with them ($M = 3.48$, $SD = 0.673$), when their jobs were secure ($M = 3.35$, $SD = 0.601$) and when teachers were accorded respect by community members ($M = 3.09$, $SD = 0.694$).

Table 3: Job satisfaction and continuance commitment levels

Scale item	Statement	Mean	Std. Dev
JC1	I have interest in teaching	3.05	0.715
JC2	Teaching is close to my ideal	2.89	0.665
JC3	Teaching gives me satisfaction	2.78	0.765
JC4	I have obtained what I want in teaching	0.250	0.888
Job characteristics scale		2.81	0.423
MJ1	Teaching provides me with opportunity to use my skills	2.83	0.718
MJ2	Teaching is a challenging job	2.70	0.714
MJ3	Colleagues at school value my contribution	2.68	0.692
MJ4	I am satisfied with my teaching job	2.66	0.777
Meaningfulness of a job scale		2.73	0.382
SB1	I am satisfied when students pass examinations	3.51	0.624
SB2	My work mates cooperate with me	3.48	0.673
SB3	I feel secure in the teaching profession	3.35	0.601
SB4	I am happy when community members respect me	3.09	0.694
Social benefits scale		3.38	0.561
AS1	I am happy with support I receive from administrators	3.12	0.547
AS2	I am satisfied with support I receive from school administrators	3.06	0.654
AS3	I am satisfied with care I get from my immediate supervisors	3.54	0.632
Administrative support scale		3.24	0.612
WC1	Rewards and incentives are satisfactory	2.48	0.812
WC2	My employer cares about my well being	2.61	0.845
WC3	I am satisfied with school physical environment	2.69	0.846
WC4	I am comfortable with career opportunities	2.70	0.804
Workplace conditions scale		2.62	0.854
Total Job satisfaction scale		3.11	0.740
CC1	I am likely to remain in this school in coming five years	3.68	0.671
CC2	I am intending to look for another well paying teaching job	2.11	0.636
CC3	I am intending to change my current profession	2.07	0.524
Continuance commitment scale		3.02	0.482

It was found that the majority of teachers were satisfied with the support rendered by school administrators (AS) concerning the role they played in educating the young generation in the nation. This aspect yielded the following scores: Mean= 3.24 and Std. Dev. 0.612, indicating that teachers were satisfied with this job satisfaction dimension. Regarding specific items, teachers agreed that they were satisfied with support they got from administrators ($M=3.06$, $SD= 0.654$), they were happy regarding such support ($M=3.12$, $SD= 0.547$) and they were satisfied with care received from immediate supervisors ($M=3.54$, $SD= 0.632$).

With regard to JC, the satisfaction of most teachers with this job dimension was low ($M = 2.81$). In terms of individual items, teachers were mostly satisfied with the interest they had in teaching ($M = 3.05$, $SD = 0.715$). However, in the other three items, teachers showed low levels of satisfaction as follows: Teaching was close to their ideal ($M = 2.89$, $SD = 0.665$), Teaching gave them satisfaction ($M = 2.78$, $SD = 0.765$) and teachers had obtained what they wanted in the teaching profession ($M = 2.5$, $SD = 0.888$).

In terms of the MJ factor, teachers displayed low level of satisfaction ($M = 2.73$), which was within the range of the “disagree” component of the survey item. With regard to individual items, the following results were recorded: “Teaching provides me the opportunity to effectively use my skills” ($M = 2.83$, $SD = 0.718$), teaching is a challenging job to teachers ($M = 2.7$, $SD = 0.714$), colleagues at school valued each other’s contribution to the school ($M = 2.68$, $SD = 0.692$) and teachers were satisfied with teaching ($M = 2.66$, $SD = 0.777$).

The four items that tapped teachers’ responses on the WC dimension concerning their job satisfaction yielded a mean of 2.62. It was the lowest index of the five examined facets of job satisfaction. This implies that few teachers were satisfied with the WC in their respective schools. The teachers observed that the rewards and incentives offered by their employers ($M = 2.48$, $SD = 0.812$) were not enough to sustain their satisfaction with the profession. Descriptive statistics further indicated teachers’ satisfaction under this dimension as follows: “my

employer cares about my well being” (M=2.61, SD=0.845), “I am satisfied with the school physical environment” (M=2.69, SD=0.846) and “I am comfortable with the career opportunities offered by my employer” (M =2.70, SD=0.804).

