

**THE CAUSES AND NATURE OF INEQUALITIES AMONG SECONDARY
SCHOOL TEACHERS IN TANZANIA**

MUKASA BULIGWANGA ROBERT

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
UNIVERSITY OF TANZANIA**

2013

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: **“The Causes and Nature of Inequalities Among Secondary School Teachers in Tanzania”**, in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Dr. Edward Bagandanshwa

(Supervisor)

Date.....

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania on behalf.

DECLARATION

I, Mukasa Buligwanga Robert, declare that, this dissertation is my own original work and that it has not been presented and will not be presented for a similar or any other degree award at any other University.

.....

Signature

Date.....

DEDICATION

This dissertation is dedicated to my Mother, Mrs. Joyce Luutu

ACKNOWLEDGEMENTS

I am greatly indebted to several individuals who contributed to the successful completion of this research. First, I send a sincere thank you to the teachers and students, who participated in my research. Your ability to divulge, share, and reflect on your experiences with me is no easy feat.

I take this golden opportunity to thank Dr. Josephine Yambi and Prof. Honoratha Mushi, first in their personal capacities; secondary in the execution of their duties in the offices of; coordinator of MED APPS and the Dean of the Faculty of Education respectively. Without their understanding and words of encouragement I might have dropped out of the program. Special thanks go to Prof. Tolly S. Mbvette the Vice Chancellor for his spirited leadership, counsel and encouragement. I also thank Mr. Cosmas Mnyanyi for his guidance during my research. To Prof. Omari you are such a wonderful and special teacher. Special thanks go to Prosper Mushi, Jaffar Byamagero, and Florence Nansubuga, thank you for your supportive and encouraging attitude during my studies.

Thank you for all your insight and comments into my dissertation. Its quality is representative of your encouragement and expertise. You are amazing teachers, leaders, mentors, and friends.

Finally, to my parents, thank you for your unconditional love and support. Your modeling of hard work and dedication influenced me greatly learning and appreciating the world of work.

ABSTRACT

The purpose of this study was to find out the causes and nature of inequalities among secondary school teachers by exploring the participants' perceptions, views and experiences. All steps were taken to ensure flexibility, authenticity, credibility, conformability and transferability worthy of a qualitative study. The methodology of the study employed three data capturing methods that included observation, questionnaire and interviews. During the data collection process, three schools were selected involving thirty five teachers. They filled the questionnaires and five were interviewed. Fifteen students filled the questionnaires and they were all interviewed. Based on the human capital theory, the study found out that wage and non-wage inequalities existed due to the differences in the level of education and experience. Inequalities among secondary school teachers were mainly due to the differences in the size and quality of the human capital and nature of the employer, whether public or private in regard to enabling teachers to access training and upgrading opportunities. It is recommended that dealing with inequalities should be done in the context of the impact on motivation, productivity and labour turnover. Employers, especially schools should adopt more transparent methods of job appraisal and payment so as to encourage confidence in a less equal system of rewards.

TABLE OF CONTENTS

CERTIFICATION	iii
COPYRIGHT	iv
DECLARATION.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
ABSTRACT	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
LIST OF ABBREVIATIONS AND ACRONYMS	xvi
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Background	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 The Objectives of the Study.....	4
1.5 The Research Questions	5
1.6 Significance of the Study	5
1.7 Delimitations of the Study	7
1.8 Limitations of the Study.....	8
1.9 Definition of Key Terms	9
1.10 Organization of the Study	11

CHAPTER TWO	12
2.0 LITERATURE REVIEW.....	12
2.1 The Types of Inequalities that Exist among Teachers	12
2.2 The Causes of the Inequalities that Exist among Teachers.....	17
2.3 The Teacher’s Perception of the Inequalities.....	21
2.4 Possible Measures to Address the Inequalities	23
2.5 The Conceptual Framework.....	28
2.6 The Human Capital Theory.....	37
2.6.1 Assumptions of the Human Capital Theory.....	38
2.6.2 Criticisms against the Human Capital Theory	41
2.7 The Research Gap	43
CHAPTER THREE	44
3.0 METHODOLOGY.....	44
3.1 The Research Design	44
3.2 The Research Approach	45
3.5 The Area of Study	48
3.6 The Population	50
3.7 Sampling Techniques	52
3.7.1 Purposive Sampling	53
3.7.2 Snowballing	53
3.7.3 Opportunistic Sampling	54
3.8 Sampling Procedures.....	54
3.9 Data Collection Methods	55
3.9.1 The Questionnaire	56

3.9.2	Interviewing	60
3.9.3	Observation	67
3.10	Validity and Reliability	70
3.11	Ethical Issues.....	71
3.12	Data Analysis	72
3.12.1	Qualitative Data Analysis Methods	73
3.12.2	The Thematic Analysis	73
	CHAPTER FOUR.....	76
4.0	THE FINDINGS.....	76
4.1	Introduction	76
4.2	Characteristics of the Participants	76
4.3	Awareness of the Nature and Existence of Inequalities	84
4.3.1	Wage/Salary Inequalities	84
4.3.2	Religious Inequalities	86
4.3.3	Gender Inequalities.....	86
4.4	The Link Between the Level of Education and Inequalities.....	89
4.5	The Link between the Level of Education and the Rewards	91
4.5.1	The Level of Education and Leadership	92
4.6	Effects of Inequalities	93
4.6.1	Motivation and Inequalities	93
4.6.2	Effects of Inequalities on Productivity	96
4.6	Dealing with Inequalities.....	103
	CHAPTER FIVE.....	110
5.0	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	110

5.1	Summary	110
5.2	Major Findings and Conclusions	110
5.3	Recommendations	115
5.3.1	Recommendations for Action	115
5.3.2	Recommendations for Further Study	118
	REFERENCES	121
	APPENDICES	125

LIST OF TABLES

Table 2.1: Major Job Classes of Public Servants.....	14
Table 2.2: Average Monthly Expenditure by Major Item among Teachers at Survey Schools (T.Sh. rounded '000).....	16
Table 2.3: Teacher Distribution by Grade between Government and Private Secondary Schools (2009).....	18
Table 2.4: GERs and Parity Indexes, by Socioeconomic Characteristic, 2006	19
Table 2.5: Cumulated Disparities in Schooling Profiles, by Extreme Group, 2006 ..	20
Table 2.6: Benefit Incidence of Public Education Resources, by Level of Income, Area of Residence, and Gender, 2009 (Percent, and Appropriation Index)	26
Table 4.1: Number Participants in the Questionnaire Sample	77
Table 4.2: Number Participants Interviewed	77
Table 4.3: The Level of Education of the Teacher Respondents	77
Table 4.4: The Rating of Prevalence and Type of Inequalities.....	79
Table 4.5: Causes of Inequalities in Teachers.....	102

LIST OF FIGURE

Figure 2.1: Education of the Public Service 15

LIST OF APPENDICES

Appendix I: Secondary School Teachers Survey 125

Appendix II: The Administrators' Survey 131

Appendix III: Secondary School Students' Survey 136

Appendix IV: Interview Protocol for Secondary School Teachers..... 139

Appendix V: Interview Protocol Administrators 141

LIST OF ABBREVIATIONS AND ACRONYMS

A-Level	Advanced Level
BEST	Basic Education Statistics for Tanzania
CSS	Community Secondary Schools
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
GOT	Government of Tanzania
HEDP	Higher Education Development Programme
HLIs	Higher Learning Institutions
IN-SET	In-Service Training
JERG	Job Evaluation and Re-Grading
MTPP	Mid Term payment Programme
MTPRS	Mid Term Payment Review System
OPRAS	Open Performance Review and Appraisal System
PO-PSM,	President's Office Public Service Management
PSRP	Public sector Reform Programme
TSR	Teacher Student Ratio
VTCs	Vocational Training Centers
TDMS	Teacher Development and Management System
EMIS	Education Management Information Systems
HRM	Human Resource Management

URT	United Republic of Tanzania
SASE	Selective Accelerated salary Enhancement
SEDP	Secondary Education Development Programme
STR	Student Teacher Ratio
CWT	Chama cha Walimu Tanzania
ACSEE	Advanced Certificate of Secondary Education

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

This study is about nature and causes of inequalities among secondary school teachers. It is a complementary effort to the various national programs aimed at improving education sector in Tanzania. Such programs include: SEDP I and SEDP II, HEDP, PSRP, PEDP, ETP; and ESDP. A number of proposals and recommendations have been made and some adopted by the GOT, but there is a need to spice this up with the perceptions; views and experiences of the people concerned including the teachers and students. One way to study causes and nature of inequalities is through use of a qualitative study. When all is said and done, there will be better understanding of the inequalities and efforts needed to reduce them can go a long way in improving service delivery.

In Tanzania with a careful review and analysis of the pre-current education programs and policies to improve accountability of all actors in accordance with the public service framework introduced implementation of (OPRAS) at all levels (SEDP II 2009). This means that there must be an elaborate mechanism to appraise and measure the workers' productivity and if possible link this to the rewards. This is one of the cornerstones of the PSRP under the PO-PSM which was designed and developed to implement the MTPP. Under this arrangement, the program suggests Job Evaluation and Re-grading (JERG) that is to say, getting the job-grade structure right is important for improving the links between pay and performance. And this is the central piece of the human capital theory.

Under the PSRP and the JERG exercise undertaken in 1999/2000 among the major findings, was that in the pre-current grading system, many professional posts including teachers were seriously under graded relative to their responsibilities and job content. Conversely the low-level technical, clerical and manual posts are often over-graded. This anomaly in the grading system creates a basis for inequality. In the context of the teachers' labour market, from observable experience one cannot help it but to suspect that could the differences in teachers' education levels in secondary schools, ranging from Diplomas, Bachelors to Masters Degrees, significantly contribute to the inequalities? What about the differences in the respective sacrifices that have to be made to attain the different levels of education and training? Are these differences in the levels of investment in education proportionately or disproportionately reflected in form of inequalities?

There are a number of reasons that can explain such inequalities including; the human capital theory, which holds that; wage differences are due to differences in productivity. According to Mincer (1958) Investment in Human Capital and Personal Income Distribution held. He argued that: individuals that sacrifice more in favor of attaining a higher level of education should be more productive than those who sacrifice less and attain a lower level of education. The human capital theory holds that better rewards should be given to those workers, in this case teachers, with a higher level of education. But the question still hangs as to whether teachers at the same level of education have the same level of productivity? Are the inequalities associated with differences in productivity or not? What other attributes underscore the inequalities, if any, among the secondary school teachers?

It was reported that Education responds to labor market needs; greater levels of education lead to higher incomes. *The URT (2011) Education Sector Analysis*. This confirms the awareness and relevancy of the human capital theory. The study will also pay attention to the role played by the teachers' labour market. The study examines the contribution of teachers towards either increasing or decreasing the inequalities. How should the productivity of teachers, in this case, be measured? Should it be based on guiding students to attaining satisfactory academic results, or more aspects of productivity? Is it possible to develop a common yard-stick to measure and compare the performance of the teachers so as to justify the equal or less equal status among the teachers?

The differences in the levels of education notwithstanding, it is difficult to predict that teachers, even at the same education level attainment will be equally productive, especially when they graduate from different universities and colleges with different backgrounds. There are times one would ask is it possible 1000 secondary graduates in an Asian tiger not be equivalent to the same number of graduates in an African country (Catherine, 2000).

1.2 Statement of the Problem

Teachers graduating in the same teacher college are expected to be paid the same for a period of time provided they remain with the same qualification. This is not the case to most teachers in Tanzania. Questions raised out of this include what might be the cause of inequality? What is the nature of the causes of inequalities? Is geographical location of the teacher or gender having anything to do with cause and

nature of inequalities? It remains to be established as of what type inequalities thereof and what are the perceptions about such inequalities? What are the consequences of such inequalities? And can the inequalities be minimized?

The research seeks to throw more light on the how far reaching is the problem of inequalities that exist among teachers. Could such inequalities be the reason why the education sector has so far failed to live to the high expectation, regard and esteem worthy the colossal amounts of resources expended into it? On the view of human capital, regardless of the inequalities existing, are teachers able to market all the human capital that they acquired in school so as to recover the costs of doing so? Or some if not most of the capital depreciates hence the inequalities between those who are able to market a big percentage of their accumulated human capital and those who market and use less? Could the inequalities among teachers contribute to a sizable percentage to the labour turnover? Is there a connection between the apparent failure to deal with inequalities and the abandonment of the classroom and teaching all together?

1.3 Purpose of the Study

The general objective of this research is to determine the cause and nature of inequalities that exist among the secondary school teachers in Tanzania.

1.4 The Objectives of the Study

- (i) To identify causes of inequalities among secondary school teachers.
- (ii) To find out the secondary school teachers' perceptions of the inequalities that exists among them in Tanzania.

- (iii) To establish the nature of inequalities among secondary school teachers in Tanzania.
- (iv) To make an enquiry into the community's perceptions towards the inequalities that exists among the secondary school teachers in Tanzania.
- (v) To determine ways of getting rid of the inequalities that exists among the secondary school teachers in Tanzania.

1.5 The Research Questions

The general research questions are derived from the research objectives and these include:

- (i) What are the causes of the inequalities that exist among the secondary school teachers?
- (ii) What are the types of inequalities that exist among the secondary school teachers in Tanzania?
- (iii) What are the teachers' perceptions of the inequalities that exist amongst?
- (iv) What are the perceptions towards the inequalities that exist among the secondary school teachers?
- (v) In what ways can the inequalities that exist among secondary school teachers be eradicated?

1.6 Significance of the Study

The results of the this research will help the main players in designing and implementing policies in the education sector to re-think and come up with new strategies on how to deal with the inequalities, in a manner that not only facilitates

returns to the investment in human capital but also to bring the teachers' rewards not to "equal" but to "more equal" levels. This will complement the Selective Accelerated Salary Enhancement (SASE) that targets salary enhancement to key professional, technical and managerial personnel (including teachers), whose efforts are critical to the improvement of service delivery.

The results of this investigation will on top of identifying the inequalities and their underlying causes will also help the policy makers and the employers to review the methods of evaluating the teachers' productivity within the school setting and the education system at large. This is in line with the objective of the SEDP II of Improving management efficiency and good governance. This area focuses on improving accountability of all actors in accordance with the public service framework; implementation of Open Performance Review and Appraisal System (OPRAS) at all levels

The research results will also help in the efforts of improving the performance of the education sector whether public or private. The public education sector tends to ignore the growing but important private sector. The private education sector should be given priority when it comes to removing the inequalities among the secondary school teachers. One of the major challenges facing Tanzania today is the shortage of qualified teachers. There are not enough teachers available in schools to be able to provide quality education to the increasing number of students that are currently enrolled making the challenge even more acute. SEDP II will therefore focus on the expansion of teacher training and the recruitment of new graduates on an annual basis, in order to increase the number of teachers available in secondary schools

across the country. The research results will enrich the debate and discourse relating to equity in the education system. Such a debate must as of necessity involve politicians and policy makers whose talk must be translated into action.

The research results will also help teachers on an individual basis to rethink and realign themselves in the labour market arena, because it is apparent that regardless of the suitable qualifications, teachers are still marginalized. This comes at a worse time when a comparative view with other professions shows that, teachers make the same sacrifices / investments in terms of school fees, private time of study, forgone income as a result of staying longer in school, and others. Basing on the findings, it can be possible to find ways and a justification for the professionalization of the education sector and to ensure that the qualified and suitable teachers (personnel) are in the right classes and offices.

The result of the study will inspire the tutors in colleges that shoulder the responsibility of preparing new teachers into the teacher's labour market. The teacher's tutors will skillfully use the results to the study to emphasize to the soon-teachers to be, the importance of high quality human capital and its relationship to productivity.

1.7 Delimitations of the Study

The construction of the sample unit was a major delimitation of the study. While the research tools captured enough data, it does not permit generalization to the larger population. Most of the teachers and students in the sample unit attend international

schools and might not represent the diversity that is found in most schools in Kinondoni District, nor do they represent the lived experiences of others whose experiences and perceptions could swing the conclusions to either direction.

When conducting the purposive sampling there was less preparation for the racial or religious perceptions. It would be better for the groups identified as benefiting or perpetrating inequalities to be represented. Representatives of these groups would present their perceptions and if possible prove or disapprove the points of view of the others.

1.8 Limitations of the Study

There was a limited capacity for the teachers to relate their rewards (incomes) to the amount of human capital they invested. It was difficult to quantify the two so as to come up with a meaningful comparison. With such a handicap, the definition of inequality was more apparent than real. Questions on salary and non-salaried incomes were considered unethical. Likewise it was difficult to find out their expected rewards, not only in terms of income but also in form of other allowances, so as to establish a shortfall hence being able to establish a sound ground for inequality.

Another limitation of the study is that peoples' perceptions depend on the reality they are facing. Even if the research tools were reliable and valid in capturing the perceptions of the respondents, any change in the reality might change the perceptions of the very respondents under different circumstances. In short, memory and perceptions of events can be skewed given any set amount of time.

In addition, the participants may have wanted to project themselves in particular ways to the interviewer or they may have wanted to protect themselves. It is very possible that some participants may have been victims of discriminatory inequalities, or might have been engaged in condemning others to the losing side of the inequalities, than they led the researcher to believe. There could have been participants who wished to seem different from what they really were.

1.9 Definition of Key Terms

Inequality: It is a normative illustration of variations away from the agreeable standard or norm. It is possible to tell that inequality exists by the extent of digression away from what is perceived as equal or more equal.

Case study: This is an intensive and detailed study of an individual or institution with the aim of securing information about the study variables

Action research: This is a type of research seeking to find solutions to an existing problem

A study area; this is a geographical place which hosted the study.

Target population: Is that population about which a researcher wishes to draw a conclusion. It is also known as the *reference population*.

Study population: This is the population from which the sample actually was drawn and about which a conclusion can be made. It is also known as the *population sampled*.

A sample: This is a representative portion of the population under review and it involves the selection of a number of study units from a defined study population

Sampling unit: This is the unit of selection in the sampling process. For example, in a sample of districts, the sampling unit is a district; in a sample of persons, a person and others.

Study unit: This is the unit on which the observations will be collected; for example, a teacher in the study of inequalities among teachers, or households in the study of family size.

Sample design: The scheme for selecting the sampling units from the study population.

Sampling frame: this is a list of units from which the sample is to be selected.

A questionnaire: Involves providing respondents with a printed list of questions to be answered

Triangulation of data; It is the comparison of data relating to the same issue or phenomenon of investigation but from different perspectives or from different methods of data collection.

Reliability; refers to the ability to replicate the results of the study

Validity; on the other hand is the ability of the research to investigate what was intended.

Data analysis involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in a manner that they answer the research questions.

1.10 Organization of the Study

Chapter 1 has presented the introduction, statement of the problem, research questions, significance of the study, definition of terms, and limitations of the study.

Chapter 2 contains the review of related literature and research related to the problem being investigated. Chapter 3 discusses the methodology and procedures used to gather data for the study. Chapter 4 contains the results of analyses and findings to emerge from the study. Chapter 5 presents the summary, conclusions and recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

The review of related literature is hereby used to justify the study into the cause and nature of inequalities that exist among the secondary school teachers in Tanzania. The literature review is thematically arranged around the salient issues of; the nature and types of inequalities, the perception of the teachers and the community towards the inequalities and the possible measures to the problem of inequalities. In a specific sense the previous studies in the area of the education labour market are very useful for this and literature is available to help understand the teachers' labour market and the inequalities thereof. Such studies include Sharon (2012) – *Examining the Effects of inequalities on Teachers in Tanzania*; Bennell and Mukyanuzi (2005) - *Is there a teacher motivation crisis in Tanzania?: Ngimbudzi (2009)Job Satisfaction among Secondary School Teachers In Tanzania: The Case of Njombe District*. Also guiding this literature review is a number of government aided programs aimed at improving the quality of education in Tanzania.

