

Predictors of intention to leave of public secondary school teachers in Tanzania: Exploring the impact of demographic factors, intrinsic and extrinsic satisfaction

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Abstract: *This study reports part of a larger survey that was conducted in three public secondary schools in Dodoma region, Tanzania. It was agreed by researchers and participating schools that school names will not appear in any publications but abbreviations (S1, S2 and S3). The purpose of this paper was to investigate the relationship and impact of job satisfaction dimensions (intrinsic and extrinsic satisfaction) on intention to leave among teachers in public secondary schools. Further, it explored levels of job satisfaction, intention to leave and whether demographic characteristics had impact on teachers' intention to leave level. Respondents were randomly selected through "instant invite and questionnaire take" technique and given self-administered questionnaire to fill. Statistical techniques (Correlation, Regression, t-test and ANOVA) were used to analyze and interpret results. Results indicated moderate general satisfaction, intrinsic satisfaction and extrinsic satisfaction meanwhile it showed high intention to leave in teachers. Results also revealed intrinsic and extrinsic satisfaction had significant negative relationship with intention to leave and intrinsic satisfaction indicated stronger prediction of teachers' intention to leave. While gender and location did not show differences in intention to leave mean scores, education and age revealed significant differences. Implications for responsible officials/agencies and strategies for improvement were discussed.*

Keywords: *Demographic characteristics, Extrinsic satisfaction, Intrinsic satisfaction, Intention to leave, Job satisfaction, Tanzania*

I. Introduction

World of organizational studies endorses the fact that understanding how organizational constructs (such as job satisfaction) impacts and stimulate employee behavior in an organization is indispensable for managers [1]. In particular, this study is devoted to add in that understanding by investigating the relationship and impact of job satisfaction dimensions (intrinsic and extrinsic satisfaction) on intention to leave among teachers in Tanzanian public secondary schools. Further, it finds out the levels of job satisfaction dimensions and intention to leave in teachers. Likewise it identifies the impact of selected demographic characteristics (gender, education, age and location) on intention to leave levels. In theoretical perspectives, Job satisfaction is grounded in both content and process theories, for example equity theory (process theory). Equity theory suggest that employees weigh what they put into a job (input) against what they get from it (outcome) and then compares this ratio with the input-outcome ratio of other workers [2]. That means, if employees find this ratio equal to that of the relevant others, a state of equity is said to exist [3] which strengthen job satisfaction and in turn, impact other organizational constructs like intention to leave.

In recent times, it has been evident that job satisfaction in general has attracted a broad range of pedagogical research. However, little attention has been paid to teachers' job satisfaction in developing countries [4]. It is also evident that few studies on the impact of job satisfaction on other organizational constructs have been conducted in Tanzania. For example, few studies to mention here include:- study on job satisfaction among secondary school teachers in Tanzania [5]; study on comparing job satisfaction and intention to leave among health workers in Tanzania, Malawi and South Africa [6] and study on comparing factors affecting job satisfaction and intention to leave among health workers in Tanzania, Malawi and Mozambique [7]. Although slightly related, these works still creates empirical gap because the focus of authors were on either individual construct job satisfaction [8] or comparing constructs (eg job satisfaction and intention to leave) in Tanzania and health workers in other countries [9]

Of late or so, the Tanzanian education standards have been falling consistently [10]. For instance, National form four secondary school final exams exhibited 50% of candidates failed in 2010 [11] and 60% of candidate failed in 2012 [12]. Attempt to rectify this educational flop have always been directed to factors other than human resource behaviours (eg improving learning infrastructures, building more classes, increasing

recruitment) in this case a teachers. Hence evidence suggest little (if any) have been done to influence teachers working behavior and retaining them in teaching profession. Quite too often, this has been in place because little is known about predictors of teachers' behavior in teaching profession. Due to this knowledge gap, educational maladies persist to grossly shake Tanzanian education system consistently and once in a while. This study, therefore, gains significance on this background. It is hoped, results of this study may assist Government, school administrators and educational sector in enhancing job satisfaction and thus strengthening retention in teaching profession.