In all, findings indicate that teachers in secondary schools are satisfied with aspects under social benefits and administrative support dimensions, while they display low satisfaction with job characteristics, meaningfulness of the job and workplace conditions. Thus, teachers were likely to give up teaching. Job satisfaction factors (JC, MJ, SB, WC and AS) were considered an independent variable and the total job satisfaction scale scored 3.11, SD= 0.740.

Continuance commitment to the teaching profession and to schools where teachers worked was considered a dependent variable. The majority of teachers indicated that they were not likely to quit the teaching profession or change an employing school, (M=3.02, SD= 0.482). Three items tapped data in this dimension namely: “I am intending to look for another well paying teaching job in another school” (M= 2.11, SD= 0.636), “I am intending to change my current profession” (M=2.07, SD= 0.524) and “I am likely to remain working at this school for the next five years” (M=3.68, SD= 0.671).

Table 4: Regression outputs on Job satisfaction and teachers’ continuance commitment

	Unstandardised coefficients		Standardised coefficients	t	Sig
	B	Std. error	Beta		
Constant	0.678	0.453		0.991	0.008
Workplace conditions	0.512	0.118	0.574	1.542	0.000**
Social benefits	0.548	0.262	0.482	4.291	0.002**
Administrative support	0.345	0.134	0.334	0.226	0.003**
Meaningfulness of the job	0.267	0.146	0.416	3.724	0.025**
Job characteristics	0.542	0.148	0.361	2.347	0.098**

R= 0.706 (a), R²= 0.54, F=71.54, p<0.001.

Key:

B= Unstandardised Beta coefficient,
 Beta= Standardised Beta coefficient,
 Std. Error= Standardised error of Beta.

To identify the strongest predictor of teachers’ continuance commitment among the five job satisfaction factors, a standard multiple regression analysis was performed. Results presented in Table 4 show that the regression model is significant (F= 71.54, p<0.001), R=0.706. All five job satisfaction factors are significant predictors of teachers’ continuance commitment to their employers. The adjusted R square value of 0.54 indicates that all predictor variables explain 54% of variation in teachers’ continuance commitment in the teaching profession in secondary schools in Tanzania. This implies that 46% variation in teachers’ continuance commitment in the teaching profession is explained by other factors.

When the above job satisfaction factors were separately considered, it was found that workplace conditions were the strongest predictor of teachers’ continuance commitment in the teaching profession (Beta= 0.574, p=0.000), followed by social benefits (Beta= 0.482, p=0.002), administrative support Beta= 0.345, p=0.003), meaningfulness of the job (Beta= 0.416, p=0.025), and lastly was the job characteristics factor (Beta= 0.361, p=0.198).

5. DISCUSSION

Results show that gender is a significant determinant of teachers’ continuance commitment in secondary schools. Female teachers expressed an intention to continue working for their current employers. These results are similar to those by Njiru (2014) who found that female teachers possess higher levels of continuance commitment compared to their male counterparts. It is argued that women are contented with jobs in which they can interact with others in a supportive and cooperative way (Kavaliauskiene, 2012). Teaching is one of such jobs. In this way, female teachers are socialised into values, attitudes and behaviours that are communal in nature.

Family ties impact continuance commitment of female employees as they develop awareness of the benefits associated with staying in a school. This includes taking care of their children’s learning. Hence, female teachers are reluctant to be transferred to other places.

Teachers’ continuance commitment increases with age. As teachers get old, they adjust to the teaching profession and life situation at their workstations. This supports findings by Nyenyembe, Maslowski, Nimrod and Peter (2016) that as employee’s age increases so does his or her self-confidence these feelings add to greater levels of continuance commitment. Older teacher aspire to continue working with their current employers because they have benefited from promotion and rewards.

