Job Satisfaction Levels and Motivation among Teachers; A Comparative Analysis of Teachers in Government Public and Private Schools

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Abstract
The purpose of this study was to investigate possible differences in job satisfaction and work motivation levels of secondary school teachers teaching in Private and Government schools in the Harare region of Zimbabwe. The comparison of job satisfaction levels of high school teachers was centred on three major facets: intrinsic, extrinsic and demographic factors affecting these two variables. Studies on job satisfaction and work motivation of teachers have been carried out in countries like India, United States of America, Nigeria, Turkey, South Africa and Namibia but very little has been done to give a Zimbabwean perspective. The study aimed to establish whether there are differences in levels of satisfaction between secondary school teachers teaching in private and those in government institutions, and to rectify any anomalies. The research was prompted by a noticeable movement of teachers as well as students from government to private schools during the period 2007 to 2015. The study also sought to establish what motivates teachers to enter into the teaching profession, with the aim of recommending to policy makers, policies that can help reduce teacher attrition and increase retention at respective schools. The researcher used the quantitative approach and descriptive statistics methods for this study. A modified Minnesota questionnaire was used as the data collection instrument, giving a response rate of 72%. Collected data was analyzed with the aid of a Stata 2 program to obtain descriptive statistics such as means, standard deviations, t-tests and p-values using APA requirements. The findings demonstrated that there are differences in job satisfaction levels between teachers in private and government schools in terms of variables, such as school type, work, intrinsic rewards and working conditions. These findings are likely to help policy makers in their quest for an improved total educational policy package. The recommendations are that school authorities should come up with policies which allow for improved salaries, empowering of government school teachers and improving on staff development to boost teachers’ self-esteem. The findings are just a tip of the iceberg for future researchers in the same field, as conditions are ever evolving.

Keywords: Intrinsic/Extrinsic Factors, Demographic Factors, Job Satisfaction, Work Motivation, Teacher Attrition, Intrinsic Rewards, Working Conditions

Introduction
Education is the backbone of development in any country. In Zimbabwe, at independence, the government gave education the highest priority in its national development strategy. Education was declared a human right that means conscious efforts had to be made towards the massive expansion of educational facilities in the country. This included a massive recruitment and training of the teachers
to meet the new demand. Teachers are the most important input in any school system as they are the initial source of learning information both in and out of the classroom.

The schools in Zimbabwe are basically divided into three categories for both primary and secondary education. There are Government or Public schools, Mission or Church-run schools and the Private or Trust schools which are usually frequented by children of the most affluent in the society. 2008 will always go down in history as the year in which things went terribly wrong in Zimbabwe, as far as education is concerned. This was due to the economic melt-down, which led to the closure of many rural schools and in turn prolonged teachers’ strikes over poor working conditions, low salaries and unstable political conditions. The consequence was an influx of students into urban schools where learning had resumed with teachers’ salaries apparently being paid by parents in US dollars. The teacher shortage problem was worsened by the mass exodus of teachers to neighbouring countries, leaving the trust schools with only one option: to attract and maintain the best and most experienced teachers in order to cater for the increased student population. This heralded the beginning of the exodus of teachers from government and mission schools to the private or trust schools, which is still being witnessed to this day. Some private schools have even gone to the extent of hiring retired teachers on yearly contracts, just to maintain their superior academic performance. This research paper seeks to make a comparative analysis of job satisfaction levels and motivational needs among private schools and government schools teachers in the secondary sector in the Harare province of Zimbabwe.

The purpose of this study is to investigate the factors affecting job satisfaction levels in government run schools and private trust schools. It further wants to determine whether there are any differences that exist in those satisfaction levels. The study also aims to ascertain the ripple effects of these different job satisfaction levels on both teachers who transferred from public schools and on those who started at the private schools after training. Finally the paper seeks to identify factors that cause low job satisfaction levels and motivation and proffer practical suggestions that increase the levels of job satisfaction in affected schools.

There is quite a good number of researchers who have carried out studies on job satisfaction levels pertaining to the teaching profession. According to Kepler (1994) job satisfaction can be regarded as feelings or a state of mind regarding the nature of one’s work. Keith (1993) said, “one of the signs of deteriorating conditions in an organization is low job satisfaction”. Gupter and Jain (2003) reported that a variety of factors such as salary, job security, physical conditions, promotion, recognition and others, influence job satisfaction. Kumar, Udayasurijan and Vimala (2008) reported significant differences in work motivation based on demographic variables such as gender, teaching experience and marital status among others. In another study Kaur and Sidona (2011) found out that the level of job satisfaction of male teachers was greater than that of their female counterparts. Gupta, Pasrija and Bansal (2012) found out that female teachers were more satisfied than their male counterparts and that more experienced teachers belonging to rural schools had better job satisfaction than their urban counterparts. In a related study by Friedman Foundation of Educational Choice in the US in (2009), it was found that private school teachers are more satisfied with aspects such as careers, classroom and school climate than their public school counterparts. The recent studies on job satisfaction of teachers in public and private schools have varied results which cannot be applied to all countries of the world. Most of them were done in India, Pakistan, Nigeria, Turkey and the United States of America to name a few. Since the results are not conclusive and credible for application everywhere, there was need to carry out similar research in order to address the Zimbabwean teachers’ situations. The problem which prompted this research is the exodus of teachers from government and mission schools to private or trust schools.
Research Objectives
- To determine the level of job satisfaction of teachers teaching in secondary schools.
- To compare the level of job satisfaction of teachers teaching in private and government institutions.
- To identify reasons that motivated teachers to enter the teaching profession.

Research Questions
- What are the levels of job satisfaction of teachers teaching in secondary schools?
- What is the comparison of the job satisfaction levels of teachers teaching in private and government institutions?
- What are the reasons that motivated teachers to enter the teaching profession?

Research Hypothesis
The hypotheses for the study are as listed below.
H₀₁ There is no significant difference between job satisfaction levels and work motivation of teachers in government and private schools.
H₀₂ There is no significant difference between job satisfaction levels and work motivation of government and private secondary schools in terms of the work itself.
H₀₃ There is no significant difference between job satisfaction levels and work motivation of teachers in government and private schools in terms of income.
H₀₄ There is no significant difference in job satisfaction levels as well as work motivation of government and private secondary school teachers in terms of working conditions.
H₀₅ There is no significant difference in job satisfaction levels and work motivation of teachers teaching in private and government schools in terms of self-esteem.
H₀₆ There is no significant difference in the job satisfaction levels and motivation of private and government school teachers in terms of policy and management.
H₀₇ There is no significant difference in the job satisfaction levels and work motivation of private and government school teachers in terms of interpersonal relations.

Significance of the study
Similar studies have been carried out in countries like India, Pakistan, Nigeria, Turkey, The United Kingdom and The United States of America, but because the results are varied and not conclusive, they are not considered credible for application elsewhere, resulting in the need to carry out a similar research specific to Zimbabwean teachers. This research can be useful to all stakeholders in the teaching fraternity, who include the Government, Ministry of Education, the business community, the public service, school authorities, parents, teachers, students and researchers. It can also assist the Ministry of Education in the formulation of the national educational strategy. The research has the potential of becoming a guiding tool for the public service and school authorities during recruiting, remuneration discussions, distribution and retention of teachers at various schools. As for the teachers and their unions the study can be useful during collective bargaining. The study can be used as an opportunity for further research which can include the universities, colleges and pre-school educators since the independent variables are always changing.

The importance of education to any society cannot be discussed without referring to the educators, the teachers who provide the education. The teacher is the yardstick that can determine the quality as well
as success or failure of a nation’s education system. According to Charis, (2002) the entire education system rests squarely on the shoulders of the educator, who can single-handedly shape a whole generation. A teacher plays the important and influential role of shaping and developing of society. This is why it is of paramount importance for any nation to address the needs and wants of its educators.

