

The Challenges hindering Tanzania Teachers' Union (TTU) on ensuring teachers' job satisfaction in public secondary schools.

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Abstract: This study is about the challenges that hinder Tanzania Teachers' Union on teachers' job satisfaction in Tanzania. The areas of study were Ilemela and Nyamagana districts in Mwanza Region. Data were collected through questionnaires, interview and documentary review. A total of 348 teachers and 4TTU district leaders constituted a sample. The study used pragmatic paradigm, mixed-methods approach and explanatory sequential design. Quantitative data were analyzed by using descriptive and inferential statistics. While qualitative data were analyzed by using content analysis. The objective of the study was to examine the challenges hindering TTU on ensuring teachers' job satisfaction in public secondary schools. Data from the field indicated that TTU has not been able to perform well in ensuring teachers' job satisfaction due to government interventions, lack of skills and knowledge of trade unionism among TTU leaders and competition from other teachers' unions. In order to improve TTU performance it was suggested that it is necessary to reform TTU and make it one of the education policy-making organs.

Keywords: Tanzania Teachers' Union, job satisfaction, public secondary schools, challenges

1. INTRODUCTION

Globally, the issue of teachers' job satisfaction is the sounding agenda. Workers in the World organize themselves in unions in order to protect their interests and rights at the workplace (Harris, 2016). In India employees tend to love their job if they get what they believe is an important attribute of a good job. However, most employees in India are not satisfied with their jobs in different sectors except females in education sector. Generally, the overall job satisfaction in India is very low (Kumari et al., 2014).

Studies in Sub Saharan and South Asia show that teachers are still not satisfied with salaries. As a result, many of them are forced to find other sources of income. Those who fail to get other sources of income slide into poverty (Bennell & Akyeampong, 2007). In Kenya 75% of teachers perceived their trade union ineffective in addressing challenges faced teachers in their working place. Most teachers in Kenya were dissatisfied with the way union presented their claims related to legal matters in the course of their duties, job security and victimization (Wahome, 2016).

Tanzania witnessed strikes and demonstrations among Tanzanian teachers in 2008, 2010 and 2012 as the way of showing their job dissatisfaction due to low salaries, poor working conditions, insufficient allowances and delayed promotions (Armstrong, 2005; Munday, 2008). This shows how the problem of job dissatisfaction is huge in the country. It should be noted that, performance of teachers is determined by how TTU advocates and maintains the interests of its members. However, it is revealed that despite the presence of TTU, teachers' demands are not attended by the government (Sumra, 2005). It is reported that in Tanzania TTU has not effectively addressed teachers' problems and grievances (Yamlinga & Mboma, 2019). Furthermore, it is argued that once teachers feel neglected by the government and their problems remain unsolved, they become demoralised (TTU, 2009). Despite the existence of TTU in Tanzania aiming at protecting teachers' interests and reducing grievances, there are still claims that TTU has had little impact in handling teachers' grievances resulting from denial of promotion, teachers' rights and unreasonable demotions (Kaminyoge, 2013). TTU is to ensure security and involvement of teachers in negotiation for better payment (UNESCO, 2004). Teachers' trade unions are responsible to improve working conditions of teachers (Chadbourne, 1992).

Teachers' job satisfaction affects teachers in various ways. In Sub Saharan Africa, teachers' job satisfaction promotes teaching and enable students to get quality education (Michaolewa, 2002). Teachers have been dropping out of their job, and some of them become truants because of job dissatisfaction. This in turn, may affect performance of students (Mwamwenda, 1995). It is reported that 77% of primary school teachers in Kinondoni district were not satisfied with their teaching profession. Consequently, there have been negative effects to both teachers and students (Kyara, 2013). She adds that, there was irregular attendance of teachers and pupils to school; teachers were less committed to their work and pupils' academic performance was very low. It is suggested that, teachers job dissatisfaction can lead to low job retention among teachers (Nyamubi, 2017). Furthermore, it is commented that, job satisfaction among teachers eliminates teachers' absenteeism, lateness, improves students' performance and increases teachers' working morale (Bannel & Akyeampong, 2007). Also, it is suggested that job dissatisfaction among teachers has negative effects on students' academic performance (Polo, 2009). Moreover, it is argued that job satisfaction among teachers acts as a catalyst for determining teachers' retention, effectiveness and commitment (Shann, 2001).

