# THE ANALYSIS OF FACTORS CAUSING JOB DISSATISFACTION IN PUBLIC SECONDARY SCHOOLS: THE CASE OF ILALA DISTRICT IN DAR ES SALAAM REGION

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# CERTIFICATION

This is to certify that I the undersigned have read and hereby recommend for acceptance by the Open University of Tanzania, a dissertation titled: **'The Analysis of Factors Causing Job Dissatisfaction in Public Secondary Schools: The Case of Ilala District, in Dar es Salaam Tanzania** in partial fulfillment of the requirement for the award of the degree of Masters in Business Administration.

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Dr.  Primi Mmasi

(Supervisor)

………………………..………

Date

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# DECLARATION

I, **Eliankaya D. Lyatuu**, hereby declare that this dissertation is my own original work and it has not been submitted to any other University or higher learning institution before its submission at the Open University of Tanzania and will not be submitted to any other University or higher learning institution for the similar or any other degree award.

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Eliankaya Daniel Lyatuu

……………………………….

Date

## ACKNOWLEDGMENT

# DEDICATION

This dissertation is dedicated to my heavenly Father Jesus Christ for your gracious love and care. I would like further dedicate this work to my beloved father Rev. Daniel Joshua Lyatuu and my mother Roseline Moses for their encouragement, moral and spiritual support during my upbringing without them I would have not gone to school.

## ABSTRACT

This study assessed the factors causing job dissatisfaction in public secondary schools. The research question was: what are the factors causing job dissatisfaction in public secondary schools? This study was conducted in Tanzania Dar es Salaam in Ilala district. The justification for this study was that few studies have been carried out in this geographical area regarding the analysis of factors causing job dissatisfaction in public secondary schools. The motivator – Hygiene and effect theories were used to analyze this study. This study used a descriptive research design. The sampling procedures used for this study were purposive sampling and snowball sampling. The sample comprised 71 respondents: 66 public secondary school teachers and head teachers and 5 DLAEMI. Dissatisfaction is the dependent variable; the study was mainly qualitative although quantitative data was also collected. Methods of data collection used include indepth interviews, questionnaires and documentary reviews. The findings showed that most of the respondents said public secondary school teachers are not satisfied with their career. The finding comments that social and economic factors were the causing factors for the dissatisfaction. In addition, lack of attractive salary was among the leading reasons for the dissatisfaction, while the findings showed that the higher turnover was due to resignation. However, the findings showed that employer would be affected due to loss of productivity; employee teachers would lose their job, while the government will be affected by the brain drain.

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# LIST OF ABBREVIATIONS

ILO        :        International Labour Organization.

TUCTA     :        Trade Union Congress of Tanzania.

TUICO     :        Tanzania Union of Commercial Workers.

SAPS      :        Structural Adjustment Programmes.

DLAEM   :        District Local Authorities Dealing with Education Matters

THWID    :        Teachers and Head of Schools Working in Ilala District.

HR         :        Human Resource

## CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Introduction

This chapter presents the background to the problem, statement of the problem, research questions, and objectives, significance of the study and limitations of the study.

### 1.2 Background of the Problem

Global economic development in general and national economic in particular depend on labour forces available in work organization. The reason behind this phenomenon is how the organization is intended to facilitate the effective utilization of people in its performance. Seeing the importance of Human workforce, the US government reports show that approximately 73% of the US national income is used to compensate employees in various organizations so that they can carry out their responsibilities accordingly for the benefit of social and economic development of the country (Ngirwa, 2005). However, the rate of employee turnover is still increasing at an escalating rate in most of the African countries, including Tanzania.

It remains a reality that organization makes substantial investments in its human resources in terms of recruitment, training and development, compensation, motivation, and health and safety so that it can acquire right employees with the right skills to perform the right job at the right time. However, the assumption always is found to be affected by the movements of employees into, within and outside the organization caused by job dissatisfaction which was reported to affect most organizations situated in rural areas of Angola (Unugbro, 1996).

It has become a reality that, the establishment of many organizations is of great importance to both the Government and individuals because of their obvious advantages. Nevertheless, it has been observed that most of the organizations fail because their owners just have the highest desire to increase or gain profit without taking into account employee's need and demand. As a result, once being dissatisfied, employees quit the company and look for better opportunity (Unugbro, 1996).

Managing people is as old as human race. It has started from the creation of mankind. Following the time people started working for others. But in the guilt and factory systems the emphasis was put on production rather than employees. It was during the mass production system where many movements and studies started. Many of these studies stressed on the human aspect of the organization such as employee relations, behavior, and satisfaction (Aumubi, 2003).

Before industrial revolution, workers were forced to work hard where any overtime was considered. This phenomenon was eradicated during the first phase of scientific management and especially at industrial revolution where workers became exhausted and dissatisfied. The same problem is reported in many organizations including education sector and can raise a question as to why employees of this 21century are dissatisfied (Chandan, 1997).

With globalization and structural adjustment programs (SAPS) taking place in most of the developing countries, there is a rapid increase of micro-enterprises whereby many people are engaging in informal and private sector activities with a view of

improving their livelihood. This is apparently the case of Tanzania where small businesses are said to contribute significantly to socio-economic development in Tanzania. These small businesses always create job opportunities for many Tanzanians. However, the same businesses are not evolving due to lack of stable employees in their respective companies, where many of them always leave the job and look for greater companies in which they can get more salary and benefits.

It is without doubt that job dissatisfaction can be caused by both employers and employees due to the conflict of interest between these two parties. To find a solution to this conflict and later assure good labour relation, the International Labor Organization (ILO) has created ILO conventions so that they can be applied by both employee and employer. The conventions were set in all countries which are members of ILO including Tanzania where TUCTA, OTTU, TUICO were locally initiated in order to alleviate the conflict between employer and employee, but still, job dissatisfaction is found to be reported in various organizations, being in town or rural areas, even though the higher rate of it (Job dissatisfaction) is reported in Rural areas (ILO, 1996).

Regardless of the attempts delivered by TUCTA, OTTU, TUICO, employees' problems give the impression to be expanded. Employees' job dissatisfaction nowadays seems to be observed in rural areas as compared with the situation in town. This is proved by the current flood of labour force from rural areas to town looking for employment. The Swahili saying " Nakwenda mjini kutafuta pesa" becomes a daily dream of many people who live in rural areas which brings future

hope to them while believing that once they reach in town their lives will automatically improve. These can raise dozens of questions as why many labour forces dwelling in rural areas do decide to abandon their current jobs. However, the same turnover is also observed in town, especially in public primary and secondary schools.

It has been argued that the high rate of employee shortage is observed to take place in many developing countries which is caused by enormous migration of qualified workforces from their own developing countries to seek better positions and benefits in developed countries. The reasons behind this migration was assumed to be occasioned by bad governance of most developing countries where the emphasis is put on how to improve urban areas in which their offices are allocated and neglecting rural areas where the huge populations live. This phenomenon creates a negative attitude towards intellectuals and assumes that their interests are not recognized and thus decide where to go and find a good job with excellent salary and benefits (Aumubi, 2003).

This is a case of Tanzania where the government emphasizes on improving urban areas and forgets rural areas where more than 80% of its populations live. A mere and slight improvement is noticed to take place in villages when it reaches a period of campaign in order to attract the intention of the populations for vote. As mentioned, Tanzania as one of the developing countries is not exempt. Given that most of population in Tanzania are living in rural areas, labour force in these areas find it difficult to work due to unsupportive working environment and tries to seek solution by moving to towns or going abroad.

As shown above, the previous study on job dissatisfaction revealed that as many African countries struggle on improving cities, many investors from abroad always decide to establish their businesses in town where infrastructural situation is improved. As a result of this phenomenon, workforces tend to shift from one organization to another where they believe to gain good salary package, and good working condition (Johns, 1996).

Poor working condition, law salary, congestion of students in the class, lack of proper promotion scheme, bureaucracy and lack of enough job facilities were found to be some of the reasons that cause job dissatisfaction in public secondary schools situated in both rural and urban areas (Graham, et al. 1998).

Job dissatisfaction has negative impact not only to employers but also to employees as well as to the government. Both Urban and Rural areas still faces a number of constrains which cause the high rate of job dissatisfaction and hence slowdown social and economic development.

## 1.3 Statement of the Problem

Job dissatisfaction is one among other factors that cause poverty and economic dilapidation in most developing countries. This aspect of employee job dissatisfaction is observed to take place in many developing countries, Tanzania inclusive (Ngirwa, 2005).

It has been pinpointed out that many Tanzanians who are living and work in rural areas, once obtain the government loan for pursuing their high learning studies in

urban areas, do not like to go back in their former job locations situated in rural areas rather than start searching job in urban areas where they have completed their university studies (Unugbro, 1996). Adding to this, students who have completed their bachelor degrees in education do not want to apply for the advertised education job opportunities rather than searching for management positions. This can raise a question, why don't they like education jobs?

As previously mentioned, Job dissatisfaction affects not only the employers or employees but also the state at large because on one side, the influx of people from rural areas to town due to job dissatisfaction can cause banditry and unlawful activities that may be done by unemployed labour force in order to find out what to feed them while seeking for better job opportunities. On the other side, being dissatisfied while working in town will automatically leads to unemployment and hence caused social and economic problem as mentioned.

It is undisputable that the United Republic of Tanzania is facing with the lack of secondary school teachers. Many schools are nowadays obliged to combine two classes in one due to the scarcity of teachers, which afterward leads to poor performance of students caused by poor management of class activities. It is true that for effective and efficient teaching method, a class should contain no more than forty students, but due to shortages of teachers being the result of job dissatisfaction occurred in public secondary schools, professional teachers abandon their careers for other good job opportunities, and hence the source of insufficient number of teachers in the country (Graham, et al. 1998).

It is undisputable that every country looks at how to satisfy its citizens by providing to them all basic needs such as education, health and security. While providing these benefits to the citizens, the same government creates jobs that are considered to be as the source of income generation. Taking into account this logic, one could easily assume that employees in public sector would have been more satisfied than those ones who are working in private sector (URT, 2007). But this logic becomes a controversial phenomenon from public to private sectors and then turns out to be an unrelenting problem in public secondary schools.

In different organizations operating in Tanzania, especially in public sector, employees can find and leave their jobs at any time they wish in occurrence when the same job is available in private sector. This is apparently the case of VETA where among eight new employees who were allocated to open a new branch in Ulyankulu village situated in Tabora region, five of them (62.5%) resigned the job after three weeks from appointment date (VETA monthly report, 2011). Why this situation?

As determined in previous studies, among forty people employed in public secondary schools during a year, 25 (63%) of them will leave the job after one year and only 15 (37%) will remain in the same schools but being not fully satisfied. Thereafter, among those 15, seven (46.7%) of them will have the prospect of continuing working with the same schools while the remaining eight (53.3%) will leave job after the second year from the appointment. And finally, among those seven remained in the public secondary schools, three will leave the same after their

third year from the appointment. In short, among forty teachers employed in Public secondary schools within a year, 85% of them have the highest degree of leaving the job after three years of working with the schools (URT, 2007).

This situation is controversial, and to some extent raises question as to why many teachers are dissatisfied working in public secondary schools? Taking into account the advantages generated from job performance to the government via the revenues drawn from salaries of employees in one side, and poverty alleviation of both employees and employers in the other side, one can ask himself as why job dissatisfaction?

**1.4 Research Questions**

**1.4.1 Main Research Question**

The major research question for the study is: what are the factors causing job dissatisfaction in public secondary schools, especially in Ilala district, Dar es Salaam, Tanzania?

**1.4.2 Specific Research Questions**

The following specific research questions were formulated in order to get data for answering the major research questions:

i. What are the leading factors causing job dissatisfaction in public sector?

ii. What are the reasons behind job dissatisfaction in public secondary schools?

iii. Why is there the higher rate of turnover in public secondary schools?

iv. To what extent job dissatisfaction affect employers, employees and

Government?

v. What strategies can be opted in order to eliminate the problem of job dissatisfaction in Public secondary schools?

## 1.5 Objectives of the Study

## 1.5.1 Main Research Objective

The overall objective of this study is to explore the factors causing job dissatisfaction in Public secondary schools, especially in Ilala district, Dar es Salaam region, Tanzania.

## 1.5.2 Specific Objectives

The following specific objectives were formulated to contribute to meeting the overall objective:

i. To determine the leading factors causing job dissatisfaction in public sector

ii. To examine the leading factors causing job dissatisfaction among public secondary schools

iii. To identify the reasons behind higher rate of turnover in Public secondary schools.

iv. To examine the impact of job dissatisfaction on employers, employees and Government

v. To provide possible strategies that will eradicate job dissatisfaction in public secondary schools.

## 1.6 Significance of the Study

Public secondary schools are currently facing the shortage of labour force (teachers) due to job dissatisfaction that is reported to cause the workforces to leave their jobs and look for better position in the private sector. This problem affects not only employer (Government) and employees (Teachers) but also the whole economy of the country.

It is undeniable that many authors have already written on jobs in general and not particularly on job dissatisfaction in public secondary schools. This entails that at the end of this study new knowledge concerning factors causing job dissatisfaction in public secondary schools will be made available and hence used as literature review for further studies on the same segment.

Moreover, the findings of this study, if used accordingly will facilitate the Government, especially, Ministry of Education to know what factors are behind job dissatisfaction in public secondary schools and hence be able to set some work-mechanisms that will always attract and retain teachers in their career.

Furthermore, the same findings will furnish different obstructions that many people encountered when leaving their former job positions and find themselves crossing all corners of towns searching for other jobs. Employees will get in-depth understanding of challenges of finding jobs in towns and hence be able to make some calculated risks before quitting their previous jobs in public secondary schools. In the same line, employees will be equipped with different policies and procedures that the

government is trying to put into practice in order to improve working condition in public sector.

In addition to that, the findings of this study will improve policy and procedures set for community development and national employment by setting on the one side the acceptable working condition, wages and benefits that the Government should abide by before embarking employing teachers, and on the other side determining the appropriate procedures to be followed by teachers before resigning the job.

Finally, the findings of this study will enable the researcher to find out factors causing job dissatisfaction in Public sector. As the profession of the researcher is Human Resources Management, with education background, the findings of this study will provide a room to the researcher to be able to discover problems hindering Human resources in various areas with different conditions so that she can be talented beforehand to know how to face them and especially when she will be appointed in managerial position across the country.

## 1.7 Summary

The purpose of this chapter was to present and give in details the following: background to the problem which detailed the beginning of human utilization in industries and other informal sectors and their job dissatisfaction worldwide and in Tanzania in general.  It also presented the statement of the problem, which shows the magnitude of the problem, efforts done to alleviate the situation and gaps found from other studies.  In the same vein, the chapter also presented research questions,

objectives of the study, overall objective and specific objectives.  Finally the chapter

has given the significance of this study and its limitations.

# CHAPTER TWO

# 2.0 REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter presents the literature review for the study. Section two focuses on theoretical literature, under which major concepts are defined and discussed. These include a job, job dissatisfaction, section three deals with principle causes of job dissatisfaction.

Section four shows the signs of job dissatisfaction; this includes lack of motivation, lack of discipline, employees' complaints and grievances and employee turnover. Section five discusses theoretical perspectives on job satisfaction. This focuses on two factor theory (Motivator-Hygiene theory), dispositional theory, and effect theory and job characteristics model. Section six deals with the factors causing job dissatisfaction. This focuses on poor job design, poor salary, and lack of supporting infrastructures, poor working conditions, lack of responsibility, achievement, and lack of recognition. Section seven deals with the empirical literature. This focuses on findings from previous studies with a view of identifying gaps that the current study intended to fill. Finally a conceptual framework is presented.

## 2.1.1 Job

Although many stakeholders have defined job in their perspective, for the purpose of this study Job is defined as a unit of work comprising related tasks that have been grouped together for purposes of assigning them to a person or group of persons for performance. The tasks in a job represent the duties and responsibilities of an employee, and indicate what the employee is account for in the work organization

(Ngirwa, 2005). The term Job has been viewed differently by different stakeholders according to their interest and perspectives. For instance, employers, employees, society and the government have given each their views on the term accordingly.