**Delimitation**
The study focused on the seven tear period from 2007 to 2015. The participants were secondary school teachers selected randomly from 10 public schools and 10 private schools in the Harare province of Zimbabwe. Respondents of the study consisted of teachers, including heads of departments, headmasters or principals. The data in this research paper was organized using the STATA 11 statistical package of Social Science. In the evaluation of frequencies, percentages, t-tests and correlation analysis the ANOVA techniques was used. The dependent variable for this research paper is overall job satisfaction. This is according to Zikmund (2003:106) who defines “a variable or criterion that is to be predicted or explored”. On the other hand the independent variable is one that is expected to influence the dependent variable Zikmund, (2003:107). In this paper the independent variables are the 20 factors investigated in the questionnaire. McCook (2002) had identified these independent variables as major determinants of job satisfaction.

**Theoretical Framework**
Maslow (1970), Herzberg (1959), Adams (1956) are proponents of theories of motivation and job satisfaction. Maslow’s Hierarchy of needs, simplified, says that workers need a wage sufficient to feed, shelter and protect them and their families satisfactorily as well as a safe working environment. According to Maslow, teachers’ satisfaction like that of any other worker is determined by the fulfilment of their hierarchical of needs. On the other hand Hertzberg’s motivation theory assumes that workers’ satisfaction levels are determined in two categories of factors: intrinsic factors such as achievement and recognition that are related to job satisfaction and motivation and extrinsic factors such as salary and interpersonal relationships, which can be sources of dissatisfaction. Adams (1956), a guru in motivation and job satisfaction issues, reiterated that highly motivated people have a high level of satisfaction and that the factors that affect job satisfaction can be divided three categories: environmental, physical and demographic. Edwards et al (1976) alluded to the idea that a high performance result in job satisfaction, which in turn becomes feedback to influence future performance and that better performance, is synonymous with high rewards.
The 20 job dimensions to be considered include the following:

**Internal factors:**
- **Activity:** Being able to stay busy on the job.
- **Independence:** Having the opportunity to work alone.
- **Variety:** Occasionally being able to do different things.
- **Social status:** Being a respected individual in the society.
- **Moral values (conscience):** Having moral and ethical values.
- **Recognition:** Achieving respect and social status.
- **Authority:** Having the opportunity to tell people what to do.
- **Ability utilization:** Having the opportunity to accomplish something by using abilities.
- **Responsibility:** Having the opportunity to exercise the decisions made.
- **Creativity:** Having the opportunity to use own methodologies.
- **Achievement:** Experiencing the feeling of being successful.

**External factors:**
- **Advancement:** Having the opportunity to progress in career.
- **Company/School:** Feeling satisfaction with company/school policy.
- **Colleagues:** Having good relationships with co-workers.
- **Working conditions:** Experiencing suitable working conditions.
- **Security:** Having a job that provides safe future.
- **Compensation (Salary):** Being paid for the work done.
- **Head:** Having harmony in working relations between the head and the workers.
- **Head and Technique:** Having a head with the skills for decision making and organization.


The internal and external factors listed above and demographic factors such as age, level of education, marital status as well as teaching experience, which have a bearing on motivation, form the independent variable list, while overall job satisfaction and motivation are the dependent variables in this study. The conceptual framework helps to explain the variables.

**Limitations**
The researcher envisages a major limitation of this study with respect to the use of the questionnaire as a method of collecting data being potentially problematic. Despite the fact that it is the most appropriate and the best method among available alternatives, there is a likelihood of participants withholding information. Very few people are willing to divulge figures pertaining to their salary. The researcher can mitigate the effects of this by seeking verification of sensitive issues from a higher authority in the school. Alternatively, for government run schools, information can be sought from the public services salary services commission.

**Literature review**

**Job Satisfaction Overview**
Job satisfaction can be defined as an individual’s emotional responses to their job (Crammy, Smith and Stone, 2002). Locke, (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the effects of one’s job experience. Okpara (2006) gave the meaning of job satisfaction as an attitude towards an object or one’s job. Numerous definitions have been used in an attempt to explain the term job satisfaction fully. For this paper, the researcher explored a few of the meanings, mainly those that have an inclination to the variables mentioned in the proposal. According to Kepler (1994) job satisfaction is the fulfilment and gratification brought about by doing work. Evans (1997) defined job satisfaction as a “state of mind determined by the extent the individual perceives his/her job related needs being met.” His sentiments were also echoed by Diamalopoulou (2009).
Job satisfaction is one of the most extensively researched job attitudes in industry/organizational psychology (Judge and Church, 2000). Most of these individual researchers are only affirming what has been investigated before on job satisfaction. There are many work satisfaction theories that have tried to explain job satisfaction and its influence. These include Maslow’s (1943) Hierarchy of Human Needs, Hertzberg’s (1968) Two Factor/Motivator-Hygiene theory, Adam’s (1965) Equity theory and Locke’s (1969) discrepancy theory to list a few. As a result of the wide research, job satisfaction has been linked to productivity, work motivation, absenteeism/tardiness, accidents, mental/physical health and general life satisfaction (Landy, 1978). In all the research the common denominator has been that to a great extent, the emotional state of an individual or one’s wellbeing is affected by interaction with their work environment. This applies to all employees, teachers included, due to the fact that people identify themselves by their profession such as lawyers, engineers, doctors, nurses and many more. According to Judge and Klinger (2007), a person’s well-being at work is a significant researchable topic.

Taking into consideration the definitions already discussed on job satisfaction it is clear that the researchers concur that job satisfaction is from within, centering on the feelings and emotions of the worker. It is a psychological phenomenon describing how content any worker can be with his/her job. Job satisfaction expresses the fitness level that can exist between what a worker expects from their job and what the job provides. Benstein and Nash, (2008) added that job satisfaction consists of three components: emotional, cognitive and behavioural. These are expounded as follows:

- **Emotional** refers to feelings with regard to the job such as anxiety, boredom and excitement.
- **Cognitive component** refers to beliefs regarding one’s job for example the belief that one’s job is mentally damaging and challenging.
- **Behavioural component** refers to people’s actions in relation to their work, which may include staying late, being tardy or pretending to be ill in order to avoid work (Benstein and Nash, 2008).

There are two approaches to the definition of job satisfaction according to Jayaral (1993) cited in Burly and MacMillan, (1997). The first one is related to the general feelings individuals have about their jobs, which takes an overall evaluation of the job. Rubbins (2005) confirms to Locke (1976) cited in Anderson, (2001) by defining job satisfaction as a collection of feelings an individual holds towards his/her job. Putting it in other words, a person with a high level of job satisfaction, holds positive feelings towards the job, while a person who is dissatisfied with his/her job holds negative feelings towards it. The job satisfaction is a result of the overall reaction towards a job. The second approach emphasizes the facets of the job. That is the extent to which the individual is satisfied with different facets or aspects of the job. In this case job satisfaction is seen in terms of the discrepancy between what one expects and what one actually gets in the work environment. Hewston and Stroeke, (2001) also define job satisfaction as an effect of a job that results from the incumbent’s positive comparison of actual outcomes with those that are desired. In a similar case, Porter (1961) cited in Birly et al (1997), regards job satisfaction as the extent to which actual rewards meet and/or exceed the perceived equitable level of rewards.

