

Impact of Extrinsic Factors on Teacher Job Dissatisfaction in the South Central Region of Botswana

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Abstract

Low levels of teachers job dissatisfaction, low morale, low motivation low status and an attitude that regards teaching as a last resort employment characterized teaching in Botswana. These problems persist despite various attempts by government to address them. This study therefore investigated the factors influencing teachers' job dissatisfaction in the South Central Region of Botswana. The study adopted an inferential survey using a purposeful random sampling of 314 teachers in Gaborone city, Kgatleng, Kweneng and South East districts. The purpose of this study therefore, is to identify, document and classify the nature, extent and patterns of teachers' job dissatisfaction in South Central Region of Botswana; to explore the factors for teachers' job dissatisfaction and find out whether extrinsic job related variables have any influence on teachers' job dissatisfaction. Four research questions were posed and answered in this study. From this research questions, twenty four hypotheses were raised and tested at the 0.05 alpha level. Job dissatisfaction is taking a toll on teachers as reported in the National Commission on Education in 1993 that teachers were struggling to cope with enormous amount of dissatisfaction and job stress because they felt they were to keep up with demands of their job to such a point that many were reaching burnout levels. The study included a comprehensive review and a critical analysis of research and literature on levels of teacher job dissatisfaction. The study is an inferential survey that investigated the impact of extrinsic factors influencing teacher job dissatisfaction in the South Central Region. A purposive random sampling of 314 teachers from twelve schools was drawn from the Region. Two research instruments, a six (6) point likert type questionnaire and an interview schedule were developed and used in collecting the research data. These were used to measure extrinsic physiological factors and administrative variables as well as teachers' level of job dissatisfaction. A Cronbach alpha analysis of the questionnaire gave a reliability coefficient of 0.89. The data collected were analysed using both descriptive statistics and inferential statistics such as t-test, analysis of variance (ANOVA) and pearson correlation at 0.05 level of significance. The results showed that the level of dissatisfaction for teachers was high and was due to different external work-related factors. The study confirmed that teachers were highly dissatisfied with their teaching job due to extrinsic factors. Furthermore, external work-related factors significantly influenced teachers' level of job dissatisfaction. The study concluded that teachers in the South Central Region of Botswana were experiencing high levels of job dissatisfaction owing to external work-related factors which, imparted on the teaching process. Such factors include workload, salary, promotion, training and many others.

Keywords: Level of job dissatisfaction workload, Salary, Promotion, level of training.

Background

The study sets out to outline the impact of factors influencing teacher job dissatisfaction in the South Central Region of Botswana. The study aims to show how geographical location and social structure of the community the schools are built has influence on their level of job dissatisfaction.

The problems related to the education in Botswana are many and varied. It is therefore important to have a basic knowledge of the history and traditions of a country as these are necessary for an understanding of its education system. A given context critically affects the teachers' style of teaching in schools. This context assists one to know the forces and attitudes governing its social organization and the political and economic conditions, which are determinants of its own development (Eckstein, 1988, Mokete, 1996). This means it will also be proper to know what is going on within schools and their classrooms which are to a large extent a reflection of cultural forces and factors that are underlying the whole education system. Based on a similar consideration, Kazamias and Schwarts (1977) thought that there was a need for one to view teachers' job holistically and to be sensitive to its cultural context in order to understand it.

In the colonial era, most of the teachers in Botswana were expatriates, but soon after independence, schools were left in the hands of unqualified teachers. This meant that some of the teachers with little or no experience and training were appointed as school heads at secondary school level. Since these teachers were not exposed to administrative training many weaknesses in the educational system remained unresolved. Comparative studies have demonstrated that nations which enjoy high levels of wealth, productivity and advanced technology not only possessed school systems that instructed all their young people up to a level that ensured general literacy, but also made available extensive opportunities for various forms of secondary, higher and adult education (Eckstein, 1988).

In Botswana, education has a definite role to play in development because it is aimed at providing the skills needed to improve the economy, for employment, and for improving the quality of life. Education may be viewed as a socialization process through which values, norms and skills are transmitted. The potential for education to play such a key role will be dependent, to some extent, on the quality of teachers as mentors of the education system (Botswana, 1993, Chang, 2001). According to Woods and Weasmer (2002) improving teachers' job satisfaction is paramount in an era when 50% of the new teachers drop out in the first five years. They burst into their classrooms confident they will touch their students' lives and inspire them to learn. However, lack of administrative and collegial support, budget constraints, a flagging sense of personal teaching efficacy and a controlled curriculum often destroyed their enthusiasm (Botswana, 1993). Teachers' roles are those actions that teachers take to promote growth of students' learning.

