



MODERATING INFLUENCE OF TEACHER EFFICACY ON INDIVIDUAL AND ORGANISATIONAL DETERMINANTS OF JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHERS IN COAST PROVINCE, KENYA

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Abstract

This study explored the extent to which demographic, policy, student and community-related factors influence teachers' job satisfaction and the extent to which teacher efficacy moderates the relationship. The study was conducted among a sample of 123 primary school teachers in Mombasa. A researcher-developed self-report questionnaire was administered. Descriptive statistics in the form of percentages, means and frequencies were used for analysis and presentation. In addition T-test and multiple regression analysis was used to predict relationships between variables. Demographic variables only influenced job satisfaction when interacting with teacher efficacy. Policy, student and community-related factors were strong predictors of teacher job satisfaction. It was recommended that deliberate measures be put in place to improve teacher efficacy, improvements in policies for teachers and positive community involvement in their children's education.

Key words: Demographic characteristics, student factors, policy factors, community-related factors, teacher efficacy, job satisfaction.

1. Introduction

Keeping teachers motivated and satisfied with teaching is a challenge of our times. This is especially so in light of challenges in education in terms of large classes, workload and poor remuneration. Teachers' job satisfaction has been related to positive outcomes including teacher retention and increased performance. Conversely, low job satisfaction has been related to teacher attrition, absenteeism and poor performance among others (Ofuani, 2010). Teacher job satisfaction is dependent on a multiplicity of work and individual-related factors (George, Louw & Badenhorst, 2008). These factors can be broadly divided into two groups - intrinsic and extrinsic factors: where intrinsic factors are mainly determined by a person's motivation and individual factors that the person brings to the job; and where extrinsic factors include the work-environment, supervision and working conditions (Santos, 2002). Research in the area continually reports low to average teacher job satisfaction with various facets of their jobs (George, et al., 2008; NCES, 1997; Strydom, Nortje, Beukes, Esterhuise & van de Westhuizen, 2012). Despite the overwhelming focus on the extrinsic underpinnings of satisfaction, there is need for further study on how both intrinsic and extrinsic factors interact.

1.1 Demographic differences in sources of teacher job satisfaction

Research has found differences in sources of teacher job satisfaction based on their demographic characteristics. In the study by Dehaloo (2011), teachers with less than six years teaching experience considered recognition and appreciation for their efforts highly in relation to job satisfaction. Their source of motivation was the feeling that they were making a difference in learners' lives. Some judged that learners viewed them as role models. Teachers aged 40-54 found disciplined learners with work ethic, good learner achievement and seeing their learners achieve in life most motivational. The job satisfaction of this group of teachers was also dependent on praise, recognition and appreciation for their efforts, cooperation of learners and parental support. Teachers aged above 55 who had more than 26 years teaching experience identified job permanency, frequent holidays, and working with young people as motivators. On the whole, 68% of the teachers cited ill-disciplined, disrespectful learners and under-performing learners as some of the least motivational factors at school.

1.2 Policy factors

Low teacher salaries in the teaching profession is widely acclaimed to be a major source of low job satisfaction. Majority of studies show consistency in their findings concerning this relationship. In the study by Dehaloo (2011) 80 and more of the respondents indicated that teachers were not being paid fairly and that salaries did not keep pace with inflation. Salary packages were perceived as not being commensurate with the amount of work done and there was lack of salary adjustments for improved academic qualifications. It was also reported that salary increases were always accompanied by raises in taxes which lowered the income of teachers. Aside from the monetary factor, teachers' reported low motivation and satisfaction with the opportunities for advancement through promotion. Dehaloo also found out that teachers were not convinced concerning the selection and process of teachers for promotion. Other studies (Ali, uz-Zamaan, Tabassum & Iqbal, 2011; DeMato, 2001; Lanzo, 2003; Pii, 2003) report that teachers express low satisfaction with promotion opportunity, awareness and implementation of education policy, salary package, recognition and working conditions. Similarly, Mhozya (2007) explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the salary and with the ways of promotions.

