



Available Online at EScience Press

International Journal of Education Foundations

ISSN: 3078-7866 (Online), 3078-7858 (Print)

<https://ijef.esciencepress.net>

RESEARCH ARTICLE

Teachers' Job Satisfaction and Its Impact on Students' Academic Achievement in Uvinza District, Tanzania^aMaduhu Kimali, ^bFelista Tangi, ^bClara Rupia^a Mazungwe Secondary School, Kazuramimba, Tanzania^b Department of Education Foundations, St. Augustine University of Tanzania**Corresponding Author**Maduhu Kimali, Email: kimalindege@gmail.com**Author's Contributions***All authors contributed equally to this research.***Article History***Received: June 07, 2025; Accepted: August 03, 2025; Published: August 30, 2025.***ABSTRACT**

This study examines the impact of teachers' job satisfaction on students' academic achievement in public secondary schools in Uvinza District. The study adopted a mixed-methods approach and sequential explanatory design, combining quantitative and qualitative data collection methods. A sample of 153 respondents, including 65 teachers and 83 students, 4 Heads Schools as well as 1 District Educational Officer were selected. Four secondary schools were involved in the study. Data were collected using questionnaires for students and teachers whereas interview guides were used to heads of schools and District education officer. Quantitative data were analysed through descriptive statistics and qualitative data were analysed through thematic content analysis. The findings reveal that, teacher job satisfaction significantly impacts the teaching and learning process. Satisfied teachers are more likely to create a positive classroom environment, inspire students, use creative teaching methods, and provide better support. These factors contribute to improved student engagement and academic performance. Quantitative data showed high agreement among respondents on the positive influence of teacher satisfaction, with high percentage indicating a general consensus on its importance. Qualitative data supported these findings, with teachers and heads of schools as well as district educational officer expressing that, job satisfaction directly affects their ability to engage and motivate students. Moreover, the study highlights the critical role of teacher job satisfaction in enhancing student academic achievement. It emphasizes the need for initiatives to improve teacher satisfaction, such as professional development opportunities, recognition and rewards, and a supportive work environment. By addressing these factors, schools can create a more positive and effective learning environment, ultimately leading to better educational outcomes for students.

Keywords: Job satisfaction; professional development; recognition; supportive work environment; rewards**INTRODUCTION**

Teachers' job satisfaction is a crucial element that significantly impacts the effectiveness of the teaching and learning process (Jürgen & Rainer, 2016). When teachers are satisfied with their roles, they are more likely to foster a positive classroom environment, inspire students, utilize innovative teaching methods, and offer enhanced support, which ultimately leads to increased

student engagement and improved academic performance (Adeyemo and Ogunwuyi, 2016). On the contrary, unsatisfied teachers develop negative attitude and hostility against the schools and students. Consequently, research on effective teaching in secondary schools has gained substantial attention across various nations due to its profound impact on students' academic achievement (Jürgen & Rainer,

2016). Job satisfaction is one of the primary focal points for many education researchers revolves around effective teaching and learning processes.

Within the realm of job satisfaction, researchers have been successful in associating these processes with Kim's seven dimensions. Kim's seven dimensions of teaching excellence constitute a learning-centred framework that aims to cultivate effective instructional practices and methods beneficial for both students and teachers as well as the community (Guo, 2016). Through the adoption of this framework, educators have the opportunity to enhance their teaching methodologies and contribute positively to the overall learning experience for students. Expanding upon the notion of teacher job satisfaction, it is evident that the commitment and fulfilment experienced by teachers directly influence the quality of education content and skills imparted to students.

In public secondary schools in Uvinza District Council, academic performance has been consistently low, prompting a study to assess teachers' effectiveness in implementing Kim's dimensions and to provide insights for creating an ideal classroom environment conducive to student success. Studies have revealed that teacher job satisfaction is directly linked to student engagement and achievement. Satisfied teachers are more likely to foster a supportive learning environment, build close relationships with students, and use successful teaching techniques, resulting in better student results, such as increased test scores and higher attendance rates (Canadian Education Association, 2018; University of British Columbia, 2019; Ontario Institute for Studies in Education, 2020). Similarly, investigations in France showed a strong positive correlation between teachers' job satisfaction and students' academic achievement, emphasizing the need to prioritize and support teacher job satisfaction to enhance overall student success (Dupriez et al., 2017; Guery & Fayolle, 2015; Cardinet et al., 2018).

