THE INFLUENCE OF WORKING CONDITIONS ON TEACHERS JOB SATISFACTION: THE CASE OF KISARAWE DISTRICT PUBLIC SECONDARY SCHOOL TEACHERS, TANZANIA

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CERTIFICATION

The undersigned certifies that he has read the dissertation and hereby recommends for examination by the Open University of Tanzania, the dissertation entitled: **"The Influence of Working Conditions on Teachers' Job Satisfaction: the Case of Kisarawe District Public Secondary School Teachers, Tanzania"** in partial fulfillment of the requirements for the Award of Masters of Education in Administration, Planning and Policy Studies (MEDAPPS) degree of the Open University of Tanzania.

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DECLARATION

I, Gerald Ntagahali Shonje, do hereby declare this dissertation titled is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

....

Signature:

Date: ....

DEDICATION

The work is dedicated to my wife Antwaneth Kampingwe. I also dedicate this work to my beloved children Junior and Jacqueline who missed my parental care during all time of study. Lastly this work is dedicated to my parents late Rahabu Bambone Yotham and my beloved father, late Yotham Shonje Ntakamulenga for their role they played in encouraging me to learn and for supporting my education.

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LIST OF ABBREVIATIONS

ACSE   Advanced Certificate of Secondary Examination

BRN   Big Result Now

CSEE   Certificate of Secondary Education Examination

DED   District Executive Director

DEO   District Education Officer

DFID   Department for International Development

ETP   Education Training Policy

FPE   Free Primary Education

HoD   Head of Department

ILO   International Labour Organisation

MESTVT   Ministry of Education, Science, Technology and Vocational Training

MoEC   Ministry of Education and Culture

MoEVT   Ministry of Education and Vocational Training

NECTA   National Examination Council of Tanzania

NGO   Non-government Organisation

OUT   Open University of Tanzania

PEDP   Primary Education Development Programme

SEDP   Secondary Education Development Programme

TAMISEMI   Tawala za Mikoa na Serikali za Mitaa

TGTS   Tanzania Government Teachers Scale

TRC   Teachers' Resource Centre

TSC	Teachers' Service Commission
TSD	Tanzania Service Department
URT	United Republic of Tanzania
VSO	Voluntary Service Overseas

ABSTRACT

This study assessed of the influence of working conditions on teachers' job satisfaction, the case of Kisarawe district public secondary schools teachers, Tanzania. The study sought to address three objectives, first; to assess the influence of teachers working conditions on job satisfaction of public secondary school teachers' in Kisarawe district. Second, to determine the teachers' level of job satisfaction in Kisarawe district council. Thirdly, to analyze the influence of working conditions on teachers job satisfaction and work performance in Kisarawe district. The study was guided by Maslow's motivation theory of Need, and Herzberg's Hygiene Theory. The study used descriptive survey design with case study approach. Data were collected using the questionnaire, interview, observation checklist and documentary review. The sample size consisted of 107 respondents. This included 100 classroom teachers, one DEO, five heads of school and one TSD officer. DEO, TSD, heads of school was purposive sampled while teachers sample was selected using purposive random sampling strategy, where by schools were chosen using stratified simple random sampling. The data analysis was done using tables of simple frequency distribution, percentages, graphs, and charts. The findings reveal that teachers work in poor conditions typified with lack in-service training, promotion and necessary facilities like chairs, housing. Most of them live a long distance from schools where they teach hence affecting them to fulfill their day to day responsibilities which leads to lowering their morale of work. This results into teacher absenteeism and lateness which leads to lower students' academic performance. The study recommends among others for the government to address teachers' problem through providing them adequate teaching facilities, in-service training, promotion, accommodation.

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CHAPTER ONE

NTRODUCTION

1.1 Introduction

This chapter discusses briefly background of the study, statement of problem, purpose of the study, scope and limitations of the study. It also provides significance of the study as well as giving definitions of key terms, conceptual framework and lastly it shows organization of the study.

1.2 Background to the Problem

Job satisfaction is not a new phenomenon at all in organizational science and organizational behavior. It is one of the topics that have drawn interest among scholars in the field. Many studies have been conducted on this particular topic for many years now and hundreds of articles published (Zembylas & Papanastasiou, 2006). However, literature indicates that most of the studies were done in the developed countries such as United States of America, United Kingdom, Canada and New Zealand but very few were undertaken in the developing countries (Ngimbudzi, 2009).

A survey conducted recently on teachers "motivation and job satisfaction in 12 countries in Asia and Sub-Saharan Africa including Tanzania raises concerns about the influence of low teacher job satisfaction on teachers absenteeism, lateness and

lack of commitment to their work" (Bannell & Akyeampong, 2007:16). Additionally, teachers' satisfaction is not only important to teachers themselves as civil servants, educational managers and leaders and employers but also to students in all types of schools. According to Shann (2001:68), "teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and in turn, a contributor to school effectiveness." This implies that teacher job satisfaction is an important phenomenon for secondary school teachers, their employers and students at large.

Studies on job satisfaction can be traced back approximately two centuries ago when industrial revolution begun in the United Kingdom. Most of these studies focused on maximizing workers output (Kinyua, 2011). During the scientific management era, Taylor (1959) studied employees and ways of training them. He highlighted that increased production would be achieved by having clear daily tasks, standard conditions of work and high pay for well accomplished work. Study of employees' positive or negative reaction to their jobs began to take hold when Elton Mayo first studied the effect of lighting on employees' performance (Kinyua, 2011). Mayo later included factors such as fatigue, breaks and working hours. Studying employees and providing them with more attention increased their productivity and motivation.

Job satisfaction is the extent to which one feels good about the job (Tasnim, 2006). The source of motivation and job satisfaction is not only a job and its related payment scale, but also created from the working conditions, supervision style,

interpersonal relationship, and organizational cultural (Aggarwal, 2005). The working conditions refer to the environment in which one works. It covers a variety of issues such as work load, culture, structures, community relations, school operating procedures, teachers' salaries, physical and social infrastructure such as roads, water, electricity and hospitals (Leithwood, 2006).

In Tanzania, there is strong evidence showing that the majority of teachers are unhappy with their teaching situation. This is attributed to lack of teaching and learning materials, low salaries, inadequate training and development programmes, social status accorded to them within the communities, inadequate teachers housing, workload being heavy and work environment and overcrowded classes (MOEC, 2003 & Davidson, 2005). Tanzania like other countries in the world is currently working towards improving the quality of its education so that it suits the future needs of the society and the demands of globalization (Nguni, 2005:18). The government of Tanzania has succeeded to make primary education universal through the implementation of the Primary Education Development Plan (hereafter PEDP) 2002 to 2006 and now it is implementing the Secondary Education Development Plan (hereafter SEDP) 2005 to 2009 that is meant to increase the accessibility of secondary education to its citizens (Oluoch, 2006). The two programmes are geared towards implementing and attaining the Millennium Development Goals (hereafter MDGs) on education as per Dakar Framework for Action, Education for All (hereafter EFA) by 2015 (UNESCO, 2005).

The implementation of the two programmes will be meaningless if Tanzania does not consider providing quality education as it is spelt out in the country education policy (MOEC, 1995). The efforts to provide quality education will prove futile if all stakeholders and policy makers now and in the future do not pay attention to teacher's job satisfaction. Study on teacher job satisfaction and dissatisfaction in Cyprus suggest, "...there is an urgent need for policy makers to recognize the fact that educational quality is largely dependent on teachers' job satisfaction" (Zembylas & Papanastasiou, 2006:23). This implies that teachers' job satisfaction is a pivotal aspect for a country like Tanzania which is trying to fight ignorance among its citizens both quantitatively and qualitatively.

This study is intended to add knowledge to the phenomenon of teacher job satisfaction. It is contended that measuring teacher's job satisfaction is a responsibility of administrators (Liu & Wang, 2007). This implies that educational administrators are obliged to examine job satisfaction levels of their teachers from time to time. Quaglia, Marrion & McIntire (2001) suggest that future research should consider whether teachers who are dissatisfied with their jobs negatively affect student's academic performance and whether teachers who are satisfied with their jobs have a positive impact on students' academic performance. It is against this background that this study attempts to assess the influence of government secondary school teachers working conditions on job satisfaction in Kisarawe district council, Pwani Region of Tanzania.

1.2.1 Academic performance in Tanzania secondary schools

The secondary school sub-system in Tanzania has two levels, form 1-4 leading to a certificate of secondary education (CSEE) and forms five and six leading to the advanced certificate of secondary education (ACSE). Secondary schools have four types of ownership which is government, community, private and seminaries (MOEC, 1995). Performance of form four secondary schools results in Tanzania has been declining as shown by the National Examinations Councils of Tanzania (URT, 2012).

The 2011 results are still approximately 20% drop from 2009 pass rate of 72.5%. Table 1.1 shows that there was no significant performance improvement.

Table 1.1 General quality of performance of candidates CSEE 2009-2011

Year	Sex	Division 1-3	Division 1-4	Division 0
2011	Female	10,285 (5.4%)	90,885(48.75%)	97,480(57.75%)
	Male	23,494 (9.97%)	134,241(57.51%)	99,199(42.9%)
	Total	33,869 (7.94%)	225,126(53.37%)	196,679(46.63%)
2010	Female	12,693 (6.12%)	92,401(44.57)	114,919(55.43)
	Male	28,114 (12.10%)	130,085(50.74%)	101,649(43.75%)
	Total	40,807 (9.28%)	223,085(50.75%)	216,559(49.26%)
2009	Female	13,877 (8.70%)	99,740(62.81)	59,065 (37.19%)
	Male	28,973 (16.85%)	123,060(71.69%)	48,586(28.31%)
	Total	42,790 (12.95%)	222,800(67.42%)	107,651(32.58%)

Source: URT, (2012)

1. 3 Statement of the Problem

It is a fact that no education system can rise above the level of its teachers. However, obtaining and retaining quality teachers for better performance is a major source of concern that is facing educational planners at all levels worldwide. Many teachers are discontent with their noble career, to the majority of them teaching is just a stepping stone to better careers (Appiah-Agyekum, Suapim & Peprah, 2013; George, Louw & Badenhorst, 2000; & Nyagaya, 2015). Njiru (2014) stated that, many studies indicate that teachers have low job satisfaction due to poor working conditions such as, low pay, high workload, lack of in-service training, promotion, lack of accomondation among others. Researchers on education related issues such as Oswald (2012); Ngimbudzi (2009) show that the working conditions among secondary school teachers in Tanzania, particularly in rural areas does not attract teachers.

Their findings revealed that the working environment do not invite high qualified teachers to work in remote areas compared to the urban areas. The studies have also showed that teachers were facing many problems in their day to day activities including poor working environment, poor living conditions together with low salaries. Despite all these studies, still little assessement has been made to determine the influence of teachers working conditions on job satisfaction especially in the present secondary school setting in Kisarawe district council, as a result the current study intended to fill the gap.

1. 4 Research Objectives

The study was focused on two objectives, namely the general objective and specific objectives.

1.4.1 General objective

The study aimed to assess the influence of working conditions on teachers job satisfaction in Kisarawe district.

1.4.2 Specific objectives of the study

The study was guided by the following specific objectives

i. To assess the influence of teachers working conditions on job satisfaction of public secondary school teachers in Kisarawe district council.

ii. To determine the teachers level of job satisfaction in Kisarawe district council.

iii. To analyze the influence of working conditions on teachers job satisfaction and work performance in public secondary school in Kisarawe district council.

1.5 Research Questions

The study aimed at answering the following research questions.

i. What is the influence of teachers working conditions on job satisfaction of public secondary school teachers in Kisarawe district council?

ii. To what extent teachers were satisfied with their job in Kisarawe district council?

iii. How do teachers working conditions influence teachers' job satisfaction and work performance in Kisarawe district council?

1.6 Significance of the Study

The findings of the study will contribute to the status of the influence of goverment secondary schools teachers working conditions on job satisfaction in Kisarawe district. The findings will benefit different education stakeholders such as Ministry of Education, Science, Technology and Vocational Training (MeSTVT) to improve working enviroment for teachers. Moreover, the findings will also help the government to realize the importance of conducive working conditions for teachers such as provision of housing, teaching and learning materials, in-service training, promotion, motivation, electricity, water, health services. The provision of such services will enhance effective performance among goverment secondary school teachers. In addition to that, the findings of this study will help to encourage policy makers and the community in general to strive to improve working environment for teachers for effective performance. At practical level, the study will contribute to the body of knowledge which can be used for academic purposes such as obtaining data for further comparative studies.

iii.7   Limitations of the Study

Kombo and Tromp (2006) content that limitations of the study are situations and issues beyond the ability of the researcher to control. The limitations which were met during the study include, most secondary schools in Kisarawe are found in remote

areas where it is very expensive to be reached due to poor infrastructure such as roads. This situation forced the researcher to conduct research in five secondary schools out of 15 secondary schools found in Kisarawe district. Also some teachers were not found in schools all the time thus in order to get them, the researcher had to go to these schools several times looking for them thus causing delay in filling the questionnaires by the respondents. However, the chosen five secondary schools presented a representative situation of the prevailing conditions of most teachers working conditions on job satisfaction in Kisarawe district.

1. 8 Definitions of the Key Terms

The study had adopted the following definitions/explanations as taken from different sources;

1.8.1 Working conditions

Working conditions refer to all existing circumstances affecting labor in the work place, including: job hours, physical aspects, legal rights and responsibilities, organizational culture, work load and training. In this study working conditions are conditions associated with learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings. It involved the physical location, as well as infrastructure such as classrooms, furniture, laboratory, library and houses (Chonjo, 1980).

1.8.2 Secondary school

The term secondary school in the Tanzania context refer to the post primary schools that offer "formal education to persons who would have successfully completed seven years of primary education and have met the requisite entry requirement" (Francis, 2013:7). Such schools are divided into two categories and these are: Ordinary Level Secondary Schools which takes four years of completion and Advanced Level Secondary Schools which takes two years.

1.8.3 Public secondary school

URT (2012:5), defined, the term public secondary school as "a school directly maintained and managed by the ministry or a local authority", these are secondary schools that are owned and financed by the central government through the Ministry of Education and Vocational Training or local authority. In other words, these are state owned or public secondary schools.

1.8.4 Ward/community public secondary school

Ward/community public secondary schools are schools that are owned and maintained by the local community in cooperation with the government and local authority. These are secondary schools that are built, financed and owned by both the government and the community. In these schools, the public hires and pays the teachers while the community participates in the building and maintaining the required infrastructures such as teacher's houses, classrooms, science laboratories, libraries and toilets (URT, 2009).

1.8.5 Non-government secondary school

A Non-Government Secondary school refers to "a school wholly owned and maintained by a person, body of persons or any institution other than the public". In other words, these are private schools URT (2012:5).

iii.7.6 In-service Training

Udofia and Ikipe (2012:306) defined in-service training programme as a continuous process for updating teachers' knowledge, skills and interest in chosen field.