Another perspective is provided by Mwamwenda (1995) whose study in the Transkei, South Africa, and Ngalyuka (1985) and Imonje (1990) in Kenya who found out that the provision for holidays for teachers was associated with high levels of teachers' job satisfaction. However, Zembylas and Papanastasiou (2006) found no such relationship among teachers in Cyprus. In Kenya, inadequate teacher remuneration has led to low teaching morale (Mukiebe, 1995, cited in Otube, 2004) which is manifested in numerous strikes for better pay (Ingolo, 1991). This is coupled with the drastic decline in the status of teachers. The extent to which better remuneration contributes to satisfaction and retention cannot be downplayed. In the study by Perrachione, Rosser and Petersen (1998), of the 179 respondents who answered the question whether they would leave the profession, 71 (40%) individuals indicated a response of either "certainly would" or "probably would" leave teaching because of low salary. This seems to confirm the findings by Rasku and Kinnunen (2003) who found that Finnish secondary school teachers expressed more job satisfaction than their counterparts in other European countries in which the study was conducted. Their satisfaction was due in part to them being assured of their wellbeing through working.

Though majority findings suggest that increase in teacher salary may be related to higher satisfaction, other studies have found no significant relationship between salary or other monetary benefits and teachers' job satisfaction (Darling-Hammond, 2003; Zembylas & Papanastasiou, 2006).

Studies show that teacher evaluation determines the satisfaction levels of teachers. Dehaloo (2011) indicates that many respondents (43%) expressed dissatisfaction with the assessment policies of the Department of Education: 53% of respondents reported that the assessment tool in place is not well received by teachers, while 40% of respondents felt that the tool has not empowered them to improve their teaching practice in the classroom. Studies from Kenya concerning this facet are sparse although available findings indicate that harassment by education inspectors is strongly related to low levels of satisfaction (Shymala, 1990).

1.3 Student factors

Research indicates that motivation and job satisfaction among teachers are affected positively or negatively by students' responsiveness, behaviour, attitudes to work, achievement and relationships with the teachers. Research (Dehaloo, 2011; George et al., 1998; Mottet, Beebe, Raffeld & Medlock, 2004; Mwamwenda, 1995) indicates that teachers are motivated by enthusiastic, cooperative learners with a good work ethic and academic performances. For instance, in the study by Mottet et al. over half of the total variance in teacher job satisfaction was attributed to student verbal and non-verbal responsiveness. Similarly, Perrachione et al., (1998) indicate that one of the top three reasons among 107 (63%) teachers who were "very satisfied" or "somewhat satisfied" with their current teaching, was good students. Research from Kenya seems to concur with findings from other studies (Imonje, 1990; Ingolo, 1991; Mwangi, 2000) which strongly relate good pupil discipline and achievement with teacher job satisfaction.

1.4 Community factors

Involvement by the local community in their children's education communicates to teachers that they are receiving support and appreciation from the community. It is also linked to increased efficacy. However, teachers often feel that they do not receive the necessary support and appreciation from parents and the community (Perrachione et al., 2008). This finds corroboration in Dehaloo (2011) who found out that parental apathy or parental interference in educational matters at their schools was reported to be the least motivational of the factors under study. Similarly, Houchins, Shippen and Cattret (2004) in their study in Georgia, USA, found that lack of parental support was an area of dissatisfaction for Juvenile Justice teachers. This also finds support in findings by Tuettemann (1991) in Western Australia, Ngimbudzi (2009) in Tanzania and Zembylas & Papanastasiou (2006) in Cyprus who found acknowledgment, respect, status and recognition as important factors in job satisfaction. The status and image of the teaching profession is an important determinant of teachers' job satisfaction. This is confirmed by research (George et al., 1998; Mwamwenda, 1995; Pii, 2003; Scott, Cox & Dinham, 1999) which indicates that community's perceptions of teaching being a noble profession is related to teachers' feeling of recognition and appreciation.

1.5 Teacher efficacy

Teacher Efficacy refers to the teacher's expression of their confidence in their ability to teach (Tschannen-Moran, Hoy & Hoy, 1998). Teachers' self-efficacy influences their job satisfaction directly by meeting teachers' intrinsic needs of competence (Ryan & Deci, 2000; Trentham, Silvern & Brogdon, 1985) and indirectly in being conducive to performance from which teachers may derive pride and rewards. Other studies also show that teachers' self-efficacy affect and sustain teachers' job commitment and satisfaction (Caprara, Barbaranelli, Borgogni, Petitta, Rubinacci, 2003; Caprara, Barbarnelli, Steca & Malone, 2006; Telef, 2011). For instance, in a study by Perrachione et al. (1998) among Missouri elementary schoolteachers, one of the three reasons among 141 (79%) of those who were either "very satisfied" or "somewhat satisfied," was personal teaching efficacy. 194 (97%) of the 201 total survey respondents indicated that the number one reason they remain in teaching is teacher efficacy. Other studies have also reported significant relationships between general and specific facets of teacher efficacy and job satisfaction. In the study by Klassen and Chiu (2010), teachers' overall self-efficacies were linked to job satisfaction. Teachers with 10% more classroom management self-efficacy or 10% more instructional strategies self-efficacy averaged 3% more job satisfaction. Though research from Africa is sparse, available findings point to a positive and significant relationship between teacher efficacy and job satisfaction (Akamolafe & Agunmakin, 2014).

