

**AN ASSESSMENT ON LOCAL GOVERNMENT AUTHORITIES IN
MAINTAINING PRIMARY SCHOOL TEACHERS WORKING AND
LIVING CONDITIONS: A CASE OF LOCAL GOVERNMENT AUTHORITY
IN TANGA CITY COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF
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CERTIFICATION

The undersigned certifies that have read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled “Assessment of Local Government Authorities in Maintaining Primary School Teachers Working and Living Conditions: A Case of Local Government Authority in Tanga City Council” in fulfilment of the requirements for the degree of Master of Human Resource Management.

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DECLARATION

I, Abdallah Mrua Masoud, do hereby declare that this work is my own work and it has not been submitted to any higher learning institution such as college and University for academic creditor or any other award.

DEDICATION

I dedicate this work to my ever supportive precious wife, Habiba Hassan Daffa and especially to my little Son, Dr. Yasir Abdallah Mrua, who has been deprived of fatherly love during the period of my study.

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ABSTRACT

This study aimed at assessing the contributions of local government authorities to primary school teachers at places of work and finding the consequences of improper awareness on living and working conditions with specific reference to public primary schools. Tanga City Council was taken as the area of study. In the study, both random and purposive sampling techniques were used and the three data collecting methods of interviewing, questionnaire and structured personal observation were applied. The study revealed that 74.7% of the employees said that local government authorities can contribute much to poor working and living conditions of primary school teachers and 85.6% of the employees said that insufficient budget to primary education can hinder the improvement. The study reveals that working and living conditions of primary school teachers can have both negative as well as positive impact on school performance. In order for local government authorities to improve the working and living conditions of primary school teachers that will enhance school academic performance, it is suggested that the local government authorities should sensitize their employees by assigning enough budget to primary education which will increase motivation to primary school teachers.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CED	City Executive Director
CEO	City Education Officer
CM	City Mayor
H&S	Health and Safety
HIV	Human Immunodeficiency Virus
HRO	Human Resource Officer
LG	Local Government
LGA	Local Government Authority
LGAs	Local Government Administrators
OSH	Occupational Health and Safety
OSHA	Occupational Safety and Health Authority
PORALG	Prime minister's Office Regional Administration & Local Government
PSRP	Public Service Reform Program
PST	Primary School Teacher
TSD	Teacher Service Department
TSDO	Teachers Service Department Officer
WEO	Ward Executive Officer
WHO	World Health Organization
WHS	Workplace Health and Safety
WRS	Work Related Stress

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Health and safety management in term of working and living conditions is an area concerned with protecting the safety, health and welfare of people engaged in any work around the world. (Cohen 1983). The goals of health and safety management programs in any organization include fostering a safe and healthy work environment. Health and safety management may also protect family members, employers, and many other who might be affected by the workplace environment. (Bacharach at el, 1986).

In order to improve productivity among other things, health and safety of all workers are needed to be considered of high priority. In order to achieve this, a joint effort between the Government, Employers, Employees, general public and other stakeholders is needed.

During the last half of 1980's, the attention of educational reformers in United States moved from raising academic standard and restrict the accountability of educators to improve the quality and productivity of public school teachers (Wilson and Corcoran, 1988). The aim of this matter is to protect the work and living condition of the workers. The physical conditions are also important in schools; this can influence the climate and the characters of the school and its program. (Bacharach at el, 1986). Like everyone else around the world, teachers want to feel safe and secure; they want

to have usable and comfortable work space. As the local authority act as employer, it may give a direction concerning the health and safety of persons. Under section 29(5) of the Education Act 2002 of United States of America, governing bodies of such schools must comply with any such direction from the local authority (Hallinger and Murphy 1986).

Occupational Safety and Health Agency in Tanzania was also officially launched on 31st August, 2001. It has been set up with the aim of improving the working and living conditions of the workers, and of workplaces. (OSH, 2001)

However in world working populations including primary school teachers are exposed to several new stress factors as a consequence of globalization including the fast growing of construction and mining sectors. In addition to the well-known traditional hazards, new problems of information technology, technology on an atomic or molecular scale, biological risks and the exploitation of biological processes for industrial and other purposes, especially the genetic manipulation of micro-organisms for the production of antibiotics, hormones, chemical risks, new organization of work and psychological stress are encountered by workers, managers and the experts.

All these problems require new strategies; new approaches and new competencies. The aim of the Researcher was to assess on Local Government Authorities in maintaining primary school teacher's working and living conditions in Tanga City Council.

1.2 Statement of the Problem

In United Republic of Tanzania as in many other countries in Africa make efforts to improve the quality of Education in primary schools. Also the planners and policy makers realize the important task which playing by teachers in achieving quality education.

And for the issue of Tanzania mainland Local Government is there to make sure that quality education are moving forward (PO-RALG, 2013). However the living and working condition of teacher have not improved the same to their work. Poor motivations including Low salaries, Lack of teaching and learning materials, working conjunctions, poor infrastructure, poor housing, unacceptable pupils' behavior as well as lack of health and safety awareness lead to physiological, psychological and behavior stress as the result poor working performance hence poor academic performance. (Bennell and Mukyanzi 2005).

Despite the local government efforts to ensuring maintenance in primary school teacher living and working conditions through increment and other motivations the problem of living and working conditions among primary school teachers is still exiting (Sumra, 2005).

Therefore study wishes to find out the contributions of local government authorities in maintain primary school teachers working and living conditions by increasing the motivations at workplaces. Motivation could be an important mechanism to ensure adherence to better performance at the school.

1.3 Objective of the Study

1.3.1 General Objective

In general, the study intended to assess the Local Government Authorities in maintaining primary school teacher's working and living conditions.

1.3.2 Specific Objectives

In this study the specific objectives were;

- i). To find out the contribution of local government authorities to primary school teachers' working and living conditions at workplace.
- ii). To examine the challenges towards local government authorities in addressing poor living and working conditions of primary school teachers at workplace
- iii). To explore how local government authorities eradicate poor working and living conditions of primary school teaches at workplace.

1.4 Research Questions

1.4.1 General Research Question

- i). How local government authorities maintain primary school teachers' working and living conditions?

1.4.2 Specific Research Questions

- i). To what extent do local government authorities understand the working and living conditions of primary school teachers at workplace?
- ii). What are the factors hinder local government authorities in addressing poor living and working conditions at workplace?

- iii). Is there any measures taken by local government authorities in solving poor working and living conditions of primary school teacher?

1.5 Significance of the Study

The study aimed to help the local government authorities, policy and plan makers, and other educational practitioners to understand the importance of motivations to employees in building better performance in the institutions. Also to understand the effects of poor working and living conditions to institutional performance and also to improve the capacity building to employees as well as administrators in order to create awareness at workplace.

1.6 Organization of the Dissertation

This research report organized into five chapters. Chapter one is concerning with introduction of the study, Chapter two deals with literature review on the theoretical framework and empirical data, Chapter three covers the research methodology, chapter four deal with Data presentation, analysis and discussion of findings and chapter five deal with Summary, Conclusion and Recommendation of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Chapter Overview

This chapter dealt with review of various literatures basing on the assessment on LGA in maintaining primary school teachers living and working conditions. The chapter starts by operational definitions, followed by review of various related theories, review of various empirical studies, demonstration of knowledge gap and conceptual framework.

2.2 Operational Definitions

Local government: According to LG Act No: 11 of 1984, Local government is a district, township authority or village or any other urban council to which the act apply. However, in this study the researcher used the following definition as the guide; local government is administrative area whereby local people are the controller of the social- cultural, economic and political matters of the specific area.

Primary school teacher: Primary school teacher is a teacher in primary school (Collins, 1819.) However, in this study the research used the following definition as the guide; Primary school teacher is a qualified person/teacher undergoes training in teaching primary level from standard one up to standard seven.

Working conditions: Working conditions is a conditions in which an individual or staff works, including but not limited to such things as amenities, physical

environment, stress and noise level, degree of safety or danger and the like (business dictionary, 2014.). In this study the following definitions was used as a guide; working conditions means the conditions of the working environment.

Living conditions: Living conditions refers to circumstance of a person's life-shelter, food, clothing, safety and access to clean water. (Stack exchange, 2014.). The study used the following definition as a guide; Living conditions means the condition of the living environment.