II. Review of literature

2.1 Job satisfaction

Teachers' job satisfaction has always been important issue in empirical pedagogical research due to variety of reasons but one worthwhile to mention here is that it predicts withdrawal cognition [13]. Preceding studies found job satisfaction had significant impact on educational practices and outcomes for instance teaching quality, learning outcomes and student performance [14]. [15] Defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or jobs experiences. In this perspective, job satisfaction is described as the relationship between what an individual wants from his/her job and what the individual perceives the job offer. As [16] have illustrated, job satisfaction can be described in three components including intrinsic satisfaction, extrinsic satisfaction and general satisfaction. In this viewpoint, intrinsic factors are described as factors surrounding the job itself and it is known to have the greatest impact on job satisfaction. It include such items like a feeling of accomplishment or self-worth, personal growth and professional development, and a supportive environment at work while extrinsic factors are described as those surrounding the job and in some cases do not impact the level of job satisfaction as intrinsic do. [17]. It includes items like salary, fringe benefits, school safety, level of support by administration, and job security. On the other hand, intrinsic, extrinsic and general satisfaction is described by [18]. According to Weiss, intrinsic satisfaction is made up of 12 items namely ability utilization, achievement, activity, authority, creativity, independence, moral values, responsibility, security, social service, social status and variety while extrinsic satisfaction is made up of 6 items which are advancement, company policies, compensation, recognition, supervision-human relations and supervision-technical. Also, general satisfaction As per Weiss is made up of an aggregate of intrinsic and extrinsic satisfaction scales plus two items (co-workers and working conditions) making a total of 20 items.

2.2 Intention to leave

Recently, the concept of intention to leave has attracted organizational researchers and practitioners because of its pervasiveness in organizations [19]. Suffice it, here, to say, intention to leave is perceived as an immediate precursor of actual turnover and therefore defined as the reflection of the probability that an individual will change his or her job within a certain period of time [20]. As an organizational construct, intention to leave is grounded in several reference theories that explain voluntary turnover intention behavior for example, Social exchange theory, Human capital theory, Search theory, Matching theory, Equity theory and Organizational equilibrium theory. With specific reference to social exchange theory, it sits on the premise that social behavior is the results of an exchange process, whose purpose is to maximize benefits and minimize costs. It implies that employees' relationship with organizations (stay or leave) is determined by using a subjective reward-cost analysis and the comparison of alternatives [21]. Says [22], employees will think of terminating or abandoning the relationship with an organization as soon as they perceive staying costs outweigh the benefits. According to [23], intention to leave quest is impacted by three factors namely psychological, economic and demographical factors. By this reference, intention to leave may be impacted by employees' mental process and behavior such as expectations, orientation, job satisfaction, organizational commitment, job involvement or affectivity (Psychological variables). In psychological perspective, intention to leave is influenced by employees' emotions, attitude or perception [24] Again, [25] indicated intention to leave may be impacted by perceived reward-cost ratio of staying by a particular employee (Economic variable). It goes without saying, if reward-cost ratio of staying with an organization does differ with other employment, employee will leave to better ones. Nonetheless, [26] suggested that intention to leave may be impacted by personal characteristics which are known as social categories for an individual (Demographic characteristics). That means, intention to leave may be determined by demographic profile (such as age, level of education, location, sex etc) and thus, these variables are relevant in understanding turnover intentions.

2.3 Job Satisfaction as a Predictor of Intention to Leave

The gist of identifying the root cause of turnover intention is that, effective and results oriented strategies can be put in place and as a results keep quality staff at work [27]. Apparently, [28] investigated the relationship between job satisfaction and turnover intentions involving 300 scientists from Indian National Dairy Research Institute and Indian Agriculture Extension Centres in Haryana. [29] Found a significant negative

correlation between job satisfaction and turnover intention implying the higher the job satisfaction level, the lower is the intention to quit the job. In another study, [30] examined the impact of three independent variables that are thought to be associated with turnover intentions (ie. job satisfaction, organizational commitment and perceived alternative job opportunities). They found job satisfaction had negative effect on turnover intentions. Precisely put, the study indicated, the higher levels of job satisfaction were associated with lower levels of intention to leave. Also, [31] results supported hypotheses “The higher job satisfaction the small and medium construction IT workers have, the lower turnover will appear”. Conceivably, this results claimed as employees perceive higher job satisfaction, the less turnover intention they feel. A study by [32], explored the impact of organizational culture types on the relationship between job satisfaction and turnover intention engaging frontline employees from 12 banks in Saudi Arabia. Apparently, the general results indicated the level of job satisfaction and turnover intention varied across organizational culture typology. However, the primary hypothesis “job satisfaction is negatively correlated to turnover intention” was supported. This support, inferred employees with higher job satisfaction levels, experiences lower levels of turnover intention. In recent study, [33] examined the job satisfaction and employees’ turnover intentions in Total Nigeria PLC in Lagos State. The study involved staff perceived more vulnerable in quitting the company namely senior staff, middle management and senior management. [34] hypothesized the greater is the employees Job satisfaction the less likely they are to express the intention to quit. As expected, it was deduced that job satisfaction reduces employees’ turnover intention and therefore improving job satisfaction may be used as retention strategy.