1.6 Objectives of the study

The study was guided by the following objectives:

- a. Determine the influence of demographic variables on teachers' job satisfaction by facets of the job
- b. Find out the extent to which student-related factors influence teachers' job satisfaction
- c. Establish the extent to which policy-related factors influence teachers' job satisfaction

- d. Find out the extent to which community-related factors influence teachers' job satisfaction
- e. Establish the extent to which teacher efficacy moderates the relationship between demographic variables, student, policy and community-related factors on teachers' job satisfaction

1.7 Theoretical framework

This study was anchored in Vroom's Expectancy Theory of Motivation (1964) which explains work from an economic and motivational basis. Further, Vroom (1964) predicts that given the opportunity, a person will choose to work when the outcomes which he expects to get from doing the work are more positive than those he expects to attain from not working. According to this theory, one works depending on the probability of achieving a goal. If the outcomes are neither interesting nor commensurate to the input, one chooses other activities for a return on investment. Such other activities may include switching off from the work or merely just coasting. However, each job requires resources which are both internal and external. This theory offers information about the expectancies of teachers in this study. While teachers are ready to invest time and effort, they expect good student outcomes (academic achievement, disciplined students), good policies (good remuneration, favourable evaluation, leave and promotion) and a society that recognises their effort. Poor scores on any of the factors is an indication that more effort is invested than the return on investment.

1.8 Conceptual framework

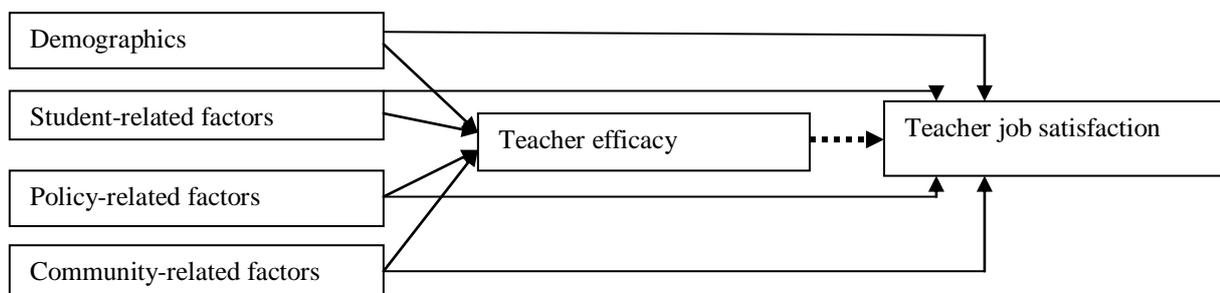


Figure 1 Interaction of variables hypothesized to lead to teacher job satisfaction

The conceptual model indicates a direct relationship between predictor variables and teacher job satisfaction as well as a hypothesised moderated relationship through teacher efficacy (dotted line). It is further hypothesised that teacher efficacy predicts job satisfaction individually and by moderating the influence of demographics, student, policy and community-related variables.

2. Findings and Discussion

This study was carried out on a sample of 123 primary school teachers (22.8% male and 77.2% females) attending a seminar on strategic planning in schools. Majority in the sample were aged above 40 years (68.9%) with more than 10 years of teaching experience (83.6%). There were more teachers who had undergraduate qualifications (41.3%) with only 4 (3.3%) holding postgraduate qualifications. Consistent with other studies in the area of job satisfaction, the first aim of this study was to determine the influence of demographic factors on level of satisfaction by specific facets of the job. Findings are presented in Table 1.

