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**THE INFLUENCE OF WORKING
CONDITIONS ON TEACHERS JOB
SATISFACTION IN SELECTED PUBLIC
PRIMARY SCHOOLS IN MFOUNDI
DIVISION-YAOUNDE**

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CERTIFICATION

This is to certify that this thesis entitled " The Influence of Working Conditions on Teachers' Job Satisfaction in selected Public Primary Schools in Mfoundi-Yaounde " submitted to the Department of Curriculum and Evaluation, Faculty of Education in the University of Yaounde 1 is the original work of KEMNI ATAINDUM Linda Matricule 20V3294 and was carried out under my supervision. The work has been duly acknowledged and referenced.

Prof. NDI Julius NSAMI

(Supervisor)

DATE

DEDICATION

This work is dedicated to my late father Ataindum Nicodemus Ngong and brother Ataindum Ernest

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LIST OF ABBREVIATIONS

CEART	Committee of Experts on the Application of the Recommendation concerning Teaching Profession
EFS	Education For All
EU	European Union
FPE	Free Primary Education
FSE	Free Secondary Education
HRA	House Rental Allowance
ILO	International Labour Organisation
LMIC	Low and Middle Income Countries
MINEDUB	Ministry of Basic Education
NDS30	National Development Strategic plan
NSB	National Science Board
OECD	Organisation for Economic Co-Operation and Development
PTA	Parents Teachers Association
SES	Socio Economic Status
SPSS	Statistical Product and Service Solution
UNESCO	United Nation Educational Scientific and Culturel Organisation

ABSTRACT

The purpose of the study was to investigate the influence of school environment on teachers' job satisfaction in selected public primary schools in Mfoundi Division. Four objectives, four research questions with four research hypotheses were formulated to guide the study. Using a purposive and systematic random sampling technique, a sample size of 258 teachers including head teachers were selected for the study. To support the study, the researcher used some theories like the Herzberg theory of motivation. The tools used for data collection was questionnaire regression analysis which was also used to test the hypothesis. The validity and reliability of data collection instruments was ascertained through content validity and internal consistency respectively. Data collected was analyzed using descriptive and inferential statistical methods. Results shows that there was a strong positive linear relationship between the independent (work environment, workload, head teachers' compensation practices and head teachers' supervision practices) and dependent variables (job satisfaction scores). The results also revealed that the work environment predict job satisfaction by 60%, workload by 10.7%, compensation practices by 24.5 % and supervising practices by 5%. The study concludes that supervision practices significantly influenced job satisfaction among public primary school teachers in Mfoundi Division. Therefore, improving supervision practices would necessarily lead to increased job satisfaction among the teachers in the primary schools in the area. Recommendations were made for policy, practice and further research.

Keywords: Job satisfaction, Teachers, Working conditions, School conditions, workload, compensation and supervision.

RESUME

Le but de l'étude était d'enquêter sur l'influence de la satisfaction au travail des enseignants en environnement scolaire dans des écoles primaires publiques sélectionnées de la division de Mfoundi. Quatre objectifs, quatre questions de recherche et quatre hypothèses de recherche ont été formulés pour guider l'étude. En utilisant une technique d'échantillonnage aléatoire et systématique, un échantillon de 258 enseignants, y compris les directeurs d'école, a été sélectionné pour l'étude. Pour étayer l'étude, le chercheur a utilisé certaines théories comme la théorie de la motivation de Herzberg. Les outils utilisés pour la collecte des données étaient des questionnaires et l'analyse de régression a été utilisée pour tester les hypothèses. La validité et la fiabilité des instruments de collecte des données ont été vérifiées respectivement par la validité du contenu et la cohérence interne. Les données recueillies ont été analysées à l'aide de méthodes statistiques descriptives et inférentielles. Les résultats montrent qu'il existe une forte relation linéaire positive entre les variables indépendantes (environnement de travail, charge de travail, pratiques de rémunération des directeurs d'école et pratiques de supervision des directeurs d'école) et les variables dépendantes (scores de satisfaction au travail). Les résultats ont également révélé que l'environnement de travail prédit la satisfaction au travail de 60%, la charge de travail de 10,7%, les pratiques de rémunération de 24,5% et les pratiques de supervision de 23%. L'étude conclut que les pratiques de supervision influencent significativement la satisfaction au travail des enseignants des écoles primaires publiques de la division de Mfoundi. Par conséquent, l'amélioration des pratiques de supervision entraînerait nécessairement une augmentation de la satisfaction au travail des enseignants des écoles primaires de la région. Des recommandations ont été faites pour les politiques, les pratiques et les recherches futures.

CHAPTER I: INTRODUCTION

Teachers occupy a critical position in the formal education system of any country. Their key roles of teaching and guiding learners to achieve their academic potential are second to none. Isaiah and Nenty (2012) describe teachers as a hub around which the education process revolves. Therefore, teacher job satisfaction is essential (Yusuf et al., 2015). In other words, the importance of teacher job satisfaction in the attainment of educational goals cannot be overemphasised (Hariri, Monypenny, & Prideaux, 2012). Teachers' job satisfaction focuses mainly on their professional attitudes, passion for teaching, and work enthusiasm, which affects the educational system (Fuming & Jiliang, 2014; Sumanasena et al., 2020). It is an indisputable fact that the attainment of educational objectives requires motivated and satisfied teachers (Kakupa, Tembo & Daka, 2015). Satisfied teachers are also committed to working in the organisation (Baluyos, Rivera & Baluyos, 2019).

Teacher job satisfaction has been researched by many scholars because of its positive influence on work outcomes and work effort (Daka, Banda & Namafe, 2020; Ngazi, 2014). This means that teachers whose needs are met by their working conditions will most likely impact learners positively as they are duty-bound to help learners achieve their potential (Hagane & Daka, 2018). Employees in any organisation pay particular attention to the conditions of service because this has an effect on how they carry out their duties (Namafe, 2017). Raziq and Maulabarhsh (2015) stated that working conditions significantly influence employees' job satisfaction. The quality of teaching and learning is determined not just by the quality of teachers but also by the environment in which teachers work (Geiger & Pivovarova, 2018).

Together with the benefits of teaching, working conditions, which are shaped by factors such as school environment, compensation, workload, working time, staff-student ratios, good school leadership, infrastructure and facilities, influence teachers' satisfaction (Bratton & Gold, 2017). In various countries, there are concerns about the impact of uncompetitive salaries, high workloads, levels of stress, and poor working environments (Bertram & Christiansen, 2014). While a certain level of staff attrition is inevitable, and it may be positive for institutions if ineffective teachers leave the profession, high rates of teachers leaving their position may compound staffing problems and lead to a loss of expertise (Zheloukhova, O'Dea & Bevan, 2012). High staff turnover rates can

also disrupt institutions and adversely affect the quality of teaching and learning (Ayeni & Amanekwe, 2018). According to Kabir and Mahamuda (2011), good working conditions inspire workers to do more in their duties, ultimately increasing work performance. This agrees with a study conducted by Jain and Kaur (2014), which showed that workers' satisfaction levels influence efficiency and goal attainment.

Working conditions also play a crucial role in attracting and retaining effective teachers (Bratton & Gold, 2017). Working conditions in schools, including compensation (Velmurugan, 2016; Wang, Xiaolian, 2021) and the working environment in which schools bring a sense of security to teachers and a good atmosphere of cooperation. Through Raziq and Maulabakhsh (2015) in their quantitative study on working conditions and teachers' job satisfaction, their findings showed that the working conditions in schools are positively related to job satisfaction and emphasised that the condition of the working conditions will play a pivotal role in the degree of job satisfaction obtained by teachers. Sahitol and Vaisanen (2020), in their review of research, concluded that teachers' job satisfaction is one of the fundamental factors determining any school's success. Job satisfaction among teachers influences absenteeism, lateness and lack of commitment to their work (Shonje, 2016). Teachers' satisfaction is important to teachers themselves, educational managers, leaders, employers, and most importantly, students in all types of schools.

Schools must attract, develop, and retain effective teachers to deliver high-quality education. Working conditions play an important role in a school's ability to do so (Ayeni & Amanekwe, 2018). Teachers' working conditions are important to students and teachers because they affect how much individual attention teachers can give students (Tembo & Daka, 2015). Schools that are able to offer their teachers a safe, pleasant, and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best (Namafe, 2017).

Background to the study

Historical background

'Education for All' is not a utopian ideal that each country across the globe aspires to realize but is instead a legally binding commitment embodied in international human rights treaties. The legal provision for education – whether through the ratification of international treaties, regional systems, and national legislation is robust and backed by the fact that 'all States in the world have ratified at least one treaty protecting the right to education' (Aubry and Dorsi, 2016).

Despite these internationally binding commitments and 75 years post the Universal Declaration of Human Rights (UDHR), which first articulated the right to education, as per the UNESCO Institute of Statistics (UIS) in 2019, globally, 18.8 million children are denied their right to education and remain out of school. An alarming 99.75% of these children reside in lower- and middle-income countries.² These numbers highlight human rights violations against children and the failure of countries to abide by their legal commitments to realize the right to education into actionable policy and delivery of education services on the ground.

In this context, it is relevant to highlight Sustainable Development Goal 4 (SDG 4), which calls for 'inclusive and equitable quality education and promote lifelong learning opportunities for all' by countries committing to achieve universal primary and secondary education by 2030. This, in effect, requires countries to ensure out-of-school children are brought within the fold of the education system, and SDG 4 explicitly recognizes the centrality of the teacher's role and calls for countries to 'increase the supply of qualified teachers. This also aligns with Cameroon National Development Strategy (NDS 30).

UNESCO (2016) projection, for SDG 4 to be effectuated from rhetoric to reality, before 2030, countries must recruit 68.8 million teachers, of which 24.4 million are primary school teachers⁴ and 44.4 million are secondary school teachers⁵. This acute shortage of teachers is most pronounced in Sub-Saharan Africa and Southern Asia; over 76% (14.6 million) of new teachers are needed in this region to achieve universal primary and secondary education.

While the shortage of teachers is acknowledged globally, exacerbating the problem is the decline in the status of teachers and their working conditions across the globe (World Development Report, 2018). Teachers struggle with difficult living and working conditions, and academicians have noted the decline in terms of pay, respect, and conditions of employment for teachers (Dolton and Gutierrez, 2011; Hammett, 2008; European Union, 2013; Keuren et al., 2015).

The 13th Session of the Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, 2018 (CEART) also noted that the high turnover in teaching staff is partly due to deteriorating working conditions. Akin to the CEART findings, research has highlighted a diminishing prestige of the teaching profession together with a dissatisfying working environment as the prevailing reason for both teacher shortage (Ingersoll and Smith, 2003; OECD, 2005) as well as teacher turnover (European Commission, 2018; Borman and Dowling, 2008; Ingersoll et al., 2017).

Research further highlights that inadequate working conditions in a school undermine the status of the profession, and recruiting more teachers will not solve the turnover problem as long as large numbers of the new teachers leave schools, discontent with their professional status and working environment (Ingersoll et al., 2017; Sutchter et al., 2016; Geiger and Pivovarova, 2018).

While this decline in teachers' working conditions is a global phenomenon, it is more pronounced in low- and middle-income countries (LMIC). Researchers and academicians have additionally highlighted that the rapid expansion of education in developing countries has led to the worsening of working conditions due to oversized, multigrade classes (Burón and Lassibille, 2016; Singh and Bangay, 2014; Guajardo et al., 2011; Ramachandran et al., 2018), long hours, and double shifts (Avelos and Valenzuela, 2016; Urwick and Kisa, 2014).

Despite SDG 8, which promotes 'full and productive employment and decent work for all', the Global Status of Teachers and Teaching Profession Report, 2018 highlights that 'world teachers are increasingly employed under precarious and shoddy conditions, part-time contracts are on the rise, and there is a growing lack of respect and support for one of the world's most essential professions' (Stromquist, 2018).

Contextual background

According to Nkwenti, (2015) a critical survey shows that Cameroon's educational system is obsolete. Such a system, he went on, needs to be overhauled for it to hearken to development challenges of the times and the exigencies of the country's bi-cultural nature. According to a 1998 law, Cameroon has two sub-systems of education; Anglophone and Francophone.

During the 1995 Education Forum, primary education in the Anglophone sub-system was reduced from seven to six years to match with the Francophone sub-system. According to observers, one of the issues that is likely to spark controversy during the forum is the harmonisation of Cameroon's educational system. Going by experts, the country needs a harmonised system of education whose only dichotomy will be the difference between the two official languages; English and French. Such a system, they insist, must provide equal opportunities and get rid of the unfair situation wherein Anglophones suffer because all competitive examinations in the country are French-oriented. They hold that Cameroon cannot be an emerging country by 2035 with such an obsolete educational system.

The Minister of Finance, Alamine Ousmane Mey, made the announcement in Yaounde on May 24, during the ad hoc committee meeting for negotiations between teachers' trade unions and Government. The meeting, chaired by Labour and Social Security Minister, Gregoire Owona, was aimed at mapping out strategies to improve the working conditions of teachers.

In tandem with a recent decision in which Government instituted documentation and research allowances of 10,000 frs for teachers, the Minister promised that everything will be paid at the end of this May. Nkwenti called on Government to increase the amount for teachers to do research and documentation with ease. Participants at the meeting also resolved to implement the collective convention for teachers of private education thus, a committee was put in place to seek ways of assuaging the agonizing plight of teachers in the private sector. While condemning the appalling working conditions of the teachers, one of them said they were involved in some kind of 'modern slavery'.

Teacher unions in Cameroon have unitarily called on primary and secondary teachers to urge for the government to respect commitments on improved teachers' working and living conditions and fixed status. The decision to call for the government to improve on their working condition has been taken by Education International (EI)'s national affiliates, the Fédération des Syndicats de l'Enseignement et de la Recherche (FESER), the Fédération Camerounaise des Syndicats de l'Education (FECASE) and the Syndicat des Travailleurs des Etablissements Scolaires Privés du Cameroun (SYNTESPRIC), together with two other education unions. They are urging the government to immediately implement the decisions of a committee set up by the Prime Minister in 2012 to solve all issues pertaining to teachers:

A) Recognition of physical education and physical education teachers as teachers benefitting from teachers' status. B) Rescheduling of teachers' salary indexes, so that the indexes stretched over more years, up until they get close to the salary indexes of higher education teachers. C) Signing of a collective agreement for private education teachers, so that they are not dependent on the decision of education institutions' leading committees. D) Integration of contract primary and secondary teachers into the civil servants' scheme. The unions have highlighted that around 90 percent of primary school teachers are employed under contract. E) Re-evaluation of/and increase in documentation and research grants bonuses.

“Since 2015, nothing has been done. While the outcomes of the previous committee have not yet been implemented, recently, the Prime Minister created yet another committee to deal exclusively with the issues faced by Anglophone teacher trade unions,” said FECASE General Secretary.

Global Partnership for Education: Access to education in some regions of Cameroon has deteriorated in recent months: the far north has suffered repeated attacks by Boko Haram; refugees from the Central African Republic have flooded into the east; and the English-language regions of the southwest and northwest are mired in a political crisis.

Since 2007, the Global Partnership for Education has been providing support to the education sector in Cameroon, with financing totaling US\$100.7 million. The current program, PAEQUE (Equity and Quality for Improved Learning), focuses primarily on improving the quality of education and promoting equity through specific actions such as:

Improving literacy and numeracy levels. To enable students to acquire a sound basis in reading and mathematics, GPE contributes to the distribution of reading and mathematics textbooks in public schools. More than one million textbooks and teaching guides have been distributed, helping to improve the student/textbook ratio from 12/1 in 2012 to 6/1 in 2017.

Improving teachers' skills and working conditions. The suspension of the recruitment of primary school teachers in the civil service and the lack of financial resources for education have had a severe impact on the quality of education. Poorly paid or unpaid teachers have deserted the classrooms, forcing some communities to seek out other alternatives, such as the recruitment of community teachers ("maîtres parents"). This practice is very common, particularly in rural areas. However, most of these community teachers have received no pre-service teacher training. To deal with this issue, the government has established a mechanism to facilitate the placement of community teachers under contracts.

The financial support provided by GPE has made it possible to transition 6,000 community teachers into contracts since 2015. The most recent progress report for the program showed that 85% of community teachers in disadvantaged regions have been converted to contractuels. The conversion of another wave of 3,000 teachers is planned for the 2017/18 school year. This initiative is combined with training. For example, more than 60,000 teachers have received training in the use of textbooks and teaching guides.

Improving the education monitoring and supervision systems. The entire process of supervision has been reviewed and strengthened to ensure better monitoring of the provision of services in the education sector and to ensure that qualified, trained teachers paid by the government are available in all regions. To this end, training has been organized for the managers of general inspection offices, inspector/coordinators, and the individuals responsible for training community intermediaries such as regional, departmental and arrondissement inspectors, school principals and teachers.

Conceptual Background

Working condition is a broad term that captures many factors and lacks a clear definition (Evans and Yuan, 2018). The European Union (2013) defines working conditions to constitute a multiplicity of factors that affect a teacher's overall and day to day job duties and can range from physical materials, material conditions of structures and equipment to student behaviour, co-worker collegiality, and supervisor support, to name a few.

Johnson (2006, 2012) pursuant to extensive literature reviews and case studies on teacher working conditions, noted that working conditions can include a) physical features such as the suitability of buildings and equipment; b) organizational structures that influence workload, autonomy, and supervisory and collegial arrangements; c) sociological components that influence teachers' roles and status as well as experiences with students and peers; d) political features that define teachers' power and authority; e) cultural dimensions that frame values, traditions, and norms; f) psychological issues that may support or diminish teachers personally; and g) educational policies, such as those related to teacher education, curriculum, and accountability, that may enhance or constrain what and how teachers can teach.

Job satisfaction: refers to an individual's general attitude or feeling regarding his/her work and work environment. It is an individual's sense of contentment and happiness in their current position (Kumara and Bhaskara, 2007). Job satisfaction is how far the employees are satisfied with their work (Furnham, Eracleo, and Chamorro-Premuzic, 2009 in Eliyana, Ma'arif, and Muzakki, 2019). Thus, job satisfaction in the school context is how teachers feel and are satisfied with teaching work in their respective schools. The concept of job satisfaction was first introduced by Taylor (1912), and Feng and Qin (2009) summarised that job satisfaction as either the employee's attitude towards their job or the emotional reflection; or both, the employee's emotional experience of various aspects of the work situation. Guo (2021) emphasised that teachers' job performance and productivity are impacted by their level of job satisfaction, which can also have an impact on how stable their jobs are.