2.1 The Types of Inequalities that Exist among Teachers

Some Tanzanian researchers believe however, that "...technocratic fixes of this kind have rarely worked since they fail to take into account the very difficult working and living conditions that teachers have to endure" Bennell and Mukyanuzi, (2005): Sumra (2005) expands on this notion when stating, "Increased resources and training are not necessarily the sole areas that need to be addressed. Teachers' social environment, attitudes, and working conditions are inter-related in a complex way

that needs to be understood better if efforts to improve education in the country are to succeed.”

Inequalities can be defined in horizontal and vertical terms, whereby horizontal inequalities are those pertaining to workers (teachers) in groups or classifications on the basis of education level, geographical dispersal, and others. While vertical inequalities are more interpersonal even between members of the same group or classification. Stewart (2001) differentiated *horizontal inequalities* from the normal definition of inequality which lines individuals or households up vertically and measures inequality over the range of individuals. – *Vertical* inequality. Horizontal inequalities are multidimensional – with political, economic and social elements (as indeed are vertical inequalities, but they are rarely measured in a multidimensional way).

The study of the causes and nature of inequalities affecting over 50% of the public sector workers will go a long way in complementing the reform efforts. Almost 50% of all public servants are directly related to the provision of education, either as teachers or inspectors and administrators. More generally, some 65% of all public servants are doctors, medical officers, nurses, teachers, police, or prison officers. URT (2004) *Public Service Employment and Pay*.

Though most public servants work for Local Authorities the largest employers tend to be Ministries, in particular the Ministry of Home Affairs (Police, Prisons), Education (including Secondary School Teachers), and the Judiciary. Following these are the Local Authorities (Municipalities) of Dar es Salaam.

Table 2.1: Major Job Classes of Public Servants

Job Classification	Number	%
Teacher	123,573	43.1
Medical worker (Nurse, Doctor, Med. Off)	32,215	11.2
Police officer	22,309	7.8
Education Officer (Inspector, Administrator)	12,907	4.5
Prison Officer	9,390	3.3
Technician/craftsman	7,502	2.6
Watchman	7,379	2.6
Office Supervisor/Attendant	6,844	2.4
Agricultural Field Officer	4,260	1.5
Accountant	4,168	1.5
Driver	3,338	1.2
Livestock Field Officer	2,915	1.0
Typist/Secretary	2,868	1.0
Village/Ward/Division Officer	2,494	0.9
Forester	2,245	0.8
Judicial Officer (Judge, Court Clerk etc)	2,010	0.7
Registry Clerk (Records management)	1,997	0.7
Community Development Officer	1,600	0.6
Kitchen Worker	1,543	0.5
Game Officer	1,152	0.4
Stores Supply Officer	1,125	0.4
Public Health Officer	1,058	0.4
Immigration Officer	753	0.3
Telephone Operator	306	0.1
Others		
Conversion Designation	18,100	6.3
Others	12,766	4.5
Total	286,817	100

Source: URT (2004) public service employment and pay

The Public Service Employment and Pay: (Main Report 2004), shows that forty (40%) percent of all public servants are women. However, as one moves up the ladder in terms of pay and responsibility there are fewer and fewer women. In Central Government only 22% of all high-level, decision-making posts are occupied by women. Many jobs show high levels of gender imbalance. For example most drivers are men and most secretaries are women. Only 5% of all women are

employed in positions dominated by women while 39% of all men are employed in positions dominated by men. *URT (2004) public service employment and pay*

The human capital theory guiding this research holds that differences in the level of education attained will be translated into differences in the pay/ earnings. *URT (2004) public service employment and pay*: The main report reflects that only Six percent (6%) of all Public Servants have attended form VI or have acquired a University Education. On the other hand, almost half the Public Service has only a Primary School education (or lower level of attainment). This means that based on the Human Capital Theory, inequalities could be present especially so because over 50% of the public servants are teachers.

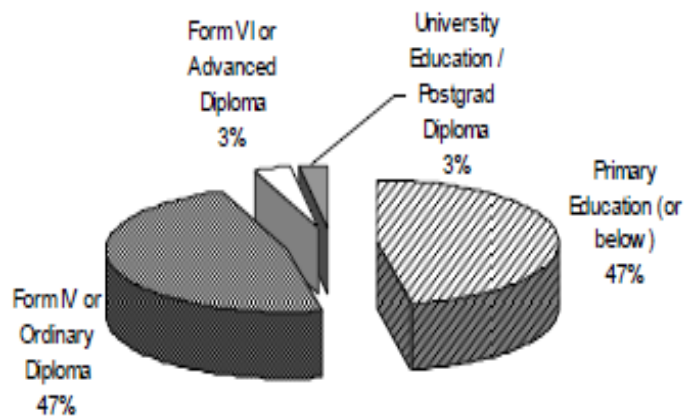


Figure 2.1: Education of the Public Service

Source: URT (2004) The Public Service Employment and Pay

A research by Bennell and Mukyanuzi (2005) in Tanzania indicated that; all the teachers and head teachers interviewed indicated that teacher salaries are inadequate. However, while 85 percent of teacher questionnaire respondents at the Temeke survey schools rated their pay as ‘very poor’ or ‘poor’, only 30 percent did so in

Muleba. The main reason for this difference in response is the much higher cost of living in urban areas, and Dar es Salaam in particular.

Table 2.2: Average Monthly Expenditure by Major Item among Teachers at Survey Schools (T.Sh. rounded '000)

	Muleba	Temeke
Housing	10	49
Food	56	100
Transport	16	33
Education	23	30
Health	19	19
Total	124	231

Source: Bennell and Mukyanuzi (2005)

The clear differences in expenditure on a selected basket of goods between the teachers in Muleba and Temeke is a clear testimony that there income inequalities between the two groups.

The study of Bennell and Mukyanuzi (2005) *shows that* there are significant inequalities between n the rural and urban school when it comes to the STR. A key indicator of teaching load is the stream-teacher ratio, presents EMIS data for 2004. Although these ratios vary very considerable across the country, in all but two districts, teachers are responsible for at least one stream (class). In 18 districts, the average STR is over two, which indicates that there are very serious teacher shortages. Eight of these under-staffed districts are in the predominantly rural and remoter Kagera and Mwanza Regions.

The school survey gives a more detailed picture concerning spatial differences in teacher workloads. The average STR in Muleba is 1.32 compared to only 0.7 in Temeke, which again is indicative of over-staffing in urban schools. According to the World Bank study, the STRs for 'non-urban' and urban primary schools in 1990 were 1.03 and 0.7 respectively. Assuming that the school survey districts are representative of urban and rural schools as a whole, the workload of rural teachers may therefore have increased considerably during the last 15 years, but decreased slightly for urban teachers.

2.2 The Causes of the Inequalities that Exist among Teachers

Ngimbudzi (2009) studied the Job satisfaction among Secondary school teachers in Tanzania and he found out that Tanzanian government and Non-Government School owners, administrators need to pay special attention to the improvement of the job characteristics dimension (pay, fringe benefits, bonuses, promotion opportunities, promotion process and procedures, in-service training, professional growth and appreciation). In other words, teachers indicated low satisfaction with the aspects under the job characteristics dimension.

The basic premise of the human capital approach is that variations in labour income are due, in part, to differences in labour quality in terms of the amount of capital acquired by the worker (Gara, 2007) The central pillar in this argument is that investment in human capital – education leads to higher productivity of workers, which in turn causes higher earnings (Gara, 2007). Inequalities among teachers can be traced to the clear differences in the amount of human capital in terms of skills

and competences. There are differences in the qualification, experience and gender profiles of the teachers. According to the Sumra (2003), only 8 percent of (primary and secondary) teachers at urban schools had only primary school education compared to 32 percent of teachers at rural schools. With respect to professional training, 71 percent and 38 percent of urban and rural teachers respectively had the Grade 'A' qualification.

Table 2.3: Teacher Distribution by Grade between Government and Private Secondary Schools (2009)

Type of school	Graduates	Diploma	Licensed/Other	Total
Government	3357	16725	6350	26432
Private	2479	3307	1736	7522
Total	5836	20032	8086	33954

Source: Bennell and Mukyanuzi (2005)

These figures give a ratio of 23:77 between degree and diploma holders or 17:83 between degree and the rest. With such differences in the level of training and academic achievement among secondary school teachers, there is no doubt that inequalities are inescapable based on the human capital theory.

Differences in access to education have a gender bias on inequalities. Beyond the primary level, girls' participation in education is systematically lower than that of boys. URT (2011) *Education Sector Analysis*. According to this report, gender parity indexes decrease from 1.04 (girls' enrollment is greater than boys') in primary school to 0.65 at the higher/tertiary level. Vocational Training is still slightly gender-oriented: male students accounted for 55 percent of trainees in 2008. At the higher

education level, female enrollment has barely reached 34 percent: girls are doubly prejudiced by their lower chances of reaching secondary school, and by their comparatively lower results in the ACSEE exam.

Table 2.4: GERs and Parity Indexes, by Socioeconomic Characteristic, 2006

	Preprimary	Primary	O-Level	A-Level	Higher
Gender					
Male	29.9%	114.6%	31.7%	7.2%	2.9%
Female	27.2%	118.8%	30.2%	6.0%	1.9%
Gender Parity Index (Female/Male)	0.91	1.04	0.95	0.83	0.65
(Memo: Index, 2000)	0.89	0.95	1.13	0.95	0.75
Area of Residence					
Urban	45.9%	119.6%	56.6%	16.2%	n.a. *
Rural	23.8%	115.8%	21.9%	2.6%	
Location Parity Index (Rural/Urban)	0.52	0.97	0.39	0.16	
(Memo: Index, 2000)	0.53	0.79	0.13	0.09	
Income Group					
Q5 (The wealthiest)	48.1%	125.3%	64.8%	26.8%	7.9%
Q1 (The poorest)	23.0%	117.1%	19.1%	1.6%	0.0%
Wealth Parity Index (Q1/Q5)	0.48	0.93	0.30	0.06	0.00
(Memo: Index, 2000)	0.21	0.82	0.23	0.19	0.15
Total Tanzania	28.6%	116.6%	30.9%	6.6%	2.4%

Source: Tanzania Education Sector Analysis Report 2011

Offe (2009) recognizes the negative relationship between the quantity of human capital and the earnings. According to him not the lack of human capital cause either unemployment or low wage employment but the condition and expectation of labour market precariousness that leads to wastage and degeneration of skills, while their acquisition is discouraged and opportunities to make “work efforts” are foreclosed or de-motivated by the evident absence of credible access to the “first” labour market in which meritocratic fairness is supposed to rule.

Offe (2009) argues that productivity is not merely a function of the quality of the human capital, but a feature of what the owners of the firm, investors, and managers

have determined when creating a job. But this argument is limited when exposed to changes in innovation and technological changes that increase productivity beyond what the owners had in mind when creating the job in the first place.

Table 2.5: Cumulated Disparities in Schooling Profiles, by Extreme Group, 2006

	Male/Urban/Q5	Female/Rural/Q1	Parity Ratio
Primary Access	98.8	92.5	0.94
Primary Completion	94.2	50.1	0.53
O-Level Access	55.4	7.1	0.13
O-Level Completion	36.5	1.1	0.03
A-Level Access	21.3	0	—
A-Level Completion	12.8	0	—

Source: Tanzania Education Sector Analysis (2011)

The figure shows that the disadvantages tend to be cumulative and end up in acute differences in the size of human capital one owns hence leading to differences in payments and other rewards. Poor rural girls face the worst access conditions, and disparities tend to broaden as of the end of primary (for every 100 rich urban boys completing primary, only 53 poor rural girls do). They then explode at post-primary levels, leaving poor rural girls with virtually no opportunities to pursue secondary education - URT (2011) *Education Sector Analysis*.

Is the human capital theory efficient in explaining inequalities when the individual abilities vary so much between teachers even of the seemingly equal academic qualification? (Greenwald *et al.*, 1996) he argues that “variables like; teacher academic ability, teacher education and teacher experience show very strong relations with student achievement” And this is where the main problem lies; how do the employers determine the productivity of a teacher? Is it by the decorated

Curriculum Vitae, the nature of dressing, the number of lessons attended, the number of exercises given, and the quality of the final grades in a national /international examination?

2.3 The Teacher's Perception of the Inequalities

Is there a standard of the teachers' view towards inequality? Probably this is not the case and even if some aggregation is made, this would be a normative summation. Nonetheless, a number of qualitative studies that have been carried out seem to point towards the view different teachers have different perceptions regarding inequalities. To some teachers, the perceptions are positive while to others they are negative.

In the policy options and recommendations of the PSRP, it was observed that public employees (teachers) who perceived their pay as low were unwilling to actively pursue employment in the private sector. Their perceptions seem to contradict the idealised image of a well paying private sector. Even with the clear differences in rewards both monetary and non-monetary, few public sector workers are unwilling to leave for the private sector because; job security is very poor, private companies operate in an often – volatile environment, poor staff management.

Most companies are owned and run by one person or family. Employees are therefore directly dependent on their personal relationship to the owners for job security. The absence of strong labour unions amplifies the insecurity. Despite its weaknesses, staff management in the public sector may actually be better than in most parts of the private sector.

Bennell and Mukyanuzi (2005) conducted a survey that touched the motivation issues arising from the inequalities between the rural and urban areas. In their study, *Is there a Teacher Motivation Crisis in Tanzania?* they primarily measured the prevalence and potentiality of motivations issues between the urban and rural areas. They compared Temeke schools in Dar-es-salaam and Muleba in Kagera region. The research came with impressive statistics measuring different parameters between the two samples representative of rural and urban Tanzania. Their research concluded that, there are lower levels of motivation in urban areas, namely whether they would choose to be a teacher again and their future intentions to continue working as a teacher, whereas barely one-third of urban primary school teachers said they would make the same career choice again, over 80% of the rural teachers said they would further make 60% of the teachers in Temeke, would stop teaching compared to 20% in Muleba. This state of affairs was reinforced by the findings in the “HakiElimu” Survey research by Swai *et al.* (2004) in which 10% of the secondary school teachers said they have no plans to leave and nearly half (50%) are “ready to leave” straight away.

These pieces of research do not go far enough in finding out the reasons for the different levels of motivation. However this research into the inequalities might help to explain why some teachers motivation is that low? Is the motivation level directly linked to the teacher’s productivity level? Will a change in the system of rewarding teachers and recognizing their ability help to improve motivation and productivity? At the core of all these questions is the question of “teacher quality”. School boards, teachers and researchers have been unable to reach a consensus on a definition of

“high quality teachers” indeed teacher quality is an often-used but ill-defined term. It has been understood to signify that teachers possess certain attributes and credentials that are less tangible but make them more effective Catherine (2000).

Low motivation is at the heart of the Bennell and Mukyanuzi (2005) Survey and “*Readiness to Leave*” (Swai *et al.*, 2004), research report and probably behind the inequalities this research is probing into. In all its diverse forms, teacher quality can be defined as the teacher’s ability to produce growth in student achievement. There is a link between teacher quality and specific teacher characteristics to student achievement, making the case that we ought to be concerned about the academic proficiency of the teacher workforce, Catherine (2000).

2.4 Possible Measures to Address the Inequalities

A study conducted by Sharon (2012) examined the effects of inequalities on teachers in Tanzania. In her study she discovered that another functioning is that teachers valued across contexts was ‘being able to upgrade their qualifications’. Currently, most teachers (1161 out of 1224 in the Arusha region) have a score of Division 3 for their lower secondary (O level) qualifications, and one method of raising one’s salary is to re-sit O level exams in order to score a Division 1 or 2 and complete upper secondary (A level) qualifications. The need for up grading confirms the theoretical background of the human capital by Mincer (1958). He viewed labour market experience or on-the-job training as serious contributions to the analysis and the distribution of earnings, including the development of the “human capital earnings function.”

The other form of salary promotion comes after every third year of service, but upon speaking to many teachers this system is neither prompt nor dependable. Thus, many teachers valued 'being able to upgrade', as it was dependable and instrumental to increasing their salary or the *means* needed to achieve other valued functionings (such as living in a satisfactory home).

There is a link between the nature of the job and its gender composition has strong implications in terms of developing strategies to achieve a more gender balanced public service. *URT (2004) Public Service Employment and Pay Report*. First, should strategies target jobs? Broadly, one could promote and encourage women to enter traditionally male dominated jobs or one could promote and encourage women in "neutral" positions (for example, teaching which is 45% female as opposed to "Watchman," which is 3% female). Second, to what degree should "decision makers" and "managers" be targeted and at what point should the intervention be made (given, for example that the supply of college educated females remains low)?

The public Sector Review (PSR) strategy suggests introducing a total reward approach, which emphasises both monetary and non-monetary rewards (career development in work environment). The program suggests that monetary rewards must be improved before non-monetary rewards. Pay reform was seen as central to the concerted effort to restore human and motivational capital and goodwill (embodying honesty, integrity and commitment to performance) within the public sector. The redistribution of current paid work could address the worst aspects of the education-jobs gap, the existence of chronic unemployment of qualified people while

a core of employees work excessive overtime. Relevant measures include a shorter normal paid workweek, reduction of overtime, more flexible working conditions including earlier voluntary retirement with adequate pensions, “time banks” that permit people to accumulate waged time to use for sabbatical leaves, job sharing for those with wages high enough to afford it, time off for child and elder care, and time off allowances for on-the-job training programs, as well as more equitable sharing of unpaid domestic labour by men to enable women to participate more fully in paid employment

Many scholars argue that, in order to reduce inequalities especially the differences in salaried and non-salaried incomes, one method to achieve this would be to reduce inequality in the investments people make in human capital (Gara 2007). This approach sounds plausible but what about the depreciation of the human capital especially for those acquired skills and knowledge that the worker or in this case a teacher does not use or is unable to sell in the labour market?

Access disparities by region are equally marked. For instance, primary access and retention are particular issues in Rukwa, Tabora and Dodoma regions. Beyond school supply constraints, economic, cultural and environmental issues (agro-pastoral activities, cultural beliefs, tobacco production and climate conditions) shape demand and keep children out of school. In 2006, secondary access probabilities were as low as four percent in one region, and were just 16 percent in five others, well below the national average of 27 percent. Extensive primary and secondary school construction has contributed to loosen school supply constraints in many of those regions since.

The ESA recommends the expansion of open distance learning in breaking the urban/rural fracture. Vocational training and higher education opportunities are also unequal across areas and regions. Just five regions (Dar es Salaam, Iringa, Arusha, Kilimanjaro and Mwanza) are home to almost 55 percent of VTCs.

Table 2.6: Benefit Incidence of Public Education Resources, by Level of Income, Area of Residence, and Gender, 2009 (Percent, and Appropriation Index)

	Share of the Population (%) (a)	Public Resources Absorbed (%) (b)	Appropriation Ratio (b)/(a)	Appropriation Index
Socioeconomic Status				
Q1	27.0	12.7	0.5	1.0
Q2	23.8	15.4	0.6	1.4
Q3	20.0	21.1	1.1	2.2
Q4	17.3	18.0	1.0	2.2
Q5	11.9	32.8	2.8	5.9
Area of Residence				
Rural	74.0	47.1	0.6	1.0
Urban	26.0	52.9	2.0	3.2
Gender				
Girls	52.3	45.7	0.9	1.0
Boys	47.7	54.3	1.1	1.3

Source: URT (2011): Tanzania Education Sector Analysis

The Figure 2.6 shows that the distribution of public education resources is therefore unequal, benefiting the most privileged students. Indeed, the 10 percent most educated benefit from 47 percent of public education resources. The benefit incidence analysis further shows that boys benefit from 30 percent more public education expenditure than girls. Due to longer schooling, 33 percent of public resources are allocated to the 12 percent of students from the most privileged

households, and those belonging to the poorest families only benefit from 13 percent of these resources, despite representing 27 percent of the population.

