

Assessment of the Factors Influencing Female Teachers' Employment in Private Schools in Morogoro Municipality

Abstract

The purpose of this study was to assess factors influencing female teachers' employment in private schools in Morogoro Municipality. The mixed research approach and cross-sectional research design were used. The sample size of this study include 56 respondents that involve 50 female teachers and 6 heads of schools. This study used simple random sampling technique in the selection of female teachers and purposive sampling technique in the selection of heads of schools. Primary data were collected through questionnaire and interview methods, while secondary data were collected through documentary reviews. Findings of the study revealed that, the roles of female teachers in private schools are reducing girls dropout, helping students to combat their challenges, advising students, mentoring students life skills, share with students opportunities, sharing knowledge and acting as an external parent. The study recommend that, Government should ensure that, gender role stereotypes should also be abolished and urgent steps should be needed to remove the social, cultural, political, economic and legal barriers that marginalized and discrepancies of female teachers.

Keyword: Female Teacher and Private Schools

1.0 Introduction

Women/Females make up one-half of the world's population (Ashley, et al., 2014). Without their engagement, empowerment and contributions there is little hope on achieving rapid economic growth or effectively tackle global challenges such as climate change, technology adoption, food security, and conflict.

Education is a key driver of individual earnings and national economic growth (Chaudhry, 2007). In an ever-changing world and with the need to give their children the best education, parents preferred private school education to public school education. The reasons may include smaller classes, parents' involvement, a safer environment and dedicated teachers (Ewuzie, 2020). Teachers in private schools are famous for being more dedicated to child learning than teachers in public schools (Ewuzie, 2020).

According to Ewuzie (2020), there have been an increase in female teachers' employment in most of the private schools and endangering the male teachers by 2065 in most of the developed countries such as Colombia and Australia. Therefore, more than 297,500 female teachers were employed in private schools and 151,268 male teachers were employed in these developed countries (Ewuzie, 2020). Despite those records, the situation is different in most of the developing countries such Tanzania as by 2020, about 210,876 male teachers were employed in private schools whereby only 10,736 female teachers were employed in private schools (Ewuzie, 2020). This is attributed by the existence of gender inequality in employment of teachers in private schools in Tanzania (John & Mkulu, 2020).

Throughout the human history, gender has been one of the important factors which influence the division of labor (Sargent, 2005). Many jobs have been labeled according to the gender lines, school education is examined in terms of division of labor, lack of female school teachers can be seen explicitly (John & Mkulu, 2020). One of the key issues contributing to best performance is the availability of the best and qualified teachers (mostly the male teachers who are said to be more qualified than the female teachers, thus private schools having best performances than the public schools (Hayes & Vanhorn, 2021). Anderson, et al. (2017). It has been proven that in most of the private schools in developing countries tend to employ.

Several studies have found that the private schools are more efficient than the public schools (Day, et al., 2014). John and Mkulu (2020) highlighted the existence of a lot of

male teachers in the private schools in respect to the public schools. Also, other studies showed that availability of qualified teachers plays a key role in advancing the quality of education and learning outcomes. Education statistics show that, in private schools, there are more male teachers than female teachers (URT, 2018). For example, in 2017, the total number of female teachers was 101,176 while the number of male teachers was 197,563 for private primary schools. The same pattern is observed for secondary private schools where male teachers outnumber the female teachers. This shows that the teaching staff is dominated by men. This may result in poor performance for girls who but according to World Bank (2014) girls tend to perform better when female teachers are present in schools. However very little is known on why there are more male teachers in the private schools than in the public schools in developing countries like Tanzania. The goal of this study is to assess factors influencing female teachers' employment in private schools in Morogoro Municipality. The study is expected to provide information that will help decision makers to formulate educational policies that will support the gender equity in teacher's employment for the private schools to supplement efforts by the government.

2.0 Research Methodology

This section presents the methodology that guided the study. The study used mixed research approach and cross-sectional research design. The sample size of this study include 56 respondents that involve 50 female teachers and 6 heads of schools. This study used simple random sampling technique in the selection of female teachers and purposive sampling technique in the selection of heads of schools. Primary data were collected through questionnaire and interview methods, while secondary data were collected through documentary reviews. Quantitative data were analyzed by using descriptive statistics while qualitative data were analyzed through content analysis.

3.0 Research Finding and Discussion

The general objective of this study is to assess the factors influencing female teachers' employment in private schools in Morogoro Municipality. Findings of this objective are presented below.