Job satisfaction is conceptualised as a dynamic structure determined by the interaction among many factors. (Yuh & Choi, 2017). Job satisfaction, which expresses the feelings employees perceive

against their work, has rational and emotional elements. (Borah, 2019). TJS can be perceived as emotional reactions they give to their jobs or teacher roles. (Crisci et al., 2019; Skaalvik & Skaalvik, 2010). Job satisfaction is a multidimensional structure due to the nature of the teaching profession (Torres, 2019). Ali et al. (2015) define job satisfaction as the combination of feelings and beliefs, which include the mental, emotional and physical domains. Judge et al. (2012) note that job satisfaction is a set of psychological responses of an individual towards his or her job. These personal responses have three components: cognitive (evaluative), affective (or emotional) and behavioural.

Theoretical Background

this study adopted the Herzberg's two-factor theory to investigate the effect of school working condition and teachers job satisfaction. Federick Herzberg's idea gives a framework for studying the relationship between an individual's contentment and the quality of their physical surroundings. It emphasizes the need to keep a sanitary atmosphere to retain employment motivation. McClelland (1951) of Harvard University proposed Herzberg's Two Factor Theory. Because of their interest in the best approach to satisfy employees, Herzberg, Snydermans, and Mausner's (1959) two-factor is extensively endorsed need fulfilment. Their findings revealed that the characteristics that contributed to job motivation when present were not the same factors that led to job dissatisfaction when missing. They considered motivation and dissatisfaction with being freelance. Hygiene variables are those environmental conditions that cause employees to be dissatisfied.

According to Herzberg's two-factor theory of motivation, two sets of factors lead to either satisfaction or discontent. They are variables of motivation and factors of hygiene. Herzberg gathered information from 200 accountants and engineers by simply asking, "Can you describe, in detail, when you feel especially happy about your job?" "Can you describe in detail a time when you felt particularly horrible about your job?" Good feelings about the job were reflected in comments about the job's content and experiences, such as doing work or a sense of accomplishment and challenge, while bad feelings about the job were linked to context factors, such as salary and working conditions, which are factors that surround but are not directly involved in the work.

Satisfiers and dis-satisfiers were discovered to be two unique sorts of motivational elements in this study. Herzberg found satisfactory inherent components that determine pleasure in his 1959 two-factor theory. It has two sets of factors: achievement, recognition for achievement in the workplace, responsibility, and advancement, all of which are important determinants of job satisfaction. It would be impractical to assume that intrinsic elements are exclusive factors, according to Herzberg's view (they are independent factors).

Herzberg came to two distinct conclusions: (I) Hygiene factors (dissatisfiers) are a collection of external job variables that, when absent, cause employee discontent. Because they are required to maintain at least a level of no unhappiness, these conditions are referred to as dis-satisfiers or hygiene factors. Dissatisfaction are factors that are related to the setting of the extrinsic. Security, salary, working conditions, position, firm supervision, interpersonal relationships, and fringe perks are only a few of them. (II) Motivator factors (satisfiers) are a number of intrinsic conditions that aid in the development of motivation and can lead to improved performance. If these prerequisites do not exist, discontent does not occur. Satisfiers are a collection of relevant aspects of the job's content. These are examples of achievement, recognition, the work itself, responsibility, advancement, and personal growth and development. The existence of motivational factors always promotes employee contentment and happiness. These motivational factors are linked to the nature of the task.

The second set of factors that lead to unhappiness is hygiene elements, such as wage, corporate policy, supervision, status, security, and working circumstances. Improvements in hygiene elements, according to Herzberg, would merely reduce unhappiness while not increasing satisfaction or motivation. The motivation-hygiene hypothesis of Hertzberg is used in this investigation. This idea aided in understanding the factors that lead to worker happiness and discontent. Herzberg is most known for his 'hygiene' theory and motivational factors theory, and he was primarily interested in people's well-being at work. He was simply aiming to bring more humanity and caring into the workplace through his thoughts and academic courses. He essentially wanted to demonstrate how to properly manage people at work for the benefit of everyone.

Statement of the problem

Teachers are an integral part of the education system and are expected to deliver quality education, yet their right to conducive working conditions is often ignored. Over the past decade, multiple research studies have noted that the status of teachers has declined steadily impacting not just the recruitment and retention of teachers (European Union, 2013; Hakanen et al., 2006; OECD, 2005) but additionally impacting teachers' motivation, effectiveness, and job satisfaction as well as students learning opportunities (Bascia and Rottmann, 2011). Thus, examining teachers' working conditions is vital and a critical issue in education planning and policy-making discourse.

Poor teacher working conditions have been significantly linked to teachers quitting their job in several countries, including Poland, Estonia, France, and the Netherlands (European Union, 2013) and poor perception of teachers is being highlighted as being a deterrent to joining the profession (Asthana & Owen, 2018). Researchers have observed a significant increase in rates of teachers leaving the profession in England (Worth & Lazzari, 2017) to the tune of 30% in their first five years of employment (Weale, 2016) and America to a staggering 40% amongst all recently recruited teachers (Aspen Institute, 2007). Sutchter et al. (2016) highlight that globally only Singapore, Finland, and Ontario, Canada observe low teacher attrition numbers in the 3-4% annual range.

It is a fact that no education system can rise above the level of its teachers. However, obtaining and retaining quality teachers for better performance is a major concern for educational planners worldwide. Many teachers are discontent with their noble career; to most, teaching is just a stepping stone to better careers (Appiah-Agyekum, Suapim & Peprah, 2013; George, Louw & Badenhorst, 2000; Nyagaya, 2015). Njiru (2014) stated that many studies indicate that teachers have low job satisfaction due to poor working conditions, such as low pay, high workload, lack of in-service training, lack of promotion, and lack of accommodation.

Researchers on education-related issues, such as Ngimbudzi (2009) and Oswald (2012), show that the working conditions among teachers in some countries, particularly in rural areas, do not attract teachers. Their findings revealed that the working environment does not invite highly qualified teachers to work in remote areas compared to urban areas. The studies have also shown that teachers face many problems in their daily activities, including poor working environments, poor living conditions, and low salaries. Despite all these studies, little assessment has been made to

determine the influence of teachers working conditions on job satisfaction, especially in the present primary school setting in Mfoundi Division; as a result, the current study intends to fill the gap.

Teacher shortage is a major problem for primary education in Cameroon and various other countries. This is only expected to increase in the coming years (OECD, 2020). A number of problems cause this shortage of teachers. Not only do not enough students choose to follow a teacher education programme, but many teachers already working in school leave the profession. In addition to the status and image of the teaching profession, especially for this group of in-service teachers, dissatisfaction with the teaching profession appears to be an important reason why they leave the teaching profession (Dupriez et al., 2016; Skaalvik & Skaalvik, 2017; Wyatt & O'Neill, 2021). It is therefore important to gain insight into teachers' job satisfaction and which work and school conditions are related to their job satisfaction. Insights into these conditions can support the development of policy to increase teacher satisfaction in order to retain more teachers in the profession.

However, the impact of working conditions on job satisfaction among public primary school teachers in large urban contexts such as Mfoundi has not been investigated. As a result, it is critical to investigate the impact of working conditions on job satisfaction among public primary school teachers in Mfoundi.

Purpose of the Study

This study aimed to assess the role of the school environment on teachers' job satisfaction among public primary school teachers in Mfoundi Division.

Objectives of the Study

The following objectives guided the study.

- To find out the role of the work environment on job satisfaction among public primary school teachers in Mfoundi Division.
- To determine the role of workload on job satisfaction among public primary school teachers in Mfoundi Division
- To investigate the role of teacher compensation practices on job satisfaction among public secondary school teachers in Mfoundi

- To determine the role of supervision practices on job satisfaction among public primary school teachers in Mfoundi Division.

Research Questions

The study was guided by the following questions:

- To what extent does the work environment influence teachers' job satisfaction in public primary schools in Mfoundi?
- In which way does workload influence teachers' job satisfaction in public primary schools in Mfoundi?
- In what way does teacher's compensation influence teachers' job satisfaction in public primary schools in Mfoundi?
- To what extent does school supervision influence teachers' job satisfaction in public primary schools in Mfoundi?

Hypotheses

The following null hypotheses were tested at $p=.05$:

H_{a1}: Work environment has a statistically significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H₀₁: Work environment has no statistically significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H_{a2}: Workload has a statistically significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H₀₂: Workload has no statistically significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H_{a3}: Teacher compensation practices have a statistically significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H₀₃: Teacher compensation practices have no statistically significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H_{a4}: Supervision practices have a statistically significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H₀₄: Supervision practices have no statistically significant influence on job satisfaction among public primary school teachers in Mfoundi Division

Scope/ Delimitation of the Study

The study focused on the influence of working condition on teachers' job satisfaction. Teacher working environment, teachers work load, compensation, and supervision practices on job satisfaction among public primary school teachers in Mfoundi Division. The researcher focused on teachers who are the sole guarantor of education and the head teachers from the selected public schools in Mfoundi Division.

Significance of the study

The findings of this study may be important to the following: The Government of Cameroon, through the Ministry of Basic Education (MINEDUB) the regional delegation, Divisional Delegation, The Inspectorates and head teachers, because they will be informed about the state of the school working condition and the various ways in which it influences teacher satisfaction while enhancing or inhibiting academic achievement of pupils in Mfoundi Division.

The findings may be used by many education stakeholders, such as the Ministry of Basic Education, to improve the teachers working condition. Furthermore, the findings could aid the government in recognizing the importance of the working condition in enhancing teacher job satisfaction. The school will be able to identify characteristics of the teaching environment that may boost teachers' job satisfaction.

In addition, this research will aid in encouraging policymakers and the general public to work to enhance the environment for teachers in order to improve their effectiveness. The study will provide critical data to education policymakers that will aid in improving the working condition of schools, thereby increasing teacher satisfaction and, as a result, school performance.

Finally, educational interest groups such as SYNAEEPCAM, and Primary School Heads Association, will benefit from the research findings. Future academics will benefit from the study because it adds to the existing body of information. This will increase pupils' education and, as a result, the sustainable development (SDGs4), National Development Strategic Plan (NDS30) will be attained and Vision 2035 will be met.

Operational definition of terms

Work load: is the amount of work assigned to or expected from a worker in a specified time. It is also the amount of work to be done especially in a specific time by a person or machine.

Compensation: is the act or state of compensating, as by rewarding someone for a service or by making up for someone loss .

Supervision: is the action, process or occupation of supervising a management process involving teachers and supervising principals.

Teachers' Job satisfaction: refers to the measurement of teachers' work conditions of teaching and learning towards their job.

Working relationships: refer to developing a positive rapport with all members in the teaching fraternity to build trust, teamwork, and communication respect.

CHAPTER II: LITERATURE REVIEW

This chapter presented review of related literature, conceptual framework, review by research objectives, theoretical framework and empirical studies related to this study

Conceptual Framework

Teachers working condition

Working conditions is a broad term, capturing a plethora of factors and lacks any clear definition (Evans & Yuan, 2018). The European Union (2013) defines working conditions to constitute a multiplicity of factors that affect a teacher's overall and day to day job duties and can range from physical materials, material conditions of structures and equipment to student behaviour, co-worker collegiality, and supervisor support, to name a few. Johnson (2012) pursuant to extensive literature reviews and case studies on teacher working conditions, noted that working conditions can include:

- Physical features such as the suitability of buildings and equipment;
- Organizational structures that influence workload, autonomy, and supervisory and collegial arrangements;
- Sociological components that influence teachers' roles and status as well as experiences with students and peers;
- Political features that define teachers' power and authority;
- Cultural dimensions that frame values, traditions, and norms;
- Psychological issues that may support or diminish teachers personally;
- Educational policies, such as those related to teacher education, curriculum, and accountability, that may enhance or constrain what and how teachers can teach.

According to Gerber, Nel and Van Dyk (in Eluca & Okafor, 2015), working conditions 'are created by the interactions of employees with their organizational climate' including the psychological working environment and the physical layout of the job. On the contrary, Eluca and Okafor (2015) go further to view these as 'seen in the light of facilities that aid employees whilst at work for their convenience and comfort on their job performance'.

Appraisal of teachers working conditions –An overview

Teachers are an integral part of the education system and are expected to deliver quality education, yet their right to conducive working conditions is often ignored. Over the past decade, multiple research studies have noted that the status of teachers has declined steadily impacting not just the recruitment and retention of teachers (European Union, 2013; Hakanen et al., 2006; OECD, 2005) but additionally impacting teachers' motivation, effectiveness, and job satisfaction as well as students learning opportunities (Bascia and Rottmann, 2011). Poor teacher working conditions have been significantly linked to teachers quitting their job in several countries (European Union, 2013) and poor perception of teachers is being highlighted as being a deterrent to joining the profession (Asthana and Owen, 2018). Researchers have observed a significant increase in rates of teachers leaving the profession in England (Worth and Lazzari, 2017) to the tune of 30% in their first five years of employment (Weale, 2016) and America to a staggering 40% amongst all recently recruited teachers (Aspen Institute, 2007). Sutchter et al. (2016) highlight that globally only Singapore, Finland, and Ontario, Canada observe slow teacher attrition numbers in the range of 3-4% annually. Despite SDG 8, which promotes 'full and productive employment and decent work for all'.

The Global Status of Teachers and Teaching Profession Report, (2018) highlights that 'world teachers are increasingly employed under precarious and shoddy conditions, part-time contracts are on the rise, and there is a growing lack of respect and support for one of the world's most essential professions' (Stromquist, 2018). This report further enumerates that many teachers globally are receiving insufficient salaries, inconsistent with their level of qualification and experience. In 79% of the countries surveyed, teacher salaries are less than that of other professions with similar qualifications, and less than 17% of Technical and Vocational Education and Training and Early Childhood Education teachers think they earn fair salaries. In addition, 15% of the unions report delays in payments, especially in most sub Saharan African countries, and 79% of teachers in the African region report having to travel long distances to collect their pay. The report further highlights that worldwide teachers face a shortage of teaching materials, substandard school facilities, and are subject to increasingly violent working environments. According to the unions, teachers experience several conditions that render the schools in which they work unsafe (Global Status of Teachers and Teaching Profession Report, 2018).

These observations attest to the violation of the rights of teachers and require urgent action by stakeholders. Additionally, keeping in mind the agenda of SDG 4 and the existence of a global teacher shortage, it is imperative for policymakers to take note of global research that has highlighted the negative repercussions of poor teacher working conditions. Poor working conditions of teachers have been highlighted by numerous researchers who have discussed low salaries (European Union, 2013; Intergoll, 2001, 2004, Mertler, 2016), poor quality of teacher preparation programmes (Goldhaber and Cowan, 2014; Goldhaber et al, 2016) and overwhelming workload (European Union, 2013, Ingersoll, 2012) as negatively impacting teachers.

Teachers job satisfaction

Generally, job satisfaction refers to how much a person enjoys the conditions in which they carry out their professional activity (Pepe et al., 2017). Both cognitive and affective features seem to be involved in the construct of job satisfaction. Job satisfaction stems from a positive perception about job conditions (Worrell et al., 2006): The individual perceives job conditions as rewarding and as fulfilling their personal goals, and this tends to increase their commitment to the job and the organisation. Teachers' job satisfaction has been associated with teacher well-being and effective school functioning (Shoshani & Eldor, 2016). Teachers who are satisfied with their jobs are typically more motivated, more enthusiastic, and more committed to the school's mission (Li & Wang, 2016; Shoshani & Eldor, 2016). In comparison with unsatisfied teachers, satisfied teachers tend to be less motivated to relocate from their schools or to abandon the teaching profession (Gersten, 2001; Skaalvik & Skaalvik, 2011). Satisfied teachers also miss fewer working days, show higher levels of self-efficacy, and demonstrate better mental health (Nakata et al., 2013; Skaalvik & Skaalvik, 2014).

Pepe et al. (2017) distinguish two main perspectives in the literature regarding job satisfaction: One perspective stresses the importance of personal factors for job satisfaction (e.g., cultural background, motivation for the profession, perception of student–teacher relations). Caprara et al. (2006), for example, found that teacher self-efficacy affects job satisfaction and student achievement, even when controlling for previous levels of achievement. Another perspective

considers work and societal conditions (e.g., leadership style, salary, organisational equity) to be more important than personal factors for job satisfaction. Kwantes (2010), for instance, compared the equivalence of the construct job satisfaction in nine nations and concluded that national context differences explained 18.5% of the variance in job satisfaction.

Teacher job satisfaction: a multilevel (systemic) perspective

While researchers are naturally more interested in factors at any level that can explain most of the variance in job satisfaction, for most teachers, teacher job satisfaction will likely result from a unique combination of factors from different levels for a particular teacher (Skaalvik & Skaalvik, 2015). For example, accountability policies, which are widely recognised by researchers as an important systemic factor for teacher job satisfaction, teacher stress, and burnout, also put schools under pressure (Saeki et al., 2018; Sugrue & Mertkan, 2017; von der Embse et al., 2017). However, individual schools might deal differently with the pressure for academic results, consequently influencing their teachers in different ways. Finally, individual teachers, nested in specific schools, will likely perceive accountability according to individual predispositions and characteristics, and to the perceived organisational (school) reaction to accountability.

Although teachers' job satisfaction may share some characteristics, worldwide, (OECD, 2010, 2014a) have found significant between-countries and between-schools variability. (Gil-Flores, 2017). K. Wang et al. (2019) stated that the percentage of low achievers in the classroom, classroom behaviour problems, classroom disciplinary climate, socioeconomic status (SES), school location, principal job satisfaction, school autonomy for instruction, participation among stakeholders, experience, teacher self-efficacy, teacher–student relationships, teacher cooperation, and effective professional development are all predictors of teacher job satisfaction. Of these, classroom disciplinary climate, participation among stakeholders, and teacher–student relationships are particularly significant predictors (Torres, 2018). Overall, the authors found that school and teacher factors were more relevant than student factors for teacher job satisfaction. Sun and Xia (2018) also found that distributed leadership is a significant predictor of teacher job satisfaction and that this relationship is partly mediated by teacher self-efficacy at both teacher and school levels

Extra-school factors: Some important factors, external to schools, such as educational policies, teachers' salaries, and professional prestige, have been associated with teacher job satisfaction (Ellison et al., 2018; Han et al., 2018; Lincove et al., 2015; Tuytens & Devos, 2018). At present, teacher and school accountability for student performance are considered to be important factors in teacher job satisfaction, stress, and attrition (Cochran-Smith et al., 2017; Ryan et al., 2017; von der Embse et al., 2016). Ingersoll and Collins (2017) contend that the teacher accountability movement is one of the most controversial and significant contemporary education reforms.