While previous studies have demonstrated the positive impacts of Kim's seven dimensions on the teaching and learning process (Nkengbeza & Ndongfack, 2018; Adeyemo & Ogunwuyi, (2016), there remains a gap in empirical evidence regarding their implementation across different educational settings. This gap is especially evidenced in public secondary schools in Uvinza District in Kigoma where the academic performance has been consistently low. The district has been ranked last among the eight councils in the region, with an average performance of 52% in the Form Four

National Examination from 2019 to 2023 (Regional Academic Officer, 2023). Given this context, this study aims to assess teachers' effectiveness in implementing Kim's seven dimensions in teaching and learning. The study seeks to provide insights that will help to create an ideal classroom environment conducive to student success. It is under such scenario and stance that, this study aimed to examine the impact of teacher's job satisfaction on students' academic achievement in public secondary schools at Uvinza district in Kigoma, Tanzania.

LITERATURE REVIEW

Teachers' job satisfaction significantly impacts the effectiveness of the teaching and learning process. Research has shown that satisfied, teachers are more likely to create a positive classroom environment, inspire students, use creative teaching methods, and provide better support, leading to improved student engagement and academic achievements (Jürgen & Rainer, 2016). Kim's seven dimensions of teaching excellence have been among the key models associated with effective instructional practices. However, empirically there exists a gap of evidences regarding their implementation across different educational settings (Nkengbeza & Ndongfack, 2018; Adeyemo & Ogunwuyi, 2016). The ability of satisfied teachers to create a conducive and engaging learning environment cannot be overstated as it well disclosed in Canadian Schools (University of British Columbia, 2019). Such teachers, do not only serve as role models but also inspire their students to excel academically and beyond the classrooms. Additionally, the heightened levels of satisfaction experienced by teachers often result in a greater willingness to explore innovative teaching techniques and adapt their methodologies to suit the diverse learning needs of their students (Obonyo et al., 2017). This adaptability is a key component in promoting student engagement and overall academic success.

Furthermore, the impact of effective teaching in secondary schools extends far beyond the classroom. It plays a pivotal role in shaping the academic and personal development of students, equipping them with the necessary skills and knowledge to thrive in their future endeavours (Ogeh et al., 2018). As such, the significance of comprehensive research and attention to effective teaching practices comes to the forefront, with educators and educational institutions striving to optimize the teaching and learning processes to ensure

the best possible outcomes for students. The interplays between teacher’s job satisfaction, effective teaching practices, and student’s academic performance establishes a crucial nexus within the educational landscape. Acknowledging the pivotal role that satisfied teachers in fostering an enriching learning environment is necessary. In fulfilling this, leveraging frameworks such as Kim’s seven dimensions of teaching excellence are essential. Teachers and educators can continue to elevate the standards of teaching and learning in secondary schools, thereby positively impacting the academic development and overall well-being of their students.

METHADODOLOGY

The study used a mixed-methods approach, combining quantitative and qualitative data collection methods with explanatory sequential design being employed. A sample of 153 respondents, including 65 teachers, 83 students, 4 heads of school and 1 district educational officer, was selected. Simple random, purposive as well as stratified sampling techniques were used. Data were collected using questionnaires administered to students

and teachers whereas interview guides used by head of schools, and District education officer. The analysis was conducted using descriptive statistics and thematic content analysis to provide a comprehensive understanding of the impact of teacher job satisfaction on students’ outcomes. Ethical considerations such as obtaining informed consent, ensuring confidentiality and minimizing participant burden, were carefully addressed to uphold the integrity of the research process.

FINDINGS AND DISCUSSION

The study focused on examining the impact of teachers’ job satisfaction on students’ academic achievement, which aligns with one of Kim’s Seven Dimensions of effective teaching and learning. Job satisfaction is a critical dimension as it directly influences teachers’ motivation, commitment, and overall effectiveness in the classroom. Understanding this relationship is essential because satisfied teachers are more likely to create a positive learning environment, engage students effectively, and contribute to better academic outcomes.

