

Assessing Job Satisfaction and Impact on the Retention of Primary Mathematics Teachers within Learning Systems

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Abstract: Motivation and job satisfaction are crucial for effective school management. Concerns about the increasing demotivation of primary mathematics teachers in Malawi have been linked to declining teacher performance and learning outcomes. This study assessed the impact of job satisfaction on the retention of primary mathematics teachers in Malawi's Central Region. Using a pragmatic epistemology, the research employed a mixed-method design, utilizing a Job Satisfaction Survey Questionnaire (JSSQ) and structured interviews to obtain reliable results. The JSSQ surveyed 50 teachers from 10 primary schools about their job satisfaction, followed by structured interviews to explore the causes of teacher retention issues. The findings revealed that most teachers were dissatisfied with their salaries, poor accommodation, the declining status of the teaching profession, poor working conditions, and workload, leading to an intention to leave the profession. Despite these challenges, respondents expressed high satisfaction with their administration, District Managers, teacher educators, school heads, and inspectors, who play a significant role in teacher retention.

Keywords: Job Satisfaction Survey (JSS); Job Descriptive Index (JDI); Minnesota Questionnaire (MSQ); Support from Administration (SA); Data Interpretation; Ministry of Education, Science and Technology (MoEST).

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1. Introduction

Job satisfaction is not a new phenomenon in organizational studies as it is one of the topics that have drawn a lot of attention and interest among many scholars and academics worldwide. Several studies on teacher motivation and incentives have been conducted in South Asia and Sub-Saharan Africa [12]. The National Commission on Teaching and America's Future (2003) estimates that thousands of teachers leave the profession every day, and even more switch schools, often in search of better working conditions. Concurrently, it is widely believed that retirement is the main cause of this high turnover rate. But according to Ingersoll, the main reasons for teacher turnover are discontent or seeking other employment opportunities [9]. Because the attrition rate is about 50% higher in low-income schools than in more affluent ones, the issue of teacher retention becomes much more problematic when thinking about its effects on minority students and schools in poverty. Compared to more seasoned educators, new teachers are much more likely to quit their jobs [9].

Motivation and job satisfaction are very important for effective school management, and the situation is not taken seriously in many primary schools in Malawi. According to Bishay [3], most primary school teachers are hit by the problem of being overloaded with academic work and poor incentives amid poor working and living conditions. Teachers' dedication and

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performance are directly related to their level of inspiration, morale, and contentment in their work. This means that all companies, including schools, should prioritise teacher motivation and job satisfaction.

Developing nations are particularly hard struck by the global problem of keeping excellent instructors. Concerning the difficulty of retaining teachers, particularly in elementary schools, Malawi is not unique. A preliminary survey conducted on five schools in Lilongwe revealed a serious problem of teacher turnover despite the unavailability of official documents to recognize this. The survey indicated that some primary school teachers were resigning from the profession while many teachers were migrating to neighboring Mozambique to teach. This phenomenon should have an impact on the vacuum left. As such, there was a need to find the extent to which job satisfaction of primary mathematics school teachers had led to such quitting in Central Region, Lilongwe [7].

The study intended to determine the extent to which job satisfaction of primary mathematics school teachers relates to their retention in Lilongwe [11]. The study was specifically conducted with the following objectives: to assess the overall satisfaction of primary mathematics school teachers in Lilongwe, to identify the number of teachers who have the intention to remain in the teaching profession and those who want to leave but have not left for some reasons and to identify causes of primary mathematics school teacher retention problem in Lilongwe [15]. The study is based on the principles of two theories: The Theory of Organizational Equilibrium and The Situational Occurrences Theory.

1.1. Theory of Organizational Equilibrium

As long as the incentives offered by a business, such as competitive compensation, safe working environment, and possibilities for advancement, outweigh the time and effort needed to succeed, this theory states, employees will remain put [20]. Both the individual's willingness to quit and the ease with which they could leave the company impact these perceptions. The second half of the study tries to examine the intention to continue or leave the profession, and the theory is thus related to it.

1.2. Situational Occurrence Theory

Job happiness is determined by situational qualities and occurrences, according to Situational Occurrence Theory, which emerged in the early 1990s with the statement of Quarstein et al. [16]. Before taking a job, a prospective employee has to think about situational aspects like pay, supervision, working conditions, prospects for advancement, and business rules. However, after accepting a job, situational events may arise, which might be good or bad, concrete or abstract. Part one of the study will gauge respondents' overall happiness, and this will be linked to the theory.

1.3. Methodology of the study

This section discusses the research design, population, sample size, sample selection procedure, data collection and instrumentation, and data analysis procedure.

2. Research Design

In order to get the answers to research questions and keep variance under control, an inquiry must have a well-thought-out research design. The research strategy used in the study is a hybrid one. Philosophical assumptions inform the design, which in turn directs data collecting and analysis using a hybrid of qualitative and quantitative methods across several stages of the study. In its core, it is based on the idea that research problems can be better understood by combining quantitative and qualitative methodologies [5]. According to Creswell [5], there are three different kinds of mixed designs: the triangulation mixed method, which calls for the utilisation of both quantitative and qualitative data in data interpretation; the explanatory mixed design, which involves a follow-up qualitative study following a quantitative study; and the exploratory mixed method design, which involves constructing a quantitative study based on the findings from the qualitative study. Since this investigation was conducted for academic objectives and the other two approaches could have been laborious and potentially delayed, the researcher opted for a triangulation mixed method design.