1.8.7 Job satisfication

The concept of job satisfaction refers to the opinions people have about their job. It can be defined as the individual's cognitive, affective and evaluative reactions towards their jobs, or simply the favorableness with which employees view their jobs (Strumpfer, 1998). Oshagbemi (1999) defines job satisfaction as a pleasurable or positive emotional state that results from the appraisal of one's job experience of which the result must be positive oriented. Job satisfaction is assumed to result from the nature of the job or the working conditions. Thus, it represents the effects of situational forces on workers' job attitudes. It is assumed to be associated with employees' perceptions that the organization is functioning in their best interest, for instance, by creating favorable physical working conditions, recognizing and rewarding desirable performance or providing reward equity (Strumpfer, 1998).

1.9 Conceptual Framework of the Study

According to Kombo and Tromp (2006:50), "a conceptual framework is a set of broad ideas and principles taken from relevant field of inquiry and used to structure a subsequent presentation". In other words a conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation. It also contributes to the formulation of the research design and giving a broad scope to thinking about the research.

Conceptual framework on factors that affect job satisfaction in Public secondary Schools is depicted in Figure 1.1

Independent Variables   **Dependent Variables**

1. **Working Conditions**   **Intermediate**

                                    Variables

Job Related Factors		**Job Satisfaction**

Job Related Factors

Occupational level

Pay/Incentives/Benefits

Promotion

In- service Training

Acceptance

Recognitions

Commitment

Supervision

Work load

 2. **Environment Factors**

Policy

School Location

Transport

Accommodation

Instructional Materials

Classrooms

Chairs

Age

Education level

Gender

M a r i t a l status

T e a c h i n g experience

Personality traits

Job Satisfaction

Indicators

High performance

Advancement

Status

Feed back

Feed back

Figure 1.1 A Conceptual Framework of Teachers Working Conditions and Job Satisfaction

Source: Adapted and modified from, (Bates, 2006 & Akyeampog, 2007)

The conceptual framework illustrates the factors that are keys to teaching and learning process and can influence positively or negatively on teachers job satisfaction. In this case, teacher's level of job satisfaction depends on successful teaching and learning process at school and which is dependent on the factors: Remuneration, working conditions, levels of education and physical environment.

(i)   Job related factors comprising of occupational level, pay incentive/benefits, promotion, training and development, supervision and workload.

(ii)   Environmental factors which comprises policy, school location, planning, transport, accommodation and availability of instructional materials.

It suggests that these factors influence job satisfactions and the context in which they attempt to do so have significant effects on teacher's job satisfaction and performance. In other words if these teachers' working conditions are well provided, they will enhance teachers job satisfaction. Hedges in Njiru (2014) argue that, job satisfaction of teachers can be determined by the level of teachers' high job performance, status, advancement, loyalty and which are the dependent variables. However, between the dependent and the independent variables there are intervening variables such as personality traits, demographic factors including age, education level, teaching experience, gender and marital status. These factors mediate between job satisfaction and teachers working conditions by influencing teachers level of job satisfaction though they may not be solely responsible. Thus, the feedback also

suggests that the directional arrows indicate a strong inverse relationship in terms of effect of the independent variables on teachers job satisfaction, which is the dependent variable, the stronger the job related factors of the teachers working conditions are, the stronger the level of teachers' job satisfaction factor. The variables identified by the conceptual frame work are a reflector of the motivation theories factors of Maslow and Herzberg two factor theory.

1.10 Organization of the Study

This study has five chapters; Chapter one consists of the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study, conceptual framework and definitions of the key terms as they have been used in this study as well as organization of the study. Chapter two is concerned with providing the theoretical basis of the study and review of related literature which outlines the literature of previous studies by other researchers. Chapter three presents methodological issues of the research which include introduction, research design, research approach, and area of the study, target population, sample size and sampling procedures, data collection instruments, validity and reliability of instruments used in data collection procedures, data analysis procedure and ethical consideration issues. Chapter four consists of presentation, analysis and discussion of the research findings; and chapter five provides summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents reviews of the literature about teachers job satisfaction and working conditions in goverment-secondary schools. The chapter also provides a theoretical base for the study using Abraham Maslows' Hierarchy of needs theory and Herzberg's Two Factor Theory. The chapter ends by providing synthesis and knowledge gap.

2.2 Theoretical Framework

Several theories could be used to guide this study. However, this study adopted Maslow's hierarchy of needs theory and Herzberg's motivation-hygiene theory. Generally, these theories emphasize that when people are deprived of their needs, they become deficient in something that they consider important to their well being. A need is therefore created and strategy for correcting the behaviour is activated. A need is defined as a measured discrepancy between actual and defined situation. These theories have provided framework for a discussion in this study.

2.2.1 Maslow's hierarchy of needs theory

Maslow's hierarchy of needs theory maintains that there are several types of human needs; physiological, safety, social, esteem and self-actualization that must be

satisfied before a person can act unselfishly. He called these needs "deficiency needs." As long as human are motivated to satisfy these needs, they move towards growth in self-actualization. Bannel and Akyeampong (2007) comments that, satisfying a need is healthy; dissatisfaction of these needs makes people unwilling to work. The needs must be satisfied and should be satisfied or else people become sick. Maslow (1954) argued that human motives are based on needs, some needs are primary whereas others are secondary. Primary needs include requirement for water, air, food, clothing and shelter. Secondary needs include such needs as esteem, status, affiliation with others, affection, accomplishment and self actualization. However these needs differs over a period of time among teachers. That is to make sure that they get primary human needs to guarantee themselves with adequate nourishment and protection from harm.

The context aspect of work sample, work conditions, government policy and salary identified in the review serve only to reduce dissasfication in the lower order needs identified by Maslow. They cannot lead to growth or dissatisfaction. The context aspect of teaching, for example are achievement, recognition and work itself which correspond to esteem and self-actualization. The highest factor of Maslow's hierarchy; psychological growth and satisfaction depend upon successful job completion so only factors that are context centered, intrinsic aspects of the teaching and learning process can contribute to satisfaction.

According to Maslow's theory, when the deficiency needs have not been acheived at one level, other higher needs emerge and these, rather than the lower order needs dominate. When these inturn are satisfied again new and still higher needs emerge and so on. As one desire in satisfied another comes up to take its place. This theoretical framework of Maslow's hierarchy need theory is summarized in Figure 2:1.
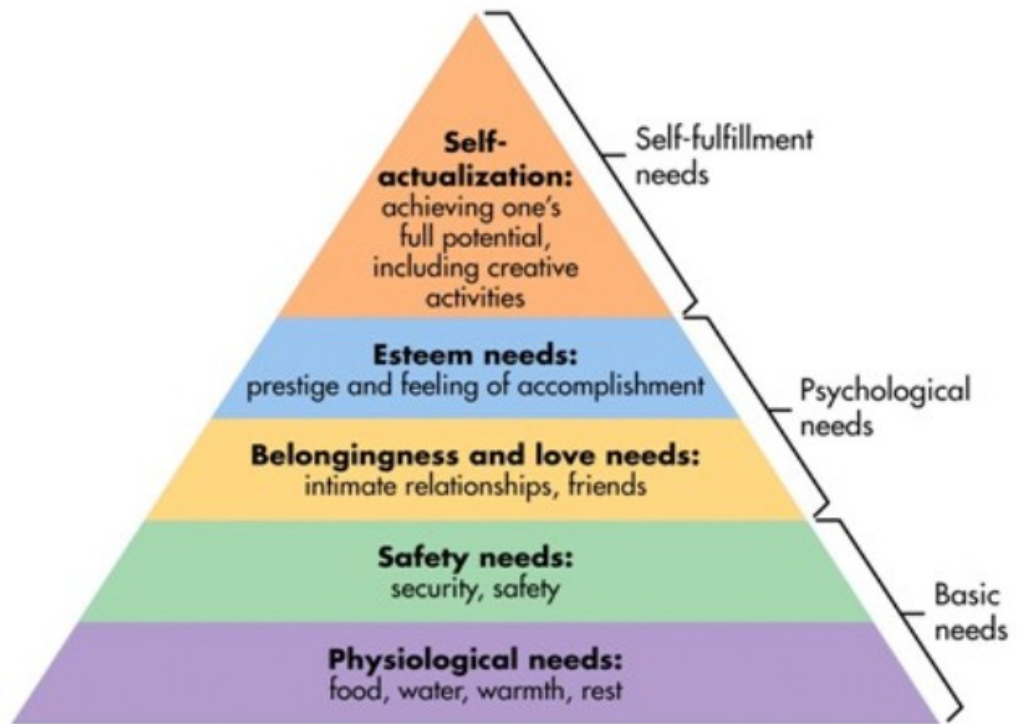
Figure 2:1: Maslow's Hierachy of Needs Theory

Source: Adapted from Mullins, (2010)

Maslow's need hierarchy theory is considered as a valuable framework for understanding motivation since it includes in its analysis of social needs, for example love, esteem need as well as basic financial needs. The theory however, suffers the shortcoming that needs are difficult to explain and also lack empirical support substantially (Hoy & Miskel, 2001). The fact that the base is broader than the apex is because majority of workers lie in the first level position and fewer actually appear at the apex due to the complicated nature of the higher level needs. School managers who use Maslow's hierarchy of needs attempted to change their organisations and management practices so that employees' needs could be satisfied.

2.2.2 Herzberg's two factor (motivation –hygiene) theory

The two factor theory (also called motivation- hygiene) was proposed by psychologist Frederick Herzberg in 1968 in his book titled, "work and the nature of man." Herzberg's two factor theory of motivation suggests that there are two sets of factors which either led to job satisfaction or dissatisfaction. They are motivation factors and hygiene factors. Herzberg collected data from 200 accountants and engineers asking a simple question such as "Can you describe, in detail, when you feel exceptionally good about your job"? Similarly, Can you describe, in detail, when you feel exceptionally bad about your job? Good feelings about the job were reflected in comments concerning the content and experiences of the job (e.g. doing work or a feeling of accomplishment and challenge), bad feelings about the job were associated with context factors, that is those surrounding but not direct involving in

the work itself (e.g. salary and working conditions). This study revealed two distinct types of motivational factors: satisfiers and dissatisfies.

Herzeberg's two factor theory of 1959 identified satisfying intrinsic factors that determine job satisfaction. It has two sets of factors; the first set consists of archivement, recognition for archievement for work itself, responsibility and advancement which are strong determining factors of job satsification. According to Herzbeg's theory, it would be unrealistic to insist that the intrinsic factors are exclusive factors (they are independent factors).

A more realistic view is to regard both intrinsic and extrinsic factors as capable of generating satisfaction as well as dissastifaction. That is the presence of certain variables leads to satisfication whereas their absence leads to dissatisfaction. Instrinsic factors according to Herzberg are reward from job itself; These include self respect, sense of accomplishment and personal growth. Extrinsic factors are rewards from the work enviroment such as salaries, fringe benefits and job security. However, the motivation hygiene theory overlooks personality charactaristics of workers which play a vital part in job satsification. For instance, a teacher who has strong need for archivement could be extremely dissatified when he/she percieves him self / herself as not achiving his/her teaching profession.

The second set of factors is grouped as determinants of dissatisfaction or extrinsic factors. These include aspects such as organization, policy and administration, supervision, salary, interpersonal relations and working conditions. This set of factors

is related to the environment or context of job and not work itself and also regarded as job criteria. Based on these findings, Herzberg and his colleagues formulated the motivation hygiene theory. They termed hygiene factors as dissatisfiers as they claimed that a good hygiene environment prevents job dissatisfaction but does not necessarily create job satisfaction. This theoretical framework of Fredrick Herzberg is summarized in Table 2.1.

Table 2.1 Herzberg's two factor theory

Dissatisfies   **Satisfiers**

Hygiene factors – context factors/ maintenance factors (extrinsic factors) Affect job dissatisfaction 1. Quality of supervision, 2. Pay/ salary 3. Company policy and administration 4. Physical working conditions 5. Job security 6. Relationship with others 7. Status	**Motivation factors**- content factors (intrinsic factors) Affect job satisfaction 1. promotional opportunities 2. opportunities for personal growth 3. Recognition 4. Responsibility 5. Achievement 6. Work itself 7. Advancement

    High Job dissatisfaction   High Job satisfaction

Source: Okumbe (2001)

Herzberg arrived at two specific conclusions:

   (i)   Hygiene factors (dissatisfiers)

There is a set of extrinsic job conditions that, when not present, result in dissatisfaction among employees. These conditions are the dissatisfiers or hygiene factors because they are needed to maintain at least a level of no dissatisfaction. These factors are related to the context of the job and are called dissatisfies.

These include:-Job security, salary, working conditions, status, company supervision, interpersonal relationship and fringe benefits.

(ii)   Motivator factors (satisfiers)

A set of intrinsic job conditions exist that help to build levels of motivation, which can result in good job performance. If these conditions are not present, they do not result in dissatisfaction. These sets of aspects are related to the content of the job and are called satisfiers. These include; achievement, recognition, works itself, responsibility, advancement, personal growth and development. The presence of motivating factors always ensures job satisfaction and happiness among the employee's. These motivating factors are related to the work content factors.

The other set, which leads to dissatisfaction, is the hygiene factors such as salary, company policy, supervision, status, security and working conditions. Herzberg argued that improvement in the hygiene factors would only minimize dissatisfaction but not increase satisfaction and motivation.

Criticism of Herzberg two – factor   theory

The following are some criticisms against Herzberg's two- factor theory as observed by some researchers (Stello, 2016, Heinz, 2016 & Gellerman, 2011):-

(i)   The reliability of Herzberg methodology is questionable. Rates have to make interpretations, so they may contaminate the findings by interpreting similar responses differently.

(ii) No overall measure of satisfaction was used. A person may dislike part of his or her job yet still find the job acceptable.

(iii) The theory is inconsistent with previous research, the two factor theory ignores situational variables

(iv) Herzberg assumed a relationship between satisfaction and productivity, but his research methodology looked only at satisfaction not at productivity, to make such research relevant, one must assumed strong relationship between satisfaction and productivity.

This study adopted the criticisms earlier put forward by Gaziel in Stello (2016) because of its concern with job satisfaction which is the focus of this study. They are: (a) the theory appears to be bound to the critical incident method; (b) the theory confuses events causing feelings of satisfaction and dissatisfaction with the agent that caused the event to happen; (c) the reliability of the data could have been negatively impacted by ego-defensiveness on the part of the employee; (d) factors overlap as sources of satisfaction and dissatisfaction; (e) the value of the factors differ as a function of the occupational level of the employee; and (f) the theory ignores the part played by individual differences among employees. Finally, although the initial publication of the theory involved Herzberg and additional colleagues, the theory is mainly credited to Herzberg only. Despite these criticisms, Herzberg's theory has been widely popularized as a case in point much of the initial enthusiasm for enriching jobs by allowing work greater responsibility in planning and controlling their work can probably attributed larger to findings and recommendation Stello (2016:).

Implications for school teachers and managers

In order to motivate employees, the managers must first provide the hygiene factor and then follow the motivating factors. Herzberg's motivation- hygiene theory proposed that intrinsic factors are related to job satisfaction and motivation, whereas extrinsic factors are associated with job dissatisfaction.