Table 1. Teachers’ Responses on The Impact of Teacher’s Job Satisfaction on Students’ Academic Achievement.

STATEMENTS	SD f (%)	D f (%)	N f (%)	A f (%)	SA f (%)
Teachers feel satisfied and fulfil their role to foster positive learning environment		3(4.6%)	12(18.5%)	8(12.3%)	42(64.6%)
Teachers care and respect students	1(1.5%)	2(3.1%)	4(6.2%)	20(30.8%)	38(58.5%)
Teacher morale and job satisfaction foster positive teacher-student relationship and influence students’ motivation and academic achievement		3(4.6%)	8(12.3%)	22(33.7%)	32(49.2%)
Teachers demonstrate a sense of ownership and responsibility	0	0	6(9.3%)	27(41.5%)	32(49.3%)
Teachers collectively brainstorms resolutions to provide effective learning	0	3(4.6%)	12(18.5%)	8(12.3%)	42(64.6%)
Teachers are committed to school activities	0	3(4.6%)	8(12.4%)	22(33.8%)	32(49.2%)
Most of teachers in this school have a unified vision toward a common goal	0	3(4.6%)	4(6.1%)	20(30.8%)	38(58.5%)

Source: Field Data (2024)

Note: SD is Strongly Disagree, D is Disagree, N is Neutral, A is Agree, SA is Strongly Agree

Data for the purpose of this study were collected through questionnaires and interviews. Descriptive

statistics were employed to analyse data. Specifically, the relevant statements’ frequencies and

percentages were applied in calculation. These statistical measures provide insights into the central tendencies and variability of the responses, allowing for a comprehensive understanding of how teachers' job satisfaction influences students' academic performance. Data from questionnaires are summarised in Table 1.

Table 1 presents data on how teachers' job satisfaction influences students' academic performance. Specifically, the data is presented in terms of frequencies and percentages for each response category. These measures provide insights into how many respondents agree or disagree with each statement as well as the proportion of respondents who hold specific views. This aspect offers a clearer understanding of the distribution of opinions, illustrating how teachers' job satisfaction influences academic achievement based on the number and percentage of teachers who express satisfaction or dissatisfaction. The following statements or sub themes were targeted to answer this objective, along with their respective frequencies and percentages.

Teachers Feel Satisfied and Fulfil Their Role to Foster Positive Learning Environment

In examining the impact of teachers' job satisfaction on students' academic achievement, the majority of teachers 50(76.9%) agreed that job satisfaction positively influences their ability to foster a supportive learning environment. Only 3(4.6%) disagreed, while 12(18.5%) were neutral. This indicates that some teachers may not always feel satisfied due to lack of recognition, rewards and management support. Previous research also supports this, showing that satisfied teachers create better learning environment so as to enhance good academic performance (Ontario Institute for Studies in Education, 2020; Canadian Education Association, 2018). In connection to these findings, one of the interviewees revealed:

“Lack of motivation among both teachers and students significantly hinders the creation of a positive learning environment. This lack of enthusiasm and drive from both parties makes it challenging to cultivate an atmosphere conducive to effective teaching and learning” (Interviewee at school B: 20/8/2024).

The interview response implies that motivation is crucial for a positive learning environment. Without

enthusiasm from both teachers and students, it becomes difficult to create an atmosphere that supports effective teaching and learning, ultimately impacting student engagement and academic performance.

Teachers' Care and Respect Students

The majority of respondents 58(89.2%) agreed that teachers care and respect students. This finding aligns with Obonyo et al.'s (2017) findings that, satisfied teachers foster positive student relationship and academic achievement. However, (10.8%) those who disagreed and who were neutral indicate that not all teachers care and respect students which might be associated with teachers being dissatisfied with several factors such as unsupportive working environment, heavy teaching workloads and little recognition and rewards. During interview sessions the same concern was raised to supplement these quantitative findings, as one head of school was quoted saying:

“An interviewee at DEO emphasized the critical role of inclusivity and respect in the classrooms stating that that it is essential to ensure inclusivity and respect by avoiding bias and acknowledging every student which fosters a positive and equitable learning environment where all students feel valued and respected”.