In another perspective the commission ascribed the quality of education to the quality of teaching. Effective teaching is possible where teachers have high morale, motivation and commitment and derive satisfaction from their work. The ten year basic education brought with it indiscriminate promotion of children from standard one to form three without taking into consideration academic performance. The teachers in community junior secondary schools as implementers of the new curriculum were tasked with the duty of teaching children from primary schools who could not read well or write properly and were also unable to communicate clearly in English. While Setswana is a national language, English is an official language of Botswana; hence every literate Botswana is expected to be able to communicate in Setswana as well as in English language. English speaking is necessary as majority of subjects are taught in that language. The children from primary schools move on to

community junior secondary schools with a wide range of abilities. The teachers find themselves having to cope with how best they could handle these various kinds of learners because the majority of teachers have not studied special education. This factor seems to have affected the teachers' morale, performance and satisfaction. The class sizes have also been enlarged due to the swelling numbers of completers coming from primary schools. This has resulted in teachers having to face the challenge of handling large classes with learners of a wide ability range, culminating in teacher frustration, high teacher turnover and reduction in effectiveness.

The problem of poor teaching and poor quality education was identified in the two commissions of 1977 and 1993. Despite the commissions' review and subsequent recommendations, the government has not done much to boost the teaching profession, but has rather increased the agony of teachers. This has consequently accelerated the pace of teacher movement to other professions. Despite all these, the Botswana government took major strides to improve the morale, status and conditions of service for teachers. These included replacing the responsibility allowance with salaries, replacing national provident fund with pension scheme, grading of schools according to size, increasing posts of responsibility, eliminating disparities with the civil service and strengthening in-service training (Motswakae, 1996; Botswana, 1993). Unfortunately, the National Commission on Education of 1993, after all these incentives, still reported a high teacher dissatisfaction rate, low morale and poor status of the teaching profession. All these programmes had good intentions but failed to take root at the implementation stage as a number of problems started to surface and this caused an outcry among teachers who were disadvantaged not by the policies, but by disparity in or poor implementation of policies. While other public officers benefited greatly from all these schemes, the teachers were left in the cold and many task forces were set up to try and resolve the crisis bedeviling the education system (Botswana, 1991; 1993 & 1996).

Botswana has since independence not experienced a nationwide teachers strike until the year 1990, 2002 and 2010, implying that there was at the beginning of the 21st century a flaw in Botswana's education policy and its implementation. According to the National Commission on Education (Botswana, 1993) a normal and healthy school situation, where consultations and communications are taken as the bedrock of running the institution, the issues arising during the delivery of service are attended to without prejudice and all cases of strikes avoided at all cost. Strikes come about as a last resort used by dissatisfied workers. The public explains many of the strikes that occurred in Botswana as due to situations resulting from a disgruntled group of people who feel their concerns were not fairly addressed. In 1990, some primary school teachers calling themselves "Job Evaluation Unsatisfied Teachers" (JEUT) went on strike to express their disappointment and frustration at the outcome of the committee that was looking at public servants salaries. This committee underrated the primary school teacher salaries, hence the strike by this group of teachers. This strike resulted in the formation of a task force in 1991 to look into the grievances of the teachers, but its recommendations were not accepted and teachers continued disappointed and frustrated. The failure to address teachers' concerns about their teaching job and work life has been increasing their frustrations over the years that followed 1990 strike. The 1993 Commission on Education revealed that teacher's low morale and poor motivation contributed significantly to their lack of commitment and job dissatisfaction.

Research shows that the work attitudes of teachers in developing countries are not improving and productivity is low (Mwanalushi, 1992, Costello, 2001). Teaching in Botswana is characterised by low morale, low status, and an attitude that regards the teaching profession as a last resort (Botswana, 1993).

It is important to acknowledge that the teachers in this country are disgruntled despite all the attempts by government and it is clear that teachers' dissatisfaction and low levels of

motivation and morale are worrisome as there has been a mention of them in the two National Commissions of Education (Botswana, 1977, 1993), which influenced the contents of the Botswana National Policy on Education (Botswana, 1994). It seems the previous remedies did not help save the image of the profession in any way as the problem is still rampant among the teachers and cannot be ignored. This problem of dissatisfaction among teachers needs to be further investigated to find out the causes of teacher job dissatisfaction in the community junior secondary schools.

This study was designed to investigate the impact of factors influencing teacher job dissatisfaction in Botswana, with schools in the South Central Region as focus.

