

Original research article

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 includes 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 Teachers, **employment and Private education**

1.0 Introduction

The roles of women in social development are unquestionable, particularly in the education of children, and in ensuring the health and well-being of their families United Nations (2014). Women/Females make up one-half of the world's population, 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 (Ashley, et al., 2014). Research shows that closing gender gaps could lead to substantial increases in per capita income (United Nations, 2013).

Historically, 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 works can be seen explicitly (John & Mkulu, 2020). This contributes to massive female unemployment to many countries.

In Yemen for example, Female graduates face serious unemployment challenges in Yemen. Yemeni universities produce about 30,000 graduates each year; at least half of them are women. Yet for government positions, which recruit 10,000 new graduates each year, women only constitute 40 per cent of the recruits, while the private sector employs only 7 per cent of working Yemeni women (ILO 2010). This proves that, private sectors have low contribution in empowering women especially in offering employment to women who are able to perform their work as men. The massive women unemployment makes many women to engage in entrepreneurship to increase their income and help their family.

In Saudi Arabia for example, the key agenda is boosting entrepreneurship and promoting gender equality. The country wants to encourage its citizenry, and women, in particular, to start their own businesses and integrate into the workforce, as well as contribute to the nation and its future Bastian, B.L.; Hill, S.; Metcalfe, B.D (2021) With this in mind, the Saudi government embarked on a series of reforms directed at diversifying the economy and increasing entrepreneurial activity in the country Costa, J.; Pita, M (2020). These efforts have been rewarded with the result that women and men being at parity in terms of participation in entrepreneurship, as reflected in the most recent Global Entrepreneurship Monitor (GEM) report; this is not the case in most of the rest of the world (GEM Report, 2021/2022).

Education is a key driver of individual earnings and national economic growth (Chaudhry, 2007). To achieve sustainable national economic growth, quality education is counted as major factor that can eventually help a child to attain his/her goals in life. 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. This may be contributed by some reasons like smaller classes, parents' involvement, a safer environment and dedicated teachers (Ewuzie, 2020). It is argued that, teachers in private schools are more dedicated to child learning than teachers in public schools (Ewuzie, 2020).

Furthermore, it is argued that, the key issues contributing to best performance in private schools 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) and (Day, et al., 2014). Although there is high academic performance in private schools, yet there is gender imbalance in employment opportunity to female teachers. It has been proven that in most of the private schools in developing countries tend to employ male teachers than female teacher Anderson, *et al.* (2017) and John and Mkulu (2020).

In education sector like other sector, women also are faced with problem of unemployment especially in private schools. Since it is argued that, in private schools there are more male teachers than female teachers John and Mkulu (2020). More ever, 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 was observed for secondary private schools where male teachers outnumber the female teachers. This shows that the teaching staff is dominated by men.

However, it should be noted that, this case is different from the developed nations. It is reported that, 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 Ewuzie (2020). Current records indicate that, more than 297,500 female teachers were employed in private schools and 151,268 male teachers were employed in these developed countries.

Unlike wise, the situation is different in most of the developing countries such as Tanzania 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).

Despite the World Bank (2014) to recommend that, female students feel comfortable and tend to perform better when female teachers are present in schools yet, private schools are reported to employ few numbers of female teachers (Ewuzie, 2020). Therefore, the goal of this study is to assess factors influencing female teachers' employment in private schools in Morogoro Municipality. The study was 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.

1.1 Theoretical Literature Review

In the context of this study Herzberg Two-Factor Theory was used. Herzberg's Two-Factor Theory is the theory propounded by Frederick Herzberg (1959). This theory intended to distinguish between two factors that motivate people and lead to job satisfaction and the factors that lead to job dissatisfaction.

The first category comprises of satisfying experience in terms of factors that were intrinsic to the content of the job itself. Herzberg called these factors motivators. Motivator factors are based on an individual's need for personal growth. When they exist, they actively create job satisfaction. If they are effective then they can motivate an individual to achieve above-average performance and effort. Motivator factors include: status, opportunity for advancement, gaining recognition, responsibility challenging/stimulating work, sense of personal achievement and personal growth in a job.

The other categories of factors are called hygiene factors. These are based on the need for a business to avoid unpleasant condition at work. If employees consider these factors inadequate, then they become dissatisfied with work. Hygiene factors include: company policy and administration, wages, salaries and other financial remuneration, quality of supervision, quality of interpersonal relations, working conditions and feeling of job security. These emanate largely from non-job-related factors, they are extrinsic in nature and therefore to motivate employees' motivators must be applied (Steers & Porter, 1991). The implications of this theory are the employee's motivation can be obtained through changing the nature of an employee's job, i.e., job enrichment. The Herzberg's Two-Factor Theory is presented in Figure 1 below.