3. Population

A population is a collection of people who share some traits [5]. Participants in this study were educators working in Lilongwe's public schools. Research participants were also selected from among elementary mathematics educators working in Lilongwe's public elementary schools.

3.1. Sample Size

To learn more about a statistical population as a whole, researchers often look at its attributes in relation to a smaller subset, called a sample. Sampling is the procedure for determining the parameters or features of a full population by picking a subset, or "sample," from that population. This study's population sample included fifty educators from ten different schools.

3.2. Sample selection procedure

According to Creswell [5], researchers in the field of education cannot always rely on probability. He concludes that a probabilistic method can be used to choose the study's sample. The researcher selected specific individuals for the study based on their availability, willingness, and convenience. The researcher chooses respondents who happen to be in the area; this method is also called accidental or opportunity sampling in some texts.

Research uses two types of non-probability sampling, according to Hargreaves [6]: snowball and convenience. Because it is easier for the researcher to apply different sample methods, convenience sampling may be beloved by many researchers (Cresswell, 2015). The researcher in this study selected the study's sample using convenience sampling. Due to the dispersed nature of Lilongwe's primary schools, it would be logistically challenging to conduct a random sampling of them.

3.3. Data collection and instrumentation

Job satisfaction, according to Wanous and Lawler [19], is mostly an abstract personal cognition that lives solely in an individual's mind, making its measurement challenging. Interviews, single-item tests, and observations made in the workplace are some examples of the most fundamental forms of measuring. According to Spector [18], questionnaires are the preferred method of research since they are more impartial and comprehensive.

Pedhazur and Schmelkin [14] argue that questionnaires offer several advantages over in-person interviews, including their simplicity of distribution, lack of bias, high probability of confidentiality, and low cost and time requirements. It is possible to test any hypothesis about what factors affect job happiness with a satisfaction survey. The Minnesota Questionnaire, the Job Descriptive Index (JDI), and the Job Satisfaction Survey (JSS) are the most referenced survey instruments in the literature (MSQ).

Scientists made adjustments to the Job Satisfaction Survey and conducted semi-structured interviews for this investigation. In order to gauge how workers felt about various parts of their jobs, Spector [18] created the Job Satisfaction Survey. The Job Satisfaction Scale (JSSQ) is a 36-item instrument that assesses nine distinct dimensions of contentment in one's job. A few examples of these aspects are operational procedures, communication, coworkers, type of work, salary, benefits, supervision, and contingent rewards. With four questions covering each of these areas, a total of thirty-six items are used to calculate the score.

Each question has a two-sided format with the options "strongly disagree" and "strongly agree" for responses. Instead of using a questionnaire to get information about job satisfaction, Spector [18] suggests conducting in-depth interviews with people. Fifty primary school teachers from 10 different government schools in Lilongwe were asked to fill out the JSSQ to gauge how they felt about their employment and its various facets. The respondents were asked to provide their thoughts on the potential reasons for the teacher retention issues in the research area through a structured interview.

4. Data Analysis Procedure

Data analysis brings order, structure, and meaning to the mass of collected data [13]. In mixed-method research, the researcher should organize what they have collected through questionnaires or interviews to make sense of it, create explanations, develop theories, and pose new questions. Data analysis was divided into three key stages: familiarization and organization, coding and recoding, and summarizing and interpretation.

4.1. Familiarization and organization

This is a stage where the researcher becomes familiar with the data collected through reading and rereading the questionnaires and listening repeatedly to the recorded interview. All this was done to set a good ground for making sense of the data.

4.2. Coding and Recoding

After familiarization with the data, the researcher started coding and recording it. This stage includes identifying categories and themes and their refinement.

4.3. Summarizing and Interpretation

After classifying the data, the researcher examined the various groups to identify commonalities. After that, we looked at all the items that had the same code and combined the categories into patterns by discovering linkages and interconnections between them. The data was analysed after the summary. Interpreting the data required thinking critically about the participants' actions and statements and drawing conclusions.

4.4. Statistical Presentation

The findings were presented in both statistical and interpretive formats. The reason for this is that a mixed method research design. Results are in charts, tables, bar graphs, and notes.

4.5. Triangulation

Triangulation is an attempt to map out or explain the richness and complexity of human behavior more fully by studying it from more than one standpoint [4]. The purpose behind “cross-examination “was to increase the creditability and validity of the results

5. Findings

This study aimed to determine how job satisfaction contributes to the retention of primary mathematics school teachers in the Central Region. The study intended to determine the relationship between job satisfaction and the primary mathematics school teachers’ intent to remain in the profession.

The data is organized into three main parts: demographic data, findings per participants’ response to the Teacher Job Satisfaction Survey (TJSS 30 items), and a summary of the main research findings.