The following research hypotheses will be tested in an attempt to sought answers to the research questions:

1. Teachers in the South Central Region of Botswana are significantly dissatisfied with their job.
2. There is a significant sex influence on teachers' level of job dissatisfaction
3. Age has a significant influence on the level of teachers' job dissatisfaction.
4. The post of responsibility held by a teacher has a significant influence on his/her level of job dissatisfaction.
5. The location of the school has a significant influence on teachers' level of dissatisfaction.
6. Availability of training opportunities for teachers has a significant influence on their level of job dissatisfaction.
7. There is a significant influence of the quality of supervision on teachers' level of job dissatisfaction.
8. Workload has a significant influence on teachers' level of job dissatisfaction.
9. The nature of relationship with colleagues in the school has a major influence on teachers' level of dissatisfaction.
10. Prospects for Promotion opportunities in the teaching profession has a significant influence on teachers' level of job dissatisfaction
11. The salary received by teachers has a significant influence on their level of job dissatisfaction.

Significance of the Study

Investigating the impact of extrinsic factors influencing teacher job dissatisfaction might have multiple benefits to the profession. The study will be of significance to a variety of interest groups. It is crucial to find out the factors influencing teacher job dissatisfaction in community junior secondary schools for the purpose of establishing properly directed educational policies for use by policy makers and policy implementers. It is pertinent to carry out this study now, since the teaching profession is looked down upon by the society and the level of disgruntlement among teachers is worrisome.

Research Methodology

There is a general concern today about much research not being accessible and intelligible to practitioners because it does not address what they perceive as their own problems (Ruduck & Hopkins, 1985; Thompson, 1985). A priority of this study is to combine quantitative and qualitative approaches to research. The latter, which pays attention to the participant's interpretations of their experiences, would comprise the tint of qualitative description data. It draws much from Hursel's philosophy that 'we can only know what we experience by attending to perceptions and meanings that awaken our conscious awareness' (Paton, 1985, p. 69). The meaning of Hursel's philosophy is that we can understand an organizational

phenomenology through studying how its people describe and experience things through their own senses. In this study, the researcher felt that the use of a survey inferential approach was more appropriate, especially, when one opts to study different perceptions of teachers spread throughout a wider area and what these teachers see as the factors that influence their job dissatisfaction. The study embarked on the description of an entire population teachers in the South Central Region of Botswana, based on what is observed in schools in different locations. The population of this study consisted of all qualified teachers teaching in the South Central Region of Botswana. A stratified random sampling technique was used. The Botswana types of settlements are categorized into towns, major villages and minor villages. Four schools were chosen from each of these categories. Therefore a purposive random sampling technique was applied in selecting the teachers to be respondents in this study.

The following instruments were used in this study: questionnaire, interviews and observations

Data Collection and Analysis

In planning any study, negotiation of access becomes fundamental to the success of the research process (Burges, 1983). Wolcott (1971) points out that in order to openly conduct a study, particularly in schools, permission has to be sought from the powers that be at school levels. This access, normally, can influence relation between the researcher and the researched and ultimately, the type of information one is likely to obtain. After data preparation, the raw data were analysed using Statistical Package for Social Sciences (SPSS) version 12.5 to test the relevant hypotheses.

Results and Interpretation

This section reports on the findings based on the results from the statistical analysis of data done to test the relevant research hypothesis posited for the study. Such data were generated from the teachers' responses to the closed ended questionnaire. Determining the frequencies, means, standard deviations and performing t-test and one-way analysis of variance were done on the data collected. All the twenty four research hypotheses were restated and tested in the null form at an alpha level of 0.05. The hypothesis-by-hypothesis analyses of the data collected for this study are presented below.

Hypothesis 1

Teachers in the South Central Region of Botswana are not significantly dissatisfied with their job.

To test this hypothesis a population t-test of single mean was done on the data collected from the teachers as measures of their level of job dissatisfaction. The results from the analysis showed a substantive mean difference between the population mean of 17.5 and the sample mean of 21.14 (see Table 1). When a t-test analysis was done to compare these means it gave a t-value of 19.74, which was found to be bigger than the critical t-value of 1.98 given a significance level of 0.05 and 254 degrees of freedom. This result led to the rejection of the null hypothesis that the teachers are not significantly dissatisfied. These results show that teachers in South Central Region of Botswana are significantly dissatisfied with their job.