### 2.1.2 Meaning of Job to the Employer

To employer, jobs are means of achieving the organization's objectives. This implies that the effective and efficient performance of an organization's jobs enable it to achieve its objectives. Moreover, a job to employer symbolizes or creates the relationship between the work organization and employees. The existence of a job brings and binds together the work organization and its employees. The same existence of the job attracts people and binds them with the employer through the employment contracts. (Ngirwa, 2005).

### 2.1.3 Meaning of Job to the Employee

To employee, jobs are important and most secure source of income and a means of satisfying the employee's day-to-day needs. In addition to that, jobs are principal determinants of a person's status and standard of living in society. This is justified by the fact that people like to have jobs because being jobless means a low status in society, and reduced or lack of means for managing a respectable standard of living (Ngirwa, 2005).

### 2.1.4 Meaning of Job to the Society

Jobs to the society enable the organization produce goods and services which society uses to satisfy its day-to-day wants. In this context, jobs are a source of society's life and survival. Moreover, jobs are source of development to society. A developed

society is one whose people have great ability to satisfy their wants. That is to say that the people in a developed society have access to sufficient good food, drinks, clean water, housing facilities, energy, transport, communication, clothing, medical services, and educational services. These goods and services are produced by an organization which means that jobs in these organizations are performed. Furthermore, jobs in the society are source of peace. A society with insufficient ability to satisfy its wants is a poor society which is a crime-prone, indecent, and unmerciful (Ngirwa, 2005).

### 2.1.5 Meaning of Job to the Government

Jobs are sources of taxes and thus a source of revenue for the government. Taking into account this meaning, the greater the number of jobs the greater the taxation, the greater the government revenue and the greater the government's ability to finance its social programmes. In addition, jobs are source of financial ability for people to contribute towards self help development projects. With sufficient jobs, people have earnings from which they can contribute towards self help projects such as building and sunning community schools, community health facilities, cattle dips and roads. Moreover, jobs to Government mean peace, to the extent that jobs are a source of income and wealth. This implies that in case many people have jobs, they will be less attracted to breach peace (Ngirwa, 2005).

### 2.2 Job Dissatisfaction

The meaning of Job dissatisfaction has been pinpointed out by many scholars in different terms but all have the same logic. Job dissatisfaction may be defined as unpleasant or negative emotional state which people or employees or labour force

experience after making the assessment of their job or work experience (Locke, 1978). In the same point of view, job dissatisfaction has been defined by Hoy and Miskel (1991) as a multidimensional concept that comprises a present and past oriented unpleasant feeling that results when the educator evaluates his or her work role.

It is unquestionable that to offer a prescriptive definition about job dissatisfaction is somehow difficult mainly because satisfaction and dissatisfaction can be correctly defined by the person's experience. However, there is one great example which may help to understand someone's view of dissatisfaction.

Taking into account the mentioned definition of job dissatisfaction, one can conclude by saying that Job dissatisfaction refers to the state in which employee finds himself not satisfied by his/her input furnished in the organization and what he/she is gaining back from the organization as anticipated.

**2.2.1 Meaning of Job Satisfaction**

Job satisfaction refers to the opinions people have about their jobs. It can be defined as the individuals' cognitive, affective, and evaluative reactions toward their jobs, or simply the favorableness with which employees view their jobs (Strumpfer, et al. 1998:92). 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, et al 1998:92).

In this study job dissatisfaction describes how unhappy employee is with his or her job. The unhappier people are within their job, the more dissatisfied they are said to be. An employee is said to be dissatisfied with his /her job if he gets what he/she does not deserve from it, which is small or unfair as compared to his/her expectation or to his/her performance.

**2.2.2 Principle Causes of Job Dissatisfaction**

Every human being possesses a different attitude towards work. In some cases, employees are found to enjoy their work while on the other hand many employees found to hate their jobs. According to Ngirwa (2009) Job dissatisfaction is caused by a number of reasons, some of which are:

An employee who has a different educational background but has unfortunately landed in a different profession is seen to develop some kind of dissatisfaction towards the work. This is natural as the employee is unable to match his preference for that kind of job.

Another prime reason of job dissatisfaction is work pressure most of the time employers ask their employees to complete as many tasks as possible within a stipulated time, thus creating huge work pressure on the employees. Generally the employees develop some kind of aversion to the work.

Workplace politics and inability on the part of an employee to suit with the office environment is another reason for job dissatisfaction, this minimizes his efficiency and productivity. Sudden cuts in salaries, withdrawal of expected perks, promotions also causes job dissatisfaction of an employee. It must be remembered that a person must get the suitable price for the services he has rendered; nobody likes to work for peanuts.

Inefficiency on the part of the HR department of the company to place the right employee for the right jobs and track their individual performance also causes job dissatisfaction among the employees. The HR executives must listen to what an employee has to say.

**2.3 Signs of Job Dissatisfaction**

In the work organization, once employees become dissatisfied with their jobs, they always demonstrate unexpected and bad behaviors towards their employers. Some signs of job dissatisfaction however, have been noticed in many developing countries to be practiced by employees when they are no longer satisfied with the jobs. These include among others the lack of motivation, lack of discipline by employees, increase of employees' grievances and complaint and employees turnover. These signs are clearly described below as follow (Patricia, 1992).

**2.3.1 Lack of Motivation**

When an employee is dissatisfied with his job, he is unfortunately not motivated to perform it accordingly as a result of lack of motivation, dissatisfied employee will not be committed to his or her work. Moreover, the same employee will not work hard while remaining in the organization. He/she will miss loyalty to the organization, he/she will require more supervision so that something can be done or performed well.

Furthermore, lack of motivation to employee caused by job dissatisfaction makes an employee to be unable to take some initiative in the organization, to meet production targets, to make constructive suggestion and later be absent to the work site. All these negative attitudes caused by lack of motivation decrease the organizations' performance and development and hence make it increase at decreasing rate (Patricia, 1992).

**2.3.2 Lack of Discipline**

Another sign of job dissatisfaction is lack of discipline manifested by employees. Discipline is well known as a deliberate management action or behaviour used to encourage compliance with organizational standards and rules that seeks to correct and mould the employee's knowledge, behaviour and attitude so that he or she can work willingly for better cooperation and performance. In light of this, once an employee becomes dissatisfied, he/she will no longer work for the benefit of the organization rather breaking rules, procedures and policy of the organization.

### 2.3.3 Employees' Complaints and Grievances

Another sign of Job dissatisfaction is complaints and grievances manifested by employees. As mentioned in the previous study, a complaint is a spoken or written dissatisfaction expressed against someone, which has been formally presented to a manager or union official for handling. While, a grievance is a formal complaint by any party to the contract of employment against another party for breach of the labour agreement, which is formally presented to a management or union official (Pigors and Myers, 1982)

Taking into consideration the mentioned illustrations of complaints and grievances, employees who are already dissatisfied with their jobs believe that the only solution to their problems can be found via complaints and grievances. And thus, the sign of job dissatisfaction as determined in many developing countries (Patricia, 1992).

### 2.3.4 Employee Turnover

Employee turnover was experienced to be as the last step undertaken by many employees who are dissatisfied with their jobs. Most of them, after being dissatisfied and discover that no effort is made to give solution to their concerns they tend to leave their jobs and seek another one where they hope to be satisfied (Patricia, 1992).

### 2.4 Theories of Job Satisfaction

It is true that job satisfaction refers to the individuals' general attitude towards his or her job. Having mentioned that, managers need to explain, predict and influence the behavior of employees so that they can make them satisfied and later facilitate the

organization achieve its objective since the achievement of organizational goals is done through people. Many theories were developed by different scholars so that they can be used as a framework for understanding different factors that influence employees' attitude towards his or her work.

### 2.4.1 Two-Factor Theory (Motivator-Hygiene Theory)

Frederick Herzberg's two factor theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation at the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employees' motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organization goals (Hoskinson, Porter, & Wrench). Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job or related to the work. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions (Pigors and Myers 1981).

### 2.4.2 Dispositional Theory

This is a very general theory which suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model, proposed by Timothy A. Judge in 1998. Judge argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her\his own life), leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

### 2.4.3 Effect Theory

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one value a given facet of work moderates how satisfied/dissatisfied one becomes when expectations are/aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet.

To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker

values that facet.

### 2.4.4 Job Characteristics Model

Hackman & Oldham (1976) proposed the Job Characteristics Model, which is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.).

The purposes of explaining these theoretical perspectives is to offer an overview of contemporary insights , accumulated research , and conceptual explanations on analysis of factors causing job dissatisfaction in secondary schools. This study opted for two factor theory (Motivator –Hygiene theory and effect theory to analyses this research due to their importance. For instance, two-factor theory states that satisfaction and dissatisfaction of an individual at work place are driven by multiples factors. First, motivation, according to the theory any individual has an inner force that drives him/her attain personal and organizational goals.

Second, hygiene according to the theory, any individual needs to work in environment which is good, for instance getting good pay, company policies, supervisory, practices and other working conditions. On the same vein, effect theory supports that job satisfaction of any individual is determined by a discrepancy

between what he/she wants in a job and what has in a job. For instance, the value any individual gives a particular facet of a job expectations if met give him/her a satisfaction and the vice versa is true. The link between these two theories lies on the inner part expectations on the job she/he intends to do.

**2.5 Factors Causing Job Dissatisfaction**.

**2.5.1 Poor Job Design**

The term job design refers to the way that tasks are arranged to form complete jobs in an organization. Job design should accommodate human and industrial engineering considerations of the job. Human engineering means that the design of the job should consider the human capabilities and limitations of those who are to perform the job. This task involves adapting the job, work environment, tools, machines, equipment, and processes to match the human characteristics of those who are to perform the job.

Industrial engineering refers to the analysis of work methods and establishing time standards. So the design of a job should consider the elements of the work cycles, which comprise a particular job activity and determine the realistic time required to complete each element (Organ and Konovsky 1989). Lack of these two considerations can result into failure to meet the standards, carelessness, negligence, and unnecessary complaints against the job's design by the doers and can therefore lead to job dissatisfaction. Ngirwa continues that poorly designed jobs are an employee and a management burden. They do not only lead to low productivity, they become uninteresting to the employees, thus causing employee turnover, absenteeism, complaints, sabotage, unionizations, and a host of other problems.

**2.5.2 Poor Salary**

The old adage "you get what you pay for" tends to be true when it comes to employees. Salary is not a motivator for employees, but they do want to be paid fairly. If individuals believe they are not compensated well, they will be unhappy working for you.

**2.5.3 Lack of Supporting Infrastructures**

One can think that infrastructures like water, electricity, banking services, health services, roads cannot affect job satisfaction because they don't seem to have direct relationship with, for example the job of a teacher. This can be myopic eye of viewing factors affecting job satisfaction. Lack these infrastructures affects negatively an individual living conditions and hence his/her job.

**2.5.4 Poor Working Conditions**

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. In Tanzania context, for example in education, poor school facilities cause dissatisfaction among educators and managers. In some rural areas, educators and learners still sit under a tree on a rock or a broken chair, trying to write. Under these circumstances, handwriting and neatness of schoolbooks cannot be of good standard. Most employees react negatively to extreme physical environment. (Noe, et al 1994:293). Job attitude and job performance of these educators are negatively affected by the unbearable working conditions. Herzberg et al (1959:114) believe that physical conditions that

are seen and experienced as frustrating and unpleasant make considerable contribution to job dissatisfaction.

Good facilities encourage a positive school climate with a sense of community, mutual support and mutual growth. If there is also a pattern of management based on mutual, it encourages a high level of educators' job satisfaction (Catherine, 1998).

### 2.5.5 Lack of Responsibility

Employees will be more motivated to do their jobs well if they have ownership of their work. This requires employees enough freedom and power to carry out their tasks so that they feel they "own" the result. As individuals mature in their jobs, provide opportunities for added responsibility. But many employers do simply add more work instead of finding ways to add challenging and meaningful work, perhaps giving the employee greater freedom and authority as well.

### 2.5.6 Lack of Career Advancement

Employees are satisfied to work where they see a clear path for their career. Promoting valuable employees does not only motivate the promoted employees but also other employees who see their potential to advance in their career. Promotion policy boosts employees' satisfaction and retains them in the organization.

### 2.5.7 Lack of Recognition

Individuals at all levels of the organization want to be recognized for their achievements on the job. Their successes don't have to be monumental before they deserve recognition, but your praise should be sincere. If you notice employees

doing something well, take the time to acknowledge their good work immediately. Publicly thank them for handling a situation particularly well, write them a kind note of praise, or give them a bonus, if appropriate. You may even want to establish a formal recognition program, such as "employee of the month.

## 2.6 Effects of Job Dissatisfaction

Job dissatisfaction has been found to have a variety of effects on the individual and the organizations. Such effects are determined by how satisfying or dissatisfying a job is. Herzberg, Mausner and Snydeman (1959:69) found that subjects reported physical symptoms such as headaches, loss of appetite, indigestion and nausea following dissatisfying job incidents. But far from these physical effects, job dissatisfaction may have very bad effects on the operations of the organization such as lateness, absenteeism, distortion of the organization properties due to negligence and finally the employee resignation.

## 2.7 Empirical Literature

A teacher's job satisfaction is one of the most essential issues for educational systems around the world. Next to pupils, teachers are the largest, most extensive, crucial and key to improving quality in any educational system (Afe, 2001; Stuart, 2002 cited in Dampson and Dominic 2011: 10). As there is sufficient empirical evidence to show that it tends to affect individual student, governmental institutions and social outcomes. Although there have been several studies of job satisfaction in public secondary schools in Tanzania, but limited studies have geared on analysis of factors causing job dissatisfaction in public secondary schools. The focus of this study is on the analysis of factors causing job dissatisfaction in public secondary

schools. Due to the limited literature on the current study in Tanzania, available literature on job satisfaction in secondary and primary school in different parts of the world were used.

There is a theoretical debate about the centrality of factors causing teaching job dissatisfaction and satisfaction worldwide. In this respect, there are basically two viewpoints regarding teaching job satisfaction and dissatisfaction in public secondary schools namely intrinsic and extrinsic factors (John, 2001). For intrinsic factors, John (2001) argues that these are the factors surrounding the job itself and have the greatest impacts on job satisfaction or dissatisfaction. These are things such as a feeling of accomplishment or self worth, personal growth and professional development and a supportive environment in which to work. For extrinsic factors , ( ibid , 2001 ) suggests that these are factors surrounding the job including things like salary , fringe benefits , school safety , level of support by administration and job security . According to John (2001) absence of these factors or deficiency in the level of them is often associated with job dissatisfaction and no doubt affects attitudes surrounding the work environment.

In his study on relationship between job satisfaction and organizational commitment amongst high school teachers in disadvantaged areas in the Western Cape, IAN, H (2005) found that factors such as low salaries and low status, growing class sizes and changes in education system contribute as causes of what has been interpreted as endemic of dissatisfaction within the teaching profession. In this respect, Sylvia and Hutchinson (1985 cited in IAN, 2005) argue that education job satisfaction is based on the gratification of higher order needs. This means that dissatisfied teachers with

negative attitudes will ultimately leave the teaching carrier. The findings of IAN ( 2005 ) found that inadequacies in working conditions , resources , support , decision making, attitude and restriction of opportunities affects the education profession .

On the other hand, Lornah and Moses (2010) in their study on perceived factors influencing public secondary school teachers' job satisfaction in Busia district, Kenya found that dissatisfaction of job arises when teachers have subjects' workloads and are placed to more responsibilities. Fredy (2009) in his study on job satisfaction among secondary school teachers in Tanzania found that factors associated with teachers' dissatisfaction include monthly salaries, incapable and unsupportive administration and lack of collegial relationship with co-workers. In the same vein, Herzberg et al (1959 cited in Fredy, 2010: 45) argue that there are

five factors that are said to influence workers job dissatisfaction namely: Company policies and administration, supervision – technical, salary, interpersonal relations-supervision and working conditions. Sham (2001 cited in ibid) also argues that teachers are uniformly dissatisfied with their level of participation in decision making. This implies that denial of teachers' participation in decision making make them dissatisfied with their job.