5.1. Demographic Data

Participants were asked to provide information about themselves in terms of gender, age range, and years of teaching experience in the first section of the Teacher Job Satisfaction Survey (TJSS). All of these items were answered correctly by the participants. The demographic data that was collected is as follows.

Fifty out of sixty questionnaires provided to primary school teachers in Lilongwe's Central Region were returned, making the response rate 100%. The study only addressed 50 instructors.

5.2. Job Satisfaction Survey Data

Here, we used a five-point Likert scale, where 1 indicates strong disagreement, 2 means agree, 3 means neutral, 4 means agree, and 5 means highly agree, to gauge the participants' degree of satisfaction with each of the thirty questions. Respondents' thoughts and feelings on the four main research questions were laid forth in the parts that followed. After some time, in an effort to clear things out, the answers were reorganised into three categories: disagree, neutral, and agree (Figures 1 to 5).

Table 1: Facet 1-Job Characteristics

No.	Facet 1: Job Characteristics (JC)	Disagree	Neutral	Agree
1	I am comfortable with my fringe benefits	40	5	5
2	I am comfortable with the promotion opportunities available	40	8	2
3	The promotion procedures used by my employer are fair	40	8	2
4	I feel fairly paid by my employer	48	2	0
5	I am satisfied with the bonuses I receive from my employer	42	8	0
6	I am comfortable with my future incomes	43	7	0
7	I feel satisfied with the rewards I get for doing a good job	41	9	0
8	I feel satisfied with opportunities for training and professional development	39	9	2
9	I am satisfied with the in-service training opportunities available	39	11	0
10	I am happy with the appreciation I get from my employer for the contributions I make to the school	43	7	0
11	I am satisfied with opportunities to attend seminars	44	6	0
12	I feel happy with the present fringe benefits	42	8	0

Table 2: Facet 2- Social Benefits

	Facet 2: Social Benefits (SB)	Disagree	Neutral	Agree
13	I feel satisfied with the recognition I have in the community	36	12	2
14	I am happy with the cooperation I receive from workmates	7	3	40
15	I enjoy much freedom in my workplace	8	4	38
16	I am happy with the cooperation I receive from the management	6	4	40
17	Teaching is an interesting job for me	4	7	39

18	I am happy with the autonomy that I have in making decisions about my daily tasks	21	6	23
19	I am satisfied with the regulations and laws that protect me from dismissal	13	26	11
20	I feel satisfied with the professional ability to do my job	14	24	12
21	I enjoy collegial relationships with fellow teachers	6	4	40

Table 3: Facet 3-Mindfulness of The Job

	Facet 3: Mindfulness of The Job (MJ)	Disagree	Neutral	Agree
22	My colleagues value my contribution to the school	8	6	36
23	I am satisfied with the school's physical working environment	42	4	4
24	Teaching provides me with an opportunity to use all my skills	39	7	4
25	Teaching is a challenging job for me	38	10	2

Table 4: Facet 4-Supportive Administration

	Facet 4: Supportive Administration (SA)	Disagree	Neutral	Agree
26	I am satisfied with the support I received from school administrators	6	2	42
27	I am satisfied with the care I receive from administrators	6	8	36

Table 5: Facet 5-Intention to Remain in The Job

	Facet 5: Intention To Remain In The Job (IR)	Disagree	Neutral	Agree
28	I do not intend to look for another well-paying job in the education sector	32	16	2
29	I would not like to be transferred to another school	24	20	6
30	I do not intend to change profession	40	6	4

A thorough observation of the responses was inevitable to find answers to research question one. Items on the JSS questionnaire were classified into the five facets/dimensions of job satisfaction, as suggested by Spector [18].

5.3. Job Characteristics

This component was examined by twelve items in the survey instrument. Among these factors were the following: monthly salary, bonuses, chance to advance in one's career (via in-service training, seminars, and workshops), chances to earn recognition and praise from one's employer, and so on. Among the 12 questions on this aspect, the researcher found that 42 out of 50 individuals were dissatisfied, while 81% were unsure or neutral about their feelings toward it. On the other hand, just 3% of the total participants (three people) expressed satisfaction with the feature (Figure 1).