Table 1: Population t-test Analysis of the Level to which Teachers from South Central Region of Botswana are Dissatisfied with their Job

Variable	Population mean	Sample mean	Std Dev.	df	t-value	p<
Level of job	17.5	21.14*	2.94	254	19.74	.000

 dissatisfaction

* $p < .05$; $df = 254$; critical $t = 1.98$

Hypothesis 2

In the null form this hypothesis indicates that there is no significant sex influence on teachers' perception of their level of job dissatisfaction.

To test this hypothesis given two levels of gender an independent t-test statistical analysis was done to compare the level of job dissatisfaction perceived by male to that perceived by female teachers (see Table 2). This analysis shows that there were 117 male teachers and 138 female teachers. While such perceptions by male drew a mean of 20.98 that for female resulted in a mean score of 21.27.

Table 2: Independent t-test Analysis of Difference in level of job dissatisfaction by teachers of different gender

Gender	n	Mean	Std Dev.	t-value	df	p<
Male	117	20.98	3.14	-.770	253	.442
Female	138	21.27	2.77			
Total	255	21.14	2.94			

*Not significant at 0.05 level; critical $t = 1.98$

When the two means were compared, a t-value of -0.770 resulted from the independent t-test analysis with 253 degrees of freedom and significance level of .442. Since this observed t-value was found to be lower than the critical t-value of 1.98, the null hypothesis was not rejected. In other words there is no significant sex influence on teachers' level of job dissatisfaction. Both male and female teachers from the South Central Region of Botswana do not differ significantly in their level of job dissatisfaction.

Hypothesis 3

In the null form, this hypothesis states that age has no significant influence on the level of teacher job dissatisfaction.

In testing this hypothesis a statistically analysis comparing the mean level of job dissatisfaction between teachers of age 25-35 years and that of those aged 36 years and above was done using independent t-test analysis (see Table 3). The results from Table 7 indicates that a large majority of teachers in community junior secondary school in the South Central Region of Botswana are mainly young with an age range of 25-35 years and few who aged 36 years and above. The independent t-test analysis was used since there were two independent groups to compare. From Table 7 the statistical comparison gave a calculated t-value of 1.71 with 253 degrees of freedom.

Table 3: Independent t-test Analysis of Difference in level of job dissatisfaction by teachers with different age range

Age	n	Mean	Std Dev.	t-value	df	p<
25-35 years	188	21.32	2.72	1.71	253	.09
36 years & above	67	20.61	3.47			
Total	255	21.14	2.94			

*not significant at 0.05 level; critical $t = 1.98$

This calculated t-value was seen to be lower than the critical t-value of 1.98. Basing on this revelation the null hypothesis was not rejected. This means that teachers within this two age range did not differ significantly in their level of job dissatisfaction. It is concluded that the observed differences between young and old in teachers' perception in the level of teachers' job dissatisfaction is not significant. In other words teachers' level of job dissatisfaction in community junior secondary school is not influenced by their age.

Hypothesis 4

In the null form this hypothesis has it that teachers level of job dissatisfaction do not differ significantly among teachers holding different post of responsibility.

To test this hypothesis, one-way analysis of variance (ANOVA) was done (see Table 4). Such comparison gave an F-ratio of 2.20 at 3 and 251 degrees of freedom, indicating that no significant difference in level of job dissatisfaction among teachers with different post of responsibility. This was also confirmed by the p-value which was greater than 0.05, hence the null hypothesis of no significant difference among teachers holding different post of responsibility was retained. This findings means that post of responsibility did not influence teachers' level of job dissatisfaction.

Table 4: One-way ANOVA of Influence of Perceptions of Post of Responsibility on Teachers' Level of Job Dissatisfaction

Perceived level of post of responsibility	n	Mean	Std. Dev.
Assistant teacher	165	21.41	2.64
Senior teacher	71	20.72	3.46
Head of department & Deputy school heads	19	20.32	3.22
Totals	255	21.14	2.94

Sources of variations	Sum of squares	df	Mean square	F	p<
Between groups	37.749	2	18.874	2.20	.113
Within groups	2162.447	252	8.581		
Total	2200.196	254			

*Not significant $p > .05$, critical $F = 3.00$, $df = 2 \& 252$

Hypothesis 5

In the null form this hypothesis states that there is no significant influence of the location of schools on teachers' level of job dissatisfaction.

The testing of this hypothesis involved comparing statistically the mean level of job dissatisfaction across teachers in three locations. Since there were more than two groups of school locations, one-way analysis of variance was done to compare these means (see Table 5).