In addition, Herzberg (1959) indicated that the factors that led to job satisfaction were separate and distinct from those that led to job dissatisfaction and could bring about workplace harmony but not necessarily motivation. Because they do not motivate employees, the extrinsic factors that create job dissatisfaction were called hygiene factors. When these factors are adequate, people will not be dissatisfied; but at the same time they may not be fully satisfied. They will be in neutral state. If managers want to motivate people on their jobs, it is suggested to give much importance on those job content factors such as opportunities for personal growth, recognition, responsibility, and achievement. These are the characteristics that people find intrinsically rewarding. Despite these criticisms, Herzberg's theory has been widely popularized as a case in point of the initial enthusiasm for enriching jobs by allowing workers greater responsibility in planning and controlling their work. This can probably be attributed largely to his findings and recommendations.

2.3 Job Satisfaction

Job satisfaction represents one of the most important areas of work motivation (Dinham and Scott, 2004). Job satisfaction is simply defined as the effective

orientation that an employee has towards his or her work (Price, 2001). Job satisfaction is a workers sense of achievement and success on the job. Job satisfaction is an emotion, a feeling, an attitude and a matter of perception that result from an employee appraisal at work, (Robbins, 1998). It is also defined as an emotional situation related to the positive or negative judgment of job experiences. On the other hand, Mowday, Porker & Steer, (1982) argued that job satisfaction is personal assessment of individual; for his/her job and work context.

Teacher job satisfaction is determined by the degree to which the individual perceives job related needs are being met (Karpin, 1995). Single as well as several factors measures can be used to measure job satisfaction, such anonymous employee satisfaction surveys administered in areas such as empowerment, teamwork, communication and co-workers interaction. Satisfaction of human resource finds close link to a highly motivated employees. Motivated staff then develops loyalty or commitment to an institution resulting to greater productivity and lower turnover rates.

Brudett and Smith (2003) in a study based on a sample of 57 schools in England and Wales concluded that those learning institutions with abundant learning and teaching resource, favorable student- teacher ratio, commendable workload and good reward and incentive for teachers performance with better compared to learning institutions which do not provide the same.

It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction further implies enthusiasm and happiness with ones' work. It is the key ingredient that leads to recognition, income, promotion and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction also means a collection of feelings and beliefs that people have about their current job. Peoples' level or degree of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George & Jones, 2008). Okumbe (1998) argued that job satisfaction of teachers has been a focus of debate for educational researchers this is because of links between job satisfaction and organizational behavior such as commitment, absenteeism, and turnover, efficiency and productivity. Okumbe (1998) argued that workers were concerned with their working environment for their personal comfort as well as facilitating their efficiency at work.

Armstrong (2001) states that the level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with work groups and the degree to which individuals succeed or fail in their work. People are motivated to achieve certain goals and will be satisfied if they achieve these goals. Researchers show that lack of job satisfaction on part of employees result in low levels of commitment to perform and achieving organizational goals. Studies also show that if work force is satisfied with their job as well as the organizational

environment including its colleges, compensation and leadership, they will be more committed with their organization as compared to those who are not satisfied (Okpara, 2004). Researchers have studied the connection between teacher's demographic variables and job satisfaction. Harris (2006) suggested that levels of job satisfaction felt by teachers in similar work environment can vary from one individual to another.

Demographic factors may play a role in the level of satisfaction perceived by teachers. There is consistent evidence showing that job satisfaction is related to physical and mental health and that job satisfaction contributes to better overall mental health (Cherrington, 1989). Cherrington further argued that frustration and despair caused by an unpleasant job, permeates an individual's life and make workers feel depressed both on the job and at home. Because employees work harder and better if satisfied with their jobs (Berder, 1990), knowing the factors related to teachers' job satisfaction could help prevent staff frustration and low job satisfaction.

Teacher job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers (Waston, 1991). Such tasks include preparation of schemes of work, daily lesson plans, careful marking of assignments, and detailed record keeping monitoring student's progress and for the case of Heads of Departments (HoD), additional administrative duties in their departments. Okumbe (1998) in his study of levels of job satisfaction among graduate teachers in secondary schools in Siaya district and Kisumu town found out that graduate teachers were satisfied with the job factor of interpersonal relationship only. It also revealed that the

levels of job satisfaction among graduate teachers increased with the age, teaching experience and professional grade level. Teacher job satisfaction highlights the complexity of job satisfaction; it should not be referred to as single variable but a complex of variables (Sogomo, 1993). Age, professional qualification, gender, marital status and teaching experience, all have a positive relationship with job satisfaction score (Karanja, 1984).

2.4 Teachers Working Conditions

This section of the study looks at the concepts under the independent variables and their relationship with the dependent variable.

2.4.1 Working conditions and job satisfaction

Working conditions and work environment in a job greatly determine job satisfaction level of workers. Workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. Ellis and Dick (2002) have suggested that the status working conditions of teaching had to be improved in ways compared to other college graduates. For example, most secondary school teachers have limited access to an office, computer, telephone, or security. Compensation is also not comparable to job requiring similar levels of education and activity and the work load is large that it denies many, if not most teachers the right to excel in teaching without undue hardship and personal sacrifice.

An employee's overall satisfaction in his job is the result of a combination of factors. The management's role is to enhance an employee's job satisfaction by creating positive work environment (Allen & Meyer, 1990). Okumbe (1998) says that workers were concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee accomplish task more effectively contributing to job satisfaction (Darling Hammond, 2001). The employees' morale will be high in tasks they are assigned to do. Mbugua (1998) states that work environment is made up of a range of factors including institutional culture, management styles, hierarchies and human resources policies. Employee satisfaction is the degree to which employees feel personally fulfilled and contented in their job roles. Employee turnover is the rate at which employees leave their employers, whether voluntarily or otherwise. These three distinct concepts are inseparably linked; workplace environment greatly influence employee satisfaction, which in turn directly affects employee turnover rates.

In the Kenyan context, the situation of high teacher turnover is not any different from the global and regional trends (Orodho & Waweru, 2013). Not only is there a shortage of qualified teachers in Kenyan schools, but also teachers are leaving the profession to take up non-teaching employment (Oketch & Ngware, 2012).

According to Orodho and Waweru (2013), knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is a key for developing a high performance workforce. Any teacher would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things can impact poorly on working mental physical well-being, (Robbins, 2000). Robbins goes further to advocate that working conditions will influence job satisfaction as employees are concerned with a comfortable physical working environment which influences job satisfaction. He goes further to say that fairness is an equal treatment receiving the same services and benefits as competent leaders are essential to the success of the school.

VSO Ethiopia (2010:40) commented on how lack of basic amenities such as desks, chairs, tables, benches, made the teaching more difficult. "If there aren't enough desks and benches, chairs and tables the teacher is suffering and the teaching process is not good". Leshao (2008) found out that in Kenya Free Primary Education was introduced without prior preparation and teachers had a feeling that the lack of preparation was a cause of low motivation. Findings by Sogomo (1993) in the study on job satisfaction of secondary school principals in the Rift Valley Province of Kenya were similar. He proposed that the work environment in the school should be such that it enhances teacher's sense of professionalism and in turn decreases their dissatisfaction. The work characteristics for the teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction.

(iv).8 Impact of Working Conditions and Job Satisfactions on Teachers Performance

2.5.1 Academic performance

One of the challenges facing government secondary schools is to archive academic excellence. This academic performance is associated with many factors. However teachers working conditions have been considered as among the factors (Crossman & Harris, 2006). A major perception of developed countries on school effectiveness is that of achieving better learning outcomes depended fundamentally on improvements in teaching. Although there are many factors that affect learning outcomes, teaching is the main school-level determinant of school performance.

Thus, ways to improve teachers working conditions and job satisfaction are central to any systematic attempt to improve learning outcomes. A considerable amount of research has been conducted on what makes the 'effective teacher'. Yet, the focus on policy reform in most countries has been on improving learning outcomes through better allocation of resources, more accountability, curriculum reform and better pre-and in-service training. However, the limited impact of many of these interventions has focused politicians and policy makers to focus increasingly on needs of teachers.

2.5.2 Teacher absenteeism, lateness and turnover

The living conditions of teachers are worsened by lack of appropriate accommodation to live in and long distance which sometimes, cause absenteeism, lateness and turnover. The physical environments of the schools are not attractive. Babyegeya (2002) explained that in other schools lack of houses resulted into ineffective teaching and learning processes.

The indication of dissatisfaction at work place include low output and productivity, frustration and unrest in the work place, deviant and violent behavior at or outside the work place, frequent confrontations or argument within supervisors and managers, non-cooperation, strike and violent demonstrations and finally increasing of absenteeism among workers and excessive turnover (Halder, 2010). Mwamwenda (1995) found that a lack of job satisfaction resulted in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the teaching profession, and psychological withdraw from the work. Mwamwenda also highlighted the cost implications that resulted from absenteeism, not only for the employer, but also for society as a whole. Ngimbudzi (2009) observes that the manifestation of job satisfaction has implication for the teachers as well as for the educational system in which he or she is employed. The different attitudes of the teacher, his or her physical well-being, absenteeism and turnover, as well as success in profession, are all dependent on degree of job satisfaction experienced by the teacher.

2.5.3 Accountability of teachers

The degree to which teachers are properly accountable to their children, the parents and their head of school, the district and the national level managers has a powerful influence on teacher working environment and job satisfaction level. In many areas there is poor accountability and low levels of commitment that leads to movement of teachers from the allocated centers. In South Asia, in particular, the accountability culture is very weak. The politicization of the teaching profession is perhaps the single most important reason for low teacher accountability and it affects nearly every aspect of job satisfaction including recruitment, deployment, promotions and management control (Orodho & Waweru, 2013).

2.6 Demographic Profile of Teachers and Job Satisfaction

Personal background or demographic factors are the factors which refer to such aspects as: an individual's gender, age, educational background, teaching subjects and job experience among others (Bolin, 2007). Ali and Ahmed (2009:274) explain, "the question whether or not gender differences in job satisfaction exist has been answered both affirmatively and negatively in the literature." The research conducted among Canadian teachers revealed that job satisfaction levels differ significantly between male and female teachers (Ma, X., & MacMillan, 2001). Similarly, the results of research that was conducted in the United States revealed that there were significant differences in the levels of job satisfaction between male and female teachers (Bishay, 1996). They say that female teachers were more satisfied with their job than male teachers. Whereas, Zhongshan (2007) found that elementary school male teachers in Shanghai, China were more satisfied with their salaries than their

female colleagues. Conversely, Crossman and Harris (2006) conducted a study on job satisfaction among secondary school teachers in United Kingdom and their findings indicated that their satisfaction levels did not differ significantly by gender.

Additionally, previous research data collected in various countries give mixed results about the influence of age on job satisfaction. Findings of a study conducted among teachers in Finland revealed that there was a strong relationship between the teachers age and job satisfaction (Rasku & Kinnunen, 2003). They found that teacher's job satisfaction was linked to their age. On the contrary, Crossman and Harris (2006) found that secondary schools teachers in United Kingdom did not differ significantly in their job satisfaction in relation to age. Moreover, Zhongshan (2007) found that work satisfaction among Chinese teachers increased with the increase in age. Similarly, it is argued that the higher the teacher's age, the higher the level of job satisfaction and the lower the teacher's age, the lower the job satisfaction level (Greenberg & Baron, 1995). This concurs with earlier studies which indicated that there wasn't a significant difference in job satisfaction caused by age differences. Additionally, Bannell and Akyeampong (2007) conducted a survey on teacher motivation found that young Tanzanian teachers were less satisfied with their job than their older counterparts who felt being teachers by profession was a privilege. This implies that teachers differed significantly in job satisfaction with regard to age.

However, results of the research on job satisfaction that was conducted among primary and secondary school teachers in Greece revealed that there were no

significant differences in levels of teachers' job satisfaction with regard to marital status (Koustelios, 2001). This implies that secondary school teachers in Greece did not differ in their job satisfaction levels in relation to marital status.

Besides, teaching experience refers to the number of years a person has served as a teacher. Crossman and Harris (2006) call this the "length of service". According to Koustelios (2001), the teachers with long teaching experience indicated higher levels of job satisfaction with such aspects as pay and supervision. In other words, the level of satisfaction increased with the increase in years of service in the teaching profession. Similarly, Greenberg and Baron (1995) argued that employees with many years of service indicated higher job satisfaction than their colleagues with less job experience. Conversely, Crossman and Harris (2006) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among secondary school teachers in the United Kingdom.

Empirical research data of a study that was conducted in the United Kingdom indicated that teachers differed in job satisfaction in relation to the type of school in which they worked (Crossman & Harris, 2006). The teachers who worked in independent and private schools in the United Kingdom indicated higher levels of job satisfaction than their colleagues in other types of schools. However, other research findings indicate that teachers in public and private schools did not differ in the job satisfaction levels significantly (Zhongshan, 2007). Furthermore, earlier study findings indicated that teachers who worked in schools that are in the remote/rural

areas were less satisfied with their jobs than those working in urban areas (Bannell & Akyeampong, 2007). This implies that the location of school was a determinant factor of their differences in job satisfaction.

 Lastly, according to Greenberg and Baron (1995) employees occupying managerial or leadership positions in the organization indicate higher levels of job satisfaction than others. This implies that teachers who occupied senior positions like deputy principal, senior academic master/mistress, and heads of department among others in their respective schools were more satisfied with their job than their colleagues without such promotional positions. Similarly, Dinham and Scott (2000) found that teachers who had earned promotion in their schools were more satisfied with their job than others.

2.7 Related Imperical Studies

Studies on job satisfaction among teachers have been done both internationally and locally. A report by House of Commons Educational and Skills Committee (2004) showed that very many teachers in Britain were resigning from their posts, most had expressed a desire to leave the profession over the next five years and recruitment had declined dramatically. Further, the report notes that teachers are said to leave service citing dissatisfaction on the pay and working conditions.

In China, teacher retention has been of great concern. According to Sargent and Hannum (2003:54) teaching jobs in China have become increasingly varied in their compensation and at the same time good teachers have gained greater flexibility to

move to better jobs in other sectors. These changes have increased the career choices of individuals, but they also mean that schools serving poor rural communities face new challenges in retaining qualified teachers.

In many developing countries and particularly in Africa, employment policy in general and specifically the education employment policy have long taken into account the need to satisfy teachers' needs and to satisfy the workers (Werner & Desimone, 2006). Onu, Madukwe and Agwu (2005) examined factors affecting job satisfaction of field extension workers in Enugu State Agricultural Department Program in Nigeria using a sample of 43 extension staff randomly selected across three agricultural zones. The field extension workers indicated low level of satisfaction with their job content, conditions of service and working environment, which were subsequently identified as key factors that could enhance job satisfaction among employees.

In research by Mwamwenda (1995) cited in Nyagaya (2015) on the factors influencing job satisfaction among secondary schools white teachers in South Africa, the variables that emerged from these studies were aspects pertaining to working conditions, interpersonal relations with managers, colleagues and learners, professional development, management styles and community involvement. Factors affecting job satisfaction among white teachers covered a broad spectrum and including intrinsic as well as extrinsic factors.