Health: Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO, 2013). This study used the following definition as guide; health is a physical and mental fitness of the human being.

Safety: Safety is the state of being "safe", the condition of being protected against physical, social, spiritual, financial, emotional, occupational, psychological, educational or other types of consequences of failure, damage, error, accidents, harm or any other event which could be considered non-desirable. (Free encyclopedia, 2014). The study used the following definition as a guide; safety is a state of being safe from environment surrounding human being.

Management: Management is the process of ensuring that an organization or company is able to operate in both the immediate and near future. (Saunders, 2009). This study used the following definition as a guide; management means the situation

of controlling, directing and leading people both immediate and near future.

Health and safety management: Health and Safety Management it can be defined as organized effort and procedures for identifying workplace hazards and reducing accidents and exposure to harmful situation and substance. (Business dictionary, 2013). The study used the following definition as a guide; Health and safety management means controlling workplace hazards for better performance.

Workplace: Workplace is the physical location where someone works such as place can range from a home office to a large office building or factory. (Business Dictionary, 2013). The study used the following definition as guide; workplace means is the working areas whereby employees/employers perform his/her daily duties

Occupational safety and health (OSH): Occupational Safety and Health (OSH) also referred to as Occupational Health and Safety (OHS) or Workplace Health and Safety (WHS) is an area concerned with protecting the safety, health and welfare of people engaged in work or employment. (Free encyclopedia, 2013). According to this study the following definition used as guide; occupational safety and health means the safety and health of human being at workplace.

Administration: Administration is a group of people who manage the way a company, school, or other organization function. (Merriam-Webster, 2014). The study used the following definition as a guide; administration means to administer people/employees at workplace.

Administrator: Administrator is a person who administers, especially one employed to manage the affairs of government, business, institution etc. (Free dictionary, 2014). The study used the following definition as a guide; Administrators is a people who manage the institution for better performance.

2.3 Theoretical Literature Review

This part addresses various theories concerning living and working conditions which based on motivation, also explained the source of these de-motivated and how to encourage desirable and discourage undesirable ones. These theories include.

2.3.1 Herzberg's Two Factor Theory

This theory was proposed by Frederic Herzberg (1959). According to this theory there are certain factors in workplace that cause job satisfaction, while a separated set of factors cause dissatisfaction. There are several ways that can be done but some of the most important ways to decrease dissatisfaction would be to pay reasonable salaries, to ensure employees job security, and to create a positive culture in the workplace. According to Herzberg, hygiene factors are what can cause dissatisfaction among employees in a workplace therefore he suggest that in order to remove dissatisfaction in a work environment, these hygiene factors must be eliminated hence performance will be improved.

2.3.2 Maslow's Hierarchy of Needs

The father of this theory is Abraham Maslow (1943) which based on motivation of human being. This psychologist believed that all people have needs to be satisfied,

and that they will work towards satisfying those needs. Need is what a person requires therefore Maslow assume that these needs could be arrange according to their importance in series of steps known as Maslow's hierarchy of needs which start by physiological need, safety need, social need, esteem need, and self-actualization need, therefore Maslow suggest that in order people to be satisfying with his/her job he or she must meet his/ her needs hence increasing motivations.

2.3.3 Adam's Equity Theory

Adam's equity theory (1963) that reported by Huseman (1987) is the theory that tries to explain the relational satisfaction in term of perceptions of fair/unfair distribution of resource within interpersonal relationships. People seek to maintain a balance between their inputs and outcomes they receive, also in relation to the outputs to others. Ttherefore it suggested that fair treatment create motivation to employees hence high performance to the institutions. Therefore morality should create by fair distribution of resources within interpersonal relationships.

2.4 Empirical Literature Review

This part discussed on the empirical studies which have been done by various schools (researchers) on the contribution of local government authority in maintaining the working and living conditions (Occupational safety and health) among primary school teachers universally. These include the followings:

Rogers and Vegas (2009) in their research titled "Reducing teacher absence and providing incentives for performance." The study conducted in United States of

America. Rogers and Vegas show the contribution of local government authority in ensuring good primary school teachers working and living conditions through various motivations such as increasing of salaries, building of school houses as well as other school infrastructures. However they found that the poor government and low level of accountability undermine teachers' incentives to attend school, many schools suffer from a lack of facilities, equipment, and text book, and many teachers are not well trained and not motivated. Some suggestive evidence from the United States finds exactly that this is one of the problems in New York District Schools.

Schieb and Karabenick (2011) in their research titled "Teacher motivation and professional development" the study conducted in United States of America. Also Schieb and Karabenick show the contribution of local government authorities on planning on how to handle the issue of poor working and living conditions of employees. However it seems that there are poor planned with little or no input or support from school leadership which is one of the factors that may perpetuate ineffective teaching practices. The study also explores the responses of teachers and school administrators to government accountability initiatives, and asses the leadership practices influence those responses.

Cameron, (2005) titled "management of occupational health and safety in local government" The study conducted in Germany. Cameron identified the contribution of local government authority in ensuring a good health and safety of employees, however local government authority cause poor living and working conditions of employee in Germany, this was due to lack of Local government (LG) awareness and

leaders are not committed to occupational safety and health (living and working conditions), also employees are not involved in occupational safety and health preventions activities.

Ramachandran et al (2005) in his study titled “Teachers motivation in India”. The study shows the contributions of local government authorities in motivate teachers working and living conditions such as school houses, salaries and other school infrastructures. Also Ramachandran reveal that most of rural schools and majority of urban schools in India managed by municipalities have poor infrastructures as the one of the contribution of local government to primary school teachers working and living conditions. The situation is far worse, any claims to quality education required. This shows that the government has not been able to meet the basic learning requirement at the primary stage nor implemented its own programmes.

Reche et al (2012) in their study titled “factors contributing to poor performance in Kenya certificate of primary education in public day primary schools.” The study conducted in Kenya. The researchers show the contribution of local government authority as the source of motivation to primary school teachers living and working conditions. In this study Reche and their fellows revealed the following causes for poor working and academic performance in Kenya are adequacy of learning resources, lack of teachers’ motivation.

Adedeji & Olaniyan (2011) in their study titled “improving the condition of teachers and teaching in rural school across African countries.” The study conducted in

Ethiopia. Adedeji and Olaniyan explained the contribution of local government authority that create poor teacher status, system failures and administration bottlenecks, poor infrastructures facilities in rural areas and inadequate preparation and training of teachers are among of the causes of poor living and working conditions in Ethiopia caused by local government authority. Therefore by rewarding teachers performance and provisions of both financial and non-financial incentives will help to improve this situation.

Jaiyeoba, (2011), in his paper titled “the primary school teacher’s knowledge of primary education objectives and pupils development.” The study conducted in Nigeria. Jaiyeoba focus on the contribution of local government authorities (LGA) to primary school teachers that has irregularity in payment of salaries, inadequate provision of teacher’s textbooks, and denial of further training in Nigeria.

Mukose, (2011) in his paper titled “The impact of poor working condition on teachers training in Uganda: a case study of primary school teacher in Kamuli district.” The study conducted in Uganda. Mukose focused on contribution of local government to teachers’ salaries, accommodation, staffing, the teacher/pupils ratio, and infrastructure, allowance and discipline in Uganda as the major issues which accelerate the stress to them and he suggest that, the Government should improve the salary, and this salary should provide teacher with means to ensure a reasonable standard of living and to invest in further profession development.

UNESCO (2007) in their study titled “World data in education.” The study conducted in Tanzania Mainland. The major problems faced by the education system

in Tanzania Mainland include dilapidated physical infrastructure caused by the local government especially in primary schools decreasing enrolment rates, high drop-out rates, and lack of teaching and learning materials as well as low morale among the teaching staff. In order to address these problems, the government has tried to increase the participation of local communities to supplement its efforts. However, as pointed out earlier, the resources required are large and community participation alone will not be sufficient.

Sumra, (2005) in his study titled “the living and working conditions of teachers in Tanzania.” The study conducted in Tanzania. Sumra explain the contribution of local government authority that caused the low status of teacher in community, teaching load, unavailability of teaching and learning resources, location of school, unacceptable pupil’s behavior. These entire de motivate teachers which accelerated to the stress in Tanzania. Also poor housing as well as poor healthcare is among of the factors which lead to poor working and academic performance.