This literature review draws experiences from the research; this research into the inequalities in the teachers' labour market is a complementary effort to the previous research carried out in this area. There are many pieces of research that have been carried out in Tanzania notable of which:

Further suggestions to deal with inequalities can be drawn from the research; *Education, Employment and Earnings of Secondary School and University Leavers in Tanzania: Evidence from a Tracer Study*; Al-Samarrai *et al.* (2006). In their abstract, they report the empirical evidence on the earnings of educated groups in Tanzania is limited. Their study used the then recently completed tracer survey of secondary school completers to analyse the impact of educational qualifications on labour market earnings. Their findings suggested that the rates of return to the highest educational qualifications for wage employees were not negligible and, at the margin, provide an investment incentive.

However, they found little evidence of human capital effects in the earnings determination process for the self-employment sector. Information contained in the tracer survey allowed the introduction of controls for father's educational background and a set of school fixed effects designed to proxy for school quality and potential labour market network effects. Their analysis revealed that the inclusion of these controls in the earnings determination process is important and tends to reduce

the estimated rates of return to educational qualifications. “A comparison of our results with the available evidence from other countries in the region suggested that despite an extremely small secondary and university education system; the private rates of return to education in the Tanzanian wage employment sector are comparatively low”. Their research was a survey that handled a big volume of data and it was well decorated with impressive econometrics of the positivist variety – much of which is difficult to interpret, but still is forms a strong point of reference for this research - a case study which is more qualitative in nature and uses a smaller sample.

A gender-balanced teaching force is critically important in order to eliminate educational attainment disparities between girls and boys Bennell and Mukyanuzi (2005). In the early 1990s, half of female teachers were working in urban schools compared to only 30 percent among male teachers. With the increasing share of female teachers in the primary education system, this gender inequality in the spatial distribution of female teachers is likely to have increased considerably since then.

2.5 The Conceptual Framework

The conceptual framework of understanding inequalities is built around the theories and contributions from the classical philosophers and scholars like Plato, Rousseau, Karl Marx, Max Weber and others. Inequalities can be seen in work places - schools in the case of this research in three dimensions; Monetary compensations (wages, salaries, and benefits), Intrinsic (positive and negative) – job satisfaction; Job characteristics (autonomy, authority; and opportunities for skill acquisition (Offe

2004). To understand the term “inequality”, it is proper to give equal treatment to its antonym - “equality”.

According to Plato - (Plato’s utopia), equality often refers absence of inequality where different groups of people have a right to similar social position and receive the same treatment. The term inequality denotes a shortfall from the desirable or the ideal situation. Plato believed that “human beings are not able to be equal in many ways and a just society is actually built from inequality”. (<http://www.exampleessays.com>) The basic premise here is that equality in a society means that everyone has the same quality, same ability and same amount of property. However this premise is challenged in more than one ways by the human capital theory, which is to be used, is illuminating the more shady areas of this issue.

Work organizations (such as schools) are in a constant process of raking and positioning employees into complex hierarchies that are made up by these dimensions, which in most cases cannot be derived from the data given by the external labour market (Offe, 2004). He seeks for an explanation as to how these hierarchies and inequalities are established through managerial decisions. It is therefore a great political and moral interest to find out whether income differences – be it the functional ones between owners of factors, be it interpersonal ones among categories of working people – can actually be explained in ways that effectively contribute to their justification (Offe, 2009).

Inequalities are said to exist whenever there is disequilibrium. In a normative sense the existence of inequality illustrates variations away from the agreeable standard or

norm. Though human beings survive in inequality the term “inequality” is referred to in a negative way. In Plato's argument, inequality is essential. Inequality as a perceived departure away from the ideal might not be so “ideal” in a way that its enforcement can curtail individual freedoms. The discourse on inequality and or equality when brought closer to the door step of the education sector can generate a big debate.

Given the different perceptions on inequality it becomes more subjective and it is more challenging to explain it in more definitive forms. Nonetheless it is still possible to tell that inequality exists by the extent of digression away from what is perceived as equal or more equal. Here one can use terms like; disproportionate, disparity, variation and others to rightly and with no doubt establish the existence or prevalence of inequality. Holistically inequalities are manifested and are prevalent in social, economic, cultural and political spheres of life.

The discussion of the causes and nature of inequalities is done in the context of the quality of education. Is the inequality among teachers a cause and consequence of educational achievement among secondary school students? If yes what is the nature of the inequalities? The existence of inequalities not only between individuals but also groups has irked researchers and ancient philosophers from Plato to as more recent ones like Rousseau.

The relationship between education and earnings has long intrigued economists (Gareint, 2004). This research seeks to establish the nature, and community's attitudes and experiences of the inequalities among secondary school teachers not

only in the same department; school; district but also in the same region with in Tanzania.

According to Stewart (2001) there are two types of inequalities i.e. the horizontal and vertical inequalities. He differentiated such inequalities on the basis of individuals or households. '*Vertical*' inequality measures inequality over the range of individuals while '*Horizontal*' inequality lines up groups of individuals. Horizontal inequalities are multidimensional – with political, economic and social elements. The acceptance of the stratification of inequalities at whatever level so as to establish the horizontal basis of comparing different groups of people tends to institutionalize inequality.

This forms criteria by which the social worthiness of individuals is judged. This again borders closely on the moral debate in research because it can be seen as discriminatory. According to (Mark *et al.*, 1997) social stratification is just more than inequality. Structured social inequalities can occur around a variety of social differences, and they may involve a wide range of resources, capabilities, and possessions. In the realm of this research the human capital theory is to be used to underscore the importance of such possessions in terms of human capital in creating or evening out inequalities among secondary school teachers.

In order to establish a unique group generalizations and classifications have to be made on the basis of gender, ethnicity, race, religion, age and others parameters that characterize a given society. These socially defined categories work to ignore the individual's talents and abilities. Much as this kind of stratification helps to view inequalities between groups, but reinforces the inequalities thereof by augmenting;

political power, wealth, social power, prestige, self-esteem and a sense of personal efficacy and others.

Another aspect of inequalities is social differentiation. This pays more attention to the more important differences between people in terms of being attributed to positions carrying greater or lesser benefits to society. It does not matter whether one is male or female, old or young, rich or poor in the sense that membership of such social groups based on these differences will profoundly influence every area of life (Mark *et al.*, 1997). In this realm the nature of inequalities that may exist among secondary school teachers in Tanzania could be an outcome of the social differentiation based on the presumed or apparent power teachers command in a given society regardless of their differences in terms of; gender, ethnicity and others.

Any discussion about nature of inequality will be incomplete without touching the thorny issue of Gender inequality. This is a global problem but this research will bring out the Tanzanian experience especially in the education sector. “Although gender inequality is closely related to biological differences between females and males, it is profoundly social phenomenon based on the cultural definitions of sex and gender”. Sexism and gender inequality are produced by social systems organized in patriarchal ways, systems in which we participate as women and men. In so doing, we affect not only our lives, but also the lives of others and the social systems in which all of this take place. In most cultures, maleness is valued more highly than femaleness, and different criteria used to evaluate men and women. Several studies reveal that parents in most societies prefer male children. In many parts of Africa, infanticide – the killing of infants – is relatively common and is more likely to

happen to female children (Korbin 1983).” It is difficult to know why women are treated differently it is deeply rooted in culture. Many poorer African families think that having a son is more helpful than a daughter. Not only will their sons preserve the family name, but also the poor often say that men are more intelligent than women. A Tanzanian woman has to overcome more difficulties in career advancement not only because she carries out all unpaid work such as the rearing of children and caring for her husband, but also because she has to overcome substantial resistance from the social environment and suffer public distrust in her abilities.

Jean Jacques Rousseau one of the leading French philosophers of the 18th century not only made massive contributions to education but also to the discourse on equality and inequality. He conceived of two sorts of inequalities in human species; one which he called “natural” or “physical” because it is established by nature and which consists in the differences of age, health (strengths of the body and qualities of mind). And the other which may be called “moral” or “political” inequality (Rousseau 1997). This kind of inequality according to Rousseau depends on a sort of convention and is established or at least authorized by men’s consent. It consists of the different privileges which some enjoy to the prejudice of the others, such as; to be more wealth, more honoured, more powerful and others. Westergaard (1995) reaffirms the existence of such inequalities based on power.

According to him, inequality stems from command over economic resources (this includes the power to control, use, allocation and reward human capital in this case of the secondary school teachers in Tanzania). He took the view that such economic

power signifies class divisions even if the power is invisible to its wielders or it's 'victims' or both. Objective inequalities exist regardless of people's perceptions and evaluations of them. Stewart (2001). According to him, there must be a distinction between 'structure' and 'consciousness' whereby structural inequality exists independently of people's consciousness of it. This is not concerned with class at all but with what Max Weber (1998) termed as "status". Here focus is laid on issues of prestige and social honour rather than those of differences in economic power.

Rousseau uses the acceptable common "natural" law to analyse inequality. Rousseau views these as rules about which it would be appropriate for men to agree among themselves for the sake of a common utility and give a final law to the collection of these rules (Rousseau 1997).

The fundamental characteristic of social structures is the degree to which various forms of inequality and heterogeneity intersect. It is this kind of interconnectedness that makes it impossible to deal with. In a bid to ensure social harmony, the differences between individuals and groups become

The existence of inequalities in whatever forms, covert and overt, is perceived differently by different people in the community. There is a stigma surrounding those on the weaker side of the inequality continuum. Stewart (2001) postulates that group inequalities have an impact on social stability. Measures aimed at enhancing social stability and well-being should pay adequate attention to dealing with inequalities. With highs and lows, haves and have-nots, there is an air of mutual suspicion that

could have a far reaching impact on development and in this case of the education sector in Tanzania. Some human capital advocates suggest that the great increases in learning efforts have not led to commensurate economic gains because of the declining quality of education.

There are many effects of inequality not only to the individuals and groups, but to the society as a whole. Such effects can be; psychological, interpersonal, institutional, political-economic, and others. On a personal level, inequalities affect the way individuals (teachers), think of themselves (self esteem and worth, sense of control over personal fate). There are *direct welfare* impacts of group inequalities. What happens to the group to which an individual belongs may affect that individual's welfare directly, i.e. individual welfare depends not just on a person's own circumstances but the prestige and well being of the group with which they identify. An individual with a higher social status may enjoy an enhanced self-image (Akerlof and Kranton, 2000).

At the inter-personal level, inequalities generate and emphasize complexes of superiority and inferiority, subordination and insubordination and others. At the institutional level, inequalities shape and drive the social dynamics underlying the inequalities among and between entire racial, ethnic and occupational/professional, age/generational and religious groups. At the national and international scale inequalities are at the base of the social clustering and interactions between the supra-national and supra-regional clustering of international political economies, multinationals, and cultural orders.

The discourse on inequality as of necessity brings into fold issues relating to “fairness”, “justice” and “equality”. Plato believed that human beings are not able to be equal in many ways and a just society is actually built from inequality <http://www.exampleessays.com>. It is obvious that human beings survive in inequality. People nowadays are against the term “inequality” and refer to it in a negative way. In Plato's argument, inequality is essential. The best society Plato suggests is a society that everyone is doing their “appropriate occupations” which are determined by their natural quality. This is the central idea of the Principle of Specialization, in which, people are not alike as they have innate difference. When different individuals fit into different positions, increasing productivity gives a raise in quality of the society. The above instance emphasizes in Plato's utopia. He believes that human beings are not able to be equal in many ways and a just society is actually built from inequality. The fundamental premise Plato introduces is the idea of “innate difference”. Without this difference, the Principle of specialization becomes impossible according to Plato's theory. In reality there is no equality within any society.

However, efforts can be taken to bring about “fairness” if “fairness” means -in accordance with what is deserved. So a society with inequality is still a fair society. The human capital theory is to be used in this endeavour not to emphasize “equality” but “fairness” in accordance to what quality and amount of human capital a teacher possesses.

Undoubtedly, there is no equality in human society and inequality is a way to keep the society to improve. Plato's argument of the Principle of Specialization is realistic enough for use to form a society. As stated before, variety is the key to relate inequality and the Principle. However, Plato's utopia is not reachable when there are different wills within the people. Inequality usually causes instability especially when people are not well trained in self-mastery.

2.6 The Human Capital Theory

The conceptual framework of this research is guided by the human capital theory by Mincer (1958), in his article "Investment in Human Capital and Personal Income Distribution" he holds that; by forgoing current earnings and acquiring, or more precisely, investing in education, individuals can improve the quality of their labour services in such a way as to raise their future market value. His work was strengthened by another economist Becker (1964) of the "Chicago School" of economics. In this view, human capital is similar to "physical means of production" for example, factories and machines: one can invest in human capital (via education, training, medical treatment) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labour, or fixed capital.

To a large extent, Mincer can be regarded as the first systematic contribution to the emergence of human capital theory. He started with a highly empirical approach, looking at various characteristics of wage earners such as occupation, education,

industry, age, and sex; and then searched for a general-theoretical approach. He proposed to use investment in education and training, henceforth widely known as human capital, as a major explanatory principle of the existing distribution of income. The theory of human capital investment relates inequality in earnings to differences in talents, family background, and bequests and other assets (Becker and Tomes 1986). Many empirical studies of inequality also rely on human capital concepts, especially differences in schooling and training. The sizeable growth in earnings inequality in the United States during the 1980s that has excited so much political discussion is largely explained by higher returns to the more educated and better trained (Murphy & Welch 1991).

2.6.1 Assumptions of the Human Capital Theory

The theory assumes that; the labour market is perfect; perfect capital markets i.e. free entry and that wage is a function of human capital:

Additional schooling entails opportunity costs in the form of forgone earnings plus direct expenses such as tuition. To induce a worker to undertake additional schooling, he must be compensated by sufficiently higher lifetime earnings. To command higher earnings, more schooled workers must be sufficiently more productive than their less schooled fellow workers. (Becker 1964).

According to the human capital theory, the “earnings” of individuals are determined by schooling and other exogenous variables including; most importantly, work experience and ability. Also there are exogenous individual characteristics that influence the schooling decision, most notable; the ability and family background.

This research reviews inequalities in general beyond the earnings function as postulated by the human capital theory. However its contribution and challenges are still very vital to the theoretical background. The theory focuses on the alleged link between earnings and education and experience and on competing explanations for observed differences in earning on grounds like; level of education attainment, race, gender, nationality and others. The review concludes that while human capital theory provides some central insights about the supply side of the labour market, the challenges to this theory suggest that the demand side of the market, i.e., the actions of human resource managers, also play a key role in determining earnings and employment. Moreover, these challenges suggest that government policies can be instrumental in effecting a more efficient and equitable use of human resources.

The human capital theory of educational choice involves optimizing agents deciding on investments in additional schooling based on the marginal costs and the (expected) marginal benefits of extra years of schooling. Human capital investments will be continued as long as the marginal benefits exceed the marginal costs.

One of the early contributions to the realization that education was and still is an investment like any other capital investment was (Adam Smith 1776) when he made the historical classic statement that a man educated at the expense of much labour and time to any of those employments which require extra ordinary dexterity and skill may be compared to one of those expensive machines. Here Adam Smith was trying to justify the equity of sacrifice to the rewards from a job like teaching. According to Adam Smith, the work done by an educated worker (in this case a

teacher) is expected to be over and above the usual wages of common labour so that so that he/she can replace the expense of his/her education. Adam Smith's work was further supported by another classical economist - Alfred Marshal (1890). He referred to industrial training as a national investment in his Principles of Economics. (Geraint 2004) further exploits the Soviet system of regarding education as an investment. According to his writings, Soviet economists made estimates of benefits to the nation from investment in universal primary and secondary education. Such policies still guide many countries in Africa- Tanzania not exceptional because of the tangible social benefits costs, not withstanding.

The basic principle of the human capital theory stresses the role of education as a productivity enhancing investment (Becker 1964). Education policy is directed to meet the skill needs of the modern workplace and to improve the performance of the individuals in the labour market. Investment in education increases the chances of employment in the labour market and allows the workers to reap pecuniary and non-pecuniary returns and provides opportunities for job mobility. In fact, education is seen almost as universal cure to some of the most severe problems such as inequality. However this view is contradicted by (Catherine, 2000) she further asks "Does education expansion increase inequality of income by adding to the number of well-paid workers or decrease it by reducing the earnings premium that education can command"? "Supporters of public education provision, education promotes equality of opportunity and social cohesion" no wonder society is less inclined to further fund education beyond secondary education, as individuals rip off the benefits to their advantage.

Under the human capital theory, the choice to spend on education is seen as an investment decision where current opportunities are renounced in exchange for better income aspects in the future. Investing in education is equivalent to purchasing a production unit today in order to obtain the rents associated with its ownership net of depreciation associated with its usage (Daniele, 2006). This shows that the wages/earnings paid to teachers must justify their sacrifices made in acquiring that knowledge.

The human capital theory can be used to explain the link between inequalities among teachers of different education levels and if this that is why the term “investing in human capital” is synonymously used with “acquisition of education“. Human capital is embodied in people as a production input; this gives an (endogenous) explanation of the returns to education from the profit maximizing firms/schools (Daniele 2006). The human capital according to this view is akin to physical capital, the acquisition of which entails a present cost but future benefit. Therefore education may be regarded as an investment good and should be acquired until the point at which the marginal productivity is equal to the marginal opportunity cost.

2.6.2 Criticisms against the Human Capital Theory

However the use of the human capital theory is not a straight forward affair. Firms, and for the purpose of this research schools, that cannot measure productivity directly can then reward productive individuals by using education as a signal of their likely productivity. But (Offe, 2009) questions the firm’s ability to predict at the start of an employment relation, what a worker’s “marginal product “ is, given

the fact that total output of a firm can rarely be disaggregated and linked to individuals' contributions. Rather it must be seen as the outcome of a complex pattern of the ongoing cooperation of many contributions of diverse ranks and positions.

Further criticism that can be raised against the human capital theory is that; under normal circumstances workers are not remunerated for (and actually claim proportionate remuneration for) is not just; their productive contribution to the cooperative production of marketable goods and services or the utility of the labour to the firm/school; but also the disutility they experience in the process and for which they claim compensation (Offe, 2009). Wages compensate workers for not only what they contribute but for what they endure while doing it.

The theory has been criticized on several grounds. At the individual level, it has become controversial whether or to what extent education or other forms of human investment are directly related to improvements in occupation and income. (Bronchi, 2003) asserts that, raising the level of education in a society can under certain instances increase the inequalities in income distribution.

The human capital theory might not be so relevant in situations where there are serious variations between the investment in education and the rewards. The human capital theory will be inadequate if education capital goes into privately remunerative but socially unproductive activities; there is slow growth in the demand for educated labour; and when the education system provides few (or no) skills to market.

2.7 The Research Gap

A number of studies have been conducted about inequalities but more is yet to be known about the causes of such inequalities among secondary school teachers. Sharon (2012) Examined the Effects of inequalities on Teachers in Tanzania: Bennell & Mukyanuzi (2005) investigated whether there was a teacher motivation crisis in Tanzania and inequalities were discussed in relation to motivation but not the underlying causes. Ngimbudzi (2009) used the angle of inequalities to study Job Satisfaction among Secondary School Teachers in Tanzania: (The Case of Njombe District). These studies along with number of government aided programs aimed at improving the quality of education in Tanzania, show that there is a knowledge gap between inequalities, causes and the effects. And this can be filled by finding out the causes and nature of inequalities among secondary school teachers.