3.1 Marital Status

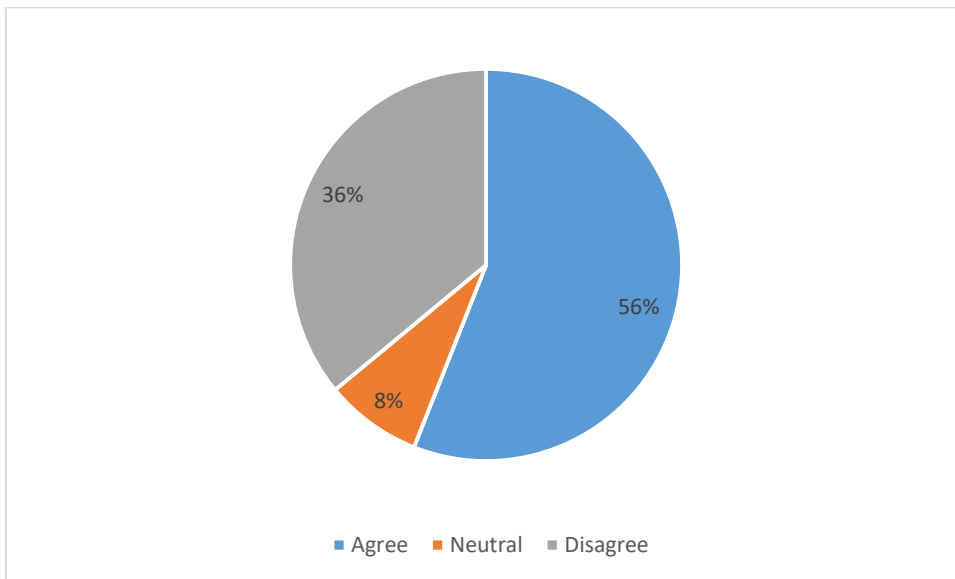


Figure 1: Marital Status

Source: Field Data (2022)

The sub-item of marital status identified that 28(56%) respondents agreed that, marital status is one of the factors influencing female teachers' employment in private schools, 4(8%) respondents were neutral and the remaining 18(36%) respondents disagreed. These results indicate that, private schools gives priority to female teachers who are married since they have experiences in handling children and dealing with them and for this case they can act as both teachers and mothers and hence makes it easier in managing students in the school. These results are in line with study by Addison and Yankyera (2015) who found that most of the female teachers were married and had children.

3.2 Education Level

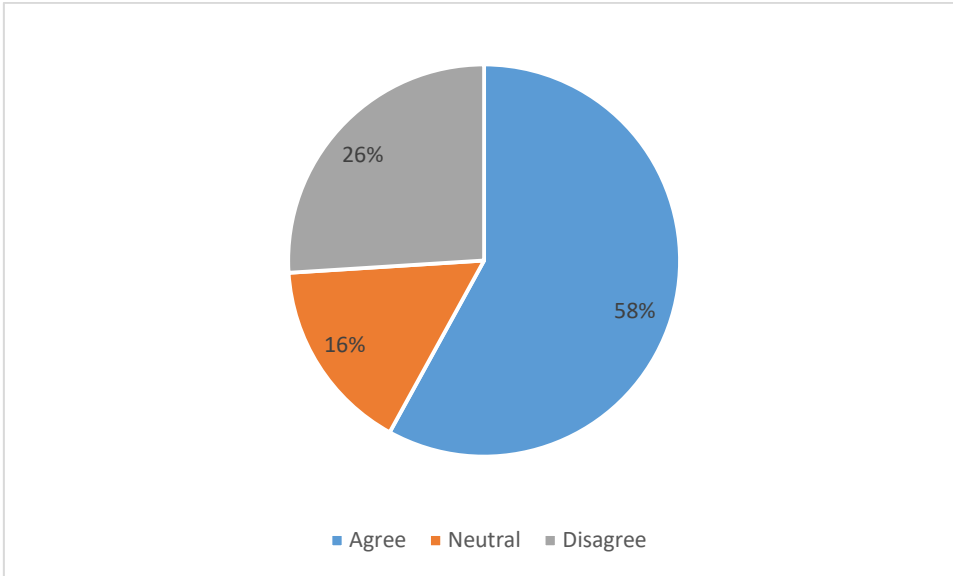


Figure 2: Education Level

Source: Field Data (2022)

The sub-item of education level identified that 29(58%) respondents agreed that, education level is one of the factors influencing female teachers' employment in private schools, 8(16%) respondents were neutral and the remaining 13(26%) respondents disagreed. These results indicate that, more educated female teachers are clearly have high chance of being employed to teach in private schools at Morogoro Municipality compared to those who are less educated. The findings are consistent with that of John and Mkulu, (2020) who stated that the more the person educates him/herself the more the chance of getting job opportunity. And this could be due to the reason than when you get more attached to education you lower the level of competition.