2.5 Research Gap Identification

The above reviewed researchers generalize the factors contributed by the local government which lead to poor working and living conditions to all primary school teachers (private and government primary school teachers) as well as other government employees. Also did not say anything about administrators’ poor planning and policy in ensuring that living and working conditions of primary school teacher improved, measure to be taken in order to improve salary of primary school teacher thus why still Tanzania experience the problem of low salary to primary

school teachers especially in Tanga City council where it has been observed living and working conditions of primary school teacher not improved. Hence this shows that there is more to be done yet, one of the reasons being that many researches are conducted in different times and different environments by the scholars.

Also the reviewed researchers did not say anything about primary school teacher's awareness about working and living conditions and how they will overcome that problem. Also they did not show how local government authorities should do in order to improve administrator's awareness as well as primary school teacher's awareness about their living and working conditions as well as their rights and responsibilities.

Thus this study attempted to fill the gap by adding the new knowledge about the problem with new sites and new participants to replicate the knowledge more thoroughly so as to improve living and working conditions of primary school teachers which could result to good working and academic performance.

2.6 Conceptual Framework

Poor working and academic performance among primary schools can be favoured by many factors such as:

Local government Administrators: these are leaders in local government authorities, they have great role to ensure that primary school teachers working and living conditions improved. if the local government administrators fails to plan, putting poor policy in effective, lack of awareness concerning with living and working

conditions, lack of commitment as well as lack of accountability automatically the living and working conditions of primary school teacher will decline.

Primary school teachers: if primary school teacher aware about their health, rights and responsibilities as employees will reduce the problem of poor living and working conditions and vice versa is true.

Poor living and working conditions: poor motivations also are the main reason that leads to poor living and working conditions of primary school teacher these including low salaries, poor housing, poor healthcare, location of school, HIV/AIDS, lack of teaching and learning materials, unacceptable pupil's behavior as well as poor infrastructure facilities.

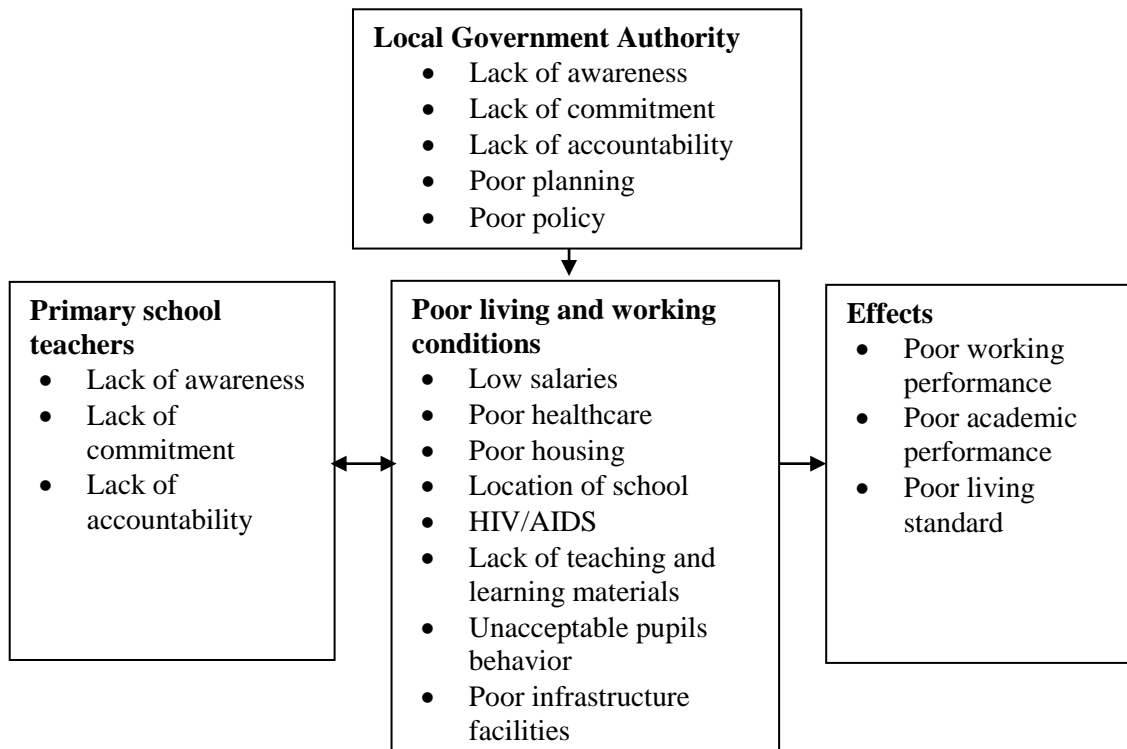


Figure 2.1: Conceptual Framework

Source: Anderson (2002) Adapted and Modified

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter identified the methodologies that were used to carry out the study. Research methodology is the way that used to solve the research problem. It is the science of studying how a research is done scientifically. The research design and methodology tried to set out the procedures for carried out the study and explained the reasons for using a particular method.

3.2 Research Paradigm

According to Saunders et al (2009) paradigm is a term frequently used in the social sciences, but one which can tend to confusion because it tend to have multiple meanings.

Therefore according this research, the researcher use the following definition as a guard, Paradigm is a way of examining social phenomena from which particular understandings of these phenomena can be gained and explanation attempted. The study therefore used Functionalist paradigm because it explained why particular organizational problem is occurring and developing a set of recommendations set within the current structure of the organizations current management.

3.3 Research Design

Research design has been explained by Kothari (1997) as a plan of action through which a researcher organizes his/ her activity from data collection, organization to

analysis. Designs in research tried to explain the data collection methods or research approach that is used in a study. It explained the different ways in which information is gathered for evaluation or assessment. (Gilani, 2011).

This study were used the case study design and local government authority was used as the case and it was comprised the collection of empirical data. To use single source was not impress the researcher because has a little advantage than to use many sources. To use different sources helped the researcher to have more explained data. A case study usually aims to bring out into particular situation and often stress the experiences and interpretations of those involved. It may accelerate new knowledge, explanations or hypotheses (Coe, 2002).

3.4 Target Population

Population refers to the complete collection of all elements to be studied (Triola 2001: 4). Or is a larger group of individuals or things which have one or more characteristics in common that are of interest to the researcher (Best & Kahn, 1998 and Kothari, 2003). For this study, the target population comprised all primary school teachers and local government administrators in Tanga city council.

The choice was based on the fact that each category possessed relevant information about the assessment on local government authority in maintaining primary school teachers working and living conditions. The target population for the study were 1376 employees this includes 1223 Primary school teachers and 153 Local government administrators.

These individuals were selected because they have the required information about living and working conditions of primary schools teachers.

3.5 Description of the Sample and Sampling Procedures

By using sampling techniques sample can be selected from a population and the selected sample therefore represent the whole population (Cohen *etal* ,2000).

The sample size comprised of 178 respondents from primary schools in Tanga city council and Local government authority. The sampled size based on Roscoe's (1975) rule of thumb for estimating the sample size Roscoe's contents that a sample size large than 30 and less than 500 are appropriate for most studies, and multivariate studies sample size should be several times larger than the number of variables in the study preferably ten times more therefore the respondents was includes 1 City mayor, 1 City Executive Director, 2 Human Resources Officer, 2 Teachers Service Department Officer , 2 City Education Officers, 12 Ward Executives Officers , and 158 Primary School Teachers.

The primary schools chosen in the study was obtained sampled randomly from all 79 government schools in Tanga City Council. Out of the 79 primary schools in Tanga City Council 2 primary school teachers from each school was obtain by using random sampling in which the researcher used pieces of paper written "AGREE" or "DISAGREE" in obtaining the required respondents teachers who picked the piece of paper written "AGREE" was taken into the sample to represent others teachers in the study. This technique was applied to all selected schools.

3.5.1 Sample Size

Sample size is the number of items to be selected from the population to constitute a sample. The sample size comprised of 178 from Local government authority in Tanga city council. The sampled size based on Roscoe's (1975) rule of thumb for estimating the sample size. Therefore in this study a sample of 178 respondents in Tanga City was included in the survey. This sample size was suitable to generalize results and to study the statistical relations between variables. Also, in this study a sample of 20 respondents were purposively selected among respondents sample and among of them 12 respondents was included in the interview. The following formula was used to obtain the sample size.

$$N = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N is the total number of primary school teachers and local government administrators = 1,376.