In this regard, job performance requires that an individual’s expectations and aspirations in terms of reward consideration and fulfilment needs be met. If these needs are fulfilled, employees will be satisfied with the outcome of the job and greater satisfaction will likely motivate employees to perform their tasks more efficiently, resulting in an increase in the organization’s productivity. Measurement of job facets satisfaction levels may be helpful in identifying specific aspects of a job that require improvement, which is what the researcher is aiming to establish with the comparison of job satisfaction levels of secondary school teachers in Government and Private schools in Zimbabwe. A satisfied teacher can contribute meaningfully and beneficially to his/her students and the school as a whole. The opposite is true of a dissatisfied teacher, who can for example, even go to the extent of leaving the school while examinations are in progress.
Job Motivation Overview

Job motivation can be defined as a driving force that compels an individual to behave in a particular way that can assist them to take some action in order to accomplish organizational goals. It is the willingness to do something, and the action continues due to the action’s ability to satisfy some human need. Just like an individual’s attitude or perception, motivational levels differ from individual to individual. Motivation includes directing, stimulating and monitoring behaviour towards attaining a goal (Greenberg, 1999). Cole (2000), believes that motivation is a management function and a term used to describe thoughts that act within an individual in order to initiate, sustain and direct behaviour. A lot of research has been done on job motivation but very little has been covered on teachers and the education system especially in Zimbabwe.

Most of the studies carried out on job motivation, were based on theories of motivation such as Hertzberg’s Two Factor theory (1968) and Maslow’s Hierarchy of Human Needs theory (1956) as well as a few others who either supported the theories or criticized certain aspects. Up to the present day there is no complete coherence in theories and/or an agreed upon body of research on motivation; it is currently still at an inconclusive stage. All the same, the strides that have been done have allowed researchers to divide motivation theories into two major categories: content theories and process theories. Content theories focus on the apparent individual’s needs, wants and drives. They concentrate on what makes people tick i.e. what causes them to divert effort toward certain desired outcomes. These include the Maslow’s Hierarchy of Needs and Hertzberg’s two-factor theories which will be discussed in greater detail in the next section. The process theories on the other hand, provide insight into how people make choices either to work hard or not, based on their individual preferences, the available rewards, as well as possible work outcomes.

The process theories include the Equity theory, Expectance theory, Goal-Setting theory Schermerhorn, (1994) and the Reinforcement theory of Motivation Rubbins and Coulter. As the titles depict, the equity theory suggests that perceived inequity is a motivating state. This means if people believe that they have been inequitably treated in comparison to others, they will react accordingly to eliminate the inequality and restore some equity. The reactions vary from situation to situation. Researchers have observed that teachers/employees can go on strike or worse still they opt to transfer or even quit the job.

The expectancy theory simply states that “workers will do what they can do when they want to do it”. Putting it in other words, expectancy is an individual’s belief that working hard will result in high-task performance, (Schermerhorn, 1994). It is also believed that when expectancy is low, motivation will suffer because the worker may feel s/he cannot perform the task, especially if it is not for promotion. On the other hand the goal-setters allude to the idea that specific, realistic, achievable and challenging goals can lead to higher performance and that any positive accomplishments should not go unnoticed, instead people should be rewarded for doing what they are set to do. Reinforcement Theory of Motivation views human behaviour as determined by its external environmental consequences. The theory according to Rubbins and Coulter, (1999), is premised on the “law of effect”, which says behaviour that results in a pleasant outcome is likely to be repeated and the opposite is true for behaviour that results from an unpleasant outcome. The theory focuses on “behaviour as a function of its consequences” (Rubbins and Coulter, 1999).

The motivation theories deliberated above are meant to give meaning to motivation and to explore what other writers say about motivation in as far as work and the worker are concerned. As the saying goes, a motivated worker is an effectively great performer. In relation to the present study, it has been observed that job satisfaction and job motivation go hand in hand. The factors which have an impact on one affect the other, hence the researcher has decided to include the two as the dependent variables being acted upon by the same independent variables in varying degrees and levels. Most of the theorists who studied motivation also included job satisfaction. Motivation can act as a powerful tool in educational institutions, which may lead to commitment to a school and also to increased teacher
efficacy.

Theories of Job Satisfaction and Motivation
These theories are divided into two categories: content theories and process theories. The researcher has chosen to dwell on the content theories such as Maslow’s Hierarchy of Needs, Herzberg’s Motivation Hygiene theory also referred to as the Two-Factor theory, Eldefer's ERG theory and Locke and Latham’s Goal Setting theory. The chosen theories have a lot of common factors which are relevant to the present study on job satisfaction and motivation; a comparison of teachers in government and private schools (institutions). Schools are social systems consisting of students, parents, teachers, school authorities who are policy makers, state mandates and other environmental forces. These components are interdependent on each other though they are distinctive cultures they strive to work together to attain common goals. Since the components of a school are people, every activity that is carried out at the school or any aspect of the school is expected to be people-centred. Therefore with regard to the teaching staff, which is the main focus of this study, they operate in response to defined roles, needs, beliefs and motivations. All these influences affect organizational behaviour, (Hoy and Miskel, 2008). Any educational system is mandated with a goal to make sure that students learn, hence school authorities should strive to create and provide structures that support effective teaching and learning. For effective learning to take place there is need to address the issues to do with the educator. Maslow (1956) reiterated that in order to access information about teachers as individuals within an organization, one must examine their needs, goals, hopes motivations and beliefs. Human behaviour is strongly determined by human needs and motivations. Teachers put extra effort to try and meet the needs of their students as well as their own. Parents are concerned with their children’s needs while school authorities are expected to meet the needs of all categories of people involved in an school set up. Everybody has a role to play and the bottom line is, needs explain why people behave the way they do (Maslow, 1956).

Maslow’s Hierarchy of Human Needs Theory
This is one of the content theories which suggest that job satisfaction and job motivation result from the individual’s attempts to satisfy needs (Ristow, Amos, Pearse, 2009:175). What these authors said was in tandem with Maslow’s hierarchy of human needs theory. The theory identifies five distinct levels of individual needs. These are physiological, safety, social/love/belonging, esteem and self-actualization needs. According to Schemerhorn et al (2004) citing Maslow, physiological needs represent the basic of the human needs required for survival and are found at the bottom of the hierarchy. These include food, water, shelter, clothing, sleep and even sex. Maslow and the proponents of his theory believe that these basic needs should be fulfilled for people to move on and pay attention to the next level of needs. The next level comprises of safety needs. Safety involves security, protection, order and stability in the day-to-day events of life. According to this theory, safety is of paramount importance and all workers want to feel safe and secure at their work places. In this regard, even in the teaching industry they need stable and orderly reporting structures, job security fringe benefits and a violent free working environment. The theory reiterates that individuals would want to satisfy their safety needs only after their biological needs have been met. The third level is occupied by social needs. It involves love, being loved a sense of belonging and affection in one’s relationships with others especially at the work place. Daft (1997) supported the idea of satisfying social needs and even went further to explain the need for friends, family, intimacy and social acceptance and affection from one’s peers and colleagues. In a school set up this need can be satisfied by working in groups for career development and developing good relationships among all the various components of a school system. That means good rapport between teacher and parents, teacher and students and teacher and school authorities. The implications are that when individuals have taken care of themselves physically, they are ready to share themselves with others.

The fourth level, which is considered to be in the higher bracket of needs by every standard, is the esteem level. The esteem needs are for those workers who feel satisfied by what they have accomplished. Robbins, (2005) supporting Maslow indicated that esteem needs take care of status, recognition, competence and achievement. At any workplace those individuals that have reached this
level, want to be recognized for their importance, usefulness and competence. Esteem needs seem to be contagious; the esteem of others can kindle a desire for self-esteem in other people, which can also stimulate a need for good self-image. The importance of individuals self-esteem at a work station can be demonstrated by being given higher level responsibilities. Recognition for contributions made in every area at the school can satisfy these needs for teachers.