Table 1 Descriptive findings of influence of demographic factors on job satisfaction by facets of the job

Demographic variables	Student -related		Policy-related		Community-related	
	M	SD	M	SD	M	SD
Gender						
Male	12.96	3.55	9.25	3.51	10.03	3.08
Female	12.51	3.40	8.73	3.33	9.36	3.34
Total	12.61	3.42	8.85	3.36	9.52	3.28
Age						
Below 22	14.00	-	11.00	-	16.00	-
22-29	15.33	2.64	12.11	2.97	13.33	2.29
30-34	13.00	4.24	6.75	3.61	8.37	3.62
35-39	13.00	3.30	9.42	3.22	10.00	4.00
Above 40	12.12	3.34	8.53	3.23	9.01	2.83
Total	12.57	3.41	8.84	3.37	9.50	3.29
Teaching experience						
1-4	14.87	2.64	11.12	3.72	12.75	2.86
5-9	11.16	3.80	8.50	3.31	9.25	3.84
Above 10	12.59	3.38	8.72	3.32	9.32	3.15
Total	12.60	3.43	8.85	3.37	9.54	3.29
Level of education						
P1	12.54	3.69	8.21	3.38	10.00	3.28
Diploma	11.95	3.50	9.20	3.03	8.83	2.98
Bachelor's	12.68	3.19	9.14	3.29	9.38	3.33
Post-graduate	15.25	1.89	8.75	5.85	9.25	3.86
Total	12.57	3.41	8.82	3.35	9.48	3.25

Findings in Table 1 reveal that male teachers reported significantly higher satisfaction levels with all the three facets of their jobs. Teachers aged 22-29 reported significantly higher job satisfaction levels with the three facets while teachers aged 30-34 recorded the lowest satisfaction ($M = 6.75$) with policy-related and community-related facets of their jobs. Concerning the influence of teaching experience on job satisfaction, teachers with teaching experience of 1-4 years reported highest job satisfaction with regard to student-related, policy-related, and community-related factors. Teachers in the 5-9 years teaching experience bracket posted consistently low job satisfaction on all the facets of their jobs. Finally, much variation was seen in the influence of teachers' level of education. While teachers with post-graduate qualifications reported more satisfaction with student-related factors, their counterparts with Diploma qualifications reported higher satisfaction with policy-related factors. P1 holders reported the highest levels of job satisfaction with community-related factors. Of the four demographic variables under study, only age seemed to have a significant influence on teacher job satisfaction. The ANOVA equation for the influence of age on job satisfaction through community-related factors was significant $F(4, 117) = 5.540, p < .05$. Similar significance was found for the influence of age on job satisfaction through policy-related factors [$F(4, 115) = 3.578, p < .05$]. Since age and teaching experience correlated very highly (.795), it was assumed that the strong and significant correlation between teaching experience and job satisfaction through community-related factors worked through age [$F(2, 119) = 4.288, p < .05$]. The findings concerning differences in job satisfaction on the basis of demographic factors generally agree with Dehaloo (2011). It is evident that teachers were satisfied with disciplined students who performed well in class, recognition and appreciation for their efforts and parental support.

The study further sought to establish the extent to which teacher efficacy moderated the relationships between demographic, policy and community-related factors and teacher job satisfaction. To achieve that end, a T-test was done to establish whether there were any significant differences in teacher efficacy on the basis of gender. The findings show that though male teachers reported higher teacher efficacy ($M = 7.10$) than females (6.82), there were no significant differences ($t = .723, p < .05$). The overall mean of teacher efficacy was 6.89 and standard deviation of 1.74 which is slightly above average. The finding concerning the level of teacher efficacy corroborates the findings of other studies (Akamolafe & Agunmakin, 2014; Klassen & Chiu, 2010; Perrachione et al., 2008) making it possible to consider teacher efficacy as a moderator of the relationship between demographic, policy, student and community-related predictors of teacher job satisfaction.

The extent to which teacher efficacy moderates the relationship between demographic characteristics and teachers' job satisfaction was analysed by a series of hierarchical regression analyses. Findings are presented in Table 2.