Table 5: One-way ANOVA of influence of perceptions of Location on teachers' level of job dissatisfaction

Location	n	Mean	Std. Dev.
Town	91	20.74	3.13
Major village	91	21.07	3.09
Minor village	73	21.73	2.41

Total	255	21.14	2.94		
	Sum of Square	df	Mean square	F	p<
Between groups	40.401	2	20.200	2.36*	.097
Within groups	2159.795	252	8.571		
Total	2200.196	254			

*Not significant $p > .05$; critical $F = 3.00$; $df = 2$ & 252

The results gave F-ratio of 2.357 with 2 & 252 degrees of freedom 2 and 252 and a significant level of 0.097, indicating that there is no significant difference in teachers' level of job dissatisfaction in relation to the location of the school they work. With this result the null hypothesis was retained.

This means that location of schools does not significantly influence their level of job dissatisfaction. The findings also reveal that the means of the three locations did not show any substantive differences, even though teachers in the minor villages were the most dissatisfied, followed by those in major villages and teachers from the towns were the least dissatisfied according to the means.

Hypothesis 6

This hypothesis in the null form states that teachers with different perceived level of availability of training opportunities do not differ significantly in the level of job dissatisfaction.

The testing of this hypothesis involved comparing statistically the mean level of job dissatisfaction across three groups of teacher with different perceived level of availability of training opportunities for teachers. One-way analysis of variance was done to compare these means (see Table 6).

Table 10 below presents the results of a one-way ANOVA of the influence of perception of teachers on level of availability of training opportunities on teachers' level of job dissatisfaction.

Table 6: One-way ANOVA of influence of perception of level of availability of training opportunities on teacher level of job dissatisfaction

Perceived level of availability of training opportunities	n	Mean	Std. Dev.		
Low	102	21.82	1.52		
Average	78	22.03	1.86		
High	75	19.28	4.24		
Total	255	4.24	2.94		
Sources of variations	Sum of squares	df	Mean square	F	p<
Between groups	368.304	2	184.152	25.33	.000
Within groups	1831.892	252	7.269		
Total	2200.196	254			

*Significant $p < .05$; critical $F = 3.00$; $df = 2$ & 252

The analysis showed that the mean level of job dissatisfaction for teachers who perceived low level of availability of training was 21.82; for those also who perceived average level of job dissatisfaction it were 22.03 and for those who perceived level of availability of training to be high, it was 19.28.

An ANOVA comparison of these means gave an F-value of 25.33 which was seen to be higher than the critical F value of 3.00 for $df = 2 \& 252$ at 0.05 level of significance. This observation led to the rejection of the null hypothesis. In other words, the level to which a teacher perceived that training opportunity is available in teaching significantly influences his/her level of job dissatisfaction. Judging from the sizes of the mean levels of job dissatisfaction by the three groups, it could be said that according to teachers' perception, the higher the availability of training opportunity tends to be, the lower teachers job dissatisfaction.

Given that the F-value is significant there was the need to find, which pair of the three means differ significantly from each other. To do this a multiple comparisons using the least significant difference (LSD) analysis was carried out and the results are presented in Table 7.

Table 7: Multiple comparison LSD Analysis of influence of level of availability of training opportunities on teachers' level of job dissatisfaction

(I) level of availability of training opportunities	(J) level of availability of training opportunities	Mean difference (I-J)	Std. error	t-value	p<
Low	Average	-.202	.406	-.498	.619
	High	2.543*	.410	6.202	.000
Average	Low	.202	.406	.478	.619
	High	2.745*	.436	6.300	.000
High	Low	-2.543*	.410	-6.202	.000
	Average	-2.745*	.436	-6.300	.000

*the mean difference is significant at the 0.05 level

This analysis showed that teachers who perceived the level of availability of training opportunity in teaching to be high showed a significantly lower level of job dissatisfaction than those who perceived such opportunity to be low ($t = -6.202$) or to be average ($t = 6.300$). Comparisons of the other groups did not produce significant results.

Hypothesis 7

In the null form, the hypothesis states that there is no significant influence of the quality of supervision on teachers' level of job dissatisfaction.

To test this hypothesis a Pearson correlation analysis was carried out between the level of teachers' perception of both quality of supervision and their level of job dissatisfaction (see Table 8).

The analysis yielded an observed correlation value $r = -.502$ which was found in absolute value to be higher than the critical r-value of .195 for 0.05 and 253 degrees of freedom. Based on this observation, the null hypothesis was rejected. This means that teachers' perception of the quality of supervision significantly relates to the level of teachers job dissatisfaction.