CHAPTER THREE

3.0 METHODOLOGY

Research methodology is the path to finding answers to stipulated research questions. In general, the term “methodology” is a guideline for solving a problem, with specific components such as phases, tasks, methods, techniques and tools. In a specific sense, research methodology is a description of the processes, philosophical concepts or theories related data collection (Kothari, 2004).

The methodology used under this research helped to establish the rationale and the choice of particular techniques used in the inquiry into the inequalities among secondary school teachers in Tanzania. The methodology of this research greatly hinges on the nature of the research its self. The research questions raised earlier, all point to one fact that this is more of qualitative research than quantitative one. When establishing the linkages between the inequalities among the secondary school teachers and the human capital investment. The methodology stuck to the qualitative principles of; trustworthiness, credibility, transferability, conformability, and authenticity.

3.1 The Research Design

A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). In situations where little is known about the research topic, like the case is with the nature of inequalities and the perception, it is

often better to start with qualitative research approach and this research design is organized to meet this basic standard.

The exploratory and descriptive nature of this research allows the use of a flexible research design where by it gives the opportunity to consider different aspects of the inequalities among secondary school teachers, some of which could be incidental but highly relevant. This kind of research design is ideal in a qualitative approach because it enables the discovery of the motives and desires of the population. It is aimed at answering the basic questions of ‘why’ and ‘how’ pertaining to the inequalities that may exist among secondary school teachers in Tanzania.

3.2 The Research Approach

The exploratory and descriptive nature of the research design called for a qualitative approach in order to understand the perceptions, experiences and perspectives of the teachers and the community; or explore the meaning they give to inequalities; or their perspectives of the inequalities among secondary school teachers.

Qualitative research approach is characterised by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. Qualitative methods fill a gap in the education toolbox; they help in understanding behaviours, attitudes, perceptions, and culture in a way that quantitative methods alone cannot. For all these reasons, the qualitative method has been adopted to guide not only the data collection techniques but also elucidate the data analysis under this study.

Qualitative research approach is usually classified as the *unstructured approach* to inquiry. This approach allows flexibility in all aspects of the research process. It is more appropriate to explore the nature of a problem, issue or phenomenon without quantifying it. “*Not everything that can be counted counts and not everything that counts can be counted*”.

The main objective of this qualitative research into the inequalities among secondary school teachers, is to describe the *variation* in a phenomenon, situation or attitude e.g. description of an observed situation, the historical enumeration of events, an account of different opinions participants have.

This qualitative approach generally aims at understanding the experiences and attitudes of not only the teachers, and the students. These methods aim to answer questions about the ‘what’, ‘how’ or ‘why’ of inequalities among the secondary school teachers, rather than ‘how many’ or ‘how much’, which are answered by quantitative methods.

The results of this inquiry into the nature of inequalities among secondary school teachers in Tanzania will help the policy makers and administrators to find solutions to an existing problem of inequalities. This orients the research towards *applied* or *action* research because it is seeking to find solutions to an existing problem. This research involves attitudes, motives and perceptions.

A number of criticisms have been raised against the qualitative research methods, mainly by researchers more familiar with quantitative methods, which aim to

measure something (such as the percentage of teachers in a particular income threshold, or the number of teachers owning a car). To them, the aims and methods of qualitative research seem to be imprecise. Common criticisms include: samples are small and not necessarily representative of the broader population; it is difficult to know how far we can generalise the results; the findings lack rigour; and it is difficult to tell how far the findings are biased by the researcher's own opinions.

Such criticisms notwithstanding, the qualitative research approach is a preferred choice in finding out the perceptions on inequalities among secondary school teachers, on the following grounds;

1. It can convey a richness and intensity of detail in a ways that quantitative research cannot. Qualitative research methods allow for much more detailed investigation of issues - answering questions of meaning, who is affected (by the issue) why, what factors are involved, do individuals react or respond differently to each other.
2. More and more recognition is being given to the individual in the process, Qualitative methods such as semi-structured interviews, case studies and narrative can ultimately reveal more about the population's view of the inequalities. Qualitative research methods serve to provide a bigger picture of a situation or issue and can inform in an accessible way. The qualitative research methods are prized over the quantitative methods because they are flexible. This is especially so because man is the centre of all research and human beings are inherently changing moment after another. The qualitative research

methods are able to capture and explore the populations' experiences and emotions. It is flexible and can bring out the subterranean reasons behind peoples actions which the quantitative research methodology is unable to.

3. Qualitative research is concerned with transferability as a way of validating findings, when the findings fit into contexts outside the study situation that are determined by the similarity or goodness of fit between the two contexts

3.5 The Area of Study

The study was conducted in Tanzania because the research is about the secondary school teacher in Tanzania. The population – including the sample group are in Tanzania that is why the study was carried out in Tanzania. Tanzania is a vast country with 28 geo-political administrative regions and 136 districts. It is virtually impossible to conduct the study in the whole country. Therefore it is necessary to scale it down and Dar-es-Salaam was chosen for this study.

Why Dar-es-Salaam?

Dar-es-salaam has a closer proximity to the administrative headquarters of most of the government ministries, notable the Ministry of Education. So any study that relates to education policies and regulations should at best be well collaborated with the head office. Dar-es-Salaam is the seat of the government. The need to collaborate the study to the policies of the ministry of education notwithstanding, there are many policies from other government agencies that have a direct or otherwise influence on education delivery across the country. So carrying out the

study in Dar-es-Salaam makes it easier to access and integrate information. Dar-es-Salaam is the largest commercial capital and the life-line of the economy. Much as Dodoma has been touted to be the capital city of Tanzania, Dar-es-Salaam is and will for some time remain the umbilical cord of the country. It epitomizes what is happening around the whole country. And the results of this qualitative study carried out in Dar-es-Salaam can conveniently be transferred to fit into the circumstances of other towns around the country. Conducting this research in Dar-es-Salaam will bring it in close proximity with better and more equal services. Including; water, transport, telecommunication medical and others all of which will make the research easier and cheaper than would otherwise have been.

Dar-es-Salaam is cosmopolitan in nature and being the largest city in the country, it has people from all walks of life and teachers are not an exception. This brings many experiences from vast background and it is this diversity in experiences that truly enriches this qualitative/interpretive study. Dar-es-Salaam gives the better of the two worlds on the rural-urban scale. Regardless of the influence of urbanization there are vestiges of settings extending from Pugu-kajiungeni to Mabwepande forest reserves. In this dualistic mix, rural and urban schools live side by side in competing but a complementary manner. One does not have to travel to upcountry districts to have a first hand experience of rural life because all this is found in Dar-es-Salaam. The rural secondary schools exhibit characteristics of peripheral lives and systems. This makes it Dar-es-Salaam an ideal place to conduct this research. Dar-es-Salaam has three administrative districts; Ilala, Kinondoni, and Temeke, all of which have similar characteristics. But this study will be conducted in Kinondoni district.

Why Kinondoni District?

It is by comparison the largest of the three administrative districts with an area of about 531 km². It lies on the northern fringes of Dar-es-Salaam, Tanzania, the other districts being Temeke (to the far Southeast) and Ilala (downtown Dar-es-Salaam). To the east is the Indian Ocean, to the north and west the Pwani Region of Tanzania. The 2002 Tanzanian National Census showed that the population of Kinondoni was 1,083,913. The original inhabitants of Kinondoni were the Zaramo and Ndengereko, but due to urbanization the district has become multi-ethnic. It is this multi-ethnicity that makes Kinondoni a miniature/microcosm of the country. This makes it an ideal place to carry out this research on the inequalities among secondary school teachers. Kinondoni district is home to many universities including the oldest and biggest university in the country University of Dar-es-Salaam. Also the Open University of Tanzania is found at the heart of Kinondoni. Other universities include; Tumaini university, International Medical and technology University and other colleges.

Kinondoni has more secondary schools of which many are publically owned while others are privately owned and ran. With such a big number of schools it is synonymous with a big number of teachers to cover for the big demand for the education services. It is this confluence of a big number of students, teachers and the overall population that makes Kinondoni district an ideal area to where the study should be carried out.

3.6 The Population

The population studied varied in composition and structure, but in general the following categories were given special attention; Secondary school teachers, and

students. Each of the identified groups of the population gave information and experiences about inequalities that exist among teachers and below are some of the expectations from each group.

Secondary school teachers in the sample gave a firsthand experience regarding the inequalities. With their contribution, it was easier to define the types of inequalities that exist among the secondary school teachers. They are at the vanguard of this search for answers as far as the inequalities are concerned. Without violating any ethical standards, the secondary school teachers painted a more realistic picture of the situation on the ground. And using the human capital theory the research traced the connection between the investment in education and the returns thereafter basing on the first hand counts of the secondary school teachers.

Heads of schools are mostly if not all teachers themselves. They are in many ways equally affected by the inequalities just like any other ordinary teachers. This subgroup of the population shares some characteristics just like the administrators, but their major role is limited to the schools they are running. This notwithstanding, they welcomed the research team in their schools and where possible helped in drafting part of the sample population. It is with their permission that the techniques of research were implemented in their schools. Such is the important role of the heads of schools.

Students are another important segment of the population whose experiences were considered vital for the research. They meet different teachers, day-in, day-out, hour

after hour. And if anyone can identify the inequalities among the teachers, it is the students. Though they lack a broader view of the input and output dynamics of the whole study their experience of the inequalities among the teachers greatly enriched the debate. Students illustrated the rural/urban, public/private aspects of the area of study, their contribution was very important in capturing the populations' experiences.

3.7 Sampling Techniques

Sampling is a data collection method that includes only part of the total population (Kothari 2000). Sampling is ideal when the population is too large to consider collecting information from all its members. Instead a sample of individuals is selected hoping that the sample is representative of the population.

When taking a sample, the following questions were confronted: What is the group of people from which the sample was drawn? How many people were needed in the sample? And how were these people be selected?

For this research, Kinondoni district has been identified as a suitable geographical sample. However it would be mindboggling to involve every identified player in Kinondoni district, in the study. And even if one contemplated to do so the logistical and administrative challenges would overwhelm such a move. Nonetheless, a representative sample of the population under study can be obtained. This sample had the same characteristics of the population under review. In doing so the following sampling techniques were skillfully used; this being more of a qualitative research, the research design led to the non-probabilistic search for participants in the

research sample by using the following sampling types techniques; *Purposive*, *Snowballing*, and *Opportunistic*.

3.7.1 Purposive Sampling

Under purposive sampling, the researcher selects people on the basis that they are likely to be relevant to the subject being studied (Mark *et al.*, 1997).

The advantages of purposive sampling include; the researcher has significant control over the individuals in the research sample. This allows the researcher to actively direct the research to the area of for which it is intended – *this ensures the authenticity of the study*.

The disadvantage of purposive sampling is that the researcher can be accused of being judgmental. This raises questions regarding the independence of the respondents that can seriously diminish the validity of the results. But in during this study all efforts were taken to diffuse this counter claim by sticking to objectivity and neutrality.

3.7.2 Snowballing

Here the researcher starts with very few people and ask them for recommendations of further people to interview who fit the criteria of the study. When interviewing these people the same procedure is applied and gradually a sample is built up (Mark *et al.*, 1997). Those that were contacted for the interview were asked to recommend another teacher whom they thought had the relevant qualifications and experiences for the study.

Snowballing sampling is advantageous when the sampling frame is available. And when studying a close-knit group of people who, however, do not necessarily appear on any lists. The links between individuals that such approaches reveal can unveil important insights, as well as providing one with a sample.

3.7.3 Opportunistic Sampling

This is also known as *incidental, accidental, grab, convenient sampling*. It is a type of non-probability sampling which involves the sample being drawn from that part of the population which is close to hand. This was used when testing questionnaires at Dar-es-Salaam Independent School.

Here the population was selected because it is readily available and convenient (<http://en.wikipedia.org/wiki/Sampling>). The researcher studied all individuals he/she came into contact with – for example the researcher studied the teachers he met during the school lunch breaks from 1pm to 3pm. However it has been criticized on the ground that it does not yield a representative sample.

3.8 Sampling Procedures

The following sets of procedures were followed when building up the sample. (What qualified a person or institution to be included as a sampling unit in the study?). For a secondary school teacher to be included in this study as a sample unit, he/she must have been in the teaching profession for not less than two years. Such a period of service was seen as enough for a teacher to accumulate enough experience or information about teaching in secondary schools in Tanzania. Also the teacher must be currently at work so as to give current and up-to-date information.

Ten students were selected in the study as a sample unit. Each student must have spent at least three years of secondary school education, preferably at Advanced level. Also the students must have experience and information about teachers and inequalities that exist among teachers in Tanzania.

Thirty secondary school teachers were included in the sample and they were considered credible, because they met the minimum requirements of two to three years working experience as secondary school teachers, and were willing to share their experiences and perceptions on the inequalities that exist among secondary school teachers in Tanzania.

3.9 Data Collection Methods

Data collection is any process of preparing and collecting data, for example, as part of a process improvement or similar project. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues, or to pass information on to others. Data is primarily collected to provide information regarding a specific topic. (*Methodology/Data collection - Wikipedia, the free encyclopedia.mht*).

Data collection followed the completion of; formulating the research problem, development of a study design, construction of a research instrument and the selection of a sample. The data collected to draw inferences and conclusions of the study. Depending upon plans and time frame, a choice was made to start with questionnaire, then interviews so as to make a follow-up on the issues raised in the questionnaire especially in the structured questions and /or make observations.

Qualitative research methods were used and generated data primarily in the form of words, not numbers. Some of the most common data collection methods for this purpose included; *Questionnaire; Interviewing; and Observation.*

3.9.1 The Questionnaire

The basic questionnaire method involves providing respondents with a printed list of questions to be answered (Mark *et al.*, 1997). The questionnaire method involved pre-printed questions that combined the close and open ended questions. These questions were supplied to the research sample i.e. the secondary school teachers and students. Questionnaires were very useful in structuring and finding a common measurement to the respondents' answers, some of which were *random* and *unstructured* during the interview sessions.

The three basic types of questionnaires used in this study included; Closed –ended; Open-ended and a combination of both.

Closed – ended Questionnaire:

Closed ended questions include all possible answers/prewritten response categories, and respondents were asked to choose among them. For example multiple choice questions, scale questions. The sample units were asked the same questions in the same manner and if they expressed a difference of opinion in answering the questions, these variations are a result of a “true” difference of opinion, rather than as a result of how the questions were asked.

Closed – ended questions were used in this research because they attract the attitudes of the teachers and students by providing them with a set of scales ranging from for example ”strongly agree” to “strongly disagree”.

When constructing close – ended questions especially those that aimed at measuring different opinions and extents, measuring techniques were skilfully applied. Here numbers are assigned to objects or observation. According to Kothari (2004) measurement is process of mapping aspects of a domain onto other aspects or a range according to some rule of correspondence.

When designing close–ended questionnaires, different measuring scales were used, depending on their mathematical properties. These included; nominal, ordinal, interval scales and ratio scales. For example; schools were assigned numbers that were used to differentiate one school from another but such numbers have no other meaning – nominal scales.

Open-ended Questionnaire:

An Open-ended question allowed respondents to answer in their own words. This type of questionnaires did not contain boxes to tick but instead left a blank section for the respondents to write an answer.

Whereas closed ended questionnaires might be used to find out the income threshold of a teacher, an Open-ended questionnaire might be used to find out what people think about such an income range.

Commonly solicited data in open-ended questions include: opinions of respondents on a certain issue; reasons for certain behaviour; and descriptions of certain procedures, practices or perceptions with which the researcher is not familiar.

Combination of both:

Actually the questionnaire used in this study was a combination of both open-ended and closed questions. Such questionnaires begin with a series of closed –ended questions, with boxes to tick or scales to rank, and then finish with a section of open-ended questions or more detailed response.

The construction formulation of the questionnaires:*Wording and structure of questions*

- (i) Questions were kept short and simple so as to avoid double barrelled questions like; two questions in one
- (ii) Negative questions which have “not” in them were avoided because they are confusing for respondent to agree or disagree.
- (iii) Questions that would cause embarrassment (*Prestige Bias*) were avoided because they would force the respondent to a give false answer in order to look good. This includes questions about educational qualifications or income that might elicit this type of response
- (iv) For sensitive issues like and education levels, indirect questions were used because with indirect questions respondents can relate their answer to other people.
- (v) When constructing closed-ended questions, all possible answers were covered so as not to constrain the respondents. “Don’t Know” category were also added.
- (vi) Leading questions that lead the respondent to answer in a certain way were avoided. For example, “How often do you wash your car?” assumes that

respondent has a car and he washes his car. Instead, respondents were asked *filter questions* to find if s/he had a car, and then, 'If you wash your car, how many times a year?'

Length and ordering of the Questions:

- (i) The questionnaire was kept as short as possible because most respondents enjoy answering easy questions.
- (ii) In order to maximize validity and reliability, a combined questionnaire, with open ended questions was used.
- (iii) Questions were designed to be as interesting as possible and easy to follow by varying the type and length of question
- (iv) Questions were grouped into specific topic and theme as this made it easier to understand and follow.
- (v) Importance was placed on the Layout and spacing because cluttered Questionnaire is less likely to be answered.

Piloting the Questionnaire

After the construction of the questionnaires, they were tested out to see if it is obtaining the result required. This was done by asking the teachers and administrators of Dar-es-Salaam independent School in Kinondoni to read through and see if there are any ambiguities not noticed earlier. They were also asked to comment about the length, structure and wording of the Questionnaire and alter the questions accordingly, as a consequence:

The question about personal information relating to the respondents income threshold was withdrawn; the question that required the respondent to clearly state his/her age was altered to given age brackets; the semi-structured question regarding the possible causes of causes of inequality was changed. Instead the respondents were required to give their perceptions by ranking the possible forms in which inequalities were exhibited; questions that deliberately mentions wage differences were omitted because respondents only limited their understanding of inequality to wages and salaries.

Administration of the Questionnaires

Some questionnaires were supervised so as to maximize benefit from the purposive research sample frame. The researcher delivered the questionnaires in person to the sample units including; secondary school teachers and students, whose experiences and views towards inequality greatly helped to answer the research questions.

Some questionnaires were semi-supervised. The research questionnaires were delivered to the sample units (teachers and students), but they were given time to think, read, complete the questions and later collected for analysis.

3.9.2 Interviewing

Interviewing is a way to collect data as well as to gain knowledge from respondents who are presented with oral-verbal stimuli to which they will supply suitable oral verbal responses. Interviewing is a reliable tool when filtering the individual biases of the respondents especially those that cannot be quantified. Kvale (1996) regarded interviews as “an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production.”

The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996). Interviews are a systematic way of talking and listening to people (<http://www.who.int>) at the same time, they are another way to collect data from individuals through conversations. The researcher used open questions and the data that was collected from the respondents was the primary data for the study.

Interviews are central in this qualitative research because they are ways for participants to get involved and talk about their views. In addition, the interviewees were able to discuss their perception and interpretation regarding inequalities among secondary school teachers. An interview is not simply concerned with collecting data about life: it is part of life its self; its human embeddedness is inescapable (Cohen *et al.*, 2000).

In-depth (also referred to as qualitative or unstructured) In-depth interviews

This study mainly depended on the in-depth interviews because they were less structured than semi-structured ones. Only one or two issues (a topic guide may not be used, or may just have a few broad questions on it). This type of interview was used to explore in detail the teachers' and students' own perceptions and accounts.

Personal Interviewing:

It is very flexible and can be used to collect large amounts of information. Using personal interviews, it was possible to hold the respondent's attention and to clarify difficult questions, by guiding the interviews, explore issues, and probe as the

situation requires. Personal interview can be used in any type of questionnaire and can be conducted fairly quickly.

Focus Group Interviewing:

Focus group discussions were conducted by inviting five to ten students and or teachers to gather for a few hours with the researcher to give their experiences and views towards inequalities that exist among secondary school teachers in Tanzania. The meetings were held in a pleasant place, and refreshments where possible were served to create a relaxed environment.

