

Job Satisfaction and Teachers' Mobility in Momba District, Tanzania

George Mrope, PhD

ORCID: <https://orcid.org/0000-0003-0327-3429>

Department of Administrative Studies, Mzumbe University, Tanzania

Email: gmrope@mzumbe.ac.tz

Copyright resides with the author(s) in terms of the Creative Commons Attribution CC BY-NC 4.0.

The users may copy, distribute, transmit and adapt the work, but must recognize the author(s) and the East African Journal of Education and Social Sciences

Abstract: The purpose of this study was to determine the relationship between job satisfactions and teachers' mobility in Momba District, Tanzania. The study used a survey research design. The target population of the study was 185 teachers from eleven randomly selected schools from whom the sample of 126 teachers filled the questionnaire. The analysis of data involved binary logistic regression. The study revealed that teachers who were not satisfied with distance to places where a good houses are found were more likely to be mobile compared to those who are satisfied with the distance to good houses. Similarly, teachers who were not satisfied with the distance to a place where higher education is available are more likely to be mobile compared to those who are satisfied with the distance to a place where higher education is available. The rest of independent variables did not affect teachers' mobility. The study recommended that the management of the Momba District Council in collaboration with local communities should improve conditions of living in terms of constructing attractive houses, which will extinct teachers' desires to move to schools located near good houses.

Keywords: Job Satisfaction; Teacher's Mobility; Tanzania.

How to Cite: Mrope, G. (2023). Job Satisfaction and Teachers' Mobility in Momba District, Tanzania. East African Journal of Education and Social Sciences 4(3)109-114. DOI: <https://doi.org/10.46606/eajess2023v04i03.0282>.

Introduction

Labor mobility refers to the job rotation of employees across locations, roles, sections and departments without a change in their employment status, duties or remuneration. Prasad, (2013). Teachers' mobility in Tanzania has increased because of teacher's propensity to position themselves in advantageous locations (Marwa, 2016; Msusi, 2016). Wodociag et al. (2021) issued a warning that the inclination of employees to respond to some workplace concerns, uncertainties and implications needs to be taken care of as there is a concern that the situation could affect education services in the majority of the areas of concern.

According to Wiboga (2018), Tanzanian governmental institutions have a relatively high rate of labor mobility. Marwa (2016) estimates that, in Simanjiro District council, teacher mobility is 31.2% over the course of a year. A number of staff moved

from one station to another in Dodoma during the year 2018. Data shows that teachers made up a significant portion of the staff who moved, with 5099 (83.7%) of the 6,089 staff members who move from one location to another (URT, 2018).

According to Gupta (2012), teachers in India move around because they want to find good pasture. Green (2010) argues that job dissatisfaction significantly predicts employee's mobility. According to the OECD (2020), 31% of teachers in Japan planned to transfer to other institutions. In Singapore, Xing and Yang (2003) acknowledge the link between voluntary job-to-job mobility and concerns with the work environment. In a similar vein, Wiboga (2018) supported the existence of labor mobility in public institutions in Tanzania due to poor working conditions. Employees who are unhappy or those who have low levels of job satisfaction with regards to work environment

factors are more likely to leave their current work position to another location.

According to Waititu (2013), mobility may result in an unequal distribution of teachers in schools. Some of the schools have few teachers with high workload and other schools have more teachers with low workload. For the schools with low teacher's workload, teachers are not fully utilized. Therefore, the government losses revenue as it incurs unnecessary cost to pay employees who are not fully utilized.

The government presented a number of policy alternatives to address the teacher's mobility crisis in Tanzania (URT 2018). Between 2009 and 2018, the government introduced an exchange program for teachers who wanted to move to a different location as long as there was a replacement teacher available to take their place. Additionally, the government prevents the recommendation of a teacher for transfer to a specialized field during certain times. On the other hand, the District Executive Directors of a particular district where a teacher is to be transferred must first affirm that the position is open and available. The Tanzanian government implemented these measures to reduce teachers' unnecessary movement.