E is the acceptable error (the precision) = 0.07 (7%).

$$\text{Therefore } n = \frac{1,376}{1 + 1376 (0.07)^2}$$

$$n = 178$$

3.5.1.1 Purposive Sampling

Purposive sampling is the type of sampling procedure in which decision with regard to which item should be included or excluded in the sample rests on researcher's

judgement and intuition (Adam and Kamuzora, 2008). This method was specifically chosen because it is less expensive and quick for selecting a sample.

In this study purposive sampling was used to select 20 administrators this include 12 wards executive officers and 8 administrators from Tanga City council. Also, purposive sampling was used to select 12 respondents to be included in the interview and 8 administrators in questionnaires.

3.5.1.2 Simple Random Sampling

Simple random sampling is a probability sampling whereby all members in the population have equal chance of being selected to form a sample (Adam and Kamuzora, 2008). Simple random sampling was specifically chosen because, it ensures the law of statistical regularity which states that, if on average the sample chosen is a random one, then the sample will have the same composition and characteristics as the population (Kothari, 2004.).

Therefore, simple random sampling was employed to select 2 primary school teachers each from 79 primary schools in Tanga city council to be included in the study. The data were collected from 158 primary school teachers in 79 schools and 20 local government administrators.

3.6 Data Collection Methods

Primary and secondary data was collected for this study. Therefore data was collected from both two sources.

3.6.1 Primary Data Sources

Primary data was obtained by the use of interviews and questionnaires. Data related to Local Government Authorities, primary school teachers working and living conditions as well as their perception about their work also was gathered.

3.6.2 Secondary Data Sources

Secondary information from unpublished and published documents and reports from Local Government Authorities and other relevant organizations were collected to support primary data. As usually this kind of data saving cost and time during the research study and contributed much on what has been written on the title, Secondary data comprise a preliminary review of the relevant research and documentation gathered from different sources such as internet, books, journals, various reports and circulars from Local Government Authorities and the Ministry of education speech reports.

3.7 Data Collection Techniques/Instrument

Primary data instruments used comprised:

3.7.1 Interview

Interviewing is the process which involves talking to specific people and recording information, the researcher was employed interview to collect data from the respondents. The study used structured interview. The structured interviews were used to 12 Ward Executive Officers. The researcher used Kiswahili language in the whole process of conducting the interview so as to enable the respondents to be free

in expressing themselves without language barrier. Since Kiswahili will be known well than English language by the respondents.

The interview method was used because it was involved the discussion between the researcher and the respondents where by the researcher was be able to get different views, emotions and attitudes from the respondents, concerning factors contributing, barriers and suggested solution of the problem.

3.7.2 Questionnaires

The study were used both open-ended and close-ended types of questionnaire so as to enable the respondents to have freedom of expressing and alternative way of selecting the best answers.

Questionnaires were used to 1 City Mayor, 1 City Executive Director, 2 Human Resource Officer, 2 Teachers Service Department Officer, 2 District Educational officer, 158 primary school teachers from the 79 sample primary schools. Therefore the use of questionnaires method involves a total of 166 respondents.

3.7.3 Personal Observation (Non-Participating)

In this study the observation enables the researcher observed the contribution of LGA to living and working conditions of the primary school teachers and how it affect their working performance. This method was used because enables the researcher to check and get relevant information related to the research problem. It involves the use of structured observation by a researcher about indicators of poor

living and working conditions so as to obtain validity of information related to the problem.

3.8 Description of Data Analysis Procedure

Data processing and analysis was done according to the mode of data collection. Since this study employed both quantitative and qualitative data then, they use both quantitative and qualitative data analysis. In the case of quantitative data, the collected information was organized and coded. This was done deliberately to facilitate the data processing by using the computer packages. The software package called Statistical Package for Social Sciences (SPSS) was employed to analyse the data.

Data collected was tabulated by using SPSS together with the analysis of frequency counts and percent distributions. Cross-tabulation was used to analyse the relationship between variables.

Qualitative data were analyzed by using content analysis. Content analysis refers to a systematic research method for analyzing textual information in a standardized way that allows evaluators to make inferences about information (Crowley and Delfico, 1996). The interview was transformed into written summaries in order to condense the information for looking for special characteristics of messages relating to reasons for poor working and living conditions of primary school teachers among respondents. For evaluation purposes, the percentage analyses were conducted for example in calculating the percentage number of people who are primary school

teachers, number of female and male members and certain level of their income per month. The following formula could be used:

1. Percentage – to determine the magnitude of the responses to the questionnaire.

$$\% = n/N * 100$$

Whereby n – Number of responses

N – Total number of respondents

The questionnaire covered all the variables under the study. These variables were captured on a 5-Point likert scale ranging from, strongly disagree to strongly agree.

Responses were, recorded using the scale and then the numbers were converted into percentages. For example the researcher could say that 40% strongly agreed, 10% agreed, 5% were not sure 15% disagreed, and 30 % strongly disagreed.

The scale was as follows:

Table 3.1: The 5-Point Likert Scale

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strong Agree

Source: Field Data (2015)

3.9 Ethical Consideration in Research

The research took into consideration the ethical issues particular in a society in which the study was conducted by examining the culture of a particular target population. Moreover all questions which was asked or formulated in this study did not violate

the norms and customs of the society rather it respect the culture and its all components while ensuring that the study succeeded to bring about workable and applicable solutions and suggestions to the problem in Tanga City Council and all Tanzanian district at large.

Furthermore the researcher ensured that the information provided by the respondents and their names are kept as confidential.

3.10 Reliability and Validity of the Research Instruments

The validity of data refers to how well the instruments measure what they are supposed to measure (Triola, 2001). Validity of the data is important to assure the study findings were measured accurately by instrument used. On the other hand, reliability is the degree to which the instrument produces stable and consistent result (Phelan and Wren, 2005).

In quantitative and qualitative research validity and reliability has different meaning. As noted by Golafshani (2003) that, in both quantitative and qualitative research approach research need to be demonstrated as valid and reliable. Reliability in quantitative research ensures that the result is replicable while, validity ensures the means of measurements are accurate and they actually measure what they supposed to measure. In qualitative research validity and reliability is to eliminate researcher's bias and increase truthfulness of a proposition about some social phenomenon. Cronbach's alpha is a widely used statistical test for reliability of a measurement tool, described as a positive function of the average correlation between items in a

scale, and the number of items in the scale. In other words, the higher the average correlation among items in the scale, the lower the "error" or "unique" components of items in a scale, meaning that they are all measuring the same latent construct. Cronbach's alpha ranges in value from 0 to 1, and the rule of thumb is that a measurement tool should only be used if an alpha value of 0.70 or higher is obtained on a substantial sample - defined as having at least 30 respondents. Lower thresholds for Cronbach's alpha are thought to be found in the literature (Santos, 1999), and according to Garson (2005) a lenient cut-off of 0.60 is common in exploratory research. A purely statistical measure, Cronbach's alpha is therefore an appropriate measure to be pursued towards reliability in this instance as well in order to ensure reliability of the instrument and to build confidence that the instrument yielded consistent result. This was done by performing Cronbach's (1951) Alpha test. The final alpha values are shown in Table 3.4.

Table 3.2: Reliability and Validity Alpha Values

Variable	Primary school teachers knowledge	Local government administrators knowledge	Primary school teacher perceptions on local government authorities	living and working conditions knowledge
Alpha Values	0.740	0.808	0.419	0.788

Source: Cronbach's Alpha test (2015)

3.10.1 Procedure

The researcher obtained a letter of introduction from the Tanga Centre (Open University of Tanzania) which was used to introduce the researcher to Local

government authority and her employees (primary school teachers). This was done to assure respondents that information needed was meant for academic purposes only.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Chapter Overview

This chapter presents the research findings obtained from the field of study. It involves analysis and discussion of data which centered under the research objectives stipulated in chapter one. These research objectives include:

- To find out the contribution of local government authorities to primary school teachers' working and living conditions at workplace.
- To examine the challenges towards local government authorities in addressing poor living and working conditions of primary school teachers at workplace.
- To explore how local government authorities eradicate poor working and living conditions of primary school teaches at workplace.