School-level factors: Research on school-level factors that influence teacher job satisfaction has explored such variables as school size, class size, school leadership, school climate, school socio economic status, and teacher autonomy (Dou et al., 2017; Giambona & Porcu, 2018; Watson et al., 2017). Generally, research has found that school processes do make a difference for teacher job satisfaction, particularly career and working conditions, staff collegiality, administrative support, school school socio economic status, school climate, and student behaviour (Aldridge & Fraser, 2016; Ghavifekr & Pillai, 2016; Shen et al., 2012). The quality of relations of teachers with their colleagues and with students is also associated with higher levels of job satisfaction.

Teacher-level factors: The influence of demographic variables such as gender and teaching experience on teacher job satisfaction is unclear. Some studies report no significant relationship, while others report somewhat higher levels of satisfaction in female teachers and younger teachers (Aytac, 2015; Menon & Athanasoula-Reppa, 2011). Teacher self-efficacy has been reported as positively related to teacher job satisfaction (Klassen & Chiu, 2010; H. Wang et al., 2015). Malinen and Savolainen (2016) found that teacher self-efficacy in managing behaviour had a positive effect on job satisfaction and a negative effect on burnout. Caprara et al. (2006) also found that perceived self-efficacy had a positive effect on teachers' ability to handle effectively various professional tasks, obligations, and challenges.

Another important and pervasive factor involved in teacher job satisfaction that can still significantly vary between countries, regions, schools, and classrooms (i.e., from teacher to teacher) is classroom disruption (Chiu & Chow, 2011; Hecker et al., 2018). Classroom disruption is often referred to as a significant reason for teachers' emotional exhaustion (Carson et al., 2011), as a vital classroom stressor (Tsouloupas et al., 2014), and as time and energy consuming (Brouwers &

Tomic, 2000; Lopes & Oliveira, 2017). According to Simón and Alonso-Tapia (2016), classroom disruption is one of the most frequent and harmful problems faced by teachers. Summing up the literature on teacher job satisfaction, Pepe et al. (2017) state that “job satisfaction in teaching is derived from the gratification of higher-order needs such as positive social relationships, rather than lower-order needs (e.g., pay incentives)” and that “satisfaction with positive relationships with co-workers, parents, and students mitigates some of the adverse effects of teaching work”.

The influence of School working condition on teachers job satisfaction

Heathfield (2019) opined that ‘in order for employers to create an environment for employee satisfaction that can aid performance in a workplace, it is vitally important to know which key factors affect employee satisfaction’. Based on this assumption, 21st-century employers are advised to take a keen interest in the improvement of the working conditions of teachers to enhance their productivity and performance levels (Amin, 2015). Although such an endeavour must not be taken for granted, expenditures on improving the working conditions of teachers are investments and these investments have to be financed (Eluka & Okafor, 2015).

Generally, teachers value working conditions as essential ingredients to their satisfaction requiring regular maintenance and replacement of facilities (Eluka & Okafor, 2015). Routine hardships faced by teachers in the working environment make them go job-hopping or moonlighting searching for conveniences, which may later on lead to work abandonment so as to avoid stress (Eluka & Okafor, 2015). The quality of the working environment in a school is a critical factor and may simply determine the level of teachers’ motivation, subsequent performance and productivity (Eluka & Okafor, 2015).

The 13th Session of the Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, 2018 (CEART) also noted that the high degree of turnover in teaching staff is in part due to deteriorating working conditions. Akin to the ILO–UNESCO (2018) findings, research has highlighted a diminishing prestige of the teaching profession together with a dissatisfying working environment as the prevailing reason for both teacher shortage (Ingersoll & Smith, 2003; OECD, 2005) as well as teacher turnover (Borman & Dowling, 2008; European Commission, 2018; Ingersoll et al., 2017).

Research further highlights that inadequate working conditions of a school under mines the status of the profession and recruiting more teachers will not solve the turnover problem as long as large numbers of the new teachers will be leaving schools, discontent with their professional status and working environment (Geiger and Pivovarova, 2018; Ingersollet al., 2017; Sutchet et al., 2016). While this decline in the working conditions of teachers is a global phenomenon, it is more pronounced in low-and middle-income countries (LMIC). Researchers and academicians have additionally highlighted that the rapid expansion of education in developing countries has led to worsening of working conditions due to oversized, multigrade classes (Burónand Lassibille, 2016; Singh and Bangay, 2014; Guajardoet al., 2011;Ramachandran et al., 2018), long hours, and double shifts (Avelos and Valenzuela, 2016; Urwick and Kisa, 2014).

As education by any standards is a bedrock of any developing nation and teachers play a critical role in nurturing the minds and hearts of the youth who are regarded as the leaders of tomorrow (Adebayo & Gombakomba, 2013), there is need, therefore, to improve the working conditions, which affect their job performance so as to retain them. Studies conducted in Europe and sub-Saharan Africa established that the teachers' working conditions discussed here affect their job performance (Adebayo & Gombakomba, 2013; Adedeji & Olaniyan, 2011; Choy, 1996; Evans & Yuan, 2018).

The school working condition determines teacher shortages in most schools (Ingersoll & Smith, 2003). Teachers who teach in a positive school environment are likelier to stay in the profession (Ladd, 2011; Tickle et al., 2011; Urick, 2016). However, because of the poor working environment, teachers' job dissatisfaction keeps rising. An unconducive school environment can lead to teachers' absenteeism, poor classroom practices, and early departure from the teaching profession. Increased workload and emotional exhaustion lead to job dissatisfaction (Skaalvik & Skaalvik, 2017). A stressful working environment can lead to teachers' dissatisfaction and, consequently, teacher attrition (Collie et al., 2012; Fernet et al., 2012; Boyd et al., 2011, Bahtilla, 2017). Most schools lack a supportive environment for teaching and learning (Borman & Dowling, 2008; Simon & Johnson, 2015). As an instructional leader, the principal needs to ensure that the school environment is conducive to teaching and learning (Bahtilla & Hui, 2020). Principals who create a

friendly and supportive school environment suppress fear in both students and teachers, fostering teaching and learning (Hallinger, 2003; Baptiste, 2019).

A school working condition that is comfortable and relatively low in physical and psychological stress can lead to high levels of satisfaction among teachers. According to Fernet et al. (2012), the main cause of burnout is deleterious teachers' working conditions, which are below expectation compared when with their counterparts in different occupations (Ladd, 2011; Mafora, 2013). The school environment plays a pertinent role in determining the supply of qualified and experienced teachers and influencing their decisions about remaining in the profession. Schools that are characterized by a safe and supportive environment can enhance teachers' job satisfaction. The school environment determines the quality of knowledge and skills acquired by students (Forte & Flores, 2014; Simon & Johnson, 2015). Schools that involve teachers in decision-making create opportunities for teachers' collaboration, provide adequate instructional materials, and implement effective motivational strategies to enhance teachers' job satisfaction, improving students' performance.

The workplace should enhance employee performance and productivity by creating enabling working conditions. Working conditions refer to the conditions under which work is accomplished, including the work environment, time, location, and organization of labour (International Labour Organization, 2018; Clements, 2015). Working Conditions, Availability of Teaching Material, and State of Facilities are three constructs that can be used to assess the work environment.

Working environments have a significant impact on an employee's job happiness. According to Ngima and Kyongo (2013), employees would be satisfied in their jobs if they worked in a clean and organized environment with enough tools and equipment and acceptable levels of environmental quality, temperature, humidity, and noise. The environment in which people work should not be one that poses a threat to their life; if it does, the employer should ensure that safety measures are in place to ensure that the hostile conditions are tamed. According to Herzberg (1968), if working conditions are unfavorable, hardworking individuals who can find work elsewhere will go, while mediocre people will stay, jeopardizing the organization's success.

Several stakeholders in the education community have expressed concern over working conditions. Teachers are concerned about the physical location of the school, the surrounding environment, the school's relationships with the local community, the availability of well-equipped classrooms to facilitate teaching and learning, the availability of a well-equipped library, proper housing and sanitary facilities, water and electricity, and security. Boyd, Lankford, Loeb, and Wyckoff (2011) revealed that, in addition to salary and benefits, attractive working circumstances have a significant impact on teachers' performance in two recent studies done in the United States. Even after accounting for disparities in student demographic variables between schools, working circumstances are key predictors of New York City teachers' decisions to change schools or leave the profession. The studies also showed substantial evidence that working conditions, notably the leadership quality of a school, are linked to teachers' stated career goals.

Olatunji and Ajayi (2016) found that many public-school teachers in Nigeria lack motivation and job satisfaction due to the poor status of their working environment. This is because a pleasant working environment with basic services is a prerequisite for employee job satisfaction. Environmental influences improve job performance. Such factors as optimum temperature, humidity, ventilation, lighting, workplace cleanliness, and adequate tools and equipment are crucial for worker satisfaction (such as public address systems, computers, teaching facilities, good offices).

Teachers' job satisfaction has been the subject of research for some time, either as a cause of dropout or retention of teachers in the profession (e.g. Struyven & Vanthournout, 2014) or as a result of various factors related to the school environment, the teaching profession and characteristics of the teachers (e.g. Skaalvik & Skaalvik, 2017). Analyses of data from the Survey of Health, Aging and Retirement in Europe (SHARE; Federičá, 2021) indicate that, for example, in both the Netherlands and Belgium, approximately 25% of those who are or have been teachers have stopped teaching, of which about half of them report they have permanently left the teaching profession. Although these figures are similar to those in the domain of care, teachers' dropout from the teaching profession can also be seen as a qualitative loss because dropout generally applies more to academically trained teachers (Goldhaber et al., 2011) and to teachers who work in schools

with a relatively large number of special-needs students or students from low social backgrounds or from a cultural minority group (Murnane & Steele, 2007).

In previous research, work and school conditions that show a negative relationship with job satisfaction are, among others, work pressure, student misbehaviour, low student motivation, diversity in student population, conflicts with colleagues, lack of administrative support, conflicting values and norms in school, and different opinions of what a teacher should do (Betoret, 2009; Collie et al., 2012; Fernet et al., 2012, 2013; Hakanen et al., 2006; Klassen & Chiu, 2010; Skaalvik and Skaalvik 2018) Workload and student misbehaviour, in particular, are related to feelings of stress, emotional exhaustion, less commitment to teaching duties, lower job satisfaction, less self-efficacy, and a greater intention to leave the teaching profession.

Work and school conditions of teachers that show a positive relationship with their job satisfaction relate to, among others, autonomy or professional space of teachers, healthy collaborative relationships with colleagues, good relationships with management and parents, opportunities for professional development, perceived future prospects, a school culture in which knowledge and experiences are shared, and teachers collaborate, and agreement in norms and values in school (Author, 2016; Collie & Martin, 2017; Fernet et al., 2013; Hakanen et al., 2006; Simbula et al., 2011; Skaalvik & Skaalvik 2018; Struyven & Vanthournout, 2014). These studies have shown that positive relationships with colleagues and school management are positively related to teachers' commitment, job satisfaction, and well-being.

Teachers' physical comfort and morale are improved when they work in good settings. Difficult conditions cause hatred and regret, as well as a significant level of dissatisfaction.

Shonje (2016) conducted a study in Tanzania on the impact of working conditions and job satisfaction on secondary school teachers' performance in relation to students' academic performance, and found that poor working conditions demoralized teachers, resulting in teacher absenteeism, sickness, and lateness, and thus lowering students' academic performance (results) in national examinations. Njije (2013) investigated work satisfaction among Nairobi County secondary school teachers. According to the findings, instructors were most satisfied with the job aspect of interpersonal relationships, and the least satisfied with the employment factor of work environment and working circumstances.

Review by research objectives

School working environment and teacher job satisfaction

Working Environment is the place where the individual works according to his profession. The working environment is not only up to the place but can also be the condition and environment where people perform their duties and earn for their life. The workplace or working environment has directly influenced the employees' job performance and job satisfaction (Birdsall, Ross, and Sabot (2013). Sometimes work environment plays a significant positive role in employees' performance, while on the other hand, the work environment negatively influences the employees' job performance.

The workplace environment includes all those factors that are present in the environment and surroundings of the employees where they work. Heath (2006) explained that the workplace environment includes the physical location and all those factors such as rules, policies, working relationships, resources, and behavioural procedures, which are also part of the workplace environment. The competitiveness of any organisation is based on the quality of the workplace and the environment that the organisation provides to its employees. To compete in the modern area, organisations should focus on their workplace environment (Pitaloka and Sofia (2014). An effective workplace environment can increase the job satisfaction level of the employees, leading to high job performance (Labrague et al., 2022, Muhammad et al., 202). A healthy work environment builds a long-term relationship with the employees. Job satisfaction is highly deemed in the workplace environment (Enwezor& Obi, 2022). The performance of the employees depends upon their ability, type of task, effort etc. All of these factors are directly associated with the working environment (Kurniawan& Andriani, 2022). All the successful organisations especially empathise on the quality-working place because it enables high employee performance and employees' job satisfaction.

According to Buhai, Cottini, and Nielseny (2015), the most important factor in any organisation is the work environment or internal climate of the organisation for its people. They studied the impact of the working environment and internal climate of organisations on employee productivity in

different organisations. According to their analysis, they found that the productivity of the firm could be increased by the efficient and effective work environment and internal climate of work. According to Baah and Amoako (2011), the motivation factors include different factors such as work nature, achievement sense from the work, responsibility, advancement, recognition, and personal growth opportunities. They explained that all of these factors help in giving motivation to the employees about their work and organisation. By positively influencing all these motivational factors to the respective employees, the organisation can get maximum input from these employees and can lead to maximum output.

According to Sell and Cleal (2017), some correlation exists between job satisfaction and economic factors. Their analysis revealed that those organisations or workplaces far from cities or located in more hazardous areas have more job satisfaction for the employees because of high economic return, while in the case of cities, employees are less satisfied with their jobs because of low economic return. They further explain some factors that are associated with psychology and work environment, such as social support, workplace, rewards, and working environment. Therefore, organisations need to improve all these factors so that their employees could get more satisfaction from their job. Schroffel (2013) explained some of the most important traits that are very necessary for the job. He explained that in the time of need, the availability of supervisor, employees interlink, creative thinking, knowledge stimulation and communication ability are considered the most important and basic traits for any organisation to keep the employees loyal and productive. It is up to the employers and management how they use these traits. If they use all of these traits positively and efficiently, this will increase the employee's satisfaction level and vice versa.

Catillo and Cano (2014) examined the job satisfaction levels of the faculty at the university level. In their study, they analysed certain factors with the job satisfaction level and found that factors such as interpersonal relationships, supervision, recognition, rewards, and environment will increase the job satisfaction level of the faculty of college and university level in any institutions. The results are significant with the previous studies. According to Bakotic and Babic (2013), one most important factor is associated with job satisfaction. They study the factor of working conditions. They explained that the working condition is different for different employees, but this greatly influences job satisfaction. According to them, some workers work in very different and

difficult working conditions, and their job satisfaction level differs from the others. Their analysis revealed that all the workers who feel their working condition is difficult for them are likely to have low job satisfaction. Therefore, the management needs to understand the working condition factor and should take necessary steps to improve the working condition of the employees.

Physical Environment In spite of the work environment being important, teachers in LMIC often work with poor facilities, and the improvement noted in school facilities is not proportional to the expansion of enrolment (World Bank, 2017). There remains a shortage of teaching facilities, ranging from classroom infrastructure to teaching materials. Insufficient school infrastructure has been highlighted by the World Bank (2017) noting that one-third of students in developing countries still sit on the floor. In Indonesia, a study revealed that work environments, both physical and mental, are important and impact teachers' motivation and job performance, as seen in 49% of teacher participating in a school survey who strongly agreed with the statement: 'I will work harder if the school conditions will be improved', compared to more classroom visits (14%) and a better chance of promotion (20%) (Vergerand Altinyelken, 2013).

According to the Service Delivery Indicators (World Bank, 2013), only 3% of schools in Tanzania and 17% in Senegal have sufficient light to read the blackboard and functioning toilets. 60% of newly built secondary schools had inadequate infrastructure as they were constructed in a rush to enroll more students (Salema, 2009). In Madagascar, 26% of schools don't have water and there is only one toilet for every 1900 students (Burónand Lassibille, 2016). Although less common, in mountain areas of Nepal, school conditions are so difficult that even male teachers can only stay for limited periods (Bennell and Akyeampong, 2007). Hartwig, 2013 studied over 100 primary and secondary schools surveyed in northern Tanzania from 2009 to 2011 and found that a significant shortage of infrastructure was evident across all State schools.

Teachers Workload in relation to job satisfaction

Workload which is the official teacher/learner ratio versus the real one on the ground is also of significance. Although the official teacher to learner ratio in the sub-Saharan Africa stands at 1:40 according to the World Bank Report (Adedeji & Olaniyan, 2011), many countries, including

Cameroon, exceeded it by far (Evans & Yuan, 2018). According to Shirrell and Reininger (2017), increase in the number of student per class has led to overcrowded classrooms, more teaching periods and more non-teaching activities such as extra-curricular activities. In addition to that, teachers are made to spend more hours at work, prepare lessons after school, carry work to mark at home and conduct remedial lessons, which they find straining (Alonge et al., 2020; Evans & Yuan, 2018). In some extreme cases, teachers must contend with teaching multigrades (i.e. composite classes) or double shifting (i.e. hot-sitting) (Evans & Yuan, 2018).

Teachers have been faced with ever-growing workloads as enrolment into schools has shown an increasing trend. Global evidence demonstrates that teachers' workload becomes much more acute when class sizes are too large (Goodrum, Hackling and Rennie, 2001). Class size is of relevance, as it impacts the teachers' ability to teach effectively - guide students better and creates strong student-teacher bonding (Crosnoe et al., 2004). The importance of the class size as a working condition is best highlighted from TALIS (2018) findings, where 'reducing class sizes by recruiting more staff' is rated 'of high importance' by 65% of teachers across the OECD as a priority area for intervention and additional spending in education.