Contribution of teachers' unions on ensuring teachers' job satisfaction varies from one country to another depending on National policies and practices, availability of funds and attitudes of the community towards the union. In some countries, teachers' trade

unions are effective while in other countries are ineffective. Union density is a measure of strength and power of any union. Unions with higher density can put pressure on management level and have a positive influence on workers' lives (Bishal, 2012). Unions are supposed to improve the working conditions of workers covered, who should therefore express greater job satisfaction compared to non-union workers. It is expected that stronger unions in terms of density, union Monopoly and legal recognition have the ability to obtain higher allocations of educational budget for salaries (Bishal, 2012).

In Norway, Finland, Belgium, Sweden and Ireland teachers' unions have daily contact with ministry staff and members of government. They are members of working groups and committees established by government with respect to educational issues. In Norway, for example there is consensus that education is the most important entity of nation and teachers are the most important factor for student learning (Bascia, 2013).

In England, in 2002 a number of the teacher unions undertook a dialogue with the government to discuss working in a less antagonistic way which eventually resulted in a "Social partnership" modelled after the collaborative relations between government, local employers and teacher unions. Social partnership addresses about teacher workload, teacher pay and performance management (Bascia, 2013). However, in some countries there are big gaps between what members expect from unions and what they obtain. Unions are seen as organizations which focus on only narrow issues which are mentioned in mass media and which serve only some distinguished members (Fidan et al., 2015).

In Turkey, unions for teachers were not effective in performing its functions such as protecting teachers' rights and strengthening democracy for teachers (Fidan et al., 2015). Similarly, in China trade unions are ineffective to protect Chinese workers' rights. Trade unions in China are not autonomous labour organisations representing workers' interests, but one of the state apparatuses that serve governmental goals through mediating labour relations in China (Dongtao, 2010).

In Africa, most trade unions are weak in five interrelated concerns which are; weak organisational ability, lack of financial capacity, a misplaced focus on representing the interests of workers in the formal sector, the absence of effective central bargaining units and the failure of labour legislation to protect the rights of workers. The first four of these drawbacks depict deficiencies in associational power (McQuinn, 2017).

In South Africa, it is reported that teachers' unions are not enhancing the provision of public quality education. Teachers' unions are blamed by the public that they pay much attention in demanding the rights of teachers but neglecting provision of public quality education. Teachers' unions do not supervise educational policies and teachers professionalism (Mhlongo, 2017).

Tanzania teachers' union is striving to improve working conditions of teachers, but the union remain weak in some areas due to several factors such as corruption and incompetence of TTU leaders (Juma & Onyango, 2022). Also, it is reported that Tanzania teachers' union is not effective to its members on the issue of communication. Most members at the grassroots are not aware of what is real going on within the union (Nchimbi, 2018). Furthermore, TTU have failed to solve the grievances of teachers because of political interference and reluctant of top management which is always interfering the internal matters of the union. As a result, it has created the rule of divide and rule (Zuhura, 2021).

The government of Tanzania in cooperation with the community incur much expenses in financing teachers at colleges and universities in order to ensure that teachers are well trained to provide quality education. However, currently most Tanzanian teachers are not satisfied with their teaching job from pre-primary to university level (Paul, 2015).

Tanzania teachers' union is there by law to ensure that teachers' rights and interests are safeguarded. Unfortunately, it is reported that Tanzania teachers' union has not effectively addressed teachers' problems and grievances (Yamlinga & Mboma, 2019). Teachers' complaints suggest shortcomings on the functions of TTU (Sumra, 2005). There is scanty literatures on the challenges that hinder effective performance of TTU on ensuring teachers' job satisfaction. Consequently, little is known about this phenomenon.