Furthermore, either the DEDs must confirm having funds to cover the transfer or the employees must confirm paying the associated costs before the transfer takes place. Not only that but also in order for employees to be considered for transfer, they must have worked at one station for not less than three years. Furthermore, employees are not entitled to get transfer more than three times in every ten years (URT 2019). Mobility interventions reported here are related with some of the interventions described by Paulo et al. (2018) in Angola. However, in spite of the efforts, the President Office, Regional Administration and Local Government (URT, 2019) claimed that the intervention did not assist the Tanzanian Government in easing the mobility crisis or lowering the costs associated with teacher's mobility in Tanzania.

Therefore, the study is crucial given that the degree of teacher mobility in Tanzania is alarming and the implemented policy options did not produce the desired outcomes. Moreover, literatures show that employees move from one work location to another looking for good pasture. On the other hand, employees move to another work location due to

poor working condition and due to low level of job satisfaction (Gupta, 2012; Wiboga, 2018; Wodociag et al, 2021). The purpose of this study was to determine how job satisfaction affects teachers' mobility in Momba District Council, Tanzania.

Literature Review

The term "teacher mobility" in this study refers to a movement of teachers from one duty station to another duty station of desire without any change in position, responsibilities or pay scale. According to Gupta (2012), employees are more likely to seek out alternative solutions once they become unhappy with aspects of their environment and their place of employment. This includes choosing to switch jobs or duty stations in search of greener pastures. On the other hand, mobility is crucial for employees' personal needs and desires such as health related challenges or a need to be closer to family.

Aswathappa (2016) asserts that causes of mobility differ from one organization to the next and from one person to another, disregarding the propensity of workers who have previously worked for a similar or identical organization. The author also says that employees can ask to be transferred to a location where the climate is favorable. Furthermore, family concerns particularly for female employees can be a reason to move to their spouses soon after getting married.

Employee mobility, according to Rao (2018), is a result of both temporary and long-term employee factors. He asserts that employee mobility can be started by employees themselves due to health issues, family issues like caring for elderly parents and the pursuit of higher education. Employees may also request a transfer so they can attend domestic matters in their homes. Moreover, employees may initiate the transfer in order to correct a wrong post. Employees become content with temporal elements after achieving them for a while, but if that satisfaction wears off or diminishes, they can once more need transfer to hunt for new satisfying aspects.

Alderfer ERG's theory classifies human needs into three categories: existence, relatedness and growth. According to Prasad (2013), existence needs include those related to psychological and safety aspects of an individual. Gupta (2012) adds that existence needs are the needs of water, food, and safety. The author further established that existence needs are those related to human existence while relatedness needs are the needs for

social interaction and teamwork at the workplace. Growth needs, on the other hand, are needs for advancements.

Aswathappa (2016) considers such factors as quality education, family issues and culture as contextual factors that can lead employees to raise new demands as individuals tend to engage in a context that satisfies their needs. The study of Paulo et al. (2018) revealed that teachers frequently change jobs in order to pursue new academic opportunities. Other variables that influence teachers moving from one school to another include economic factors, working circumstances and family issues. Faruque (2021) examined the effect of labor mobility on living standards and concluded that mobility is a deliberate tactic used by individuals to place themselves in areas that are appropriate for their lives and careers. The study established that lower-class individuals were quite unsatisfied with living conditions and that migration was influenced by desire to survive. Workers were compelled to relocate to different areas in order to secure social services and escape poverty.

Nyakudzuka and Mapuranga (2014) reported that teacher's mobility in Zimbabwe was influenced by job dissatisfaction that arose from social factors like the need for families to stay together. Findings show that social amenities largely contributed to teachers' mobility in Zimbabwe. The study of Mege (2014) in Kenya established that environmental characteristics affect teachers' mobility. Additionally, mobility intention related to absence of attractive classrooms, laboratories, offices, restrooms, desks and textbooks. Preference to work in easily accessible schools near adequate social services was also found to be a key factor. The study further found that teachers preferred to work in semi-urban or metropolitan settings with better access to social services. The study of Ariko and Othuon (2012) in Kenya established that satisfaction with access to electricity, housing, transport and communication amenities decreased teachers' mobility desires.