Table 2 Moderation of teacher efficacy on the relationship between demographic variables and job satisfaction

Variable	Model	R ²	R ² change	Std. Beta	t	p
Gender	1	.000	.000	.007	.075	.940
	2	.222	.222	.472	5.797	.000
Age	1	.006	.006	-.080	-.877	.382
	2	.220	.214	.467	5.667	.000
Teaching experience	1	.000	.000	.017	.184	.855
	2	.225	.225	.477	5.822	.000
Level of education	1	.017	.017	-.130	-1.423	.157
	2	.222	.205	.457	5.527	.000

Findings in Table 2 indicate that teacher efficacy contributed between 20.5% and 22.5% of the variance in teacher job satisfaction over and above the contribution of each demographic characteristic. When teacher efficacy was added to each model, significance was reached. In the first hierarchical model, gender was not a significant predictor of job satisfaction. However, when teacher efficacy was added to the equation, the model was significant $F(2, 118) = 16.605, p < .05$. In the second model, teacher efficacy was also significant when paired with age $F(2, 117) = 16.543, p < .05$. Similar results were found concerning teacher efficacy and teaching experience [$F(2, 117) = 16.972, p < .05$] and level of education and training [$F(2, 116) = 16.540, p < .05$]. The implication is that teacher efficacy moderates the relationship between demographic characteristics and job satisfaction. This finding underlines the strong link between teacher efficacy and teacher job satisfaction that has been identified in previous studies (Akamolafe & Agunmakin, 2014; Klassen & Chiu, 2010; Perrachione et al., 2008).

The second objective of the study was to find out the extent to which student-related factors predicted teachers' job satisfaction and the extent to which teacher efficacy moderated the relationship. Descriptive findings of the relationship between student-related factors and job satisfaction are presented in Table 3.

Table 3 Means, standard deviations and frequencies of student-related factors and influence on job satisfaction

Student-related factors	M	SD	Satisfied		Neutral		Dissatisfied		r
			f	%	f	%	f	%	
Relationship with students	4.09	1.01	106	86.2	6	4.9	11	9.0	.080
Students' attitudes towards learning	2.79	1.32	40	32.5	40	32.5	43	35.0	.169
Students' general behaviour	3.08	1.16	52	42.2	37	30.1	34	27.6	.194*
Average level of students' achievement	2.61	1.12	31	25.4	44	36.1	47	38.5	.203*

** Significant at $p < .05$

* Significant at $p < .01$

Findings in Table 3 reveal that teachers' relationships with students accounted for the highest levels of job satisfaction while level of students' achievement in examinations satisfied teachers the least. Significant and positive relationships were found between students' general behaviour and achievement in examinations and teachers' job satisfaction respectively.

When an ANOVA was done, there emerged significant findings concerning relationships with students $F(4, 118) = 3.330, p < .05$ and students' average level of achievement in examinations $F(3, 118) = 4.553, p < .05$. The implication is that the extent to which teachers relate with students and students' educational performance strongly predicts teachers' job satisfaction. The explanation of the second finding may be in the fact that students' performance is perceived by many teachers as a direct result of teachers' effort and hence they report more satisfaction if their efforts pay off.

To understand the contribution of each facet of student-related factors, a hierarchical regression analysis was performed and results indicate that among the facets comprising the student-related loaded factor, average level of students' achievement in examinations accounts for the highest level of teachers' job satisfaction (5.1%) followed by students' general behaviour. However, students' attitudes towards learning accounts for the largest change in variance in teachers' job satisfaction. None of the models were found to be significant. As a single composite variable, student-related factors recorded significance for teachers' job satisfaction [$F(1, 120) = 5.947, p < .05$ accounting for 4.7% of teachers' job satisfaction with a group mean of 12.61.

To find out the extent to which teacher efficacy moderates the relationship between student-related factors and teachers' job satisfaction, teacher efficacy was added to each of the facets. The results are presented in Table 4.

Table 4 Moderation of teacher efficacy in the relationship between student-related factors and teachers' job satisfaction

Variable	Model	R ²	R ² change	Std. Beta	t	p
Relationship with students	1	.008	.000	.102	.973	.333
	2	.220	.207	.054	5.671	.000
Students' attitudes to learning	1	.031	.031	.176	1.953	.053
	2	.225	.194	.453	5.428	.000
Students' general behaviour	1	.036	.036	.191	2.120	.036
	2	.224	.188	.451	5.339	.000
Level of students' academic achievement	1	.039	.039	.198	2.191	.030
	2	.232	.193	.448	5.422	.000