The fifth and highest level of the hierarchy is the need for self-actualization. According to Maslow this is the highest level of motivation. People who have reached this level have seen it all, they understand where they are going and where they are coming from and are now concentrating on achieving their full-potential. Their focus is on self, building a good self-image, own brand and self-confidence aimed at accomplishing set goals and targets. At this stage people seek self-fulfilment. At schools, teachers can satisfy this need by being creative, innovative, willing to receive more training and accepting challenging assignments. Maslow postulates that management, and in the case of the present research, school authorities should be able to determine at what level each teacher is and decide on the reward system accordingly. Schomerhorn (2004) quoted Maslow as saying he assumed that some needs are more important than others and must be satisfied before others. This was said with regard to the first four levels, which are referred to as the deficit needs or D-needs. The theory states that individuals experience a hierarchy of needs from a lower level to higher level of psychological needs. One has to satisfy current needs before going on to the next level of needs. This implies that in respect to the deficit needs, if one of these four needs is lacking, there will be a strong feeling that it must be obtained. But when the D-needs are satisfied, one becomes content and will therefore not be motivated to get more of the same needs but can only go a level up on the hierarchy. In respect to the present research, school authorities can apply Maslow’s theory to motivate the teachers they employ and ensure they are satisfied by their jobs in order to retain them, as well as produce expected results in their schools. Both motivation and job satisfaction are the dependent variables which are affected by the satisfaction of the needs indicated in the five levels of the hierarchy in one way or another. These needs form the independent variable list which is divided into intrinsic, extrinsic and demographic factors.

However Schemerhorn et al (2004) have noted some limitations of Maslow’s hierarchy of needs. They pointed out that it has been suggested that higher order needs (esteem and self-actualization) tend to be more prominent than the lower needs as workers move up the organizational ladder. Schemerhon et al (2004) further argued that needs according to other factors such as an individual’s career stage, size of organization, geographical location and other demographical aspects that can be considered. Moreover there is no consistent evidence that satisfaction of a need at one level decreases or increases the importance of the next level.

Herzberg’s Motivation Hygiene Theory
Herzberg’s motivation theory is one of the most widely deliberated content theories in job satisfaction research. The theory is a follow up to Maslow’s hierarchy of needs theory and it assumes that workers’ satisfaction levels are determined in two categories of factors: intrinsic factors such as achievement and recognition that are related to job satisfaction and motivation, and extrinsic factors such as salary and interpersonal relationships which can be sources of dissatisfaction. Putting it differently, satisfaction is brought about by motivators such as work itself and dissatisfaction is often caused by hygiene factors such as working conditions and supervision of workers. Sergiovanni, (1967) in support of Herzberg, noted that the motivators and hygiene factors are mutually exclusive. Herzberg (1959) argued that higher and lower needs operate independently. On one hand, motivators are found in work itself and can be regarded as the inner force that drives individuals to attain personal and institutional goals. On the other hand, hygiene factors can lead to dissatisfaction when they are not met. Anderson (2001) agreed with Herzberg in that factors that lead to job satisfaction are often derived from those that lead to dissatisfaction. The hygiene factors when satisfied, do not motivate or lead to satisfaction, they only prevent dissatisfaction.

Anderson (2001) also concluded that intrinsic factors strongly correlate with job satisfaction while
extrinsic factors correlate with dissatisfaction. Anderson also agreed with Herzberg on the fact that elimination of hygiene factors from a job only removes the dissatisfaction but cannot necessarily bring satisfaction. In the same vain, Maslow (1954, 1971) and Herzberg, et. al (1959) concur that gratification of the lower order needs is necessary for employee retention but cannot lead to job satisfaction or motivation. Satisfaction comes from gratification of higher order needs. The researcher has also come to the conclusion that in order to bring job satisfaction to the schools, the authorities should focus on motivating factors such as making work more interesting, providing challenging activities and personalized rewarding. Herzberg’s theory extends Maslow’s ideas and has made them more applicable to work places, hence the researcher has chosen these two motivational theories to be the basis of the present study. Herzberg’s theory gave rise to increased interest in job enrichment and restructuring of work.

The Two-Factor theory is not without limitation, just like any other content theory scholars like Schemerhon et al (2004) argue that Herzberg’s theory fails to account for individual differences. The theory assumes that all employees react in the same manner to changes in motivation and hygiene which in reality is not true, Graham & Messuer (1999). Herzberg’s theory also fails to link motivation and satisfaction to performance. Herzberg’s research was carried out to give more insight about the attitude of people towards their jobs in the face of the prevalence of job dissatisfaction indicators such as strikes, go-slow, as well as filing of grievance cases. Those aspects resemble in all manner, the situation that prevailed in Zimbabwean schools during the period 2007-2009. Teachers were forever on strikes and or go-slow, while others preferred to go across boarders in search for greener pastures. Therefore the hygiene theory fits well to the prevailing teachers’ situation in Zimbabwe. Despite the notable attrition, there were schools which managed to retain their teachers and even recruit more from public institutions, hence the need to find out what had gone wrong and what can be done in future to retain teachers in all schools countrywide.

As alluded, Herzberg’s theory is related to Maslow’s hierarchy of needs theory in the sense that they both agree to the fact that individuals are not content with satisfaction of the lower level needs such as salary levels or safe and pleasant working conditions. Rather individuals look further up for gratification of higher level psychological needs that comprise achievement, recognition, career advancement, added responsibility and the work itself. In the present research the researcher has included all the mentioned factors in the Two-Factor theory as independent variables in the comparison of job satisfaction and motivation levels of Government and Private secondary school teachers. Herzberg’s theory suggests that to improve job attitudes and productivity, administrators and the relevant school authorities should recognize and attend to both sets of characteristics, motivators and hygiene and not be solely guided by the assumption that an increase in satisfaction leads to a decrease in dissatisfaction.

There are two more motivation theories which require mentioning. The first one is Locke and Latham’s Goal Setting theory which can be used to explain employee satisfaction at work places. It is the provision of a specific target that an individual attempts to accomplish. Werner (2007) explains the pros of having set goals by arguing that having a set goal can enhance job satisfaction and motivation because it allows for comparison of individuals’ current performance with what is expected. People usually get a sense of satisfaction when they achieve the expected and the opposite is very true. That means managers and school authorities can make use of the theory to regulate and maintain job satisfaction and motivation levels through the setting of attainable goals. The limitation though is that the theory cannot be applied to all jobs.

The second one worth mentioning is Alderfer’s (1972) ERG theory which is also a content theory on job motivation and satisfaction. The theory differs from Maslow’s in that it has compressed Maslow’s five levels of needs to three categories which are existence needs, relatedness and growth needs. The ERG theory places emphasis on a frustration or regression component. It postulates that an already satisfied lower level need can become activated when a higher level need cannot be satisfied. This means if needs satisfaction does not take place then employee frustration will occur. As has already
been stated by the researcher, the research will be based on Maslow’s and Herzberg’s theories, while the rest of the theories are being mentioned in support of the major theories. These theories represent the dependent variables which are overall job satisfaction and motivation levels. The factors which affect the two variables form the independent variables. These will be discussed in next section of the study.

**Imperial Studies on Factors That Affect Job Satisfaction of teachers**

**Demographic Factors**

The studies that have been carried out to find out whether demographic factors such as age, gender, teaching experience and level of education have a bearing on teachers’ job satisfaction and motivation have not been conclusive. Most studies on the same subject have produced overlapping results. According to Pearson and Mamouw (2005) results overlapped due to the fact that researchers concentrated on different indicators of job satisfaction and motivation. Gumbayi (2001) compared the age and length of service of teachers in relation to job satisfaction. The results were that senior teachers had a higher job satisfaction level than the juniors and older teachers were found to be more satisfied than the young teachers. Many researchers who from as way back as Herzberg (1957), Bolin (2008) and Borman & Dowling (2008), found out that there exists a curvilinear relationship between job satisfaction and the age of the teacher. Job satisfaction starts high, drops during middle age and increases with age thereafter. A survey by NCES, (1997) covering more than 75000 teachers from 14000 US schools found that, teachers’ levels of satisfaction decrease with the increase in age. On the other hand a study of 434 Chinese teachers reported that all aspects of job satisfaction increase with age. The researcher has come to a conclusion that due to the inconsistency of the findings, age as an independent variable cannot be used as a determining factor of teachers’ level of satisfaction.