On the contrary young teachers display non-continuance commitment behaviours as they hold higher

expectations that may remain unfulfilled in their career span. Teachers' continuance commitment is deeply embedded within their sense of self (Kavenuke, 2013). This is in accordance with what was documented by Jonathan, Darroux and Thibeti (2013) that old teachers display higher continuance commitment to their employers due to expectation for promotion and the need to protect benefits associated with long service such as gratuity and pension benefits, and that younger employees have a long way to go before they can benefit from the same.

Teachers' work experience determines their levels of continuance commitment to their employers. Thus, as teachers spend more time serving a particular school, they develop behaviours that reduce their quitting intentions. Similarly, Kavenuke (2014) stresses that teachers who had six or more years of service had a strong feeling regarding inter-personal relationships with other teachers than those who had five or less years of teaching experience. So, teachers develop voluntary proclivity to continue serving their employers.

Moreover, teachers working in urban secondary schools showed positive attributes to continue serving their present employers. This is due to the fact that teachers working in rural areas work in dreadful work conditions (Machumu and Kaitila, 2014). Rural conditions generate immense misery among teachers. Complementing this argument, Njiru (2014) found that working for many years in rural isolated areas limits teachers' opportunity for academic and professional growth, which leads to teachers' job turnover. However, these findings contradict those by Jonathan, Darroux, and Thibeti (2013) who found that the school location was an insignificant factor in determining teachers' continuance commitment as teachers from rural and urban settings faced common workplace conditions problems.

Both private and public secondary schools have similar retention methods to attract teachers to continue serving them. This normally makes teachers work towards honouring their contracts. In this way, as teachers stay, they invest both socially and economically, in a way that they gain positive extrinsic incentives that lead to their need to stay (Njiru, 2014). This aligns with the argument by Kavenuke (2013) who reports that employees whose individual needs are perfectly blended become emotionally stress free, happy with their work and would put in their best towards achieving school goals. Thus, teachers would intensify efforts in giving their best to the school and become more dedicated in offering service. Teachers therefore display no difference on continuance commitment scores when they have similar work culture, office facilities and organisation set up (Jonathan, Darroux, and Thibeti, 2013).

The present study indicates that most teachers have interest in teaching, as they perceived that they have obtained what they wanted in teaching. Teachers' provision of basic needs such as food, water, shelter, health care and education for family members contributed to teachers' continuance commitment to serve their employers. On the contrary, when teachers feel that teaching is not their ideal profession, they give up serving their current employers or quit teaching altogether. This was also the case with the findings in one study by Kavenuke (2013) who found that low pay forced a large proportion of teachers to look for ancillary means to earn extra income from private tutoring, which negatively impacts schools as teachers devote less time teaching in their schools.

Job satisfaction predicted teachers' continuance commitment to the profession. This is in line with studies of other scholars such as Sirima and Poipoi (2010), Jonathan, Darroux, and Thibeti (2013) and Kavenuke (2013) who found that satisfied teachers expressed their intention to continue working for their employers. This is due to the fact that job satisfaction expresses itself in an individual's immediate reactions to the job. This influence the development of teachers' attachment to their schools upon conducting a comprehensive evaluation of their schools' values and expectations as well as the individual teacher's future in it.

However, when teachers are dissatisfied with the job they develop negative feelings about the school or the teaching profession, forcing them to consider quitting. Arguing in this vein, Njiru (2016) concurs with the argument that employees' quitting decision processes begin with the individual teacher identifying and evaluating alternatives and then deciding whether to quit or stay in the job. It is obvious that the consequence of this decision affects employees' behaviour within and outside the school environment.

Complementing this argument, Kavenuke (2013) reports that lack of job satisfaction influences other teachers' workplace attitudes and behaviours. In this regard, this can lead to teachers' absenteeism, premature retirement from the teaching profession and psychological withdrawal from the work. Thus, from this outlook, this kind of teachers' withdrawal behaviour affects the employer as well as the entire education system in the nation. According to Sirima and Poipoi (2010), effectiveness of the education system and the implementation of educational reforms at classroom level depend largely on teachers' satisfaction with the system.