Focus group discussions require objectivity, knowledge of the subject and industry, and some understanding of group in this case the sample units among which; teachers, students, school administrators and others.

The moderator started with a broad question before moving to more specific issues, encouraging open and easy discussion to bring out true feelings and thoughts. At the same time, the interviewer focused the discussion, hence the name *focus group interviewing*.

Comments were recorded through note taking or videotaped and studied later to understand perceptions and participants' experiences regarding inequalities.

The nature of information sought for was quite private and some of it like *rents obtained from other non-salary earnings* can only be obtained through a carefully organized and conducted interview. There is a comparative spin on things that will only be possible with unstructured interviews in which there is enough room for

flexibility. Nonetheless, standard question were presented to all respondents so as to put a measuring scale on the responses given so as to come up with a more reliable outcome.

There are a number of interviews, used in the research included:

- (i) Structured interviews, (to maximise validity and trustworthiness)
- (ii) Semi-structured interviews, (to ensure reliability and transferability)
- (iii) Unstructured interviews, (to ensure flexibility and conformability)
- (iv) Non-directive interview (ensure authenticity).

Structured Interviews

A structured interview is sometimes called a rigid or standardized interview. Here the same questions are asked of all respondents. According to Corbetta (2003) structured interviews are interviews in which all respondents are asked the same questions with the same wording and in the same sequence. It would be ideal if questions can be read out in the same tone of voice so that the respondents would not be influenced by the tone of the interviewer (Gray, 2004).

The goal of this style of interview is to ensure that interviewees' replies can be aggregated. Questions are usually very specific and very often the interviewee a fixed range of answers (this type of question is often called *closed, closed ended, pre-coded, or fixed choice*).

Probing can be a problem area for structured interviews. Respondents may not understand the question and unable to answer it. Moreover, respondents may not

have received sufficient information to answer the question. (Bryman 2001) clarifies; the problem in either situation is obvious: the interviewer's intervention may influence the respondent and the nature of interviewers' ability in respondent's replies that does not reflect 'true' variation.

The strengths of structured interviews are that the researcher has control over the topics and the format of the interview. This is because a detailed interview guide is used. Consequently, there is a common format, which makes it easier to analyze, code, and compare data. In addition, a detailed interview guide can permit inexperienced researchers to do a structured interview (<http://www.who.int>).

Semi-structured Interviews

Semi-structured interviews are non-standardized and are frequently used in qualitative analysis. The research is based on a list of key themes, issues, and questions to be covered.

In this type of interview the order of the questions can be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked (Corbetta, 2003). The order in which the various topics are dealt with and the wording of the questions are left to the interviewer's discretion. Within each topic, the interviewer will be free to conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish his own style of conversation.

Where necessary, additional questions were asked and some questions were not anticipated in the beginning of the interview. Note taking or tape recording documents the interview. This type of interview gave the researcher opportunities to probe for views and opinions of the interviewee. Probing is a way for the interview to explore new paths which were not initially considered (Gray, 2004).

The strengths of semi-structured interviews are that the researcher was able to prompt and probe deeper into the given situation. In addition, the researcher was able to explain or rephrase the questions in situations where the respondents were unclear about the questions.

The drawbacks are inexperienced interviewers may not be able to ask prompt questions. If this is the case, some relevant data may not be gathered. In addition, inexperienced interviewers may not probe into a situation. The interviewer needs to probe and find out the reasons and ask for explanations.

Unstructured Interviews

This type of interview is non-directed and is a flexible method. It is more casual because there is no need to follow a detailed interview guide as each interview is different. Interviewees are encouraged to speak openly, frankly and give as much detail as possible.

Usually the interviewer has received virtually little or no training or coaching about the interview process and has not prepared much. The interviewers ask questions that respondents would be able to express their opinions, knowledge and share their experience.

This can create some problems because the interviewer may not know what to look for or what direction to take the interview. The researcher may not obtain data that is relevant to the question of the study. The interviewer needs to think about what to ask and to ask questions carefully and phrase them properly and know when to probe and prompt.

In an unstructured interview the researcher has to be a good listener and note new or interesting data the interviewee gives. It “requires good communication and facilitation skills” (<http://www.who.int>).

The strengths of unstructured interviews is that no restrictions are placed on questions. It is useful when little or no knowledge exists about a topic. So, background data can be collected. Unstructured interviews are flexible and the researcher can investigate underlying motives.

The drawbacks of unstructured interviews are that they can be inappropriate for inexperienced interviewers. The interviewers may be biased and ask inappropriate questions. Also, respondents may talk about irrelevant and inconsequential issues. Consequently, it may be difficult to code and analyze the data.

Non-directive Interviews

The structured and semi-structured interviews are somewhat controlled by the researcher who has set the issues and questions. In non-directive interviews there is no preset topic to pursue. Questions are usually not pre-planned. The interviewer

listens and does not take the lead. The interviewer follows what the interviewee has to say. The interviewee leads the conversation.

The interviewer has the objectives of the research in mind and what issues to cover during the interview. The interviewee is allowed to talk freely about the subject. The interviewer's role is to check on unclear points and to rephrase the answer to check for accuracy and understanding (Gray, 2004).

The interviewer does not know which direction the interview takes. Non-directive interviews have their origin in dynamic psychology and psychotherapy with the objective to help patients reveal their deep-seated and subconscious feelings (Corbetta, 2002).

The strengths of non-directive interviews are to find the deep-seated problem and the subconscious feelings. On the other hand, the drawbacks are that there are no directions or issues to explore which can cause some problems in coding and analyzing the data.

3.9.3 Observation

(Kothari 2004) defined observation as a method of collecting information by way of investigator's own observation, without interviewing the respondents. The information obtained under observation relates to what is currently happening and is not complicated by either the past behaviour or future intentions or attitudes of respondents.

Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed). The benefit of

covert observation is that people are more likely to behave naturally if they do not know they are being observed. However, when conducting covert observation, there is a strong need to consider the ethical problems related to concealing what is observed.

The observation method was used by observing the secondary school teachers without asking questions. This was relevant especially to the schools that were visited. Main areas of observation included the school administration and without questioning it was possible to see the relative age and gender ranks among the teachers in the respective schools. The main objective of the research being inequalities, the extent to which observation can gain insight into this was quite limited. There is no way one can observe the income or pattern of expenditure and come to any logical conclusion. For that matter, the information obtained from the observation technique was circumspect and needed to be correlated with information from other techniques.

The key aim behind observational methods is to avoid the construction of an artificial research environment which would occur if one approached somebody with a clipboard or even sent them questionnaire through the post. The latter methods only provide a static snapshot of social reality and as a result miss out the most important fact about societies – namely that they consist of people interacting in a dynamic way (Mark *et al.*, 1997).

Observation yielded information which people are normally *unwilling or unable to provide* e.g. the means of transport the different teachers use when coming and

leaving the school; the nature of dressing or attire worn by different teachers; the quality of the furniture in different offices not only in the same school but between schools included in the sample.

The effectiveness of the observation tool was limited in a sense that; some feelings, beliefs and attitudes behind the inequalities could not be observed. *Due to such limitations, the observation tool was supplemented with other survey tools like questionnaires, and interviews.*

Participant observation

Since the researcher is also a secondary school teacher, it was possible to live the experiences of the sample group. The information got from this tool though difficult to put a quantitative yardstick to it, is void of biases and dispositions that would arise from the other tools.

At one extreme, the observer was a full participant in the activities inherent in the situation; at the other end of the continuum. As a 'participant-as-observer' the researcher was fully involved in the activities of the group and the members of the group were aware of his status as a researcher.

Closed settings

Besides the covert and overt researcher role, observation in closed versus open/public settings can be distinguished. Closed settings are places which are not open to the general public such as companies, schools, or private clubs. Most of the observation under his research into the inequalities among secondary school teachers

in Tanzania will take place in schools, which are closed settings. And the process of gaining access to such settings can be lengthy and complex.

3.10 Validity and Reliability

The accuracy, dependability and credibility of the information gathered in this study depend on the extent to which validity and reliability were addressed.

Reliability refers to the ability to replicate the results of the study. But this might not be possible in a qualitative study like this one because the respondents' experiences not only differ but also change over time. That is why the term "dependability" is preferred. While Validity on the other hand is the ability of the research to investigate what was intended (trustfulness).

In practical terms, during this research the methodology was used aiming at being: Reproducible: that is, someone else could use the same topic guide to generate similar information; Systematic: to ensure that we are not just picking interviewees or data that support our pre-existing ideas about the answers; Credible: the questions asked, for instance, and the ways in which they were asked were reasonable for generating valid (or 'truthful') accounts of phenomena. Transparent: methods were written up so that readers could find out exactly how the data was collected and analysed.

There were different types of interviews used during this qualitative study. They ranged from semi-structured (using a topic-guide) through to less structured and very

detailed (such as life histories), all of which are crucial for maximising validity and reliability.

In order ensure validity and reliability Triangulation of data was used when reporting the findings/results of the study. It involved the comparison of data relating to the same issue or phenomenon of investigation but from different perspectives or from different methods of collection: for example, there is a comparison of data from different sets of participants (teachers and students); or comparison of data from different tests that purport to measure the same variable (questionnaires and interviews). Data was therefore crosschecked in order to answer the research question. Triangulation of data has also been used in the research results, as well as to provide additional insights.

3.11 Ethical Issues

Collecting data through any of the methods involved an awareness and adequate preparation for some ethical issues in relation to the participants and the researcher. These include;

Collecting information. When requesting for information, care was taken not put pressure or create anxiety on respondents. Where possible, questions relating to detailed information on individuals and institutions were avoided.

Seeking consent: Participants showed their willingness to participate in the research by filling out a consent form. In every discipline it is considered unethical to collect information without the knowledge of the participant, and their expressed willingness and informed consent. This was voluntary and without pressure of any kind.

Providing incentives: There were not incentives given as a reciprocation of the information obtained. Participants took part full aware that this was purely an academic research aimed at availing more information about inequalities.

Anonymity and confidentiality. All participants were assured of anonymity and their contributions will remain confidential. That is why Pseudonyms applied when reporting findings in chapter four.

Avoiding bias; Even if the researcher himself is a teacher and on more than one occasion experienced inequalities, all steps were taken to avoid bias and allow the respondents to give their perceptions and views.

Provision or deprivation of solutions: At no time during the course of the research were the respondents given solutions to the challenges that they faced, this would have been unethical. That is why leading questions were seriously avoided.

Reporting of findings; The report the findings are based on the transcribed accounts of the respondents and it is more narrative than analytical. It would have been unethical to slant the findings to serve the researcher's or someone else's interest.

3.12 Data Analysis

Data analysis involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in a manner that they answer the research questions (objectives) (Dawson, 2002).

3.12.1 Qualitative Data Analysis Methods

This research into the inequalities among secondary school teachers in Tanzania was largely qualitative. Therefore it required qualitative data analysis method which include; the *thematic approach*, the *descriptive approach*, or *more in-depth methods*. For this research, the thematic analysis was sufficient.

3.12.2 The Thematic Analysis

A thematic analysis is one that looks across all the data to identify the common issues that recur, and identify the main themes that summarize all the views that have been collected. This is the most common method for descriptive qualitative projects.

Qualitative data analysis is a very personal process with few rigid rules and procedures. In order to capture the respondents' true experiences and perceptions regarding the inequalities among the secondary school teachers in Tanzania, a *Content Analysis* was made. *Content Analysis* under the thematic approach, means analysing the contents of an interview in order to identify the main themes that emerge from the responses given by the respondents. The key stages in a thematic analysis are:

Step 1; Read and annotate transcripts:

This is the most basic stage. Here preliminary observations are made but an overview of the data is not provided. This is particularly useful with the first few transcripts, where the researcher is still trying to get a feel for the data.

Step 2; Identification of the main themes;

There is a need to carefully go through the descriptive responses given by respondents to each question in order to understand the *meaning* they communicate.

(‘What is going on here?’). From these responses it is possible to develop broad themes that reflect these meanings. Respondents may use different words and language to express themselves. It is important to select wording of the theme in a way that accurately represents the meaning of the responses categorized under a theme. These themes become the basis for analyzing the text of unstructured interviews. The themes will be made as abstract as possible. This means not just summarising the text, but trying to think what the text is an example of. The next step is to start looking in detail at the data to start identifying themes in the margins of each transcript or set of notes, to note what the respondent is referring to. It is useful to number the lines, to make it easy to refer to each segment of data when coding.

Step 3; Assign codes to the main themes:

If there is need to count the number of times a theme has occurred in an interview, then a selection of a few responses to an open-ended question and identify the main themes is made. The identification process of the themes from the same question continued until a saturation point was reached. The themes were written and each is assigned a code, using numbers or keywords.

These initial themes were gathered together to begin to develop a coding scheme. This is a list of all the themes, and the ‘codes’ that were applied to the data, some of the codes were: *Wage differences (could be given code number 1); Gender inequalities (could be given code number 2); Promotion and rank (code number 3); Education level differences (code number 4); Giving advice on what to do (code*

number 5); Personal preferences (code number 6) Each broad code had a number of sub codes.

Step 4; *Classification of the responses under the main themes:*

Having identified the themes next step was to go through the transcripts of all the respondents and classify the responses under the different themes. Then codes were applied to the whole set of data, by either writing the codes on the margins of transcripts or marking/highlighting the text.

Step 5; *Integrate themes and responses into the text the research report.*

After identifying the responses that fall within different themes, the next step was to integrate into the text of the report. While discussing the main themes that emerged from their study, verbatim responses were used to keep the feel of the response - where appropriate.

CHAPTER FOUR

4.0 THE FINDINGS

4.1 Introduction

Results of the study were clustered into four sections: description of the brief notes produced by observing the teachers during the distribution of the questionnaires, group interviews results, and questionnaire responses. The, triangulated data is hereby presented in this chapter. The themes identified within the data include: (a) participants' definitions of inequality, (b) the awareness of the nature and existence of inequalities, (c) the participants' perceptions on the level of education and inequalities (d) the link between productivity and the rewards thereof (e) dealing with inequalities.

4.2 Characteristics of the Participants

Demographically, participants differed in terms of age, gender, religion and nationality. The majority of the students were Tanzanian, but there were also a handful from West and Southern Africa – (names of countries deliberately omitted so as to ensure confidentiality). This also applied to the teachers that responded to both the questionnaires. There was a mixed bag of nationalities including the majority Tanzanians but there was no shortage of other East and Southern African countries. This gave the research a wider spectrum in terms of experiences. These diversities notwithstanding, all participants met the basic criteria of participating in the research and their experiences enriched the data collected.

Unfortunately the ratio of female participants in both the teacher and student categories was small compared to the males. Nonetheless, those that participated

brightened the responses in equal measure to the extent that it was hardly noticeable that there were fewer female participants.

Table 4.1: Number Participants in the Questionnaire Sample

	Male		Female		Total	
	No.	%	No.	%	No.	%
Teachers	25	71.4	10	28.6	35	100
Students	10	66.6	5	35.4	15	100

Source: Researcher's own analysis, (2013)

Table 4.2: Number Participants Interviewed

	Male		Female		Total	
	No.	%	No.	%	No.	%
Teachers	4	80	1	20	5	100
Students	10	66.6	5	33.4	15	100

Source: Researcher's own analysis, (2013)

Table 4 3: The Level of Education of the Teacher Respondents

Male		Female		Total
Degree	Diploma	Degree	Diploma	
22	3	8	2	35

Source: Researcher's own analysis, (2013)

The research question for this study - What are types of inequalities and what are the participants' perceptions regarding inequality among secondary school teachers - led me to develop questionnaire and interview questions about participants' experiences with inequality and how they defined and classified inequality. In order to be able to fully grasp the concept of inequality, an understanding of participants' definitions of inequality was needed. These definitions encompassed the participants' perceptions

of how they viewed inequality. The analysis of participants' definitions of inequality led to four sub-themes: (a) overall definitions that include inequalities between individuals and between groups, (b) inequalities and motivation, (c) the gender inequalities, and (d) the view on rewards based on inequalities

When asked "How would you define inequality?" For the most part participants both teachers and students tended to define inequality in terms of wage earnings the only time they widened their understanding and perception of inequality among secondary school teachers, to include things like gender inequality, promotion inequalities, productivity inequalities and others, was after being probed. The probes induced exiting definitions.

Doris defined inequality as;

I am not sure but.... according to me it means unfair distribution of resources. I think it is when some people receive more than others.

Mstapha offered a broader definition noting, "*Inequality would be when somebody is raised above another person so as to get an unfair advantage in terms of payment*"

Hanna defined inequality as differences in salaries. "*Inequalities among teachers is obviously the differences in salaries between the highly paid teachers and the less paid teachers*"

Respondents were asked in the questionnaire, to rank on a scale of 1 to 5 the areas where they thought inequalities were manifested with 1 showing the strongest and 5

the weakest. The results of this inquiry showed wage/salary inequalities are most common, followed by gender and inequalities in access to professional development.

Table 4.4: The Rating of Prevalence and Type of Inequalities

INEQUALITY		1	2	3	4	5
1.	Wage and salaries	20	8	2	3	2
2.	Gender	18	10	1	1	5
3.	Non wage rewards	6	10	9	6	4
4.	Levels of education	4	5	6	20	-
5.	Opportunities for professional development	1	28	2	2	2
6.	Age	-	20	10	5	-
7.	Promotions	6	10	6	5	8

Source; Researcher's own analysis, (2013)

Mstapha also used unfairness as the main ground on which to define inequality. "According to me inequality among teachers is when some teachers are favoured and others are not. For example some women teachers do not receive equal treatment like the male teachers you know..." when asked to explain more about what she meant by unequal treatment she said " some teachers are given bigger work-loads in terms of lessons per week and receive the same amount of money like other teachers with fewer lessons per week"

Further probes also helped to attract responses about the nature of inequalities among secondary school teachers. Respondents were asked as to whether teachers were equal in productivity. The student respondents never hesitated to provide an answer

as compared to the teachers. They were quick to say that teachers were not equal in productivity and in many other respects. As one student – Khalid commented that from his experience,

I know that there are a lot of inequalities among teachers, especially when it comes to salaries. In private schools teachers get more money and you can see them coming to school driving their cars but when it comes to public schools, the teachers take private bicycles. This is because of this income differences some people start to consider them different when actually they are the same and others were only more fortunate than others.

This view when triangulated with the researcher's own observations during the research and especially those schools visited when handing out questionnaires to the sample, there were marked inequalities between the secondary schools in Kinondoni. The international schools visited had a packed up parking area with the teachers' cars while almost none was found at the CSS commonly known as "*Shule za Kata*".

Through observation the nature of office furniture not only in the respective administrative blocks, but also in the staffrooms, spoke eloquently about the inequalities that existed among the secondary school teachers. Further observation like nature of dressing and others revealed neither differences nor any sign of inequality. Therefore the research had to depend more on the information obtained from the questionnaires and the interviews.

In response to the question that asked; in what ways can inequalities be seen? Claudio answered "according to my experience, some teachers are brief while others are detailed; some produce better grades while others do notyou know..."

The respondents both teachers and students were further probed as to whether the idea that there are inequalities between teachers is true? Most of the responses were definite in their response in confirming that the inequalities really existed. Maurine; “I think we should sit and discuss this issue because it is real” According to her,

Different teachers have different education levels. Other teachers get to teach after completing their form 6, others after completing their diplomas or certificate and others are university teachers with degrees and others pursue their Masters and PhDs.