## 2.8 Conceptual Framework

To be able to determine factors causing job dissatisfaction in Tanzania, especially in rural areas, the following is a conceptual framework that will be used as a guide during the research processes. Some environmental and individual factors were

predetermined to cause job dissatisfaction in rural areas. These factors are known as variables.

## 2.8.1 Description of the Conceptual Framework

Independent Variables    Intervening Variables    Dependent Variables

| Working Conditions Salary and Benefits Achievement Recognition Rules and regulation of the company Infrastructure | Life style Age Responsibilities Level of education | Job satisfaction Job dissatisfaction |
| --- | --- | --- |
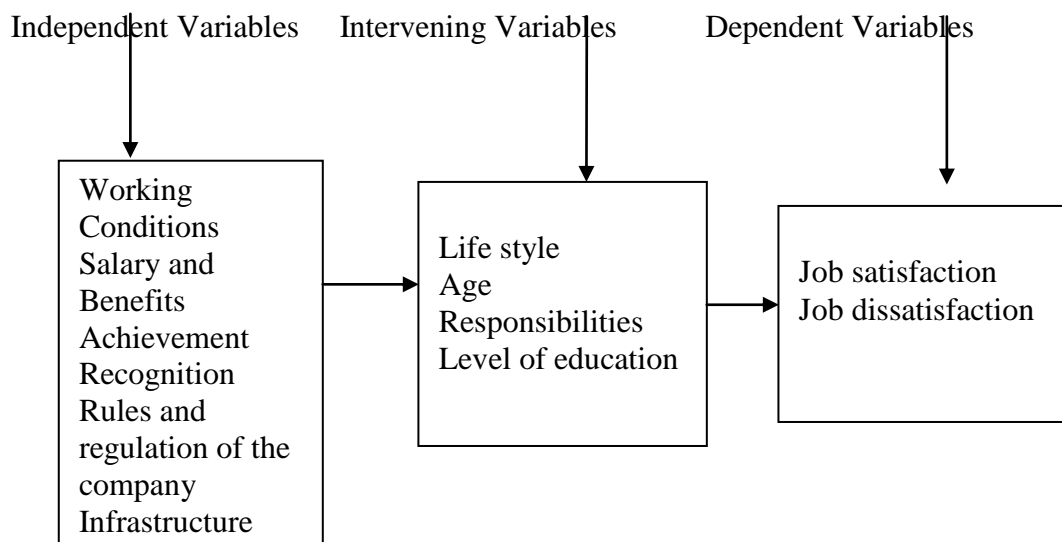
**Figure 1: Conceptual Framework as Contracted by the Researcher**

**Source:** Field Work, 2011

The term 'variables' in this context refers to the characteristics of people, objects or phenomenon that take two or more values; this means the characteristics that vary (Kombo & Delno, 2006). For the sake of this study, two variables are assumed to cause job dissatisfaction in rural areas. These are independent and intervening variables. Independent variables are those variables that influence the dependent variables. They cause or affect the dependent variables to change; while intervening variables are variables through which independent variables act to influence the dependent variables. They intervene the relationship between independent and dependent variables (Kombo & Delno, 2006).Finally, dependent variables are those

that form the focus of our study (job dissatisfaction), that may be affected by independent and intervening variables.

## 2.9 Summary

A number of observations can be made from the reviewed literature. The first observation is that even though the literature has provided some of the information factors causing job dissatisfaction in public secondary schools, yet none research attention has been put in the Ilala District in Dar-Es-Salaam. From this fact therefore, the researcher found that there was a need to conduct a study in this district to widen people's knowledge on analysis of factors causing job dissatisfaction in secondary school in public secondary school in that geographical area. Finally, findings from previous studies regarding job satisfaction among public secondary school in Tanzania are inconclusive with regard to how they impacted to teachers' daily lives. These are the research gaps that this study intended to fill, specifically in Ilala district in Dar-es-Salaam Tanzania.

# CHAPTER THREE

## 3.0 RESEARCH METHODOLOGY

### 3.1 Introduction

The basic way of collecting data is for the researcher to select the methodology and procedures, which will fit and be useful in the study that will be carried out. Therefore, this chapter specifically presents the methodology used in carrying out this study. It is organized as follows: the research design, study area, population of the study, sampling size, sampling techniques, data collection methods, data analysis techniques and conclusion.

### 3.2 Research Design

As the study aims at exploring factors causing job dissatisfaction in Public secondary Schools, a *descriptive research* design was used in order to provide full description on the state of factors causing job dissatisfaction in Tanzania, especially in public sector. The main reason for adopting descriptive research design in this study is justified by the fact that this work was not restricted to the fact findings but it will also result in the formulation of important principles of knowledge and solution to the problems.

As determined previously, descriptive studies are more than just collection of data, they involve measurement, classification, analysis and interpretation of data (Kombo & Delno, 2006). With respect to this, another reason for selecting this design was because the study collected data by interviewing and administering questionnaire to a sample of employees (Teachers and Head of schools) and to some local

government authorities situated in Ilala District. One more reason for adopting this descriptive design is that the researcher tried to get pertinent opinion of employers (Government representatives available in Ilala District) and employees(Teachers and Headmasters), their attitudes, their habits and their thoughts on what causes job dissatisfaction in public secondary schools.

As the study aims at finding out factors causing job dissatisfaction in the public secondary schools, where Ilala district was used as area of study; cross-sectional design was used as *non-experimental design* in order to make this study successful.

The main reasons of choosing the cross-sectional approach in this study are: This study is one time survey in order to avoid looking for the same respondents after data collection is done. This took care of lack of validity caused by mortality. Data were collected within a short period of time in order to optimally use resources and improve accuracy.

**3.3 Study Area**

Ilala district was selected as a center of this study due to the fact that it has many public secondary schools which amount to 45. Moreover, it has been reported that many workforces do not like to go and work in this district because most of the secondary schools are public ones where poor infrastructure, low salary, bureaucracy and unclear promotion scheme prevailed. These phenomena attracted the interest of the researcher as to why many people leave or do not like job opportunities available in public secondary schools situated in Ilala district. The result of this study was responded to this enquiry.

Moreover, Ilala district was selected as the place of study due to the fact that it seems to possess the same problems of high rate of job dissatisfaction as compared to other districts of Dar es Salaam Region (URT, 2009). Thus, Ilala district has the same characteristics of different districts that the study aimed at exploring the leading causes of job dissatisfaction.

Finally, the researcher chose Ilala district as area of study because she was familiar with it as compared to other districts situated in Dar Es Salaam region in the United Republic of Tanzania. Thus selection of the area provided better access to data and information, hence possibility to learn (Stake, 1998).

## 3.4 Population of the Study

When dealing with this research, the populations that were studied include District Local Authorities dealing with Education Matters in Ilala (DLAEMI), Teachers and Head of Schools who are working in Ilala District (THWID).  To collect information, for the whole population was not possible due to shortage of time, funds and the need for in-depth analysis. Instead, the research planned to get information from a representative sample of the entire population.

## 3.5 Sampling Size

As previously mentioned, there are many cases of job dissatisfactions that are reported in public sector, especially in Public secondary schools. For this sake, the sample size of this study consisted of forty (40) Teachers who are currently teaching and/or leaving their jobs for a period of less than two years as well as twenty-six (26) headmasters. Adding to this, five (5) DLAEM were also involved in the sample and

serve as key informants and they supplied supplementary information on various issues related to Government intervention on job dissatisfaction in public secondary schools. In short, a total of 71 people were considered as sample for in-depth study. To obtain this sample the following criteria were considered:

i. Teachers and Headmasters who are working in Public Secondary Schools situated in Ilala district for a period which is greater than five years

ii. DLAEMI  for a period which is not less than five years

iii. Former Teachers and Head of Schools living in Ilala district who have left their jobs for a period of less than two years.

iv. THWID with high rate of dependency ( Minimum 7)

v. THWID with no dependency

vi. THWID but who are dissatisfied with their jobs.

## 3.6 Sampling Techniques

As the study aims at collecting data from different units, the researcher also used different sampling techniques in order to attain the expected number of the sample. With respect to this, snowball sampling and purposive sampling techniques were used to THWID and DLAEMI unit respectively.

## 3.6.1 Snowball Sampling

This sampling technique was used in order to identify subjects or employees (THWID) who meet the criteria for being involved in this study. Even though the study planned to collect data from employees who are working in Public Secondary schools situated in Ilala district, but the most preferred ones were those who are dissatisfied with their jobs or who are out of their jobs. Thus, to find out a list and

addresses of these dissatisfied employees (Teachers and Head of schools) was not easy. For this sake, some dissatisfied employees identified earlier were proposed to provide addresses of extra people or employees who are or were dissatisfied from the work.

### 3.6.2 Purposive Sampling

As the researcher has specific predefined Government Authority (DLAEMI) that were involved in this study, and as their addresses seem to be easily identified from their offices or site, purposive sampling techniques were used in order to get their views on factors causing job dissatisfaction in Public secondary schools. The position occupied by officials was considered in selecting the appropriate respondents, and in case senior officials were not ready throughout sampling procedure, the acting people were directly considered and involved in the sample.

### 3.7 Data Collection Methods

Chiefly, the nature of the problem and the nature of the respondents determine the methods of collecting data (Kothari, 2004). To this end, the study used three methods of data collection namely: questionnaires, in depth interviews and documentary reviews.

### 3.7.1   Questionnaires

Collecting data by questionnaire is whereby the researcher sends typed questions to public or individuals concerned with a request for them to answer and return them ( Kothari, 2004 ). This method of data collection was used by the researcher since it is of low cost even if the universe was large and widely spread geographically. In

addition to that this method helped the researcher minimize bias and to be fair regarding the answers given by the respondents. The construct of questionnaires were closed and open questionnaires. This instrument of data collection was used for 66 respondent teachers, head of schools and 5 DLAEM. The principal researcher and research assistants gave these questionnaires to the respondents and requested them an appointment to come back to collect them.

### 3.7.2 In-depth Interviews

In depth interviews were conducted to generate personal accounts of factors causing job dissatisfaction in public secondary schools. Such interviews were used because they constituted a flexible research strategy of discovery recommended when the purpose is to explore and describe what is happening about the phenomenon and not to find out the frequency of some predetermined variables (Lofland, 1971 cited in Makombe, 2006). All in-depth interviews were taped recorded in order to have accuracy and consistency of the data collected. This method of data collection was used to 5 DLAEM respondents and 10 public secondary school teachers.

The reason for choosing this method was that the researcher had a face to face with the interviewee and this aimed at going beyond the questionnaires to receive explanations about the issues raised in them. Besides the interviewer had access to control the environment which made the questions to be answered to the researcher's satisfaction. The method cleared up any misunderstanding of questions immediately and also helped observe nonverbal behaviour and assessed the validity of the respondent's answers. The method was also used due to its importance during data

interpretation when linking responses obtained from questionnaires and real situation observed during the interview.

### 3.7.3 Documentary Review

It was very difficult to get vivid examples and data that are correct without having a look at what has been documented about the study under investigation (Kothari, 2004). To this end, several types of documents were reviewed including education public official documents, published and none published materials, books, articles, journals and internet, reports regarding public secondary schools to supplement the primary data.

### 3.8 Data Analysis Techniques

Raw data were edited to identify errors and coded in order to facilitate data entry. Data entry and analysis were done by using Microsoft word or manually so as to make realistic inferences based on study sample. The processed data were presented in tables and figures by tabulated so that they were amenable to analysis. Data entry and analysis were done by using Microsoft Excel chart wizard showing frequencies and percentages.

Qualitative and quantitative data analyses were used for this study. Qualitative data explores, understands people's experiences, attitudes, behaviour and interaction and analyzes and interprets them by observing what people do and say. For this study two theories were opted namely factor theory (Motivator –Hygiene theory and effect theory to analyses this research due to their importance. For quantitative data descriptive statistical methods were used.

**3.9 Expected Results**

The researcher expected that this study will find out on the one side the challenges faced by DLAEMI and on the other side the factors causing THWID to be dissatisfied from their work. Afterward, the study furnished suggestion and recommendation in order to eliminate the mentioned problem of job dissatisfaction in public secondary education.

**3.10 Summary**

This chapter has presented the research methodologies that were used in this study. The study was conducted in Ilala district Dar-es-Salaam Tanzania. The research sample covered 71 respondents. Two categories of respondents were covered by this study these included: teachers and DLAEM. A descriptive research design was adopted in this study. Data of this study was collected through primary and secondary methods of data collection. For primary data collection the study used questionnaires and in depth interviews, while for secondary data, documentary review was used. Data collected through questionnaires was analyzed using Microsoft excel chart wizard while data from in depth interviews was analyzed qualitatively. The findings are analyzed and discussed in the next chapter.

**CHAPTER FOUR**

**4.0   PRESENTATION AND DISCUSSION OF THE FINDINGS**

**4.1 Introduction**

This chapter presents the analysis and discussion of the findings of this study. The presentation is laid out according to the questions and research objectives.  The chapter is organized as follows: demographic data of respondents, teachers' teaching career background, former teachers' information on their turnover, job dissatisfaction in public sector, strategies to eradicate job dissatisfaction in public secondary school from the respondents and Summary.

**4.2 Demographic Data of Respondents**

The sub section provides the analysis of the demographic data of the respondents. In the first part of this study analysis, the participants were asked to provide their demography information.  The variables in this sub-section include, sex, age, marital status and education level of the respondents. The researcher has compiled teachers, head of schools and DLAEM important information and background on the related issues. The variables have been categorized and put into the table to allow easy access to the data. This was considered by the researcher to be important in order to assist in answering the research questions of the study. The researcher has used a descriptive statistical procedure to get the data.

As much as possible, the researcher has also attempted to make a comparison between the characteristics of this study sample and those of other relevant and available studies in Tanzania and other places worldwide. This has been done in order to test the reliability of the data collected and to find possible explanations.

**4.2.1 Respondents Age Profile**

Data from the demographic part in Table 4.1 regarding age reveals that less than tenth 6 (8.45 percent) of the total of respondents said that they ranged between 20 to 25 years old, slightly more than a quarter 16 (22.53 percent) of them said that they ranged between the ages of 26 to 31, while slightly more than a quarter 15 (21.12 percent) said they ranged between the ages of 32 to 43 years old. Table 4.1 also reveals that slightly less than third 19 (26 .76 percent) of all respondents said that they ranged between the ages of 38 to 43 years, while slightly more than a quarter 15 (21.12 percent) of them said that they ranged between the ages of 44 and above. The findings in Table 4.1 regarding age range are not accidental since most of public secondary school offices and other governmental offices are chaired by matured people

The descriptive statistics in Table 4.1 indicate that slightly more than tenth 5 (12.5 percent) interviewed teachers ranged between 20 to 25 years old , third 12 (30 percent) of them ranged between 26 to 31 years old , more than quarter 10 ( 25 percent) ranged between 32 to 37 years old . Table 4.1 also shows that slightly more than a quarter 9 (22.5 percent) of interviewed teachers ranged between 38 to 43 years old, while tenth 4 (10 percent) said they ranged between 44 to above. Table 4.1 also shows that less than tenth 2 (7.69 percent) interviewed head of schools said they ranged between the age of 26-31, while more than tenth 4 (15.38 percent) said that they ranged between 32 to 37 years old. Table 4.1 also shows that more than third 10 (38.46 percent) said that they ranged between 38 to 43 years old, while the rest, third 10 (38.48 percent) of them said that they ranged between the age of 44 to above. In

addition to that Table 4.1 shows that a quarter 1 (20 percent) of interviewed DLAEM said that they ranged between the age of 20 to 25, less than half 2 (40 percent) said they ranged between 26 to 31 years old. The table 4.1 also shows that a quarter 1 (20 percent) of the DLAEM respondents said that they ranged between the age of 32 to 37, while the other quarter 1 (20 percent) of them said they ranged in the age between 44 to above.