Teachers' continuance commitment is determined by teachers' perception that they are satisfied with the teaching job, as it provides them with the opportunity to use their skills when it challenges them cognitively. A teacher who is willing to actively engage in teaching and a teacher who perceives teaching as positive also ensure educational initiatives in the school and will therefore improve and devote to their schoolwork (Wasserman and Yehoshua, 2016).

Additionally, teachers feel satisfied when colleagues at school value each other's contribution regarding

their role in educating the nation's young generation. This argument is in line with what Gholami and Tirri (2012) found that teachers display readiness to continue investing their energy and time to serve the current employer when they are satisfied with the teaching job.

Regarding the contribution of teachers' perceived administrative support to their devotion and continuance commitment to their employers, the findings revealed an association of teachers' experience with a positive mood in their workplaces. This is possible in relation to the way teachers are valued and supported by their school leaders in a time of need. It is argued alongside Machumu and Kaitila (2014) and Kiplangat, Momanyi and Kangethe (2017) that educators who experience perceived sufficient organisational support feel the need to reciprocate the favourable treatment they receive from their leaders at the employing organisation with attitudes and behaviours that benefit the school.

Teachers' satisfaction with the support they obtain from administrators sustains their continuance commitment. These results confirm previous studies in Tanzania (Kavenuke, 2013, Jonathan, Darroux, and Thibeti 2013) that teachers are dedicated to their schools because of what they have gained from their employers in a way that they are not ready to forego these benefits. Thus, teachers stay longer working in a school upon getting satisfaction.

Leaders who assist employees in understanding their roles are essential in fostering devotion among teachers. According to Machumu and Kaitila (2014), these practices provide structure and formality that render feedback to teachers, which, in turn, cement their support for the school in the form of continuance commitment. Leadership practices that centre on the care of employees place great emphasis on teachers' teamwork (Nyenembe, Maslowski, Nimrod and Peter, 2016, Kiplangat, Momanyi and Kangethe, 2017). Teamwork is of paramount importance as it influences how teachers perceive the school vision

The findings portray that school heads who create and maintain a culture of work pattern energise teachers to be creative in the accomplishment of their daily duties. Technically, what school heads are doing is regarded as rendering support for the teaching and learning process. This study agrees with Machumu and Kaitila's (2014) argument that educators who establish a framework for effective leadership ensure sustainable school improvement and teachers' continued devotion. Such school heads strive to lead in a way that show teachers that the school can succeed through collaborative efforts of stakeholders, including the school management, teachers, students and parents.

Teachers' satisfaction with physical and material conditions of their work place impacts their continuance commitment to their employers. This is especially true when employers care about teachers' well-being and provide requisite rewards and incentives. Teachers keep working with their current employers when they feel that their expectations are met and their values are realised (Njiru, 2014).

At school, teachers' workplace environment is enhanced by keeping teachers' determination to deliver effective service through regular in-service training or rewards. This is in line with Kavenuke's (2013) observation that the most critical driver of growth for any school is its ability to hire and retain the right employees at the right time and place. In other words, the success of any school depends on the commitment of its employees and their readiness to work for a school for an extended duration, which would yield constant fruitful service.

Salary is associated with teachers' job satisfaction and lower attrition rate. It reduces the likelihood of teacher turnover (Machumu and Kaitila, 2014). Teachers' salary positively relates to their retention rate (Njiru, 2014) and so it is an imperative determinant of their retention. This is in line with earlier findings that revealed that well paid teachers stay longer in the teaching profession (Jonathan, Darroux, and Thibeti, 2013).

Poor school facilities such as inadequate teaching materials and laboratory equipment add to the woes of teachers (Njiru, 2014 and Nyamubi, 2017). The availability of and, access to resources, reflect the school's support for teachers as they enable them to effectively complete given tasks with ease (Machumu and Kaitila, 2014), thus enhancing teachers' sense of control and efficacy. In an academic work setting, this contributes to a connection and attachment to the school as it is an indication that the school values teachers and their contribution to the realisation of school goals (Nyenembe, Maslowski, Nimrod and Peter, 2016).