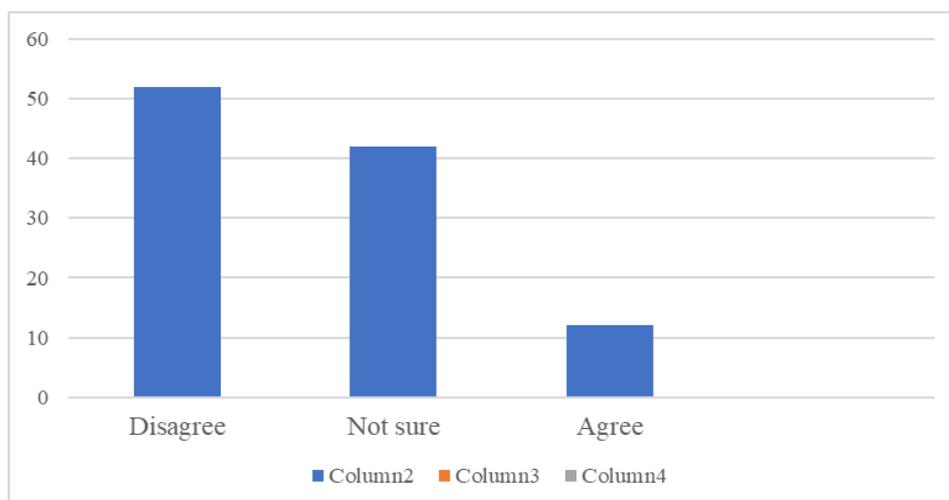


Figure 1: Job characteristics Bar Chart

5.4. Social Benefits

The nine items that made up the job satisfaction survey assessed the social benefits aspect of the employment. Community recognition, workplace cooperation, independence and autonomy, support from school administration, decision-making authority over day-to-day work, job stability, competence in performing duties, current level of responsibility, and collegial relationships were all factors. The average number of participants who expressed high satisfaction by agreeing with all nine items on this aspect was 31, or 62% of the total. A total of nine individuals, or 18% of the total, expressed low satisfaction, while 20% expressed uncertainty. See the breakdown in the pie chart down below (Figure 2).

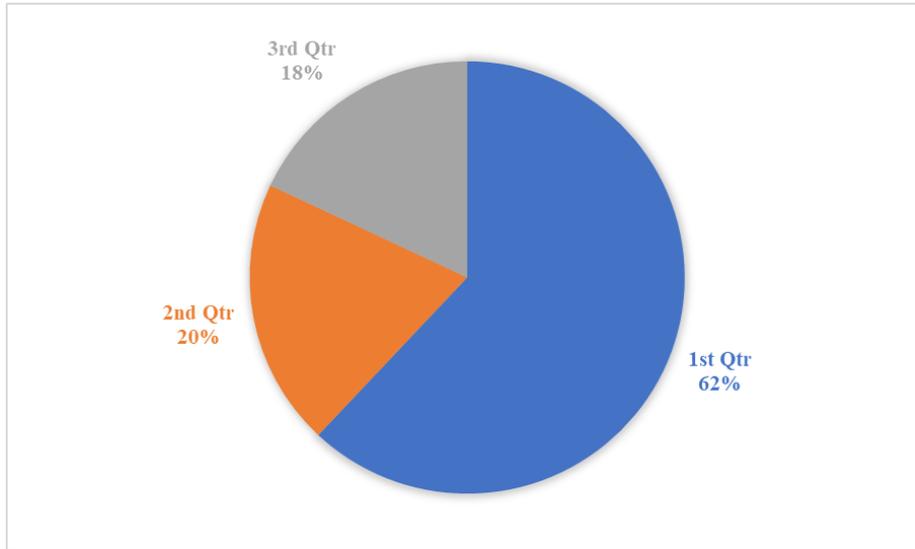


Figure 2: Social Benefits Pie Chart

5.5. Meaningfulness of the job

"Teaching gives me the opportunity to use all my skills," "My colleagues recognise my contribution to the school," "I am content with the school's physical environment," and "Teaching is a demanding job to me." These were the four components that made up this component.

The researcher discovered that 31 participants indicated low satisfaction by disagreeing with the four items on this facet, representing 62%. In contrast, 12 indicated they were unsure (Neutral), with 26% indicating satisfaction. The bar chart below demonstrates the findings (Figure 3).

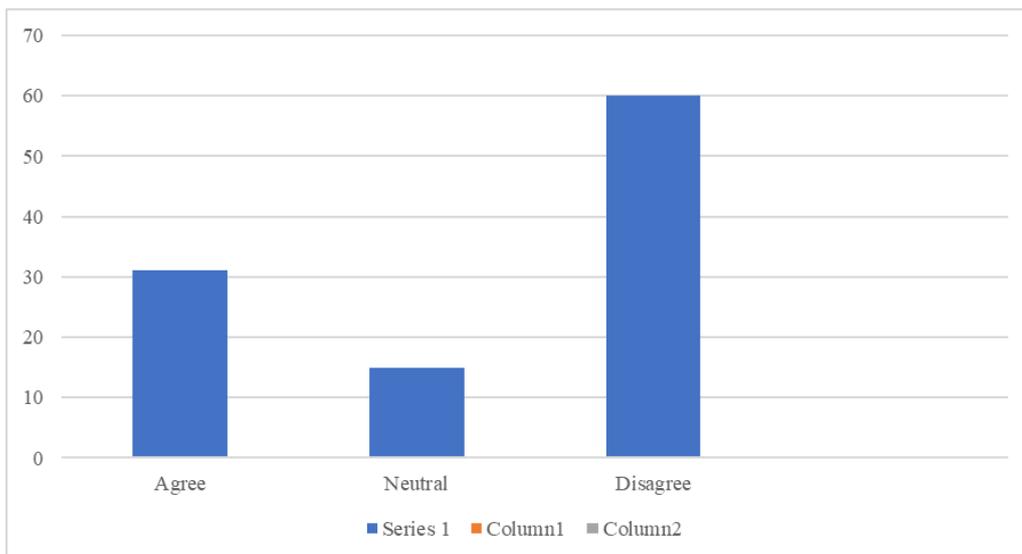


Figure 3: Meaningfulness of the job

5.6. Supportive Administration

Two job facets measured this variable: “I am happy with the support I receive from administrators” and “I am satisfied with the support I get from school administrators.”