Lusingu (2013) discovered that the distribution of primary school teachers in Ruangwa, Tanzania, is connected to teachers' desire to work in their favorite places. The researcher discovered that teachers preferred to work in places where social services like housing and health care facilities are easily accessible. Furthermore, access to electricity, clean water and housing influenced job satisfaction,

which in turn affected students' performance. Mchia (2013) discovered that teachers' mobility was a result of discontent with unappealing work environment and a scarcity of necessities. According to Msusi (2016), a number of teachers concurred that having a suitable place to stay improves their ability to do their jobs and prevents mobility desires. It is suggested that educational authorities and policymakers need to create environments that attract and retain teachers to improve their job satisfaction and lower their mobility.

Methodology

Design

The study used a survey research design. The survey research design is appropriate in this study as it allowed the researcher to easily collect quantitative data and do generalization.

Population and Sampling

The target population of the study was teachers in primary schools in Momba District Council in Songwe Region, Tanzania. Eleven rural primary schools, with 185 teacher's population as seen in brackets, were randomly selected from 79 primary schools: Chilulumo (5), Chitete (17), Ivuna (18), Uwanda (20), Kapele (14), Mkulwe (14), Msangano (20), Momba (19), Chikanamilo (31), Nkangamo (25) and Nzoka (2). From the selected schools, a sample size of 126 teachers was drawn from the population through stratification.

Validity and Reliability

Validity of the instrument was ensured through experts' judgment. The experts ensured that the instruments' content matches with the objective of the study. The reliability test was performed using Cronbach's alpha in order to test the internal consistency of the instrument. The test yielded the Cronbach alpha of 0.862. This implies that, the internal consistency of the measuring instrument was acceptable.

Statistical Treatment of Data

The analysis of data involved binary logistic regression to determine the correlation between the independent and dependent variables.

Findings and Discussion

Demographics of Respondents

Demographic information reveals that 77.5% of the respondents were males while 22.5% were females. Therefore, the majority of respondents were males as compared to female counterparts. The age

ranged from 20 to 30 to 51 and above but the majority were in the age group of 31 to 40 years and the least were in the age group of 51 and above. In terms of educational background, the majority of teachers held bachelor's degrees. The majority (95%) were married while the remaining 4.9% were unmarried. Finally, 3% had worked for lesser than three years, 18.6 for six to eight years, 24.5% for 9 to 12 years and 50% for above 12 years.

Research question: Is there a significant relationship between job satisfaction and teacher's mobility among primary school teachers in Momba District Council?

The research question sought to establish the relationship between job satisfaction and teachers' mobility among primary school teachers in Momba district council. Table 1 shows a substantial correlation between job satisfaction and teacher

mobility as indicated by the odds ratio (Pseudo-R² = 0.1756).

The findings reveal that job satisfaction variables (namely distance from home to office, distance from a place of domicile to a place of work, distance to a place where clean water is available, distance to a place where electricity is available, distance to a place where banking services are available, distance to a place where health services are available, distance to a place where a good house is available, distance to a place where public transportation is available and distance to a place where higher education is available) explain 17.56% of the variance in teachers' mobility while other variables that are not included in this study should account for the remaining 82.44%. The model is statistically significant and therefore has the power to predict teachers' mobility at LR chi² = 23.46, p=0.005.