More contradictions have surfaced in studies on the relationship between teachers’ job satisfaction and gender. Gosnell (2000) and Sargent & Hannum (2003) found no relationship between gender and job satisfaction. Kaur and Sidana (2011) agreed with Bishay (1996) and Mwamwenda (1997) who reported that the female teachers were less satisfied with their jobs than their male counterparts. The following year Gupta et al (2012) found a contradiction of the two above, to support Mchaelowa (2002) and Spear, Gould & Lee (2000) by reporting that female teachers were more satisfied with their jobs than their male counterparts. Gupta, et al (2013) noted in similar research that there is no significant difference in the job satisfaction and work motivation of male and female teachers.

Length of service is another factor that can be considered under demographic factors affecting job satisfaction and motivation. Concurring with many researchers, it is the researcher’s belief based on experience that a teacher who has been in the teaching profession for more than 5 years is likely to stay in the profession until retirement. But this is not always the case. Bishay (1996) reported a positive relationship while Gosnell (2000) reported a negative relationship between length of service and teachers’ job satisfaction. Sari (2004) in a study of Turkish special school teachers, found out that experienced teachers have a lower level of job satisfaction than their less experienced counterparts. However recent researches have shown otherwise. Poppleton & Riseborough, Crossman & Harris, (2006) reported a curvilinear relationship and that the least satisfied are in the 11 to 20 years of service. Romsey (2008) from the National Centre of Education Statistics NCES 9 discovered that years of teaching experience are associated with a higher level of job satisfaction. Gupta, Pasrja and Bonsal (2012) supported Bishay in their findings, reporting that experienced teachers and those teaching in rural areas had higher levels of job satisfaction than their counterparts.

**Intrinsic and Extrinsic Factors of Job Satisfaction and Motivation**

By discussing these two categories of factors at the same time, the researcher is trying to form a holistic comparison of teachers, by placing emphasis on authors who have embarked on studies of a similar nature or closely related. The intrinsic factors are factors from within. These are the motivators such achievement, recognition, responsibility, social status, advancement, growth possibility and moral values. The extrinsic factors are, according to Herzberg, the hygiene factors related to job satisfaction such as remuneration/salary and other benefits, working conditions,
supervision policy, relationship with colleagues, school policy and job security. A sizable number of researchers have carried out research considering different facets of job satisfaction among teachers. It has become apparent that there is a very thin divide between job satisfaction and motivation one has to precede the other. Sokoya (2000) pointed out that salary, work environment, school environment, promotion, supervision and collaboration with colleagues are predictors of job satisfaction. Deconzo and Robbins (1998) shared a similar view in as far as salary, co-workers, work and school environment contribute to the employees’ job satisfaction. Ellickson and Logsdon (2001) do not share similar sentiments; they revealed that teachers’ job satisfaction is affected by factors such as adequate equipment, required resources, training opportunities and equitable work load. A study by Luthens (2005) suggests that pay, promotion, work supervision and fellow workers’ interpersonal relationships are the major determinants for job satisfaction.

Schools need highly motivated teachers in order to achieve their intended objectives of producing good results and good citizens. Research by Protheroe, Lewis and Paick (2002) revealed that job satisfaction may be increased by collaboration and good communication between teachers and their superiors when solving problems. Research pertaining to job satisfaction among teachers has begun to receive much attention, this is due to the decrease in popularity and status of the teaching profession (Gendin & Sergeev, 2002), as well as the high teacher turnovers recorded in many countries over the past few decades (Kotlerman, 2000). Teacher attrition or turnover rate forms the basis for the present study, as was observed in Zimbabwe between 2007 and 2009. There was a lot of unexplained movement of teachers especially from government schools to private institutions. Bormon and Dawling (2008) reviewed teacher attrition and found out that teachers with more than five years teaching experience have a greater chance of attrition than those teachers who are less than five years in service. Possible reasons for teacher attrition, as envisaged by the researcher’s eye include lack of job satisfaction/job motivation and other teacher circumstances. The researcher believes that if a teacher stays in the profession, for many years, the teacher is able to manoeuvre around the system to create opportunities that promote satisfaction and new needs.

In a survey conducted by the National Centre for Education Statistics NCES (2009) entitled “What American Teachers Say about Teaching in Public and Private Schools”, two important points related to job satisfaction came out. Firstly, the researchers concluded that private school teachers are more satisfied than their public school counterparts with regard to career development, classroom conditions and school climate. Secondly, while public school teachers faced problems within and without the classroom, private school teachers have more freedom to teach, have better working conditions and stronger staff network support. These views were contradicting earlier findings by Deeba Chughati and Perveen (2010) from Lahore city in Pakistan. In their study on private and government school teachers’ work and job satisfaction at secondary school level, the findings showed that public school teachers are more flexible and satisfied with their working hours and conditions than those in private schools, but both groups of teachers are not satisfied with their salaries and extra-work benefits.

Earlier on Minbas (1990) researched the comparison of job satisfaction levels of teachers in public and private schools and the relationship of these levels with responses against frustration and aggression. Minbas’s research showed a higher level of job satisfaction in private school teachers than in the public school teachers. These results were echoed by Gupta et al (2012-2013) who compared teachers in government and private schools on job satisfaction levels and found out that teachers working in private schools possessed higher work motivation levels than those in government schools. Crossman and Harries (2006) explored job satisfaction among secondary school teachers in the United Kingdom. The results were that teachers in independent and privately managed schools exhibited the highest satisfaction levels while foundation schools had the lowest. Coming closer home, a study on job satisfaction among urban secondary school teachers in Namibia by Grorge, Louw and Badenhorst (2008), revealed that there were significant levels of dissatisfaction pertaining to intrinsic factors of work, especially those relating to the school and rank. The research was on the role of intrinsic and extrinsic as well as demographic factors in determining job satisfaction levels.
Continuing to look at studies done in connection with teachers’ levels of job satisfaction and motivation, Innam & Marlow (2004) found out that teachers’ low satisfaction levels are a result of excessive paper work and undue emphasis on standardized lists. These include activities such as planning time and breaks, signing in and out, limited access to school buildings and other unrelated duties, which have been noted as affecting job satisfaction. Darling Hummand (2003), Ingersoll & Smith (2003), Locascio, Creel, and Millinger (2004) noted that high teacher turnover could be due to low salaries and poor working conditions. Still on salaries, Adelabu (2005) from Nigeria found out that teachers’ motivation and job satisfaction were at their lowest level due to poor working environment, salaries and no opportunity for career development and decision making. Kyriacau, Kunc, Stephens and Hulgen (2003) in their research, agreed with other authors and noted that factors such as workload, salary, disruptive pupils and status of the profession resulted in some teachers leaving the profession early. The researcher agrees with the findings because in developing countries workers prefer to work where salaries are high enough to cater for their needs.

Mustafa Othmen (2010) examined high school teachers’ perceptions on the effects of motivation on work performance. Besides revealing that the degree of job performance increases with an increase in the level of motivation, three important facts arose from the study. Firstly, it was established that there is significant difference between public and private school performance. Secondly, they found significant differences in job motivation in public and private school teachers. Lastly, they found a significant relationship between teachers’ motivation and relationships with colleagues. Mustafa Othmen and Gupta’s studies compare very well with the present study in terms of the nature of study, the use of descriptive statistics, the objectives of study as well as the hypothesis. The only major difference is the country under study. Since the situations are different the researcher is expecting to see a unique Zimbabwean scenario reflected in as far as secondary teachers’ job satisfaction and motivation are concerned.