The above quotation implies that caring and respecting students and teachers makes them feel that they are valued, and therefore becoming more engaged in their learning. One of the ways to make students and teachers feel that they are cared and respected is to address their needs, as the interviewee added another answer to the question. This finding concurs with Obonyo et al. (2017) who argue that satisfied teachers care and respect students as well as address students' needs.

Teacher Morale And Job Satisfaction Foster Positive Teacher-Student Relationship and Influence Students' Motivation and Academic Achievement

The results reveal critical roles of teachers' morale and job satisfaction in fostering positive teacher-student relationships and enhancing students' motivation and academic achievement. A significant majority 54(83.1%) of respondents agreed that, motivated and satisfied teachers are essential for creating a supportive learning environment. Conversely, (16.9%) of respondents who agree and

who were neutral indicate that not always morale and job satisfaction can foster teacher-student relationship. This finding aligns with Kichamu and Muthoni (2020), who noted that happy teachers build strong relationships with students, boosting their motivation and achievement. Conversely, Ogeh et al. (2018) found that dissatisfied teachers struggle to engage effectively with students.

Teachers Demonstrate a Sense of Ownership and Responsibility

59(90.8%) respondents demonstrated a strong sense of ownership and responsibility, with satisfied teachers being more likely to take initiative and demonstrate commitment to their students' success. This sense of ownership is linked to higher motivation and effective engagement in teaching activities, as supported by Dupriez et al. (2017). Happy teachers, as noted by the Ontario Institute for Studies and Education (2020), provide constructive feedback and implement successful disciplinary techniques, enhancing student participation and reducing disruptive behaviours. In connection to this, one interviewee highlighted:

“The significance of involving teachers in decision-making is related to matters pertaining to school and academic affairs such as setting goals, as this creates a sense of ownership and makes teachers more responsible. Conversely, a lack of ownership can diminish teachers' commitment and negatively impact students' academic performance” (Interviewee at school D 20/8/2024).

This implies that without this involvement, teachers may feel detached, potentially diminishing their dedication and adversely affecting student performance.

Teachers Are Committed to School Activities

The data reveal that a significant number, 54(83%) respondents agree that teachers are committed to school activities only when they are happy with their jobs. However, 17% indicate that not always teachers are committed to school activities which may be a result of school leadership as strong leadership ensures teachers to be committed in school activities whereas weak leadership may result in teachers not being committed in school activities. This commitment is essential for the school's performance through collaboration. Research by the Canadian Education Association (2018) and the University of British

Columbia (2019) which supports that, satisfied teachers are likely to work with colleagues and take on leadership roles. Motivation through rewards, recognition, and strong sense of belonging are key factors in fostering this commitment. Therefore, job satisfaction is crucial for capturing teachers' dedication and driving their engagement in school activities.

Respondents, in connection to the same objective, were asked open-ended questions to gain deep insights into the specific research objectives, based on each statement in the Likert scale, as discussed in the following subsections.

The Way Job Satisfaction Influences Teachers' Commitment and Enthusiasm

In the first activity, respondents were asked how they were thinking a teacher's job satisfaction was influencing their commitment and enthusiasm in supporting students' growth. Out of 260 expected responses, 240 (92.3%) were received. Common themes identified were: “Increased motivation of a teacher” (37.5%), “Better relationship with students” (35.0%), and “Enhanced commitment of a teacher” (27.5%). These findings confirm that job satisfaction significantly influences teachers' commitment and enthusiasm in supporting students' growth. These findings align with the existing studies, showing that teachers with higher job satisfaction are more committed to creating a supportive learning environment, thus building relationships with students, and using effective techniques to improve outcomes such as test scores and attendance rates (Ontario Institute for Studies in Education, 2020; Canadian Education Association, 2018; University of British Columbia, 2019). Other studies also highlight a strong positive correlation between teachers' happiness and their commitment to teaching (Dupriez et al., 2017; Guery & Fayolle, 2015; Cardinet et al., 2018).