Non-economic factors such as respect from community members, cooperation from work mates and students excelling in examinations sustain teachers' continuance commitment. Teachers expressed satisfaction with teaching when they perceived that they are respected by community members who recognise their contribution to educating the nation (Nyamubi, 2017), thus transcending the material gain teachers obtain from the profession.

By implication, teachers work hard at helping students learn because they expect to receive respect with regard to the role they play in addressing learners' physical, academic and moral growth (Wasserman and Yehoshua, 2016), for the betterment of individual learners, their parents and the nation as a whole. As argued by Njiru (2014), teachers do not wish to sacrifice investments made at and around school, both economic and social, from friendship with colleagues and members of community.

6. CONCLUSIONS

Teachers' demographic variables as well as school characteristics determined the level of their allegiance to their respective schools. In the Tanzanian context, school location is a major determinant of teacher continuance commitment. Teachers in urban schools are more committed in comparison to their rural counterparts. Teachers' readiness to serve society comes out strongly as they gain more experience in teaching as well as after they have stayed at one workstation for a period of five years or longer.

Teachers' intention to remain working with their schools is partly determined by age. Seniority positively influences teachers' commitment to the school and having an evaluated determination to attach to school goals, while higher levels of turnover are more likely to their junior counterparts.

Social benefits, the meaningfulness of the teaching profession, job characteristics and schools' workplace conditions are sources of teachers' satisfaction with the teaching profession and their willingness to serve their schools. Their satisfaction is boosted by the school administration and community members' readiness to support the educational enterprise in their community.

Teachers' assessments of the costs and benefits of remaining in service at a particular workstation are influenced by their reluctance to give up established social as well as economic investments. Not surprising, teachers who remain in a particular school for more than five years are hesitant to forsake social benefits (care, love and cooperation) and the economic investments they have made. This implies that teachers' continuance commitment in Tanzanian secondary schools would be sustained if they perceive that they are supported and valued. Given the importance of job satisfaction in ensuring teachers' continuance commitment, it is essential for employers to devise ways to improve job satisfaction among junior teachers.

7. RECOMMENDATIONS

First, satisfied teachers display positive feelings about their job, especially when they feel that their employers treat them fairly. This, in turn, facilitates their urge to be responsible for provision of quality education. So, to increase and maintain teachers' commitment, employers, especially school heads should increase teachers' readiness to serve their schools. Secondly, school managers should devise work methods to retain and attract young qualified teachers in the profession to avoid the risk of shortage of qualified schools teachers.

Thirdly, providing sufficient opportunities for timely promotion, recognising, rewarding and honouring good teachers and planning regular professional development programmes will increase teachers' devotion to their employer and to the teaching profession. Fourthly, practising teachers should not make their social and economic setbacks an excuse for unprofessional practices, nor should school administrators be the cause of social and economic setbacks. That is, professional ethics should govern both teachers and administrators.

REFERENCES

- Allen, N. J. & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organisation. *Journal of Occupational Psychology*. 63, (1), 1-18.
- Babayi, B. U & Ijantiku, M. C. (2016). Personnel management and job satisfaction in academic libraries: A case study of Federal College of Education Yola, Adamawa State, Nigeria. *Global Journal of Educational Research*. 15, 63-77.
- Becker, H. S. (1960). Notes on the concept of commitment. *The American Journal of Sociology*. 66, (1), 32-40.
- Giasvand, A. (2012). *Application of statistics and SPSS software in data analysis*. Tehran: Motefakeran publications.
- Gholami, K & Tirri, K. (2012). Caring teaching as a moral practice: An exploratory study on perceived dimensions of caring teaching. *Education Research International*, 2012, 1-8.
- Imam, A, Raza, A, Shah, F. T and Raza, H. (2013). Impact of job satisfaction on facet of organizational commitment (affective, continuance and normative commitment): A study of banking sector employees of Pakistan. *World Applied Sciences Journal*. 28, (2): 271-277.
- Jonathan, H, Darroux, C & Thibeti, M. (2013). Exploring the effect of job satisfaction and demographic factors on affective, normative and continuance commitment: an empirical evidence of public secondary school teachers in Tanzania. *Journal of Education and Practice*. 4, (23), 85-96.
- Kavaliauskiene, Z. (2012). Hierarchical dependence of antecedents of employees' continuance commitment. *Social Research*, 1, (26). 53-59.
- Kavenuke, P (2013). What is it that keeps good teachers in the teaching profession? A reflection on teacher retention. *Academic Research International*. 4, (1), 165-174.
- Khan, R, Naseem, A, & Masood, S. A. (2016). Effects of continuance commitment and organizational cynicism on employee satisfaction in engineering organizations. *International Journal of Innovation, Management and Technology*. 7, (4), 141-146.
- Khan, R. M. Jam, F. A. & Ramay, M. (2010). The impact of organisational commitment on employees' job performance. *European Journal of Social Science*. 15, (3), 292 – 298.