1.2: Study objective

This study examined the challenges that hinder TTU from ensuring teachers' job satisfaction in Tanzanian public secondary schools.

2. RESEARCH METHODOLOGY

This study adopted mixed methods approach in order to achieve its purpose. Mixed-methods research approach is a combination of qualitative and quantitative approaches. The use of mixed methods approach provides flexibility to the researcher to obtain massive information using both qualitative and quantitative data collection techniques. Thus, the use of combined methods approach enabled the researcher to gain detailed data on the challenges that hinder TTU from ensuring teachers' job satisfaction. Further, the study was guided by an exploratory research design. Data from questionnaires were analysed using descriptive and inferential statistics first by converting data into numeric format before coding them into schemes. Then, all data were entered into Statistical Package for Social

Sciences (SPSS) to compute numerical data into frequency distribution and percentages. Then data were adopted in tables to present the overall picture of the responses. Data from semi structured interviews were analyzed by using content analysis, first, by transforming them into written text, then the units (themes) of analysis were defined. Thereafter, the coded themes were checked to see level of consistency. The process of checking the coded data continued until the highest level of consistency was achieved. At the end, conclusion was drawn from the coded data. The study population comprised teachers from all public secondary schools in Ilemela and Nyamagana districts who are TTU members and district TTU leaders from both districts. These made a total of 2676 participants; 2672 teachers and 4 TTU district leaders (the chair person and the secretary of TTU from both districts). The sample size was 352 respondents; 348 teachers and 4 TTU district leaders. This sample size was convenient as it was able to provide suitable information for the study. The study employed probability (simple random) and nonprobability (purposive) sampling in selecting study respondents. Simple random sampling was used in selecting schools and teachers for involvement in the study while purposive sampling was used in selecting the 4 TTU leaders. The criterion for using purposive sampling was the uniqueness of the respondents for being the only one in each district. Data were collected using questionnaires, interviews and documentary review. The validity of the research instruments were tested through pilot study whereby, twelve teachers from two selected public secondary schools in Ilemela district were requested to respond to questionnaires. The results helped the researcher to correct the questionnaires where necessary and clear out ambiguities. Again, the researcher tested content validity of questionnaires by using expert judgement whereby questionnaires were assessed by the supervisors. Then, based on supervisors' advice the researcher made adjustments on the research instruments before being administered to respondents (Mugenda, 2008). In order to ensure reliability of the items in this study, the researcher used a Test-Retest method, where a sample of respondents from each group who had been interviewed and filled the questionnaires were asked to fill another questionnaire and others were re-interviewed after two weeks (Amin, 2005). The requirements and directives on ethical considerations were adhered to. To avoid plagiarism, acknowledgement of all sources used in this study was done properly with adherence to APA manual 7th ed.

3. FINDINGS AND DISCUSSION

3.1 Challenges that hinder effective performance of TTU on ensuring teachers' job satisfaction

The study in this objective intended to examine the challenges that prohibit TTU to ensure teachers' job satisfaction in public secondary schools. In order to obtain information for this objective, the teacher respondents were subjected to one basic question which asked: What are the challenges hindering TTU on ensuring teachers' job satisfaction in Tanzania? To achieve this objective, the researcher developed five assumptions which were considered to be the possible answers of the basic question with reference to the objectives of TTU. With five Likert scales ranging from 1=Strongly Disagree SD, 2=Disagree, 3=Uncertain u, 4=Agree A, and 5=Strongly Agree SA, teachers were asked to rate how much they agreed or disagreed with the given statement describing the assumption. Then their responses were summarized in table 1 as shown below.