The issue of class size, that is pupil/teacher ratio significantly impacts teaching and it is seen as a significant area requiring reform in low-income countries, due to growing demographic trends coupled with substantial budget constraints. The Tenth Session of ILO-UNESCO (2018) recommended that government/s should reduce or maintain class sizes at adequate levels, and observe the Education for All benchmark of 40 pupils per class, which in developing countries can be approximated at 40:1, the most widely used international ceiling for this measure (EFA GMR, 2010). Some evidence supports a positive relationship between smaller class sizes and aspects of teachers' working conditions and outcomes (e.g., allowing for greater flexibility for innovation in the classroom, improved teacher morale, and job satisfaction) (Hattie, 2009; OECD, 2009; OECD, 2011)

According to the UNESCO Global Monitoring Report 2013/14, 'a number of lessons can be drawn from experiences with low-fee private schools. Smaller class size enables greater classroom interaction, for example, and closer engagement with the community means private schoolteachers

may be less likely to be absent. However, such benefits do not mean that these schools are better per se' (UNESCO, 2014).

Alunga et al. (2021) posit that the workload of teachers is becoming a more significant concern. According to correlational studies, instructors' perceptions of their workload are significant decision-making determinants. Workload remains an important factor influencing teachers' decision to leave. For Foster (2018) both the current and previous governments have emphasized initiatives to lessen teacher workload as a way to promote teacher retention. The Coalition Government introduced the Workload Challenge in October 2014, which was a survey asking teachers to suggest methods to lighten their workload. This led to a variety of projects and promises. Bardon et al., (n.d) thinks there is too much teacher workload, and this is a long-standing problem. However, workload is more than just the quantity of hours spent; it also refers to how in charge teachers feel about their work.

Compensation and teacher's job satisfaction

Generally, worldwide, salaries are paid according to qualification and experience but not what teachers are able to do (Choy, 1996; Evans & Yuan, 2018). Although in countries such as Indonesia, teaching has been found to be an attractive profession because of the salaries offered (World Development Bank, 2013). A living salary in this respect must enable teachers to provide for essential needs, establish dignified living conditions for them and their families (Drussilla, Brown, Deardorff, & Stern, 2004). Essential needs which should constitute their working conditions comprise housing, energy, nutrition, clothing, healthcare, education, potable water, childcare, transportation and savings (Alonge et al., 2020; Drusilla et al., 2004; Nhundu, 1999). Such working conditions if conducive enhance the teacher's productivity and job commitment (Alonge et al., 2020; Chireshe & Shumba, 2011)

According to Mabhoiyi (2020), salaries and working conditions of teachers have a motivating effect on their job performance, both intrinsic and extrinsic. Teachers, according to Hanke (2019), seem to have been earning worthless salaries that have been eroded as a result of harsh inflation episodes of the past.

People throughout the world participate in work to obtain payments to obtain the essentials and luxuries needed to improve their lives. Obineli (2013) reported that salary, promotion, and monetary rewards significantly affect the levels of job satisfaction among employees. Teachers, as employees, often need money to allow them to care for extended family members. Most teachers encounter stagnation and are demoralized, disappointed and unhappy with their work. When this happens, they search for greener pasture elsewhere. Therefore, this study seeks to investigate the effect of teacher pay on job satisfaction among teachers of primary schools in Mfoundi Division.

Influence of Allowances on Teachers Job Satisfaction

Hoerr (2014) argues that any non-merit-based system is unfair for exceptional teachers because they are judged on inefficient criteria. This will cause, it is argued, talented teachers to leave the education system because excellence is not fairly rewarded (Odden, 2011). Only when performance is rewarded and teachers command salaries equal to the private sector without having to progress up an arbitrary salary scale, will the best talent be attracted and retained (Solomon & Podgursky, 2001).

The existing compensation scales are thus at best only loosely related to the expertise and skills needed in the classroom (Mohrman, Mohrman & Odden, 2016). If the pay structure is based on this formula, it inevitably produces unsatisfactory outcomes, as it is not well aligned to education output (Odden, 2010). Thus, a substantial body of literature argues performance-based reward systems are an improvement on the efficiency of salary scales. Several analysts have argued that performance-based pay schemes improve the administration of schools. Under a performance-based pay scheme, principals must know the quality of teachers in all classrooms (Hoerr, 2014).

Research by Fatima and Ali (2016) in Pakistan on the effect of financial incentives for teachers on their work satisfaction at higher secondary level in Pakistan found that higher secondary schools have a fixed pay structure, whereas few have a variable pay system. The teachers' basic pay includes six main components, such as protection allowance (DA); house rental allowance (HRA), medical allowance, gratuity, PA and transportation allowance, and non-cash benefits such as housing, medical, pensions day care, education reimbursement, private use of official vehicle, laptops, sick leaves and vocation pay common in of teachers while cell phone, insurance, food, loan, uniform and festival bonus were not found in the compensation of the teachers. Their pay

was not related to their productivity, though teachers accept that the profit relies on employee attraction and retention.

In Kenya, Sirima and Poipoi (2010) established that teachers' appreciation of their schools is enhanced by the compensation they receive, especially when their compensation terms correspond to their levels of education, responsibilities they hold, and duties they perform in the school. A study by Lolchuraki (2013) investigated factors that contribute to low satisfaction of school teachers in Samburu County revealed that morale of teachers in the area was low due to among other things lack of promotion opportunities and poor pay. Most of these preceding studies did not clearly distinguish whether the teachers were dissatisfied with the pay alone or with the job altogether. This pay phenomenon is also yet to be explored in primary school in Mfoundi Division.

Influence of Monetary Awards on Teachers Job Satisfaction

Monetary rewards refer to money-based incentives given to employees whenever they achieve or meet their expectations (Karandish, 2011). This includes any incentive that increases the compensation of an employee, such as paid holidays, salaries increments, paid internships, and bonuses, which are discussed in this section. According to Merhar (2015), benefits are important to employees in any organization as they provide the means through which they meet their needs for basic necessities in life. For the employer, benefits are important, as they are one of the most visible rewards in the process of recruitment. Adams (2015) conducted a study in Finland on junior staff in Helsinki University and established that that rewards such as sickness payment, contributory pension schemes, and medical insurance and subsidized meals contributed to job satisfaction.

Chabaya (2015) found that a greater proportion of academic staff among academic professionals in tertiary institutions in Zimbabwe was unlikely to be satisfied with their jobs. Dissatisfaction emanated mainly from inadequate salaries and allowances, inaccessibility to loans to facilitate the purchase of houses and cars as well as the increasing volume of work. Nyangaya's (2015) study in Kayole Sub County also revealed that majority of the teachers was not satisfied with the benefits awarded to them in the form of compensation. Only a few teachers were satisfied with the transport allowances they received. Further, the study established that the manner of rewarding teachers in comparison with the existing discontent with the long-term benefits for teachers has made incentives not to yield the desired impact in terms of boosting teachers' satisfaction with their jobs.

The study concluded that compensation should come with other fringe benefits for teachers compared to other civil servants, like the proper medical cover, other allowances like sitting allowances, leave allowance, among others.

Supervision practices and teachers job satisfaction

Generally, the leadership style and supervisory practice used by education managers in their interactions with subordinates have been found to affect the job performance of teachers (Harris et al., 2019; Shirrell & Reininger, 2017). In such situations, education managers are advised to be both task and human related if they are to get the best out of their teachers (Alonge et al., 2020). Partnership engagements between the two parties are also encouraged if organisational goals are to be achieved as expected. However, goal incompatibility between education managers and teachers and the criteria used for evaluating and rewarding teachers if not checked may be stressful and conflicting (Alonge et al., 2020). On the contrary, the structure of the school set up itself with its subdivisions into smaller units; isolates teachers from their colleagues with little opportunity for interaction (World Bank, 2016). In such circumstances, peer supervision is non-existent and teachers have limited cooperation amongst themselves because of the nature of their job, which affects their job performance in the long run (Alonge et al., 2020).

Supervision, since it can increase the efficiency of educational institutions, is an essential part of educational administration. Glickman & Gordon & Ross-Gordon (2015) should also incorporate discrete instructional components into whole school operations, minimizing the likelihood of burnout, boosting work efficiency and increasing employee satisfaction (Rico, 2010). Supervision is similar to leadership in terms of enhancing teaching. Glickman et al., (2015), describe the direct effect of supervision on educational leadership in terms of five tasks: direct assistance, community development, personnel development, curriculum development and action analysis. Glickman argues that combining these activities unites the interests of teachers with the priorities of the school.

Pajak (1990) defines supervision through practice in 12 areas: communication, staff development, instructional programs, planning and change, motivating and organizing, observation and conferencing, curriculum, problem solving and decision making, service to teachers, personal

development, community relations and research and program evaluation. According to Pajak (1990), these 12 activities are not the responsibility of one individual but of the entire organization.

This research adopts the perspective of Palak (1990), as its all-sided description encompasses most supervisory aspects. The Herzberg's (1987) motivation hygiene theory states that there are certain factors in the workplace that foster job satisfaction, while a separate set of factors causes dissatisfaction. On the one hand, achievement, recognition, work itself, responsibility, advancement and growth can motivate staff. On the other, hygiene factors such as policy, supervision, relationship, work conditions, salary and security must be satisfied if they are not to have a negative influence on staff.

Teachers' Job Satisfaction, Staff Development, and Supervisory Practices

Staff development aims to move learning from the classroom to the workplace (De Rijdt, Stes, van der Vleuten, & Dochy, 2013). According to Glickman et al., (2015), supervision is similar to leadership in that it has a function and a process. This increases education, learning, training, and teaching quality (De Rijdt et al., 2013). It also necessitates comprehension, relationship skills, and procedural skills. Supervisors collaborate to increase learning in this regard (Zepeda, 2014). Principals' supervisory strategies for staff development adapt to teachers' needs and increase supervisory competency (Suseela, 2007). As a result, principals should provide professional and ongoing development opportunities for their employees, such as coursework, seminars, and learning opportunities.

Staff development is critical for effective supervision, according to Zepeda (2014). It aids in the development of teachers and the transformation of education into a learning experience.

Furthermore, stronger staff development techniques aid in providing essential teacher trainings, including curriculum and teamwork (Jill & Betty, 2012). Stronger principal staff development techniques may benefit teachers in terms of human interactions and growth (Heaton, 2016). In this line, goals must be determined, and better strategies chosen first in order to achieve objectives (Steiner & Kowal, 2007). As a result, staff development activities must be focused and supported

by ongoing feedback (Steiner & Kowal,2007). Improved staff development procedures aid in the grooming of instructors, resulting in improved performance and, ultimately, making their duties more exciting William (2010), increasing the likelihood of job satisfaction and progress (Pajak, 1990). As a result, staff development supervisory methods of principals must be taken seriously in order to improve the general standard of education.

Yousaf, Usman, and Islam (2018) investigated effects of Principal Supervision Practices on Work Performance and Growth of Primary School Teachers in Pakistan. Regardless of male or female primary schools, the study indicated that administrators' staff development supervision procedures contribute significantly to teachers' work performance and growth. As a result, principals and other key stakeholders should pay close attention to their staff development strategies, which can help their teachers improve their work performance and progress. They should place a greater emphasis on staff development to assist instructors in reaching the school's overall goals.

Furthermore, no significant differences in principals' staff development techniques in male and female schools are discovered. This demonstrates that principals of male and female schools use similar staff development strategies. The findings also revealed that similar supervision procedures for both male and female school teachers function relatively well, since the results show that supervision practices have a substantial impact on work performance and teacher growth (Yousaf et al., 2018). Male and female teachers, on the other hand, showed substantial variations in work performance and growth. This demonstrated that male and female instructors' work performances and growth are significantly different. This may necessitate differentiating strategies that lead to increased growth and performance. Teachers' work performance can be improved, and progress can be attained as a result of this. As a result, children's grades will undoubtedly improve, and they will gain a good reputation. This is not the case in Mfoundi. Hence, the purpose of this study is to find out how training and development affect teacher job satisfaction.

Theoretical Framework

Herzberg's Motivation Two-Factor Theory (1959)

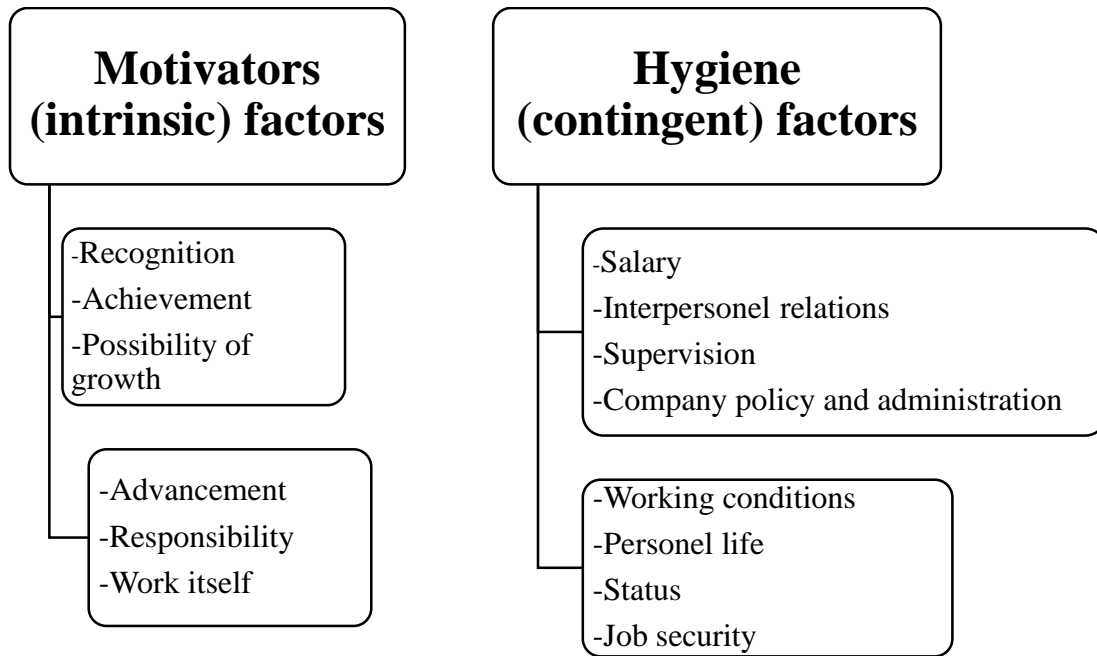
The two-factor motivation theory, otherwise known as Herzberg's motivation-hygiene theory or dual-factor theory, argues that there are separate sets of mutually exclusive factors in the workplace that either cause satisfaction or dissatisfaction (Herzberg, 1966; 1982; 1991; Herzberg, Mausner, & Snyderman, 1959).

Generally, these factors encouraging satisfaction relate to self-growth and self-actualization. To Herzberg, motivators ensured satisfaction while a lack of hygiene factors spawned job dissatisfaction. Herzberg (1959) considers two types of factors that can add to or detract from job satisfaction: hygiene and motivation factors. While hygiene factors are related to "the need to avoid unpleasantness," motivation factors more directly lead to job satisfaction because of "the need of the individual for self-growth and self-actualization." The traditional view of job satisfaction entails that job satisfaction and job dissatisfaction exist on the same continuum; employees who lack reasons to be satisfied with their jobs must be dissatisfied (Robbins and Judge, 2013).

However, hygiene and motivational factors are distinct. To Herzberg, the opposite of job satisfaction was not job dissatisfaction, but no job satisfaction. Conversely, the opposite of job dissatisfaction is no job dissatisfaction (Kacel et al., 2005). These two separate continua of job dissatisfaction and job satisfaction support the possibility that someone can be content with certain aspects of their jobs but discontent with others. Perhaps more pessimistically, this also has the implication that simply eliminating "dissatisfiers" would not necessarily lead to job satisfaction so much as placation (motivational concepts).

These so-called "satisfiers" (motivational factors) and "dissatisfiers" (a lack of hygiene factors) are dynamic, constantly interacting, highly subject to change, and relative to the employee (Misener and Cox, 2001).

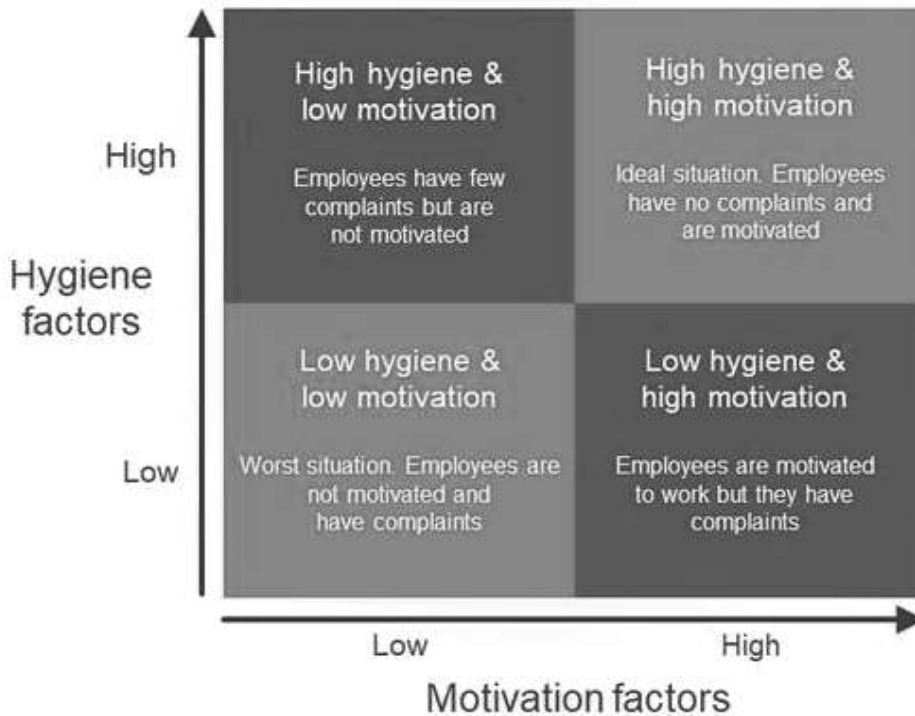
Figure1 : Illustration of hygiene and motivators factors



Certain satisfiers or dissatisfiers may be more important than others in a way that depends on personal and professional contexts. Whether or not dissatisfiers outweigh satisfiers predict, according to Herzberg, whether employees find their job interesting and enjoyable as well as their likelihood of remaining at their current jobs (Kacel et al., 2005).

Illustration of two factor theory in practice

As per Herzberg's theory, and based on the above-mentioned points, there are four states where an organization or a team can find themselves concerning the hygiene factors and motivational factors:



- High hygiene and high motivation: This is the best and ideal situation for any organization or team. In this state, employees are motivated to do their best and there are few or no grievances.
- High hygiene and low motivation: This is a state, where employees have all basic needs met and are little to no grievances regarding pay or working conditions. However, the work is not very interesting for the employees and they only come to work for their salary.
- Low hygiene and high motivation: employees are highly motivated to come to work but have many unresolved complaints. The most typical example is when employees are working on some very challenging technologies and exciting projects, but the pay is lower compared to the competition or not in line with industry standards.
- Low hygiene and low motivation: This is the most undesirable situation for any organization or team. This is where the employees are underpaid and the work is also

uninteresting. Unless their complaints are addressed, employees begin to leave the organization if situations persist in this state.