There are other researchers who looked at job satisfaction and motivation of teachers from a different angle. De Nobile and McComuck (2005) investigated the relationship between job satisfaction and occupational stress among primary schools in New Southwales. The findings were that there is a negative relationship between job satisfaction and occupational stress. The source of stress in this case was lack of support from administrators, rigid supervision, lack of job variety, and poor staff-head and staff-student relationship. Skaalvik and Skaalvik (2009) examined relations between teachers’ perception of the school context, teacher burnout and job satisfaction among Norwegian teachers. These researchers found that teachers’ job satisfaction was directly related to emotional exhaustion and reduced personal accomplishments. Chandrasehar (2011) investigated the positive and negative impacts of workplace environment on employee morale. The findings were that people working within poorly designed working hours, being given unsuitable duties and reporting to irresponsible leaders, not being appreciated or given the opportunity to demonstrate their decision making abilities are usually demotivated, not satisfied with their work and stressed out. Although the findings were referring to workers in other industries the researcher believes they are applicable to teachers as they are also employees.

The study will certainly be incomplete without addressing the leadership styles and the organization. Mathew (2003) in his study found out that teachers with high work values were more committed to the institution where they work than those without. Kumar and Pumar (2004) found a moderate correlation between organizational commitment and job satisfaction as well as organizational commitment and attitude towards work. Bal & Visser (2011) reported that organizational support and change of work role where positively related to work motivation. Adiyemi (2010) in his investigation on the relationship between leadership styles of heads of schools and teachers’ job performance in secondary schools concluded that performance of teachers is better where the head uses autocratic leadership than where there is a democratic leadership style. Furthermore, the study found there is also improved productivity and performance. The researcher feels that more still has to be done in order to reach a definite conclusion. A combination of the two is likely to produce similar results.
Extensive literature exists on the comparison of levels of job satisfaction and motivation of teachers in institutions with different set ups and that run differently in various environments. But the law of comparison says to compare things which are comparable. That means there is a need to carry out similar research in the Zimbabwean context, if they are to benefit the Zimbabwean populace since very few of the suggestions are applicable to our situation.

Research methodology

Research Design and Justification
The research design chosen by the researcher is a survey. The study involves a lot of schools and teachers hence numbers took centre stage. The researcher adopted a quantitative survey where data was collected from a randomly selected sample of a population of secondary schools in the Harare region. Data was collected using a questionnaire which contained questions addressing seven aspects of job satisfaction, demographic characteristics as well as choice questions on motivation. The quantitative data contained both categorical and continuous variables, for use in descriptive statistics as well as testing hypothesis in order to meet the requirements of the objectives. The method was preferred due to its effectiveness in dealing with large numbers. The data collected can be easily analyzed using scientific programs for fast and reliable results.

Philosophical framework
The researcher chose a quantitative approach which is associated with positivism/post positivism paradigm. The quantitative strategy deals with numerals in the form of questions for data collection, data presentation and data analysis. The descriptive nature of statistical presentation is displayed in the interpretation of figures and the write up. The researcher came up with relevant questions to explain relationships between variables of interest and posed them in terms of research questions or hypothesis. The researcher ensures that they measure what they claim to be measuring. In this regard the P value, the measure of likelihood which lies between 0 and 1 becomes important in determining the results.

Population
The population of a study refers to the total number of would be participants, all of whom have equal chances of being included in the sample to be studied. The population of this study was drawn from secondary schools in Zimbabwe’s Harare region. A sample of 10 high schools was randomly selected with a teaching force of close to 400. In the sample, five are government schools and the other five are private institutions. The researcher distributed the questionnaire to a randomly selected sample of 250 fully trained teachers in the selected schools. In order to achieve maximum precision in the researcher’s estimates within a given sample size, the researcher chose to use the random sample procedure. Out of the 250 questionnaires distributed a total of 180 respondents were realized, which is 72% of the original sample.

Respondents
A sample of 250 secondary school teachers was drawn randomly from the secondary school teachers’ population of greater Harare. The sample formed the total number of would-be respondents, therefore 250 questionnaires were distributed to teachers and the heads of schools.

Data Collection
In this study a quantitative survey method is used. Research data is collected through questionnaires. A questionnaire survey was conducted in the schools in Harare from the middle of January to the end of February 2014 when all teachers had settled in to their respective teaching stations. The sample of the study consists of full time, qualified teachers from a total of 20 schools, using the random sampling technique. The breakdown is as follows: 10 private high schools and 10 government high schools. A total of 500 teachers were expected to take part in the survey. The sample is considered fairly representative considering the fact that in government the salaries for teachers are the same for
both primary and secondary schools.

The Minesota Job Satisfaction Scale can be used in this research. One questionnaire is divided into two sections. The first section contains demographic questions, which identify the profile of participants. The second section will be the Minesota Satisfaction scale with 20 internal and external determinants about work and environmental conditions. The use of this satisfaction scale enables classification of dissatisfactions as well as the identification of their causes. The scale uses a 1 to 5 point system as follows:

- Not satisfying at all 1
- Not satisfying 2
- Neither satisfying nor dissatisfying 3
- Satisfying 4
- Very satisfying 5

The participants’ grading is evaluated as a percentage with values as shown below:
- >0.75 High job satisfaction
- 0.25 Low job satisfaction
- 0.24 to 0.74 Moderate job satisfaction

The 20 job dimensions to be considered include the following factors:

**Internal**
- **Activity**: Being able to stay busy on the job.
- **Independence**: Having the opportunity to work alone.
- **Variety**: Occasionally being able to do different things.
- **Social status**: Being a respected individual in the society.
- **Moral values (conscience)**: Having moral and ethical values.
- **Recognition**: Achieving respect and social status.
- **Authority**: Having the opportunity to tell people what to do.
- **Ability utilization**: Having the opportunity to accomplish something by using abilities.
- **Responsibility**: Having the opportunity to exercise the decisions made.
- **Creativity**: Having the opportunity to use own methodology.
- **Achievement**: Feeling successful.

**External**
- **Advancement**: Having the opportunity to progress in career.
- **Company/School**: Feeling satisfied with company/school policy.
- **Colleagues**: Establishing good relationships with co-workers.
- **Working conditions**: Being able to sustain working conditions.
- **Security**: Having a job that provides safe future.
- **Compensation (Salary)**: Being paid for the work done.
- **Head**: Establishing good working relations between teachers and Head.
- **Head and Technique**: Having a head with the skills for decision making and organization.

Adopted from Sommeser and Eryaman(2008) Journal of Theory and Practice in Education; Permission to carry out the study will be obtained from the various school principals and heads. The questionnaires are sent with a copy of the permission letter. The respondents are given written
guarantee of confidentiality of the information in the questionnaire. The demographics questions should include age, marital status, academic level of education, gender, rank, monthly salary, length of service and an indication of whether the participant is a new entrant at the school by transfer, straight from college or a retiree who has been recalled on a contract basis. For those who have transferred either way, from private to public or from public to private institutions, there will be a question asking for the reason for the move. The job satisfaction questionnaire covers what has already been mentioned above as well as the participants’ suggestions to rectifying the problem.

A questionnaire was used to collect data for this study. The questionnaire sought information on job satisfaction and motivation of teachers as well as general demographic questions. The job satisfaction/motivation questions were drawn from the Minesota Satisfaction Questionnaire (MSQ) and modified. The researcher decided to use the questionnaire as the appropriate instrument for data collection due to the large number of participants involved.

The MSQ is designed to measure the level of satisfaction of employees in relation to their jobs. The MSQ comes in two forms. There is the 100-item long version and a 20-item short version. Questions for this study were drawn from the longer version questionnaire. The researcher chose 46 out of the 100 available. The chosen ones covered work itself, income/benefits, working conditions and self-esteem. The MSQ is measured on a five-point likert scale as shown below:

- Not satisfying at all 1
- Not satisfying 2
- Moderate 3
- Satisfying 4
- Very Satisfying 5

The participants’ grading is evaluated as percentage values as shown below:
- >0.75 High job satisfaction and motivation
- 0.25 Low job satisfaction and motivation
- 0.24 to 0.74 Moderate job satisfaction
The questionnaire used had questions with regard to the intrinsic and extrinsic factors as well as the demographic factors which can affect teachers’ job satisfaction and motivation levels.