Under the Kenyan situation, job satisfaction and good quality work from the employer and the employee respectively dictates the performance of organizations (Chen & Li, 2002). Staff movement of either joining or leaving an organization is one of the many indicators or pointers of the employees' satisfaction or dissatisfaction which may also mean high or low staff motivation. Mutie (1993) in his research on satisfaction of secondary school administrators and teachers in Kitui, Kenya revealed that qualified teachers leave teaching because they are dissatisfied with poor pay and compensation, poor methods of promotion, inadequate opportunities for career advancement, poor public image and unsatisfactory conditions. Okumbe (1992) in his study of levels of job satisfaction among graduate teachers in Siaya, Kenya noted that the low levels of job satisfaction was due to factors such as poor remuneration, method of promotion, poor working conditions and work environment. Other factors included job security, recognition and workload. The teacher being an instrument of success requires physical, psychological, economic and social comfort.

Nyagaya (2015) conducted a study on the factors influencing teacher's level of job satisfaction in public primary schools in Kayole division, Embakasi sub county, Kenya on 20 public primary schools with 220 respondents using descriptive research design. The study revealed that remuneration influenced positively teachers' level of job satisfaction. Concerning working conditions, the study concluded that the inadequacy of school facilities led to teachers' dissatisfaction with their job. The

number of lessons taught per week (workload) also affected teachers' level of job satisfaction.

In Namibia, a study by George, Louw and Badenhorst (2000) on job satisfaction among urban secondary school teachers used survey design and descriptive statistics (mean and standard deviations). The findings indicated that Namibian teachers experienced a lower level of job satisfaction compared to an American norm group, in terms of findings by Maslach and Jackson (1986). The study also indicates that, approximately two-thirds of the Namibian teachers experienced high levels of dissatisfaction with intrinsic factors, while nearly 90% experienced an attitude towards extrinsic factors that varied from neutral to satisfy.

Research conducted by George, Louw and Badenhorst (2000) on the factors influencing job satisfaction among black female teachers in South Africa indicated that all the job satisfaction factors revolved around the teacher's learners, her teaching, and her own security. It was apparent that she sought her job satisfaction within her classroom. Factors concerning her personal life and her relationships with colleagues were also accorded high priority, indicating that intrinsic factors played an important role in determining job satisfaction

2.8 The Research Gap

Many studies have been conducted on teachers working conditions and job satisfaction for many years now and hundreds of articles have been published (Zembylas & Papanastasiou, 2006). However, most of the studies have been done in

the developed countries such as United States of America, United Kingdom, Canada and New Zealand; only a few such studies to my knowledge, have been undertaken in the developing countries of Africa and Tanzania in particular. This suggests that there is more literature on teachers working conditions and job satisfaction from the developed countries than there is from developing countries and Tanzania in particular. The few studies in Kenya and Tanzania (Ngimbudzi, 2009; Kimengi, 1991) looked at factors influencing teachers' level of job satisfaction at the primary school levels. Most of these studies used complicated statistical tools for data analysis which a difficult for understanding of educational administrators and government officials, they also use large population and sample from urban settlements. However, none of these studies looked at the secondary school teachers working conditions and their job satisfaction particularly in remote areas like Kisarawe. It is these gaps in literature that this study attempted to fill by undertaking this study in a rural area of Kisarawe and using simple statistical tools for data analysis of percentage, frequencies and tables. To throw more light on the nature of teachers working conditions in the area understudy and its influence on teachers job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in this study. Major aspects

desribed in this chapter include research design, research approach, area of the study,

target population of the study, sampling techniques and sample size. Moreover, data

collection instruments, validity and reliability of the instrumenst, data analysis and

research ethical issues are also discussed.

3.2 Research Design

Research design according to Kothari (2010) is the arrangement of conditions for

collection and analysis of data in a manner that aims to combine relevance to the

research purpose with the economy in procedure. Sekeran (2005) defines research

design as the complete scheme or plan conceived so as to obtain answers to a

research question or problem. It is a conceptual structure within which research is

conducted. Descriptive survey is a method of collecting information by interviewing

or administering a questionnaire to a sample of individuals. Descriptive research is

used during collection of information about peoples' attitudes, opinions, or feelings

or any of the variety of education or social issues (Kombo & Tromp, 2006).

This study used descriptive survey design with a case study approach due to its

suitability in social research that can be done in the subjects natural setting (Kothari,

2010). This design was preferred because of its strengths and interpreting conditions, practices, beliefs, views, perceptions and effects that exist in the real world (Silverman, 2010). In addition the design suits both qualitative and quantitative approach. In the use of descriptive design, the researcher gathered information on assement of the influence of goverment secondary school teachers working condition on job satisfaction in Kisarawe district.

3.3 Research Approach

This study employed mixed method (triangulation) which involves both qualitative and quantitative data. Triangulation was carried out by the researcher to increase validity of the research by allowing the researcher to use many data sources (Bartlett & Burton, 2007). The researcher approached the objectives of the research from different perspectives in order to gain a greater understanding by seeking the contribution from the varied groups of respondents such as teachers, Heads of School, Teachers Service Department District Secretary officer, and District Educational Officer (DEO). Since there was no single approach which was absolutely perfect, the researcher also used quantitative research approach which is largely statistical and numerical in nature.

3.4 The Location of the Study

This study was conducted in Kisarawe district in coastal region. The study covered five selected public secondary schools, namely Kibuta, Kimani, Masaki, Chanzige and Makurunge. The area of the study was familiar to the researcher to assess the

influence of public secondary school teachers working condition on job satisfaction in Kisarawe district.

Target Population

Kombo and Tromp (2006) define population as a group of individuals, objects or items from which samples were taken for measurement. While, Best and Khan (2003) defined population as any group of individuals who have one or more characteristics in common that is of interest to the researcher. Also according to Sekeran (2005) and Punch (2000), population refers to the entire group of people, events or things of interest that the researcher wishes to investigate. The target population of this study consisted of five hundred and thirty (530) public secondary school teachers, fifteen heads of schools, two district education officers, and one district teacher service department officer (TSD).

3.6 Sample Size

Kombo and Tromp (2006) argued that it is not possible to deal with the whole population in research; therefore there is a need to identify a portion of the population called a sample. A study of the sample and an understanding of its properties or characteristics would make it possible for use to generalize such properties or characteristics (Sekeran, 2005). In this study the selection of the sample considered many factors such as the kind of information required, purpose of the study and time allocated for the research. At this point, a total of 107 samples (respondents) were selected for the study and it seems to be enough for providing the relevant information for the study. The sample consisted of 100 public- secondary school

teachers, five heads of schools, and secondary school District Education Officer (DEO) and District Secretary Teachers Service Department (TSD). The sample size distribution is shown in Table 3.1.

Table 3.1: Category of respondents and sample size of the study

S/N	Respondents category	Number of respondents
1	Secondary School Teachers	100
2	Heads of Schools	05
3	District Education Officer (DEO)	01
4	Tanzania Service Departments (TSD) Official.	01
	Total	107

Source: Field data (2015)

(iv).7 Sampling Techniques

Sampling is the process of selecting a sufficient numbers of elements from the population such that it is a representative of the entire population (Creswell, 2005). A sampling technique is defined as a procedure used to select some elements of a population in such a way that they represent the actual characteristics of the total population (Frankel & Warren, 2000). On the other hand, Kombo and Tromp (2006) show that sampling is the process of selecting members from a population such that the selected group contains elements representative of the characteristics found in the entire group. Sampling procedure is a definitive plan for obtaining sample from the population. In this study, sample is a finite part of a statistical population whose properties are studies to gain information about the whole. When dealing with people

it can be defined as a set of respondents (people) selected from a large population for the purpose of the survey. The study included a total sample of 107 respondents. The sampling of the schools involved stratified and purposive random sampling, the sampling of the participants involved simple random sampling techniques. These sampling techniques are discussed as follows:

3.7.1 Purposive sampling

Generally, the sample selection was based on the purpose of the research. In this study, therefore; the DEO, District secretary Teachers Service Department (TSD) officer and Heads of School, teachers were purposively sampled according to their roles and ability to enable the researcher to obtain relevant data on teacher's wellbeing in Kisarawe district.

(i) District Secondary School Education Officer (DEO)

The DEO was selected because she is the incharge of education matters in the district and also is the one who directly deals with the administration and management of secondary schools in the area of her juridisfication. According to Mnguu (2008), the DEO is the responsible officer for coordinating and keeping records of students and teachers affairs in the district. One of the responsibilities of the DEO is to insure that teachers teach according to the school schedule and necessary facilities are available for the school to operate effectively.

(ii) One Respondent from Teachers Service Department Office (TSD)

TSD leader was included by virtue of his position. TSD responsibilities among other duties include the supervision and ensuring smooth and timely provision of teachers rights, promotions, salaries and allowances

(iii) Five Heads of Secondary Schools from Selected Schools

Heads of secondary schools were involved in the sample by virtue of their positions they hold. They are responsible for leadership of their schools including making sure that teachers attended classes and teach effectively.

(iv) The School Teachers

100 classroom teachers were selected through purposive and simple random sampling methods. The five schools from which 19 - 20 teachers were purposively selected from each through simple random sampling on first-come-first saved basis. The 100 teachers were involved in the sample because they facilitate the processing of teaching and learning as well as supervise learning and give and mark exesecise for the students. They were also expected to provide relevant information on the assessment on the influence of goverment secondary school teachers working conditions on job satisfaction in Kisarawe district. They are also supposed to identify the interventions from education stakeholders in order to improve the learning environment.

(iv).8 Data Collection Methods (Primary & Secondary Data Collection Methods).

The researcher could not collect data without using data collection instruments. An instrument is what is used to obtain data from the field. The researcher employed four techniques for data collection namely; questionnaire, interview and an observation checklist and documentary review. The use of multiple techniques helps in cross checking the authenticity of information that was provided by the respondents thus enhancing reliability (Kombo & Tromp, 2006).

3.8.1 Questionnaire

Kothari (2004) comments that questionnaires are instruments for gathering data beyond the physical reach of the observer. Questionnaires involve a set of questions to be used to collect information from respondents on their attitudes, feelings to the problem under study. Questionnaires consisted of structured questionnaires (closed and open questions). The advantage of using questionnaires is that this tool enabled the collection of variety data from a large number of respondents within a short period of time. Also structured questionnaires are simple to administer and relatively easy to analyze. Questionnaires have also disadvantage; it may have lower response rate and may obtain different interpretations of questions (Kombo & Tromp, 2006). To overcome this problem a researcher administered interview, also a researcher assured the respondents that the information that they provide would be treated strictly confidential and would only be used for academic purposes. The questionnaire that was distributed to secondary school teachers is found in Appendix1.

3.8.2 Interview guide

According to Cohen, Manison and Morrison (2001), an interview is regarded as an interchange of views between two or more people on a topic of mutual interest and emphasizes the social research data. It is a research tool for data collection that involves the collection of data, through verbal interaction between the interviewer and interviewee. The researcher used personal interviews that is to say structured interviews was employed. According to Kothari, (2004) interview guide have advantages and disdvantages; The major advantages of using this method is that, there is greater flexibility under this method as the opportunity to restruture questions is always there, especialy in case of unstructured interviews and non-response generally remain very low. Interview have some weaknesses; Firstly, it is time consuming, especially when the sample is large. Interviews were conducted between DEO, TSD official, and heads of schools. The researcher conducted interview through negotiation with each respondent's time. The interviews were conducted in respective areas. The key issues in the interview guide related to teachers working conditions, living and working enviroment such as accommodations, and teachers in-service training, annual increment and promotiotion and overall level of job satisfaction and the influence of teachers' work conditions. The Interview guides which was used in the study are found in Appendix 2 for heads of schools, Appendix 3 for DEO, Appendix 4 is for TSD officer.

(iv).8.3 Observation checklist

This is a technique for gathering information, which allows the researcher to see and hear things and record them rather than rely on peoples'responses to questions. It requires the researchers' personal ability and understanding of the phenomena (Frankel & Warren, 2000).

Kothari (2004) has identified the main advantage of this method is that subjective bias is eliminated, if observation is done accurately. Secondly, the information obtained under this method relate to what is currently happening, it is not complicated by either the past behavior or future intentions or attitudes. Thirdly, this method is independent of the respondents' willingness to respond as happens to be in the interview or questionnaire data collection techniques. However, according to Kothari (2010), observation method has various limitations, firstly, it is an expensive method; secondly, the information provided by this method is very limited. Thirdly, sometimes unforeseen factors may interfere with the observational tasks. The observation checklist is attached in Appendix 5.

3.8.4 Documentary Review

A documentary review is a process of reading various report, data, and statistics in the office or any place associated with the issue of study (Kothari 2013). The researcher used documentary review to supplement the information obtained through the use of questionnaires, interview, observation checklist, a number of documentary at school and district level were reviewed. The documents that the researcher reviwed to obtain data were teachers attendance register books which showed teachers who are precent, absent, sick, and on leave. The reseacher also reviwed documents from

District Education Officer which showed the total number of goverment secondary schools found in Kisarawe District.

Kothari (2013) contends that there is an advantage of using documentary review, it helps the researcher to get information which is not found from other sources of data collection. Although sometimes the researcher can get data which is not related to the study, in order to overcome this problem, the reseacher should relate information with the study and real situation before using information.

3.9 Validity and Reliability of Research Instruments

Validity is the extent to which a measurement measures what it is supposed to measure and reliability is the extent to which a measurement produces/ yields the same results on repeated trials in qualitative study (Carmines & Zeller, 1979 cited in Cresswell, 2005). Hill and Kerber (1983) gave five points that have to be considered and observed when formulating instruments. The five points include the length of the instruments, the subjects, the items and the format and how the instrument will motivate the respondents. In order to understand the cited qualities for validating the data instruments, the researcher used a pilot study. During the pilot study, the interview guide and questionnaire were administered to some teachers of two pilot secondary schools in Msimbu ward of Kisarawe district. The ambiguities of the collection tools were noted during the pilot study and this helped the modification and adjustment on the basis of the identified deficiencies. After piloting study, the data collected were checked with fellow MEDAPPS students and also modification

of instruments were structured by supervisor, hence the data collection instruments were used in the field.

3.10 Data Analysis Procedure

Data analysis is a process that involved editing, coding, classification and tabulating of collected field data (Kothari, 2013). The data gathered were grouped and analysed according to research objectives. The qualitative data collected where analysed using words of opinions and perceptions of respondents to support the qulitative data. In this study the qualitative descriptive data techniques was used to analyze data by coding, interpreting information into themes, condensing them and measuring them into numerical values. The data was analysed using percentage and frequencies distribution tables, charts and graphs using Microsoft office excel 2007.