Motivation Factors

Herzberg et. al. (1959) argues that motivation factors are necessary to improve job satisfaction. These motivators, according to Herzberg, are intrinsic to the job and lead to job satisfaction because they satisfy needs for growth and self-actualization (Herzberg, 1966).

In his original paper, Herzberg examines 14 motivational and hygiene factors, of which these are notable examples:

- **Advancement:** Herzberg defined advancement as the upward and positive status or position of someone in a workplace. Meanwhile, a negative or neutral status at work represents negative advancement (Alshmemri et al., 2017).
- **The work itself:** The content of job tasks in itself can have positive or negative effects on employees. The job's difficulty and level of engagement can dramatically impact satisfaction or dissatisfaction in the workplace (Alshmemri et al., 2017).
- **Possibility for growth:** Possibilities for growth exist in the same vein as Maslow's self-actualization; they are opportunities for a person to experience personal growth and promotion in the workplace. Personal growth can result in professional growth, increased opportunities to develop new skills and techniques, and gaining professional knowledge (Alshmemri et al., 2017).
- **Responsibility:** Responsibility encompasses both the responsibilities held by the individual and the authority granted to the individual in their role. People gain satisfaction from being given the responsibility and authority to make decisions. Conversely, a mismatch between responsibility and level of authority negatively affects job satisfaction (Alshmemri et al., 2017).
- **Recognition:** When employees receive praise or rewards for reaching goals at their job or for producing high-quality work, they receive recognition. Negative recognition involves criticisms or blame for a poorly-done job (Alshmemri et al., 2017).
- **Achievement:** Positive achievement can involve, for example, completing a difficult task on time, solving a job-related problem, or seeing positive results from one's work. Negative

achievement includes failure to make progress at work or poor job-related decision making (Alshmemri et al., 2017).

Hygiene Factors

Hygiene factors are those which decrease job dissatisfaction. Herzberg, Mausner and Snyderman used the term hygiene in reference to “medical hygiene...[which] operates to remove health hazards from the environment” (Alshmemri et al., 2017). Herzberg also states that hygiene factors are extrinsic to the job, and function in “the need to avoid unpleasantness” (Herzberg, 1966).

Hygiene factors, rather than relating to the content of the job in itself, tend to relate to contextual factors such as interpersonal relations, salary, company policies and administration, relationship with supervisors and working conditions:

- **Interpersonal relations:** Interpersonal relationships involve the personal and working relationships between an employee and his supervisors, subordinates, and peers. This can manifest in, for example, job-related interactions as well as social discussions in both the work environment and during informal break times.
- **Salary:** Salary includes wage or salary increases, and negatively, unfulfilled expectations of wage or salary increases (Alshmemri et al., 2017).
- **Company policies and administration:** Company policies and administration includes factors such as the extent to which company organization and management policies and guidelines are clear or unclear. For example, a lack of delegation of authority, vague policies and procedures and communication may lead to job dissatisfaction (Alshmemri et al., 2017).
- **Supervision:** Supervision involves an employee’s judgements of the competence or incompetence and fairness or unfairness of the supervisor or supervisions. For example, this could include a supervisor's willingness to delegate responsibility or to feach, as well as their knowledge of the job at hand. Poor leadership and management can decrease job dissatisfaction (Alshmemri et al., 2017).
- **Working conditions:** Finally, working conditions involve the physical surroundings of the job and whether or not they are good or poor. Factors leading to a good or poor workspace

could involve the amount of work, space, ventilation, tools, temperature, and safety (Alshmemri et al., 2017).

The benefits of teacher motivation in education have been noted by significant educational researchers. For example, Huberman (1989) described the different commitment levels of teachers during different career stages, Payne (2008) described the importance of teacher buy-in for school reform, Fullan (2016) noted the importance of teacher motivation for effective school change, and Hargreaves and Fullan (2016) noted its importance for building the professional capital of teachers. In addition, many educational studies have shown that motivation has a positive effect on preservice teachers' desire to teach (Bruinsma & Jansen, 2010; Han & Yin, 2016; Richardson et al., 2014); active teachers' desire to remain in the field (Daniels, 2017; Hammonds, 2017; Han & Yin, 2016; Larkin et al., 2016; Mofarah, 2015; Nawaz & Yasin, 2015; Perrachione, Rosser, & Peterson, 2008; Richardson et al., 2014; Zach, Stein, Sivan, Harari, & Nabel-Heller, 2015); teacher satisfaction (Han & Yin, 2016; Khodabakhshzadeh, Arabi, & Samadi, 2018; Richardson et al., 2014); and professional practice (Han & Yin, 2016; Salifu, 2014).

Given the importance of an employee's motivation in successful organizations (Darling-Hammond et al., 2009; Jackson, 2011; Strauss, 2014; Wei et al., 2010; Bolman & Deal, 2013), this must be a concern for schools as teacher working condition is likely a major factor in their job satisfaction. Herzberg's two factor theory established that at the lowest level, the teachers' needs which would stabilise the working environment are the attainment of physiological needs, good salaries or wages, working conditions such as pensions, medical insurance, physical workplace, job security, safety needs, social needs, tenure, company policy, work ethics, organizational politics, quality of leadership, relationships amongst teachers and supervisors (Everard & Morris, 1996; Ngwenya, 2015; Owens, 1995). The acquisition of the basic needs of physiological, safety and love lays a firm foundation for the attainment of higher order ones (Govender & Bussin, 2020). Little wonder that, Herzberg referred to them as maintenance or hygienic factors, which must be present in the working environment for job performance to take place (Stoner et al., 2008).

Therefore, the teachers' working conditions are essential to customer satisfaction and job performance in a competitive environment (Eluka & Okafor, 2015). In corroboration, a dynamic and progressive schools would endeavour to attract and retain the right teachers for the job at the right time by creating and sustaining their motivation in the changing circumstances (Eluka & Okafor, 2015). Likewise, a Cameroonian study concurred with Maslow's and Herzberg's findings by revealing that the job performance of teachers came from wages, work environment factors, mentoring, promotional opportunities, cooperation and membership of working groups (Amin, 2015). Herzberg goes further to aver that if physical conditions are negative it can negatively impact the job performance of teachers (Deckers, 2010).

Herzberg's observation is noteworthy which asserts that if the basic needs are not met that lay a firm foundation for the attainment of higher order needs such as responsibilities, opportunities for growth, achievement, recognition and advancement, it would be difficult for education managers to enhance the job performance of teachers in a school (Ngwenya, 2015). Hygiene or maintenance factors are extrinsic whilst motivators are intrinsic (Alonge et al., 2020). Both scholars further assert that to enhance the job satisfaction of teachers, the prerequisite factors which constitute the working conditions and are extrinsic in nature must exist first if motivators/ higher-order needs are to be attained.

Empirical Review

Koros, Momanyi and Chakua (2018) conducted a study among primary school teachers in Kenya investigating occupational stress's impact on their job satisfaction. According to the study which was done by Kanene (2016) in Choma District, Southern Province of Zambia it was found that teachers were experiencing a moderate level of stress that was associated with work related stressors, professional distress, discipline and motivation, time management and professional investment. Further, stress was accelerated by other factors such as slow career progression, perception of low status and lack of respect for their job, inadequate salary and lack of recognition for what they were doing. The study did not only find the adverse effect of occupational stress on job satisfaction, but it also revealed that most Kenyan teachers do not enjoy the teaching profession, and if they were given another job, they would leave the teaching profession.

A review of teacher job satisfaction in developing and developed countries by Alhazmi (2012) showed that teachers in the United Kingdom, Greece and Chile were dissatisfied with the workloads, lack of promotion and the salary they were receiving, and this translated into poor work output. A great number of studies have also been carried out in Africa on teacher job satisfaction with a view of gathering facts on this important subject. In these studies, findings showed that teachers were not happy with their remunerations and the working conditions (Ololube, 2016; Tefera, 2016; Guajardo, 2011; Nyange, 2013). Another study done in Tanzania by Nyamubi (2017) showed that teachers were generally satisfied by both monetary and nonmonetary incentives such as community support.

Dutta & Sahney (2016) contribute to the current literature on teacher job satisfaction by exploring the mediating role of a school climate. They examined the relationships among principals' instructional and transformational leadership behaviors, teachers' perception of the school climate, their job satisfaction and student achievement. They found that a principal's leadership behaviors are not directly associated with either teacher job satisfaction or student achievement, and transformational leadership behaviors showed an indirect effect on teacher job satisfaction. It is also suggested that instructional leadership behaviors have positive relationships with teacher job satisfaction. Such principals are always considerate about providing adequate resources and facilities to the teachers, maintaining pupil-teacher ratios, keeping average class sizes, planning professional development for the teachers, etc; such efforts in turn boost teacher job satisfaction. The physical climate, however, appeared to play a dominating role in teacher job satisfaction.

Sultana, Sarker and Prodhan, (2017) investigated the workplace satisfaction measures among Bangladesh's public and private primary school teachers. A structured questionnaire was administered among 40 primary teachers randomly selected and used Brayfield and Rothe(1951) method to determine the job satisfaction among teachers. No significant difference in the level of satisfaction with job was noticed between the public and private primary school teachers. It further showed that female teachers are more contented than male teachers with the recommendations that policy on successful compensation package and opportunities of promotion could enhance teachers' job satisfaction regardless of sector (public or private).

Wolomasi, Asaloei and Werang, (2019) described job satisfaction of school teachers of Boven Digoel district at the elementary level and its impact on job performance. For this, self-administered questionnaire was administered to the teachers and simple linear regression method was deployed. Findings revealed that job satisfaction positively impacts school teachers' job performance. It further suggested that school authorities should put forth sincere efforts to enhance teachers' job satisfaction, ultimately leading to better job performance.

Instructional monitoring was first implemented in the United States in the middle of the twentieth century. Effective teacher supervision is a cyclical process that comprises a pre-observation meeting, classroom observation, and a post-observation meeting (Zepeda, 2012). Head teachers or specially assigned supervisors are in charge of supervision. Teacher monitoring has become one of the most important roles of a head teacher in a period of educational austerity and higher accountability obligations.

Teacher supervision has traditionally aimed to develop and support teachers by providing objective feedback on their classroom practices in order to assist in the resolution of instructional issues, the development and refinement of instructional skills, and the evaluation of teachers' performance (Gall & Acheson, 2010). Although supervision differs by school, sub-division, and educational system, researchers and practitioners generally agree that effective supervision is meaningful and built on trust (Zepeda, 2012). The Concept of teacher supervision has been updated and new models have been presented since its introduction in the 1960s. Instructional supervision Zepeda, (2012), differentiated supervision Sungu, Ilgan, Parylo, & Erdem, (2014), and developmental supervision are among the most common.

Instructional supervision, as the name implies, focuses on giving professional help to teachers in order to improve instruction and learners accomplishment (Sungu et al., 2014). Differentiated and developmental supervision approaches are more teacher-centered and tailored to the needs and phases of teachers' careers. Although the objectives of these models differ, they are all aimed at teacher professional development in order to improve instructional efficacy and student learning (Glickman et al., 2015). International study shows that instructional monitoring has a good impact on teachers. According to a study conducted in New Brunswick by Bouchamma & Michaud (2011),

24 supervisors (principals, assistant principals, and department chairs) gained information and developed skills by supervising teachers.

Teachers regarded the post-observation conference more essential, respected the head teacher's constructive remarks, and believed supervisory experiences helped them reflect on their pedagogical practice, according to a quantitative study of one Wyoming school system (Range et al., 2013). However, a review of empirical data on teacher monitoring reveals significant roadblocks to its successful implementation. Moswela (2010) identified a hostile school climate as one of the common elements impeding instructional supervision success, as well as head teachers' supervisory and interpersonal abilities. Pansiri, 2008; Titanji & Yuoh, (2010), as well as a lack of follow-up and feedback (Wanzare, 2012). Instructional supervision in public primary schools in Mfoundi has received insufficient research attention, and this study aims to determine how head teachers' instructional supervision techniques affect teacher job satisfaction.

CHAPTER III: METHODOLOGY

The research design, methodology, study site, study population, sampling strategies, sample size, data gathering methodologies, data collection tools, reliability and validity of the data collection tools, and finally data analysis are described in this chapter.

Design

The descriptive survey design was used in this investigation. The methodology allowed the researcher to present the findings and discuss the current situation in Mfoundi with reference to the school environment and teachers' satisfaction (Kombo & Tromp, 2006). Kothari (2008) asserts that descriptive surveys are effective in gathering information about demographic characteristics that can be used to support present conditions and procedures. The design entails getting relevant and accurate information about the phenomenon's current state and, whenever possible, drawing conclusions from the facts that have been uncovered (Orodho 2008). Descriptive surveys are frequently used to gather information that is helpful in assessing current processes and offering for decision-making. The impact of school environment on teachers' satisfaction in Mfoundi Division was thoroughly described in this study's descriptive survey, and it is possible to extrapolate these findings to other regions of Cameroon. This study's design included adequate safeguards to minimize bias and increase reliability.

Kothari (2008) by including a wide range of respondents, it aimed to provide facts on how school environment affects teachers' satisfaction in Mfoundi Division public primary schools.

Variables

The study's independent variables comprised different components of the school environment, including teacher workspace design, working conditions, and school look, that have an impact on teachers' levels of satisfaction. The degree of teachers' satisfaction in Mfoundi Division elementary schools, on the other hand, was the dependent variable.

Area of Study

A research area is a physical site that is the locality, topography, and history where the research project is being conducted. This study was conducted in the Mfoundi Municipality of the Centre Region of Cameroon. The Mfoundi Municipality was purposively sampled. Mfoundi division is

a department of Centre region in Cameroon. The department covers an area of 297 km² and as of 2005 had a total population of 1,881,876. The department forms the Yaoundé capital and greater area. The department was created following Decree No. 74/193 of the March 11, 1974 separating it from the department of Méfou (today itself divided into Méfou-et-Afamba and Méfou-et-Akono).

The department has only one urban community: However, each of the 7 current boroughs has an urban borough council, elected headed by an urban borough mayor. The urban community covering the entire department makes it a community with a special status.

The department has 7 arrondissements:

1. Yaoundé I (Mballa II)
2. Yaoundé II (Madagascar)
3. Yaoundé III (Central town)
4. Yaoundé IV (Ekunou)
5. Yaounde V (Essos)
6. Yaoundé VI (Biyem-Assi)
7. Yaoundé VII (Nkolbisson)

The study was carried out in the Mfoundi because there is a lack of information on how the school environment affects teachers' job satisfaction. This is as a result of numerous studies on teachers' satisfaction focusing on elements like pay, leadership styles, positive interpersonal relationships, and psychosocial influences but rarely on the school environment, which also plays a significant role in maintaining teachers' satisfaction and, as a result, productivity and performance. As a result, the Mfoundi-wide manifestation of teacher discontent has mostly been stress, variable academic performance, absenteeism, and workload, among other characteristics in the research region.

Research Approach

In order to gather as much information as possible about the subject issue, quantitative research methodology was used in the study. Numerical data that might be turned into useful statistics was produced via quantitative approaches. It was used to measure attitudes, beliefs, actions, and other predetermined factors as well as to generalize findings from a larger sample size. Key respondents including teachers, head teachers, for example, the objectives of this study required factual data

from the quantitative paradigm; this technique was useful in gathering data for recommendations on workable actions that would be taken to raise teachers' satisfaction in Mfoundi Division.

Target Population

Mugenda and Mugenda (2003) define population as the totality of people or things that share a particular observable trait. Additionally, target population, according to Oso and Onen (2005), is the total population of the subjects that is of interest to the researcher. All Mfoundi public elementary school teachers made up the study's target population. The public primary school served as the study's analytical unit. Inspectors lead seven Sub-divisions. There are 3,051 teachers in some public primary schools working in Mfoundi. Following the Krejcie and Morgan table, 350 primary school teachers were randomly chosen to respond to the questionnaires.

Sample Size and Sampling Methods

A sample is a smaller group or sub-group drawn from the accessible population, whereas sampling is a procedure, process, or technique for selecting a sub-group from a population to participate in the study (Ogula, 2005, Mugenda & Mugenda, 2003). To create the sample for this investigation, stratified and straightforward random sampling were both used. Using the probability sampling technique of stratified sampling, the researcher divides the entire population into various strata or subgroups. The researcher randomly chooses a proportion of respondents from each stratum who fall into either the category of male teachers or female teachers in this case. The use of stratified random sampling was acceptable since it allowed the researcher to accurately represent both the general population and important subgroups within it. Stratification provided some control over variation, which helped to lower the standard error. The method allowed for more accurate comparisons between layers (Saunders et. al., 2007).

To choose a respondent from each stratum that was engaged in this study, the researcher employed a straightforward random sampling procedure. Since of the population's size, diversity, and uneven distribution, it was appropriate because the process of random sampling would aid in achieving the intended result. This method was suitable for the study because it was economical and easy to administer.

Each respondent in the population had an equal chance of being the sample thanks to the sampling technique. This made it possible to choose a sample that included an equal number of representatives from the designated population as a whole (Kombo & Tromp, 2006). This is significant since it aids in minimizing potential biases. This method was appropriate for the study because it used a representative sample and included participants from the whole target group.

Sample Size

A sample size is a condensed number drawn from the available population. Krejcie and Morgan (1970) were used to estimate the sample size for this investigation, and 258 participants were needed as a sample out of 3051 participants using the calculation below;

Where $S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P}$.

S = necessary sample size (1-P)

X^2 = the desired chi-square table value for one degree of freedom.

Conviction level

N is the number of people.

P is the population percentage (assumed to be .50 since this would provide the maximum sample size)

d is the accuracy level proportionally stated (0.05).

Mfoundi is divided into 7 sub-divisions, each of which is supervised by the Inspector for Basic Education. There are 3,051 public primary school teachers working in Mfoundi primary schools. To choose participants for the study, stratified, purposive, and simple random samplings were utilized. From the target population's known distribution, stratified sampling was applied.