Table 8: Pearson correlation of the quality of supervision on teachers' level of job dissatisfaction ($n = 255$)

Variables	Level of teachers' job dissatisfaction	Quality of supervision
Level of teachers' job dissatisfaction	1.000	-.502*
Quality of supervision	-.502*	1.000

p < (2-tailed)

.000

*significant at .05 level; critical t-value = 1.95

The negative value of the correlation indicates that two values are inversely related, that is the higher the quality of supervision is, the lower the level of teachers' job dissatisfaction tends to be. This means that high levels of teachers' job dissatisfaction are associated with the low levels of supervision. In other words if the quality of supervision is poor, the level of job dissatisfaction will be high. This indicates that teachers in community junior secondary school in the South Central Region of Botswana are highly dissatisfied with the quality of supervision at school level.

Hypothesis 8

In the null form, this hypothesis states that the size of teachers' workload does not significantly influence their level of job dissatisfaction.

Testing this hypothesis involved a comparison of the mean level of job dissatisfaction across three groups of teachers with different perception of size of workload for teachers. One-way analysis of variance was carried out to compare these means (see Table 9)

Table 9: One-way ANOVA of influence of perceptions of level of workload on teachers' job dissatisfaction

Perceived level of workload		n	Mean	Std Dev.	
Low		28	23.04	.96	
Average		90	21.92	1.63	
High		137	20.23	3.50	
Total		255	21.14	2.94	
Sources of variations	Sum of square	df	Mean square	F	p <
Between groups	268.251	2	134.125	17.50*	.000
Within groups	1931.945	252	7.666		
Total	2200.196	254			

*Significant p < .05; critical F = 3.00; df = 2 & 252

The outcome of the analysis showed that the mean level of job dissatisfaction for teachers who perceived low level of workload was 23.04 (Std. Dev. = 0.96); for those who perceived average level of workload was 21.92 (Std. Dev. = 1.63) and for those who perceived level of workload to be high, it was 20.23 (Std. Dev. = 3.50).

The comparison of these means through analysis of variance gave an F-value of 17.50 which was seen as higher than the critical F-value of 3.00 for 2 & 252 degrees of freedom at 0.05 alpha level. The above results led to the rejection of the null hypothesis. These results indicate that the level to which teachers perceived this size of workload in teaching significantly influences their level of job dissatisfaction. That is to say, according to teacher's perception, the higher their size of workload, the higher their level of job dissatisfaction.

Given that the overall F value is significant there was the need to find which pair of the three means differ significantly from each other. To do this, a multiple comparisons least significant difference (LSD) analysis was carried out and the results presented in Table 10.

Table 10: Multiple Comparisons LSD Analysis of influence of level of workload on teachers' level of job dissatisfaction

(I) Level of workload	(J) Level of workload	Mean difference (I-J)	Std error	t-value	p<
Low	Average	1.113	.599	1.858	.064
	High	2.802*	.574	4.881	.000
Average	Low	-1.113	.599	-1.858	.064
	High	1.689*	.376	4.492	.000
High	Low	-2.802*	.574	-4.881	.000
	Average	-1.689*	.376	-4.492	.000

*the mean difference is significant at 0.05

The results indicated that teachers who perceived their size of workload in teaching to be high showed a significantly high level of job dissatisfaction than those who perceived workload to be low ($t = 1.858$) or average ($t = -4.492$). Comparisons of the other groups did not produce significant results.

4.18 Hypothesis 9

This hypothesis in the null form states that the nature of relationships with colleagues in the school has no significant influence on teachers' job dissatisfaction.

Testing this hypothesis called for the correlation of the nature of relationship with colleagues as perceived by the teachers and the level of their job dissatisfaction. This was done using the Pearson correlation analysis (see Table 11)

The resulting correlation value was $-.464$ and this was found to be, in absolute value, higher than the critical t -value of $.195$ for $.05$ alpha level and 253 degrees of freedom. Based on observation the null hypothesis was rejected. Hence to the teachers in community junior secondary schools in the South Central Region of Botswana their nature of relationship with colleagues has a significant influence on their level of job dissatisfaction

The negative value of the correlation indicates this relationship is inverse. That is the better the nature of relationships with their colleagues the lower their level of job dissatisfaction. One can then say that the nature of relationship among teachers is poor, hence the high level of teachers' job dissatisfaction.

Table 11: Pearson correlations of the nature of relationships with colleagues in the school on teachers' level of job dissatisfaction ($n = 255$)

Variable	Level of teachers job Dissatisfaction	Relationship with colleagues
Level of teachers' job dissatisfaction	1.000	$-.464^*$
Relationship with colleagues $p < (2\text{-tailed})$	$-.464^*$	1.000 .000

*Significant at $.05$; critical $r = .195$; $df = 253$

4.21 Hypothesis 10

In the null form this hypothesis states that teachers' perception of promotional opportunities in the teaching profession have no significant influence on teachers' job dissatisfaction.