4.2 Characteristics of the Respondents (Local Government Administrators and Primary School Teachers)

Characteristics of the respondents have been done by looking at their gender, average monthly income, and occupation.

4.2.1 Sex of the Respondents

Data in Table 4.1 below shows that the results of the finding of this study are not gender biased as selection of respondents has considered both males (51.2%) and females (48.9%) out of the total 178 respondents.

Table 4.1: Sex of the Respondents

			Sex.1.male	2.female	Total
			Male	Female	
Employment category 1. Local	Local government administrators	Count	13	7	20
		% of Total	65.0%	35.0%	100.0%
2. Primary school government administrator teachers	Primary school teachers	Count	78	80	158
		% of Total	49.4%	50.6%	100.0%
Total		Count	91	87	178
		% of Total	51.2%	48.9%	100.0%

Source: Field Data (2015)

The results symbolize that most of the male primary school teachers in Tanga city council are facing this problem of poor working and living conditions rather than female primary school teachers as well as other departments in local government authority within Tanga city council. However personal observation shows that female primary school teachers are many than male primary school teachers in problem facing Tanga city primary schools but most of them they do not see it as a great problem because they tried to engage in small petty business than male primary school teachers.

4.2.2 Monthly Income

Moreover, the findings revealed that the primary school teachers is mostly running their life with the average income of Tshs.250, 001 up to 400,000 and followed by those with income of TShs. 400,001 up to 100, 000, while in local government administrators is Tsh.400, 001 up 1,000,000, followed by1, 000,000 and above and 2500,001 up to 400,000 as shown in Table 4.2.

Table 4.2 Monthly Incomes

	250,001-400,000	400,001-1,000,000	1,000,001 and above	Total
Local government administrators	2	13	5	20
	10.0%	65.0%	25.0%	100.0%
Primary school teachers	140	18	0	158
	88.6%	11.4%	0.0%	100.0%
	142	31	5	178
	98.6%	76.4%	25.0%	100.0%

Source: Field Data (2015)

The results symbolize that most of the employees in primary schools (primary school teachers) in Tanga city council they have low salary which cannot fulfill their needs compared to other local government departments, also personal observation shows that primary school teacher suffer due to poor salary they receive from their employer (LGA).

4.2.3 Occupation of Respondents

The results by occupation in Table 4.3 shows that majority are primary school teachers followed by Ward executive officers, City education officer ,Teacher service department officer ,Human resource officer , City mayor , City executive director. All these participated in data collection.

The results symbolize that number of primary school teachers employed is greater compared to other departments in local government authority in Tanga city council. It has many employees than other departments, this lead to have insufficient working environment. Also the personal observation shows that the environments are not

conducive to many primary school teachers for working activities in Tanga city council.

Table 4.3: Occupation of Respondents

Primary school teacher	Ward executive officer	City education officer	Teachers service department officer	Human resource officer	City executive director	City mayor	Total
0	12	2	2	2	1	1	20
0.0%	6.7%	1.1%	1.1%	1.1%	0.6%	0.6%	11.2%
158	0	0	0	0	0	0	158
88.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.8%
158	12	2	2	2	1	1	178
88.8%	6.7%	1.1%	1.1%	1.1%	0.6%	0.6%	100.0%

Source: Field Data (2015)

4.3 Questionnaire Results

4.3.1 Factors Contributing To Poor Working and Living Conditions of Primary School Teachers

The aim of the research was to find out if the local government authorities are aware with the factors contributing to poor working and living conditions of primary school teachers. Through the use of questionnaire to 166 respondents conducted at different interval of time the findings answer the first specific objective which state that “*To find out the contribution of local government authorities to primary school teachers’ working and living conditions at workplace.*” The following evidence was given out by the respondents.

The table 4.4 below illustrates that 74.7 percentages of 166 respondents did agree that poor motivations and lack of training, lack of teaching material/ learning

materials and poor infrastructures, low salary and lack of fund, and lack of school houses do influenced much poor working and living conditions of primary school teachers. The respondents continued explaining that they found themselves in primary schools teachers lacked morality of working.

Also the findings indicated that 13.6 percentages of 166 respondents agreed that low salary and lack of fund on primary school teachers as among of the causes of poor living and working performance. It was agreed by respondents that many primary school teachers lacked an opportunity to have training and seminars concerning with their work and other important issues such as health and safety at workplace because of lack of fund in ministry of education. Lack such opportunity being eased to them to involve in disciplinary problems such as lack of accountability, commitment as well as awareness. Nevertheless, findings indicated that 0.6 percentages of 166 respondents agreed on lack of teaching/learning materials and poor infrastructures is one of the factors lead to poor working and living condition of primary school teachers, this shows that poor infrastructures facilities accelerated to poor working and living conditions of primary school teachers. And for that reason it shows that local government administrators has low awareness of primary school teacher's problem.

Yet 4.5 percentages of 166 respondents claimed that poor working and living conditions of primary school teachers was caused by poor motivation lack of training to the teachers. All these were influenced due to lack of same needs needed by primary school teachers which their employers were unable to fulfill due to lack of

awareness, commitment, accountability as well as poor planning and policy. Also the findings shows that 6.5 percentages of respondents do agree that lack of accountability and lack of awareness is the one of the factor cause poor living and working conditions. However 19.9 percentages of respondents did not answer the question which is equal to 12 respondents. The table below shows those percentages.

Table 4.4: Showing Respondents Factors Contributing Poor Working and Living Conditions of Primary School Teachers

	Primary School Teacher	Local Government Administrators	Total
Poor motivation and lack of training	5	2	7
	3.2%	1.3%	4.5%
Lack of teaching/learning material and poor infrastructure	0	1	1
	0.0%	0.6%	0.6%
Low salary and lack of fund	20	1	21
	13.0%	0.6%	13.6%
Lack of accountability and awareness	10	0	10
	6.5%	0.0%	6.5%
All of the above	112	3	115
	72.7%	1.9%	74.7%
	147	7	154
	95.5%	4.5%	100.0%

Source: Field Data (2015)

The results symbolize that there is lack of awareness to primary school teachers in Tanga city council. Some of the Local government leaders in Tanga city council understand the problem but due to the lack of awareness problem did not solved hence lead to poor working and living conditions to primary school teachers. In line with the LGA regarded as one of the factor for poor living and working performance of primary school teachers, there are other factors argued by other scholars as follows.

Thorndike's (1911) argues that law of effort explain that the previous action led to positive consequence, or rewards, individuals will have tendency of repeating such actions, whereby past action led to negative consequences or punishment individual would tend to avoid repeating them. Therefore lack of motivations such as low salary, poor housing, and lack of teaching and learning materials has accelerated much poor living and poor working performance of primary school teachers. Lack of involvement of primary school teachers in decision making have the greatest influences to caused poor performance at school.

Also according to Davidson, (2003) all requirement in teaching activities can be meet such as good classroom, additional teaching and learning can be provided, students can be taken to their lesson, committees and communities can work actively, and other important issues in education sector can be made but none of these actions will ensure that teachers perform their duties hence, teachers motivation become a critical factor.

4.3.2 Factors Hinder Improvement of Working and Living Conditions of Primary School Teachers

The aim of the study was to find out if local government authorities understand the factors hinder the improvement of maintaining primary school teachers working and living conditions of primary school teachers by answering the second objective which state that *“To examine the challenges towards local government authorities in addressing poor living and working conditions of primary school teachers at*

workplace.” The research used the questionnaires to 166 respondents to obtain data and the following are the percentages shown by respondents.

The table 4.5 below shows that 85.6 percentages of 166 respondents strong agreed that there factors hinder the improvement of primary school teachers living and working .added by 5.6 percentages of respondents agreed that there are factors which hinder the improvement of working and living conditions of primary school teachers. 1.9 percentages and 1.9 percentages of the respondents disagreed and strong disagreed that there is any factors that hinder working and living conditions of primary school teachers respectively while 5.0 percentages of 166 respondents they were not sure on that and 10 percentages did not answer the question. The following were the respondents’ opinions from 166 respondents as represented in the table 4.5.