Amina and Haika kept their comprehension of inequality to the payment according to Amina “*inequalities exist when people are paid differently*” while Haika viewed “*inequality exist in terms of differences in salaries, wage and allowances*”. Masawe; went beyond the reward dimension mostly understood by many and broadened the spectrum of understanding inequalities. He emphatically said that “*Yes there are inequalities in form of the level of education the exposure and experience the teachers have in the field*”

The definition and manifestation of inequalities attracted many contributions including the racial aspect from Abdul according to him;

Yes I think there are inequalities when it comes to applying for a job, persons who come from the UK, the US compared to a person from a less developed country like Tanzania and Kenya, in most cases they have an upper hand in getting a job compared to a person from Kenya and Tanzania, even if they have the same qualifications or even when this guy is better .

This racial and religious dimension of inequalities was shared by Doris;

There are definitely inequalities. It also depends on what type of school you go to. For example my school is a Christian led religious school. They are not looking for profit, what they usually do is to go for teachers who would volunteer rather than asking for money. But most Tanzanians would not be willing to volunteer but they have the qualifications. That is why most volunteers come from overseas and they might not necessarily have the qualifications to teach that subject.

This view of inequalities as a result of discrimination and favouritism among teachers was expounded by Arnold; “*Yeah, I believe there are inequalities but specifically you find that one could be favoured with better opportunities even if their qualifications are similar or even better*”.

Further probes about the understanding of inequalities and how they are manifested in the school setting pushed our understanding of this term to a new level. For example Haika said that “*The access to the other development courses can also create inequalities between those that have received the training and those that have not.*”

This was echoed Masawe who identified inequalities in terms of formal and informal education;

Here I refer to how much one has spent in formal education; certificate, diploma, bachelors degree, masters or even PhD. All these are inequalities especially the way people perceive things is greatly

affected by the level of education”. He further explained that “There is another level of education that no one has been able to assess – informal education. Some one might have it and he is a better teacher but he lacks the certificate to justify that.

The understanding of inequalities now went beyond the simple to complex definitions. The probing questions managed to elicit responses like that by Haika;

The inequalities are basically wages/payments and the education qualifications. When it comes to those that have not gone to school, trust me you need to have seen many blackboards to justify the message before the students. You could have a broad knowledge on issues. You might have personal experiences but they must be backed up by papers.

This raised the tempo of our understanding of inequalities and the students’ responses to what they saw as inequalities among secondary school teachers touched the issue of the teachers ability to deliver and the link with the level of training. According to Sophia “*different teachers have different styles of teaching depending on their courses and the amount of time they spent studying. Some teachers can teach theoretically while others can use books and just teach and cannot defend their points. Others sit down and just order people what to do. So yeah when you come from different schools, you come across different teachers.*”

In order to eliminate a possible misunderstanding, respondents were asked to clarify between inequalities and differences. Does it mean that whenever there are differences, are there inequalities? According to Arnold;

Let inequalities be inequalities and differences be differences. You find that teachers use different skills. There is one teacher just using the book and no relevant examples for the students to understand more. But you also find another teacher using the same skills like the other teacher using examples. From there you can see there are different teaching styles but not inequalities.

If we can't put teachers on the same standard does it mean that any shortfall from the standard means inequality? Some teachers have masters degrees others diplomas do you consider that an inequality?

4.3 Awareness of the Nature and Existence of Inequalities

Respondents were asked to explain in what ways do inequalities show up among secondary school teachers? Impressive information was picked from the questionnaires but needed some supplementation by the information gathered from the interviews. When asked in questionnaire; whether inequalities are a serious problem in many secondary school in Tanzania, the results from the linkert scale in Table 5 showed that the majority of the respondents – 57% confirmed the information in the literature review.

4.3.1 Wage/Salary Inequalities

The triangulated report of the information obtained showed that the respondents had a living experience with inequalities and were willing to give their perceptions and

their awareness of the inequalities and how they were manifested. When asked to give their personal experiences in the schools they attended as students and teachers, regarding the nature or inequalities that exist, Doris said;

It depends on what country you came from, what is your religion, or relationships. You find that whenever a teacher is related to the headmaster, they tend to favour that kind of teacher. And also gender sometimes. Some can feel that a certain subject cannot be taught by a woman or a man depending on what subject for example cooking. Moreover there are many male chefs.

When probed as to whether the nepotism that underlines inequalities could also be between or among the local population, Mr. Joel accepted “*Yes it is there but if we wanted we can even look at it from a tribal point of view. Yes inequality of race is there some schools are like; they would first consider someone from America, Europe, or South Africa.*”

Haika a teacher herself cut the ice by expressing her experience in the labour market regarding the inequalities can take on a racial dimension. According to her;

one time I went for a job interview with a white person I knew that my chances of getting a job are slim, it didn't matter whether I delivered the lesson effectively, even the students preferred being taught by a white person, maybe later that is when they realized that they made a mistake.

She however did not agree with the claim that there are tribal inequalities in Tanzania “*I don't think that there are inequalities I have not seen this if it there then it is not noticeable*”.

4.3.2 Religious Inequalities

One item that kept on cropping up from the side lines of the interview was religion. Some of the participants presented their experiences of religious inequalities in their schools that went beyond mere religious differences.

A further probe into the religious issues required the participants to provide experiences regarding the claim that in some schools, teachers are tested depending on their Christian/Muslim credentials before they get a job to the extent that the non Christians/Muslims with the qualifications might not be given a chance.

According to Haika, “religious inequalities are most apparent between the Muslims and Christians but they are less pronounced within these broad groups”. As the religious issues concerning how inequalities are manifested stated to become apparent. According to Doris, “I understand as a Christian school they need to teach about Christianity. But the school I go to it is impossible to preach or talk about equality when all your staff is from the same religion.” On the same point, Mr. Masawe confirmed that “Religion biases are there and in some situations they are so obvious, but there are some situations where they are hidden. I agree there are religious inequalities.”

4.3.3 Gender Inequalities

The information gathered from the interviews threw more light on what seemed to be isolated but significant information obtained from the questionnaires. Being a qualitative study, participants were now able explain the reasons behind the information they had provided during the questionnaires. And a careful triangulation

shows that there was move away from the narrow definition of inequalities in terms of rewards to other subtle but important forms inequalities including gender.

According to David *“since I started secondary school, I have seen fewer lady teachers and more of male teachers. I consider this to be a form of inequality.”* What do you think causes this? David replied *“I think it is because most girls get married early soon after completing form 6 and they never get a chance to continue to obtain diplomas and degrees that would make them secondary school teachers. This reduces the number of female teachers in secondary schools hence creating inequality”* what do you think is the reason for the few female teachers in secondary schools? David went on to say;

In secondary school, there are fewer female teachers. This could be caused by a number of reasons like; they face a number of family problems like early marriages and if they finish school, some decide to become housewives. In primary school it is the opposite there are more female teachers than male teachers.

When asked to give their experiences regarding gender inequalities and not differences, Haika said;

From my experience, there are more female teachers in primary schools but the higher you go they become fewer. Even where I teach there are three female teachers and nine male teachers, to the extent that some students address me as “Mister” because that is what they know.

Is this gender inequality in terms of numbers a growing pattern or it is an isolated case? Haika added that *“The reasons could be that there are fewer women who go for the training may be there are fewer opportunities to go for the training I don’t know how it is in other professions.”*

Joel differed in opinion from Haika as to whether it is the limited training opportunities available to women that create this gender inequality in terms of the fewer female teachers in secondary schools. To him, *“Women at some point when it comes to opting out from secondary school teaching, when better opportunities come or a better paying job, they are very quick to take it than most men. For us we tend to stay with what we qualified in.”* He also added that; *“Also there is the problem of number of applicants that wish to join secondary school teaching. At one time in our school out of ten applicants, you find only two female teachers I wish we could have more ladies applying.”*

A question was raised *“Where are the ladies? To which Mr. Masawe replied; “It is not true that the ladies are not there. It you go to some schools you could find the opposite that there are many female teachers in secondary school.”* Can you give us your experience? Mr. Masawe added *“according to my experience, the majority in primary schools are women with bachelor’s degrees. My sister in-law who is a good geography and history teacher could not find a place in the school she applied because there were many lady teachers there.”* Should we therefore conclude that whenever males are more than the females is an inequality just like when females are more than males. So we can establish that gender is a sound basis for the inequality? The respondents replied *“yes”*.

Claudio; basically I think different teachers have different ways of teaching and this makes teachers different in all ways. Some teachers are brief, some are detailed, and some are practical some are theoretical.

4.4 The Link Between the Level of Education and Inequalities

The respondents were given a brief theoretical background of the human capital theory which holds that a worker should be rewarded an equivalent of what he/she invested in terms of education. This means that workers that have acquired more education are more productive than those with less education. A similar brief information was available in the questionnaires for those questions seeking to establish the respondents' perceptions on the subject of level of education and the productivity of the teachers. The results of both tools are represented below.

Respondents were asked as to whether it is *possible to measure the teacher's productivity?* Mr. Joel; answered; *"It is easier to measure someone's abilities after watching him for sometime."* Another teacher Mr. Masawe also confirmed that *"Productivity can be measured. But the only challenge is when is it measured? Do you measure it at the beginning in the middle or sometime later when the results are out?"* He asked. Masawe emphasized the time of measuring the productivity because different times of measurement might produce different results. He said;

If you wait for the results you never know they may be good but after one year the results are not ok. (They are modest) actually they are bad. So you may find that it is tricky in measuring. You may actually end up chasing someone to stop who you think is not worthy and he moves to another school and produces more good grades.

Much as the respondents agreed that it is possible to measure the teacher's productivity, most of them viewed the measurement from different contexts. This made their contributions subjective which actually nourishes the qualitative nature of the study.

According to Mr. Joel;

It is quite tricky to measure the productivity of a teacher. Under what environment are you measuring the teacher? For example if someone has been working in an international school it's easy to back track or trace his results on the net than some one from a local school even if he has a Masters degree. You might not easily measure the output at the first call.

Masawe went ahead to explain his view on measurement of the teacher's productivity. He said that;

Any employer wants to get the maximum from the employee, so certificates are just papers they do not go to the field and produce. So certificates are just one parameter for measurement but a lot more has to be taken into considerations when this person is in the field already the challenge is when do you measure? At the beginning you rely on the papers and may be what other people say about the teacher. If other people outside are talking bad about this person. You may actually put this person down and offer him low wages and later you realize that this person is worthy a high pay and it is too late maybe this person is already demoralized and he/she is not in the position to produce the way he should or she should.

The student respondents however resourceful they proved, they could not adequately deal with the dimension of the measurement of the teachers instead they were given simpler question that never required the detailed and intricate answers. Like; should the teachers input be linked with his level of education?

Claudio replied that *“A teacher with a higher level of education will put in more than a teacher with a lower level of education. On the other hand, some times a teacher with a lower level of education might put in highly you can consider him to have a fair or big payment.”* Arnold thought otherwise that *“it is not always true that the level of education represents what the teacher puts in. some teachers have different approaches and skills even when the level of education is not very high”*.

4.5 The Link between the Level of Education and the Rewards

The subjective nature of the research took us to another level of inquiry and there was no shortage of impressive discoveries regarding the development or not of the link between the productivity and the rewards thereof. The unstructured nature of the interview produced spontaneous responses and it is the careful analysis of these responses that produced a clear theme that the respondents “wrestled” with the idea of linking or not the productivity to the rewards. Both the teachers and students respondents did such a fine job of providing experiences and perceptions on the issue. The information from the interviews was triangulated with that obtained by way of questionnaires, the results of which are reported below;

When asked whether a teacher who puts in more be paid a high wage than another teacher who has a higher level of education but puts in less? And should this happen, does it constitute an inequality?

According to Doris, *“Differences in qualifications are fair though it is an inequality. Bachelor degree holders should be paid the same amount of money and diploma guys slightly less”*. The same idea was supported by David who added that *“Differences arise from the background what’s your background especially with experiences and training. If one gets to be paid more and the other less, there is no inequality this is because he deserves it”*. The same question continued to attract responses and this time it was Claudio who in his words said *“It is not unfair depending on the nature of the job. Different jobs have different payment scales. There are different jobs some jobs are paid more depending on the number of years of training it took you to get the qualification”*.

4.5.1 The Level of Education and Leadership

The respondents were debriefed about an observation made during the distribution of the questionnaires about a certain school where the Deputy Headmaster had a Diploma and heading others with Degrees. Is this an inequality? Is it true that any other degree holder has got skills of leadership?

Khalid responded; *“If the diploma holder has all the skills and can coordinate every thing well than bachelors holders, there is no problem, I don’t consider this and inequality”*. Doris also agreed with this position by saying that; *“Not every one has that kind of education. It is not always the case that you have a high degree then you should be the headmaster provided you have the knowledge of what to do, how you motivate the other teachers”*. Abdul took it differently and introduced the factor of motivation. He said that this would mean an inequality because, *“The masters will be*

de-motivated to see the Deputy Headmaster who is a diploma holder in such an office because he feels he deserves that position”.

4.6 Effects of Inequalities

The triangulated information from the data collection tools indicated that inequalities had a profound impact, both positive and negative, on a number of variables including; motivation, productivity and others.

4.6.1 Motivation and Inequalities

Respondents were debriefed about the results from the questionnaire that most respondents tended to link inequalities and motivation. They were asked; do you think whether inequalities encourage motivation or they de-motivate teachers? (Refer to your personal experiences). According to David;

Inequalities will make teachers work less and if possible abandon their jobs because I worked hard for my level of education for example I have a masters in economics my salary if compared to that one of let's say just a first degree holder is very small and there is not that much of a difference, why should I keep on teaching effectively while a first degree holder is also getting the same salary or if there is a difference it is very small compared to me. That will de-motivate him from working harder and sometimes just reports to the job but not effective.

He added his own experience when he was in form 3;

There used to be a very good mathematics teacher who left the job because as more of the university student-teachers came in the

qualified teachers were forcing high salaries and they were not getting and I think that was the case and they decided to leave the job.

But Abdul thought differently about the inequalities and motivation. According to him, inequalities encouraged motivation because people work harder. He also drew from his past experience when he was in form 4 that *“there was a teacher who had a diploma who could not compete with the bachelors and masters degree holders. He left school and went back to study to get his bachelors, so as to get a higher salary. In this case inequalities were positive”*.

There is an argument that says that inequality is good and it is healthy and can inequalities improve motivation. . Do you think there is sense in that argument? Stanley responded by quantifying the statement in a way that;

This depends on the sectors like the workers are in, whether public or private. In the public sector teachers are always on strikes this can affect motivation for example the form 4 results of this year were not good compared to the results of the private schools offering the Cambridge syllabus. This is because the public sector teachers are paid less so they are less motivated to work hard and the private teachers are paid more and they are motivated to work harder.

The respondents were debriefed about the finding by some studies show that some teachers, especially in the urban areas are not well motivated. Do you think that there is a link between motivation and inequality? According to Haika;

The Urban teachers are less motivated because they are able to compare themselves the education sector with what others in other professors earn. And they find it unequal hence the less motivation". Mr. Joel added that "People in rural areas are uncomfortable I remember when I was in the work force it took the month to spend 30,000/=.

Haika looked at inequalities in a positive way when it comes to motivation she said; *"I want to talk about de-motivation. I have seen students choosing courses at a higher level they always choose. If I take a certificate how much will I earn? This person will be willing to go back for further studies so as to earn more. The positive outweigh the negative so I should say inequalities are good.*

Plato one of the ancient Greek philosophers claimed that a fair society is built on inequalities and that, inequalities are a fact of life? Mr. Masawe looked at this question in context;

If you read my response in the questionnaire, it depends on how the inequalities are taken. There some situations in which inequalities act as a motivation. This is so when every thing is made clear from the beginning. If I have extra training and my package will go up because I saw X do that. And if someone X is up there and I'm down here because I have not done so and so it is far for me to reach there... I have to do so as X did.

Mr. Joel added that; *"What you call inequality is fair and there because of a reason...If I am a degree holder I can not rub shoulders with a person with a*

diploma. Always there are differences and inequalities will always stay man will never be equal”.

According to Mr. Joel as far as linking the rewards to the level of education, *“If you want to give a package you do not have to rely on papers you need to track the teacher back and see his records. But you need to allow him to settle into the system so that you can identify his other abilities before agreeing on a package”.*

4.6.2 Effects of Inequalities on Productivity

One of the research questions was to establish whether there was relevancy of the human capital theory to the rewards that teachers received. This was difficult to quantitatively measure because the terms productivity and rewards are highly subjective. Even the most “effective” quantitative and positivist approach would miss out on the latent and subterranean issues that can only be identified by a qualitative study. Even without the strict employment of the numbers, the respondents’ experiences and perceptions provided strong insights into the connection or not between the teachers’ productivity and the rewards thereof.

Respondents were asked whether the teachers be rewarded according to the skills, or otherwise. According to Stanley;

When considering the teacher’s productivity, we should also include other factors. You find that a teacher of economics can also teach history and can also teach sports, can also be a supervisor. But the other teacher is only limited to teaching in the class. Then he should be paid a lower salary and the other a higher salary because he does more.

Stanley was probed further to find out if he can backup his argument with a personal experiences. Have you had number of teachers who do a number of tasks in school?

Well yeah.... there are several teachers who can do such things. I remember there was a history teacher who was also the sports coordinator he could also pass as a physical education teacher. So there are teachers who can perform different tasks at the same time.

If this history teacher is different, should it be taken as a basis for inequality? Just because he can do what other teachers cannot then that should be taken as a basis for inequality in rewards. Stanley replied that; *“Yes it should be a basis for inequality because he is producing more than other teachers. The school can even save money by employing teachers that can perform more tasks at the same time. So that can be a justification for inequality”*. Is that basis for inequality a justification for the difference in rewards? Stanley defended his position by adding that;

Yes it is a justification because this teacher is producing more than the other teachers The school is not only about teaching, it is also about the extracurricular activities like sports. So if this teacher is also part of the sports then he should be paid more.

How should the teachers that help students learn how to produce music be treated? Should this be paid extra or should not be linked to the productivity? Stanley said; *“Stanley; they should be paid extra because music is a type of labour. In case for a student if education does not work out, someone can find a career in music. So this teacher is actually helping in shaping a career therefore he should be paid more”*.

If you were the headmaster, would you pay the teachers depending of what they put in or depending on their level of education? Or the level of education can also influence what a teacher puts in?

Doris disagreed with the idea of teachers paid more or less depending on the number of activities they carried out in school she said that;

A mathematics teacher also teaching English does not mean that he should be paid more when he cannot produce better grades in either subject, as compared to someone who only teaches one subject like history and produces better grades than someone teaching two subjects.

She supported this with a personal experience in her school; *“For example my mathematics class, the teacher teaches the same way as last year he has a series of steps and a syllabus he follows. He does not necessarily put time and effort to make the students understand”.*

On the same issue, Arnold’s view was that;

It depends on the teacher’s attitude for example how much he contributes and how much he is willing to push the students to get better grades. For example if a master’s degree holder not helping out to push the individual students, because he earns enough money, as compared to a bachelor’s degree holder who works harder, he should be earning more because he puts in more.

Doris had a different view from Arnold she argued that;

I don't think it is right that a person, who has diploma no matter how much effort he puts in teaching, should earn more than a person with masters. Because the reason a person went to get a masters is to earn more the moment the person with a bachelors feels that he deserves more then he should go for the masters.

David weighed in into the argument and tried to broaden the spectrum of the argument. According to him;

It is true that payments will be unequal but then there are such factors that you have to consider. There is that time a teacher spent time/years trying to get those skills and obtain the education required. You have to acknowledge that the time spent because when compared to the other teacher who did not do such a thing. What you say is that a master's holder probably you should put him as a lecturer to teach those mature people already that do not need the whole thing you understand. Just give them a portion. If you put him to teach lower level of education it might not be the right thing. So his results might not be as good as compared to a teacher with a diploma who has that thing of motivating the students themselves.