3.3 Dressing Code/Appearance

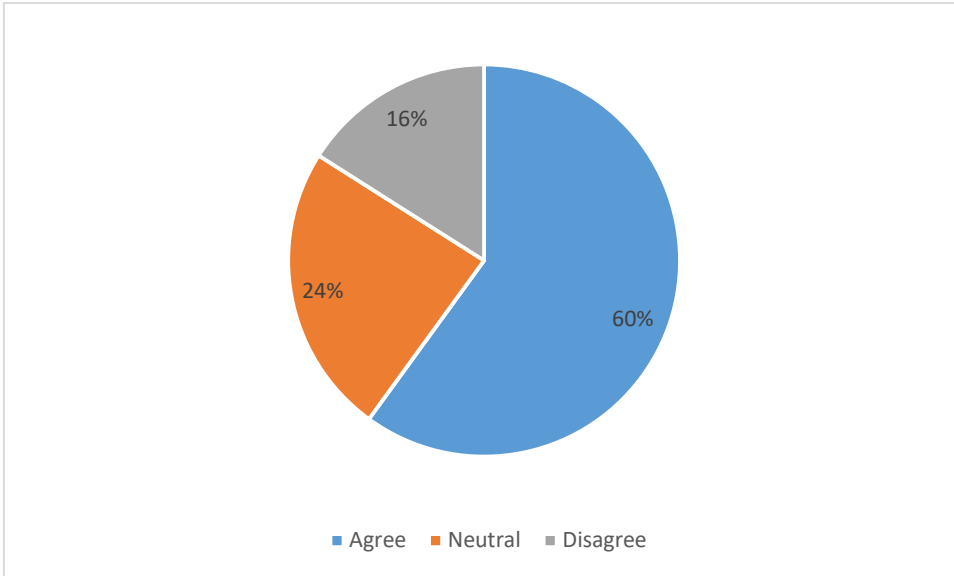


Figure 3: Dressing Code/Appearance

Source: Field Data (2022)

The sub-item of dressing code/appearance identified that 30(60%) respondents agreed that, dressing code/appearance is one of the factors influencing female teachers' employment in private schools, 12(24%) respondents were neutral and the remaining 8(16%) respondents disagreed. These results indicate that, the appearance of an individual or the way that they dress influences female employment in private schools. Employers prefer to employ people who dresses smartly and put on official attires while the ones having poor dressing code with bad appearance are left out.

3.4 Teaching Subjects

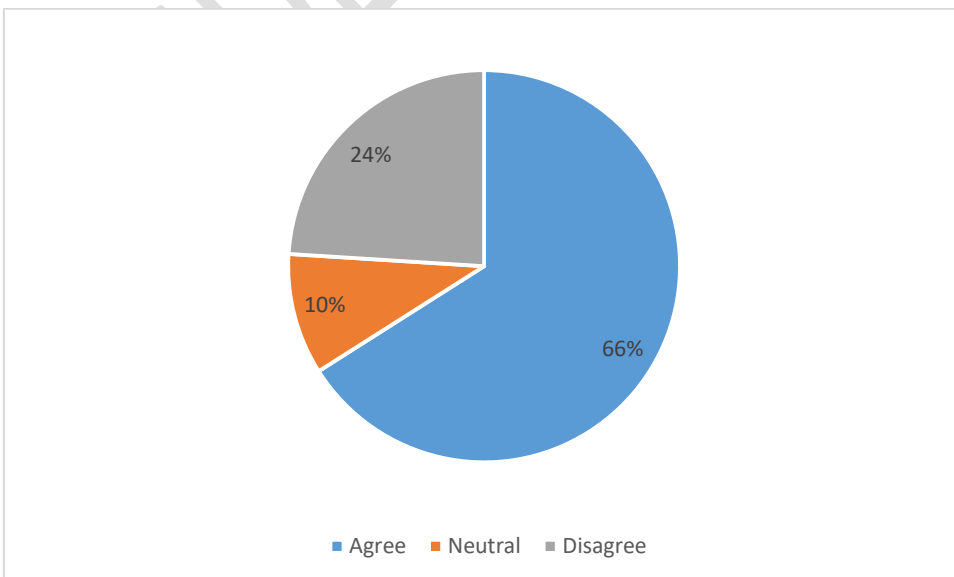


Figure 4: Teaching Subjects

Source: Field Data (2022)

The sub-item of teaching subjects identified that 33(66%) respondents agreed that, teaching subjects is one of the factors influencing female teachers' employment in private schools, 5(10%) respondents were neutral and the remaining 12(24%) respondents disagreed. The case is mostly applicable to schools where by the science subject teachers are mostly preferably compared to the art subject teachers. On the other hand these science subject teachers, those teaching physics and mathematics are mostly preferred compared to others with chemistry, biology and agriculture subjects.