On average, it was discovered that 42 participants (84%) indicated satisfaction with this job dimension, while 4 participants (8%) indicated low satisfaction, and the remaining 4 (8%) were not very sure about this dimension (Figure 4).

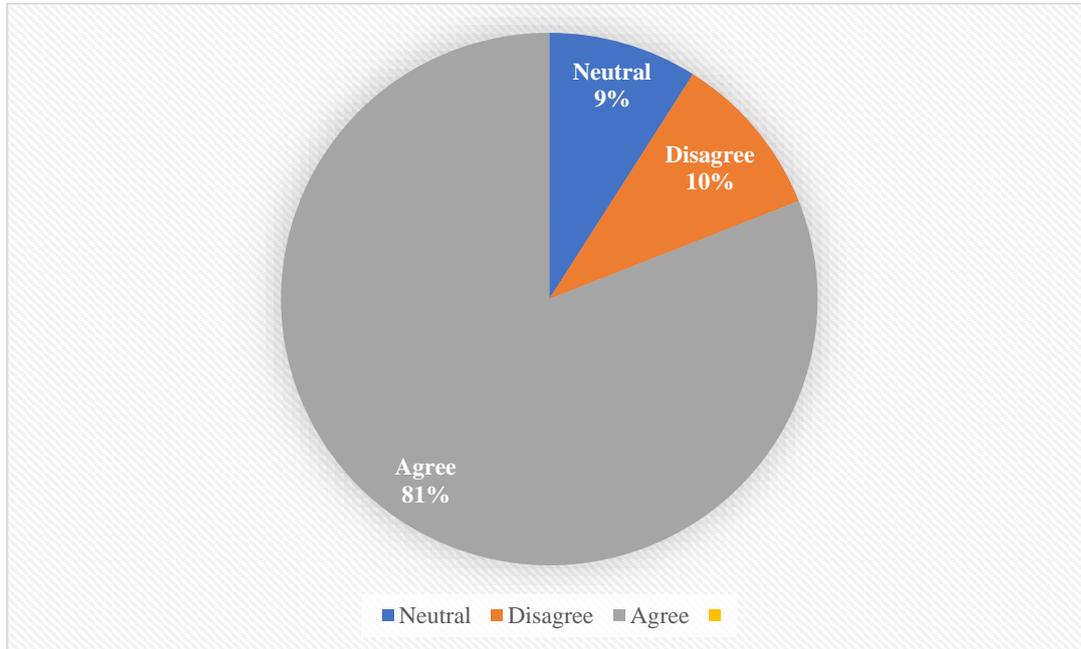


Figure 4: Supportive administration pie chart

5.7. Intention to remain on the job

I would prefer not to be transferred to another school, "I am not intending to change professions," and "I do not want to hunt for another well-paying teaching position in the education sector." These three things made up the intention to remain on the job dimension in the Job Satisfaction elements. Respondents' plans to stay put on the job were gauged by these questions. A bar chart showing the results is below (Figure 5).

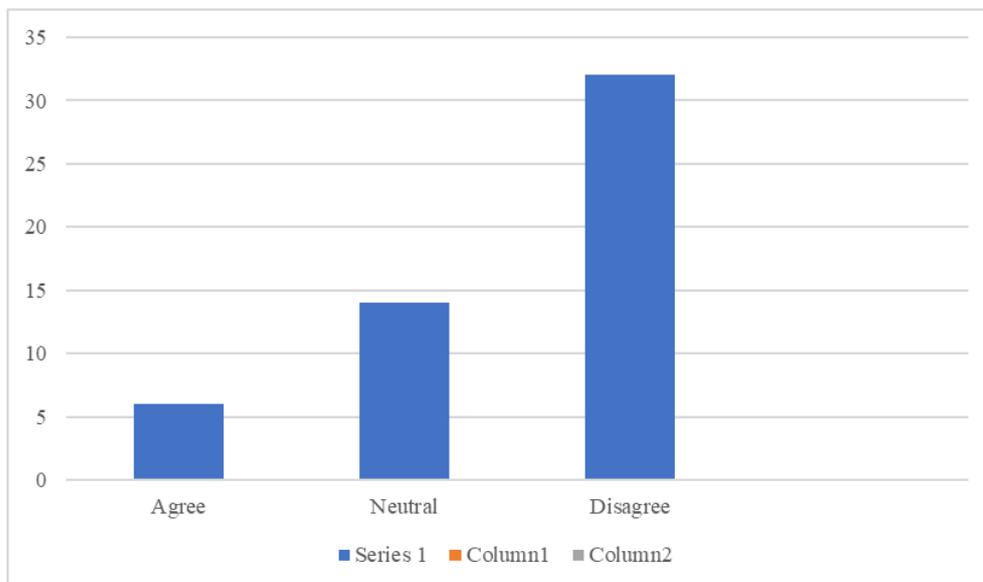


Figure 5: Intention to remain

The majority of participants planned to leave teaching altogether, switch careers, or transfer to a school with better salary, according to the study's author (moving to private schools). One thing to note is that out of the three statements, 32 participants (or 64 percent) disagreed, and 14 people (or 28 percent) were unsure, indicating low satisfaction on this dimension (Neutral). In contrast, just four people (or 8% of the total) expressed contentment with this aspect.