Table 1: Logistic Regression Results of Job Satisfaction on Teacher's Mobility

Variable Category		Bivariate analysis		Multivariable Analysis	
		Crude Odds Ratio	P-value	Adjusted Odds Ratio	P-value
DHO	No	Ref	-	-	-
	Yes	1.65(0.71-3.84)	0.25	1.45(0.55-3.83)	0.45
DDW	No	Ref	-	-	-
	Yes	1.58(0.70-3.57)	0.27	1.39(0.56-3.45)	0.48
DW	No	Ref	-	-	-
	Yes	1.91(0.83-4.40)	0.128	1.43(0.51-4.07)	.049
DEA	No	Ref	-	-	-
	Yes	1.33(0.59-3.00)	0.49	-	-
DBSA	No	Ref	-	-	-
	Yes	1.06(0.45-2.52)	0.88	-	-
DHSA	No	Ref	-	-	-
	Yes	1.72(0.72-4.07)	0.22	0.82(0.27-2.51)	0.74
DGHA	No	Ref	-	-	-
	Yes	2.50(1.09-5.73)	0.03	2.46 (1.03-5.88)	0.043
GPT	No	Ref	-	-	-
	Yes	1.01(0.42-2.38)	0.99	-	-
HE	No	Ref	-	-	-
	Yes	3.97(1.69-9.33)	0.002	3.92(1.64-9.39)	0.001

Pseudo-R² = 0.1756, LR chi² = 23.46, p=0.005

Where:

- DHO = Distance from home to office
- DDW = Distance from a place of domicile to a place of work
- DW = Distance to a place where clean water is available
- DEA = Distance to a place where electricity is available
- DBSA = Distance to a place where banking services are available
- DHSA = Distance to a place where health services are available
- DGHA = Distance to a place where a good house is available
- GPT = Distance to a place where public transportation is available
- HE = Distance to a place where higher education is available

Bivariate and multivariable analysis were included in a single table to offer a broad understanding of the data and highlight the impact of confounding factors

in the analysis. Further, it helped to visualize how variables relate both individually and when accounting for other variables. In the table, variable

category indicate whether teachers were satisfied or not satisfied for each specific job satisfaction variable used in this study. Crude Odds Ratio (COD) in bivariate analysis signifies the Odds of teachers mobility when job satisfaction is not satisfied compared to when it is satisfied. P-value denotes statistical significant relationship between job satisfaction and teachers mobility.

Results of distance to a place where a good house is available DGHA in table one reveal that AOR=2.46, $p=0.043$. Results imply teachers who are not satisfied with the distance to a place where a good house is available are 2.46 times more likely to be mobile compared to those who are satisfied with the distance to a good house. The results imply that decent houses were not available closer to employment areas. The findings correlate those by Lyimo (2014) that Tanzanian Local Government Authorities' employees preferred to reside far away from their workplace to secure decent and reasonably priced housing. This is because houses around their working places were having poor bathrooms, electricity and water supply systems.

Furthermore, results regarding distance to a place where higher education (HE) is available in table 1 (AOR=3.92, $p=0.001$) imply teachers who are not satisfied with the distance to a place where higher education is available are 3.92 times more likely to be mobile compared to those who are satisfied with the distance to a place where higher education is available. Possibly, this is a matter of career progression, where teachers prefer to work adjacent to location where higher education services are available in order to develop themselves and get qualifications that empower. The findings are supported by those by Nyakudzuka and Mapuranga (2014) which revealed that teacher's mobility in Zimbabwe is influenced by the need to look for better education.

On the other hand, the p-value for the rest of independent variables (distance from home to office (DHO), distance from a place of domicile to a place of work (DDW), distance to a place where clean water is available (DW), distance to a place where health services are available (DHSA) is greater than the critical value and therefore the variables did not affect the teacher's likelihood to move from one school to another.

Conclusion and Recommendations

The study concludes that teachers who are not satisfied with distance to places where a good

houses are found are more likely to be mobile compared to those who are satisfied with the distance to good houses. Similarly, teachers who are not satisfied with the distance to a place where higher education is available are more likely to be mobile compared to those who are satisfied with the distance to a place where higher education is available. Distance from home to office, distance from a place of domicile to a place of work, distance to a place where clean water is available and distance to a place where health services are available did not influence teachers' mobility. The study, therefore, recommends that the management of the Momba District Council in collaboration with local communities should improve conditions of living in terms of constructing attractive houses, which will extinct teachers' desires to move to schools located near good houses.