Table 4.5: Showing Respondents Opinions on Factors Hinder the Improvement of Working and Living Conditions to Primary School Teachers

	Primary School Teacher	Local Government Administrators	Total
Strong Disagree	3	0	3
	1.9%	0.0%	1.9%
Disagree	3	0	3
	1.9%	0.0%	1.9%
Not Sure	7	1	8
	4.4%	0.6%	5.0%
Agree	9	0	9
	5.6%	0.0%	5.6%
Strong Agree	130	7	137
	81.2%	4.4%	85.6%
	152	8	160
	95.0%	5.0%	100.0%

Source: Field data (2015)

The results symbolize that both primary school teachers and local government administrators in Tanga city council understand that there are factors which hinders the improvement of primary school teachers working and living conditions, but due to the various factors such as poor policy, poor planning, lack of awareness and insufficient budget from the local government leads to poor working and living conditions to primary school teachers.

In line with the factors hinder the improvement of working and living conditions of primary school teachers, there is other factors being observed by scholars. It addresses the problem by showing the extent to which it affects educational development. Therefore the following are the factors hinder the improvement of working and living conditions of primary school teachers which have been observed by different scholars.

According to Eguel and Zani (2014) explain that Lack of finance, lack of family support, congested classes, insufficient boarding primary schools in the urban and rural areas, poor attitude towards primary education, lack of motivation is among of the factors that hinder the improvement of working and living conditions of primary school teachers as the result loss of student's future goals and career.

According to Sumra, (2003) reported that, the near total absence of issue related to teacher motivation within government documents is evidence of the administrations lack of concern. Lack of proper housing for teachers, the low status accorded to teachers, inadequate teaching facilities create bad environment to primary school teachers.

4.3.3 Suggested Measure to Be Employed To Control the Situation of Poor Working and Living Conditions of Primary School Teachers

The research used questionnaires to 166 respondents aimed at obtaining various suggested measures to control poor working and living conditions among primary school teachers. These measures answer the third specific objective which state *that* “*To explore how local government authorities eradicate poor working and living conditions of primary school teaches at workplace.*” In responding to this the respondents gave the following suggested measures as shown below.

The table 4.6 below shows that 79.9 percentages of the 166 of the respondents suggested that LGA should be improving motivations and trainings, increasing teaching/learning materials & improving infrastructures/houses and other buildings, and increasing salary and budget to ministry of education in order to improve the working and living conditions of primary school teacher. Also, only 10.8 percentages of the involved respondents suggested about increasing of salary and budget to the ministry of education may help to improve their living and working conditions.

Yet 8.8 percentages of the 166 respondents did agree that the government should improve the infrastructures and houses of the school teachers. Lastly 0.6 and 0.6 of the respondents did agree that, the government should improve the motivation and training, and increasing of teaching and learning materials respectively. The table 4.6 illustrates this.

The results symbolize that Local government authority in Tanga city council should improve the budget and salaries toward the achievement of the goals in the primary

school education. This improvement will motivate primary school teacher to work hard and finally to meet the goals intended by the local government authority.

Table 4.6: Showing Suggested Measure to Be Employed to Control the Situation of Poor Working and Living Conditions of Primary School Teachers

	Primary School Teacher	Local Government Administrators	Total
Improvement of motivation and training	0	1	1
	0.0%	0.6%	0.6%
Increasing of Teaching and learning materials	1	0	1
	0.6%	0.0%	0.6%
Improvement of infrastructures and houses of teachers	10	3	13
	6.3%	1.9%	8.2%
Increasing of salary and budget	16	1	17
	10.1%	0.6%	10.8%
All of the above	123	3	126
	77.8%	1.9%	79.7%
Total	150	8	158
	94.9%	5.1%	100.0%

Source: Field Data (2015)

In line with the suggestions measures that lead to improve the working and living conditions of primary school teachers, there are other suggestions being observed by scholars.

According to Labor Investigation Committee (1946) cited by Cameron (2005) Suggest that “Creation and maintenance of health environment as possible in the homes of the people as well as in all places where they congregate for work, amusement or recreation are essential”

4.4 Interview Results

4.4.1 Factors Contributing to Poor Working and Living Conditions of Primary School Teachers

During the interview of 12 respondents the findings shows that there are factors contributing to poor working and living conditions of primary school teacher. This factors answer the first specific objective which state that *“To find out the contribution of local government authorities to primary school teachers’ working and living conditions at workplace”* the following are the finding from the 12 respondents concerning with factors contributing to poor working and living conditions of primary school teachers.

The table 4.7 below shows that 50.0 percentages did agree that poor motivations and lack of trainings, lack of teaching/learning materials and poor infrastructures, and low salary and lack of fund, and lack of accountabilities and awareness are the main factors contributing to poor working and living conditions of primary school teachers as one of the ward executive officer cleaned that *“the motivations is regarded as the basic pillar for primary school teachers performance. So once the teacher gets good motivation from his/her employer is likely to perform well”*.

However this situation was contrary to the primary school teachers who had no motivation who obviously was likely to loss morality. Also it was claimed by the respondents that poor teaching and learning materials, poor infrastructure facilities, location of school had influenced primary school teachers to loss morally of working hence find another alternatives in order to survive.

Yet 25.0 percentages of the respondent claimed that lack of teaching and learning materials as well as poor infrastructures are the main reasons for poor working and living conditions of primary school teachers. During the interview, one of the respondent argued that *“houses near to school can facilitate other activities smoothly in the school, also can reduce the unnecessary cost to the teachers”*

Also 16.7 percentages of 12 respondents who were interviewed explained that poor motivation and lack of training were the factor that contributing very much to poor working and living conditions of primary school teachers. To make this clear the respondents argued that during the interview that *“Salary as the major motivation to low it makes primary school teachers to engage in other activities instead of teaching hence poor performance”*.

For example one of the interviewed ward executive officer argued that *“female primary teachers involved in love affairs and consequently resulted diseases such as HIV/AIDS because they lacked essential needs from their employers. Thus they involved in love affairs to earn money for their essential needs which consequently lead to poor working performance.”*

Lastly 8.3 percentages of 12 respondents who were interviewed explain that lack of accountabilities and awareness to the leaders is among of the factors that contributing to poor working and living conditions of the primary school teachers hence poor performance. All these illustrated in table 4.7. Also the results symbolize that there is lack of awareness to primary school teachers in Tanga city council. Some of the

Local government leaders in Tanga city council understand the problem but due to the lack of awareness problem still exist hence lead to poor working and living conditions to primary school teachers due to low salaries and lack of budget, lack of teaching and learning materials, and poor infrastructures facilities.

Table4.7: Shows the Factors Contributing to Poor Working and Living Conditions of Primary School Teachers

		2. Local Government Administrators	Total
Poor motivation and lack of training		2	2
		16.7%	16.7%
Lack of teaching/learning materials and poor infrastructures		3	3
		25.0%	25.0%
lack of accountabilities and awareness		1	1
		8.3%	8.3%
All of the above		6	6
	% of Total	50.0%	50.0%
	Count	12	12
	% of Total	100.0%	100.0%

Source: Field data (2015)

In line with the LGA regarded as one of the factors for poor living and working performance of primary school teachers also other scholars argued on that as follows: According to **Cookksey, (2000)** cited by Sumra (2005), the living and working conditions of primary school teachers in term of housing, the adequacy of school and classroom facilities, working load, salaries and out of school income is one of the factors contributing to poor working and living conditions of primary school teachers.

4.4.2 Factors Hinder Improvement of Working and Living Conditions of Primary School Teachers

According to 12 respondents who interviewed in different interval of time answer the second specific objectives which state that *“To examine the challenges towards local government authorities in addressing poor living and working conditions of primary school teachers at workplace.”*

This shows that 41.7 percentages did agree that there are factors which hinder the improvement of working and living conditions of primary school teacher at workplace such as poor motivations and lack of trainings, lack of teaching/learning materials and poor infrastructures, low salary and lack of fund, and lack of accountabilities and awareness. During the interview respondents explained in detail that these factors contributing much poor working and living conditions of primary school teachers. Also the 16.7 percentages did agree that lack of accountabilities and awareness to the leader are the factors contributing much poor working and living conditions of primary school teachers.