3.11 Research Ethical Considerations

Before the field work the researcher, officially requested permission letter as a research clearance from the Open University of Tanzania to conduct the study in Kisarawe District. This was followed by officially writing to the District Executive Director (DED). This helped the researcher to negotiate access to the secondary schools and other offices in the district. The research clearance letter from OUT is attached in Appendix VI and permission letter from DED is in Appendix VII. The researcher asked for informed consent from all the participants in the study. The researcher also negotiated with participants to be involved in the study and that they had the right to withdraw from the study at any time and that they were at liberty to

choose to participate or not. Moreover, the respondents were assured that the information they provided, whether orally or in written form would be treated strictly confidential and would only be used for academic purposes.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents data of the research, analyses and discusses the findings of the study as obtained from the field. This is done on the basis of the objectives stated in chapter one. This discussion is done within the Maslow theory and Herzberg hygiene theory as proposed in chapter two which provides a methodological road map. In order to present the findings in a logical order, the findings are presented and discussed as a whole from respondents.

4.2 Distribution of the Demographic Profile of Teachers

The general information from the questinnaire tells more about the respondents including their age, marital status and education qualification as well as work experience. The findings show that 55% of the respondents were aged between 21-30, while 30% were aged between 31-40 and only 15% ranged between 41-50 among them 57% were single and 43% were married. On education qualifications, 49% were holding diploma, 50% were degree holders and 1% of the respondents was a holder of masters degree. All teachers have a teaching experience ranging from one year to 15 years. The findings show that 75% of the respondents have the experience of between 1-5 years, 20% between 6-10 years and 5% have experience between 11-15 years. The results are summarised in Table 4.1.

Table 4.1: Distribution of the Demographic Profile of Teachers

Demographic profile		Number of Respondents (N=100)	Percentage
Age	21-30 years	55	55%
	31-40 years	30	30%
	41-50 years	15	15%
Marital status	Single	57	57%
	Married	43	43%
Education qualification	Diploma	49	49%
	Degree	50	50%
	Masters	1	1%
Working experience	1-5 years	75	75%
	6-10 years	20	20%
	11-15 years	5	5%

Source: Field data (2015)

From Table 4.1, the findings show that most of teachers from selected schools had short period of teaching which means that they had a long period of teaching before reaching 60 years, which is the age of retirement, and also have more energy to work and are reliable human resource if the gorvenment would invest on them and empower them. Moreover, these teachers were f of the age group that the had family responsibilities   , and those who were single were looking forward to prosper economically. In terms of education qualifications, the findings show that teachers have good qualifications although most of them have the teaching experience of between one to five years.

4.3. Working Conditions on Teachers Level of Job satisfaction

The analysis of data on the influence of working conditions on teachers' job satisfaction was done under the respective research objectives as follows:

4.3.1. To assess the working conditions on teachers level of job satisfaction in Kisarawe district council

The first objective aimed to assess how working conditions influenced teacher's level of job satisfaction whereby teachers were asked to rate their working conditions as motivating, fairly motivating and de-motivating. The findings from the five selected schools show that three teachers equal to (3%) of all respondents rated that the working conditions as motivating while 40 teachers equal to (40%) rated working conditions as fairly motivating and the remaining 57 teachers (57%) rated the working conditions as de-motivating. The findings from each school are summarized in Table 4.

Table 4.2: Teachers rating of the working conditions

Schools	Teachers rating working conditions		
	Motivating	Fairly motivating	De-motivating
Kibuta (N=19)	0 (0%)	7 (37%)	12 (63%)
Kimani (N=20)	0 (0%)	8 (40%)	12 (60%)
Masaki (N=19)	0 (0%)	9 (47%)	10 (53%)
Chanzige (N=21)	2 (10%)	7 (33%)	12 (57%)
Makurunge (N=21)	1 (5%)	9 (43%)	11 (52%)
Total (N=100)	**3 (3%)**	**40 (40%)**	**57 (57%)**

Source: Field data (2015)

The findings in Table 4.2 are well illustrated in Figure 4.1
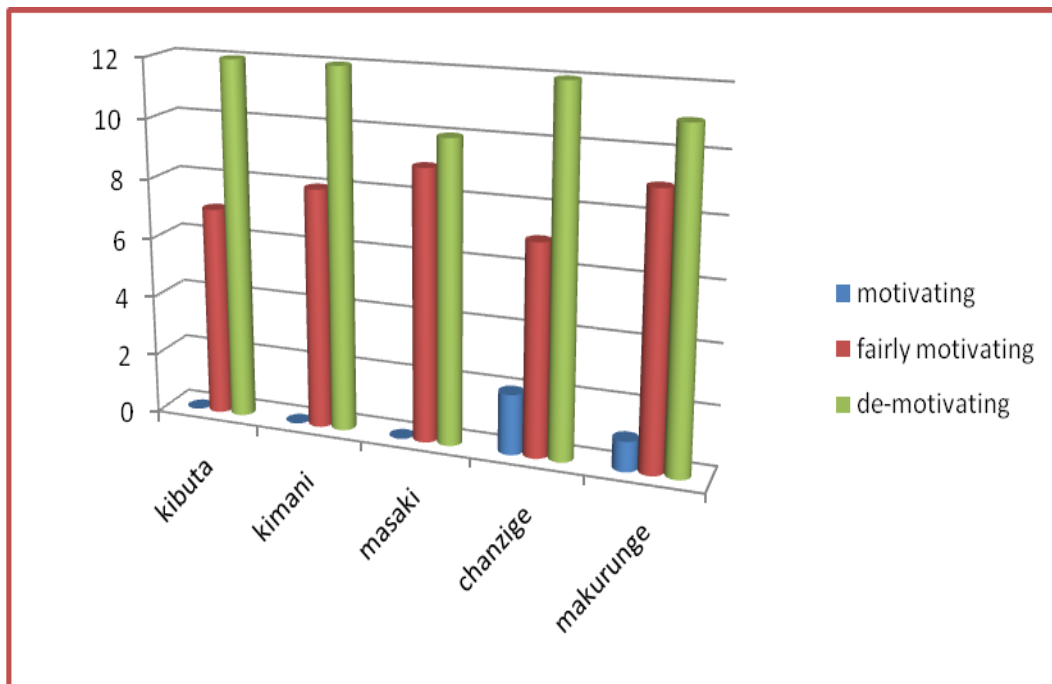
Figure 4.1: Teachers Rating of the Working Conditions

The results suggested that poor working conditions among teachers is a problem to many teachers working in Kisarawe district. Nearly over half of the teacher questionnaire respondents rated their own working conditions as 'de-motivating or 'fairly motivating' compared to only three teachers who rated as motivating. The findings show that out of 100 teachers who participated in the study only three teachers (two teachers from Chanzige and one teacher from Makurunge) rated the working conditions as motivating for them to work. The three teachers equal to three percent rated working conditions motivating because are senior staff and approaching

the age of retirement hence they have no more time and other alternative to teaching employment. For this reason they find themselves motivated by working conditions. While more than a half rated the working conditions as de-motivating. These responses of de-motivating indicate high levels of discontentment.

The head of schools were also asked on the working conditions of teachers in their schools. All five head teachers interviewed from the selected schools responded that teachers were working in poor and de-motivating conditions. When asked to give the reason for their responses, they had different reasons. The head teacher from secondary school I indicated that the school had shortage of physical facilities like houses, staff rooms which don't attract many teachers. The head of secondary school II indicated that the school had shortage of necessary facilities like chairs and tables for teachers to sit on, while the head teacher from secondary school III said that teachers were working in difficult environment characterised with lack of houses, health service, electricity, market and water.

During the interview with the District Education Officer (DEO), he also acknowledged that teachers were working in a poor environment and most of schools in the district were found in remote area. He added that the community around had negative attitude with education and the students themselves were not willing to learn. Moreover, teachers in Kisarawe district lacked community support from parents and other local leaders something that depleted their moral and de-motivated them to work.

The leader of TSD similarly confessed that teachers at Kisarawe district like others in other parts of Tanzania were working in an environment with limited access to social services and physical facilities. A good working condition among teachers is a key motivator, particularly for teachers posted to more remote and difficult locations. According to Orodho and Waweru (2013), positive work environment is essential to increase employee satisfaction and reduce turnover and also is key for developing a high performance work force.

Davidson (2005) had indicated that an attractive and supportive work environment attracts individuals into the teaching profession, encourages them to remain in the profession and enables them to perform effectively. The purpose is to create incentives for entering the teaching profession (recruitment) and for remaining in the profession (retention). In addition, supportive work environments provide conditions that enable teachers to perform effectively, making best use of their knowledge, skills and competences and the available resources in order to provide high-quality education.

4.3.2.1 Annual increment and promotion after three years

Teachers mentioned the issue of annual increment and promotion of salary scale after the interval of three years as one of the things that affected them and lowered their work morale. Documentary review of records from TAMISEMI (2014), showed that teachers with diploma qualification begin with the salary scale of TGTS-C 1 which is Tsh 460,000 and after three years they are supposed to be moved to TGTS-D 1,

which is Tsh 630,000. Thereafter the scale rise is to TGTS-E 1 which earns 820,000 to TGTS-F 1, which is 1,080,000 The teacher with bachelor degree qualification begins with TGTS-D1 which is Tsh 630,000 and after three years move to TGTS-E 1 which is Tsh 820,000 followed by TGTS-F 1 which is 1,080,000 and TGTS-G 1 which is 1,400,000 up to TGTS-H which is 1,850,000 The findings from the surveyed schools showed that some teachers got promotion from 2012 to 2015 while others were not promoted even though they had appropriate qualifications.

The findings show that 25 teachers (25%) got promotions while 75 teachers (75%) did not get promotions. The findings for each school are presented in Table 4.3.

Table 4.3: Teachers Responses on Promotion

School	Number of teachers promoted from 2012 - 2015	
	YES	NO
Kibuta (N=19)	3 (16%)	16 (84%)
Kimani (N=20)	6 (30%)	14 (70%)
Masaki (N=19)	7 (37%)	12 (63%)
Chanzige (N=21)	5 (23%)	16 (76%)
Makurunge (N=21)	4 (19%)	17 (81%)
Total (N=100)	**25 (25%)**	**75 (75%)**

Source: Field data (2015)

The findings in Table 4.3 is here presented in Figure 4.2
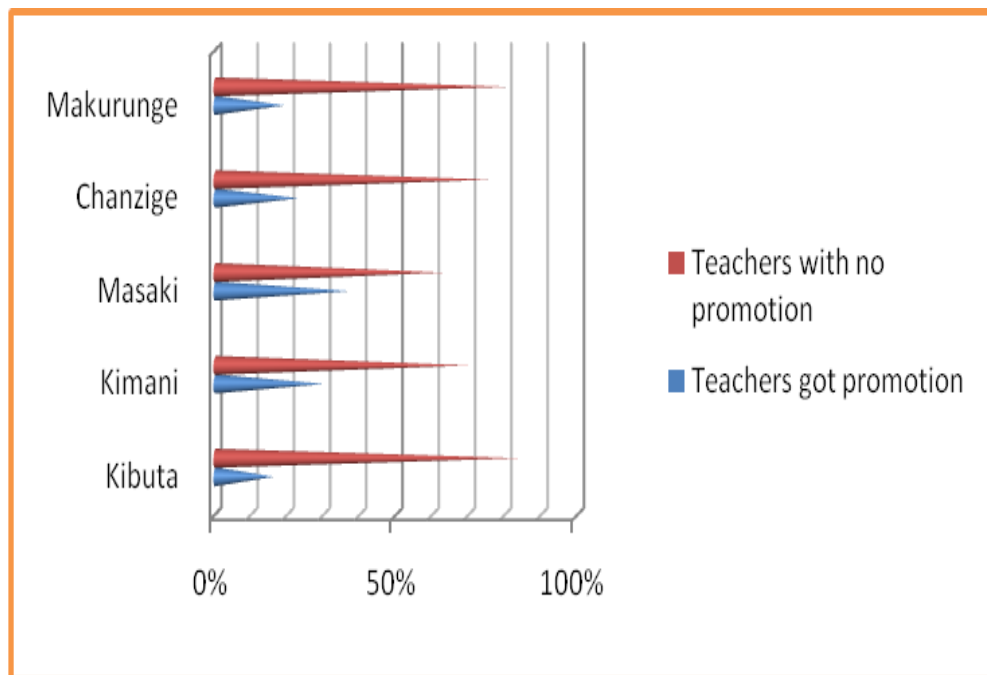
Figure 4.2: Teachers Responses on Promotion

The findings from the DEO office showed that there is a problem of teacher promotion and the government is working on teachers' payment in groups so it's a matter of time that everything will be settled. Due to that, she told teachers to buy time when their issues are in the process to be solved. The interview with the TSD

leader showed that one factor that affected many teachers was the issue of promotion.

This included annual salary increments and promotion of salary grade after the interval of three years. They said that many teachers did not get an upgrade of their salary scale for many years due to the government financial delay and small annual budget allocation as a result teachers were becoming discouraged. The TSD leader responded that they were still making follow-ups to the government to ensure that teachers get their arrears.

It has been noted in the review that grade promotion may be better than salary increase as indicator of status. Lumsden (1998) adds that promotion is among the important rewards in an organization that gives hope and motivation to a maximum number of employees. The findings suggested that promotion is a principal means of encouraging teachers to work hard though some teachers believed that there was some element of favoratism in the whole process of promotion. The experience in Tanzania indicates that there is a good number of teachers who are less favored in the process of promotion to the extent that they remain stagnant in one rank for more than five years (Thirkildsen, 2000). This observation agrees with the results by Reynolds (2004) which concluded that teacher promotion judged teachers' salary scale among them, therefore delaying to adjust teachers grades or promotion, hence putting in one category long working teachers and highly educated with less-experienced teachers demoralized those who deserved.

4. 3. 2. 2 In-service training for teachers

The second factor mentioned by teachers as a de-motivating working condition at Kisarawe district was lack of adequate in-service training. In answering the questionnaire, some teachers said that they did not get any training since they were employed and even some of them did not know even how these training were conducted.

 To find responses to this question, teachers were asked if they had any opportunities to attend training since they were first employed. The findings show that in Kibuta secondary school seven teachers equivalent of (37%) got a chance of training while 12 teachers equal to (63%) had not got a chance to attend in-service training. In Kimani secondary school, six teachers equivalent of (30%) had attended in-service training while 14 teachers equivalent of (70%) did not attend any in-service training. In Masaki secondary school six teachers equivalent of (30%) had attended in-service training   while 13 teachers equaling to (70%) had not got any in-service training. Another school is Chanzinge whereby five teachers (24%) had got in-service training and other 16 teachers (76%) had not attended in-service training. The last school was Makurunge whereby four teachers (19%) had got training and the rest 17 teachers (81%) had not attended any in-service training. The findings for all schools are summarized in Table 4.4.