Research Devices

A precise, organized process of obtaining information pertinent to a research project, or of addressing a project's objectives, questions, or hypotheses, is known as data collection. The study used both primary and secondary data. Direct interaction with the respondents was used to gather primary data, which was obtained through questionnaires. Secondary data was gathered through government publications, yearly reports, bulletins, media excerpts, and prior related research projects.

In questionnaires, ratio scales produced quantitative data that measured success. The combination of both techniques enhanced the benefits of each methodology with those of the other, resulting in a better study design that produced more accurate and trustworthy results. This concerned the methods the researcher used to gather the data. This study used a questionnaire and distinct data gathering tools to achieve its goals.

Questionnaire

The research subjects can respond to the questions on a questionnaire in a variety of ways. A questionnaire is a research tool that is used to collect data from a large sample, according to Kombo and Tromp (2006). Although some questionnaires may include more open-ended questions that allow the respondent to answer the question in their own way, others provide a provision where all participants are asked the same questions, in the same order, using the same wording, and having the same set of answers to choose from. Most questionnaires are designed to gather already structured data, so they include a set of answers from which the respondent can choose (Matthews & Ross 2010). Based on this justification, the researcher was able to gather data quickly from a variety of schools.

Kothari (2008) asserts that because respondents' responses are provided in their own words, questionnaires typically are not biased as interviews are. Respondents have enough time to compose thoughtful responses. A questionnaire, according to Orodho (2008), is a useful research tool that may be used to elicit personal opinions from respondents.

Since the questions, wordings, and order were fixed and similar for every respondent, a questionnaire was preferred for gathering data in this study. Secondly, it was thought to have the benefit of producing uniform responses to the items, enabling comparisons between different data sets. Thirdly, it gave the participants the opportunity to express their own views on the matter at hand, such as in the case of the Likert scale questions (Matthews & Ross 2010).

The questionnaire was divided into two sections, with the first covering the respondents' backgrounds and the second using open-ended questions to encourage respondents to provide thoughtful, unrestricted responses. The goal of the questionnaire was to gather information from

respondents in order to address the research questions. Since questionnaires are inexpensive to distribute to respondents who are dispersed across a large area, they were utilized to gather data from teachers.

Remark

Data on things that can be identified by looking were collected directly through observation. To observe the physical environment and the circumstances in respect to working environment norms, several trips were made to the numerous elementary schools spread around the Mfoundi. Teachers in primary schools play a crucial role in basic education since they teach pupils. In order to ensure that they fulfill their professional tasks, it is admirable to prioritize their professional needs. This method was useful in establishing how to give teachers a comfortable working atmosphere, which is required to boost productivity and satisfaction.

Piloting the research

The research tools were piloted in seven schools before the real data was gathered. One each from the seven sub divisions were chosen as the pilot school. These sub-counties were chosen for the pilot project because it had many characteristics with the study area and displayed widespread manifestations of teacher job satisfaction during the pilot study, 10 teachers were chosen at random, with 4 men and 6 women making up the group. The instrument's dependability was tested using the test-retest procedure. After one week, the same responders were given another chance to complete the instruments. This was consistent with (Shuttle worth, 2009), who recommended giving the test twice before computing the correlation between the two sets of results. Using Pearson's Product Moment, this was accomplished formula for the correlation coefficient; the instrument was deemed unreliable and measurable because a correlation coefficient of 0.8 was not attained. The pilot study provided an opportunity for the current research to examine and refine the instruments and procedures that were thought required as well as determine the validity and reliability of the instruments and become comfortable with their administration. Based on the respondents' remarks and after clearing up any ambiguity, adjustments were made.

Reliability

According to Patton (2002), validity is a property given to a proposition or metric that describes how well a research instrument complies with accepted wisdom or reality. For instance, the degree

to which the results of an attitude scale match up with other indicators of attitude possession is a sign of its validity. The degree to which an instrument can measure what it should measure is referred to as validity. The researcher discussed the questionnaire's items with his supervisors in this study to determine the questionnaire's content validity. The researcher was able to correct the ambiguity and other problems that stood out in the consultation with the use of extensive consultation and professional counsel.

Discussions with experts were held during the instrument formulation phase to ensure that the measure includes an adequate and representative set of items that give the content. This was done to ensure content validity. Through discussion of the instrument's items with coworkers, supervisors, and departmental lecturers, the study determined the content validity of the instrument. According to the study's objectives, the research identified dimensions and aspects that provided appropriate coverage for evaluating the content validity of the instruments.

By submitting the instruments to experts for modification ideas, the face validity of the instruments was attained. The instrument's face value was used to evaluate face validity. Research tools were delivered to specialists to get suggestions for change as a check on face validity. Face validity denotes that the items actually measure the Concept being measured on the face. Face Validity was established by determining if the questions, taken at face value, appear to be assessing the construct in accordance with the study's aims. This was observed by the study to make sure the instruments adequately covered the study concepts.

What the construct or scale is measuring is evaluated in terms of construct validity. The anchoring of the conceptions to the theory from which they were derived preserved construct validity. The researcher used his or her professional opinion to assess the validity of the instrument. This was accomplished by discussing the instrument's components with the coworkers, departmental lecturers, and supervisors. These experts' advice enabled the researcher to assess the reliability of the study tools. The advice comprised recommendations, explanatory notes, and other contributions. In order to improve the instruments' quality, these suggestions were used to make the necessary adjustments.

Trustworthiness

The level of consistency that a research instrument produces after numerous trials is known as its reliability. Reducing random errors is the main goal of performing a reliability test. The precise dimension of postulated variables presented a test in several study fields. When variables are challenging to evaluate in applied research, the issue of dimension accuracy also arises. Reliability and item analysis can be utilized in the majority of studies to create workable measuring scales, enhance current scales, and evaluate the reliability of scales already in use. In particular, reliability helps with the creation and assessment of sum scales, or scales made up of a number of distinct measurements.

When compared to the variances of the items, the correlations between the individual items or measurements that make up the scale are used to determine scale dependability (Mugenda & Mugenda, 1999). Research tools were created in accordance with the goals of the study to ensure reliability. Secondly, by speaking with the supervisors to confirm that each query contributed to the goals.

One of the most popular types of internal consistency reliability coefficients is Cronbach's Alpha. According to custom, a forgiving cut-off of 0.50 is typical, but in some cases, authors like Gay, (1987), and Cronbach, (1990), specify that 0.6 is desirable in exploratory research; alpha should be at least 0.70 or higher to retain an item in an "adequate" scale; and many researchers demand a cut-off of 0.80 for a "good scale" (Kothari, 2004). Regarding the aforementioned, the researcher in this study employed Cronbach's Alpha to test the reliability threshold of the items during the pilot study, following which she made changes to the questionnaire to make it more effective.

Data Gathering Techniques

Data collection was made possible by the researcher's request for a study permit from the statistical yearbook. A meeting was scheduled with each participant to explain the purpose of the information gathering. Teachers who participated in the study completed questionnaires using the "drop and pick" method, which involved the assistance of two research assistants. The data gathered from the research instruments was then computed for interpretation.

Data Analysis Techniques

To find the answers to the study questions, data analysis comprises categorizing, arranging, manipulating, and synthesizing raw data. The acquired data was initially checked by the researcher for unanswered queries and incorrect answers. The researcher next carried out data cleaning, which involves locating any incorrect or incomplete responses and correcting them to enhance the quality of the data analyzed, after all the data had been gathered. With the use of the Statistical Package for Social Sciences, the data was coded and examined (SPSS V 22). Quantitative data was produced by the study. Based on content analysis, which involved coding and categorizing data or categorizing by computation, Study findings were presented using percentages and tables, and interpretations were made.

The quantitative data collected for this study were analyzed, classified, and arranged according to pertinent trends. The mean score, frequencies, and percentages reported in tables were utilized to analyze quantitative data using generalizations and descriptive statistics. Data analysis using descriptive statistical methods including frequency tables and percentages.

Ethics-Related Matters

A cover letter from University of Yaounde I for the respondents was requested in order to conduct the study. The researcher conveyed to the respondents the nature and goal of the study. The subjects/respondents received guarantees regarding the privacy of the information they submitted and that it would only be used for the investigation. If the respondent did not feel secure, he or she had the right to withhold any additional information. According to the information, the researcher gathered from them, the respondents received assurances of their security and were not victimized. Respondents were asked to be as truthful as they could be with their responses. At any point during the study, they might choose whether to continue or stop participating. Specific head teachers, teachers, and schools were represented by pseudonyms.

Table 1: Recapitulative

General Hypothesis	Specific Hypothesis	Independent Variable	Indicators	Dependent Variable	Indicators	Measuring Scale	Statistical analysis	Questionnaire Items
school environment have effects on teachers job satisfaction	Ha1: work environment has a statistically significant influence on teachers job satisfaction	Adequate work environment	-Classroom size -adequate lighting -adequate reference material -toilet facilities	Teachers job satisfaction		Ratio norminal	Pearson causation	10
	Ha2: workload has a statistically significant influence on teacher job satisfaction	workload	-hours per week -number of papers to mark -fequency of assigned task			Strongest agree Agree Disagree		8
	Ha3: teacher compensation practice have a statistically significant influence on job satisfaction	Teacher compensation practice	-Availability of funds					10

Ha4:supervision
practices have a
statistically
significant
influence on job
satisfaction

Supervision
practices

Availability of
consultants

10

CHAPTER IV: DATA ANALYSIS AND FINDINGS

This study aimed to investigate the influence of the school environment on teachers' job satisfaction among public primary school teachers in Mfoundi Division. This chapter seeks to answer the questions raised in the study and test the research hypotheses.

Data Screening

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence, the analysis of the study will be based on 256 questionnaires.

Demographic characteristics

Table 2: Gender Distribution of Respondents

Gender	Frequency	Percent (%)
Male	116	45.3
Female	140	54.7
Total	256	100.0

The table represents the sex distribution of respondents. In the context of this study, we use a population of 256 respondents. According to the table, 116 of the respondents are male while 140 of the respondents are female, making a percentage of 45.3 and 54.7, respectively. This variation is because there are more females than males in the sample schools. This indicates that most of the teachers in primary schools in Mfoundi-Division are females.

Figure 2: Gender Distribution of Respondents

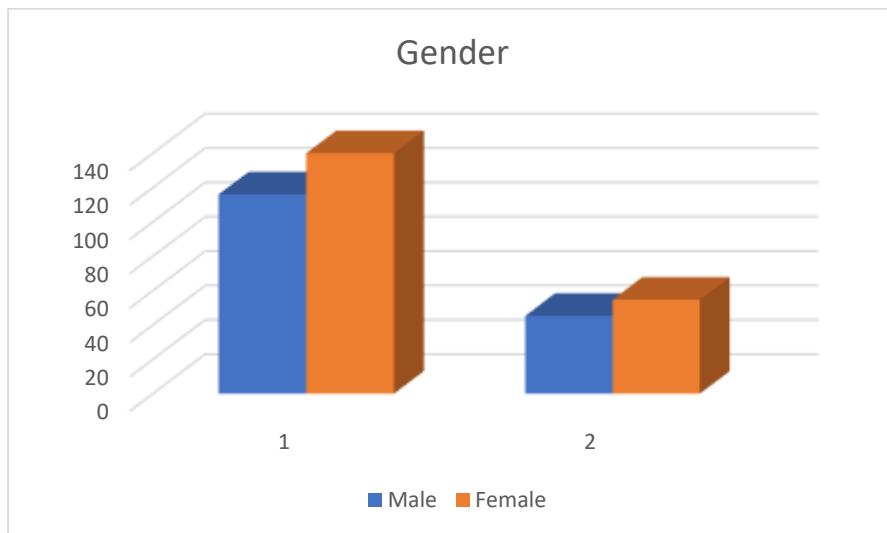


Table 3: Frequency table based on School Location

School location	Frequency	Percent (%)
Yaounde 1	34	13.3
Yaounde 2	39	15.2
Yaounde 3	38	14.8
Yaounde 4	34	13.3
Yaounde 5	34	13.3
Yaounde 6	40	15.6
Yaounde 7	37	14.5
Total	256	100.0

According to table II, questionnaire was distributed in seven-sub division that make up Mfoundi Division. These sub divisions were Yaounde 1 with a frequency of 34, giving a percentage of 13.3, Yaounde 2 with a frequency of 39, giving a percentage of 15.2, Yaounde 3 with a frequency of 38 giving a percentage of 14.8, Yaounde 4 and Yaounde 5 with a frequency of 38 giving a percentage of 13.3, Yaounde 6 with a frequency of 40 giving a percentage of 15.6, and Yaounde 7 with a frequency of 37 giving a percentage of 14.5. This same result is represented in the figure below.

Figure 3: Frequency table based on School Location

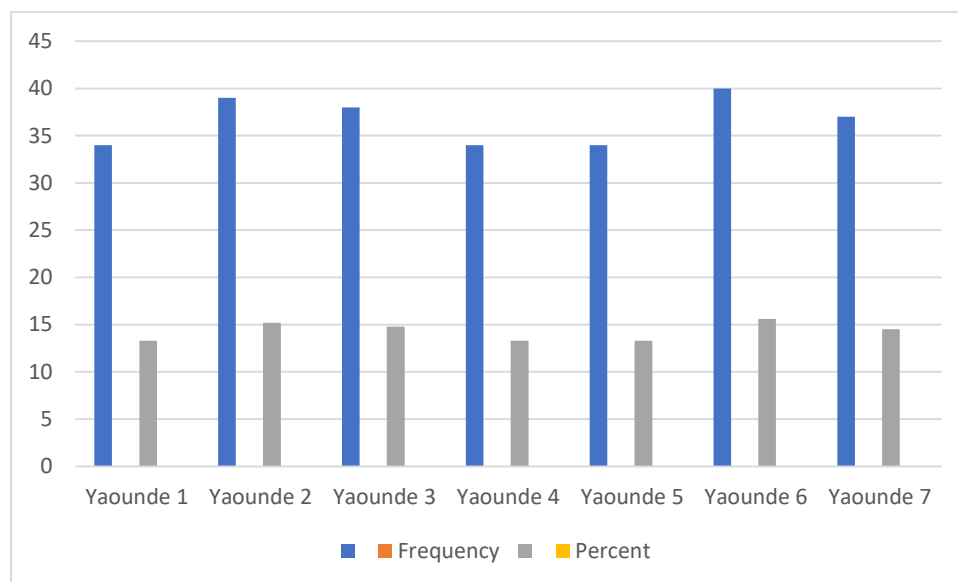


Table 4: Distribution of teachers based on Longevity in service

Longevity	Frequency	Percent
1-5 years	26	10.2
6-10 years	21	8.2
11-15 years	91	35.5
16 years and above	118	46.1
Total	256	100.0

According to table IV, 10.2% (26) of the teachers in these schools have worked between 1 to 5 years, 8.2% (21) of the teachers have worked between 6 to 10 years, 35.5 % (91) of the teachers have worked between the age of 11 to 15 years, and 46.1 % (118) of the teachers have worked for 16 years and above. Similar results are presented in the figure below.

Figure 4: Distribution of teachers based on Longevity in service

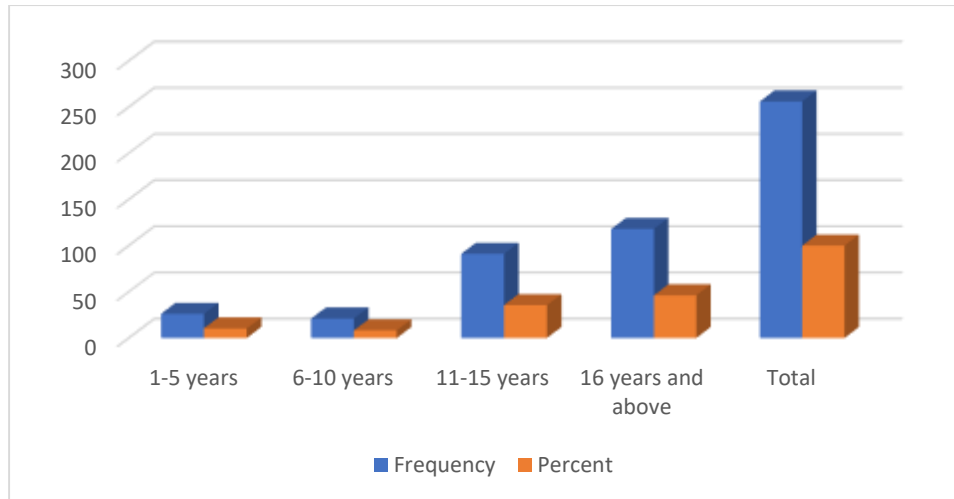


Table 5: Respondent's view on the work environment

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	The classroom has chairs for teachers	78	30.5	159	62.1	12	4.7	7	2.7	3.20	0.649
2.	The classroom has tables for teachers	60	23.4	174	68.0	16	6.3	6	2.3	3.13	0.614
3.	The classroom is well ventilated	32	12.5	169	66.0	25	9.8	30	11.7	2.79	0.807
4.	We have adequate toilet facilities in our school	43	16.8	103	40.2	67	26.2	43	16.8	2.57	0.959
5.	We have safe drinking water for teachers	15	5.9	75	29.3	115	44.9	51	19.9	2.21	0.827
6.	Teachers have ample office space	17	6.6	120	46.9	76	29.7	43	16.8	2.43	0.847
7.	There is adequate lighting	41	16.0	82	32.0	74	28.9	59	23.0	2.41	1.02
8.	There is adequate internet connectivity for teachers	22	8.6	75	29.3	56	21.9	103	40.2	2.06	1.02
9.	There are adequate reference materials for teachers	30	11.7	104	40.6	80	31.3	42	16.4	2.48	0.903

10.	The school provide meals for teachers	28	10.9	28	10.9	61	23.8	139	54.3	1.79	1.02
	Grande Mean							2.51			
	SD							0.546			

Ten items were designed in the questionnaire to respond to this section

Ten items on the questionnaire were designed to evaluate respondents' views on the work environment. From the above table, only four items' out of the ten items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 92.6% (237) generally agree that the classrooms have chairs for teachers. 91.4% (234) generally agreed that the classroom has tables for teachers. 88.5% (201) agreed with the notion that the classroom is well ventilated. 67% (146) generally agreed that the schools have adequate toilet facilities in our school. Concerning the provision of safe drinking water for teachers, only 35.2% (90) generally agreed to this. 53.5% (137) of the teachers are in possession of working space. Only 37.9% have access to adequate internet connectivity for teachers, and 52% have access to adequate reference materials for teachers.