During the interview one of the ward executive officer stated that *“poor awareness, accountable and committed leaders in local government authority, poor policy, planning and lack of training, inadequacy to ministry of education is among of the factors hinder the improvement of primary school teachers living and working conditions.”* Yet 16.7 percentages did agree that lack of teaching and learning materials, and poor infrastructures is among of the factor accelerate this problem. During the interview conducted in different time by the researcher the respondent

state that *“lack of teaching and learning materials is among of the major challenges hinder the improvement of working and living conditions of primary school teachers”*

Lastly 8.3 percentages did agree that poor motivation and lack of training contributing much to poor working and living conditions of primary school teachers. During the interviewer respondent tried to explain that *“poor government support and commitment is among of the factor hinder the improvement of working and living conditions of primary school teachers, to lose support from the employer demotivate teachers in their working performance.”* The table 4.8 illustrates this.

Table 4.8: Show the Factors Hinder the Improvement of Poor Working and Living Conditions of Primary School Teachers

		2.Local Government Administrators	Total
	Poor motivation and lack of training	1	1
		8.3%	8.3%
	Lack of teaching/learning materials and poor infrastructures	2	2
		16.7%	16.7%
	Low salary and lack of fund	2	2
		16.7%	16.7%
	Lack of accountability and awareness	2	2
		16.7%	16.7%
	All of the above	5	5
		41.7%	41.7%
		Count	12
		% of Total	100.0%

Source: Field Data (2015)

The results also symbolize that local government administrators in Tanga city council understand that there are factors which hinders the improvement of primary

school teachers working and living conditions, but due to the various factors such as poor policy, poor planning, lack of awareness, low salaries and insufficient budget from the local government leads to poor working and living conditions to primary school teachers.

In line with the factors hinder the improvement of working and living conditions of primary school teachers, there are factors being observed by scholars

According to report submitted by PEDP (2001) cited by Sumra (2005) also shows that there is a problem of school teacher houses. "Housing for teachers is one of the issues which have remained a problem throughout all the time"

4.4.3 Suggested Measure to Be Employed To Control the Situation of Poor Working and Living Conditions of Primary School Teachers

In this juncture the respondents answer the third specific objective which state that *"To explore how local government authorities eradicate poor working and living conditions of primary school teaches at workplace."* therefore the findings shows the results from the respondents.

58.3 percentages of 12 respondents who interviewed in different interval of time suggested that, in order to improve the working and living conditions of primary school teachers the Local government authority should improve the motivation and trainings to the primary school teachers, Increase the teaching/learning materials and infrastructures and increasing of salary and budget to ministry of education.

16.7 percentages of the respondents did agree that the government should improve the teaching and learning materials to the schools in order to facilitating the learning and teaching activities during the school hours.

Yet 8.3 percentages of the respondents did agree that, the government should improve infrastructures and houses of the teachers in order to facilitate other important activities during the school hours and after school hours.

Also 8.3 and 8.3 percentages of 12 respondents state that, Government should increase the salary and the budget to ministry of education and improve the motivations and training to the primary school teachers respectively in order to improve the working and living conditions of primary school teachers. During the interview on of the respondent started that *“provision of enough salary and other motivations would enable them to be self-actualized about environment problem hence avoiding them.”* similarly, another respondent continued stating that *“commitment of both primary school teachers and administrators in bringing up well academic performance, rather than condemning them would enable primary school teachers to perform their duties.”* Also another respondent continue to explain that *“services like water, dispensary, markets and other social service should be closed to teacher’s houses in order to reduce other unnecessary cost”*.

Also the results symbolize that Local government authority in Tanga city council should improve the budget and salaries toward the achievement of the goals in the primary school education. This improvement will accelerate other problem to be

solved such as poor teaching and learning materials, poor infrastructures facilities, and lack of training hence primary school teacher will work hard and finally to meet the goals intended by the local government authority.

Table 4.9: Showing Suggested Measure to Be Employed To Control the Situation of Poor Working And Living Conditions Of Primary School Teachers

		2.Local government administrators	Total
Improvement of motivation and training to the teachers		1	1
		8.3%	8.3%
Improvement of teaching and learning materials		2	2
		16.7%	16.7%
Improvement of infrastructures and houses of the teachers		1	1
		8.3%	8.3%
Increasing of salary and budget to the ministry of education		1	1
		8.3%	8.3%
All of the above		7	7
		58.3%	58.3%
Count		12	12
% of Total		100.0%	100.0%

Source: Field Data (2015)

In line with the suggestions measures that lead to improve the working and living conditions of primary school teachers there are other suggestions being observed by scholars.

According to ILO/UNESCO, (2001) cited by Mukose (2011) they recommend that working condition should be such that they enable teacher to concentrate on their

professional task and promote effective learning by students. Salary should provide teacher with means to ensure a reasonable standard of living and to invest in further profession development. They should also reflect the importance of the teaching function and take into account the qualifications and experience required by teachers together with responsibility they carry.

4.5 Personal Observation Results

4.5.1 Factors Contributing to Poor Working and Living Conditions of Primary School Teachers

In this, researcher found himself the factors which contributing to poor working and living conditions of primary school teachers as tried to answer the first specific objective which state that *“To find out the contribution of local government authorities to primary school teachers’ working and living conditions at workplace”*. The finding shows that primary school teacher has lacked motivations at the work which makes employees losing of morality in their work. Lack of teaching and learning materials, poor school infrastructures facilities were observed during the collection of data. These problems were observed at all primary schools in Tanga city council.

Therefore the results symbolize that still there is lack of awareness to primary school teachers. Some of the Local government administrators understand the problem but due to the lack of awareness problem still exist hence lead to poor working and living conditions to primary school teachers due to low salaries and lack of budget, lack of teaching and learning materials, and poor infrastructures facilities.

4.5.2 Factors Hinder Improvement of Working and Living Conditions of Primary School Teachers

Also the researcher found himself the challenges that hinder the improvement of working and living conditions of primary school teacher as tried to answer the second specific objective which state that *“To examine the challenges towards local government authorities in addressing poor living and working conditions of primary school teachers at workplace.”*

The researcher found that many primary school teachers has low salary and lack of fund in ministry of education hence de-motivations, poor infrastructures, poor learning and teaching materials All these had come about since primary school teachers were observed by researchers doing small business in school in order to earn money for survival. Hence, they found themselves in lack good working performance at schools.

The results also symbolize that local government administrators do understand that there are factors which destroy the improvement of primary school teachers working and living conditions, but due to the various factors such as poor policy, poor planning, lack of awareness, low salaries and insufficient budget from the local government leads to poor working and living conditions to primary school teachers.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Study

The study aimed to assess the contribution of local government authorities in maintaining primary school teachers working and living conditions at workplace in Tanga city council. The study based on research objectives which included; To find out the contribution of local government authorities to primary school teachers' working and living conditions at workplace, to examine the challenges towards local government authorities in addressing poor living and working conditions of primary school teachers at workplace and to explore how local government authorities eradicate poor working and living conditions of primary school teaches at workplace.

Also, the study employed conceptual frame work which indicates local government administrators, primary school teachers, working and living conditions. Teacher's poor working and living conditions created conditions that influenced poor working and academic performance. It is further indicated that those poor working and living conditions resulted affects to students such as increases of rate of students drop out, increases of poor academic performance, loss of student's carrier/ goals and the increase of societal evils.

Based on the literature review under the research problem the study had various arguments from different researchers. Therefore all these factors causes' effects such as the increase number of student drop out (Parkway, 2004. Mc Milan 2003) the

increase of societal evils (Kornblum and Julian, 2007, Edward 1993) poor performance and Loss of student future goals and carriers.

On the other side, the sample size of the study involved only 178 respondents whom were 1 City director, 1City Mayor, 2 Human Resource Officer, 2 Teachers Department Service Officer, 2 City education officer, 12 Ward Executives Officer, and 158 primary school teachers.

5.2 Conclusion

The study proves that the local government contributing to poor working and living conditions among primary school teachers through Poor motivation accelerated by lack of commitment, lack of awareness, lack of accountability, poor policy and planning, low salary, lack of school houses, poor teaching and learning materials, poor infrastructures facilities, location of school, remoteness of the area, lack of training, and non – self-awareness of teachers. All these factors resulted to the effects such as poor academic performance, increase of rate of poverty, increase of street children and increase in societal evils.