Findings from Table 4 demonstrate that teacher efficacy played a pivotal role in the relationship between students/teachers' relationships, and students' attitudes to teachers' job satisfaction respectively. It is evident that the addition of teacher efficacy to the model took the model to significance. However, for the facets of students' general behaviour and level of students' academic achievement, the effect of teacher efficacy was not as pronounced since the facets were significant predictors of teachers' job satisfaction on their own in the absence of teacher efficacy. Findings show that teacher efficacy generally accounted for between 22-23% of teachers' job satisfaction of this sample. This is a considerable contribution by one variable. These findings support previous findings which associate teacher job satisfaction with students' attitudes to learning and academic achievement (Dehaloo, 2011; George et al., 1998; Mottet, Beebe, Raffeld & Medlock, 2004; Mwamwenda, 1995) and discipline (Imonje, 1990; Ingolo, 1991; Mwangi, 2000; Perrachione et al., 2008).

The third aim of this study was to identify the extent to which policy-related factors predicted teachers' job satisfaction and the extent to which teacher efficacy moderated the relationship. The descriptive findings are presented in Table 5.

Table 5 Means, standard deviations and frequencies of policy-related factors and influence on job satisfaction

School resources	M	SD	Satisfied		Neutral		Dissatisfied		r
			f	%	f	%	f	%	
Salary and allowances	2.26	1.20	23	18.7	40	32.5	60	48.8	.235**
Provision for leave	2.79	1.41	45	36.9	29	23.8	51	41.8	.064
Opportunity for promotion	1.90	1.24	18	14.8	20	16.4	84	68.8	.197*
Methods for teacher evaluation	1.86	1.05	8	6.5	30	24.4	85	69.1	.294**

Findings in Table 5 show that policy-related factors were related with the least teachers' job satisfaction. All the factors registered higher dissatisfaction than satisfaction which is consistent with Herzberg's Two Factor Theory (1959). The facet "methods used to evaluate teachers" was related least (6.5%) with job satisfaction followed by teachers' opportunities for promotion (14.8%). Results of the ANOVA for salary and allowances was significant $F(3, 119) = 3.309, p < .05$ and so was for methods of evaluation $F(4, 118) = 3.475, p < .05$. It was found out in the regression analyses that salary and allowances accounted for the largest variance in teachers' job satisfaction. However, opportunity for promotion was not found to be a significant predictor of job satisfaction. As a single variable, policy-related factors explained 7.1% of teachers' job satisfaction and the regression equation was significant $F(1, 119) = 9.137, p < .05$ but had a low mean ($M = 8.85$). The implication of the low mean is that teachers will not likely report job satisfaction from policy-related factors though it is a significant ingredient for the presence or absence of satisfaction.

To establish the extent to which teacher efficacy moderated the relationship between policy-related factors and job satisfaction, more hierarchical regression analyses were done for each facet of policy-related factors. The findings are presented in Table 6.

Table 6 Moderation of teacher efficacy on the relationship between policy-related factors and teachers' job satisfaction

Variable	Model	R ²	R ² change	Std. Beta	t	p
Salary and allowances	1	.049	.049	.221	2.476	.015
	2	.250	.201	.451	5.626	.000
Provision for leave	1	.005	.005	.074	.804	.423
	2	.219	.214	.488	5.656	.000
Opportunity for promotion	1	.039	.039	.197	2.187	.031
	2	.223	.184	.451	5.268	.000
Teacher evaluation	1	.084	.084	.289	3.294	.001
	2	.244	.161	.420	5.010	.000

It can be seen in findings from Table 6 that teacher efficacy contributed the highest change in variance of teachers' job satisfaction (21.4%) when interacting with provision for leave. Overall, the combination of salary and allowances and teacher efficacy explained the highest level of job satisfaction (25%) followed by methods used to evaluate teachers (24.4%). This means that on their own, salary and allowances and methods of evaluating teachers are the biggest risk factors among the policy-related factors related to low job satisfaction. The finding concerning the influence of salary and allowances strongly supports many previous studies (Dehaloo, 2011; Mhozya, 2007; Perrachione et al., 2008). However, this study found no significant relationship between opportunities for promotion and job satisfaction. This finding supports the few contradictory findings in the area (Darling-Hammond, 2003; Zembylas & Papanastasiou, 2006). The final aim of this study was to find out the extent to which community-related factors lead to teachers' job satisfaction and the extent to which teacher efficacy moderates the relationship. The descriptive findings of the influence of community-related factors on job satisfaction are presented in Table 7.