III. Hypotheses development

3.1 Intrinsic and extrinsic satisfaction

Prediction strength of employees’ intrinsic and extrinsic satisfaction on other organizational constructs has well been documented in management related studies. Despite abundant number of studies, findings have never been consistent across organizations and cultures. For instance, [35] found that material rewards and advancement, working conditions, intrinsic satisfaction, job apathy and professional commitment were significantly related to and associated with an intention to leave a job. In another study, [36], revealed predictors (overall, extrinsic and intrinsic satisfaction) of strongest association with intention to leave were overall and intrinsic satisfaction suggesting intrinsic and extrinsic satisfaction are central to staff intention to leave. Parallel to this, [37] showed that both forms of job satisfaction (intrinsic and extrinsic satisfaction) have inverse relationship on employees’ turnover intentions while intrinsic satisfaction displaying stronger influence on intention to leave. Contrary, other studies suggested extrinsic satisfaction was the strongest predictor of intention to leave. For instance, [38] reported a common predictor (intrinsic and extrinsic) of intent to leave job position and the country was extrinsic job dissatisfaction. Similarly, [39] found both intrinsic and extrinsic satisfaction negatively influences intention to quit a job but extrinsic satisfaction takes the lead in their influence. Above all, [40] indicated a negative and significant relationship between job satisfaction dimensions (intrinsic and extrinsic) with intention to leave and extrinsic had stronger effect. Such findings precisely implied that, employees with higher intrinsic and extrinsic satisfaction levels are strongly committed to the job and less likely to leave. Though the strength of impact differs, it goes without saying intrinsic and extrinsic satisfactions are important predictors of intention to leave. Consequently, we propose the following hypotheses

H₁: There is a significant and negative impact of high intrinsic satisfaction on turnover intentions

H₂: There is a significant and negative impact of high extrinsic satisfaction on turnover intentions

3.2 Gender and intention to leave

Male and female differences on intention to leave have also well researched in previous studies though mixed results have been reported with regard to the levels of intention to leave when sex is taken into consideration. For instance, [41] concluded that female employees have higher rate of turnover intention than counterpart males due to their commitment to home management which runs counter to later study that reported female employees were significantly less likely to state an intention to quit [42]. But earlier studies, suggested no gender differences were found in intentions to leave the organization (eg.[43]). Collaborating [44], [45] reported higher levels of turnover intentions among female employees which bring us to suggest the following hypothesis

H₃: There will be differences in intention to leave between males and female teachers.

3.3 Education and intention to leave

Levels of education have been described to have impact on employees’ intention to leave their positions. [46], found education level to have positive effect on intention to leave since high education level was associated with better labour-market alternatives. On the other hand, [47] found intention to leave increases with education attainment. That is, the more educated an employee become, the more is the intention to leave observed. Nevertheless, [48] indicated that no significant difference associated with education levels on

intention to leave. Yet, not much evidence has been found in support of popular belief that more educated employees have greater intention to leave [49]. We then proposes hypothesis

H₄: There will be differences in intention to leave between non degree and degree holders.

3.4 Age and intention to leave

The impact of age on intention to leave jobs has received significant attention in preceding studies but counter results have been reported with regard to the levels of intention to leave among young and older staff. For example, [50] hypothesized that the demographic factors (gender, year of service, age, and level of income) exhibit differences in overall intention to leave among employees. Apparently, they found inconsistent intention to leave scores among younger and older staff. Conversely, [51] report no mean scores differences on intention to leave among old and younger employees associating the results with existence of similar working conditions, work culture, office facilities and organization set – up. Yet, [52] deduced older respondents were more likely to have turnover intent if they do not get their placement position of the choice. But, [53], concluded that older staff between the age group of 45 years and above experience less turnover intentions than staff below the age of 25 years suggesting the greater the age cohort, the lesser the turnover intentions. So it is proposed that

H₅: There will be differences in intention to leave between young, middle aged and old teachers.