Hence, all these need for appropriate measure to be taken by local government authorities in order to solve this problem so as to create good working and living conditions for academic improvement. Some of these measurements in bringing up well the working and living conditions of primary school teachers to be taken by local government are increasing motivations of primary school teachers including salary, building school houses, reformation of educational policies, provision of

training, commitment of the local government administrators and primary school teachers in maintaining and modifying their working and living conditions of primary school teachers. This was supported by Siniscalco (2002) reported by Reche (2012), they should also reflect the importance of the teaching function and take into account the qualifications and experience required by teachers together with the responsibility they carry. Moreover they should compare positively with salaries paid in other occupations requiring similar qualifications.

Sumra, (2003) reported that, the near total absence of issue related to teacher motivation within government documents is evidence of the administrations lack of concern. Administrators are not responsible for the issues concerning with teachers.

However, (Bennell, P and Mukyanuzi, F.2005) supports that the local government authority should improve the working and living conditions of primary school teachers in order to enhance a good working and academic performance by encouraging administrators to have ethical behavior for management and employers to know the problems and take corrective measures for those who have committed them for the purpose of building good working and academic performance as many people knows that the living conditions for most teachers are unsatisfactory and, for many, they are 'intolerable'. The availability of reasonable quality and affordable housing within easy travelling distance of the school is a key issue for nearly all teachers.

In choosing Local government authorities as a context, the study is expected to alert the local government authorities by establishing the policies that will create favorable

environment for employees especially primary school teachers to reveal unethical practices hence lead to improving working and academic performance. So this study is concluded in such a way that it shows a path for of future research and lay down some grounds for assuming that studies replicating the present research design could be worthwhile.

5.3 Recommendation

For good working and living conditions to be controlled and then to have improved school performance in primary schools, researcher suggested the following things to be put into consideration by the local government authorities and policy makers.

5.3.1 To the Local Government

The local government authorities should direct their effort to primary education sector by increasing the motivations such as financial and non-financial motivations, also the central government should assigning a reasonable budget to ministry of education in order to improve salary, houses as well as good infrastructure facilities which will increase the morality to primary school teachers.

5.3.2 To Policy Makers

The policy makers should indicates the motivation as an important factor in building better performance in primary schools by designing good policy which is achievable.

5.3.3 For Further Studies

For future research the researcher drew the following recommendations to be carried on:

- i). The impact of working and living conditions to better performance in primary education.
- ii). The contribution of motivation to teachers in primary education

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APPENDICES

APPENDIX I: Questionnaire for Primary School Teacher

Name of School

Introduction

I am Masoud, Abdallah Mrua, a student of Open University of Tanzania Faculty of Business Management (FBM), pursuing Masters of Human Resource Management (MHRM).

I am conducting a research concerning, assessment on Local government authorities in maintaining primary school teachers working and living conditions in Tanga city council.

This research aimed at improving working and living conditions of primary school teachers for academic improvement at primary schools. I beg your cooperation so as to achieve it.

Instruction: put a tick in appropriate box.

Personal Particulars

Sex: Male [] Female []

1. What is your monthly average income in TSH?

0 -100,000 []. 100,001- 250,000 []. 250,001-400,000 []

400,001- 1,000,000 []. 1,000,001- ABOVE []

2. Are you living in the school house? Strong disagree [] Disagree []

Not sure [] Agree [] Strong Agree []

3. Is your residence far away from your school Strong disagree []

Disagree []

Not sure [] Agree [] Strong Agree []

4. What factors contributing to poor working and living conditions of primary school teachers?

.....

5. Are Poor motivations, poor school infrastructure facilities, poor learning and teaching materials and location of school de-motivate primary school teachers performance?

Strong disagree [] Disagree [] Not Sure [] Agree []
Strong Agree []

6. Is true that lack of administrators awareness, commitment, accountability and poor policy and planning contributing to poor working and living conditions of primary school teachers?

Strong disagree [] Disagree [] Not Sure [] Agree []
Strong Agree []

7. Is lack of teacher's awareness, commitment and accountability contributing to poor working and living conditions of primary school teachers?

Strong disagree [] Disagree [] Not Sure [] Agree [] Strong
Agree []

8. Is salary helps you to afford your all basic needs? Strong disagree []
Disagree []

Not Sure [] Agree [] Strong Agree []

If Strong disagrees, explain why?

.....

.....

9. Is there any pupil's behavior which affects your working performance?

Strong disagree [] Disagree [] Not Sure [] Agree []
Strong Agree []

If Strong agree, mention them

.....

10. Did you get any training/seminar concerning with health and safety at workplace?

Strong disagree [] Disagree [] Not Sure [] Agree [] Strong Agree []

11. As school teacher, is there any factor(s) hinder improvement of working and living conditions of primary school teachers?

12. What should be done in order to solve the problems of poor working and living conditions of primary school teacher?

.....
.....

THANKS FOR YOUR CONTRIBUTION!

APPENDIX II: Questionnaire for Local Government Administrators

Introduction

I am Masoud, Abdallah Mrua, a student of Open University of Tanzania Faculty of Business Management (FBM), pursuing Masters of Human Resource Management (MHRM).

I am conducting a research concerning, assessment on Local government authorities in maintaining primary school teachers working and living conditions in Tanga city council.

This research aimed at improving working and living conditions of primary school teachers for working and academic improvement at primary schools. I beg your cooperation so as to achieve it.

Instruction: put a tick in appropriate box.

Personal Particulars

Sex: Male [] Female []

OCCUPATIONAL:

City Mayor [] City Executive Director [] Human Resources Officer []

Teachers Service Department (TSD) [] City Education Officer []

1. What is your monthly average income in TSH?

0 -100,000 []. 100,001- 250,000 []. 250,001-400,000 []

400,001-1,000,000 []. 1,000,001- ABOVE []

2. What factor (s) contributing to poor working and living conditions of primary school teachers?

.....

- 2 Poor motivations, poor school infrastructure facilities, poor learning and teaching materials and location of school de-motivate primary school teachers.

Strong disagree [] Disagree [] Not Sure [] Agree []
Strong Agree []

- 3 As administrator, is primary school teacher's salary helps them to afford their basic needs? Strong disagree [] Disagree [] Not Sure []
Agree [] Strong Agree []

If Strong disagree state why?

.....

- 4 Is there any training/seminars from local government authority giving to primary school teachers concerning with health and safety at workplace?

Strong disagree []
Disagree [] Not Sure [] Agree [] Strong Agree []

If Strong disagrees, explain why?

- 5

- 6 Is true that lack of administrators awareness, commitment, accountability and poor policy and plan contributing to poor working and living conditions of primary school teachers?

Strong disagree [] Disagree [] Not Sure [] Agree []
Strong Agree []

- 7 Is lack of teacher's awareness, commitment and accountability contributing to poor working and living conditions of primary school teachers?

Strong disagree [] Disagree [] Not Sure [] Agree [] Strong Agree []

8 Is there any measures taken by local government authority to ensure improvement of primary school teachers working and living conditions?

Strong disagree []

Disagree [] Not sure [] Agree [] Strong Agree []

If Strong disagrees, explain why? If Strong agrees mention them

.....

9 As administrators, is there any challenges hinder local government authority in solving primary school teachers working and living conditions?

Strong disagree [] Disagree [] Not Sure [] Agree [] Strong Agree []

If Strong agrees mention them

.....

10 What should be done in order to solve the problem of poor working and living conditions of primary school teachers?

.....

THANKS FOR YOUR CONTRIBUTION!

APPENDIXES III: Structured interview for Ward Executive Officer

The interview will be preceded by self-introduction by the researcher. The following are the question which will be asked.

1. What is your average income per month?
2. What factors contributing to poor working and living conditions of primary school teachers?
3. Are Poor motivations, poor school infrastructure facilities, poor learning and teaching materials and location of school de-motivating primary school teachers?
4. Is true that lack of administrators awareness, commitment, accountability and poor policy and plan contributing to poor working and living conditions of primary school teachers?
5. Is lack of teacher's awareness, commitment and accountability contributing to poor working and living conditions of primary school teachers?
6. As administrator, is primary school teacher's salary helps them to afford their basic needs?
7. Are there any training/seminars from local government giving to primary school teachers concerning with their health and safety at workplace?
8. What factor (s) hinders the improvement of working and living conditions of primary school teachers?
9. Is there any measure taken by the local government authority to ensure improvement of working and living conditions of primary school teacher?
10. What should be done in order to solve the problem of poor working and living conditions of primary school teachers?