Table 7 Means, standard deviations and frequencies of community-related factors and influence on job satisfaction

Community-related factors	M	SD	Satisfied		Neutral		Dissatisfied		r
			f	%	f	%	f	%	
			Status of teachers	2.76	1.28	45	36.6	31	
Parents' attitudes to education	2.04	1.13	14	11.4	33	26.8	76	61.8	.161
Recognition	2.04	1.18	35	28.5	39	31.7	49	39.8	.317**
Societal attitudes to education	2.66	1.21	16	13.1	29	23.6	78	63.4	.135

**Significant at $p < .05$

Table 7 reveals that community-related factors are associated with low levels of teachers' job satisfaction. All the reported means are well into the "Dissatisfied" zone. Of all the facets, "parents' attitudes to education" was found to lead to the least satisfaction (11.4%). It is logical that parents' attitudes to education contributed to low satisfaction because parents are part of the larger community around the school. The ANOVA equation for teachers' perceptions of status was significant $F(4, 118) = 4.566, p < .05$ similar to the ANOVA equation for societal attitudes to education $F(4, 118) = 4.431, p < .05$. It can therefore be concluded that the two facets are significant predictors of teachers' job satisfaction.

For a deeper understanding of the influence of each of the facets on teachers' job satisfaction, hierarchical regression analyses were done. Findings show that the whole model accounted for 19.7% of teachers' job satisfaction. Teachers' status in society accounted for the highest variance in teachers' job satisfaction (13.2%) while societal attitudes towards education accounted for the least (0.2%). This finding can mean that this sample of teachers does not care about societal attitudes or that the communities from which the sample was drawn have extremely positive or negative attitudes towards education. As a variable, community-related factors accounted for 13.2% of teachers' job satisfaction though the mean remained low ($M = 9.52, SD = 3.28$). Additionally, the regression equation for the factor was significant $F(1, 121) = 18.476, p < .05$.

To find out whether teacher efficacy moderated the relationship between community-related factors and teachers' job satisfaction, regression analysis was done and the findings presented in Table 8.

Table 8 Extent to which teacher efficacy moderates the relationship between community-related factors and teachers' job satisfaction

Variable	Model	R ²	R ² change	Std. Beta	t	p
Teacher status	1	.139	.139	.372	4.376	.000
	2	.266	.127	.384	4.526	.000
Parents' attitudes	1	.027	.027	.165	1.828	.070
	2	.220	.193	.468	5.402	.000
Recognition	1	.103	.103	.321	3.698	.000
	2	.253	.150	.409	4.871	.000
Societal attitudes	1	.015	.015	.124	1.364	.175
	2	.222	.206	.484	5.594	.000

Findings in Table 8 reveal that teacher efficacy contributed more to job satisfaction when it concerned parents' and societal attitudes to education. The highest level of satisfaction was explained by teachers' status when coupled with teacher efficacy. Interestingly, teacher efficacy contributed negatively to teachers who already felt they had status in society. The implication here is that once a teacher feels of respected status, they do not require further sources of efficacy to report job satisfaction. In line with descriptive findings, it was found that parents' attitudes contributed minimally to the job satisfaction of this sample. The need for feelings of status is underlined by other related studies (George et al., 1998; Houchins et al., 2004; Mwamwenda, 1995; Ngimbudzi, 2009; Pii, 2003; Scott et al., 1999; Tuettemann, 1991; Zembylas & Papanastasiou, 2006) who found acknowledgment, respect, status and recognition as important factors in job satisfaction.

3. Conclusions and Recommendations

This study has added to the body of knowledge in the area of teachers' job satisfaction. It has shown that both intrinsic variables (demographic characteristics and teacher efficacy) and extrinsic variables (policy and community-related factors) appear to influence job satisfaction. The findings therefore suggest that Herzberg's Two Factor Theory should be applied with caution on the basis of context. On the basis of findings of this study, it is recommended that teachers' remuneration be improved in addition to involving the community in education-related issues to improve society's attitudes towards teaching. It is also important to shift focus and consider methods of improving teacher efficacy in schools. The important role that teacher efficacy plays in the teaching process demands that more resources are focused on interventions aimed at building competence and status derived from the teaching profession instead of the

current focus on monetary incentives. Further research should seek to understand teachers' job satisfaction on the basis of various facets as opposed to cumulative factors to isolate specific differences.

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