3.5 Location and intention to leave

Research claims the influence of location on employee intention to leave current organization [54]. Says, [55], organization located in city or non-city areas may push or not push employee toward thinking exit door. Contrary, current study registered counter results by claiming geographical location had not found to be a predictor of intention to leave among urban, small-town, and rural employees [56]. Supporting this finding, [57], revealed no significant difference in the turnover intentions of the personnel by their place of work turning down location to have impact on intent to quit. Then, the following hypothesis is proposed

H₆: There will be differences in intention to leave between urban, semi-urban and rural teachers.

IV. Methods

4.1 Data and sample

This study was conducted as part of a large survey administered in three public secondary schools in Dodoma region, Tanzania. Data for the study at hand was purposively obtained from three public secondary schools (abbreviated as S1, S2 and S3) survey. S1 School is located in urban right at Dodoma Region don town; S2 is located in semi-urban areas while S3 is located in rural areas. Dodoma region was purposively selected basing on its extended poor performance in national form four exams [58]. Prior distribution of questionnaires to potential respondents, a sample of questionnaire was sent to Human Resource experts in the department of Research, Consultancy and Short course of Local Government Training Institute Dodoma to assess the degree to which scales in the instruments measures what it was supposed to measure. Independently, three experts validated the instrument and offered some recommendations which were used to make minor modifications of the wording in some scales. All teachers in three schools were invited (using key informant in each school) to participate in the study using “instant invite and questionnaire take” technique. 117 questionnaires (70 for S1, 22 for S2 and 25 for S3) were accepted by potential respondents creating a final sample of 117 teachers out of 127 aggregate number in the three schools under the study. Questionnaire for data collection adopted Minnesota Satisfaction Questionnaire-MSQ short form [59] for Job satisfaction and Michigan Organizational Assessment Questionnaire-MOAQ [60] for intention to leave. The response rate was 88% of the respondents following return of 103 filled questionnaires. Face to face interview with head teachers of the three schools was done and that added databank for this study. Research ethical considerations and United Republic of Tanzania public offices research regulations were sufficiently considered. In one hand, permission to use MSQ was sorted and granted by Vocational Psychology Research – University of Minnesota, USA. In the other hand, application letters accompanied by sample questionnaires for this study was sent to each school for permission consideration. This aimed at addressing two major things important to this study. First, to meet ethical requirements by allowing head teachers to go through the questionnaire to ensure no intrusive or overly sensitive, and that the potential value of the study out-weighted any inconvenience caused to potential participants [61]. Second, to win a close rapport with the administration and respondents as well [62]; which in turn made data access significantly easier.

4.2.0 Variable measurement

4.2.1 Intrinsic and extrinsic satisfaction

Intrinsic and extrinsic satisfactions were two independent variables to the study. Intrinsic satisfaction was measured using Minnesota Satisfaction Questionnaire-MSQ [63] short form on intrinsic items that contained 12 items (Ability utilization, achievement, activity, authority, creativity, independence, moral values,

responsibility, security, social service, social status and variety). Extrinsic satisfaction was measured on extrinsic items (MSQ) that contained 6 items (Advancement, policies and practices, compensation, recognition, supervision-human relations and supervision-technical) MSQ was opted on account of it being feasible to obtain a more individualized picture of worker satisfaction than a more general measure of satisfaction with the job as a whole [64]. Above all, it is not too long to deter response rate [65]. Respondents were asked to rate their level of agreement with 12 statements on a 5-Likert scale starting from 1= strongly disagree to 5=strongly agree. According to [66], job satisfaction scales had good internal consistency, cronbach alpha coefficient reported for the Intrinsic Satisfaction scale, the coefficients ranged from .84 (for the two assembler groups) to .91 for engineers. For the Extrinsic Satisfaction scale, the coefficients varied from .77 (for electronics assemblers) to .82 (for engineers and machinists). On the General Satisfaction scale, the coefficients varied from .87 (for assemblers) to .92 (for engineers). In the current study, the cronbach alpha coefficients were .767 for intrinsic satisfaction, .721 for extrinsic satisfaction and .843 for general satisfaction all of them being greater than .70 indicating good internal consistency [67]

4.2.2 Intention to leave

Intention to leave formed dependent variable of the study and was measured using three items survey questionnaire as proposed by Michigan Organizational Assessment Questionnaire-MOAQ [68]. It was important to go for MOAQ because the study had more than one questionnaire and we wouldn't want too long questionnaire as it would affect response rate [69]. Respondents were asked to rate their level of agreement with three statements on a 5-Likert scale starting from 1= strongly disagree to 5=strongly agree. The instrument was measured and checked using validity check (already shown in 4.1) and reliability check. According to [70], the MOAQ scale had good internal consistency, with Cronbach alpha coefficient reported of .90. In the current study the Cronbach alpha coefficient was .86 which is greater than .70 indicating good internal consistency [71]