The testing of this hypothesis involved carrying out a Pearson correlation analysis between the level of teachers' perception of both the level of promotional opportunities and their level of job dissatisfaction (see Table 12).

Table 12: Pearson correlations of teachers' perception of promotional opportunities in relation to teachers' level of job dissatisfaction (n =255)

Variables	Level of teachers job Dissatisfaction	Promotional opportunities
Level of teachers' job dissatisfaction	1.000	-.497*
Promotional opportunities p< (2-tailed)	-.497*	1.000 .000

*Significant at .05; critical r = .195; df =253

The analysis gave an observed correlation value of $r = -.497$. This, in absolute value, was found to be higher than the critical r-value of .195 given .05 significance level and 253 degrees of freedom. Based on these results the null hypothesis was rejected. That is to say, teachers' perception of the promotional opportunities significantly relates to the level of teachers' job dissatisfaction. In other words there is a significant association between promotional opportunities and level of teachers' job dissatisfaction.

4.23 Hypothesis 11

In the null form this hypothesis has it that teachers' salary has no significant influence on their level of job dissatisfaction.

Testing this hypothesis called for finding the relationship between teachers' level of job dissatisfaction and their salary. This was done by carrying out a Pearson correlation analysis (see Table 13) between the two variables.

The analysis gave a correlation value of $r = -.483$. The absolute value of this value was found to be higher than the critical r-value of .195 given .05 significance level and 253 degrees of freedom. Based on this observation the null hypothesis was rejected. That is to say, teachers' perception of their salary significantly relates to the level of their job dissatisfaction. The negative value of the correlation indicates that the two values are inversely related. That means that the higher the salary received by teachers, the lower the level of dissatisfaction tends to be.

Table 13: Pearson correlations of salary in relation to teachers' level of job dissatisfaction (n=255)

Variables	Level of teachers job Dissatisfaction	salary
Level of teachers' job dissatisfaction	1.000	-.483*
Salary p< (2-tailed)	-.483*	1.000 .000

*Significant at .05; critical r = .195, df = 253

Discussion and Conclusions

The discussion of the results is presented according to the research questions and variables influencing teachers' level of job dissatisfaction. Since dissatisfaction is considered a

constellation of attitudes, the research questions and the different job dissatisfaction facets were used to break down the discussion into manageable units.

The causes of their job dissatisfaction were varied, hence influencing them to desire to leave the profession. The fact that the sample mean was greater than the population mean indicates that teachers were highly dissatisfied with the teaching profession, as such this high level of dissatisfaction among teachers has a greater influence at their willingness to leave the profession. This confirms the findings by Woods and Weasmer (2002) that if teachers work place is not conducive to them it will influence their desire to quit.

Costello (2001) noted that dissatisfaction among teachers was a result of the work design and work place management. The fact that teachers were concerned with the conditions of service and poor recognition for the job done positively contributed to the dissatisfaction with their chosen career. It must be noted that recognition is seen as an ingredient of motivation to individuals to achieve superior performance. This means that failure to recognize the effort of teachers and reward them accordingly may be counter productive. It must be noted that level of dissatisfaction among teachers can contribute to teacher stress, low morale and can also result in emotional and physical fatigue, as such, result in reduction in work motivation. If teachers feel overly dissatisfied, this can result in erosion of one's beliefs, sense of purpose and enthusiasm.

The study reported a dramatic change in attitudes of teachers seeking to quit teaching and get more financially rewarding jobs with less stress in other sectors where their contribution could be appreciated and valued. This was reflected by the number of teachers who indicated their willingness to leave teaching. The reasons for the willingness of teachers to quit teaching and join other sectors were mainly due to the pressures and demands put on them by those in leadership without any recognition for the job they have done. The study revealed widespread unhappiness at work among teachers and this has raised doubts about findings in studies by Mokete (1997) that most teachers were satisfied with their teaching job.

According to Botswana (1993) job dissatisfaction is potentially a major problem for the teaching profession in Africa, hence has personal and organizational consequences. He noted that a disgruntled teacher might suffer more stress, be absent from work more often, and be more likely to leave the profession. Such conditions also result in lower productivity for the school, in addition to incurring the cost of replacing the stressed teacher. These sentiments confirm the negativity of the teaching cadre in community junior secondary school towards their employer and other supervising officers from the Ministry of Education.