Table 4.4: Teachers who have attended in-service training and those who did not attended in-service training in surveyed school

School	Teachers attendance to in-service training	
	YES	NO
Kibuta (N=19)	7 (37%)	12 (63%)
Kimani (N=20)	6 (30%)	14 (70%)
Masaki (N=19)	6 (30%)	13 (70%)
Chanzige (N=21)	5 (24%)	16 (76%)
Makurunge (N=21)	4 (19%)	17 (81%)
Total (N=100)	28 (28%)	72 (72%)

Source: Field data (2015)

The findings show that a large number of teachers (72%) in the surveyed schools had not a chance to attend any in-service training compared to the number of teachers who got a chance to attend in-service training. The findings in Table 4.4 are well illustrated in Figure 4.3.
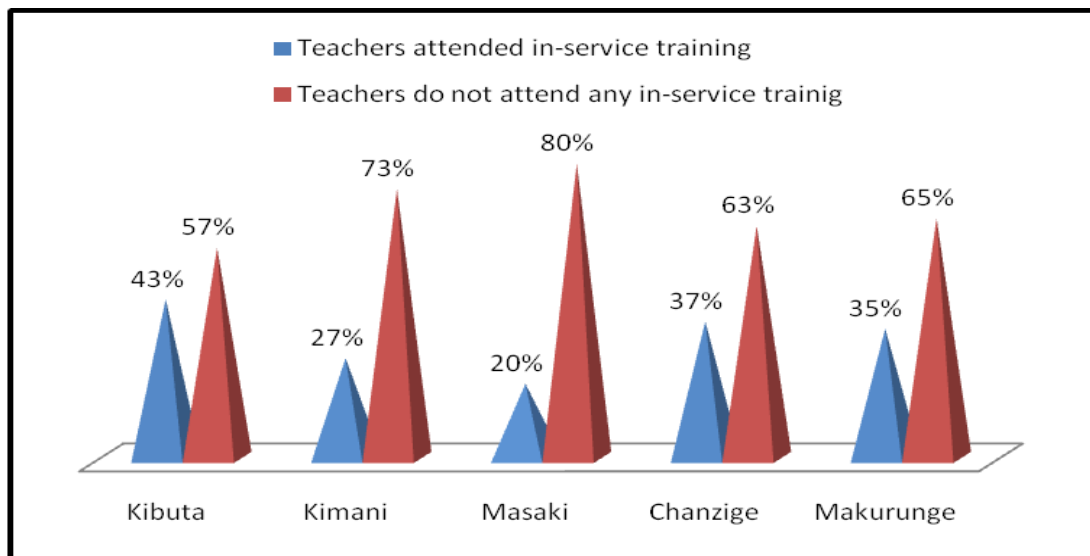
Figure 4.3: Teachers who have attended in-service training and those who did not attend in-service training in surveyed school

The interviews with the heads of school showed that few teachers in their schools had a chance to attend in-service training and those who had attended such training were mostly science teachers and English teachers as shown in Table 4.3. While the TSD leader revealed that the government did not have sufficient funds to provide training for all teachers as required, for that reason the government trained teachers

only for subjects which were perceived to have a big problem and these were science subjects and English language subject.

The DEO of Kisarawe district revealed that few training courses had been conducted since 2010 and the priority was given to science and English teachers and also heads of school due to shortage of funds located by the government for in-service training. Osaki (1996) noted that in-service training was a very important aspect, if it was not done regularly teachers would be out of date as they would they would be left behind to new subject knowledge and pedagogical skills.

Akinbode (1996) conducted research in Nigeria on in-service training and established that investment in the form of in-service training was a crucial factor in the development of job commitment. The result of the study showed that teachers who had low professional commitment prior to training became highly committed after they were given opportunity to go for in-service training, the in-service training served to boost their moral and thus lead to positive work performance among them.

Aitken (2004) reported that Education Review Office (ERO) of New Zealand carried out a case study of in-service training in school nationally. The purpose of the study was to examine how well in service training in schools was managed in order to inform government polices about in-service training and to provide information about good practice that will assist schools to use in-service training effectively. The report indicated that in-service training had many benefits, including the following;

enhancing teacher performance which in turn brings about improvement in students achievement; a key mechanism to equip schools to respond to so many challenges. It was also found that in-service training, unlike pre-employment training, can affect all practicing teachers, and have a wider and more immediate impact on the effectiveness of the teaching workforce   as a whole (Aitken, 2004).

4.3.2 Physical school environment

The findings obtained through observation method and interviews with the heads of school identified the problem of poor infrastructure including shortage of office equipment as a major problem. Besides, teachers mentioned the location of their schools as 'unattractive'. Moreover, lack of proper fencing creates security problems because school premises were always penetrated by thieves and other unwanted people. These school problems are discussed in the following sub-sections;

4.3.2.1 Office equipment

 With regard to office equipment, the researcher observed a challenging situation particularly during class hours because teachers had shortage of chairs and tables to sit on for marking or doing other activities. The findings indicated that Kibuta secondary school had ten chairs which was (53%) out of 19 required teachers' chairs, and had shortage of nine chairs which was (47%). Kimani secondary school had 12 chairs which was (60%), and had a shortage of eight chairs which was equal to (40%) out of 20 required teachers' chairs. Masaki secondary school had nine chairs which was (47%) and had a deficit often chairs which was (53%) out of 19 teachers'

chairs required. Chanzige secondary school had eleven chairs which was (52%) and

school had shortage of ten chairs which was (53%) out of 21 teachers available.

Makurunge secondary school had 12 chairs which was (57%), and school had a

shortage of nine chairs which was (43%) out of 21 teachers present in school. The

researcher observed teachers using students' desks to sit on in all surveyed schools.

These shortages were seen in many schools as confessed by the DEO.

The findings for each school are summarized in the Table 4.5.

Table 4.5: Availability and deficit of office chairs for each surveyed school

School	Number of chairs available	Shortage of chairs
Kibuta (N=19)	10 (53%)	9 (47%)
Kimani (N=20)	12 (60%)	8 (40%)
Masaki (N=19)	9 (47%)	10 (53%)
Chanzige (N=21)	11 (52%)	10 (486%)
Makurunge (N=21)	12 (57%)	9 (43%)
Total (N=100)	54 (54%)	46 (46%)

Source: Field data (2015)

The head teachers from Masaki, Makurunge and Kimani secondary schools also

mentioned the lack of administration office for heads of school whereby their schools

had no administration office. For this case, they used to choose a classroom and

convert it to a staffroom and use it with other teachers, as a result there was no

privacy for writing confidential reports and doing other administrative work. The

findings in Table 4.5 are verified in figure 4.4.
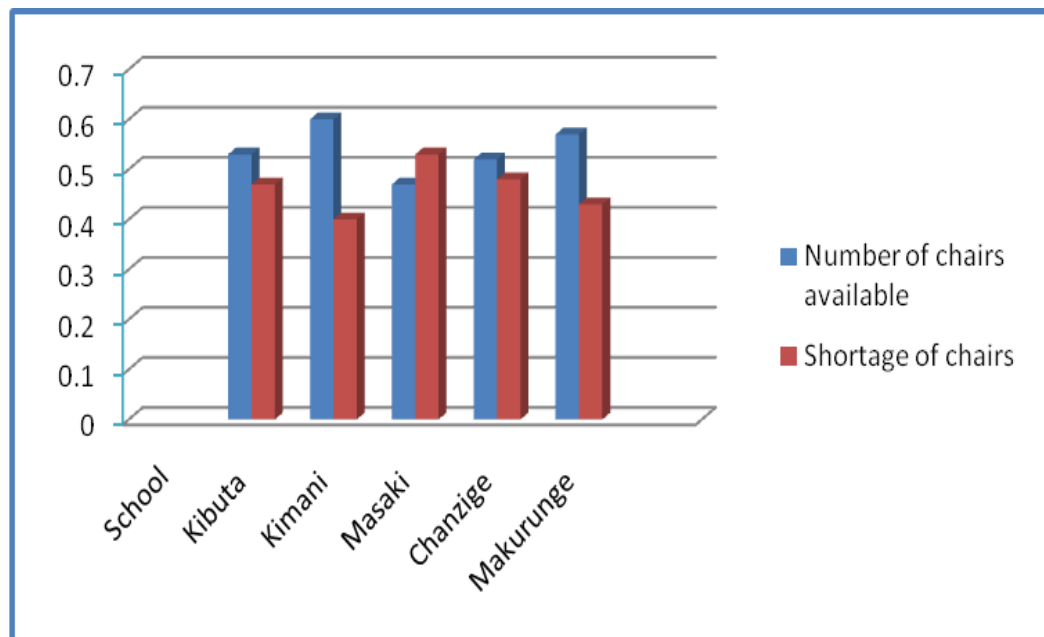
Figure 4.4: Available office chairs and deficit in each surveyed school

The District Education Officer (DEO) also confirmed the problem of shortage of office equipment and office blocks for many schools including the surveyed schools. When asked why the schools lacked chairs and other office facilities, he responded

by saying that schools depended on government support and parents' contribution and the community around did not support the school.

The study conducted in London by Reynolds (2004) revealed that teachers were frustrated because of unsupportive work environment, shortage of teaching and learning resources. In order to work effectively, teachers need adequate physical conditions of school classroom building, desks, chairs, and good accommodation.

Keeling and Kallaus (2000) argued that the infrastructure in which employees work and carry out most of their activities can impact on their productivity, they further elaborate that the quality and quantity of work generated by employees are influenced by the office environment (Keeling & Kallaus, 2000). Quible (1996) points out that poor environmental conditions can not only cause inefficient worker productivity but reduce workers' job satisfaction as well, which in turn impact on the organization's achievement. Better outcomes and increased productivity is assumed to be the result of better work place environment (Eamon, 2005).

4. 3.2.2 Housing

The issue of housing was mentioned by teachers as one factor which affects their working condition. In remote areas like Kisarawe, teachers faced the challenge of securing houses to live in while schools had no houses to accommodate them. Consequently, teachers had to rent houses in the village, which were often not as decent as those of their colleagues working in urban areas. Due to this problem some

teachers were forced to live at distant places far from their respective schools, hence requiring them to find transport every day to and from school.

The findings from the heads of school showed that Kibuta secondary school had four staff houses which was 21% satisfaction while the school had 19 teachers, therefore 15 teachers which was an equivalent of 79% lived in far away from school because they lacked school houses. Kimani had one house for 20 teachers, which meant that 19 teachers which was equivalent of 95% had no houses. Masaki school had two houses which was an equivalent of 11% , in a school of 19 teachers, therefore 17 teachers equal to 89% had no houses. Chanzige secondary school had four houses which is 19% for 21 teachers, while 17 teachers equal to 81% had no houses. The last school Makurunge secondary had three houses which was equivalent of 14% while the school had 21 teachers; therefore 18 teachers equal to 86% had no school houses. This situation compelled some teachers to live in Dar-es-salaam (Pugu, Kimara and Mbagala) and they went to school on shift, at least three days per week as a result they attend fewer classes. The situation also affected the researcher since it was difficult for him to find teachers to interview, as a result the researcher had to go to the school several times to find teachers. Table 4.6 shows the number of houses available for each school. The same findings also are presented in Figure 4.6.

Table 4.6: Number of houses available for teachers and the demand for each surveyed school

School	Number of houses	Number of houses

	available	required
Kibuta (N=19)	4 (21%)	15 (79%)
Kimani (N=20)	1 (5%)	19 (95%)
Masaki (N=19)	2 (11%)	17 (89%)
Chanzige (N=21)	4 (19%)	17 (81%)
Makurunge (N=21)	3 (14%)	18 (86%)
Total (N=100)	14 (14%)	86 (86%)

Source: Field data (2015)
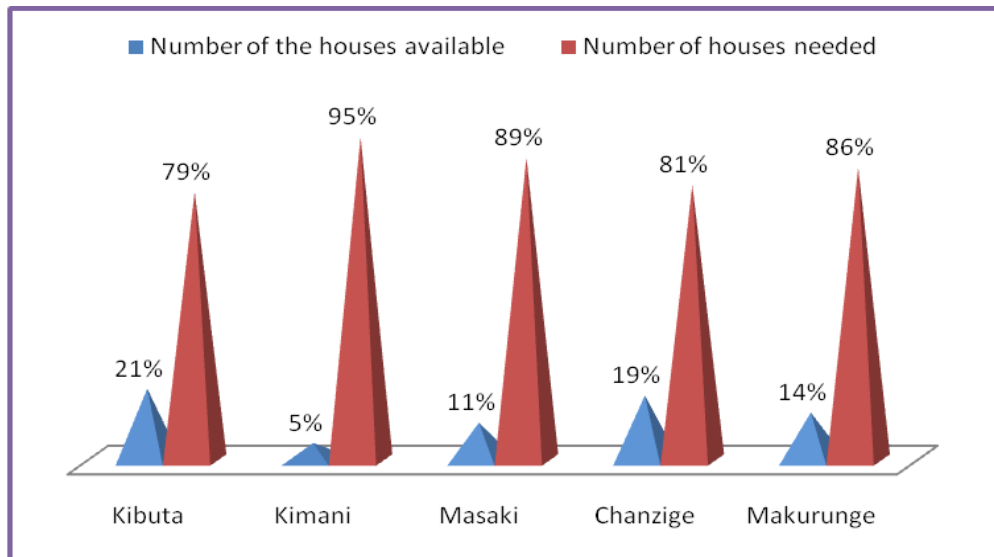
The interview also with the DEO revealed that the Kisarawe district had teacher accommodation problem. As a result the teachers had to find houses to live at places where social amenities like hospitals, market, water and electricity were available. The TSD leader respondent also admitted that housing is a challenge for many teachers and other government workers since most schools are found in remote areas which lack necessary social services.

Babyegeya (2002) comments that housing and travel are two critical issues affecting teachers' morale and motivation in rural areas. This is because finding decent accommodation in rural areas is a headache for most teachers. Maslow's hierarchy of needs identified shelter as one of basic needs, when teachers struggle to get good accommodation, it affects their morale.

The study conducted in Mozambique and Lesotho by Mulkeen (2005) reported that teachers located in rural areas were paid financial bonus or hardship allowances . Mulkeen (2005:7) further argued that, "housing is a second major incentive for teachers who are working in rural areas, where teachers cannot live near the school; they are likely to spend a lot of time travelling, often to the detriment of their school work".

A study conducted in Botswana by Mpho (2013) revealed that it is important to note that for learning to effectively take place, house buildings which are good, standard, and supportive for teachers to teach must be provided. Teaching and learning can be

enhanced or retarded by the presence or absence of appropriate physical condition of buildings (Mpho, 2013). The study carried out in America on the teachers job satisfaction revealed that due to absence of quality school physical structure influenced the ability of the teachers' morale. (Kennedy,2001).

According to HakiElimu (2005) nearly 10,000 government houses for teachers were built between 1991 and 2004. However, the overall share of secondary school teachers who could be housed only increased from 24 to 27 per cent. In other words, most teachers still had to find their own accommodation.

4.4 Teachers Overall Level of Job Satisfaction in Kisarawe District

The second objective aimed to investigate the extent to which teachers in selected schools were satisfied with their job. The researcher asked teachers to rate their level of job satisfaction scale as either being low, average or high. The findings show that (67%) of teacher respondents rated their job satisfaction as low while (28%) rated it as average and 5% rated their job satisfaction as high. Their responses are summarized in Table 4.7 showing the results for each surveyed school.