Job Satisfaction Influences Interaction With Students and Performance

In the second task, the responses from 225 participants (86.5%) revealed themes on how job satisfaction influences teacher-student interactions and classroom performance. Common themes were: “Improved students' performance” (33.3%), “Positive teacher-student relationship” (35.6%), and “Higher teacher's commitment in teaching” (31.1%). These findings align with earlier studies, showing that dissatisfied teachers often experience stress and

burnout, hence negatively impacting relationships with students and academic performance (Nkabinde & Mwagema, 2020; Mushi & Bichaga, 2019). In contrast, satisfied teachers foster close relationships, create a supportive learning environment, and enhance student performance.

Challenges Or Obstacles That Impact Teachers' Job Satisfaction

Finally, 230 responses (88.5%) out of 260 identified challenges impacting their job satisfaction. Key themes included "Heavy workloads and stress" (79 responses, 34.3%) (Questionnaire 12/8/2024), "Unconducive work environment" (75 responses, 32.6%) (Questionnaire 13/8/2024), and "Lack of recognition" (76 responses, 33.1%) (Questionnaire 20/8/2024). These results align with Galanakis and Tsitouri (2022), who noted similar job satisfaction obstacles. Additionally, interviewees cited "lack of motivation among teachers and students" (at school B: 20/8/2024) and "heavy teaching load work and limited time" (at school C: 20/8/2024). Addressing these issues is crucial for improving teachers' job satisfaction, which is vital for effectively engaging students in learning.

DISCUSSION

The findings from both quantitative and qualitative data suggest that teacher job satisfaction plays a crucial role in enhancing student engagement and academic performance. Satisfied teachers are more likely to create a supportive and motivating classroom environment, which positively impacts students' learning experiences and outcomes. These results are consistent with existing research on the relationship between teacher job satisfaction and student outcomes. The current findings are consistent with a study by Ontario Institute for Studies in Education (2020) which revealed that satisfied teachers were more likely to engage with colleagues, take on leadership roles, and participate in professional development opportunities. This led to improved instruction and better student fulfillment of academic requirements (Canadian Education Association, 2018; University of British Columbia, 2019; Ontario Institute for Studies in Education, 2020). These Canadian studies highlight the critical role of teacher job satisfaction in promoting student engagement and achievement. Satisfied teachers are better equipped to create a positive learning environment, manage student behavior, and provide

high-quality instruction, leading to enhanced student outcomes. Therefore, prioritizing and supporting teacher job satisfaction is crucial for overall student success.

In addition, studies in France on teacher job satisfaction in secondary schools showed a strong positive correlation between teachers' job satisfaction and students' academic performance (Dupriez et al., 2017; Guéry & Fayolle, 2015; Cardinet et al., 2018). These studies concluded that happy teachers are more motivated and involved in their teaching, positively impacting students' learning outcomes.

Furthermore, Guéry and Fayolle (2015) demonstrated that students exhibited higher levels of emotional resilience and positive peer relationships when their teachers reported high job satisfaction. This highlights the importance of teacher well-being for academic success and creating a supportive learning environment for students.

Additionally, Cardinet et al. (2018) found that students expressed greater satisfaction with their educational experiences and felt a stronger sense of belonging within the school community when teachers were happy and content in their roles. These findings underscore the significance of teacher satisfaction for students' overall wellbeing, social and emotional development, and academic achievement. It is evident that fostering a positive and supportive environment for teachers is essential to provide children with numerous advantages in the classroom.

CONCLUSIONS AND RECOMMENDATIONS

Based on the current findings, this study concludes that teachers' job satisfaction significantly impacts the teaching and learning process. The study findings provide tangible evidence that satisfied teachers are more likely to create a positive classroom environment, inspire students, use creative teaching methods, and provide better support. This leads to improved student engagement and academic performance, consistent with existing research on the relationship between teacher job satisfaction and student outcomes. Based on the study findings, it is recommended that responsible organs and education stakeholders should implement continuous professional development programs focused on enhancing teacher job satisfaction. These programs should include training on effective teaching strategies, classroom management, and stress management techniques. It is also imperative for

educational managers and administrators to consider developing initiatives to recognize and reward teachers for their hard work and dedication. This could include awards, public recognition, and opportunities for career advancement. Moreover, it is

necessary to create a supportive work environment that fosters collaboration and mutual respect among teachers. This can be achieved through team-building activities, regular feedback sessions, and providing adequate resources and support for teachers.

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