4.3.0 Data analysis

Data was analyzed using SPSS Version 19 particularly on descriptive statistics and inferential statistics. Preliminary analyses were conducted to ensure the study sit proper with potential violations of important assumptions like normality, linearity, homoscedasticity and multicollinearity. While descriptive statistics provided percentages, mean scores and standard deviations, the inferential statistics gave correlation and regression analysis that aimed at providing the nature and magnitude of the relationship between independent and dependent variables. On the other hand, independent-sample t-test and one-way between-groups analysis of variance aimed at comparing selected demographic characteristics scores on intention to leave. To aid interpretation of mean scores, the study adopted interpretative scale proposed by [72] in that mean scores 1.5 or less = strongly disagree (very low), 1.51-2.50 = Disagree (low), 2.51-3.49 = Neutral/Moderate/Medium, 3.50-4.49 = Agree (high) and 4.5 or greater = Strongly Agree (very high). Interpretation of correlation results (0-1), followed [73] proposal in that $r = 0.1$ to 0.29 (small correlation), $r = 0.30$ to 0.49 (medium correlation) and $r = 0.50$ to 1.0 (large correlation). The effect size statistics was measured by eta squared and interpreted using [74] guideline (0.01=small effect, 0.06=moderate effect and 0.14=large effect)

V. Findings and discussions

5.1 Sample composition

The sample composition (Table 1) to the study was organized in terms of Sex, Age, Marital status, Education level, Teaching experience, Location of the school and School name which for ethical reasons (agreement with schools) they appear as S1, S2 and S3 (see table 1). In aggregate, the study attracted a total of 103 respondents of which 48 (46.6%) were males and 55 (53.4%) were female. Majority of them 52 (50.5%) fallen in young category (35 and younger) while 32 (31.1%) and 19 (18.4) fallen under middle (between 35 and 40) and old category (40 and above) respectively. Good number of respondents 68 (66%) were married and 35 (34%) were not. Among them, 47 (45.6%) had educational qualification below first degree and 56 (54.4%) were at least degree holders. About 58 (56.3%) have been in teaching career not more than 10 solid years. 45 (43.7%) were located in completely urban area while 20 (19.4) and 22 (21.4) located in semi-urban and rural areas respectively. Of course, in obvious ways, S1 had 59.2% respondents, S2 19.4% and S3 21.4% of the total participants to the study. Conceivably, the overall profile of the survey participants composes of more females, younger, married and at least first degree holders.

Table 1: Sample characteristics

Characteristics	No. of teachers	Percentage
Sex		
Male	48	46.6
Female	55	53.4
Age		
≥35	52	50.5
35 – 40	32	31.1
≤40	19	18.4
Marital status		
Married	68	66.0
Not married	35	34.0
Education level		
Non degree	47	45.6
At least a degree	56	54.4
Teaching experience		
≥10	58	56.3
≤10	45	43.7
Location		
Urban	61	59.2
Semi-urban	20	19.4
Rural	22	21.4
School		
S1	61	59.2
S2	20	19.4
S3	22	21.4

5.2 Job satisfaction and intention to leave levels

As shown in Table 2, teachers were moderately satisfied with general job satisfaction (Mean 2.579), intrinsic satisfaction (Mean 2.522) and extrinsic satisfaction (Mean 2.600) factors with mean scores hanging on middle of scores (moderate) according to [75] interpretative scale. On the other hand, results indicated high turnover intention as teachers agreed (Mean 4.123) to feel quitting behavior and probably execute this behavior next year. At a glance, results indicated most teachers are neither bent on satisfaction nor dissatisfaction with their job (general, intrinsic and extrinsic satisfaction). However, statistics showed teachers are bent on significant high intention to leave their job. For that reason, results are in line with previous studies which claimed teaching may become ‘a profession at risk’ if no quick measures are taken to redress the situation [76] and that teachers no longer like teaching, they have lost the morale to teach and some discourage their own children to become teachers [77]. During interviews with head teachers, there was admission that teachers have long claims directed to the government pertaining to inadequate salaries, poor working conditions and unpaid dues for example, leave and transfers allowances. It is hoped, these claims have contributed this job satisfaction and intention to leave levels.