Table 4.7: Teachers rating level of job satisfaction

School	Teachers rating level of job satisfaction		
	Low	Average	High
Kibuta (N=19)	17 (81%)	2 (19%)	0 (0%)
Kimani (N=20)	10 (50%)	7 (35%)	3 (15%)
Masaki (N=19)	11 (58%)	8 (42%)	0 (0%)
Chanzige (N=21)	14 (67%)	6 (29%)	1 (4%)

Makurunge (N=21)	15 (71%)	5 (24%)	1 (5%)
Total (N=100)	67 (67%)	28 (28%)	5 (5%)

Source: Field data (2015)

The findings in Table 4.7 are also illustrated in figure 4.6
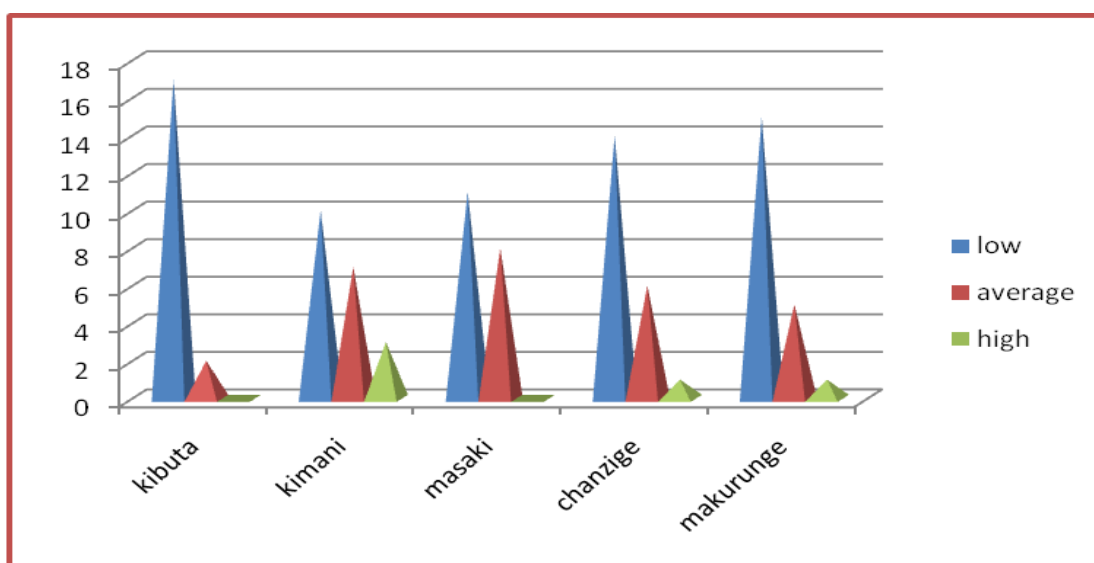
Figure 4.6: Teachers rating level of job satisfaction

The findings show that more than half of teachers (67%) who responded to this question, rated their level of job satisfaction as low, while a handful of them (28%) rated it as average and only five teachers (5%) rated their level of job satisfaction as high. The five teachers who rated their working condition as highly satisfied did this because they were in high salary scale due to long working experience and were expected to retire in the near future. Among the teachers who rated their job satisfaction level as high, three teachers were from Kimani secondary school, one from Chanzige secondary and the last one came from Makurunge secondary schools..

However, 17 (81%) teachers out of 19 from Kibuta secondary school rated their level of job satisfaction as low, and the remaining two (19%) rated their level of job satisfaction as average. In Kimani ten teachers out of 20 representing 50% rated their level of job satisfaction as low, while seven teachers which is equivalent of 35% rated it as average and the remaining three teachers which is equal to 15% rated their level of job satisfaction as high. In Masaki 11 (58%) teachers rated their level of job satisfaction as low and the remaining eight (42%) rated their level of job satisfaction as average.

In Chanzige 14 (67%) of the teachers rated their level of job satisfaction as low, six teachers which is equivalent of (29%) rated their job satisfaction as average, while one teacher which is equal to 4% rated their level of job satisfaction as high. The last school was Makurunge and the findings show that 15 teachers which is equivalent to

71% of the teachers gave low rating on their job satisfaction while five or 24% others had average rating and one teacher representing only 5% gave high rating of job satisfaction. While 67 teachers which were an equivalent to 67% rated low level of job satisfaction because they had short period of teaching.

The research findings revealed that the differences in the level of job satisfaction among teachers was partly influenced by length of teaching and the teacher's age; the five teachers who rated high level of job satisfaction a had long teaching experience raging from 11 to 15 years and their age was between 41 to 50 years. The 28 teachers (28%) who rated average level of job satisfaction research findings revealed that they had teaching experience raging from six to ten years and were aged between 31 to 40 years. The research findings further revealed that 67 teachers (67%) who responded low level of job satisfaction were influenced by short period of teaching raging from 1 to 5 years,

This finding agrees with the study of Nyagaya (2015) who in his study about the factors influencing teachers' level of job satisfaction in public primary schools in Kayole division in Kenya found that 90.8% of teachers were not satisfied with their jobs, while the remaining 9.2% had high level of job satisfaction which was attributed to their being old and of long working experience. The findings showed that teachers were not satisfied with their job, something that could lower their performance and affect students at large.

All heads of schools from the selected schools revealed that most teachers' level of job satisfaction was low and few had average level of satisfaction. When asked to give the reasons for their answer, the head teacher from Masaki, Kibuta and Makurunge secondary school said that the level of job satisfaction among teachers was determined by the individual goals especially for young professionals. They said that when most teachers graduate, they have high expectations to achieve and develop their life,but when they are employed teachers find that the teaching profession does not support them to achieve their dreams; hence they develop low level of job satisfaction.

Similarly, the leader of TSD revealed that most teachers had low level of job satisfaction because they viewed that their jobs did not help them to achieve their life goals and to have a better life. Likewise, an interview with the district education officer revealed that most young teachers had low job satisfaction compared to the older teachers.

Furthermore, the findings of research study related to the study conducted in China by Zhongshan (2007) who found that length of teaching influenced on job satisfaction. His study indicated that the level of satisfaction increased with the increase of years in the teaching service, this is based on the hypothesis that as a teacher grows older, he orshe adjusts their expectations with reality and consequently report more job satisfaction.

Also the research findings corroborated with those of Dehaloo (2011) who found that the least motivated teachers were from the age categories of between 27 and 39 years (with approximately 6 to 15 years experience.

4.5 The Impact of Teachers Working Conditions and Job Satisfaction on their Performance in Kisarawe District Council

This section provides teachers working conditions and job satisfaction outcomes.

4.5.1 Academic performance

The last objective analyzed the impact of teachers' working condition and job satisfaction on their performance in relation to students' academic performance. Poor working conditions and job satisfaction directly influenced teachers' performance on service delivery. This was well observed on students' results and the general learning outcomes expected from students. In all surveyed schools, students' results were not good and this was associated with the teachers' low job satisfaction to work. The learning outcomes affect directly, the students' life for example in 2014; Masaki secondary had 97 form four candidates , seven candidates equal to seven percent got pass grade, while 90 (93%) candidates failed or obtained zero. Makurunge secondary had 69 candidates and eight candidates (12%) got credit, 23 candidates (33%) got pass and 38 candidates (55%) failed or scored division zero. Kibuta secondary school had 57 candidates and among them 49 candidates (86%) failed or scored zero and eight candidates (14%) got pass grade. Kimani secondary school had 75 candidates and 18 (24%) got credit, 20 (27%) got pass and 37 (49%) candidates failed or scored division zero. The last secondary school, Chanzige had 84 candidates

and one percent candidate got merit, 22 (26%) candidates got credit, and 19 (23%) candidates got pass and 42 (50%) candidates failed or scored division zero. The results for each school are summarized in Table 4.8.

Table 4.8: 2014 Form Four Results

School	2014 Form four results				
	Number of candidates	Merit	Credit	Pass	Failed
Masaki	97	-	-	7 (7%)	90 (93%)
Makurunge	69	-	8 (12%)	23 (33%)	38 (55%)
Kibuta	57	-	-	8 (14%)	49 (86%)
Kimani	75	-	18 (24%)	20 (27%)	37 (49%)
Chanzige	84	1 (1%)	22 (26%)	19 (23%)	42 (50%)

Source: Field data (2015)

The findings in Table 4.8 are well presented in Figure 4.7
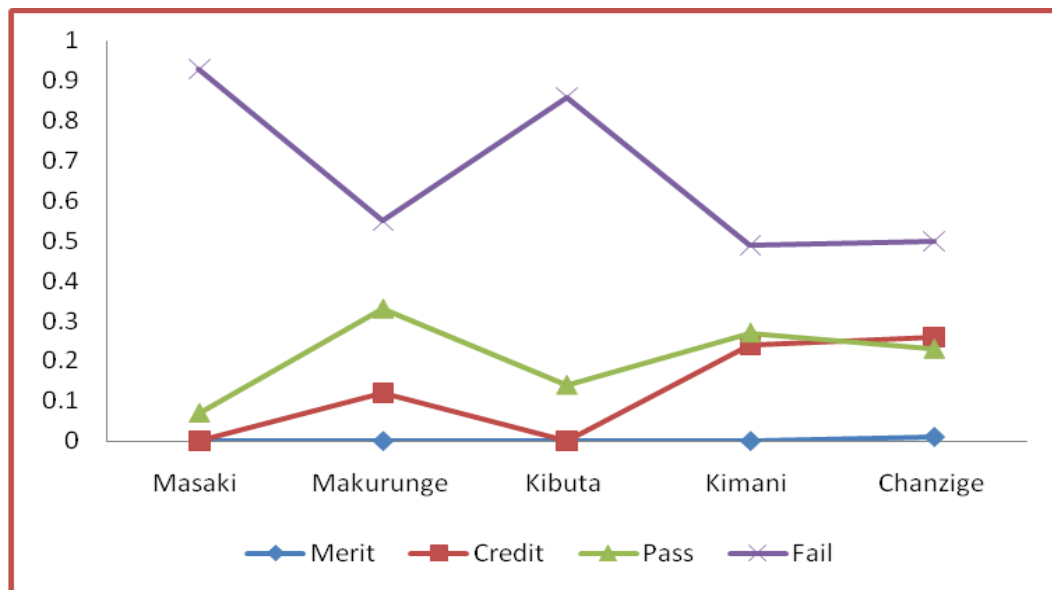
Figure 4.7: 2014 Form four results

The findings from the study indicate that student performance is not good. The results imply that the extent to which teachers are satisfied is a significant factor in influencing the delivery of quality education.

The differences in national form four examination results among the five surveyed secondary schools in Kisarawe district the research findings revealed that; working

conditions (rural/urban location of the schools). Masaki secondary school got (97%) and Kibuta got (49%) students who failed or obtained zero division are located in rural areas or in the villages and lack sufficient school facilities, social services around school are also scarce, even the school had no sufficient houses for teachers and houses to rent around or nearby the school, while Makurunge which got (12%) is found nearby town. Likewise Chanzige and Kimani which got (26%), and (24%) credit passes in national form four examination result respectively are located in town where working conditions are at least good; and teachers can easily access social services like water electricity and house and rent nearby schools.

This finding correlates with the study conducted by Jeynes (2002) who posited that students' academic performance is mostly determined by a combination of factors, including demographic, environmental and social-economic factors such as parents' educational level, occupational level, and income level. It is believed that low social-economic status negatively affects academic achievement of students in secondary schools (Hansen & Mastekaasa, 2003).

Duke (2000) and Eamon (2005) conducted a study on parents' occupation influence on students' academic work revealed that levels of investment in parents' carriers determined their level of purchasing capacity. Hence the students' academic achievement correlates with the parents' social-economic status because it influences the individual's access to sources and resources of learning.

The home environment also influences students' academic performance. Educated parents can provide such an environment that suits best for academic success of their children (Marzamo 2003). According to Bannell & Akyeampong (2007) persistent high poverty, poor environment, low salaries together with social and geographic isolation have made rural schools unattractive for highly qualified and experienced teachers.

The interview with the DEO revealed that the students' academic results were not good for many past years. When asked to give reasons he explained that students' results were not good because teachers were not motivated enough, something that negatively affected their performance and students' results too. The interview with the District Secretary for Teachers Service Department show that teachers work in poor conditions which affect their delivery and also affect students' academic outcomes.

The significant effect of the application of this notion on boosting teachers' performance and increasing learning outcomes of students cannot be overstated. A good working condition, according to this idea, will determine the quantity and quality of knowledge children receive. Education should ensure the level of skills to enhance the development of young minds; and the sense of security children feel. Babyegeya (2002) described that the subject of motivation and working conditions of teachers in many rural schools across the African continent have continued to gain

widespread criticisms because of the obvious difficulties rural schools face in attracting and retaining qualified teachers.

4.5.2 Teachers absenteeism and timekeeping

This sub-section discusses the data on teachers' absenteeism and time keeping as recorded in teacher's attendance register books for the period from April to May 2015). The findings presented are sample taken from teacher's attendance register books from particular surveyed schools. The data for the period of two months (April – May 2015) from all schools surveyed indicated that seven (7%) teachers were absent due to illness, two teachers (2%) had special duty to attend, three teachers (3%) were on leave, the other six teachers (6%) had permission from their heads of school, while ten teachers (10%) were absent without permission from respective head of schools. The other 45 (45%) were on duty during the period of two months (April-May 2015) and arrived to school on time. 26 teachers (26%) were present and arrived late to school. The data from all schools sampled are summarised in Table 4.9.