Results showed that elementary math teachers in Lilongwe's Central Region were content with their jobs' societal advantages and the support they received from administrators. Nonetheless, the findings show that the majority of these educators were extremely unhappy with the nature and significance of their work, and they had no plans to stay.

What is the difference between the number of mathematics teachers intending to remain in the teaching profession and those who want to leave but have not left for some reason?

The research question sought to explore the degree to which primary mathematics school teachers were willing to either remain or quit the teaching profession, bearing in mind their satisfaction or dissatisfaction. The question was easily answered statistically, as shown in the bar graph below (Figure 6).

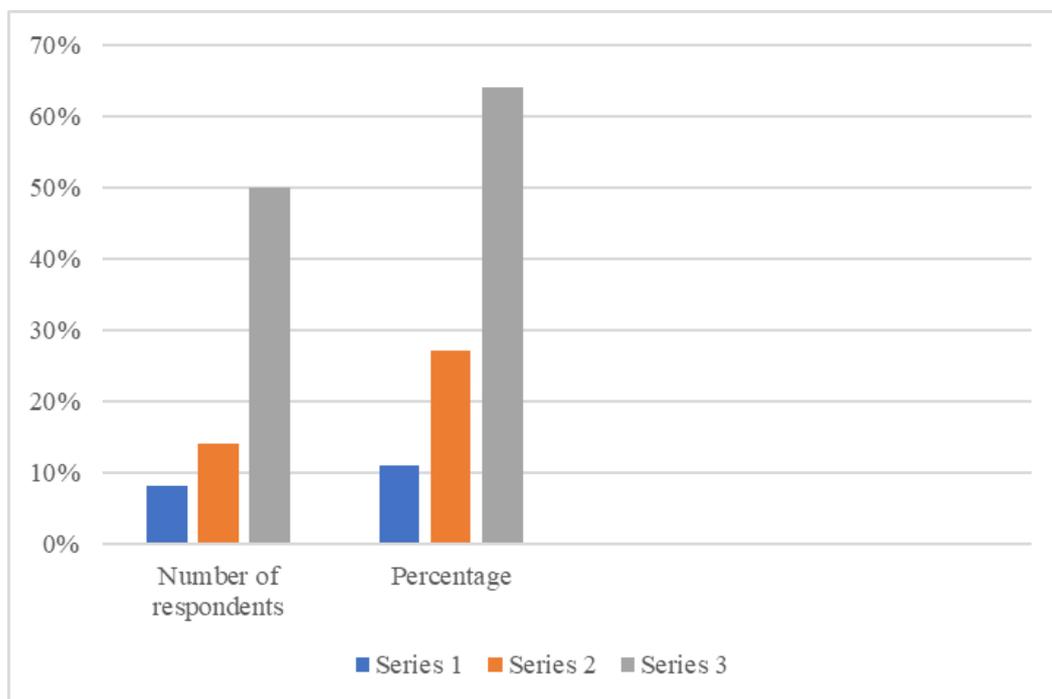


Figure 6: Intention to remain versus intention to quit

Of 50 teachers interviewed, 32 indicated they were ready to quit the profession should opportunities arise elsewhere or transfer to other well-paying schools. This represented 64 % of the population sample. However, 14 interviewed participants indicated they were unsure whether they could leave the profession, representing 28% of the population sample. In comparison, 4 participants indicated they did not intend to leave, representing 8% of the sample population.

What are the possible causes for primary mathematics school teacher retention problems in Central Region, Lilongwe?

The research question sought to explore possible causes for primary mathematics school teacher retention problems in the area of study (Central Region, Lilongwe). All the respondents were expected to indicate what they thought were the possible reasons for teacher retention problems in the School District. The indicated causes are in the bar chart below (Figure 7).

The respondents believed that poor salaries for primary mathematics school teachers were the leading cause of teacher retention problems in the area 94% followed by poor accommodation 90%, poor working conditions 83%, overloading 77%, geographical isolation 65%, lack of respect from community 57% and lack of resources 52%. Some possible causes for the same problem have not been included in the table for their poor rating in terms of percentage of their frequency.

Poor Salaries: It was discovered that teachers were underpaid, topping the list. This was evidenced by the fact that 94% of respondents indicated they were poorly paid.

Poor working conditions: Affects teacher retention. The study indicated that 83% of the respondents indicated that they generally work under poor conditions.