The findings in Table 4.1 indicate that teachers' respondents were younger than their counterpart head of schools. For instance, the table 4.1 shows that not one of the Head of schools masters category ranged between 20 to 25 years old, while 12.5 percent of teachers were in this age bracket. The findings in Table 4.1 also indicate that only 10 percent of teachers ranged between the ages of 44 to above, the number which is less than their counterpart head of schools that represented 38.46 percent in this age bracket. The difference in age between the two categories was significant since manual calculation using scientific calculator shows that fewer teachers were ranged between the age of 38 to 43 and 44 to above compare to their counterpart head of schools. This finding reflect the reality that people of advanced ages are easily appointed as head of schools rather than younger ones partly because of their greater ability and experience in working both in public and private institutions.

This finding is partly not consistent and on the other hand consistent with that of Fredy Wilson (2009) in his study on job satisfaction among secondary school teachers in Tanzania, the case of Njombe district. Fredy found that 50 percent of the respondents' teachers and head of schools ranged between the ages of 21 to 30

which are not consistent with the current study; Fredy's findings found that 29.6 percent ranged between 31 to 40, which are almost consistent with the current study.

**4.2.2 Respondents' Sex Profile**

The data in Table 4.1 shows that gender issues was put into consideration while selecting teachers from public secondary schools. The findings shows that half 20 (50 percent) of interviewed teachers were males and the same number were females. Furthermore, data in Table 4.1 shows that half 13 (50 percent) of interviewed head of schools were males and the same number were females.

The findings in Table 4.1 regarding sex issues are not consistent with those of Freddy (2009) who found that 67.9 percent of respondent teachers and head of schools were males, while 32.1 were females. The difference between the two studies might be caused by the fact that the studies were conducted in different areas of the country. For instance, the current study was carried out in Dar –Es-Salaam where most teachers prefer to work due to the availability of services when compared to other places of the country. The second reason for this difference might be due to the selection of the respondent teachers and head of schools whom were selected using snowball sampling technique by the current study.

The picture in Table 4.1 shows that gender inequality in sample selection did not have place, hence giving equal opportunity to all teachers being males or females. The implication of this is that the study was able to get experience from both males and females teachers and head of schools.

In addition to that Table 4.1 shows that more than half 3 (60 percent) of interviewed DLAEM were male, while less than half 2 (40 percent) were females. This result is not accidental but factual due to the reality that there are more DLAEM males than females in the district and countrywide. This reality is due to the historical gender inequality in public institutions in Tanzania that favours more males. The findings in Table 4.1 show that there was not a big difference among females and males participation in this current study.

### 4.2.3   Respondents' Educational Level Profile

The results in Table 4.1 indicate that less than a quarter 12 (16.90 percent) of the total number of interviewed respondents said that they were holders of ordinary Diplomas, slightly less than tenth 6 (8.45 percent) were Advanced Diploma holders, while less than half 28 (39.49 percent) of them said that they were first Degree holders. However , respondents with second Degrees constituted slightly more than a quarter 16 ( 22.53 percent ) of the total sample , while those with Postgraduate Diploma constituted slightly more than tenth 9 ( 12.67 percent ) as the data in Table 4.1 indicates.

The findings in Table 4.1 shows that more than a quarter 10 (25 percent) of interviewed teachers said that they were ordinary Diploma holders, slightly more than tenth 5 (12.5 percent) said they were holders of Advanced Diploma and half 20 (50 percent) said they were first Degree holders. Table 4.1 also shows that 1 (2.5 percent) of the interviewed teachers said that they were holders of second Degrees (Master Degree), while tenth 4 (10 percent) said that they were holders of

postgraduate Diplomas. As Table 4.1 shows not one of the head of schools had neither an ordinary Diploma nor an Advanced Diploma, slightly more than a quarter 6 ( 23.07 percent ) of them said that they were holders of first Degrees , more than half 15 ( 57.69 percent ) had second Degrees ( Master ) , while slightly less than a quarter 5 ( 19.23 percent ) said that they possessed post graduate Diplomas . In another instance , Table 4.1 shows that less than half 2 ( 40 percent ) of interviewed DLAEM said they were ordinary Diploma holders , a quarter 1 ( 20 percent ) of them were Advanced Diploma holders , while less than half 2 (40 percent ) were first Degree holders.

The findings in Table 4.1 are not consistent with those by Fredy (2009: 63) as discussed in table 7. The study commissioned by Fredy covered Njombe district. Teachers in his study comprised 162 teachers. In that study, it was found that 57.4 percent of teachers and head of schools were holders of Diploma, 28.4 percent were first Degree holders and only 1.2 percent was a Master Degree holder. However, unlike Fredy's study, this current finding found that 50 percent of teachers were first Degree holders, while 57.69 head of schools were second Degree holders.

Unlike Fredy's study (2009), the teachers with first Degrees and Head of schools with  second Degrees constituted the majority of the sample, this is due to the fact that the government has been deploying efforts to train more teachers for Degrees programmes throughout different colleges and Universities to supplement the current number of teachers and curb the alarming shortage of teachers countrywide. Generally speaking, total descriptive statistics data in Table 4.1 shows that less interviewed respondents had enough level of education. This implies that most

public servants working in educational setting in this district have low level of education than expected. Given this situation, deliberate attempts started by the government of Tanzania need to be emphasized and be undertaken in order to make educational development intervention more inclusive by enabling public servants in areas of education and public secondary school teachers more productive by sending them to Universities in order to get Degrees in Education so that they can meet the criteria for being well qualified secondary school teachers.

### 4.2.4 Respondents' Marital Status

The findings in Table 4.1 reveal that the vast majority 53 (74.64 percent) of all respondents said they were married, slightly more than a quarter 15 (21.12 percent) were single, 3(4.22 percent) were separated, while only 1(1.40 percent) said was a divorcee. Furthermore, the study consisted of respondents' categorization by their marital status. Table 4.1 shows that more than half 27( 67.5 percent ) of interviewed teachers said they were married , more than a quarter 10 (25 percent) said they were single , slightly less than tenth 3 ( 7.5 percent ) said they were separated , while not one of them was a divorcee .

In addition to that the vast majority 23 b(88.46 percent) of interviewed head of schools said that they were married , slightly less than tenth 2 (7.69 percent ) were single , only 1 ( 3.84 percent ) said was a divorcee , while no one of them said was separated. The descriptive data in Table 4.1 also shows that half 3 (50 percent) interviewed DLAEM were married, half 3 (50 percent) were neither single, while one of them was neither separated nor divorcee.

**Table 1:  Respondents' Profiles, Age, Sex, Educational Level and Marital Status**

| Parameter | Categories of respondents | | | Total |
|---|---|---|---|---|
| | Teachers | Head of schools | DLAEM | |
| Age in years | | | | |
| 20-25 | 5(12.5 ) | 0 ( 0 ) | 1( 20 ) | 6 ( 8.45 ) |
| 26-31 | 12 ( 30 ) | 2 ( 7.69 ) | 2 ( 40 ) | 16 ( 22.53 ) |
| 32-37 | 10 ( 25 ) | 4 ( 15.38 ) | 1 ( 20 ) | 15( 21.12 ) |
| 38-43 | 9 ( 22.5 ) | 10 ( 38.46 ) | 0 ( 0 ) | 19( 26.76 ) |
| 44-above | 4 ( 10 ) | 10 ( 38.46 ) | 1 ( 20 ) | 15 ( 21.12 ) |
| Total | 40 ( 100 ) | 26 ( 100 ) | 5 ( 100 ) | 71 ( 100 ) |
| Sex | | | | |
| Males | 20 ( 50 ) | 13 ( 50 ) | 3 ( 60 ) | 36 ( 50.70 ) |
| Females | 20 ( 50 ) | 13 ( 50 ) | 2 ( 40 ) | 35 ( 49.29 ) |
| Total | 40 ( 100 ) | 26 ( 100 ) | 5 ( 100 ) | 71 ( 100 ) |
| Education level | | | | |
| Ordinary Diploma | 10 (25 ) | 0 ( 0 ) | 2 ( 40 ) | 12( 16.90 ) |
| Advanced Diploma | 5 ( 12.5 ) | 0 ( 0 ) | 1 ( 20 ) | 6( 8.45  ) |
| First Degree | 20 ( 50 ) | 6 ( 23.07 ) | 2 ( 40 ) | 28( 39.43 ) |
| Second Degree | 1( 2.5 ) | 15 ( 57.69 ) | 0 ( 0 ) | 16( 22.53 ) |
| Post-graduate Diploma | 4 ( 10 ) | 5 ( 19.23 ) | 0 ( 0 ) | 9 ( 12.67 ) |
| Other | 0 ( 0 ) | 0 ( 0 ) | 0 ( 0 ) | 0 ( 0 ) |
| Total | 40 ( 100 ) | 26 ( 100 ) | 5 ( 100 ) | 71 ( 100 ) |
| Marital status | | | | |
| Married | 27 ( 67.5 ) | 23 ( 88.46 ) | 3 ( 50 ) | 53 ( 74.64 ) |
| Single | 10 ( 25 ) | 2 ( 7.69 ) | 3 ( 50 ) | 15 ( 21.12 ) |
| Separated | 3 ( 7.5 ) | 0 ( 0 ) | 0 ( 0 ) | 3 ( 4.22 ) |
| Divorcee | 0 ( 0 ) | 1( 3.84 ) | 0 ( 0 ) | 1 ( 1.40 ) |
| Total | 40 ( 100 ) | 26 ( 100 ) | 6 ( 100 ) | 71 ( 100 ) |

**Source**: Field data, 2011

Figures in brackets indicate percentages. With regard to the proportion of respondents who were married, the findings in this current study are higher than

those reported by Fredy (2009: 62) according to which 63 .6 percent of respondents were married. On the other hand, the findings in this current study regarding single respondents was less than those by Fredy (Ibid) who found that 34.6 percent of respondents were single , while only 1.2 percent was separated which is less than 4.22 percent of the current study.

These differences among the two studies might be caused by the sample selected by the researchers and techniques used to select the samples. These findings reflect the reality that most of adult and educated people in Tanzania got married once they get job to protect their respect. After presenting and discussing the demographic data of the respondents, the next sub section is devoted to responding to the teachers' information on teaching career background.

**4.3 Teachers' Teaching Career Background**

In this sub-section of this study, the researcher has presented and analyzed the quantitative interviews conducted with both head of schools and teachers of public secondary schools in the district. The researcher has compiled one table with important dates on teachers' teaching career background. Different years of starting teaching have been categorized and put into a table to allow easy access to the data. The researcher found this necessary in order to assist in responding the research questions of the study, especially the second research question which will be discussed later.

As  Table 4.2 shows , third 20 ( 30.30 percent ) of interviewed teachers and head masters said that they started teaching 6 to 2 years ago , less than a quarter 11 ( 16.66 percent of them said they started 3 to 5 years ago , while slightly less than a quarter

13 ( 19.69 percent ) said they started 6 to 8 years ago . Table 4.2 also shows that less than a quarter 11 ( 16.66 percent ) of them said that they started 9 to 11 years ago , slightly less than tenth 5 ( 7.57 percent ) of them said that they started 15 to 17 years ago , less than tenth 4 ( 6.06 percent ) said 12 to 14 years ago , while only 2 ( 3.03 percent ).

Table 4.2 shows that more than half 20 ( 50 percent ) of interviewed teachers said that they started teaching 6 months to 2 years old , less than third 10 ( 25 percent ) said they started 3 to 5 years ago , while less than tenth 3 ( 7.5 percent ) of them said 6 to 8 years old . Table 4.2 also shows that less than tenth 2 ( 5 percent ) of teachers said that they started 9 to 11 years ago , less than tenth 2 ( 5 percent ) said they started 12 to 14 years ago , while slightly less than tenth 3 ( 7.5 percent ) of them said they started 15 to 17 years old . Furthermore, Table 4.2 shows that only  1 ( 3.84 percent ) head of schools said they said they started teaching 3 to 5 years ago, more than third 10 ( 38.46 percent ) said they started 6 to 8 years ago ,while slightly more than third 9 ( 34.64 percent ) of them said that they started 9 to 11 years ago . In addition to that slightly less than tenth 2 (7.69 percent) of them said that they started 12 to 14, 15 to 17 and 18 to above respectively. When the two categories are compared, the findings show that there was a significant difference in teaching experience among the two categories.

The findings in Table 4.2 show that head of schools have more years experience compared to their counterparts teachers. For instance , the findings reveal that not of the head of schools started teaching career in 6 months to 2 years ago , while half of teachers did , while not one of the teachers started the teaching career 18 to above

years ago , while head of schools did . In addition to that the findings in Table 4.2 show that more than third 10 (38.46 percent) of head of schools started teaching career 6 to 8 years ago, while only less than tenth 3 (7.5 percent) of teachers did.

**Table 2: Teachers' Teaching Career Background**

| Parameter | Respondents | | Total |
|---|---|---|---|
| | Teachers | Head of schools | |
| 6months -2 years ago | 20 ( 50 ) | 0 ( 0 ) | 20 ( 30.30 ) |
| 3- 5 years ago | 10 ( 25 ) | 1 ( 3.84 ) | 11 ( 16.66 ) |
| 6-8 years ago | 3 ( 7.5 ) | 10 ( 38.46 ) | 13 ( 19.69 ) |
| 9-11 years ago | 2 ( 5 ) | 9 ( 34.64 ) | 11 ( 16.66 ) |
| 12 – 14 years ago | 2 ( 5 ) | 2 ( 7.69 ) | 4 ( 6.06 ) |
| 15 – 17 years ago | 3 ( 7.5 ) | 2 ( 7.69 ) | 5 ( 7.57 ) |
| 18- to above years ago | 0 ( 0 ) | 2( 7.69 ) | 2 ( 3.03 ) |
| Total | 40 ( 100 ) | 26 ( 100 ) | 66 ( 100 ) |

**Source**: Field data, 2011

Figures in brackets indicate percentages

Generally, these findings are consistent with those of Bishay (1990) on his study on teacher motivation and career satisfaction and Olarenwaju (1995) on school environment, teacher characteristics and teaching process as factors of teacher productivity in selected / Nigerian Unity School. The two studies found that half (50 percent) of teachers started their teaching career not long ago, while more than third of head masters started their teaching career 6 to 10 years ago.  This implies that the

increase in length of service correlate with job promotion, hence the increase of job satisfaction. After presenting and analyzing teachers' teaching career background, the next section focuses on analysis and discussion of job dissatisfaction in public sector.

**4.4 Job Dissatisfaction in Public Sector**

This section was led by the following research question: What are the leading factors causing job dissatisfaction in public sector? This specific question aimed at examining if respondents teachers, head of schools and DLAEM knew about job dissatisfaction in public sector and their factors. To obtain the answer to this question, all 71 respondents were included to respond this question.