Table 4.9: Teachers absenteeism by reason and lateness

School	Reasons for absenteeism and lateness						
	Illness	Special duty	Leave	Authorised	Not-authorised	Overall punctual	Overall late
Kibuta (N=19)	3 (16%)	0 (0%)	1 (5%)	2 (10.5%)	2 (10.5%)	8 (42%)	3 (16%)
Kimani (N=20)	2 (10%)	1 (5%)	0 (0%)	2 (10%)	3 (15%)	7 (35%)	5 (25%)
Masaki (N=19)	2 (11%)	0 (0%)	2 (10.5%)	0 (0%)	2 (10.5%)	9 (47 %)	4 (21%)
Chanzige (N=21)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (19%)	11 (52%)	6 (29%)

Makurung	0	1	0	2	0	10	8
e (N=21)	(0%)	(4%)	(0%)	(10%)	(0%)	(48%)	(38%)
T o t a l	7	2	3	6	11	45 (45%)	26
(N=100)	(7%)	(2%)	(3%)	(6%)	(11%)		(26%)

Source: Field data (2015)

From Table 4.9, the findings revealed that for a period of two months from (April-May 2015) data taken from teachers attendance register books indicated that the average of (29%) teachers were out of schools or working station due to different reasons, and the other (26%) were coming late to school. Also the data taken from attendance register books from each particularly surveyed school for a period of two months (April-May 2015) indicated that at Kibuta secondary school seven teachers were absent in school out of 19 teachers; at Kimani secondary school eight teachers were absent in the school out of 20 teachers; the findings also indicated that at Masaki school six teachers were absent in school out of 19 teachers; Chanzige secondary school four teachers were absent out of 21 teachers; at Makurunge three teachers were absent out of 21 teachers. The findings revealed that some teachers come to school late; Kibuta secondary school an average of three teachers were coming late to school; at Kimani secondary an average of five teachers were coming late; at Masaki secondary school an average of four teachers were coming to school late; at Chanzige secondary school an average of six teachers were coming late to school; at Makurunge secondary an average of eight teachers also were coming late to school. The findings in Table 4.9 are illustrated in Figure 4. 9.
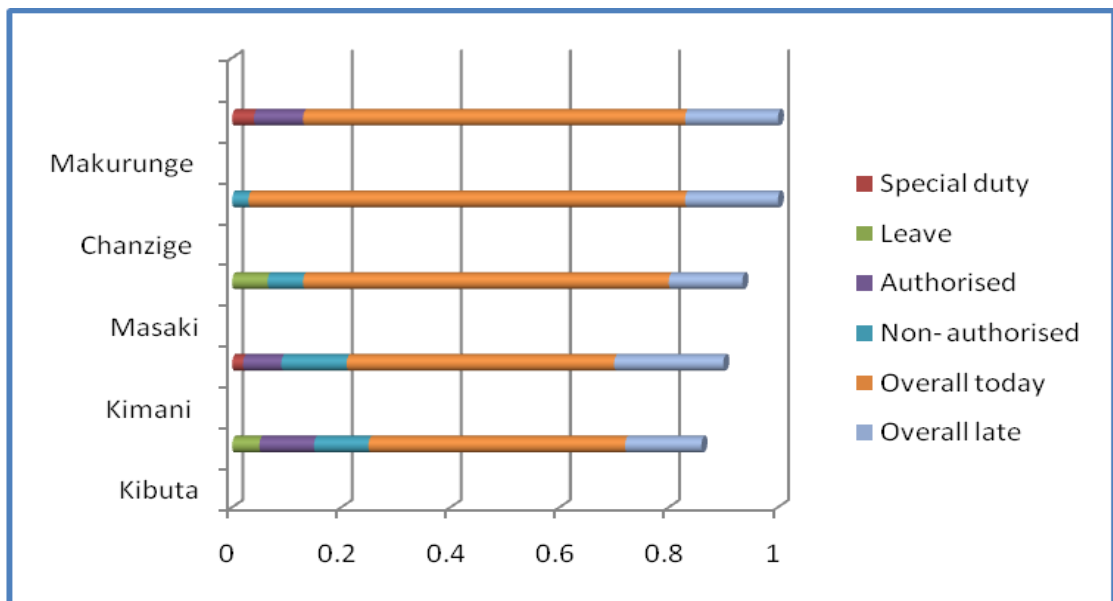
Figure 4.8: Teachers absenteeism by reason and lateness

The findings in figure 4.8 above show that teacher absenteeism is one of the problems in the surveyed schools. The problem has been linked with low teachers' job satisfaction. However, neither the school heads nor teachers interviewed agreed that absenteeism was a problem since they had adopted shift attendance which they took to be a normal culture/behaviour.

The Kisarawe educational officer explained that the issue of absenteeism among teachers was associated with poor working conditions because the schools lacked sufficient houses for teachers to stay. This was also associated with low salaries for teachers which compelled them to use school time to make money to supplement their needs.

High rates of teacher absenteeism have been consistently reported in recent studies in Africa, Asia and South America and these directly attribute to low levels of commitment (Halsey et al, 2004 as quoted from Domasi, 2000). Similarly in Tanzania, researchers have reported 'chronic levels' of absenteeism and 'certain casualness about attending classes, which tends to increase when teachers run out of money' (Barrett, 2004).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study which reviews the research problem, the literature review, the methodology, and discussions of the research findings. It also highlights on the conclusions and provides recommendations for action on the basis of the findings.

5.2 Summary of the Study

The study aimed to assess the influence of public secondary school teachers working conditions on job satisfaction in Kisarawe district. The study was motivated by the assumption that teachers were facing many problems that depleted their morale leading to lowering the education system at large. To arrive at such aim, the study was guided by three specific objectives. The first objective aimed to assess working conditions of public secondary schools teachers' in Kisarawe district. The second objective aimed to determine the teachers' job satisfaction in Kisarawe district. The third objective was to analyze the impact of working conditions on job satisfaction and teachers performance in Kisarawe District as stated in chapter one.

The review of related literature was conducted to review the related studies on teachers working condition and job satisfaction in different countries. The Maslow

theory and Herzberg theory were used in this study to guide an assessment on the influence of public secondary schools teachers working conditions on job satisfaction. The conceptual model of the study illustrates the independent variables (job dissatisfaction) under working conditions and environment factors to dependent variables (job satisfaction indicators) which are acceptance, recognition, commitment, high performance, advancement and status.

The study adopted a descriptive survey design with case study approach. In data collection, four instruments were used; questionnaires, interviews, observations checklist and documentary review. The first was a questionnaire tool which was used to collect data among 100 teachers from five selected schools. Teachers were selected using purposive simple random. The other participants were five heads of school, district secondary school educational officer, and teacher service department district secretary who participated in the interview and was purposively selected due to their roles and responsibilities they had. Then the researcher surveyed the schools to observe the physical school environment.

Chapter four dealt with data presentation, analysis and discussion of the findings. As stated earlier on in chapter one, the present study was designed to achieve three specific objectives; and the findings for each objective are summarized below: in the first objective on teachers working conditions have revealed that; teachers were working in poor conditions which lack in-service training, regular promotion and necessary facilities like houses for accommodation, staff rooms, and other

equipments i.e., chairs, desks, and tables; such a situation de-motivates the teachers in fulfilling their daily responsibilities.

The second objective was to determine to the overall level of job satisfaction. The findings for this objective revealed that most teachers have low level of job satisfaction due to shortage of office chairs, houses, lack of in-service training, promotion which lowers their morale of work. The third objective analyzed the impact of working conditions and job satisfaction to teachers' performance in relation with students' academic performance. The findings indicated that poor working conditions demoralized teachers leading to teacher absenteeism, sickness, lateness, hence lowering of students' academic performance (results) in national examinations.

5.3 Conclusion of the Study

On the basis of the findings of this study, the following conclusions can be drawn; the study has discovered that there are deficiencies in work conditions, including lack of in-service training, promotion which are high on diminishing the level of teacher job satisfaction. The study has also discovered that teachers were experiencing shortage of facilities for work, thus affecting their performance and productivity and as reflected by the national examination form four results. Furthermore the study has revealed that there is high level of dissatisfaction among secondary school teachers with conditions of pertaining to their schools; there is mounting evidence that many conditions of physical environment of the schools can and do affect the attitudes and behaviors of teachers and academic achievement of students. The situation of

physical facilities in most schools has reached crisis level and findings have established that if the current problems facing teachers were not properly addressed in the near future; there will be serious decline in teachers job satisfaction, which will adversely affect teaching and learning on the part of the teachers and students respectively thus affecting the quality of education.

To some extent, the difference in job satisfaction levels was due to age differences of teachers and the working experience profiles of teachers in the schools. The schools surveyed indicate diminished levels of job satisfaction among teachers. On the basis of these findings, it is suggested that unless teachers' working conditions are properly addressed, teacher dissatisfaction might reach crisis proportions very soon.

5.4 Recommendations

The recommendations for this study are discussed under two headings; namely recommendations for action and recommendations for further researcher.

(iv).8.1 Recommendations for action

Based on study findings and conclusions, the following recommendations are made for action and for further research.

5.4.1.1   To the government/MoEVT

    i. The government as the employer of teachers should provide   adequate school infrastructure, teaching facilities, to make sure that teachers become committed for their work.

    ii. Teachers promotion should be conducted as provided in the guidelines. Every three years of employment a teacher should be promoted without delay or favoritism so as to improve their performance.

    iii. More attention should be given to the area of teacher satisfaction, so as to ensure that they become more productive and yield high performance.

    iv. In service training for teachers should be seen as a priority in schools. Government should make deliberate efforts as at providing opportunities for teachers to attend and participate in conferences, seminars, workshops with the aim to refresh, update teachers' skills and knowledge.

5.4.1.2 To school administration and the surrounding community

It is recommended that the school administrators should strength their relations with the teachers. On the other hand members of the surrounding community are urged to provide support to the teachers as they serve in their community and struggle to educate their children.

5.4.1.3 To teachers

Teachers should utilize available teaching and learning resources to fulfill their day to day responsibilities on imparting knowledge and skills to the learners.

5.4.2 Areas for further researcher

This study sought to assess the influence of government secondary schools teachers working conditions on job satisfaction in Kisarawe district. It was conducted only in five secondary schools. It is therefore suggested that a similar study should be conducted to a larger population involving more government secondary schools in different setting in Tanzania so as to determine whether working conditions influence teachers' job satisfaction, which result into teacher absenteeism, lateness, and low student academic performance

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APPENDICES

APPENDIX I: Questionnaire for Teachers

Introduction

I, Shonje Gerald Ntaghali am pursuing a Master of Education in Administration, Planning and Policy Studies (MED-APPS) at the Open University of Tanzania. Currently I am conducting a research on the assessment on the influence of Public Secondary school teachers working conditions on job satisfaction in Kisarawe district, as per requirement for the programme. In this case, I am kindly requesting you to spare some of your time to fill this questionnaire. I wish to asssure you that, the information you provide will be treated absolute confidentiality and will only be used for academic purpose and not otherwise.

1. Name of your school…………………………….

2. Tick your age group

    (i)   21-30 (   )   (ii) 31-40   (   )

    (ii)   41-50 (   )   (iv) 51-60   (   )

3. Marital status

    (i)   Single (   )   (ii) Married   (   )

4. Tick your education level

    (i)   Lisence (   )   (ii) Diploma   (   )

    (ii)   Degree   (   )   (iv) Masters   (   )

5. Tick your experience in teaching profession

(i)   1-10   (   )   (ii) 11-20   (   )

(ii)   21-30 (   )   (iv) 31-40   (   )

6. How do you rate your working conditions? Please tick one

   (i) Motivating   (   )

   (ii) Fairly motivating (   )

   (iii) De-motivating   (   )

Section B: Questions on Teachers level of job satisfaction

	High satisfied	Average Satisfied	Low Satisfied
Remuneration in terms of allowances given for work done			
Working conditions in and around the school			

7. How do you rate the overall level of job satisfaction of teachers? Please tick

   one

   (i) Low   (   )

   (ii) Average   (   )

   (iii) High   (   )

8. (a) What do you dislike MOST about your job? Please mention

   …………………………………………..............................

   (b) Kindly explain why do you dislike it?

   ....

9. Kindly suggest the solutions that can be taken to improve the teaching profession in order to attract and retain teachers?

Thank you for your cooperation

APPENDIX II:

Interview Guide for Heads of schools

School name: ………………………………

1. For how long you have been in this school as a head master?

2. How many teachers do you have in your school?......................................

3. How do you rate teachers' working conditions in your school? ....

4. What are the factors affecting teachers working conditions in your school?...

5. Suggest solutions that can be taken to improve teachers' working conditions in teaching profession?...

6. How many of your teachers have been sent to in-service training in the last 3 years?..

7. If no teachers sent on in-service training within the period could you state the reasons   for   such   situations?.................and   if   yes   how many?.............................

8. How would you rate the physical school environment of your school?...

9. State how your school helps to provide teacher with accomodation or housing?..

10. How many of your teachers have adequate office equipment?.........................

11. How does your school provide other essential facilities like toilets, water, and

light to teachers'?...

Thank for your cooperation

APPENDIX III

Interview Guide for District Education Officer (DEO)

1. For how long have you been in this office as a District Education Officer?

2. How do you rate teachers working conditions in relation to motivation in

Kisarawe district?.

3. What is the factors affecting teachers working conditions in Kisarawe

District?..

4. What is the impact of working conditions and job satisfaction to

teachers?..

5. Kindly suggest solutions that can be taken to improve teachers working

conditions for their better welfare?..

6. How do your office provide in-service training for teachers in the last 3

years?..

7. If yes how many?............... and if no why?...

8. What are your general comments on working conditions of teachers in your

district? ....

Thanks for your participation

APPENDIX IV

Interview Guide for District Secretary Teachers Service Department

1. What is your position in Tanzania Service Department?

2. For how long have you been in this office as District Service Departements?...
.

3. How do you rate teachers working conditions in Kisarawe district?..

4. How do you rate the overall level of job satisfaction of teachers?...

5. What are the factors affecting teachers working conditions in Kisarawe District?..

6. What are the impact of working conditios and job satisfaction to teachers?...

7. Kindly suggest solutions that can be taken to improve teachers working conditions for their better welfare?...

8. How many of your teachers have been sent on in-service training in the last 3 years?...

9. What are your general comments on working conditions of teachers in your district? ....

Thanks for your participation

APPENDIX V

Observation Checklist

Physical School Infrastructure

S/N	Items	Needed	Available	Status
1	Classrooms			
2	Chairs			
3	Desks			
4	Toilets			
5	Administration Block			
6	Staff houses			
7	Staff rooms			
8	Laboratories			
9	Library			

APPENDIX VI

Open University of Tanzania Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es Salaam, Tanzania, http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

21/07/2015

To whom it may concern

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr Gerald Ntagahali Shonje PG 201401439** who is a Masters student at the Open University of Tanzania. By this letter, **Mr Gerald Ntagahali Shonje** has been granted clearance to conduct research in the country. The title of his research is **"The Impact of working environment towards effective performance among government secondary schools Teachers in Kisarawe District."** The research will be conducted in Kisarawe district.

The period which this permission has been granted is from 24/07/2015 to 25/09/2015.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX VII

Kisarawe District Executive Director Clearance Letter

HALMASHAURI YA WILAYA YA KISARAWE
(Barua zote ziandikwe kwa Mkurugenzi Mtendaji (W)

Mkoa wa Pwani
Nambari ya Simu 023 2402328
Fax 023 2402480
073 2932086

Sanduku la Posta 28001,
KISARAWE

Kumb. Na. KDC/E.10/32/VOL VI/35   29/07/2015

Afisa Elimu (S),
Wakuu wa shule za Kimani, Makurunge,
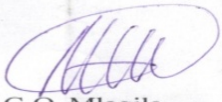Chanzige, Kibuta na Masaki.
KISARAWE.

YAH: KUMTAMBULISHA BW. GERALD N. SHONJE.

Tafadhali rejea somo la habari hapo juu.

Mtajwa kwenye somo la habari hapo juu ni mwanafunzi kutoka Chuo Kikuu huria cha Tanzania, anafanya utafiti wa kimasomo juu ya matokeo ya mazingira ya kazi kwenye ufanisi wa utendaji kazi katika shule za Sekondari Kisarawe. Anafanya utafiti katika maeneo yenu.

Naomba apewe ushirikiano na taarifa anazozihitaji ili aweze kufanikisha utafiti huo.

Nakutakia kazi njema.

G.O. Mlagila
Kny: Mkurugenzi Mtendaji (W)
KISARAWE.

Kny: Mkurugenzi Mtendaji (W)
KISARAWE

Nakala kwa: Mkurugenzi Mtendaji (W)
         KISARAWE   -   Aione kwenye jalada