Results
Descriptive Statistics

Table 1. Descriptive Statistics of demographic characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>92</td>
<td>51</td>
</tr>
<tr>
<td>Government</td>
<td>88</td>
<td>49</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td>37</td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>63</td>
</tr>
<tr>
<td><strong>Marital status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>40</td>
<td>22</td>
</tr>
<tr>
<td>Married</td>
<td>126</td>
<td>71</td>
</tr>
<tr>
<td>Divorced/widowed</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td><strong>Educational level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-secondary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certificate/diploma</td>
<td>68</td>
<td>37</td>
</tr>
<tr>
<td>Bachelors</td>
<td>103</td>
<td>58</td>
</tr>
<tr>
<td>Masters</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td><strong>School level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower secondary</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>O’level</td>
<td>95</td>
<td>53</td>
</tr>
<tr>
<td>A’level</td>
<td>65</td>
<td>36</td>
</tr>
</tbody>
</table>
In Table 2, the demographic characteristics of data were analyzed in terms of frequency, percentages, means and standard deviations. Out of the 180 respondents, 92 of them which is 51% were from private schools while 88, which is 49% were from government schools. The sample depicted a fair majority of female teachers. There were 113 females which is 63% against 67 males or 37%. The highest number of teachers who took part in the research are married, consisting of 126 respondents which is 71%. Of the respondents, 40 are still single and they constitute 22% and there is a very low percentage 7% of those who are either divorced or widowed. Regarding the level of education/teacher qualification, there is a clear indication that many teachers are improving their education status. There is no teacher in the sample who has not gone past secondary school. 68 respondents, which is 37% are holders of a certificate or diploma in secondary school teaching. Of the teachers, 103 which is 58% have a bachelor’s degree while 9 respondents or 5% hold a master’s degree. In terms of the school level taught by these teachers, 20 of these respondents, which is 11% teach at lower secondary level, 95 teachers making up 53% teach O-level and 65 teachers making 36% are A-level teachers.

Table 2 showed mean descriptive statistics (means standard deviations, minimum and maximum) for continuous variables that include age, experience and weekly working hours. The table is showing that the average age of teachers in the survey is 38.9 years with a standard deviation of 8.68. The ages of the teachers range from 24 and 60 years. With regard to the teachers’ teaching experience, the mean for work experience is 13.84 years with a standard deviation of 9.38 and a range of between 1 and 37 years. The last variable in the table is weekly work hours. The variable has a mean of 24 hours with a standard deviation of 12 and a range of 2 to 50 hours.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>38.9</td>
<td>8.68</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Teaching hours</td>
<td>13.8</td>
<td>9.39</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>24</td>
<td>12</td>
<td>2</td>
<td>50</td>
</tr>
</tbody>
</table>

The level of satisfaction is considered according to the seven variables which formed the basis of the job satisfaction questionnaire as shown in the table below.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>10.77</td>
<td>2.81</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Rewards/Income</td>
<td>13.268</td>
<td>6.21</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>Working Conditions</td>
<td>44.20</td>
<td>10.57</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Self Esteem</td>
<td>72.85</td>
<td>17.43</td>
<td>1</td>
<td>112</td>
</tr>
</tbody>
</table>

The level of satisfaction is considered according to the seven variables which formed the basis of the job satisfaction questionnaire as shown in the table below.
The level of satisfaction is calculated from the score of the answers to the questionnaire and classified into 5 levels according to the Best’s criteria (1977) as follows:

High Score - Lower Score / Number of Levels

For example, \( 5 - 1 / 5 = 0.80 \)

The scale for the application of the means is shown below:

<table>
<thead>
<tr>
<th>Mean Scores</th>
<th>Level of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 - 1.80</td>
<td>Very unsatisfied</td>
</tr>
<tr>
<td>1.81 - 2.60</td>
<td>Unsatisfied</td>
</tr>
<tr>
<td>2.61 - 3.40</td>
<td>Moderate</td>
</tr>
<tr>
<td>3.41 - 4.20</td>
<td>Satisfied</td>
</tr>
<tr>
<td>4.21 - 5.00</td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

Table 4: Showing means, standard deviations and level of satisfaction for the 7 job facets.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>3.6</td>
<td>.94</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Income</td>
<td>1.9</td>
<td>.89</td>
<td>Unsatisfied</td>
</tr>
<tr>
<td>Working Conditions</td>
<td>3.4</td>
<td>.81</td>
<td>Moderate</td>
</tr>
<tr>
<td>Self Esteem</td>
<td>3.1</td>
<td>.76</td>
<td>Moderate</td>
</tr>
<tr>
<td>Policy Management</td>
<td>2.72</td>
<td>.94</td>
<td>Moderate</td>
</tr>
<tr>
<td>Intrinsic Rewards</td>
<td>3.29</td>
<td>.79</td>
<td>Moderate</td>
</tr>
<tr>
<td>Interpersonal relation</td>
<td>3.9</td>
<td>.83</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Overall Mean</td>
<td>3.13</td>
<td>.85</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
Income has revealed that the satisfaction level is at “unsatisfied” with a mean score of 1.9 and standard deviation of 0.89 from the six facets on income on the questionnaire. This reflects a low level of satisfaction for the secondary teachers in the Harare region in as far as their income is concerned. The findings illustrate a scenario where teachers are paid less for the work they do. In the table work is indicated with a satisfaction level of “satisfied”, with a mean score of 3.6 and standard deviation 0.94 out of 8 items. The findings show that generally the secondary school teachers in the Harare region are satisfied with their job responsibility. This can mean that teachers frequently enough have the opportunity to utilize their acquired knowledge and skills.

Working Conditions reflect a “moderate satisfaction” level with a mean score of 3.4 and standard deviation 0.81. The mean score was arrived at after analyzing 13 items on working conditions. The results indicate that the self-esteem satisfaction level of secondary school teachers in Harare stands at moderate with a mean score of 3.1 and standard deviation of 0.76. Self-esteem had 8 items on the questionnaire. The table indicates that from 5 items, the overall satisfaction level of policy and management of institutions stands at moderate with a mean score of 2.72 and standard deviation of 0.94. The intrinsic rewards variable, also referred to in this study as Staff Development and Promotion, is indicated on the table with a satisfaction level at moderate with a mean score of 3.29 and standard deviation of 0.79. This is the average satisfaction level for the 5 items on staff development and promotion for the secondary school teachers in Harare region. The overall satisfaction level for interpersonal relations according to the findings for this study is at satisfied, with a mean score of 3.9 and standard deviation of 0.83. In this research interpersonal relations of secondary school teachers in Harare region has the highest level of satisfaction. The findings mirror the ones from Drukpa (2010) in Thimphu. Generally secondary school teachers are willing to work together and assist each other. Overall the average for the 7 variables in the table indicates that the overall level of job satisfaction of secondary school teachers in the Harare region of Zimbabwe is at moderate with a mean score of 3.13 and standard deviation of 0.85. Out of the 7 variables, only 2, work and interpersonal relations are at satisfied level. Income is in the last position at unsatisfied level and the rest are at moderate level of satisfaction. The overall report is that secondary teachers in Harare region have a moderate level of satisfaction.