The figure 4.1 shows that the vast majority 61 ( 85.91 percent ) of the interviewed respondents said that there was job dissatisfaction in public sector , slightly more than tenth of them said no , while no one of them said he did not know.
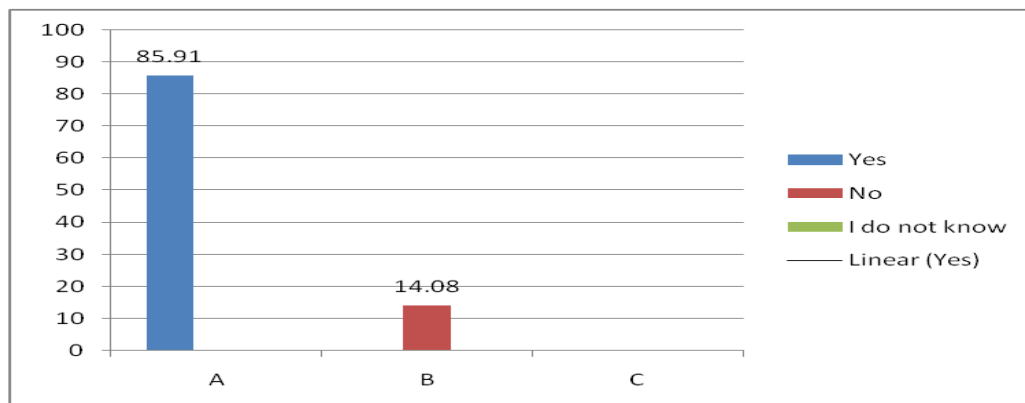


**Figure 2:  Job Dissatisfaction Among Public Sector**

**Source:** Field Work, 2011

**Legend**

A: Yes…………………………………………………………………61(85.91%)

B: No…………………………………………………………………10(14.08%)

C: I do not know……………………………………………………… 0(0%)

The relevance of job satisfaction in any sector is crucial to the long term growth of any work industry all over the world. But based on the findings in Figure 4.1 it is evidenced that job satisfaction is not an essential to continuing growth in public sector system in Tanzania. This implies that public sector has a profound negative impact on level of accountability, which in turn affect seriously the provision of public services, hence poor and decline of quality of services.

After discussing and analyzing if the respondents knew about job dissatisfaction in public sector, the second sub-question deals with the factors leading to that job dissatisfaction in public sector. To obtain the answer to this question, the descriptive statistical techniques were performed and the results were as follows:

**4.4.1 Social Factors**

Social factor was measured by four items in the questionnaires instrument (Figure 4.2). The aspects are the following: Non recognition from the community, lack of cooperation from workmates, lack of cooperation with public management team and poor promotion quality. Data in Figure 4.2 shows that slightly more than tenth 8 (1.26 percent) of interviewed respondents said that there was not recognition from the community, less than tenth 3 (4.22 percent) of them said lack of cooperation from work mates, more than half 40 (56.33 percent) of them said that there was lack

of cooperation with public management team, while slightly less than third 20 (28.11 percent) said that there was poor promotion quality.

The finding in Figure 4.2 shows that there is a very high proportion of lack of cooperation among public servants and public management teams. This implies that social networking among people working in public sector is not well connected, hence poor job performance. The findings in Figure 4.2 are consistent with those by Ellickson and Logsdon (2002) , Herman (2005) , Ting (1997) cited in Nezaam (2005) who found that lack of promotional opportunities and public management team poor relationship with workers were among the social factors that contributed to public work dissatisfaction . In the same vein, South African Journal of Education (2008) also found that more than 63.2 percent of workers in public sector are dissatisfied with their work due to poor quality of support from their bosses.
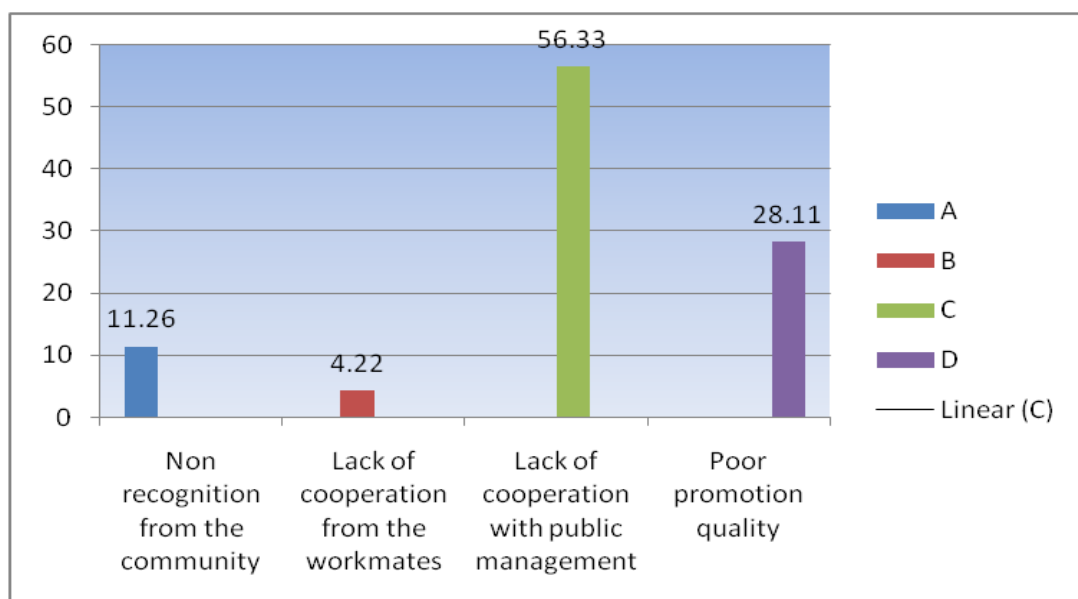


**Figure: 3. Social Factors on Job Dissatisfaction in Public Sector**

**Source:** Field work, 2011

**Legend:**

A: Non recognition from the community ……………………… 8 (11.26%)

B: Lack of cooperation from workmates ……………………….3 (4.22%)

C: Lack of cooperation with public management team ………..40 (56.33%)

 D: Poor promotion quality ……………………………………20 (28.11%)

**4.4.2   Economic Factors**

Economic factor was measured by three items in the questionnaires instrument (Figure 4.3). The aspects are the following: low competitive salaries, lack of fringe benefits and low job security. Data in Figure 4.3 shows that the vast majority 50 (70 percent) of interviewed respondents said that below competitive salaries was among the public work dissatisfaction, slightly more than tenth 10 (14.084 percent) of them said that lack of fringe benefits was among the dissatisfaction factor in public sector, while figure 4.3 shows that more than tenth 11(15.49 percent) said that job security was a factor contributing to job dissatisfaction in public sector.

The findings in Figure 4.3 reflect the reality that de-motivation among public servants is highly caused by below competitive salary , this has a high profound impact on workers' commitment and motivation , hence motivating public servant to corruption and bribery before delivering public services to the needy people . The findings in Figure 4.3 are consistent with those by Ting ( 1997 ) and Ellickson and Logsdon ( 2002 ) cited in Nezaam ( 2005 ) found that most African countries' public sectors pay less salary compared to private sector . They found that pay satisfaction and fringe benefits of government employees was significantly important to increase productivity. Similarly , Barrows and Watson ( 2000 ) cited in ( ibid ) posit that low

pay and low fringe benefits prevent the most qualified workers remaining in government agencies and climbing corporate ladder . The implication of this is that the less the salary and fringe benefits, the more the less productivity and lack of continuity in the public sector. These hindering factors might also serve a discouragement for young people entering the labour market to pursue careers as civil servants.
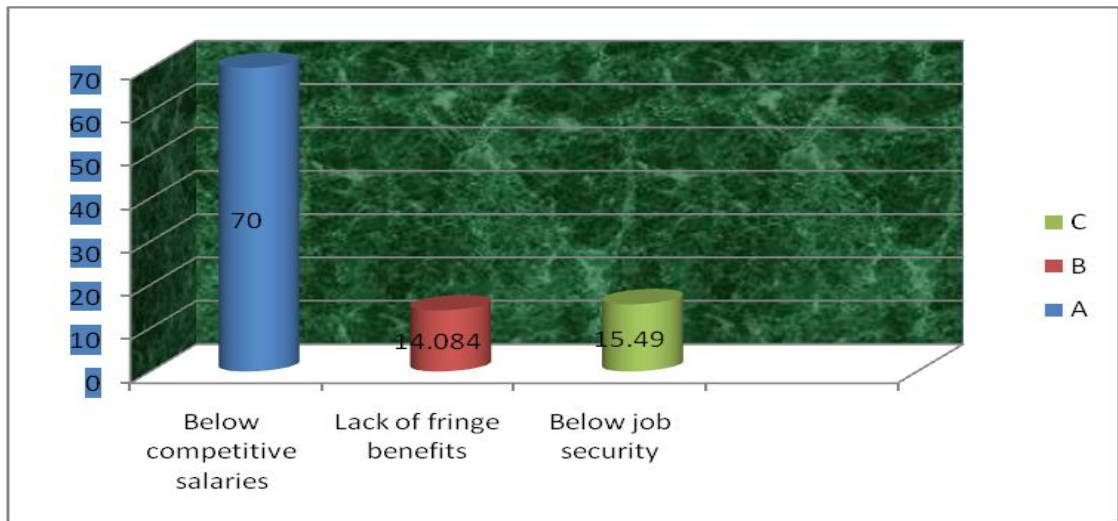


**Figure: 4: Economic Factors on Job Dissatisfaction In Public Sector**

**Source:** Field work, 2011

**Legend:**

A: Below competitive salaries …………………………………50(70%)

B: Lack of fringe benefits ……………………………………10(14.084%)

C: Below job security …………………………………………11(15.49%).

After analyzing and discussing about the factors leading to job dissatisfaction in public sector, the next section deals with the examination of the reasons behind job dissatisfaction in public secondary schools. This section dealt with according to the research question two.

## 4.5   Examination of Job Dissatisfaction in Public Secondary Schools

This section was led by the following research question: What are the reasons behind job dissatisfaction in public secondary schools? This sub research question was grouped into two sub questions.  One, to find out whether teachers and head of schools were satisfied with their teaching career, this included 66 teachers and head of schools.

Secondly it is examining the reasons behind job dissatisfaction in public secondary school which included all 71 respondents. Questionnaires and in depth interviews were used to get the responses from these questions.

### 4.5.1 Teachers and Head оf Schools Satisfaction and Dissatisfaction

Data in Table 4.3 shows that more than half 40 (60 percent) of all interviewed public secondary school teachers and head of schools said that they were not satisfied with their teaching career, while less than half 26 (40 percent) of them said they were satisfied with their teaching career. The findings in Table 4.3 are consistent of those by Agharuwhe and Nkechi (2009) in their study on Analytic Examination of Teachers' Career Satisfaction in Public Secondary Schools. Agharuwhe and Nkechi found that more than half of teachers were not satisfied with their teaching career.

Data in Table 4.3 also shows that the vast majority 30 (75 percent) of teachers said that they were not satisfied with their teaching career, while less than third 10 (25 percent) of them said that they were satisfied with their teaching career. The Table 4.3 also shows that more than third 10 (38.46 percent) of head of schools said that

they were not satisfied with their teaching career, while more than half 16 (61.53 percent) of them said that were satisfied.

Based on the findings in Table 4.3 It is clear that there was a significant difference between teachers and head teachers in terms of teaching career satisfaction. Simple manual mathematical computed calculation shows that more teachers were dissatisfied in their jobs compared to their counterpart head of schools. This implies that there is a relationship between holding a higher position with job satisfaction in teaching career.

**Table 3: Teacher and Head of Schools' Job Dissatisfaction and Satisfaction**

| Parameter | Teachers | Head of schools | Total |
|-----------|----------|-----------------|-------|
| No | 30 ( 75 ) | 10 ( 38.46 ) | 40 ( 60 ) |
| Yes | 10 ( 25 ) | 16 ( 61.53 ) | 26 ( 40 ) |
| Total | 40 ( 100 ) | 26 ( 100 ) | 66 ( 100 ) |

**Source:** Field work, 2011

### 4.5.2 Findings from in - depth Interviews

The researcher conducted an in depth interview with a dissatisfied teacher in order to examine why she was not satisfied with her current career. In this regard, she expressed her dissatisfaction in the following words:

> *"I have been teaching for more than 10 years, but my life does not*
>
> *improve. I am the most Vulnerable public servant in my country. I am*
>
> *not treated as a builder of a nation since my contribution to the*

*national development is not valued. Public secondary schools do not improve workers' lives; we are always the most indebted of the public servants"*

Source: Interview with a teacher in Ilala district, translated from Kiswahili.

In the same vein, when a dissatisfied teacher was asked to express his feelings regarding his dissatisfaction, he said:

*"Despite the position I am holding, I am not really satisfied with this job I am a well qualified teacher , with my Second Degree (Master Degree)in education but the environment in which I am working really disappoints me very much. Can you believe second Degree like me to work in this situation? What can attract me to continue working in this situation? "*

Based on the findings in the in depth interviews, one can say that there is relationship between teachers, educational level and length of service and job satisfaction or dissatisfaction. The in depth interviews in this study revealed that the most experienced teacher and the highly qualified teachers were dissatisfied with their job. These findings are supported by Sargent and Hannum (2003) cited in Agharuwhe and Nkechi (2009) in Analytic Examination of Teachers' Career Satisfaction in Public Secondary Schools who found that teachers with higher levels of education were significantly less satisfied with the teaching profession and needed to leave their teaching career. On the other hand, Gosnell (2000) cited in (ibid) found that length of services to be significantly negatively related to job satisfaction. That is the most experienced teachers are the least satisfied with teaching career. This

implies that teachers who are motivated to do their job are likely to exhibit satisfaction level different from the unmotivated ones.

### 4.5.2 Reasons behind Job Dissatisfaction in Public Secondary Schools

The findings in Figure 4.4 show that slightly more than tenth 8 (11.26 percent) interviewed respondents said that teachers were dissatisfied in public secondary school due to low fringe benefits, more than half 40 (56.33 percent) of them said that lack of attractive salary was among the leading factors to dissatisfaction, less than tenth 2 (2.81 percent) said that loss of respect from the students was among the factors leading to dissatisfaction in public secondary schools.

Furthermore, the findings in Figure 4.4 shows that less than tenth 4 (5.63 percent) said that low level of personal professional growth was among the leading factors to job dissatisfaction in public secondary school, less than tenth 2(2.81 percent) said that its due to lack of autonomy and less than tenth 4 (5 .63 percent) of them said that it was due to poor working condition in public secondary schools. Finally the findings in Figure 4.4 shows that slightly less than tenth 7 (9.85 percent) of the interviewed respondents said that teaching made teachers to be very busy, less than tenth 2 (2.81 percent) said that subject burden was among the leading factors to job dissatisfaction in public secondary schools and low level of job security respectively, while not one of them mentioned other factor.