Table 6: Respondent's view on the workload

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	I teach more than 30 lessons per week	67	26.2	140	54.7	48	18.8	1	0.4	3.07	0.680
2.	I work for many hours when I am on duty	44	17.2	179	69.9	27	10.5	6	2.3	3.02	0.610
3.	I am assigned administrative duties	23	9.0	134	52.3	77	30.1	22	8.6	2.62	0.768
4.	I mark a lot of exam papers	41	16.0	158	61.7	57	22.3			2.94	0.617
5.	I administer many exams in a month	43	16.8	92	35.9	84	32.8	37	14.5	2.55	0.936
6.	I teach during weekends	40	15.6	68	26.6	88	34.4	60	23.4	2.34	1.00
7.	I am involved in more than one co-curricular activities	61	23.8	140	54.7	51	19.9	4	1.6	3.01	0.708
8.	I teach many remedial classes	13	5.1	164	64.1	55	21.5	24	9.4	2.65	0.720
9.	I mark more than 100 different exercises per day in school	25	9.8	128	50.0	96	37.5	7	2.7	2.67	0.688

10.	The deadline to complete coursework is unrealistic	2	0.8	118	46.1	101	39.5	35	13.7	2.34	0.718
Grande Mean							2.72				
SD							0.373				

Ten items were designed in the questionnaire to respond to this section

From the above table, eight items out of ten designed to answer this question have a mean above the 2.5 cut-offs. It shows that 80.9% of the teachers have more than 30 lessons per week. 87.1% work for many hours when they are on duty. 78.5 are involved in more than one co-curricular activity and work in more than one co-curricular activity. 61.2% of the respondents have been assigned administrative duties. 78.5 are involved in more than one co-curricular activity. 59.8% have more than 100 different exercises per day in school. Only 46.9% have a deadline to complete coursework is unrealistic.

Table 7: Respondent's view on the head teacher compensation practices

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	I am paid for involvement in co-curricular activities	1	0.4	47	18.4	121	47.3	87	34.0	1.85	0.720
2.	I am paid when I take pupils out for games	0	0	66	25.8	130	50.8	60	23.4	2.02	0.703
3.	I am paid when I take pupils on academic trips	0	0	81	31.6	96	37.5	79	30.9	2.01	0.792
4.	I get paid when I teach remedial classes	0	0	81	31.6	111	43.4	64	25.0	2.07	0.751
5.	I get paid when my pupils surpass the mean marks	-	0	64	25.0	98	38.3	94	36.7	1.88	0.778
6.	I get paid when my pupils get the best grade in inter-school competitions	6	2.3	61	23.8	107	41.8	82	32.0	1.96	0.808

7.	I am paid when I do extra duties in the school	8	3.1	79	30.9	101	39.5	68	26.6	2.11	0.831
8.	I receive incentives every term from the government	7	2.7	190	74.2	39	15.2	20	7.8	2.72	0.644
Grande Mean						2.08					
SD						0.559					

Eight items were designed in the questionnaire to respond to this section

From the above table, only one item out of ten items designed to answer this question has a mean above the 2.5 cut-offs. All the remaining eight items indicated that the head teachers' compensation practices are deficient. It shows that 76.2% of the respondents receive incentives every term from the government.

Table 8: Respondent's view on the supervision practices

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	My supervisors always available for consultation	45	17.6	182	71.1	16	6.3	13	5.1	3.01	0.666
2.	Peer-to-peer supervision is always practised in our school	51	19.9	147	57.4	55	21.5	3	1.2	2.96	0.679
3.	My supervisors set clear targets and standards for work	43	16.8	150	58.6	60	23.4	3	1.2	2.91	0.665
4.	My supervisors always follow up on assignments given to me	31	12.1	224	87.5	0	0	1	0.4	3.11	0.353
5.	I get along well with my supervisors	30	11.7	186	72.7	26	10.2	14	5.5	2.91	0.656
6.	My supervisors involve me in decision making	30	11.7	159	62.1	52	20.3	15	5.9	2.80	0.718
7.	My supervisor supervises my teaching	41	16.0	205	80.1	9	3.5	1	.4	3.11	0.445
8.	My supervisor supervises how I manage the classroom	29	11.3	192	75.0	30	11.7	5	2.0	2.96	0.555

9.	I am supervised on how I do guide and counselling	37	14.5	183	71.5	22	8.6	14	5.5	3.52	4.22
10.	My supervisor supervises syllabus completion	39	15.2	160	62.5	49	19.1	8	3.1	2.90	0.678
Grande Mean						3.02					
SD						0.556					

Ten items were designed in the questionnaire to respond to this section

All the ten items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 88.7% (285) of head teachers are always available for consultation. 77.3 % generally agreed that Peer-to-peer supervision is always practiced in their schools. Item 3 on the table shows that 75.4 (242) agreed with the supervisors to set clear targets and standards for work. Concerning the supervisor's follow-up on assignments given to teachers, 99.6% conceded with it. Regarding the decision-making process, 73.8% generally agreed that the head teachers involve them in decision-making.

Table 9: Respondent's view on job satisfaction

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	I am satisfied with the compensation	17	6.6	91	35.5	112	43.8	36	14.1	2.35	0.802
2.	I am satisfied with my teaching job	50	19.5	147	57.4	56	21.9	3	1.2	2.95	0.679
3.	I am satisfied with the school working environment	14	5.5	120	46.9	83	32.4	39	15.2	2.43	0.813
4.	I am satisfied with the office space provided	16	6.3	129	50.4	83	32.4	28	10.9	2.52	0.771
5.	I am satisfied with the relationship I have with my colleagues	80	31.3	133	52.0	42	16.4	1	0.4	3.14	0.689
6.	I receive recognition of job done well	7	2.7	198	77.3	36	14.1	15	5.9	2.77	0.592
7.	I feel good about working in this school	17	6.6	179	69.9	48	18.8	12	4.7	2.79	0.630

8.	I am satisfied with level of support I receive from my co-workers	31	12.1	208	81.3	17	6.6	0	0	3.06	0.430
9.	I feel a sense of pride doing my job	44	17.2	163	63.7	33	12.9	16	6.3	2.92	0.739
10.	I am satisfied with the level of supervision in my school	28	10.9	167	65.2	46	18.0	15	5.9	2.81	0.700
Grande Mean						2.77					
SD						0.449					

Ten items were designed in the questionnaire to respond to this section

Eight of ten items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 42.1% (285) generally agree that they are satisfied with the compensation provided by the school. 52.4% generally agreed that they are satisfied with the school working environment. 83.3% are satisfied with the relationship they have with colleagues. 93.4% are satisfied with the level of support received from my co-workers. Finally, 66.1 % generally agreed that there are satisfied with the level of supervision in school.

Correlation analysis

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition that is concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, in the first instance, the researchers have produced scatterplots of the relationships between the different IVs, namely work environment, Workload, Compensation Practice, and Supervision Practice, towards Teachers' Job Satisfaction as DV. Looking at the various scatterplots, it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 10: Correlations among variables

	Work environment	Workload	Compensation Practice	Supervision Practice	Job Satisfaction
Work environment					
Workload	0.367*				
Compensation Practice	0.391**	0.384**			
Supervision Practice	0.247**	0.390*	0.330*		

Job Satisfaction	0.775**	327**	0.495**	0.230**	
Mean	2.51	2.72	2.08	3.02	2.77
Standard Deviation	0.546	0.373	0.559	0.556	0.449
N	256	256	256	256	256

** . Correlation is significant at the 0.01 level (2-tailed).

To be more precise and fully test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis whose main results are displayed in Table 14. Outcomes show that work environment, Workload, Compensation Practice and Supervision Practice are significantly correlated with Teachers' Job Satisfaction.

Concerning the strength of relationship, the IVs of the work environment, and Workload, (Pearson's $r(256) = 0.369, p < .01$), work environment, and Compensation Practice, (Pearson's $r(256) = 0.391, p < .01$), work environment and Supervision Practice (Pearson's $r(256) = 0.247, p < 0.01$), Workload, and Compensation Practice (Pearson's $r(256) = 0.384, p < 0.01$), Workload and Supervision Practice (Pearson's $r(256) = 0.390, p < 0.01$), Compensation Practice, and Supervision Practice (Pearson's $r(256) = 0.330, p < .01$). Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016).

Regression Analysis

Since school environment on teachers' job satisfaction is the intersection of the contributing constructs, in order to identify which independent variable was the largest predictor of schools' effectiveness, when all the other variables have been taken into account, a standard simple regression was performed. Job satisfaction was the dependent variable, and the work environment, Workload, Compensation Practice, and Supervision Practice were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent variables and the dependent variable were above 0.3 and thus were acceptable for the regression analysis (Tabachnick & Fidell, 2007). Moreover, there were not very high

correlations ($r > 0.9$) (Field, 2009) between the independent variables. For further evaluation to check multi-collinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1 and the VIF values were less than 10, thus the data set did not indicate multi-collinearity (Field, 2009; Tabachnick & Fidell, 2007).

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007, p. 74). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick & Fidell, 2007, p. 166). In order to detect which cases are multivariate outliers, the critical X^2 value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) was detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardised Residuals. The Normality Probability Plot produced a fairly straight diagonal plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points concentrated around zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Casewise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardised residuals and that in normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases have an effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause

for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though the Casewise Diagnostics produced a case with a standardised residual above 3 (in this case, it was 5.655), the Cook's distance produced a maximum value of 0.59. Thus, though the standardised residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the four independent predictors (work environment, Workload, Compensation Practice, and Supervision Practice) to predict school effectiveness was used to verify each research hypothesis. The adjusted R^2 was reported because Tabachnick and Fidell (2007) recommended that the R square tends to overestimate its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

Test of Hypotheses

H₀₁: the work environment has no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at p=0.05.

Regression was carried out to ascertain the extent to which class scores predict teachers' job satisfaction.

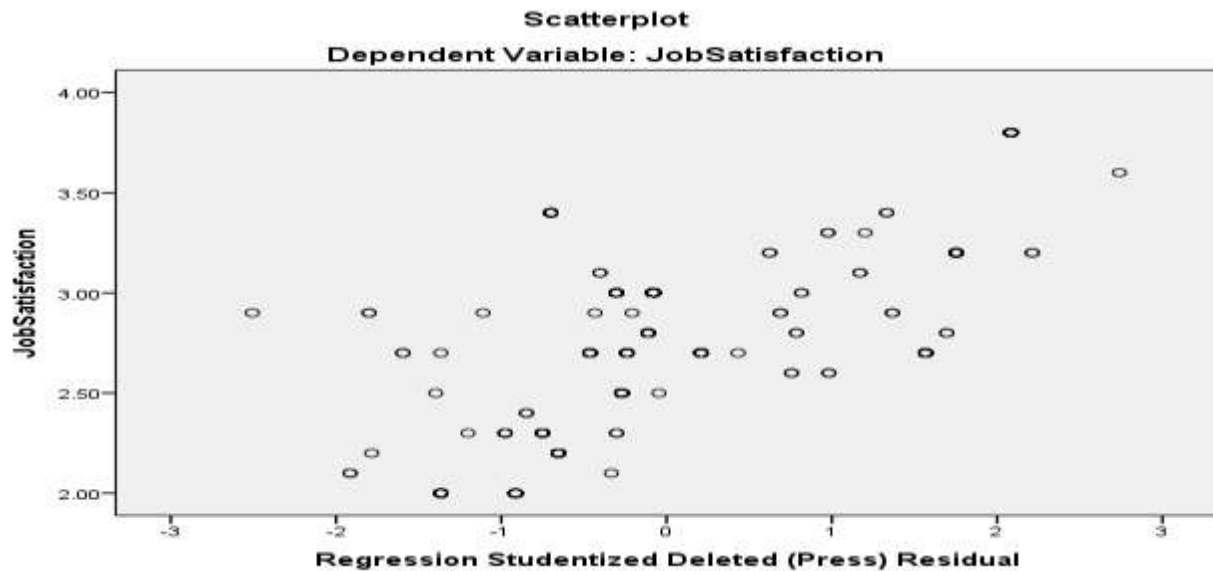
Table 11: Model Summary of work environment as a predictor of teachers' job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.775 ^a	0.600	0.599	0.28447

a. Predictors: (Constant), work environment

The scatterplot showed that there was a strong positive linear relationship between the work environment and job satisfaction scores, which was confirmed with a Pearson's correlation coefficient of $r = 0.367$. The regression model predicted 60 % of the variance. The model was a good fit for the data ($F(1, 254) = 381.544, p < 0.001$).

Figure 5: Scatterplot of work environment as a predictor of teachers' job satisfaction



The next table is the F test. The linear regression F test has the null hypothesis that the **work environment** has no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p=0.05$. In other words, $R^2= 0$, with $F (1, 254) = 381.544$, $p= 0.000$, the test is highly significant. Thus, we can assume that there is a statistically significant work environment has a significant influence on job satisfaction among public primary school teachers in our model.

Table 12: ANOVA^a of work environment as a predictor of teachers' job satisfaction

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	30.875	1	30.875	381.544	0.000 ^b
1	Residual	20.554	254	0.081		
	Total	51.429	255			

a. Dependent Variable: job satisfaction

b. Predictors: (Constant), work environment

The regression results showed a significant relationship between the work environment and teachers' job satisfaction scores ($t = 19.533$, $p < 0.000$). The slope coefficient for Principal Planning

Functions was .775, so teachers' effectiveness increases by a factor of .775 for each management function.

Table 13: Coefficients^a of work environment as a predictor of teachers' job satisfaction

Model	Unstandardised		Standardised	t	Sig.	
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1	(Constant)	1.175	0.084	0.775	14.038	0.000
	work environment	0.637	0.033		19.533	0.000

H₀₂: Workload has no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at p=0.05.

Here, regression was also carried out to ascertain the extent to which workload scores predict teacher job satisfaction scores.

Table 14: Model Summary of Teachers' Workload as a predictor of teacher job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.327 ^a	0.107	0.104	0.42519

a. Predictors: (Constant), workload

The scatterplot showed that there was a strong positive linear relationship between teachers' workload and job satisfaction scores, which was confirmed with a Pearson's correlation coefficient of $r=0.367$. The regression model predicted 10.7% of teachers' job satisfaction variance. The model was a good fit for the data ($F(1, 254) = 30.473, p < 0.0000$).

Figure 6: Scatterplot of Teachers' Workload as a predictor of teacher job satisfaction scores

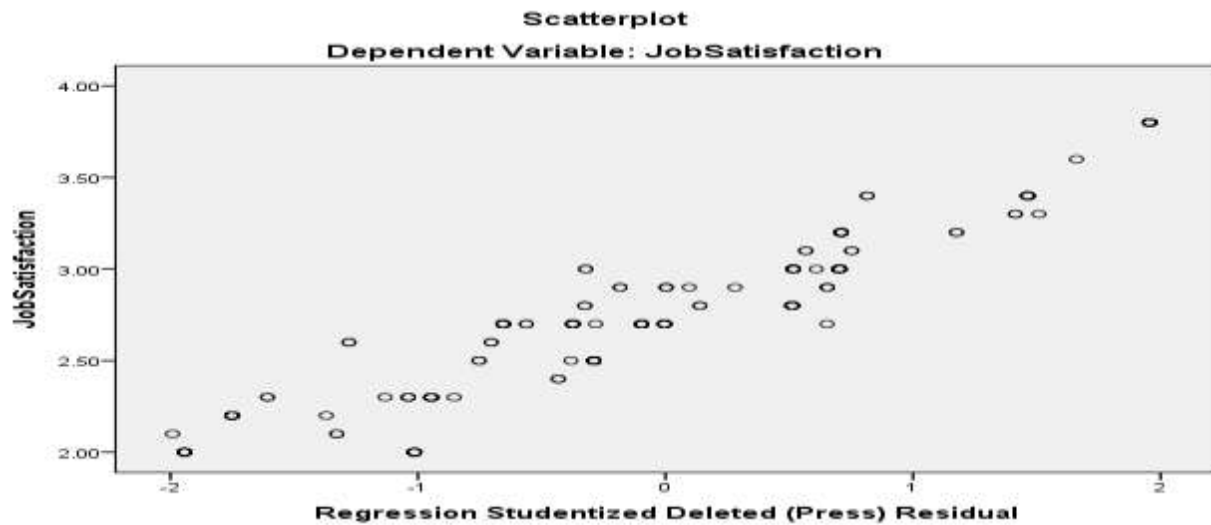


Table 15: ANOVA^a of Teachers' Workload as a predictor of teacher job satisfaction

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.509	1	5.509	30.473	0.000 ^b
	Residual	45.920	254	0.181		
	Total	51.429	255			

a. Dependent Variable: job satisfaction

b. Predictors: (Constant), Workload

ANOVA results show that the linear regression F test has the null hypothesis that workload has no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p=.05$. In other words, $R^2= 0$, with $F (1, 254) = 30.473$, $p= .000$, the test is highly significant. Thus we can assume that teachers' workload significantly influences job satisfaction in our model.

Table 16: Coefficients^a of Teachers' Workload as a predictor of teacher job satisfaction scores

Model	Unstandardised Coefficients		Standardised	t	Sig.
	B	Std. Error	Coefficients Beta		
1	(Constant)	3.845	0.196	19.608	0.000
	Workload	-.394	0.071	-.327	0.000

The regression results showed a significant relationship between teachers' workload and job satisfaction scores ($t = 5.520$, $p = 0.000$). The slope coefficient for teachers' workload was -5.520 , so teachers' satisfaction decreased by a factor of 5.520 .

H₀₃: Headteacher compensation practices have no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p = .05$.

Simple linear regression was equally conducted to ascertain the extent to which Compensation Practice as a predictor of teachers' job satisfaction.

Table 17: Model Summary of Compensation Practice as a predictor of teachers' job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.495 ^a	0.245	0.242	0.39109

a. Predictors: (Constant), Compensation Practice

Figure 7: Scatterplot of Compensation Practice as a predictor of teachers' job satisfaction



The scatterplot showed a strong positive linear relationship between head teachers' compensation practices and teacher job satisfaction scores, which was confirmed with a Pearson's correlation coefficient of $r = 0.391$. The regression model predicted 24.5 % of the variance in teachers' job satisfaction. The model was a good fit for the data ($F(1, 301) = 41.613, p < 0.000$).

Table 18: ANOVA^a of Compensation Practice as a predictor of teachers' job satisfaction

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	12.580	1	12.580		
1	Residual	38.849	254	0.153	82.249	0.000 ^b
	Total	51.429	255			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Compensation Practice

ANOVA results show that the linear regression F test has the null hypothesis that head teacher compensation practices have no significant influence on job satisfaction among public primary school teachers in Mfoundi Division. In other words, $R^2 = 0$, with $F(1, 254) = 82.249, p = 0.000$, the test is highly significant. Thus, we can assume that head teacher compensation practices have

a significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p=0.05$ in our model.