It is critically important that teachers continue to work smarter than harder. In general teachers are not satisfied with their own pay and terminal benefits. They believe that their benefits were inadequate for their needs as compared to those of the other professionals who have to work for only eight hours. They feel underpaid and not appreciated for the service they offer to this nation. Teachers feel they get no acknowledgement for their own initiatives and efforts to improve the educational standards. This was revealed by the fact that the teachers were worried by the monitoring system from the Ministry of Education. Findings of this study confirm report by the National Commission on Education (1994), which recommended for the department of inspectorate to help monitor the work of teachers regularly. They noted that this was somewhat disturbing given the effort teachers put to improve education standards in this country. In this case the profession needs to be revamped if it is to yield useful results for our students' benefit. Teachers expressed dissatisfaction with the promotion and training policies, which they indicated were not closely implemented.

The study has revealed that work conditions such as administrative leadership and support, poor school climate, lack of teacher autonomy in the classroom, student behavior and lack of parental support were directly associated with teacher job dissatisfaction. Each of these

factors shows a strong negative relationship with job dissatisfaction and is of paramount importance to be addressed, to ensure teacher retention in the profession. Even though most teachers revealed that they were attracted to teaching because they wanted to work with children and youth, when they encountered these intolerable working conditions, and find themselves embedded in a profession with a poor image, coupled with their failure to receive support to be successful as teachers, many are deciding to quit teaching at the earliest possible opportunity. The growing dissatisfaction among teachers has been attributed to increasing workload and other demands of their work, which are non-professional.

However, reasons for job dissatisfaction within the teaching profession extended beyond salary matters. In this survey, respondents said they would not choose this profession again if they were to go back to the training institutions. Apart from over work, stress, poor working conditions, unappreciative education leaders, as well as poor opportunities for training, the rising trend in litigations against them, bullying and favoritism are rampant in the whole Ministry of Education, making the profession more risky than before.

On the question of striking or withholding services, teachers have noted that at times it was undoubtedly an effective way to get complaints to be taken heed of, but they questioned if such action showed maturity among teachers since strikes were often left to go on indefinitely. They noted mass resignations would hurt the service and therefore the students. Strike actions especially these days when there is barely a service in any sector that is not stressed by administrative restrictions, might be viewed unkindly by society that has one way or another been losing confidence in the teaching profession. Some teachers feel that a clear declaration of opposition to strikes or other means of limiting service to students might even strengthen support for teachers, not only in their negotiations on work conditions but also in their standing as professionals.

One factor that is increasingly generating intense frustration among teachers is the steady erosion of their autonomy over the management of their students. The teachers have revealed that they have lost control of their students as both parents and students threaten many of them. Some teachers are made to face the wrath of the law. This has created an environment, which is not good for teaching and learning to take place.

Time has come to look at teacher functions in a new and different way. Teacher loss and frustration has been attributed in part, to the shortsighted recruitment and selection practices. Selection of officers to leadership position tends to focus on the single task of filling a vacancy without giving attention to the officer's capabilities, potentials and aspirations. If careful consideration was given, there is a high likelihood that there will be a mismatch and the teachers will be able to form a bond with the work they are expected to do and dissatisfaction will be minimized.

Conclusion

The study was undertaken to probe into the impact of factors influencing teacher job dissatisfaction in the South Central Region. After reviewing relevant theories and empirical work in related field of job dissatisfaction, it has presented possible areas for dissatisfaction in the teaching profession. It aimed at synthesising the factors of dissatisfaction by bridging the gaps between the concern areas and the approaches taken to address them. The course of investigation has been framed by the current understanding that teachers in have shown signs of dissatisfaction in the manner they perform their duties. It has been observed that the factors influencing teacher job dissatisfaction play a significant role in the operations of the schools in the South Central Region. It is then assumed that these factors can be of key influence in the instructional roles of teachers. The study has revealed that teachers of all qualifications and experiences in sample were thinking of leaving the profession.

Notably the study has revealed that each year, large numbers of teachers were leaving the profession. Teachers expressed dissatisfaction with a number of grey areas in the education system. These included the school environment where they work, workload, accommodation, parental and community involvement, quality of leadership at school and ministry level, poor salary, empty promises from the central government, poor progression, and poor opportunities for further training. This revolving door phenomenon leaves schools continually vulnerable to teacher shortages. The above factors were seen as the main reasons for teachers to quit or consider quitting the profession. Teachers also cited lack of support and recognition as factors influencing dissatisfaction. The impact of these dissatisfaction mainly affects negatively the learners that are handled by these teachers, hence the effects will be felt by the future generations of this country.

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