The findings in Figure 4.4 imply that both extrinsic and extrinsic factors are the major factors contributing to job dissatisfaction in public secondary schools in Tanzania. The improvement of both would contribute to high rate of teachers to

remain in their job. With regard to teachers' salary and fringe benefits, Tansim (2008) study cited in Evy, Danieland Gerard (2008) is consistent with the current study. Tansim (1998) in his study from developing countries found that salary and fringe benefits were important in determining teacher job satisfaction or dissatisfaction. In the same vein, Vendepuuge and Somi (1998) cited in (ibid) made similar revelations as teachers in Ghana were highly dissatisfied and de-motivated to perform due to low salaries, poor teaching conditions and poor infrastructures. The findings in Vendepuuge and Somi (1998) showed that 59.9 percent of Ghanaian teachers are dissatisfied due to low salary. According to the findings in Figure 4.4, one can say that salary is crucial in teacher satisfaction worldwide including Tanzania.
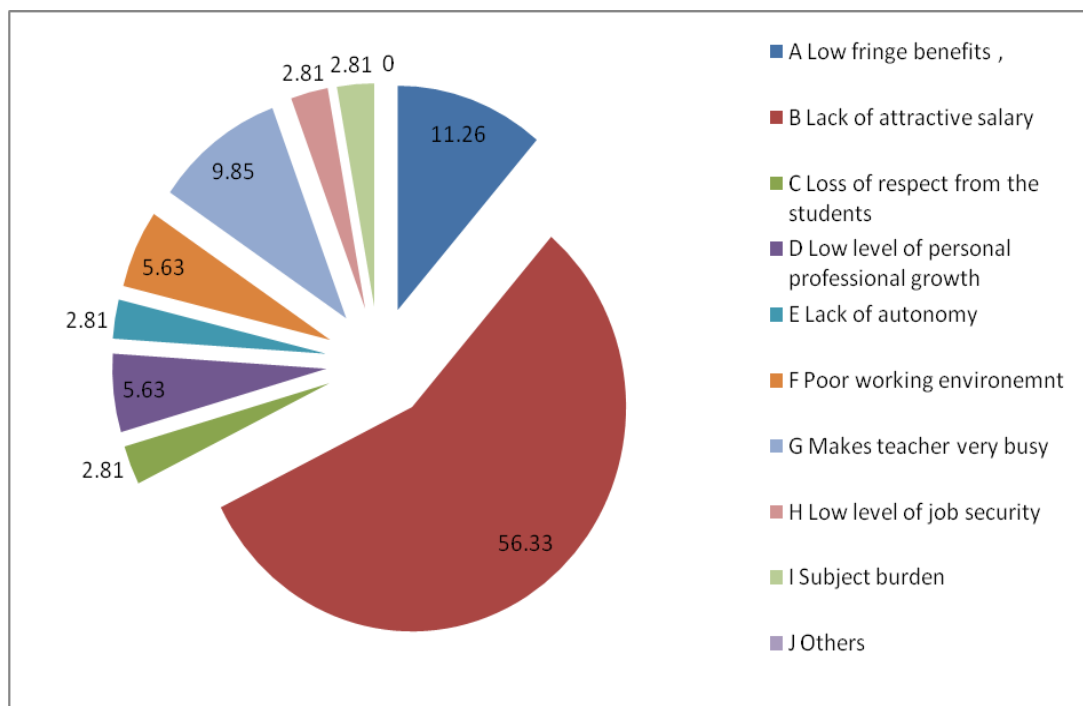


**Figure 4: Identification of Job Dissatisfaction in Public Secondary Schools**

**Source**: Field work, 2011

**Legend:**

A: Low fringe benefits …………………………………………8 (11.26%)

B: Lack of attractive salary ……………………………….40 (56.33%)

C: Loss of respect from the students ………………………..2 (2.81%)

D: Low level of personal professional growth ……………...4 (5.63%)

E: Lack of autonomy ………………………………………2 (2.81%)

F: Poor working environment ……………………………..4 (5.63%)

G: Makes teacher very busy ……………………………….7 (9.85%)

H: Low level of job security ………………………………2 (2.81%)

I: Subject burden …………………………………………2 (2.81%)

J: Others ……………………………………………………0 (0%).

### 4.5.3   Findings From in Depth Interviews

The researcher interviewed one teacher, in order to find out how working environment was among the leading factors of job dissatisfaction in public secondary school. The teacher expressed his ideas in the following words.

> *"I am not really satisfied with the school physical environment, public schools lack basic amenities, such as pipe borne water and electricity and well-conditioned staff rooms.  Working in public secondary school is a challenge, we work more but we get less. Classes are sometimes full with few teachers which push me to teach more subjects."*

Source: English in depth interview with a secondary school teacher in Ilala district.

*"We try our best to train our public secondary school teachers. We sometimes do this once a year, twice a year and more depending to the availability of funds. Frankly speaking, our government does not allocate enough funds to train all teachers at once; this is the reasons why they go one after the other."*

The findings in Table 4.3 and Figure 4.4 show that the majority of public secondary schools are not satisfied with their teaching career due to different factors. This means that there is less pressure on government to improve public education. The rate of increase in teachers' salaries and allowances is low compared to the inflationary trend, on the other hand, salaries and fringe benefits of workers in private sector on the other.

Poor environment increase lower self-esteem and is generally de-motivating. This situation makes public secondary teachers find it increasingly more difficult to cope with their financial obligations and social expectations hence they become frustrated and therefore dissatisfied with the career. But one has to remember that without teachers there cannot be education, and without education, sustained economic, political and social development is not possible. After analysing and discussing job dissatisfaction in public secondary school, the next section deals with the identification of the reasons behind higher rate of turnover in public secondary school.

## 4.6 Reasons ehind Higher Rate of Turnover in Public Secondary School

This section was directed by the third research question which was as follows: why

is there the higher rate of turnover in public secondary school? The researcher has analyzed the quantitative interviews using questionnaires and qualitative interviews using in depth interviews. To obtain the answers from this question, all 71 respondents were included in responding to the question.

In this section, all interviewed respondents were asked if there was a high rate of turnover in public secondary school. In this regard, Figure 4.4 indicates that the vast majority 50 (70 percent) of interviewed respondents said yes to the questions, slightly more than a quarter 17 (23.94 percent) of them said no, while less than tenth 4 (5.63 percent) of the interviewed respondents said they did not know.
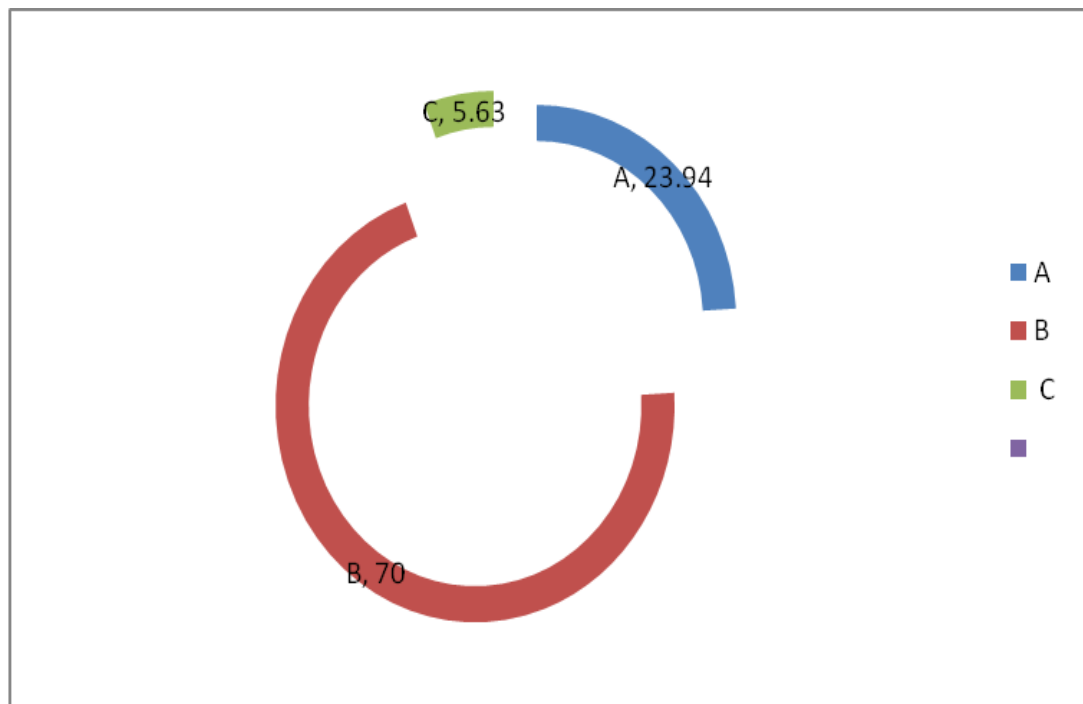


**Figure 5: Respondents Responses on whether there was a high turnover in**

   **public secondary school**

**Source**: Field work

**Legend:**    A: No …………………………………………..17 (23.94%)

          B: Yes …………………………………………..50 (70%)

          C: I do not know …………………………………..4 (5.63%)

In this regard, the researcher asked the respondents who said yes to the question to support their answers on why they thought this turnover was higher. The respondents answers were grouped into two parts which included: Voluntary turnover, with the following aspects: Resignation, retirement and study leave. None voluntary turnover with the following aspects: Dismissal and long term illness. The findings in Table 4.4 indicate that the vast majority 49 (69 .01 percent) of interviewed respondents said that voluntary turnover of public secondary school teacher was due to resignation, slightly less than tenth 6 (8.45 percent) of them said that it was due to the retirement, while slightly less than tenth 6 (8.45 percent) of them said turnover was due to study leave. In addition to that the findings in Table 4.4 indicate that slightly more than tenth 8 ( 11.26 percent ) said that none voluntary turnover of public secondary school teachers was due to dismissal , while less than tenth 2 ( 2.81 percent ) said that it was due to long term illness.

The findings in Table 4.4 is consistent with those of Greenbery and Baron ( 1995 ) cited in Paul (2004) who found that the majority of teachers in less developed countries express their dissatisfaction by withdrawing from the teaching career . According to Greenbery and Baron (1995) cited in (ibid) argues that a major form of teachers' withdrawals in public secondary schools is voluntary turnover. In the same vein, Philips Stone and Philips (2001) support the assertion by arguing that dissatisfied teachers withdraw themselves from work, they resign in order to get new

job prospects. With regard to study leave , the findings are not consistent of those of Paul ( 2004 ) who found that study leave is much higher than attrition , for example in Tanzania, only one half of primary and secondary school teachers who upgraded their qualifications during the 1990s returned to school teaching. This implies that a high number of teachers in public secondary schools turnover rate are voluntary due to the dissatisfaction of their jobs.

On the other hand , the findings in table 4.4 regarding none voluntary turnover are not consistent with those of Paul ( 2004 ) who found that the majority of public secondary school teachers leave their work due to dismissal and long term illness . Paul (2004) argues that public secondary school teachers are living below or near national poverty line in developing countries. Paul emphasizes by arguing that this situation makes public secondary school teachers to fall in long term illness due to incapability of getting medication. With regard to dismissal, Paul (2004) argues that public secondary school teachers who are not satisfied with their job misbehave at their job places, hence makes them to be dismissed by their employers.

High school teachers turnover both voluntary and none voluntary in hard to staff public schools affect negatively the public educational system. With very high vacancy rates, teachers are over loaded. For instance, in the case of study leave in order to upgrade professional teaching qualifications, very large number of them are full time study leave in many developing countries continue to be on payroll and are counted as if they are still in class. This implies that teacher qualification programmes in one way or another can involve regular absences of classes hence losing financial resources of the country.

**Table 4: Reasons Behind High Rate Of Turnover In Public Secondary Schools**

| Parameter | Respondents | | | Total |
|---|---|---|---|---|
| | Teachers | Head of schools | DLAEM | |
| **Voluntary turnover** | | | | |
| Resignation | 30( 75 ) | 17 ( 65.38 ) | 2 ( 40 ) | 49 ( 69.01 ) |
| Retirement | 3 ( 7.5 ) | 2 ( 7.69 ) | 1( 20 ) | 6 ( 8.45 ) |
| Study leave | 4 ( 10 ) | 2 ( 7.69 ) | 0 ( 0 ) | 6 ( 8.45 ) |
| **None voluntary turnover** | | | | |
| Dismissal | 2 ( 5 ) | 4 ( 15.38 ) | 2 ( 20 ) | 8 ( 11.26 ) |
| Long term illness | 1 ( 2.5 ) | 1 ( 3.84 ) | 0 ( 0 ) | 2 ( 2.81 ) |
| **Total** | 40 ( 100 ) | 26 ( 100 ) | 5 ( 100 ) | 71 ( 100 ) |

**Source**: Field work, 2011

### 4.6.1   Findings From in Depth Interviews

The researcher interviewed one 2 teachers, in order to find out how they felt to go on working in public secondary school. One teacher expressed his ideas in the following words:

> *"I am not planning to quit this teaching career for other career or to other well paid private secondary schools. The motive behind of been here is that I feel empathy towards children from poor families, because their poverty they cannot go to private schools since it is very expensive. The only children of rich people who can afford paying school fees and other things."*

Source: English in depth interview with a public secondary school in Ilala

Paradoxically, the researcher asked one teacher who resigned teaching career on what pushed him to resign from his job. The latter replied the following:

*"I was tired with government promise of improving teachers' lives. I have decided to embrace other career and now I feel comfortable with my new career. Teachers in public secondary schools are working a lot but getting less. Life cannot go in such a way, sure we have been given by the government loan, but the government does not want us to reimburse that loan due to meager salary teachers get".*

After analyzing and discussing reasons behind high rate of turnover in public secondary school, the next section deals with the extent to which job dissatisfaction affect employers , employees and government .

## 4.7 The Extent to Which Job Dissatisfaction Affect Employers, Employees and the Government

This section was guided by the following research question: To what extent job dissatisfaction affect employers, employees and government? This research question sought to examine the impact of job dissatisfaction on employers, employees and government.  To obtain the answer from this question, all 71 respondents were involved and questionnaires and in depth interviews were used as tool of collecting the data.

### 4.7.1   Effect to the Employer

Employer effect was measured by six items in the questionnaire instrument (See appendix B, C) such aspect included: Endless strike, loss of productivity, workers' turnover, absenteeism, loss of respect from workers and laziness.  The data in Table 4.4 slightly more than tenth 8 ( 11.26 percent ) of interviewed respondents said that

job dissatisfaction affect the employer due to endless strike , more than half 40 ( 56.33 percent ) said that job dissatisfaction might affect the employer due to loss of productivity , slightly less than tenth 7 ( 9.85 ) said that job dissatisfaction might cause workers turnover, slightly less than tenth 7 ( 9.85 percent ) said that job dissatisfaction might affect the employer due to absenteeism,  while slightly more than tenth 8 ( 11.26 percent ) said that employer will lose respect from workers.

The findings in Table 4.4 reveals that more than half of respondents strongly agreed that job dissatisfaction among secondary school teachers affect negatively the employer in terms of productivity. This implies that there is a relationship between dissatisfaction and less productivity.  The findings in Table 4.4 are not consistent with those of Luthans ( 1989 ) cited in Nezaam ( 2005 ) who found that even though there is a relationship between job dissatisfaction and loss of productivity , the relationship is not strong . Luthans (1989) argues that the most satisfied teacher will not necessarily be the most productive teacher.

Robins et al ( 2003 ) cited in ( Ibid ) also argue that at an individual level the evidence is often inconsistent in terms of the relationship between satisfaction and productivity , but at an organizational level as in teaching setting , there is a strong relationship that exist between job dissatisfaction and loss of productivity . The implication of this is that the more teachers are not satisfied; the more they are not committed to teaching, preparation and this affect negatively the students' academic performance and the school effectiveness in particular. Since teaching will become as a routine to the unsatisfied teacher. On the other side, job dissatisfaction according to the findings in Table 4.4 shows that less than half of respondents strongly agreed

that teachers' turnover can be perceived among the teachers who are not satisfied and this affect negatively the employer. This ideas is supported by French (2003) cited in (ibid) who argues that a high teachers turnover rate is often prevalent in an environment where teachers are highly dissatisfied. Green and Baron (1995) contend that employees lacking job satisfaction often tend to withdraw from situations and environments as a means of dealing with their dissatisfaction. Teachers express their dissatisfaction with their jobs in attempting to escape from the unpleasant aspect they may be experiencing and joining the other job.

The finding also indicates that less than tenth of respondents strongly agreed and other agreed that absenteeism is much related to  job dissatisfaction among teachers at secondary schools and this affect the whole teaching process . Absenteeism is regarded as withdrawal behavior when it is used as a way to escape an undesirable working environment. This idea is supported by Luthans (1989) who argues that when satisfaction is high, absenteeism tend to be low, the converse indicates that when satisfaction is low, absenteeism tends to be high.

### 4.7. 2   Effects to the Employees

Employee teacher effect was measured by four items in the questionnaire instrument (See appendix B, C) such aspect included: loss of job, loss of friends at work, loss of personal growth and loss of decency.  The data in Table 4.4 indicate that more than third 27 (38.02 percent) of respondents said that job dissatisfaction will affect negatively employee teachers due to loss of their work and loss of decency respectively, slightly more than tenth 8 (11.26 percent) of them said this would not cause the worker teacher to lose their friends at work and slightly more than tenth 9

(12.67 percent) said that they would lose their personal growth.

The findings in Table 4.4 reveals that more than third of respondents strongly agreed that job dissatisfaction side effect on employee teacher would make them lose their jobs and two percent agreed on the statement. This implies that teachers who are not satisfied to their jobs are psychologically withdrawn from their work, hence decide to leave the work or exit from the teaching career or to be dismissed by the employer and they become poor income if he/she does not find any other job. In African context, a man is considered as a first breadwinner, if he does not have any work he even lose house responsibility.