- Kiplangat, H. K, Momanyi, M & Kangethe, N. S. (2017). Dimensions of Kenyan university academic staff's job satisfaction in view of various managerial leadership practices. *Journal of Education and Practice*, 8, (3), 120-129.
- Machumu, H. J & Kaitila, M. M. (2014). Influence of leadership styles on teachers' job satisfaction: A case of selected primary schools in Songea and Morogoro districts, Tanzania. *International Journal of Educational Administration and Policy Studies*, 6, (4), 53-61.
- Meyer, J. P. & Allen, N. J. (1991). A three-component conceptualisation of organisational commitment. *Human Resources Management Review*. 1, (1), 61-89.
- Meyer, J. P. & Allen, J. N. (1997). *Commitment in the workplace*. Thousand Oaks California: SAGE.
- Morrow, P.C. (1993). *The theory and measurement of work commitment*. Greenwich: JAI Press.
- Muguongo, M. M, Muguna, A. T & Muriithi, D. K. (2015). Effects of compensation on job satisfaction among secondary school teachers in Maara sub-country in Tharaka Nithi Country, Kenya. *Journal of Human Resource Management*, 3, (6), 47-59.
- Nawaz, R & Yasin, H. (2015). Determinants of motivation in teachers: A study of private secondary schools chain networks in Bahawalpur. *Journal of Education and Practice*, 6, (4), 55-59.
- Njiru, L. M. (2014). Job satisfaction and motivation among teachers of Kiharu district in Kenya. *Mediterranean Journal of Social Sciences*, 5, (5), 135-152.
- Nyamubi, G. J. (2017). Determinants of secondary school teachers' job satisfaction in Tanzania, *Education Research International*, 2017. Doi:10.1155/2017/7282614.
- Nyenyembe, F. W., Maslowski, R., Nimrod, B. S. & Peter, L. (2016). Leadership styles and teachers' job satisfaction in Tanzanian primary schools. *Universal Journal of Educational Research*, 4, (5), 980-988.
- Otunga, H & Mange, D. (2015). Contribution of personal characteristics and school-context factors to job satisfaction among primary school teachers in Coast province, Kenya. *International Journal of Education and Research*, 2, (7), 469-480.
- Sekaran, U. (2005). *Research methods for business: A skill-building approach (4th ed.)*. New York: John Wiley.
- Sirima, L. C. & Poipoi, M. W. (2010). Perceived factors influencing public secondary school teachers' job satisfaction in Busia district, Kenya. *International Research Journal*. 11, (1), 659 – 665.
- Umoh, G. I. Amah, E & Wokocho, I. H. (2014). Employee benefits and continuance commitment in the Nigerian manufacturing industry. *IOSR Journal of Business and Management*. 16, (2), 69-74.
- URT. (2016). *Basic education statistics in Tanzania (regional data)*. Dar-es-Salaam: Ministry of Education and Vocational Training.
- Wasserman, B & Yehoshua, G. (2016). Relationship between the Principal's Leadership Style and Teacher Motivation. *International Journal of Learning, Teaching and Educational Research*, 15, (10), 180-192.
- Yücel, I. (2012). Examining the relationships among job satisfaction, organizational commitment, and turnover intention: An empirical study. *International Journal of Business and Management*. 7, (20), 44-58.