Table 19: Coefficients of Compensation Practice as a predictor of teachers' job satisfaction

Model	Unstandardized		Standardised	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.948	0.094		20.677	0.000
1 Compensation Practice	0.397	0.044	0.495	9.069	0.000

a. Dependent Variable: Job Satisfaction

The regression equation showed a significant relationship between Compensation Practice as a predictor of teachers' job satisfaction scores ($t = 9.069$, $p < 0.000$). The slope coefficient for Compensation Practice was 0.495, so teachers' effectiveness increases by a factor of 0.495.

H₀₄: Supervision practices have no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p=0.05$.

Simple linear regression was equally conducted to ascertain the extent to which head teachers' supervision practices scores predict teachers' job satisfaction scores.

Table 20: Model Summary of Head teachers' supervision practices as a predictor of job satisfaction scores.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.230 ^a	0.053	0.049	0.43787

a. Predictors: (Constant), Supervision Practice

The scatterplot showed that there was a strong positive linear relationship between head teachers' supervision practices and teachers' scores, which was confirmed with a Pearson's correlation coefficient of $r = 0.247$. The regression model predicted only 23 % of the variance in teachers' job satisfaction scores. The model was a good fit for the data ($F(1, 254) = 14.240$, $p < 0.000$).

Figure 8: Scatterplot of Head teachers' supervision practices as a predictor of job satisfaction scores.

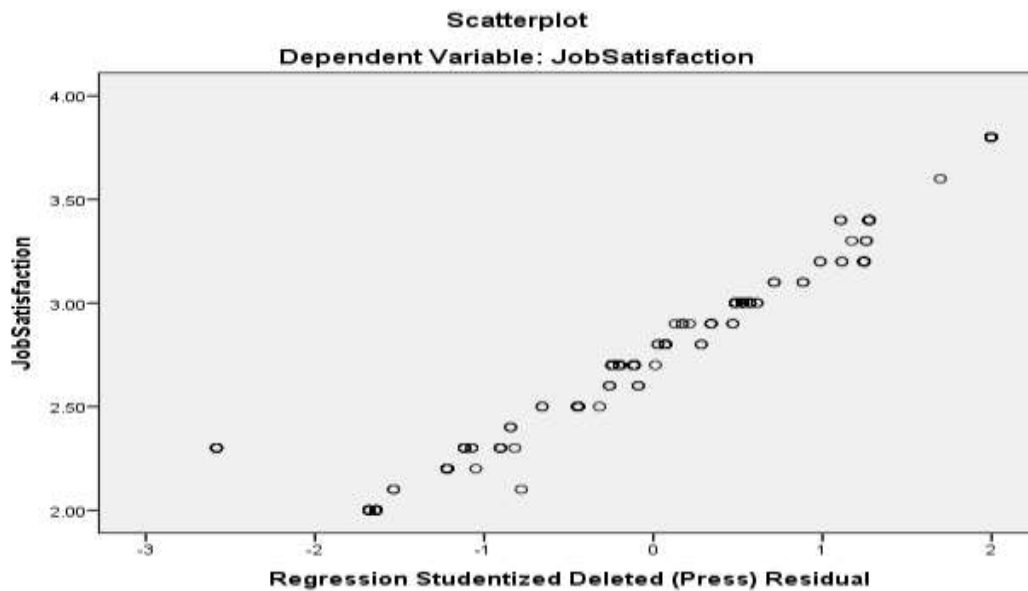


Table 21: ANOVA^a of Head teachers' supervision practices as a predictor of job satisfaction scores.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.730	1	2.730	14.240	0.000 ^b
Residual	48.698	254	0.192		
Total	51.429	255			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Supervision Practice

ANOVA results show that the linear regression F test has the null hypothesis that head teachers' supervision practices have no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p=0.05$, in other words, $r^2=0$, with $F(1, 254) = 14.240$, $p=0.000$, the test is highly significant. Thus we can assume that head teacher supervision practices have a significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p=0.05$ in our model.

Table 22: Coefficients of supervision practices as a predictor of teachers' job satisfaction

Model	Unstandardised		Standardised	t	Sig.	
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1	(Constant)	2.210	0.151		14.594	0.000
	Supervision Practice	0.186	0.049	0.230	3.774	0.000

The regression equation showed a significant relationship between head teachers' supervision practices as a predictor of teachers' job satisfaction ($t = 3.774$, $p < 0.000$). The slope coefficient for supervision practices was 0.049, so teachers' effectiveness increases by a factor of 0.049.

Summary

The analysis of the collected data revealed that all the four hypotheses used in this study are statistically significant, hence:

H_{a1}: Work environment has a significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H_{a2}: Workload has a significant effect on job satisfaction among public primary school teachers in Mfoundi Division

H_{a3}: Teacher compensation practices have a significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H_{a4}: Supervision practices have a significant influence on job satisfaction among public primary school teachers in Mfoundi Division

CHAPTER V: DISCUSSION OF FINDINGS

This chapter focuses on the discussion of findings, which were done under the pre-established four hypotheses. The discussion of the findings was also related to the literature review, theories and results from the questionnaire. All of these were to see what common grounds exist between them. Summary of findings, conclusion, recommendations, and suggestions for further studies were also done.

Discussion

This study aimed to investigate the influence of the school environment on teachers' job satisfaction among public primary school teachers in Mfoundi Division. Using the quantitative approach to test the hypothesis, the following results were obtained;

H_{a1}: Work environment has a significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H_{a2}: Workload has a significant effect on job satisfaction among public primary school teachers in Mfoundi Division

H_{a3}: Teacher compensation practices have a significant influence on job satisfaction among public primary school teachers in Mfoundi Division

H_{a4}: Supervision practices significantly influence job satisfaction among public primary school teachers in Mfoundi Division.

H_{a1}: Work environment has a significant influence on job satisfaction among public primary school teachers in Mfoundi Division

The scatterplot showed that there was a strong positive linear relationship between the work environment and job satisfaction scores, which was confirmed with a Pearson's correlation coefficient of $r = 0.367$. The regression model predicted 60 % of the variance. The model was a good fit for the data ($F(1, 254) = 381.544, p < 0.001$). The next table is the F test. The linear regression F test has the null hypothesis that work environment has no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p=0.05$. In other words, $R^2 = 0$, with $F(1, 254) = 381.544, p = 0.000$, the test is highly significant. Thus, we can assume that

there is a statistically significant work environment has a significant influence on job satisfaction among public primary school teachers in our model. This means that improvements in the primary schools in the area classroom environment would necessarily lead to higher levels of job satisfaction among the teachers. These findings agree with Okonkwo and Obineli (2016), who found that good working conditions provide greater physical comfort for teachers and boost their morale, while deplorable conditions breed frustration and regret and consequently a high sense of dissatisfaction.

H_{a2}: Workload has a significant effect on job satisfaction among public primary school teachers in Mfoundi Division

The scatterplot showed that there was a strong positive linear relationship between teachers' workload and job satisfaction scores, which was confirmed with a Pearson's correlation coefficient of $r = 0.367$. The regression model predicted 10.7% of teachers' job satisfaction variance. The model was a good fit for the data ($F(1, 254) = 30.473, p < 0.0000$). ANOVA results show that the linear regression F test has the null hypothesis that workload has no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p = .05$. In other words, $R^2 = 0$, with $F(1, 254) = 30.473, p = 0.000$, the test is highly significant. Thus, we can assume that teachers' workload significantly influences job satisfaction in our model. These findings agreed with Kaur (2017), who argued that excessive workload especially due to handling administrative work, is found to be a major cause of teacher dissatisfaction. They also agreed with Akyem (2015) that high demands on the job would create dissatisfaction if the returns do not commensurate with the duties. They also fail to agree with Nganzi (2014), who found that moderate working hours contributed to job satisfaction among school teachers.

H_{a3}: Teacher compensation practices have a significant influence on job satisfaction among public primary school teachers in Mfoundi Division

The scatterplot showed a strong positive linear relationship between head teachers' compensation practices and teacher job satisfaction scores, which was confirmed with a Pearson's correlation coefficient of $r = 0.391$. The regression model predicted 24.5 % of the variance in teachers' job satisfaction. The model was a good fit for the data ($F(1, 301) = 41.613, p < 0.000$). ANOVA results show that the linear regression F test has the null hypothesis that head teacher compensation

practices have no significant influence on job satisfaction among public primary school teachers in Mfoundi Division. In other words, $R^2 = 0$, with $F(1, 254) = 82.249$, $p = 0.000$, the test is highly significant. Thus, we can assume that head teacher compensation practices significantly influence job satisfaction among public primary school teachers in Mfoundi Division at $p = 0.05$ in our model. These results are in agreement with Adams (2015), who established that rewards such as sickness payments, contributory pension schemes, medical insurance and subsidised meals contributed to job satisfaction. The findings also support those of Sogomo (2013), who established that the morale of teachers in the area was low due to poor pay, among other things. Merhar (2015) observed that benefits are important to employees in any organisation as they provide the means through which they meet their needs for basic necessities in life.

H_{a4}: Supervision practices significantly influence job satisfaction among public primary school teachers in Mfoundi Division.

The scatterplot showed that there was a strong positive linear relationship between head teachers' supervision practices and teachers' scores, which was confirmed with a Pearson's correlation coefficient of $r = 0.247$. The regression model predicted only 23 % of the variance in teachers' job satisfaction scores. The model was a good fit for the data ($F(1, 254) = 14.240$, $p < 0.000$). ANOVA results show that the linear regression F test has the null hypothesis that head teachers' supervision practices have no significant influence on job satisfaction among public primary school teachers in Mfoundi Division at $p = 0.05$, in other words, $R^2 = 0$, with $F(1, 254) = 14.240$, $p = 0.000$, the test is highly significant. Thus we can assume that head teachers' supervision practices significantly influence job satisfaction among public primary school teachers in Mfoundi Division at $p = 0.05$ in our model. This result supports those of Darling-Hammond and McLaughlin (2015), who discovered that continuous professional development is important for teachers because it is the key to updating the knowledge of their subjects and teaching skills for teachers in light of the ever-changing dynamics of teaching-learning and equips teachers with knowledge and skills to implement curriculum changes and create institutions that can develop innovative teaching.

Conclusions

Based on the study results, it can be concluded that the classroom environment significantly influenced satisfaction among public primary school teachers in Mfoundi Division. The positive and moderate relationship between the classroom environment and job satisfaction implied that improving the classroom environment would improve teachers' job satisfaction.

The study also concludes that workload significantly influenced job satisfaction among public primary school teachers in Mfoundi Division. The finding implies that the current workload levels experienced by teachers in primary schools affected their job satisfaction levels.

In relation to the influence of compensation practices on job satisfaction among public primary school teachers in Mfoundi Division, the study concludes that compensation practices had the most significant effect on job satisfaction among public primary school teachers in Mfoundi Division. The positive and moderate relationship observed between the variables implied that increases in compensation practices would raise the levels of teachers' job satisfaction significantly.

Finally, regarding the influence of supervision practices on job satisfaction among public primary school teachers in Mfoundi Division. The study concludes that supervision practices significantly influenced job satisfaction among public primary school teachers in Mfoundi Division. Therefore, improving supervision practices would necessarily lead to increased job satisfaction among the teachers in the primary schools in the area.

Recommendations

The study makes the following recommendations on policy and practice based on the findings;

Recommendations for Policy

- i. The findings revealed that the state of the classroom work environment was not satisfactory. However, improvements in this could significantly raise the levels of teachers' job satisfaction. Therefore, the study recommends with respect to policy that the Ministry of Basic Education should implement policies on the level of school infrastructure required for primary schools and make provisions for upgrading existing school infrastructure.

- ii. Regarding the teachers' workloads, the study established that most employees put in more hours at work on their teaching and other administrative duties. The significant relationship between workload and teachers' job satisfaction leads the study to recommend that the policy makers at the Ministry of Basic Education should increase the number of teaching staff in primary schools to reduce the workload on teachers.
- iii. In relation to compensation practices on job satisfaction among primary school teachers, it was observed that apart from their statutory compensation, most schools only paid allowances selectively when assigning their teachers extraneous duties. Further, most teachers did not get financial rewards for improving their pupils' performance. The study, therefore, recommends that the policymakers at the government level should implement guidelines on compensating staff for extra-curricular activities.
- iv. Finally, concerning the influence of supervision practices on job satisfaction among public primary school teachers, it emerged that the supervision practices were poor for the most part, though it was a significant predictor of job satisfaction. Therefore, the study recommends that policy makers at the Ministry of Basic Education regularly follow up on the supervision practices in the schools to improve the levels of supervision practice and, consequently, teacher job satisfaction.

Recommendations for Practice

- i. The study recommends in relation to the classroom work environment that the school's management invest in the school infrastructure and in bonding activities to improve the levels of satisfaction among teachers with their jobs.
- ii. The study also recommends in relation to the workload of teachers that the schools' management explore more ways through which they can reduce the extra workload on teachers and make them more happy and satisfied with their work.
- iii. It is also recommended concerning the compensation that the teachers' compensation schemes should be done competitively and equitably in the schools by the management to have a considerable effect on the teachers' job satisfaction levels.
- iv. The study also recommends in relation to supervision practices that the management of the schools should pay more attention to their supervision practices and try to create a

rapport with their teaching staff to enable them to address issues regarding appraisals in their work.

Recommendations for Future Studies

This study aimed to establish the influence of job context factors on job satisfaction among public primary school teachers in Mfoundi Division. The study was, however, limited in scope and was, therefore, in exhaustive. The study explored how the classroom work environment affected teacher job satisfaction among public primary school teachers in Mfoundi Division, the study established that several environmental factors affected teachers' job satisfaction. However, the study focused mostly on the physical factors and issues such as the teachers' relationship with their colleagues were not explored. Therefore, future studies should consider this construct. Concerning workload, while it was evident that the teachers were dissatisfied with the workload, pupil factors such as performance were not examined. As such, the study recommends that future studies should be done on the effects of pupil performance on teachers' job satisfaction in the area.

There is also a need to assess how the perception of equity on workload affects teachers' job satisfaction in the area. Future studies also need to consider the effects of social amenities provision for teachers as a construct of job satisfaction, given that public schools are under the same employer and entitled to the same salary scheme. There is also a need to examine how differential compensation systems for extra-curricular activities affect teachers' job satisfaction in the area. In addition, the study recommends that future studies should be done on the effect of changes in school head teacher on teachers' job satisfaction in the area.

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APPENDIXES

Appendix 1

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

**FACULTE DES SCIENCES DE
L'EDUCATION**

**DEPARTEMENT DE CURRICULA
ET EVALUATION**



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

**DEPARTMENT OF
CURRICULUM AND
EVALUATION**

Questionnaire for Teachers

SECTION A: Appendix PARTICIPANT CONSENT

Dear Respondent,

I would like to thank you for taking part in this survey to enable me to complete my master's thesis entitled "The impact of school environment on teachers' Job satisfaction In Selected Primary Schools in Mfoundi Division". I am inviting you to participate in the survey below because you are a teacher in the selected schools of this study and can better assess the influence school environment has on teachers' job satisfaction. Your responses will remain strictly confidential. You may choose to skip any questions that you are uncomfortable to answer. The survey should take you 10 -15 minutes to complete. Participation is voluntary and you may choose to discontinue anytime.

For any questions concerning this survey, do not hesitate to contact Kemni Linda on the following contacts: 677292916, Email kemnilinda@gmail.com

SECTION B: DEMOGRAPHIC INFORMATION

For questions under this section please tick one choice that is applicable to you.

Yaounde 1 Yaounde 2 Yaounde 3 yaounde 4 yaounde 5
yaounde 6 yaounde 7

Gender

Male

Female

Longevity

1-5 years

6-10years

11-15years

16years and above

Section C: School Environment

Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree

No	ITEM	SA	A	D	SD
1.	The classroom has chairs for teachers				
2.	The classroom has tables for teachers				
3.	The classroom is well ventilated				
4.	We have adequate toilet facilities in our school				
5.	We have safe drinking water for teachers				
6.	Teachers have ample office space				
7.	There is adequate lighting				
8.	There is adequate internet connectivity for teachers				
9.	There are adequate reference materials for teachers				
10.	The school provide meals for teachers				

Section D: Workload and job satisfaction (DV)

No	ITEM	SA	A	D	SD
1.	I teach more than 30 lessons per week				
2.	I work for many hours when I am on duty				
3.	I am assigned administrative duties				
4.	I mark a lot of exam papers				

5.	I administer many exams in a month				
6.	I teach during weekends				
7.	I am involved in more than one co-curricular activities				
8.	I teach many remedial classes				
9.	I mark more than 100 different exercises per day in school				
10.	The deadline to complete coursework is unrealistic				

Section E: Compensation Practices and job satisfaction among Primary school teachers

No	ITEM	SA	A	D	SD
1.	I am paid for involvement in co-curricular activities				
2.	I am paid when I take pupils out for games				
3.	I am paid when I take pupils for academic trips				
4.	I get paid when I teach remedial classes				
5.	I get paid when my pupils surpass the mean marks				
6.	I get paid when my pupils get the best grade in inter school competitions				
7.	I am paid when I do extra duties in the school				
8.	I receive incentive every term from the government				

Section D: Supervision Practices and job Satisfaction

No	ITEM	SA	A	D	SD
1.	My supervisors always available for consultation				
2.	Peer to peer supervision is always practiced in our school				
3.	My supervisors set clear targets and standards for work				
4.	My supervisors always follow up on assignments given to me				
5.	I get along well with my supervisors				
6.	My supervisors involve me in decision making				
7.	My supervisor supervises my teaching				
8.	My supervisor supervises how I manage classroom				
9.	I am supervised on how I do guiding and counseling				
10.	My supervisor supervises syllabus completion				

Section F: Job satisfaction among Primary school teachers in Mfoundi Division

Key:SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree

No	ITEM	SA	A	D	SD
1.	I am satisfied with the compensation				
2.	I am satisfied with my teaching job				
3.	I am satisfied with the school working environment				
4.	I am satisfied with the office space provided				
5.	I am satisfied with the relationship I have with my colleagues				
6.	I receive recognition of job done well				
7.	I feel good about working in this school				
8.	I am satisfied with level of support I receive from my co-workers				
9.	I feel a sense of pride doing my job				
10.	I am satisfied with the level of supervision in my school				