Which means the appointment of different teachers to different schools and to different departments might have contributed to the inequality? Sophia argued against linking the payment to anything, i.e. neither to the level of education nor to the productivity. According to her,

We should not link the rewards with the level of education. Teaching is a job like any other job. If one wants to be a teacher lets say you earn 120,000/= that's what everyone doing the same job should earn. Should students perform well, that is just a benefit that you get. It should not be linked to the level of education.

How do we measure the teacher's productivity, is it by the number of A* s he gets? If a teacher taught well last year and the grades were nice and he was paid more, but this year the grades were bad should he be paid less? On the other hand, Arnold contends that;

The teacher's class grades should determine the bonus payments he receives. First of all should be the qualification, than the bonus payment. Some teachers have the qualifications but they do not work seriously in class. Therefore we should have two methods of payment; one based on the qualifications and the other on work effort.

Should we take it that paying a masters degree holder a high salary than what he puts in is creates inequality? On the same issue, Khalid put a strict yardstick that links the grades to the payments.

Well basically like let's say a teacher teaches a class and every one does well and as a result the teacher gets an increase in salary, and he is willing to accept that he is the one who made the students do well. That means that next year when the students do bad, he should get a decrease in salary and take responsibility for the bad results.

But Sophia did not want to make this direct link. She supported her earlier statement by saying that; *“last year when students did well it might not necessarily depend on the teacher’s effort, some might have done private tuition while others might have studied hard at home”*.

In the middle of the extreme points, Stanley brought a more conciliatory measure by suggesting that;

I think that situation you should have to sit down with the teacher and assess the situation about what went wrong. May be it was not the teacher’s fault. The students might not have put in enough effort before you reduce his payment.

If the teacher’s salary cannot be reduced based on the poor results, does it mean that there should be other ways of measuring the teacher’s productivity? According to Abdul, *“Teachers should be paid according to the grades. The teacher who performed modestly should be given a salary but not a bonus”*.

Therefore should we take it that regardless of the qualifications, should the teachers be given the same salary because of the fear of creating inequalities? Haika responded that;

Yes it is possible some schools do it they might not it openly but they discriminate for example this teacher from this country can be more productive than another teacher from else where. When it comes after staying home for sometime they realize the other teachers is more productive they have a way of secretly raising his salary without

others realizing it. Hence inequalities may be because they want to retain him.

On the same subject Mr. Joel made a reminder that;

Let's not forget the packages already stipulated by the Schools or Companies. There are salary scales and some people never move out of the scale even if the scales are revised. Given your qualification and any other benefits your payment/rewards will move just within the scale without causing a sense of inequalities

Table 4.5: Causes of Inequalities in Teachers

	Agree	Somehow agree	Don't know	Somehow disagree	disagree
Inequalities are a serious problem facing many secondary school teachers in Tanzania	18	10	5	1	2
Differences in the teachers' levels of education are the main source of inequalities	9	10	5	6	5
It is possible to compare the productivity of teachers	2	8	20	4	1
Further training and education can help to reduce inequalities among secondary school teachers in Tanzania.	15	10	4	4	2
Inequalities contribute to low levels of motivation among secondary school teachers in Tanzania	25	5	2	2	1
Some secondary school teachers in Tanzania abandon the education profession because of the inequalities.	15	15	3	1	1
Non- professional teachers are equally productive just like professional teachers.	5	5	10	18	2

Source: Researcher's own analysis, (2013)

4.6 Dealing with Inequalities

The nature of the research questions provided the need for the respondents to provide their perceptions on the exit strategy. This is also one of the classic cases where the statistical information that ignores the people affected by the inequalities misses out on the chance to provide a solution. The respondents furnished the research tools with enough information regarding whether or not inequalities should be removed or reduced. And if they are to be removed, which ones should stay and for what reasons. These are some of the areas qualitative research can handle more effectively than quantitative and the findings on how to deal with inequalities has been triangulated and reported below.

Respondents were asked as to whether inequalities should be allowed to continue, are they bad or good? Abdul had a wish that inequalities should not be allowed to continue. According to him;

Inequalities are bad, I have been to Kalangaro secondary school where when it comes to applying for a job they look at race they consider first the Indians than a Tanzanian or Kenyan. Even the school accommodation is mostly given to Indians. This is bad because other teachers would feel de-motivated because every one wants to have a sense of belonging to the school. So this in the long run it will be bad for the school because other teachers will feel that they are not important.

On the other hand, Stanley preferred that the inequalities should continue. He said that;

I think inequalities should be increased (why) because you can find a first degree holder is more productive than a master's degree holder but if there are no inequalities, these teachers should receive the same. But because of the inequalities in their levels of education and production, this would motivate teachers to work harder in order to get a higher salary.

Stanley's view was supported by that of Doris, who said that;

I don't think it would be good to remove the inequalities. When people notice that there is a problem with the system, they try harder to make improvements. If people try harder there will be an increase in productivity. But if all have the same level and we all earn the same, no one really cares about how much they put in but if you notice that some one gets more than you, and then you want to work harder to achieve that.

Khalid came out categorically to castigate the inequalities by saying that; "*Cast away the inequalities on race because they reduce motivation*". Arnold accepted that removing inequalities might be a daunting task but "*Providing the information helps to remove the feeling of inequality*".

Sophia approached the elimination of inequalities from a labour market point of view, by stressing that as long as the forces of demand and supply are operational, then inequalities are here to stay. She said;

Depending on the forces of demand and supply, if you are in Tanzania where every one is speaking Swahili why should I pay more for a

Swahili teacher because the demand is low and the supply is too much? I rather pay highly for a history teacher because the supply is less and the demand is high. Under such circumstances, it is not necessary to remove the inequalities and even if you wanted it is impossible”.

When asked as to whether a more unequal distribution of income creates a fair society, David responded;

Not really, this can cause conflicts within the society, because when preparing a teacher, you need to spend time for the training and all that in order to get a good salary. Look at that teacher who spent time and has a low salary. There won't be security in the society.

How can we minimize the negative effects of inequalities?

According to Jafar; *“We should not get inequalities otherwise you could have PhD holders as house girls”*. While Masawe said; *“People should be informed that the inequalities you see are there for a reason and there is always room for improvement”*

On the same issue of reducing the debilitating effects of inequalities, Haika added that;

We need to streamline, there should not be underhandedness if for example I attend an interview and the white person takes the job, let it be clear that we have employed this white person because she can deliver. It should be transparent and it if so the inequalities will not

bring any problems. Not because someone is black, white, East African, or what, man or woman and so on. Yeah it should be clear it should be streamlined.

Mr. Joel also categorized the inequalities and based on this, he said “*we can keep the inequalities related to the papers and the qualifications and the formal process. But when it comes to race and nationalities, that I am Tanzanian, Ugandan, Burundian, white and such discriminating inequalities should be removed*”. Abdul weighed in on the side of removing the discriminating inequalities by saying; “*Remove gender, race, and religious inequalities but maintain the income inequalities because people who have invested more in education deserve a bigger pay than those that have invested less*”.

When asked as to whether some inequalities like gender should continue, Claudio replied;

We should move towards removing such inequalities because most of them are not productive to the economy of the country. Especially these gender inequalities like some believe that women are not capable of doing some jobs effectively like men or some believe that women should be housewives. These are all old beliefs that are not in the current world today.

After the analysis the results fell into four major categories: Definitions and nature of inequalities, awareness, rewards, and motivation, and dealing with inequalities.

Within these categories several subcategories emerged. These categories and subcategories offer insight into a problem that impacts many people every day, inequality. All of the categories below offer possible answers to the research question: What perceptions do teachers and students have regarding inequalities and what are their definitions of the term “inequality?” The appropriate category to address first is the category of definitions.

In discussing the results of how teachers and students define inequality, several themes emerged. The most common definitions of inequality included salaries and wages. Another subcategory of the definitions’ category was gender, which consisted of the numbers of female teachers against the number of male teachers. Although gender inequality is closely related to biological differences between females and males, it is profoundly social phenomenon based on the cultural definitions of sex and gender (Korbin, 1983).

The role of race and nationality was another theme that emerged within the data. Race and nationality seemed to be linked with the definition that some participants had of inequality especially those that had attended or worked in mixed race schools. The role of religion also emerged as a subcategory in some of the interviews.

Having examined the definitions of inequalities, it was time to look at link between inequalities and the human capital. The category that emerged was regarding the differences in the teachers’ levels of education as a basis for inequalities. Differences in the level of education became the general category that emerged as a possible explanation as to why inequalities existed among secondary school teachers. The

subcategories that emerged were: Diploma, Bachelors, Masters, and PhD. Over two thirds of those interviewed mentioned and recognized that differences in the level of education had a lot to do with the inequalities among secondary school teachers. Explanations given were mainly justifying why the more educated a teacher is the higher the salary he/she deserved. But there was also a contrasting argument that a number of teachers had the required level of educations but do not commensurate with the rewards.

Another substantial subcategory that emerged was the leadership and promotion. Discussion of school leadership being linked to the level of education or skills engaged the participants. 6 of the 13 interviewed mentioned linking the leadership to the level of education while a substantial number rejected this. Motivation was also a subcategory that emerged and that was echoed many times within the data. Motivation was categorized further as motivating the students and motivating the other teachers. Furthermore motivation was an issue that was mentioned by 10 of the 13 interviewed. Motivation was at the heart of the decision to either keep on teaching or quitting.

Another theme that emerged was the teacher's productivity. This traversed an interesting topic that germinated from a question regarding what the participants believed could be done to measure the productivity. The subcategories developed included measuring productivity by students' grades, time with students and motivation of the students. 10 of the 13 interviewed looked at the students' performance in the national or international examinations as a reflection of the

teacher's productivity. While others looked at other items like the co-curricular activities like sports, cooking music and others as part of the teacher's productivity. As long as there were differences in the teachers' productivity, most participants agreed that there should be differences in rewards, hence forming a sound basis for inequalities.

While many of the participants believed nothing could be done to reduce or stop inequality because it is a "way of life," others believed differently. Some of the suggestions, and hence subcategories, that emerged as possible ways to reduce or stop inequality, these included: openness, separation bonuses and the salaries, removal of nepotism and favoritism, offering more training opportunities for female teachers, the teacher being more vigilant, teaching and promoting diversity, providing opportunities for teachers to work together, teachers going for upgrading, and improving on the negotiating skills both as individuals and as groups.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter presents the summary, conclusions and recommendations of the study. The first section reviews and summarizes the major findings and conclusions of the study, and how they helped answer the research question. And the second section elucidates the recommendations for action and further study.

5.2 Major Findings and Conclusions

The study revealed that inequalities among secondary school teachers exist in different forms including the mostly acknowledged ones of salaried and non-salaried incomes. Based on the relevancy of the human capital theory, a conclusion can be made that, the earnings function encompasses rewards in form of wages and promotions. The majority of the sample unit, involving teachers and students, identified income differences in form of inequalities in wages and salaries as the most prevalent nature of inequality. They related such differences in income to the productivity of the respective teachers. And such differences in productivity were mainly linked to the differences in the level of education of the teachers.

The study showed that sometimes not all inequalities could be linked to the differences in productivity and the size of human capital between teachers. That is why even teachers with the same level of education would have differences in incomes and other rewards. It was found out from the study that one of the main causes of inequality was the inequality in access to employment opportunities. The

teachers' labour market is very unequal to the extent that teachers that could even have the same level of training would have different incomes and other rewards by the very nature of the teachers' labour market. The study using the respondents' views and experiences coupled with the literature review of the GOT official documents, the labour market is unregulated and the lack of regulation leads to acute disparities in incomes and other rewards.

It can be concluded that there are significant barriers for teachers to move between the highly paying and less paying jobs especially between the public and private sectors. Such bottlenecks and rigidities could be built around gender, religious and racial differences. The study revealed that there are significant inequalities in terms of training, promotion, and salaries surrounding the gender, religious and racial differences among the teachers.

Another conclusion from the study the nature of inequalities can depend on the environment in which the teacher is working. There are social and personal issues relating to inequalities. Notable of which is the management. The differences in the level of education and gender notwithstanding the school management where the teacher works plays a very important role in parceling teachers into categories. The URT official documents show that the Human Resource Managers have a big role to play in the creation and perpetuation of inequalities among workers.

The religious inequalities came out as a sub-theme and it is important to recognize that inequalities exist based on the religious affiliation of the teachers. Respondents shared very impressive accounts of the kind of religious intolerance especially in

private schools with a strong religious foundations. The study found out that it did not matter whether these were Muslim, Christian or other.

Another nature of inequality that the respondents and the literature highlighted was the inequality based on racial background. Some institutions with a strong racial mix especially the “International Schools”, were identified as having this type of inequality. The results cannot be generalized to fit all circumstances, but the finding from the sample that participated in this research this was part of their reality. Such racial inequalities compounded the problem of access to employment and other opportunities.

The main cause of the inequalities among secondary school teachers is the differences in the amount of investment in human capital. Going by the government salary scales, the findings show that diploma holders earn less than the Bachelors holders and those teachers with Masters Degrees earn a little higher than the Bachelors Degree holders.

It can also be concluded that, the inequalities in access to opportunities can cause inequalities even among teachers with the same level of education and training. Based on the findings, teachers that are able to access better priced outlets for their acquired skills will have a higher income than those whose chances to market their skills are limited.

Another conclusion about the causes of inequalities is that the differences in access to training and in-service (IN-SET) training can cause the differences in the value of

human capital and hence inequalities on not only earnings but also placement. In-service training for teachers, tutors and education managers is not adequately provided. It involves a limited number of education personnel. The provision of in-service training is currently neither regular nor continuous. To improve the capacity of delivery in the education system there is a need to ensure well resourced and continuous in-service training at all levels (URT; TDMS 2008 - 2013)

Inequality has a profound impact on motivation. Based on the findings, discriminatory inequalities based on race, religion, gender and nationalities, negatively affect the teachers' motivation. When inequality walks into the door motivation jumps out of the window. At the heart of the findings, is that inequality undermines team work. The "us" and "them" syndrome tends to develop much faster whenever there are mutual suspicions. Those on the better side of rewards try their utmost to frustrate any effort to rid the system of inequalities however genuine and sincere such efforts can be.

Another conclusion regarding the teachers' perception of inequalities is that inequalities most promotions and other related rewards especially in private schools are made subjectively mainly depending on the interests of the owners. Even in a seemingly more equal system in public schools it is not a straight forward affair especially so because the findings show that the rewards are very difficult to calculate or quantify in relation to the investment in human capital.

The existence of inequalities among teachers in whatever forms covert or overt, is perceived differently by different people in the community. The findings show that

there is a stigma surrounding the less remunerated teachers. The community starts to suspect that such teachers do not merit the high earnings due to a small size or less valued human capital. Some human capital advocates suggest that increases in learning efforts have not led to commensurate economic gains because of the declining quality of education (Akerlof and Kranton, 2000). And when such is true, such teachers deserve the meager and dismal incomes both salaried and non-salaried. On the other hand, the high income earners are perceived to possess a strong human capital, and the community is quick to place them at a higher scale on the social-economic ladder.

There are limited alternatives when it comes to dealing with inequalities, especially so when inequalities act as a double edged sword. Sometimes inequalities are there for the better and in some circumstances for the worst. In a situation where inequalities are for the better in terms of motivation and hard work, even with such a good face, there needs to be a clear, transparent and elaborate system in which every player is kept in the loop. This will eliminate the backlash and victimization that has characterised the rewarding system in many institutions.

The study revealed that there is lack of regulation within the teachers' labour market. This provided a plausible explanation for the acute inequalities because schools and institutions lack a standard to measure not only the productivity but also the rewards. One example in which lack of regulation may be connected to increased inequalities would be when teachers, students and administrators having different definitions of the value of human capital and the corresponding productivity. Most manifestations

of inequality seem to be are isolated cases typical of the schools concerned. The isolated nature of inequalities allows schools and education departments to get away with the acts of discriminating inequalities that others might not recognize as inequality. Lack of regulation may lead to inequality, if only because of lack of clarity in defining inequality or rules or because of ignorance. It is difficult to isolate inequalities relating to salaries, gender, or racial. In a number of cases all these are intertwined and inextricable.

5.3 Recommendations

Recommendations are of two distinct types; recommendations for action or practice, and *Recommendations for Further Study*.

5.3.1 Recommendations for Action

As indicated in the chapter one, this research is descriptive and action research. Based on the findings from this research, the following recommendations are made with the hope of improving the education service delivery in general. In particular, emphasis is laid on the rewarding of the teachers' efforts and the measures can be taken to mitigate the debilitating effects of discriminatory inequalities.

1. The rewarding system should be as transparent as possible, so that all players even those perceived to be at the lower deck of the inequality continuum should clearly know the reasons for that Schools and institutions should adopt measures that are aimed at creating a "more equal" teachers' labour market.. The issue here is not to give teachers the equal pay, but to tune the rewards to go in line with the effort both pre-current and past. The results of the study suggest that the

majority of the respondents agreed that it was difficult and undesirable to have uniform monetary rewards to the teachers. But when and where inequalities exist, there should be adequate information to all concerned. The lack of transparency will force the teachers under the yoke of inequality to bring down the system that is perceived to exploit them even if such inequalities are modest. Without transparency, workers – teachers can start to sabotage the system as a desperate method of addressing inequalities.

2. Training in measures to minimize inequalities should be given to the leaders of the institutions in which the acute forms of discriminating inequalities are identified. In the face of the discriminatory inequalities that normally work for the worst, there must be education and an awareness campaign to make people understand the nature of such inequalities because a good number of people take it for granted as the acceptable norm. Better still the government should either put in place or reinforce the already existing mechanisms to fight and stop discrimination in all its forms whether race, religion, gender and other that can work to bring about inequalities among secondary school teacher in Tanzania.
3. More efforts should be put in workplace democratization. This will permit the underemployed members in any given organization, to utilize their knowledge and skills. Relevant measures would include the participatory team-based approaches. This will increase teacher autonomy, reduce in unequal compensation between higher management and workers. Hence providing the teachers with a chance to market their surplus human capital, consequently reducing the inequalities in rewards.

4. Schools and education institutions should consider seriously the issues of motivation and de-motivation. The results of this study linked to the study of Bennell and Mukyanuzi (2005) in Tanzania, show that there is a direct link or not between inequalities and the levels of motivation. The removal of the discriminating inequalities based on religion, race, nationality and others of the kind will create a more equal ground in which the teachers and students can interact more freely. This will add to the efforts already taken to improve the education service delivery. A less motivated teacher will hardly produce the best results. So it is a serious recommendation that all conspicuous and hidden forms of discrimination in schools should be got ridden of for better results.
5. Schools and other education institutions should broaden the opportunities for teachers so as to enable them to market their acquired skills. Most schools ignore even a larger problem that the current human capital of most citizens is depreciating from under use. It is against such a background that I suggest that more opportunities should be opened for teachers and if this is done there will be a movement towards a “more equal” teachers’ labour market.
6. Proving teachers with opportunities for self-enhancement should be at the heart of all training programs aimed at increasing the teachers’ productivity. Even if the teachers were at the same level of education, in-service training helps to boost their productivity. Investment in school and on-the-job training on the level, pattern, and interpersonal distribution of life cycle earnings associated with the pioneering work on human capital by Becker (1975) and Mincer (1958).

This can go a long way reducing the inequalities among teachers and even if the inequalities got worse it will motivate others to go for further training so as not to remain behind.

7. Trade unions in this case (CWT) still have big role to play and most times it mainly involves teachers working in public schools. Surprisingly, there are almost an equivalent number of teachers, if not more working in the private schools but do not belong to the trade union. This means that even if serious attempts were made by the trade unions to reduce inequalities, a big number of teachers will be left out. Such teachers will not only suffer under the yoke huge income disparities, but will have to endure the more serious and mundane discriminatory inequalities of; gender, race, religion and others that are off the radar of the trade unions and the authorities.