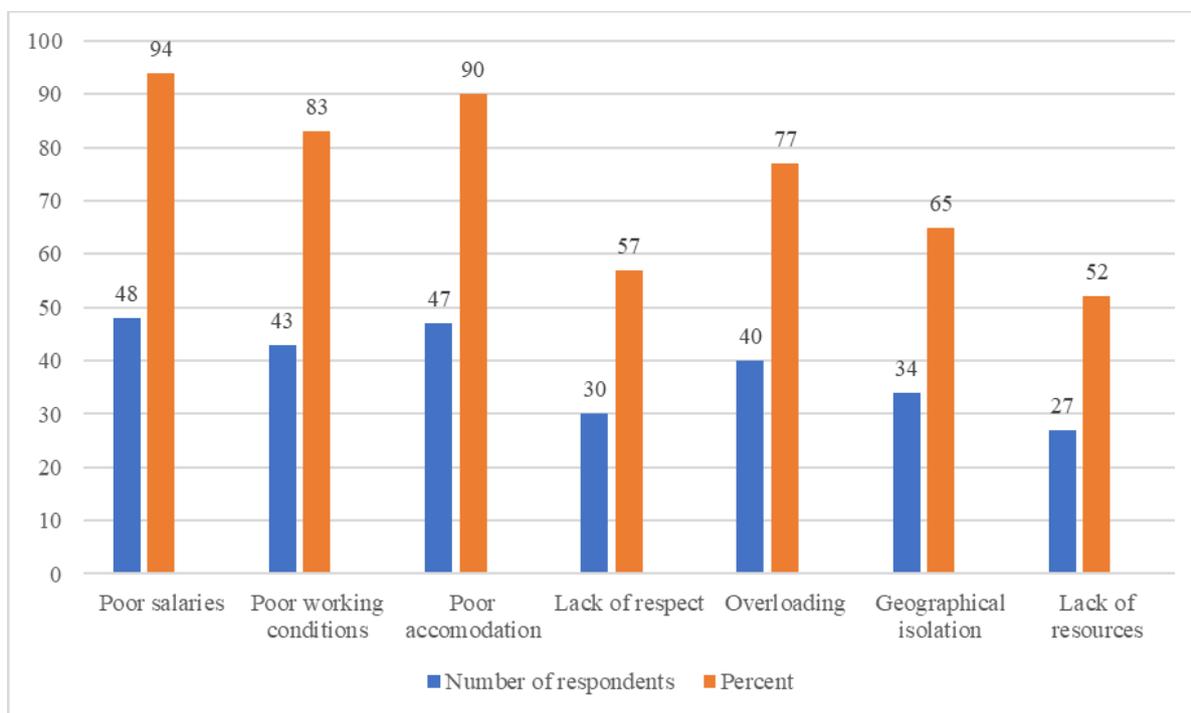


Figure 7: Possible factors for teacher retention problems

Lack of Respect: Respect is an important value that every human commands in one way or another, and so too with professions in which teaching is unexceptional. Kadzamira [10] states that teaching was a much sought-after profession, but in a flash, it is widely regarded as the employment of last resort.

Overloading: According to findings, 78% of the respondents indicated that they were overloaded. Asamoah [2] argues that teachers whose supervisors allocate a large workload up to the point that the teacher develops feelings of being overworked and may slowly develop dissatisfaction.

Geographical Isolation: According to the findings, 65% of the respondents indicated they were geographically isolated. In agreement with the findings, teachers from the study area sometimes struggle to find essential services like good water.

Lack of Resources: According to statistics, this factor was rated the least among the seven factors: 52% of the respondents pointed out it as the cause of retention problems. Lack of resources has also been reflected in the works of Akyempong [1], who argues that a teacher with all resources at their disposal would feel happier and more satisfied than someone who does not

6. Discussion

The study intended to determine the extent to which job satisfaction of primary mathematics school teachers relates to their retention in Malawi, Central Region, Lilongwe.

What is the level of satisfaction of primary mathematics school teachers in Malawi, Central Region, Lilongwe based on the Job Satisfaction Survey (JSS) Questionnaire?

The purpose of the question was to gauge the level of satisfaction with several facets of the respondents' occupations; their answers reflected the amount to which they were content with each area. Teachers reported a fair level of satisfaction with the social advantages of teaching as one of the aspects of their jobs that contribute to their overall work satisfaction, according to this survey. Workplace autonomy, rules against termination, and support from superiors and coworkers all made up this aspect of their employment. The majority of respondents expressed satisfaction with this dimension, but they did not express complete satisfaction with all of its elements.

For example, respondents overwhelmingly refuted the item they valued and were satisfied with their recognition in the community. 36 out of 50 respondents disagreed with this aspect, 12 were not sure (Neutral), while only two indicated that they were satisfied with community recognition of their profession. This agrees with what Kadzamira [10] says in the literature review above: that the perception of most stakeholders is that the teaching profession no longer commands high status and teachers are undervalued by society, which again demotivates those serving teachers.