Table 1. Challenges hindering TTU from ensuring teachers' job satisfaction in public secondary schools

Statements given as challenges	SD (%)	D (%)	U (%)	A (%)	SA (%)
Legal environment disallows TTU to conduct advocacy activities	101 (29.3)	95 (27.5)	77 (22.3)	50 (14.5)	22 (6.4)
Unavailability of funds for TTU to run its activities	143 (41.4)	89 (25.8)	53 (15.4)	47 (13.6)	13 (3.8)
Freedom of TTU from the government to work as independent body	24 (7.0)	66 (19.1)	29 (8.4)	47 (13.6)	179 (51.9)
Competence of TTU leaders in handling problems of its members	95 (27.5)	79 (22.8)	30 (8.7)	76 (22.0)	65 (19.0)
TTU does not face competition from other teachers' unions	115 (33.3)	77 (22.3)	41 (11.9)	78 (22.6)	34 (9.9)

Results from Table 1 above indicates

that respondents rejected some of the statements and accepted some others to be challenges for TTU to ensure teachers' job

satisfaction. The statements rejected to be challenges for ensuring teachers' job satisfaction include legal environment disallow TTU to conduct advocacy activities (Strongly Disagree = 29.3 percent, Disagree = 27.5 percent); unavailability of funds for TTU to run its activities (Strongly Disagree = 41.4 percent, Disagree = 25.8 percent),

When asked on whether the legal environment and unavailability of fund hindered TTU to ensure teachers' job satisfaction during the interview sessions, the 4 TTU district leaders said that since TTU is registered and works under the law, the legal environment is not a hindrance for TTU to conduct advocacy activities for teachers. Since TTU was established under the law, it is free to conduct its activities. Despite politicians to prohibit trade union to conduct demonstrations, we can, on the other hand, say that TTU is hindered by cowardice of its members, not the legal environment. On the side of unavailability of funds for TTU to run its activities, the 4 TTU leaders argued that TTU gets enough money from members contributions which are deducted directly from their salaries. Therefore, the availability of fund is not a challenge for TTU to ensure teachers' job satisfaction. However, some of the leaders participate and they are silent members of some political parties especially those at national level. This, to some extent, causes those leaders not to be active in fighting for members' rights and by so doing, they cause TTU to be unable to ensure teachers' job satisfaction. They added that from that recognition, a year ago some of the TTU leaders received presidential appointment to hold positions of district commissioners. Therefore, recognition by the government is not a challenge which can hinder TTU from ensuring teachers' job satisfaction.

However, as expressed above, the 345 teacher respondents accepted a big number of the statements provided in Table 1 to be challenges hindering TTU to ensure teachers' job satisfaction. Those statements are freedom of TTU from the government to work as independent body (Strongly Agree = 51.9 percent, Agree = 13.6 percent); competence of TTU leaders in handling problems of its members (Strongly Disagree = 27.5. Disagree = 22.8 percent); loss of TTU members due to competition from other teachers' unions (Strongly Disagree = 33.3 percent, Disagree = 22.3 percent)

The four TTU district leaders, when asked to provide their views concerning the freedom of TTU from the government to work as an independent body as one of the challenges hindering TTU from ensuring teachers' job satisfaction, they said that TTU was free to work independently without interruption from the government. However, they added that sometimes the government intervenes TTU activities by prohibiting it to take some decisions especially demonstrations in the process of fighting for TTU members rights. For example, some of the TTU leaders provided the following responses: "there are some issues that Tanzania Teachers' Union leaders can implement at their own since TTU is an independent body. Nevertheless, sometimes we fail to decide some issues due to government intervention. This mainly occurs during the time of strikes and demonstrations. Nevertheless, at the end we reach consensus with the government." Another respondent provided the following responses, "TTU works as an independent body and its employees are paid by the union itself. Therefore, it works independently only that sometimes the government intervenes even contrary to the law in order to defend itself. For example, strikes and demonstrations are a right to the trade union but the government bans in order to conceal its weaknesses and undermine the freedom of trade unions." This is a challenge to TTU as it causes members to see it as a failure in fighting for their rights. These findings were in agreement with Kisaka (2010) who found that in Kenya, one of the challenges facing trade unions is interferences from the government. Also, the findings concur with Bai (2010) who indicated that in the developed countries like China, workers are denied their rights as independent organizations. He added that trade unions are working through government directives. Therefore, by considering findings from respondents, the study established that TTU is there to fulfil the interests of the government and not teachers.