Table 5: Comparison of satisfaction levels

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean (Private)</th>
<th>Mean (government)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>11.456</td>
<td>10.091</td>
<td>0.0005</td>
</tr>
<tr>
<td>Income</td>
<td>17.087</td>
<td>9.341</td>
<td>&lt; 0.0001</td>
</tr>
<tr>
<td>Self esteem</td>
<td>77.261</td>
<td>68.386</td>
<td>0.0003</td>
</tr>
<tr>
<td>Working conditions</td>
<td>11.441</td>
<td>10.081</td>
<td>0.0005</td>
</tr>
</tbody>
</table>

The study sought to compare the different components of levels of job satisfaction of teachers teaching in private and government schools. Following Drukpa (2010), the different components of job satisfaction examined in this study are: work, income, self-esteem, interpersonal relations, staff development and promotion, policy and management and working conditions. In order to compare the level of job satisfaction between teachers in private and government schools, an independent samples t-test was conducted. In terms of working conditions, the test was found to be statistically significant, t(178)= 3.345, p < 0.05. Thus the results indicate that in terms of working conditions, secondary school teachers in private schools (M =11.456, SD =2.429) were more satisfied with their jobs than teachers in government schools (M =10.091, SD=3.027). The results support earlier researchers, Liu and Ramsey (2008) in their research which reported that where teachers were least satisfied by working conditions there resulted high teacher attrition or high teacher turn over with
teachers transferring to areas they perceive as greener pastures. The same sentiments were echoed by Chandrasehar (2011) whose report said that people working in poor working conditions are usually de motivated, not satisfied with their work and stressed out. With regard to the present study, the government schools need to spruce up their image.

In terms of income, the test was found to be statistically significant, $t(178) = 10.683$, $p < 0.0001$. The results indicate that teachers in private schools ($M=17,087$, $SD=5.778$) were more satisfied with their income than teachers in government schools ($M=5.778$, $SD=3.670$). The results reveal the reality on the ground in as far as income of secondary school teachers in the Harare region is concerned. It is an open secret that teachers in private schools are getting more in terms of salaries and other benefits than their counterparts in government schools. The implications are that those teachers in private schools are motivated to do their job with total commitment and a sense of belonging. The results will prompt teachers in government-run schools to request to move to schools that satisfy both their basic needs as well as their job. The results mirror the findings by Ingersoll and Smith (2003), Creel and Millinger (2004) and Adelabu (2005) who all reported that the salary factor lowers job satisfaction. Generally even a teacher’s behaviour is motivated by an attempt to satisfy their most important need at any given time as reported by Hoy and Mishel (2008).

With regard to self-esteem, the test was found to be statistically significant, $t(178) = 3.526$, $p < 0.0003$. The results indicate that teachers in private schools ($M=77.261$, $SD=17.254$) were more satisfied with their self-esteem than the teachers in government schools ($M=68.386$, $SD=16.47$). The job satisfaction scale included an item on self-esteem. Self-esteem in this study is referring to the teacher’s evaluation of self-worth. This is the fourth level of human needs according to Maslow (1957-1970). This is the level of success which includes the needs for status, recognition and achievement (Rubbins, 2005). Self-esteem of private school teachers was found to be significantly different from that of government school teachers. The results in this study are showing that teachers in private schools are enjoying a sense of usefulness and importance at their work places. These teachers enjoy being given responsibilities and recognition for their contributions thus they get job satisfaction and are motivated to stay at the same school for as long as it takes, giving the best of their abilities.

With regard to work itself, the test was found to be statistically significant, $t(178) = 3.345$, $p < 0.0005$. The results indicate that teachers in private schools ($M=11.456$, $SD=2.439$) were more satisfied with the actual work they do than the teachers in government schools ($M=10.091$, $SD=3.027$). The implications are that these teachers in private schools are usually assigned important duties and responsibilities that give them the opportunity to utilize their knowledge and skills in making own decisions. They have the freedom to demonstrate their capabilities within the given responsibilities (Rubbins, 2005). Gupta and Canin (2003) reported similar findings. The overall report after analyzing these variables by school type seems to unreservedly support the researcher’s major hypothesis, which states that teachers in private schools are more satisfied with their jobs than their government counterparts. Therefore the researcher can conclude that there are differences in job satisfaction and work motivation levels among teachers in private and government schools. These findings are in support of (Gupta et al, 2012; 2013 and Singh Ranjnder and Rawat, 2010).

**Motivators for Entering Teaching Profession**

In order to identify reasons that motivated teachers to enter the teaching profession the researcher included in the job satisfaction questionnaire a section with 14 items which indicate possible reasons for entering the profession. The collected data was analyzed using Stata ii package. Table below shows the number and percentages of teachers who indicated their preferences.
The results are showing that all the 14 items seem to be important reasons to motivate people to join the teaching profession due to the fact that each one of them was selected by at least 5 people. They also clearly show that secondary school teachers in the Harare region of Zimbabwe were motivated to enter into the profession by different issues. This report puts job security selected by 120 respondents (67%) at the top of the list, revealing that these teachers consider what the job holds for their future seriously. Job security becomes a determinant for their length of stay at a school, their performance level as well as their job satisfaction level. Passion for teaching was next, chosen by 105 teachers which is (59%) and closely behind was a passion to work with young people from 102 teachers (57%). It is also important to mention those reasons chosen by very few teachers, which include status of profession with 15 (8%), promotion and variety with 16 (9%) each and others with 5 (3%). The low percentages may be a reflection of the fact that the lower level needs of these teachers have not been met for them to be motivated by the higher needs of self-esteem, according to Maslow’s hierarchy of needs (1959). The report seems to reveal that less than half the teachers in the sample are motivated by salary and other benefits with 58 (32%), by their contribution to society with 68 (38%), by the love of subject 89 (49%) and lifestyle with 65 (36%). The 5 teachers who chose “others”, the last item on the list, concurred on two more aspects, which are professional growth and lack of alternative employment as their motivators for entering the profession.

The teachers were given the option to choose more than one aspect bearing in mind that for a teacher to reach a certain level of job satisfaction, the motivation should be coming from more than one angle. Motivation improves the knowledge and skills of a teacher, translating into positive impact on student achievement, as pointed out by Mstafa and Othman (2010). It is important for school authorities and policy makers in education to know what makes the teacher tick. Where there is poor motivation,
teachers are usually dissatisfied with their salaries and conditions of service as concurred by Adelabu (2005). All the items which have been included in the research are important in one way or the other in the life of a teacher and not necessarily at the entry point, when one is deciding whether or not to become a teacher. It should rather be seen as a continuous process to find ways of keeping these teachers motivated as the benefits are far reaching. Mathew (2003), and Kumar and Giri, (2009) reported that high levels of motivation can bring about job satisfaction and organizational commitment.

Conclusion
After all has been said and done, and based on the research objectives, the research concludes that the study objectives have been achieved. For the first objective, the conclusion is that the level of job satisfaction and motivation for secondary school teachers stands at moderate level. A lot can still be done to bring the level a gear up to satisfaction or even surpass it in order to retain teachers. With regard to the second objective, just like the first one, it was achieved as depicted by results in Table 3. There exist differences in levels of satisfaction and motivation between teachers in private and government schools. The seven t-tests showed that teachers in private schools are more satisfied with their jobs than their government counterparts. The third objective was also achieved. Through this objective the study revealed that teachers are motivated differently to enter the teaching profession. Policy makers and school authorities should know their people and their needs and be able to satisfy them.

Recommendations
To improve extrinsic job satisfaction the policy makers in conjunction with school authorities can organise successive training and development seminars for both teachers and their supervisors to improve their knowledge, teaching ability and skills. In addition, the responsible authorities should mitigate salary effects on job satisfaction by increasing remuneration levels in line with all market conditions regardless of the industry in question. With regard to policy and management, there is need for improved communication skills by those managing teachers, so that policies and procedures are discussed first, agreed upon and communicated to all stakeholders. The policies should be unambiguous and disseminated in a way which is to the benefit of all involved. Working conditions are a source of job dissatisfaction. No teacher is motivated to teach in dilapidated classrooms with very few resources being shared among abnormally big classes, with numbers reaching up to 60 pupils per class. It is unhealthy and unacceptable, as it will lower the quality of work and the performance expectations. The study has shown that there is a difference in the job satisfaction levels of teachers in private school and those in government school, which was the major hypothesis. In that regard, school authorities and governing policy makers have to come up with convalescent measures that will motivate the youth in the country to aspire to be teachers at any type of school, be it private or government.

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