This idea is supported by Paul (2004) in his study on teacher motivation, who argues that job satisfaction is able to move someone to do something and gain income, the vice versa is true. Spector (1997) cited in Nezaam (2005) states that individual who dislike their jobs experience negative health effects, hence fall into redundancy or dismissal.  With regard to loss of decency, the findings in Table 4.4 reveals that slightly less than third of respondents strongly agreed that dissatisfaction would make the teacher to lose decency and two percent of them agreed with the statement. This implies that the teachers who are not satisfied with their jobs are likely to create a bad behavior towards his/her work, sometimes engaging in dishonesty behviour, corruption and bribery. On the other side less than third of the interviews disagreed on the statement. These findings are consistent with those by Mwamwenda (1995) who argues that decency makes the teacher to severely dysfunction in the school system and this makes him /her element of threat at school.

In addition to that the findings in Table 4.4 reveals that slightly less than tenth strongly disagree that dissatisfaction would make teachers lose friends and two percent of them disagreed on the statement. This finding is not supported by that of Mwamwenda (1995) who argues that a dissatisfied teacher creates an aggressive behaviour towards colleagues and learners and early exits from the teaching profession.

The findings in table 4.4 reflects the reality that teaching might become employment of last resort among university graduates and secondary school leavers in many countries including Tanzania the country under study . This consequently will make teachers lack a strong, long term commitment to teaching as a vocation.

### 4.7.3 Effect to the Government

Government effects were measured by four items in the questionnaire instrument (See appendix B, C) such aspect included: workers drain, loss of taxes from workers, endless strike and riot and creation of dependency. The data in Table 4.4 indicates that more than half 45 (63.38 percent) of interviewed respondents said that the government would be affected negatively by workers brain drain, more than tenth 10 (14.08 percent) of them said the government would lose taxes from workers, while only 1(1.40 percent) said that that would create dependency to the government.

The findings in Table 4.4 reveals that slightly less than half of interviewed respondents strongly agreed that teacher's job dissatisfaction would cause workers brain drain and more than tenth agreed on the statement.  This implies that the more

the teachers are dissatisfied, the more the migration of teachers from home to countries where they are more valued. The impact of this is that the country remains with unqualified teachers and leave qualified teachers to save other countries. This finding is supported by Paul (2004) who argues that developing countries have been losing qualified teachers on the profit of developed countries.

Paul from 2001 to 2003 studies found that a total number of 6044 South African teachers , 232 Kenyan teachers , while 6 Tanzanian teachers have been granted a visa for teaching in the United Kingdom . With regard to loss of taxes from workers, the findings in Table 4.4 show that more than tenth of respondents strongly agreed that the government would be affected in that sector. The reality is that there is a close relationship between manpower and taxes; this means that the government gets revenues from the workers, when more teachers are out of work, this affect the government revenues. Furthermore, the findings in Table 4.4 also reveal that slightly more than a quarter strongly agreed that job dissatisfaction among teachers would cause endless strike and riot to the government. Teachers who are not satisfied are not able to respond to duties and express their dissatisfaction by doing riot and strike, hence affecting all government academic year plans and students academic activity.

Attempts to improve performance in schools will never succeed if the government and other secondary school administrations ignore teachers' satisfaction. This means that if teachers are satisfied, they are ready to render services to the employer and customers (students) very efficiently and effectively. This implies that satisfied secondary school teachers are likely to affect the students learning positively and educational system effectively, while the opposite of that may be negative impacts.

Thus educational leaders, administrative managers and government have to pay much attention to the phenomena of job dissatisfaction among public secondary schools.

**Table 5: The Extent to Which Job Dissatisfaction Affects Employers, Employees and Government**

| Parameter | Respondents answers | | | | | Total |
|---|---|---|---|---|---|---|
| | Strongly disagree | Disagree | Agree | Strongly agree | Neutral | |
| **Effects to the employer** | | | | | | |
| Endless strike | 0( 0 ) | 0( 0 ) | 5( 7.04 ) | 3( 4.22 ) | 0( 0 ) | 8( 11.26 ) |
| Loss of productivity | 0(0) | 0( 0 ) | 0( 0 ) | 40(56.33) | 0( 0 ) | 40(56.33) |
| Workers turnover | 0 ( 0 ) | 0 ( 0 ) | 3( 4.22 ) | 5( 7.04 ) | 0( 0 ) | 7( 9.85 ) |
| Absenteeism | 0( 0 ) | 1(1.40 ) | 3( 4.22 ) | 4( 5.63 ) | 0( 0 ) | 7( 9.85 ) |
| Loss of respect from worker | 0( 0 ) | 3( 4.22) | 1( 1.40 ) | 4( 5.63 ) | 0( 0 ) | 8(11.26 ) |
| **Total** | **0 ( 0 )** | **4 (5.63 )** | **11(15.49 )** | **56(78.87)** | **0( 0 )** | **71(100 )** |
| **Effects to the employee** | | | | | | |
| Loss of job | 0( 0 ) | 0( 0 ) | 2( 2.81 ) | 25(35.21) | 0( 0 ) | 27(38.02) |
| Loss of friends at work | 5(7.04 ) | 2( 2.81 ) | 1( 1.40 ) | 0( 0 ) | 0( 0 ) | 8(11.26 ) |
| Loss of personal growth | 0( 0 ) | 0( 0 ) | 4(5.63 ) | 5 ( 7.04 ) | 0 ( 0 ) | 9 ( 12.67 ) |
| Loss of decency | 0( 0 ) | 5(7.04 ) | 2(2.81 ) | 20(28.16) | 0( 0 ) | 27(38.02 ) |
| **Total** | **5 ( 7.04 )** | **7 ( 9.85 )** | **8 ( 11.26 )** | **50(70.42)** | **0 ( 0 )** | **71 ( 100 )** |
| **Effects to the government** | | | | | | |
| Workers brain drain | 0( 0 ) | 0(0) | 10(14.08) | 35(49.29) | 0( 0 ) | 45(63.38 ) |
| Loss of taxes from workers | 0( 0 ) | 0( 0 ) | 0( 0 ) | 10(14.08) | 0( 0 ) | 10(14.08) |
| Endless strike and riot | 0( 0 ) | 0( 0 ) | 0( 0 ) | 15(21.12) | 0 ( 0 ) | 15(21.12) |
| Creation of dependency | 0( 0 ) | 0( 0 ) | 0( 0 ) | 1( 1.40 ) | 0( 0 ) | 1(1.40 ) |
| **Total** | **0( 0 )** | **0( 0 )** | **10(14.08 )** | **6(85.91 )** | **0( 0 )** | **71(100 )** |

**Source**: Field work, 2011

**4.8 Strategies Proposed by Respondents to Eradicate the Problem of Job**

   **Dissatisfaction in Public Secondary School**

The fifth research question of this study was: what strategies can be opted in order to eradicate the problem of job dissatisfaction in public secondary schools? The section covered all 71 respondents and the data were collected using questionnaires. The data in Figure 4.5 shows that more than half 43 ( 60 .56 percent ) of interviewed respondents proposed that there should be raise of salary of public school secondary teachers , slightly less than third 20 ( 28.16 percent ) of them proposed that there should be improvement of working environment , less than tenth 3 (4.22 percent ) of them proposed that there should be improvement in fringe benefits , while less than tenth 4 ( 5.63 percent ) of the interviewed respondents proposed that there should be improvement of teachers' status. The findings in Figure 4.5 shows that the majority of interviewed respondents proposed that there should be rise of salary of public secondary school teachers. The above finding implies that most of the respondents understood the repercussions of low level of salary of public secondary schools in the country.

**Figure 6: Strategies Proposed by Respondents to Eradicate the Problem**
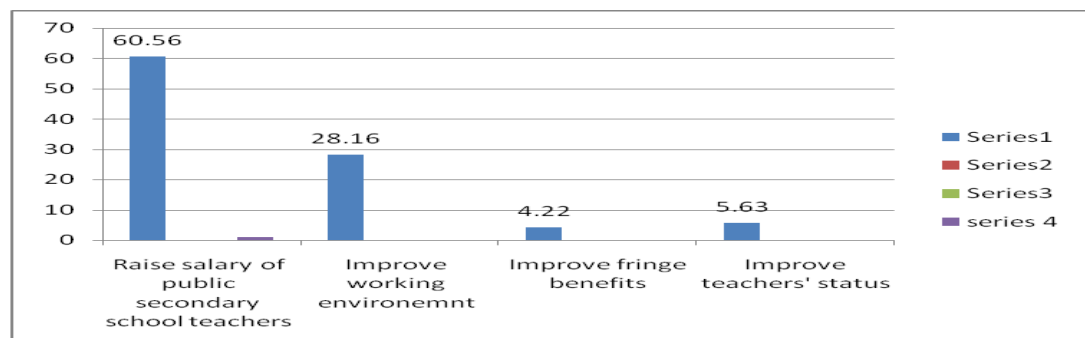


**Source:** Field work, 2011

**Legend:**

Series 1: Raise salary of public secondary school teachers …….43 (60.56 percent)

Series 2: Improve working environment ………………………...20 (28.16 percent)

Series 3: Improve fringe benefits ………………………………...3 (4.22 percent)

 Series 4: Improve teachers' status ……………………………..4 (5.63 percent)

The finding of this study on strategies proposed by the respondents is consistent with (Fredy, 2009) who found that the majority of respondents proposed to raise salary of public school teachers not otherwise. This finding regarding raise of salary is not consistent with that by Paul (2004) in his survey conducted among 245 human resource representatives and 7,101 workers in U.S.A revealed that employees do not remain in their jobs due to good salaries and fringe benefits, but due to the collegial relationship with co-workers and management.

With regard to improving the working environment , the findings in Figure 4.5 is consistent with that of ( ibid ) who found that other respondents supported the idea that there should be improvement of working environment since the failure of doing this would lower self –esteem of teachers and generally de-motivate public secondary school teachers. The finding in Figure 4.5 implies that improving the quality of education has to be done and recognize the pivotal role of teachers. In particular, key issues of teachers' motivation, pay and good working environment would help retain teachers in their work.

**4.9 Summary of the Chapter**

This chapter comprised the analysis and discussion of the findings of the study.  This

focused on demographic data respondents, which was comprised of respondents' age, sex, educational level and marital status profiles.

With regard to job dissatisfaction in public sector, this study focused on social and economic factors contributing to job dissatisfaction in public sector. The findings showed that more than half of respondents said that lack of cooperation among workers in public sector with their public management team are the source of job dissatisfaction in public sector. On the economic side the findings shows that the majority of respondents said that lack of competitive salary in public sector was a big problem to job satisfaction in public sector.

Furthermore, the study also focused on examining job dissatisfaction in public secondary schools. This section has focused on two sub-sections: Teachers and head of schools satisfaction and dissatisfaction and reasons behind job dissatisfaction in public secondary school. The findings showed that more than half of teachers and head of schools in public secondary school said that they were not satisfied with their work, while on the reasons behind that dissatisfaction, the findings showed that more than half said it was due to low salary.

This chapter also looked at the reasons behind public secondary school teachers' turnover in public secondary school. The analysis looked at voluntary and involuntary turnover. According to the findings, it was revealed that on the voluntary turnover, the vast majority of teachers have resigned their work, while on the side of involuntary turn over, only slightly more than tenth have been dismissed by their

employer.

The analysis has gone further on looking at the extent to which job dissatisfaction affect employees, employer and the government. In this aspect , the findings shows that more than half of respondents said that the employer would lose productivity , less than half said that the employee would lose his/her job , while the majority said that the government would lose human resources ( brain drain ).  Finally, the study focused on strategies that can be used to eradicate the problem. The findings showed that the majority of respondents said that public secondary school teachers should be added salaries.

# CHAPTER FIVE

# 5.0 SUMMARY, CONCLUSION AND POLICY IMPLICATIONS

## 5. 1 Introduction

This chapter provides the summary, conclusions and policy implications of the study. The part is organized as follows: summary, conclusion, policy implications and areas for further research.

## 5.2 Summary

This study was designed to examine the factors causing job dissatisfaction in Public secondary schools. This study was conducted in Ilala district, Dar es Salaam region, Tanzania.

This study was conducted with the view of achieving the following specific objectives. First, to determine the leading factors causing job dissatisfaction in public sector, second, to examine the leading factors causing job dissatisfaction among public secondary schools, third, to identify the reasons behind higher rate of turnover in Public secondary schools, fourth, to examine the impact of job dissatisfaction on employers, employees and Government, fifth, to provide possible strategies that will eradicate job dissatisfaction in public secondary schools.

This study used the theoretical perspectives in two factor theory (Motivator – Hygiene theory and effect theory to analyze this research. The target population of the study was Teachers and Head of schools working in Ilala District. But for the purpose of getting further information Local Authorities dealing with Education Matters in Ilala (DLAEMI) in that area were also covered. This study used

descriptive research design.

The sampling procedures used in this study were purposive and snowball sampling. These sampling procedures were used to select seventy-one respondents. The sample was divided as follows: sixty-six teachers and Head teachers and five DLAEMI. This study was mainly qualitative although quantitative data were also collected. Qualitative data were collected through in depth interviews, while quantitative data were collected through questionnaires. Quantitative data were analyzed through the use of descriptive statistical methods involving tables and figures, while in depth interviews data were analyzed qualitatively.

The factors causing job dissatisfaction of teachers of in public secondary school was based on two viewpoints namely social and economic factors. For social factors, the findings showed that more than half of respondents said that lack of cooperation with public management team was among the factors causing dissatisfaction in public sector. For economic factors, the findings showed that the vast majority of respondents said that low competitive salary was among the economic factors causing public job dissatisfaction.

Finally, the study focused on recommendations from the respondents. Teachers' dissatisfaction was considered to lessen if the indicators of satisfactions were much more improved in favour of teachers. However, the findings showed that the majority of respondents said that most teachers were not satisfied with the teaching career in public secondary school since the vast majority said that there was a high turnover among public secondary school in the country.

**5.3 Conclusion**

The problem of job satisfaction among public secondary school in less developed countries in Africa and Tanzania in particular has been found to be more difficult. In spite that people are aware of the problem; the government of Tanzania and the ministry of education has put little efforts and resources in looking solution to satisfy teachers. Moreover, little cooperation among ministries had made the problem of public secondary school teachers to be a complicated.

From the findings, the following conclusions were drawn:

i.    With regard to leading factors causing job dissatisfaction in public sectors, the findings showed that the majority of respondents said that there were factors causing job dissatisfaction in public sector. More than half of respondents said that there were the social factors, while the vast majority of them said that there were economic factors.

ii.   With regard to reasons behind job dissatisfaction in public secondary school, the findings showed that more than half of respondents said that attractive salary was among the reasons behind job dissatisfaction in public secondary schools.

iii.  With regard to why the higher rate of turnover in public secondary schools, the findings showed that the majority of respondents said that it is due to resignation of public secondary school teachers.

iv.   Regarding effect on employer, employee teacher and the government, the data showed that more than half respondents said that employer will face loss of productivity, more than third of them said that employee teachers will face

loss of job and decency respectively, while more than half of them said
that the government will face brain drain.

Based on the above conclusion from the findings, there is a need of the government
of Tanzania and the Ministry of Education to work effectively and allocate more
funds in order to improve the livelihood of public secondary school teachers.

## 5.4 Policy Implications

i.  The findings of this study have shown that social and economic factors
    were leading factors to job dissatisfaction in public sector. The policy
    implication for this problem is that the government of Tanzania, the
    Ministry of Education and other educational institutions should make sure
    that team management of education cooperate effectively with teachers
    and raise teachers' salary to improve their livelihoods.

ii. The findings have shown that resignation of teachers was among the
    causes causing turnover in public secondary school in Tanzania. The
    policy implications for this is that the government of Tanzania, the
    ministry in charge and other ministries should work together in order to
    create a satisfactory working environment in order to minimize the
    number teachers from resignation.