Table 2: Job satisfaction and intention to leave levels

S/N	SCALE ITEMS	MEAN	SD
Intrinsic satisfaction			
1	Ability utilization	4.3883	.62986
2	Achievement	1.6990	.79007
3	Activity	3.5243	1.19513
4	Authority	2.0000	1.08465
5	Creativity	1.3107	.54285
6	Independence	4.2913	.65126
7	Moral values	4.2524	.63737
8	Responsibility	1.9612	1.01867
9	Security	1.3786	.57933
10	Social service	1.8738	.95671
11	Social status	1.6699	.73282
12	Variety	1.9126	.90864
Mean average (Intrinsic)		2.521842	
Extrinsic satisfaction			
13	Advancement	2.4369	1.27318
14	Company policies	1.5728	.66571
15	Compensation	1.2233	.44130
16	Recognition	1.9709	.91240
17	Supervision – human relations	4.1942	.70096

18	Supervision – technical	4.2039	.69111
Mean average (Extrinsic)		2.600333	
General satisfaction			
19	Co-workers	4.0583	.65418
20	Working conditions	1.6699	.79691
Mean average (General satisfaction)		2.579615	
Intention to leave			
1	Look new job next year	3.8544	1.05168
2	Think about quitting	4.2427	.93375
3	Probably look for new job next year	4.2718	.97210
Mean average (Intention to leave)		4.122967	

5.3 Correlation results

Pearson product-moment correlation coefficient results (Table 3) revealed moderate/medium negative relationship between intention to leave and both intrinsic satisfaction ($r = -0.483$, $n = 103$, $p < 0.05$) and extrinsic satisfaction ($r = -0.464$, $n = 103$, $p < 0.05$) with high levels of perceived intrinsic and extrinsic satisfaction associated with lower levels of intention to leave. These results are consistent with predetermined hypotheses and therefore H_1 and H_2 was supported. For that reason, results confirmed previous studies observations that intrinsic and extrinsic satisfaction has inverse relationship with intention to leave (eg. [78]; [79] and [80]. Conceivably, results suggest intention to leave start surfacing into teachers mind when intrinsic and extrinsic rewards consistently fall short into their job. Thus, satisfaction with intrinsic and extrinsic rewards enables teachers to perceive schools the place to stay and work.

Table 3: Correlation results

S/N	Variables	1	2	3
1	Intrinsic satisfaction	1		
2	Extrinsic satisfaction	.576**	1	
3	Intent to leave	-.483**	-.464**	1

** $P < 0.01$

5.4 Regression results

Standard multiple regression results in Table 4, indicated study model was statistically significant ($F = 19.954$, $p < 0.05$); independent variables (intrinsic and extrinsic satisfaction) explained 28.5% variance in the dependent variable ($R^2 = 0.285$). Again, intrinsic ($\beta = -0.323$) and extrinsic ($\beta = -0.278$) satisfaction showed statistically significant and negative contribution ($p < 0.05$) on teachers intention to leave while intrinsic satisfaction being associated with highly statistically significant contribution (stronger predictor). Results are congruent to predetermined hypotheses; hence H_1 and H_2 were supported. In practice, these results suggest that teachers leaving behavior take shape and looms due to reasons including intrinsic (made stronger predictions) and extrinsic satisfaction. Also results indicate, teachers are fully aware that intrinsic and extrinsic rewards can be provided somewhere else in the labour market if not in teaching profession.

Table 4: Regression results

Predictors	Beta	Sig.
Intrinsic satisfaction		-0.323
Extrinsic satisfaction		-0.278
R²	0.285	
Adjusted R²	0.271	
F	19.954	

Dependent variable: Intention to leave

5.5 Independent-sample t-test results

5.5.1 Gender and intention to leave

An independent-sample t-test was conducted to compare the intention to leave scores for males and female teachers. Analysis (see table 5) found significant difference in the mean scores on intention to leave ($p <$

0.05). However, the effect size ($\eta=0.044$) suggest no significant difference (on account of low magnitude of differences) in scores for males ($M=11.7708$, $SD=3.01231$) and females [$M=12.8909$, $SD=2.08764$; $t(82.104)=-2.162$, $p=0.03$]. Results run contrary to set hypotheses and therefore H_3 was not supported. Consequently, it confirms previous studies that reported no gender difference in intention to leave an organization (eg [81]). The reasons for insignificant difference on intention to leave among male and female teachers could be several but some of them could be similar nature of work teachers face and similar working environment teachers' work upon. Says [82], employees may displays no difference on intention to leave scores when they face similar working conditions, work culture, office facilities and organization set – up.