5.3.2 Recommendations for Further Study

This study had a limitation of finding out how much teachers earned during a given period or after accomplishing a given task. This was made worse by a limitation of the lack of information regarding average investment in human capital. There are serious implications for future research based on the current findings regarding inequalities among secondary school teachers.

1. It is highly recommended that that the system of rewarding labour needs to be explored much further. Previous research is inundated by the observation that there are the serious disparities not only between urban and rural schools but also in the same localities. Therefore, both qualitative and quantitative research

needs to examine the link between what other graduates of the same level in other fields earn and how they are rewarded and compare that to what teachers receive so as to paint a clearer picture of the inequalities not only among teachers in general but other professions that might have invested the more or less the same in terms of human capital.

2. It is recommended that future research involves dealing with inequalities is worth taking. There is paucity of research examining the effectiveness or not of the methods employed to deal with inequalities. Further research into whether the implications of inequality need to be done by examining more on issues that were raised in this research like motivation and a high labour turn over. Both quantitative and qualitative research in area can go a long way in illuminating this shady idea.
3. Further research is also needed to evaluate the effectiveness of various programs that deal with inequalities, or programs that address broader issues in hopes of creating climates where inequalities should not occur. The education ministry invests a great deal of resources in programs like the (URT. SEDP I 2004) that are meant to eliminate inequalities, create positive environments for teachers to work effectively. Research into the efficiency of these programs would not only assist in making sure schools were getting quality programs for the resources allocated (money, time away from instruction, space, etc.), it would also shed light on which programs provide the desired outcome, reducing the discriminatory inequalities.

4. Acknowledging the delimitation of the time constraint for this study, I recommend a similar study should be conducted further in a longer time span and with a slightly bigger sample. Such an expanded sample size should purposefully include participants of different races, nationalities and religions so as to address and collaborate the findings of made in this study. Teachers represented by the identified categories above bring with them a heavy load of human capital in form of experiences and individual abilities. The study should provide a mechanism in which such experiences are compared to the local Tanzanian teachers with similar credentials.

5. The TSR did not come out clearly in this research as a theme, but some respondents raised it as a basis for inequalities. I appreciate the already expended efforts to harmonize this ratio not only among the public schools, but with private schools. Further inquiry into the inequalities in this area is needed; it could be qualitative or quantitative. This comes at a time when it is apparent that there is uneven distribution of teachers between the urban and rural settings as indicated by the World Bank in reference to the state of the teachers in Tanzania in 1999 and 2004.

REFERENCES

- Akerlof, George A. and Rachel E. Kranton, (2000). "Economics and Identity," *Quarterly Journal of Economics* 105:. 715-53.
- Al-Samarrai, S. & Reilly, B. (2006); *Education, Employment and Earnings of Secondary School and University Leavers in Tanzania: Evidence from a Tracer Study, MPRA Paper No. 129,*
- Becker G.S. (2009). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education.* University of Chicago Press.
- Becker, G.S. & Tomes, N. (1986). Human Capital and the Rise and Fall of Families URL: <http://www.nber.org/chapters/c11237>:
- Bennell, P. & F.Mukyanuzi (2005). *Is there a teacher motivation crisis in Tanzania?* Research Report Fund. Dar es Salaam: HR-Consult.
- Bronchi, C. (2003). *The Effectiveness of Public Expenditure in Portugal: Economics Department Working Paper 349; OECD.*
- Bryman, A. (2001). *Social Research Methods.* Oxford: Oxford University Press.
- Catherine H. (2000). *Research design: successful designs for social and economic research,* London: Routledge
- Chung, T. P., Dolton, P., & Tremayne, A.R. (2004) The Determinants of Teacher Supply: *Time Series Evidence for the UK, 1962-2001.* Centre for Economic Performance, London School of Economics.
- Cohen, L. Manion, L. & Morrison K. (2000). *Research Methods in Education.* London: Routledge Falmer.
- Corbetta, P. (2003). *Social Research Theory, Methods and Techniques.* London: SAGE Publications.

- Daniele, C.(2006). *The Economics of Education: Human Capital, Family Background and Inequality*. Cambridge: Cambridge University Press.
- David, M. & Sutton C.D. (2004). *Social Research the Basics*. London: SAGE Publications.
- Dawson, C. (2002). *Practical Research Methods*, New Delhi: UBS Publishers' Distributors
- Eide, E., Goldhaber, D., & Brewer, D. (2004). The Teacher Labour Market and Teacher Quality, *Oxford Review of Economic Policy*; 20 (2), 230-244
- Gara L. & Hussein, J. O (2007). *Economics of Education*; Dheli Discovery Publishing House.
- Geraint, J. and Jill, J. (2004). *International Handbook on Economics of Education*: Edward Elgar Publishing Limited. United Kingdom
- Gray, D. E. (2004). *Doing Research in the Real World*. London: SAGE Publications.
- Greenwald, R., Larry H. & Richard L. (1996). The Effect of School Resources on Student Achievement. *Review of Educational Research* 66 (3):361-396.
http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_research_method_final.pdf
- Korbin, J. (2009). General/Theoretical: Child Abuse and Neglect: Cross-Cultural Perspectives. Volume 85, issue 3 Pages 693–694. American Anthropological Association*
- Kothari C.R (2004). *Research Methodology; Methods and Techniques*; New Age International Publishers Limited;
- Kumar, Ranjit, (2005). *Research Methodology-A Step-by-Step Guide for Beginners*, (2nd.ed.), Singapore, Pearson Education.

- Kvale, S. (1996). *Interviews An Introduction to Qualitative Research Interviewing*, Sage Publications,
- Mark, K. Warren K. Francine K. John, B. Tanya, H. Alison, K. Nick, M. Paul, M. & Karen , T. (1997). *Sociology in Perspective*: Oxford. Heinemann Educational Publishers.
- Mincer, J., (1958). "Investment in Human Capital and Personal Income Distribution" *Journal of Political Economy*, 66(4), 281-302.
- Murphy, K. & Welch. F. (1991). *The Role of International Trade in Wage Differentials*. Washington: American Enterprise Institute Press.
- Ngimbudzi, F. W. (2009). *Job Satisfaction among Secondary School Teachers in Tanzania: The Case of Njombe District*. Institute of Educational Leadership: University of Jyvaskyla
- Offe, C. (1976). *Industry and Inequality. The Achievement Principle in Work and Social Status*, London: Edward Arnold,
- Rousseau, J. J. (1997). *Discourses' and Other Early Political Writings*. Cambridge University Press,
- Sharon, T. (2012). *Addressing Inequalities" Global Thematic Consultation*. Institute of Education, University of London
- Stewart, F. (2001). *Horizontal Inequalities: A Neglected Dimension of Development*, *QEH Working Paper Series – QEHWPS81*
- Sumra, S. 2003. *Implementation of the Primary Education Development Plan: voices from the community. Haki Elimu Working Paper Series No. 2003.7*
- Swai, F., A. Mtavangu, and N.N.F. Shami, (2004). *Study on job satisfaction and motivation in teaching in relation to quality EFA initiatives*. FSSS International

Weber, M. (1988). *Max Weber: A biography*. (H. Zohn, Trans.) New Brunswick:

Transaction Books. (Definitive biography, written by Weber's wife)

Westergaard, J. (1995). *Who Gets What? The Hardening of Class Inequality in the*

Late Twentieth Century. Polity Press, Cambridge,

APPENDICES

Appendix I: Secondary School Teachers Survey

Personal information (Tick the right choice)

1. What is your gender? male ___ / female___
2. What is your age? a) 21 – 30 b)31 – 40 c)41 – 50 d)51+
3. What is your Nationality?
 - a) Tanzanian _____
 - b) East African _____
 - c) Other (Specify) _____
4. What is your level of education?: Diploma _____, Bachelors Degree_____,
Masters
Degree_____ PhD _____ other (specify)_____.
5. What is the nature of your school? a) Public_____ b) Private_____
6. Name of your school

7. How many years have you worked as a secondary school teacher?
 - a) 2 – 5 b) 5 – 10 c) 10 - 15 d) 15 – 20 e) 20⁺
8. Do you receive any other payment (allowances /bonuses)? Yes ____ No ____
If **yes** tick from the list;
 - Housing,
 - Food,
 - Transport,

- Medical,
- Education,
- Over time,
- Other (specify) _____

Opinions and Dispositions about inequalities

The following statements are neither right nor wrong you only have to show the extent to which you agree or disagree by ticking the choice that represents your opinion.

1	2	3	4	5
agree	Somehow agree	Don't know	Somehow disagree	disagree

1. Inequalities are a serious problem facing many secondary school teachers in Tanzania

1 2 3 4 5

2. Differences in the teachers' levels of education are the main source of inequalities.

1 2 3 4 5

3. It is possible to compare the productivity of teachers

1 2 3 4 5

4. Further training and education can help to reduce inequalities among secondary school teachers in Tanzania.

1 2 3 4 5

5. Inequalities contribute to low levels of motivation among secondary school teachers in Tanzania

1 2 3 4 5

6. Some secondary school teachers in Tanzania abandon the education profession because of the inequalities.

1 2 3 4 5

7. Non- professional teachers are equally productive just like professional teachers.

1 2 3 4 5

Choices and comments

According to the Human Capital theory, a worker should receive an equivalent of the investment in education he/she makes. Therefore workers with big investments in education are more productive hence deserve a higher pay than those with lower levels of investment in education.

Select Yes or No and make a brief comment about your choice in the space provided

1. Are differences in education levels i.e. Diploma, Bachelors and Masters; indicators of differences in the level of investment in education? Yes

_____No_____

Comment

2. Is there a link between the different levels of education attained and the productivity of a teacher?

Yes _____No_____

Comment

3. Do secondary school teachers with the same level of education (e.g. Bachelors Degree) have equal productivity? Yes _____No_____

Comment

Is it possible to measure the teachers' productivity and link this to the rewards (wage or non-wage)? Yes _____No_____

Comment

4. Do inequalities among secondary school teachers affect the work effort and motivation? Yes _____No_____

Comment

5. Is there a need to get rid of the inequalities among secondary school teachers in Tanzania? Yes _____No_____

Comment

Personal experiences

1. If you were to measure the teachers' productivity what items would you include?

- _____
- _____

2. Comment about your experiences with inequalities at the work place and briefly explain whether schools and institutions are addressing such inequalities

3. What do you think are the community's attitudes towards inequalities among secondary school teachers?

4. Given your level of education, and other acquired skills, do you think the school provides you a suitable opportunity to market your human capital so as to make a return on your investment in education?

5. Do you think that taking a new course, up-grading, providing more overtime work hours will increase your earnings and an opportunity for promotion?

Ranking and comments

Give your opinion by ranking from the given list 1 – 5 with 1 the most important and 5 the least important and make a brief comment about your choices

1. It is argued that human nature is based on inequality. In what ways are inequalities among teachers manifested in your school?

- Wage and salaries
- Non wage rewards
- Levels of education

- Opportunities for professional development
- Gender
- Age
- Promotions
- Other (specify)_____

Comment

2. Which of the following measures would you recommend to deal with the inequalities among secondary school teachers in Tanzania?

- Setting broad salary scales
- Rewarding overtime
- Rewarding responsibility
- Rewarding according to the work load
- Allow teachers to individually negotiate the rewards with the employers
- Use the trade union of teachers to negotiate a minimum wage.
- Other (specify)_____

Comment

Invitation for an interview

Are you willing to participate in a study where you will be interviewed about your experience(s)? All precautions will be taken to ensure confidentiality.

Yes _____ No _____

If no, thank you for your time.

Appendix II: The Administrators' Survey

Personal information (Tick the right choice)

1. What is your gender? male ___ / female___
2. What is your age? a) 21 – 30 b)31 – 40 c)41 – 50 d)51+
3. Designation / Position of leadership_____
4. What is your Nationality?
 - a) Tanzanian _____
 - b) East African _____
 - c) Other (Specify) _____
5. What is your level of education?: Diploma _____, Bachelors Degree_____,
Masters Degree_____ PhD _____ other (specify) _____
6. What is the nature of your school? a) Public_____ b) Private_____
7. Name of your school
/office(optional)_____
8. How many years have you worked as an education administrator?
 - a) 2 – 5 b) 5 – 10 c) 10 - 15 d) 15 – 20 e) 20⁺

Opinions and Dispositions about inequalities

1	2	3	4	5
---	---	---	---	---

agree	Somehow agree	Don't know	Somehow disagree	disagree
-------	---------------	------------	------------------	----------

The following statements are neither right nor wrong you only have to show the extent to which you agree or disagree by ticking the choice that represents your opinion.

8. Inequalities are a serious problem facing many secondary school teachers in

Tanzania: 1 2 3 4 5

9. Differences in the teachers' levels of education are the main source of

inequalities: 1 2 3 4 5

10. It is possible to compare the productivity of teachers

1 2 3 4 5

11. Further training and education can help to reduce inequalities among

secondary school teachers in Tanzania: 1 2 3 4 5

12. Inequalities contribute to low levels of motivation among secondary school

teachers in Tanzania: 1 2 3 4 5

13. Some secondary school teachers in Tanzania abandon the education

profession because of the inequalities.

1 2 3 4 5

14. Non- professional teachers are equally productive just like professional

teachers.

1 2 3 4 5

Choices and comments

According to the Human Capital theory, a worker should receive an equivalent of the investment in education he/she makes. Therefore workers with big investments in education are more productive hence deserve a higher pay than those with lower levels of investment in education.

Select Yes or No and make a brief comment about your choice in the space provided

6. Do you think the differences in education levels i.e. Diploma, Bachelors and Masters; are good indicators of differences in the level of investment in education? Yes _____No_____

Comment : _____

7. Do you think that there is a direct link between the different levels of education attained and the productivity of a teacher?

Yes _____No_____

Comment : _____

8. Do secondary school teachers with the same level of education (e.g. Bachelors Degree) have equal productivity? Yes _____No_____

Comment : _____Is it

possible to measure the teachers' productivity and link this to the rewards (wage or non-wage)?

Yes _____No_____

Comment : _____

9. Do inequalities among secondary school teachers affect the work effort and motivation? Yes _____ No _____

Comment : _____

10. Is there a need to get rid of the inequalities among secondary school teachers in Tanzania : Yes _____ No _____

Comment : _____

Personal experiences

6. Using your experience as an administrator, what items can be considered when measuring the teachers' productivity?

- _____
- _____

7. Comment about your experiences with inequalities at the work place and briefly explain whether schools and institutions are addressing such inequalities

8. What do you think are the community's attitudes towards inequalities among secondary school teachers?

9. Given your level of education, and other acquired skills, do you think schools provide teachers a suitable opportunity to market their accumulated human capital so as to make a return on their investment in education?

10. Do you think that taking a new course, up-grading, providing more overtime work hours increases the teachers' earnings and an opportunity for promotion?

Ranking and comments

Give your opinion by ranking from the given list 1 – 5 with 1 the most important and 5 the least important and make a brief comment about your choices

3. It is generally agreed that human nature is based on inequality. In what ways are inequalities among teachers manifested in your school?

- Wage and salaries
- Non wage rewards
- Levels of education
- Opportunities for professional development
- Gender
- Age
- Promotions
- Other (specify)_____

Comment: _____

4. Which of the following measures would you recommend to deal with the inequalities among secondary school teachers in Tanzania?

- Setting broad salary scales
- Rewarding overtime
- Rewarding responsibility
- Rewarding according to the work load
- Allow teachers to individually negotiate the rewards with the employers

- Use the trade union of teachers to negotiate a minimum wage.
- Other (specify)_____

Comment: _____

Invitation for an interview

Are you willing to participate in a study where you will be interviewed about your experience(s)? All precautions will be taken to ensure confidentiality.

Yes _____ No _____

Appendix III: Secondary School Students' Survey

Personal information (Tick the right choice)

1. What is your gender? male ___ / female_____
2. Are you a students' leader? Yes ___ No_____. If yes what title?

3. What is your Nationality?
 - b) Tanzanian _____
 - c) East African _____
 - d) Other (Specify) _____
4. What is your class level? i.e. Form 4_____ Form 5_____ Form 6_____
5. What is the nature of your school? a) Public_____ b) Private_____
6. Name of your school_____

Opinions and Dispositions about inequalities

The following statements are neither right nor wrong you only have to show the extent to which you agree or disagree by ticking the choice that represents your opinion.

1	2	3	4	5
agree	Somehow agree	Don't know	Somehow disagree	disagree

7. It is possible to compare the productivity of teachers

1 2 3 4 5

8. Some teachers are better-off than others.

1 2 3 4 5

9. Teachers that come back to school after training perform better than those

that stayed: 1 2 3 4 5

Choices and comments

Select Yes or No and make a brief comment about your choice in the space provided

10. Would you happily study to become a teacher? Yes _____ No _____

Comment : _____

11. Do you know of any teacher that stopped teaching to do something else?

Yes _____ No _____

Comment : _____

Personal experiences

12. Using your experience as a student, what changes about teaching would you recommend before becoming a teacher yourself?

• _____

• _____

13. Comment about the way students interpret the inequalities among teachers.

Invitation for an interview

Are you willing to participate in a study where you will be interviewed about your experience(s)? All precautions will be taken to ensure confidentiality.

Yes _____ No _____

If no, thank you for your time.

Appendix IV: Interview Protocol for Secondary School Teachers

The interview protocol is as follows (Prompts are included in parentheses):

1. Do you think that inequalities exist between teachers? (why)?
2. What do you consider to be the forms in which inequalities/equality may exist? (can you give me example from your previous work place or another setting not where you work now)
3. What is your experience with inequalities? (Do you quit? Adopt? Or work to reverse the trend?)
4. The human capital theory asserts that there should be a direct relationship between the value and amount of human capital a person possesses and the rewards he receives from work. Is this theory relevant to your work place? (where else have you experienced this situation)
5. Do you think that the strict application of the human capital theory would increase the inequalities or actually reduce them? (in what ways?)
6. Should we take it that inequalities are a fact of life and there is little or nothing we can do to reduce or eliminate them?
7. According to one Greek philosopher Plato, “a just society is built on inequality”. What is your view of this assertion? (Could it be that any attempt to remove inequalities is unfair to?)
8. What do you think would be the impact on teachers’ motivation if the teachers’ labour market was more equal? (Do you think teachers would work more or less?)

9. If you agree that inequalities exist, what do you think is the best way to deal with inequalities?
10. Whom would you recommend to be interviewed about his/her experiences on inequalities?

Appendix V: Interview Protocol Administrators

The interview protocol is as follows (Prompts are included in parentheses):

1. Do you think that inequalities exist between teachers? (why?)
2. What do you consider to be the forms in which inequalities/equality may exist?
(can you give me example from your previous work place or another setting not where you work now)
3. The human capital theory asserts that there should be a direct relationship between the value and amount of human capital a person possesses and the rewards he receives from work. Is this theory relevant to your work place?
(where else have you experienced this situation)
4. Do you think that the strict application of the human capital theory would increase the inequalities or actually reduce them? (Using your experience as an administrator do you think it is possible do discriminate a workers' productivity depending on his qualifications then link this to the rewards or earnings?)
5. Should we take it that inequalities are a fact of life and there is little or nothing we can do to reduce or eliminate them?
6. According to one Greek philosopher Plato, "a just society is built on inequality". What is your view of this assertion? (Could it be that any attempt to remove inequalities is unfair to?)
7. What do you think would be the impact on teachers' motivation if the teachers' labour market was more equal? (Do you think teachers would work more or less?)

8. If you agree that inequalities exist, what do you think is the best way to deal with inequalities? (Have you made any attempts to reduce such inequalities?)
9. Whom would you recommend to be interviewed about his/her experiences on inequalities.