## 5. 5 Areas for Further Research

It is clear that the findings of this study rose theoretical and methodological
questions that require more investigations to be carried out. From this basis, further
researches are to be conducted in the following areas.

Since this study was descriptive, the findings did not give the process of change to dissatisfaction over time. From this basis, longitudinal study is required from both rural and urban areas. The study of this nature will give a useful insight into the dissatisfaction of public secondary school teachers across time.

Finally, since many Public secondary schools in Tanzania are affected by this problem, it should be of importance to replicate this study in other areas especially in rural areas in order to get more data regarding job dissatisfaction among public secondary schools teachers.

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## APPENDICES

**Appendix A:**

**Confidentiality and ethical guidelines for research assistant.**

As a research assistant, I accept to abide by the rules and research ethics outlined below. I understand that if I do otherwise, I will be disqualified for the task.

I will keep teachers, head teachers and DLAEM names confidential. This implies that as an assistant researcher, I will not reveal and discuss respondents' names to anyone except to the study team.

I will keep the information from respondents who will participate in this study confidential. This implies that all information provided from respondents will not be shared and discussed outside the research setting and will be kept privately.

The interview materials such as questionnaires will not be used or shared with anyone except during the course of an interview with the respondents. I will let the respondents know what this study is all about and the nature of the questions I will be questioning.

I will make sure that I protect the safety, security and privacy of all respondents interviewed that I write the word of the respondents interviewed without distorting the information provided. I will make sure that I translate correctly his/ her words without losing the meanings.

I will be able to stop in depth interview if the interviewee has asked me to do so.

I will not give unmet expectations and promises to respondents who will take part in this study.

I will agree to make any changes in what I have written if the respondent requires me to do so after he/ she has read the document or I have read to her. Finally I will tell the respondents the importance of this study and their full participation.


Name and signature:   -------------------------------------------------------------------------


Date:                             -------------------------------------------------------------------------

**Appendix B:**

**Questionnaire for Teachers and Head of schools**

**Introduction**

We are interested in examining the factors causing job dissatisfaction in public secondary schools in Tanzania. The researcher is a student of Master of Business Administration / Human Resources management at Open University of Tanzania. This study is carried out in partial fulfillment of the requirements of the mentioned degree above. You have been selected to participate in this study because you are potential to provide the information required. Findings of this study will lead to a clear understanding of factors causing job dissatisfaction in public secondary schools and provide the Tanzanian government and other interested parties a basis to improve the secondary educational system.

Please assist by responding the following questions as honestly as possible. Rest assured that the information you will provide will be treated confidentially and solely for the purpose of this study.

Thank you very much for your time and cooperation. We greatly appreciate your contribution for the success of this exercise. Please, circle the statement or phrase that you think is the best answer.

**Section A: Teachers' and Headmasters' Profile**

1. What is your sex?

   Male:          (    )

Female:      (   )

2. What is your age?

  a)  20-25    (   )

  b) 26-31     (   )

  c) 32-37     (   )

  d) 38-43     (   )

  e) 44-above (    ).

3. Please state your level of education

   a) Ordinary Diploma        (    )

   b) Advanced Diploma       (    )

   c) First Degree            (    )

   d) Second Degree          (    )

   e) Post-graduate Diploma   (    )

   f) Others please specify     (    )

4. What is your marital status?

   a)  Married    (    )

   b) Single      (    )

   c) Separated   (    )

   d) Divorcee    (    )

5. Please state the year you started teaching at public secondary schools

  a) 6 months - 2 years ago (     )

  b) 3 -5 years ago          (     )

  c) 6-8 years ago           (     )

  d)  9-11 years ago         (     )

e) 12-14 years ago        (    )

f) 15-17 years ago        (    )

g) 18- above years ago     (    )

6. State your highest professional qualification

a) Grade B/C teachers' certificate  (     )

b) Grade a teacher's certificate      (     )

c) Diploma in Education           (     )

e) First Degree in Education       (     )

f) Second Degree in Education     (     )

g) Others please specify


**Section B:**

Job dissatisfaction in Public sector

1. Do you think that there are any factors leading to job dissatisfaction in public sector?

   a) Yes (   )                 b)  No  (   )

2. If you answer is yes , to what extent do you support the following statements that gives picture the extent of factors causing job dissatisfaction in public sector . Please tick (V) in the room you think the answer fits, using the following scale:

   1= strongly disagree.

   2= Disagree 3

   3 = Agree

   4= strongly agree

5= No opinion

| | Parameter | 1 | 2 | 3 | 4 | 5 |
| | | Strongly disagree | Disagree | Agree | Strongly agree | No opinion |
|---|---|---|---|---|---|---|
| 1 | Different education background | | | | | |
| 2 | Favour in case of promotion | | | | | |
| 3 | Poor work environment | | | | | |
| 4 | Insufficiency of salary | | | | | |
| 5 | Bureaucracy | | | | | |
| 6 | Corruption | | | | | |
| 7 | Lack of motivation | | | | | |
| 8 | Work pressure | | | | | |
| 9 | Work place politics | | | | | |
| 10 | Inefficiency of HR managers | | | | | |
| Others specify | | | | | | |

3.   As a public secondary school teacher, what do you think motivated you to be

a teacher? Please tick (V) in the appropriate answer.

a)   Fringe benefits        (    )

b)   Attractive salary       (    )

c)   To gain respect        (    )

d)    Personal growth       (    )

e)   Interested to work with children   (    )

f)   Lack of other job            (    )

g)   Others please specify...........................

4. As a public secondary school teacher, do you think you are satisfied with your current job?

   Yes ( )                    No ( )

5. If your answer is no, what do you think might be the reasons behind your job dissatisfaction? Please tick (V) in the space provided for your correct answer.

   a)   It makes me very busy     ( )

   b)   Low salary                ( )

   c)   Low fringe benefits       ( )

   d)   Low level of job security  ( )

   e)   Lack of respect           ( )

   f)   Lack of personal growth   ( )

   g)   Lack of professional development  ( )

   h)   Poor working environment       ( )

   i)   Lack of autonomy               ( )

   j)   Subjects burden                ( )

   k)   Negative attitude of teachers towards their work ( )

   m)   Poor management ( )

   n)   Others, please specify …………………………………………………

   …………………………………………………………………………………………

7. Do you think job dissatisfaction in public secondary schools may lead you leave your current work?

   a) Yes ( )          b) No    ( )

8.      Do you think that job dissatisfaction can affect employers, employees and the

government?

a) Yes     (    )            b) No   (    )

If your answer is yes, to what extent do you think job dissatisfaction affect

employers, employees and the government? Please put a tick (V) in the

appropriate space using the following scale:

1. Strongly agree

2. Agree

3. Strongly disagree

4. Disagree

5. Neutral

| Parameter | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly agree | 5 Neutral |
|---|---|---|---|---|---|
| Effect to the employer | | | | | |
| 1.      Endless strike | | | | | |
| 2.      Loss of productivity | | | | | |
| 3.      Workers turnover | | | | | |
| 4.      Absenteeism | | | | | |
| 5.      Loss of respect from workers | | | | | |
| 6.      Laziness ( less commitment) | | | | | |
| Effect on employee | | | | | |
| 1.      Loss of job | | | | | |
| 2.       Loss  of  social  network  at work | | | | | |
| 3.      Loss of personal growth | | | | | |
| 4.      Loss  of  decency  towards other employers | | | | | |
| Effect to  the government | | | | | |
| 1.      Workers brain drainage | | | | | |

| 2. | Loss of taxes from workers | | | | | |
|----|----------------------------|---|---|---|---|---|
| 3. | Creation of dependency | | | | | |
| 5. | Endless strike | | | | | |

**Section C:**

Strategies to eradicate job dissatisfaction

As a public secondary school teacher do you think that there is any strategy

that can be used to eradicate job dissatisfaction in public secondary schools?

(a) Yes   (     )                              (b) No   (     ).


If your answer is No, why? Explain...............................................................

……………………………………………………………………………..

If your answer to question 1 is yes, what you think are the strategies that can be used

to eradicate job dissatisfaction among public secondary schools in Tanzania?

   Please explain. …………………………………………………………….

    ………….. …………………………………………………………………

    ……… …………………………………………………………………….


Thank you very much for your collaboration.

**Appendix C:**

**Questionnaires for DLAEM**

 **Introduction.**

 We are interested in examining the factors causing job dissatisfaction in public secondary schools in Tanzania.  The researcher is a student of Master of Business Administration / Human Resources management at Open University of Tanzania. This study is carried out in partial fulfillment of the requirements of the mentioned degree above. You have been selected to participate in this study because you are potential to provide the information required. Findings of this study will lead to a clear understanding of factors causing job dissatisfaction in public secondary schools and provide the Tanzanian government and other interested parties a basis to improve the secondary educational system.

Please assist by responding the following questions as honestly as possible. Rest assured that the information you will provide will be treated confidentially and solely for the purpose of this study.

Thank you very much for your time and cooperation. We greatly appreciate your contribution for the success of this exercise. Please, circle the statement or phrase that you think is the best answer. 1. What is your sex?

**Section A: DLAEM profile**

1. Male              (    )                        Female.            (    )

2. What is your age?

a)  20-25    (    )

b)  26-31    (    )

c)  32-37    (    )

d) 38-43     (    )

e) 44- above   (    )

Please state your education level

a) Ordinary Diploma          (    )

b) Advanced Diploma          (    )

c) First Degree              (    )

d) Second Degree             (    )

e) Post-graduate Diploma     (    )

f) Others specify            (    )

What is your marital status?

a)  Married    (    ) b) Single (    ) c) Separated (    ) d) Divorced   (    )

Please state the year you start working in this sector.

a) 6 months - 2 years ago (    )   b) 3 -5 years ago (    )   c) 6 - 8 years ago    (    )

d) 9-11 years ago        (    )   e) 12-14 years ago (    )   f ) 15-17 years ago (    )

g) 18- above years ago    (    ).

State your education level

a) Form six    (    )  b) Diploma (    )  c) Advanced Diploma   (    )

d) First Degree (    )  e) Master    Degree (    )    f) PhD    (    )

g) Others please specify

…………………………………………………………………….

**Section B:**

Identification of Local Government Authority

   Will you please state the name of your office?  …………………..

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

State the year of its creation………………………………..

Its location: ……………………………… ……

What is the mission of your State service department?

   5. Please briefly explain

      ………………………………………………………………..

      ………………………………………………………………..

**Section C:**

**DLAEM Roles**.

What do you think are the roles your department play in supporting education sector

in Ilala District? Please elaborate…………………………………

………………………………………………………………………………….

 Do you often provide seminars and Training to Teachers and Head of schools?

      (a)    Yes          (    )

      (b)    No           (    )

If yes, what criteria do you rely on providing Training and seminars?

Explain...................................................................................................

How many times in a year does your institution conduct seminars/workshops  in

various teaching methodology to the teachers and head of schools?

Please answer by putting a tick (V) in the appropriate answer.

    (a)      Once                                           (   )

    (b)      Between Two and five times     (   )

    (c)      More than five times        (   )

    (d)      None                                        (   )

5.      What measures do you think will be used to promote Teachers and Head of schools? Please explain.

………………………………………………………………………………

**Section D:**

Job poor performance among public secondary schools

Do you think that there causes behind the current poor performance of public secondary Schools in Tanzania? Put a tick (V) to the correct answer in the space provided.

    Yes  (    )           b) No (    )

If your answer to question 1 is yes, what do you think are the causes of current poor academic performance of public secondary schools? Please tick (V) in the appropriate answer

Lack of Professional Teachers

Bad perception of teachers on their jobs

Working conditions

Management style

Lack of sufficient teaching facilities

Low Salary

Management Style

Others (Please specify)…………………………………………….............................

………………………………………………………………………

Is there is team of workers that inspects the performance of teachers and head of schools?

Yes. (   )                              No    (   )

If the answer above is yes, how do they follow up the performance?  ……

……………………………………………………………………………………..

If the answer above is no, what do you do in order to make sure that teachers

 perform their work according to the set syllabus?

Please explain        ………………………………………………………………….

………………………………………………………………………………………

**Section E:**

Strategies to be used to improve the situation

In your own opinion, what do you think need be done in order to improve the situation of job dissatisfaction in Public secondary schools? Please give at least four approaches

   (a). ……………………………………………………………………………

   (b) . ……………………………………………………………………………

   (c) . ……………………………………………………………………………

   (d) . ……………………………………………………………………………

   (e). ……………………………………………………………………………

   (f) ……………………………………………………………………………

Thank you a lot for your collaboration.

**Appendix D**

In depth interview guide for teachers and head of schools.

**Introduction**

This in depth interview aims at getting deeper insights regarding issues raised in the questionnaires. You were selected for this in depth interview because you were selected to fill in the questionnaires. If you agree to be interviewed, we will agree on time and place that is comfortable, private and safe. You can choose that place. If you give me permission, I will write what you tell me and if you wish, you and I can read together what I have written. During the interview, if the questions are upsetting or difficult to answer, you can choose not to answer them and feel free to tell me in order to go to the next question.

I ensure that the information you will provide will be confidential and be used for the purpose of this study only. I therefore request your full cooperation for the success of this study. Thank you.

The Guide

1.    How old are you?

2.    How did you join this carrier?

3.    When did you join the carrier?

6.    Do you believe that this carrier is satisfying you?

7.    Did you participate in any professional training organized by DLAEM?

8.    Would you prefer to join other carrier other than this current one?

9.    Do you believe that there are factors behind job dissatisfaction among public

secondary school in Tanzania?

10. Do you think your employer and government officials are satisfied with your work?

11. Do you think your job dissatisfaction can affect you, your employer and the government?

12. What should be done by the community to encourage public Secondary school teachers in Ilala District?

13. Do you think the reintegration process has been successful?

14. As a public secondary school teacher, what do you think can be done to improve public  Secondary school teachers' situation in Tanzania?

Thanks a lot for your participation.

**Appendix E:**

In depth interview guide for DLAEM

**Introduction**

This in depth interview aims at getting deeper insights regarding issues raised in the questionnaires. You were selected for this in depth interview because you were selected to fill in the questionnaires. If you agree to be interviewed, we will agree on time and place that is comfortable, private and safe. You can choose that place. If you give me permission, I will write what you tell me and if you wish, you and I can read together what I have written. During the interview, if the questions are upsetting or difficult to answer, you can choose not to answer them and feel free to tell me in order to go to the next question.

I ensure that the information you will provide will be confidential and be used for the purpose of this study only. I therefore request your full cooperation for the success of this study.  Thank you.

**The Guide**

When your organization was created?

What do you think are the roles of your department in supporting education?

 sector in Ilala district?

Do you have training programmes for teachers and headmasters' who have good performance?

How often your organization has been running these training per year?

Do you think there is any factor affecting the public secondary schools in Tanzania?

In your opinion how teachers' performance can be inspected?

What are the good strategies that can be used to eradicate job dissatisfaction in Public secondary school in Ilala district?

Thanks a lot for your participation.

**Appendix F:**

**WORK PLAN - 2013**

| MONTHS | JANUARY | FEBRUARY | MARCH - MAY | JUNE | JUNE | JULY |
|---|---|---|---|---|---|---|
| Activity | Gathering of the data in the field | Development Data collection | Documentation and writing | Printing and submit first draft | Corrections | Final print out |

**Appendix G:**

**BUDGET ESTIMATIONS**

| NO. | ACTIVITY | COSTS |
|---|---|---|
| 1. | STATIONARY | **50,000/=** |
| 2. | TYPING AND PRINTING | **50,000/=** |
| 3. | TRANSPORT | **30,000/=** |
| 4. | MEALS | **60,000/=** |
| 5. | PHOTOCOPY | **40,000/=** |
| 6. | INTERNET AND AIRTIME | **40,000/=** |
| 7. | MISCELLANEOUS | **50,000/=** |
| | **TOTAL** | **320,000/=** |