Secondly, respondents indicated that they were satisfied with the support from their administrators. On average, 42 participants indicated that they were satisfied with this dimension. Although the researcher is skeptical about this finding, which suggests that respondents might have feared rebuking their administrators, the result still reveals the cordial relationship between school administrators and the teachers in the study area. This is supported by what Akyempong [1] says when he argues that sometimes increased teacher dissatisfaction might result from poor relationships with the supervisor, the school head, in this case.

Teachers of elementary mathematics in Lilongwe reported high levels of satisfaction with the SA job dimension, according to the current research. Teachers report higher levels of work satisfaction when they feel supported and cared for by their leadership, according to previous research. On the flip side, Herzberg's Two Factors Theory posits that unhappiness with administration and supervision are the root causes of work discontent [8]; [17], which is at odds with these findings. Results showed that students felt cared for and supported by school administrators and direct supervisors.

Other aspects of the employment, however, were found to be unsatisfactory by the participants in the survey. As an example, the respondents were quite unhappy with the aspects of the job itself. Around half of the people who took the survey were unhappy with this aspect. Fringe benefits, bonuses, monthly compensation, chances for advancement, promotion procedures and processes, in-service training, and professional growth were all items that fell under this category. Actually, the survey found that half of the participants were unhappy with their pay, which goes to show how important salary is when it comes to being satisfied with one's employment. Not only that, but the goods falling under his dimension were met with resounding dissatisfaction from the responders. According to Robins and Judge [17], workers are satisfied with their jobs when they have opportunities to learn and grow in their roles, receive competitive pay, and participate in professional development opportunities like seminars and workshops.

7. Conclusion

The study intended to determine the extent to which job satisfaction of primary mathematics school teachers relates to their retention in the Central region of Lilongwe. The first research question investigated the extent to which the primary mathematics school teachers in Lilongwe were satisfied with the different aspects of their jobs. Statistics revealed that primary mathematics school teachers from the study were satisfied with the social benefits of their jobs and the support they got from their administrators. However, the results also indicate that most of these teachers were very dissatisfied with the characteristics of their job and the meaningfulness of their job, and they did not intend to remain on the job. The conclusion that one gets here is that primary mathematics school teachers from the area of study were not entirely happy with their jobs owing to their dissatisfaction with three out of five job satisfaction dimensions or facets.

The second research question sought to explore the degree to which primary mathematics school teachers were willing to either remain or quit the teaching profession, bearing in mind their satisfaction or dissatisfaction. The results indicated that 62% of the respondents were ready to either quit the profession should opportunities arise elsewhere or they were ready to transfer to other well-paying schools. The results implied that there was certainly an issue for concern here. An individual who is unhappy with their job cannot work as expected in most cases, resulting in frustration, which amounts to boredom. If it reaches this extent, the learners are most affected if the individual in question is a primary mathematics school teacher.

It was discovered that poor salaries for primary mathematics school teachers were the leading cause of teacher retention problems in the area, followed by poor accommodation, poor working conditions, overloading, geographical isolation, lack of respect from the community, and lack of resources. The results fully support the situational occurrences theory, which, among other things, states that job satisfaction is determined by two factors: situational characteristics and situational occurrences.

7.1. Recommendations

The study's findings demonstrate an urgent need for policymakers to recognize that educational quality is largely related to teacher job satisfaction. Teacher satisfaction is, unfortunately, a critically ignored factor in education policy-making. For example, none of Malawi's Ministry of Education, Science, and Technology (MoEST) 's three strategic objectives address teacher satisfaction. However, no one can ignore that improving teachers' working environment is a central component of effective policy-making.

According to the study, instructors are more likely to stay on the job if they find their work relevant than if they are more concerned with the specifics of their employment. Policymakers and school administrators, according to the researcher, need

to focus on these two aspects of teaching jobs in particular if they want to keep instructors around. More importantly, the findings showed that the majority of educators have no plans to stay in their current positions. This suggests that if the two aspects of the job were to be improved, it would have a beneficial effect on teachers' intentions to stay on the job and the profession as a whole, whereas a negative effect would cause them to consider leaving or quitting.

There has been very little research on teachers in rural areas, despite the fact that there has been some continuous study on teachers' job satisfaction in certain Malawian literature. Children in Malawi could have easier access to better education if we knew how to help rural educators. It is imperative that quantitative researchers collect data on additional aspects that contribute to teacher satisfaction and use more accurate measures of teacher satisfaction in this situation.

The study also found that teachers were extremely unhappy with their pay. Surprisingly, the administration appears to be ignoring this widespread concern among Malawian educators. The researcher concludes that the current situation of primary school teachers relocating to Mozambique might be avoided if the government followed the salary structures of neighbouring nations.

No educator is or ever will be a technician; rather, they are multi-faceted experts whose demands are wide and varied. People tend to believe that instructors who are happy in their jobs are also good educators. So, for the sake of both teachers and students, the goals of Malawi's Ministry of Education, Science, and Technology (MoEST) should prioritise teacher happiness and minimise student unhappiness.

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Ethics and Consent Statement: The consent was properly obtained from the institution and all others during data collection, with approval and consent being received.

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