Again, when asked about the competence of TTU leaders in handling problems of its members during the interview sessions, the four TTU leaders seemed to support the quantitative findings that TTU leaders were capable but had poor knowledge of leading trade unions which made them look incompetent. One of the four TTU leaders presented the following responses, "leaders of Tanzania Teachers' union are capable in handling teachers' problems. The only problem is that they are lacking skills and knowledge of trade unionism" and the others provided the following response, "to some extent, TTU leaders have the ability to handle some of the problems of their members. However, most of them lack knowledge and skills of trade unionism. As a result, they fail to accomplish the predetermined objectives of TTU including handling problems of TTU members and performance in other areas." This indicates that competence of TTU leaders in handling problems of members is a challenge which hinder TTU from ensuring teachers' job satisfaction. This is in line with Kingalu (2015) who found that Tanzania Teachers' Union has been ineffective on ensuring teachers' job satisfaction due to low capacity of TTU leaders in handling teachers' problems.

Furthermore, the four TTU leaders were requested to provide their opinions about the challenge of the loss of TTU members due to competition from other teachers' unions during the interview sessions. Their responses seemed to support the quantitative findings that TTU has been losing members due to competition from other teachers' unions. The four TTU leaders provided the following responses during the interviews, "currently there is competition on members as there are other emerged teachers' unions which are striving to register teachers who are members of our union. There are different new teachers' unions such as CHAKUHAWATA and CHAKAMWATA which are now competing with our union. Some of the teachers who were formerly members of TTU have already shifted to one of these newly formed teachers' unions." They also added, "TTU is currently losing members and in some of the

places it has lost many members who are shifting mostly to CHAKUHAWATA. We therefore need to be very careful and provide suitable services to our members.” The challenge TTU is experiencing concerning the shift of members to other teachers’ unions is big and hence failure to ensure teachers’ job satisfaction. The findings are consistent with Bascia (2003) who reported that in America trade unions are facing both internal and external challenges. He added that within the state there is fragmentation of unions due to new emerged unions which are competing for members. Similarly, in Zambia and Zimbabwe, Minter (2014) found that trade unions were facing stiff competitions from the new emerged unions. Likewise, Kisaka (2010) found that in Kenya the most factors hindering performance of trade unions were loss of members and splitting of the unions. As a result of this has been inability of the union to implement important activities for the benefit of the members causing them to despair and unsatisfied with their job.

4.CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, it is concluded that there are several challenges which influence the performance of TTU and hinder it from ensuring teachers’ job satisfaction. These include freedom of TTU from the government to work as independent body where the government intervenes TTU activities making it unable to claim rights of its members. Furthermore, incompetence of TTU leaders in handling problems of its members due to lack of skills and knowledge of trade unionism is another challenge. This makes TTU members to despair. Another challenge is loss of members due to competition from other teachers' unions. Some of the TTU members have been shifting to other new teachers' unions especially CHAKUHAWATA.

Based on the findings of the study it was recommended that Tanzania Teachers' Union (TTU) should be transformed from trade union to professional organization so as to make it more powerful and independent in defending teachers' rights. Furthermore, Tanzania Teachers' Union should prepare strong programs for educating both TTU leaders and teachers about trade unionism and the rights of teachers.

Also, Tanzania Teachers' Union should collaborate with other government institutions like TSC in fighting for teachers' rights. Finally, the government in collaboration with TTU should review the policies governing existence of trade unions for the aim of making trade unions particularly TTU more powerful, independent and professional organizations.

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