3.5 Years of Experience

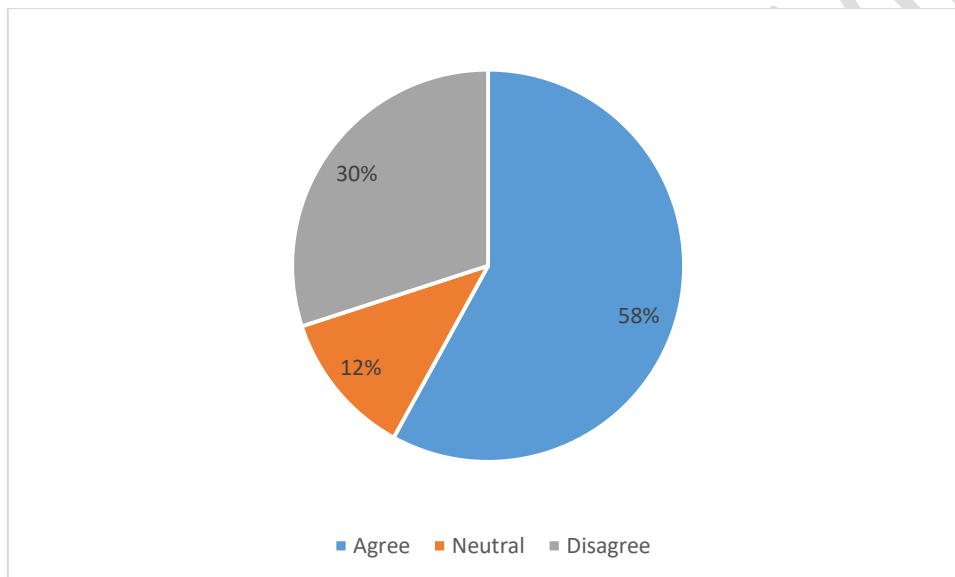


Figure 5: Years of Experience

Source: Field Data (2022)

The sub-item of years of experience identified that 29(58%) respondents agreed that, years of experience is one of the factors influencing female teachers' employment in private schools, 6(12%) respondents were neutral and the remaining 15(30%) respondents disagreed. These findings indicate that, most of the employees prefer to employ candidates who have most experience compared to others. The results are consistent with that of Ewuzie, (2020) who stated that experience is a key factor to be employed in most of the private sectors.

4.0 Conclusion and Recommendations

Despite efforts by governments, non-governmental agencies and international development agencies, female teachers still face substantive barriers when seeking a job in private schools. Female teachers play an important role in mitigating many of the social, cultural and economic barriers which prevent students from having a safe and meaningful educational experience. Basing on study findings female teachers are particularly important for retaining students in school, raising their achievement levels, and providing them with a quality education. As to ensure employment of female teachers in private schools and improving their working conditions, the Government should ensure effective policies are made.

The study recommend that, Government should ensure that, explicit guidelines aiming at gender equity in school leadership should be available to the society, gender role stereotypes should also be abolished because they are not consistent with the inclusive ideologies enshrined in the Constitution, and urgent steps should be needed to remove the social, cultural, political, economic and legal barriers that marginalized and discrepancies of female teachers

REFERENCES

- Addison, A.K., & Yankyera, G. (2015). An Investigation into How Female Teachers Manage Stress and Teacher Burnout: A Case Study of West Akim Municipality of Ghana. *Journal of Education and Practice*, 6(10), 1-25.
- Anderson, L.M., Gallagher, J. & Ritchie, R.E. (2017). How The Quality Of School Lunch Affects Students' Academic Performance. *The Education Digest*, 83(6), 61-64.
- Chaudhry, I.S. (2007). Impact Of Gender Inequality In Education On Economic Growth: An Empirical Evidence From Pakistan. *Pakistan Horizon*, 60(4), 81-91.
- Day, A.L., Mcloughlin, C., Aslam, M., Engel, J., Wales, J., Rawal, S., Batley, R., Kingdon, G., Nicolai, S., & Rose, P. (2014). The Role And Impact Of Private Schools In Developing Countries: A Rigorous Review Of The Evidence. Final Report. Education Rigorous Literature Review. Department For International Development.
- Ewuzie, K. (2020). School Closure: Private School Teachers Groan Under Backlog Of Unpaid Salaries. *Journal of Educational psychology*, 98(1), 11-19.
- Hayes, O.T., & Vanhorn, M. (2021). Health And Education Impacts Of The School Breakfast Program And National School Lunch Program. *Journal of Interactive Online Learning*. 10(3), 1-17.
- John, U., & Mkulu, G.D. (2020). Influence Of School Heads' Leadership Styles On Students' Academic Performance In Public Schools In Nyamagana District, Mwanza, Tanzania. *International Journal of English Literature and Social Sciences*, 5(6): 2327-2340.
- Sargent, P (2005). The Gendering Of Men In Early Child Hood Education. *Sex Roles*, 52(2005), 51-259.