Table 5: Analysis of Variance for Intention to Leave by Gender

SEX	N	MEAN	SD	F	Sig.	Sig.2-T	t	Eta	df
Male	48	11.77	3.0123	11.786	.001	.033	-2.162	0.044	82.104
Female	55	12.89	2.0876						

5.5.2 Education and intention to leave

An independent-sample t-test was conducted to compare the intention to leave scores for non-degree holders and at least degree holder teachers. Analysis (see Table 6) found significant difference in the mean scores on intention to leave ($p<0.05$) based on educational levels. The effect size ($\eta = 0.14$) indicate large effect and therefore there was significant difference in scores for non-degree ($M=13.3830$, $SD=1.95107$) and degree holder teachers [$M=11.5179$, $SD= 2.79604$; $t(97.922)= 3.971$, $p=0.00$] with non-degree holders displaying stronger intention to leave than counterpart degree holders. Results are consistent with predetermined hypothesis and hence H_4 was supported. It partly run parallel with [83] and [84] who reported difference in intention to leave associated with educational levels but contrary in that intention to leave increases with high education levels. This study suggests turnover intention decreases with high education achievement. In other words more educated teachers are committed to stay than lower educated ones. The reasons for this unexpected result could be that lower educated teachers have vast of opportunities to advance for higher educational levels (government offer full scholarship for education degrees) and that, most of them do not hold managerial positions/responsibilities which would be an incentive to think long stay.

Table 6: Analysis of Variance for Intention to Leave by Education

SEX	N	MEAN	SD	F	Sig.	Sig.2-T	t	Eta	df
Non Degree	47	13.383	1.951	9.343	.003	.000	3.971	0.14	97.922
Degree	56	11.518	2.796						

5.6.0 ANOVA results

5.6.1 Age and intention to leave

A one-way between-groups analysis of variance was conducted to explore the impact of age on levels of intention to leave among teachers based on their age (35 and younger; between 35 and 40; 40 and above). There was a statistically (see Table 7) significant difference at $p<0.05$ level in intention to leave for the three age groups [$F(2, 100) = 38.67$, $p = 0.00$]. The statistical significance is supported by the actual difference in mean scores between groups which was quite large ($\eta 0.436$). Post-hoc comparisons using the Tukey HSD test indicated the mean scores for all groups was significantly different from each other, that is Group 1 (≥ 35 years) ($M=13.83$, $SD= 1.12$); Group 2 (35 – 40 years) = ($M= 11.84$, $SD = 2.80$) and Group 3 (≤ 40 years) = ($M= 9.26$, $SD= 2.18$). These results are congruent with set hypothesis which mean H_5 was supported. It endorsed previous studies in that younger employees experience higher intention to leave than older counterpart ([85]; [86]). These observations indicated that intention to leave among teachers' decreases with aging and that younger teacher displayed more of intention to leave than older ones. Reasons for this could be nature of work and working conditions are not user friend to younger teachers which make them experience difficulties to settle in teaching profession. Also, older teachers are due for promotion to higher levels (eg being head master/mistress or District educational officer) and pension benefits which restrict them from quitting plans on account of incentive expectations and responsibilities.

Table 7: Analysis of variance for intention to leave by age

	Sum of Squares	df	Mean squares	F	Sig.	Eta
Between Groups	302.635	2	151.318	38.666	0.000	0.436
Within Groups	391.345	100	3.913			
Total	693.981	102				

5.6.2 Location and intention to leave

A one-way between-groups analysis of variance was conducted to explore the impact of location on levels of intention to leave among teachers based on their location (urban, semi-urban and rural). There was no statistically (see table 8) significant difference at the $p > 0.05$ level in intention to leave for the three locations [$F(2, 100) = 2.16, p = 0.121$]. This is perfectly displayed by the mean scores among locations, that is urban ($M=12.16, SD=2.39$); semi-urban ($M= 11.90, SD=3.73$) and rural ($M= 13.36, SD=1.65$). Results went contrary to predetermined hypothesis; hence H_6 was not supported. Consequently, the results are in line with [87] and [88] who asserted no significant difference on intention to leave associated with locational differences. It is suggested by this results that teachers' intention to leave is associated with other demographic factors and location is not among them. Results are so, perhaps because teachers face common problems and presence of weak enough retention mechanisms in public secondary schools that keep teachers in quitting intentions across locations.