Reference

- Ariko, C. O., & Othuon, L. O. (2012). Minimizing Teacher Transfer Requests: A Study of Suba District Secondary Schools, Kenya. *International Journal of Educational Administration and Policy Studies*, 4(2), 61-69.
- Aswathappa, K (2016). *Human Resources Management (Text and Cases)*. (7th Ed.). McGraw Hill Education Private Ltd, New Delhi, India.
- Faruque, O. (2021). The Impact of Labor Mobility on Living Standard: an Empirical Study on the Northern Region of Bangladesh. *Global Disclosure of Economics and Business Journal*, 10(1), 1-16.
- Green, F. (2010). Well-being, job satisfaction and labour mobility. *Labour Economics*, 17(6), 897-903.
- Gupta, C. (2012). *Human Resources Management (13th Ed.)*. Sultan Chand and Sons, New Delhi, India.
- Lusingu, J. (2013). Factors for unequal distribution of primary school teachers in Ruangwa District council, Tanzania. *Journal of Education and Practice*, 4(26), 98-107.
- Lyimo, G. E. (2014). Analysis of teachers' low payments in Tanzania. A case study of public secondary schools in Moshi Rural District. *International Journal of Education and Research* 2(2), 1-14.
- Marwa, C. M. (2016). Analysis of factors leading to teacher's turnover in rural district councils. A case

- study of Simanjiro district council. Doctoral dissertation, Mzumbe University.
- Mchia, L. E. (2013). Factors affecting Teachers Turnover in the Public Secondary Schools in Ruangwa Rural District council. Master's thesis. The Open University of Tanzania.
- Mege, C. A. (2014). Influence of school environmental factors on teaching-learning process in public primary schools in lower Nyika Division, Homa-Bay District, Unpublished MED Dissertation, University of Nairobi, Kenya.
- Msusi, K. L (2016). The Influence of Incentives and Rewards on Teachers Work Performance in Mbeya Region, Tanzania. Master's thesis. The Open University of Tanzania.
- Nyakudzuka, J., & Mapuranga, B. (2014). Geographical labor mobility among teachers in Zimbabwean schools. *International Journal of Humanities Social Sciences and Education*, 1(2), 1-16
- OECD (2020). TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/19cf08df-en>.
- Paulo, E. G., Wanpeng, L. & Judicael, I. K (2018). Factors Influencing Teacher Mobility in Uíge-Angola: Theoretical Analysis. *Scientific and Academic Publishing Journal*, 8(2), 21-31.
- Prasad, L. (2013). *Human Resource Management*. (3rd Ed). Sultan Chand and Sons, New Delhi, India.
- Rao, P. S (2018). *Essentials of Human Resources Management and Industrial Relations (Text, and Games)*. (5th Rev Ed). Himalaya Publishing House, Pvt Ltd, Mumbai.
- Waititu, G. (2013). Analysis of the Factors Influencing Turnover of Teachers in Public High Schools in Limuru District, Kenyatta University, Kenya.
- Wiboga, M. (2018). Employee Mobility in Public Institutions in Tanzania: Lesson from Selected Institutions in Ilala Municipality, Dar es Salaam. *Business Education Journal*, 2(1), 1-11.
- Wodociag, S., Dolce, V., & Molino, M. (2021). Cross-border and sedentary workers' job satisfaction. *Personnel Review*, 51(4), 1314-1335. <https://doi.org/10.1108/PR-04-2020-0303>.
- Xing, X., & Yang, Z. (2003). Determinants of Voluntary Job-to-Job Mobility. *Research Collection School of Economics*, 1-22. Available at [https://ink.library.smu.edu.sg/soe_research/686]. Accessed on 25/10/2022.