Table 8: Analysis of variance for intention to leave by location

	Sum of Squares	df	Mean squares	F	Sig.	Eta
Between Groups	28.729	2	14.365	2.156	0.121	NIL
Within Groups	665.252	100	6.653			
Total	693.981	102				

VI. Conclusions and implications

6.1 Conclusions

This study was sought to explore three issues related to teachers' intention to leave in Tanzanian public secondary schools. These were: - *First*, the study examined teachers' job satisfaction dimensions (general, intrinsic and extrinsic satisfaction) and intention to leave level which was found to be moderate and high respectively. In particular, teachers pointed out (given lower mean scores) that job achievement, creativity, responsibility, security, social service, social status and variety of job elements as the main concern in lower intrinsic satisfaction. Similarly, they highlighted (implied lower mean scores) advancement, existing policies, compensation and recognition as the main retarding factor on the part of lower extrinsic satisfaction. *Second*, it investigated the impact of job satisfaction dimensions (intrinsic and extrinsic) on teachers' intention to leave. As expected, negative relationship was found between variables while intrinsic satisfaction showing stronger prediction of teachers' intention to leave. However, intrinsic and extrinsic satisfaction explained only 28.5% variance in intention to leave suggesting other factors (not intrinsic and extrinsic satisfaction) are responsible for intention to leave as well in teachers. Yet, it remains a conclusion of this study that higher intrinsic and extrinsic satisfaction is associated with lower intention to leave in teachers. *Third*, it compared the influence of demographic characteristics (gender, education, age and location) on intention to leave behavior. Gender and location did not show significant differences in intention to leave scores while education level and age did. This suggested that turnover intention decreases with education achievement and that, younger teachers experience higher intention to leave than older ones

6.2 Implications

Findings of this study had an impression that teachers had moderate job satisfaction dimensions (general, intrinsic and extrinsic satisfaction), which need improvements and demographic characteristics (education level and age) impacted intention to leave levels. At the same time intrinsic and extrinsic satisfaction significantly influenced teachers' intention to leave with intrinsic satisfaction showing stronger influence. It follows that responsible officials/agencies should conduct assessment of teachers needs and interests that reflects areas of concern identified in this study to have proper interventions on retention strategies. In other words, assessment should focus on identification of predictors of teachers' intention to leave which can help responsible persons provide intervention that will effectively improve retention. Sound remuneration package, solid professional development programs, effective mentorship and coaching programs are some of the examples to address retention problems in teaching profession. With regard to sound remuneration package, there is a need to keep it at par with other sectors in the same qualifications. It is hoped teachers will have little reasons for switching. Says Giacometti, aligning salaries to other areas (sectors) that require the same education will help keep people in the teaching profession otherwise, education sector will continue to lose teachers to the corporate world where salaries and benefits are more lucrative [89]. Looking at professional development programs, it is of essence that the Government and schools set in place transparent programs that every qualified teacher knows his/her turn. It is supposed that teachers will be waiting their due time with certainty and thus remain in teaching. To quote white, though career advancement and development is limited, it should be communicated to teachers' particularly potential new recruits [90]. Turning to effective mentorship and coaching programs, younger teachers should be subjected into safe hands of mentors and coaches in schools. Mentors and coaches should be able to regulate new incumbent emotions, induce patience in them and tell perfectly "what is in there" for them. It should further uncover the real world of teaching and support them pass through challenges that would deter satisfaction. The congruence view hold that, mentoring of new teachers with an experienced teacher is an example of how a new teacher can receive support to reduce stress that leads to lower commitment to the field of education [91]

VII. Limitations and future studies

The study at hand carries valuable insight in the understanding the relationship between job satisfaction dimensions (intrinsic and extrinsic satisfaction) and intention to leave among teachers in Tanzanian public secondary schools. However, it not free from few limitations. To mention them, *first*, our study was conducted in one region out of 26 (excluding new ones) Tanzanian mainland regions involving teachers in three public secondary schools. It should be confirmed in future studies whether or not this results can be generalized by using relatively larger sample. *Second*, our study could be vulnerable to social desirability bias as data collection method utilized self-report measures and little of interview. But we expect lesser impact as we selected schools from different locations. *Third*, the study at hand uses few predictors of intention to leave without a single moderator to respective model. Future studies should incorporate more predictors and moderators to enhance more detailed understanding.

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