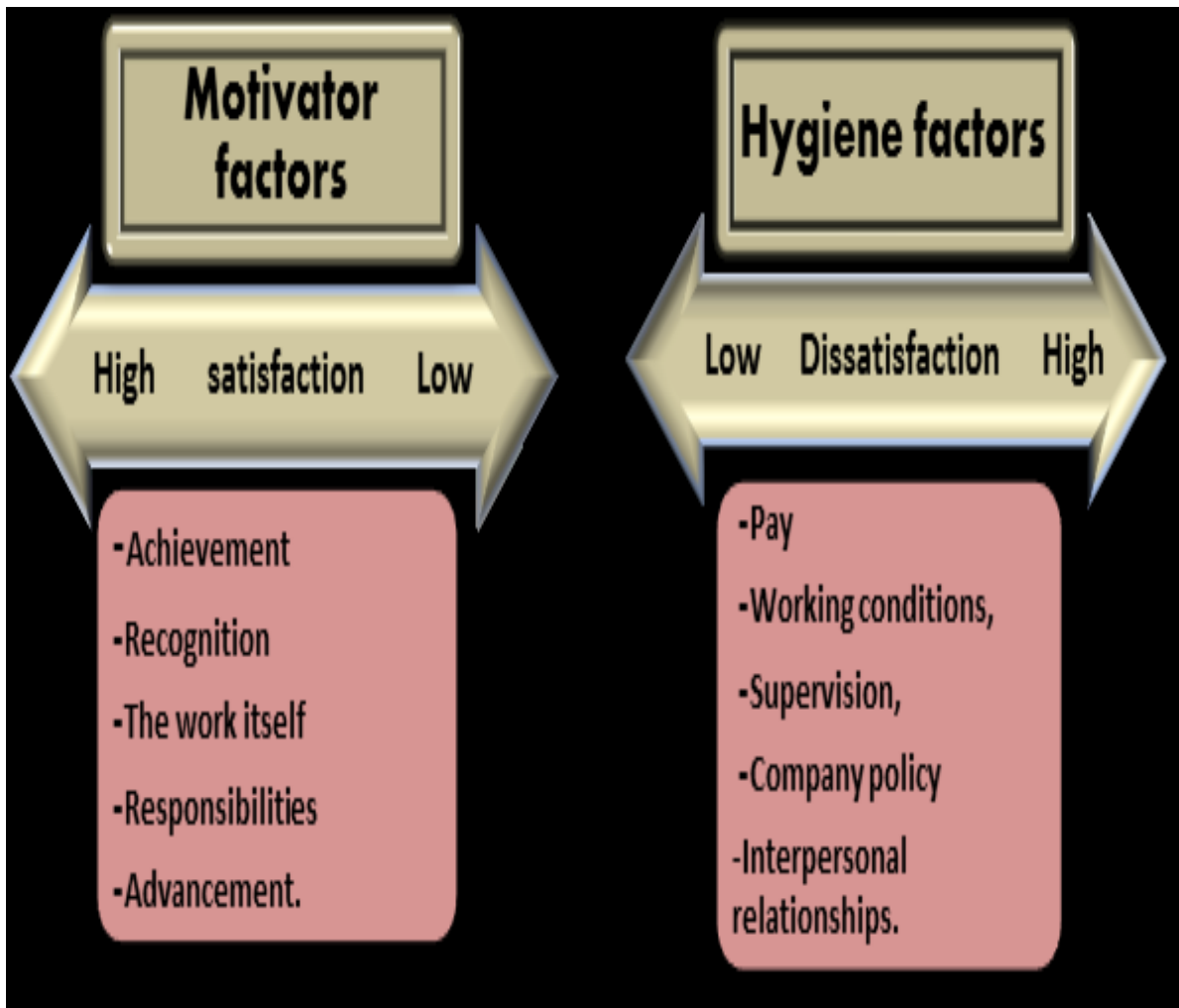


Figure 1: Herzberg's Two-Factor Theory

Source: Herzberg, Mausner, and Snyderman (1959)

Herzberg Two-Factor Theory seems prominent model for identifying satisfying (intrinsic) factors and dissatisfying (extrinsic) factors determining female teacher's employment. From their study they found that there are two sets of factors. The first set consists of achievement, recognition for achievement; work itself, responsibility and advancement seemed to be strong determining factors of job satisfaction. These were classified as intrinsic factors. All the factors are related to what a person does and not to the situation in which he or she does it.

From Herzberg's Two-Factor Theory, it would be unrealistic to insist that the factors are excessively satisfiers and extrinsic factors are exclusively dissatisfies. A more realistic view is to regard both, intrinsic and extrinsic factors as capable of generating satisfaction as well as dissatisfaction. That is the presence of certain variables lead to satisfaction and absence leads to dissatisfaction. Intrinsic factors according to Herzberg (1968) are rewards of the job itself; these include such aspects as self-respect, sense of accomplishment and personal growth. Intrinsic rewards are more satisfying and motivating.

Extrinsic factors on the other hand are rewards surrounding a job such as salaries, fringe benefits and job security. Thus, job satisfaction and job dissatisfaction shared the same continuum. Midway between satisfaction and dissatisfaction is a feeling of neutrality where an individual is neither satisfied nor dissatisfied. Extrinsic factors can cause both satisfaction and dissatisfaction, but individuals are more likely to say they have bad or satisfied feeling about these extrinsic factors. Motivation hygiene overlooked personality characteristics of workers, which play a vital part in job satisfaction. For instance, a teacher who has a strong need for achievement could be extremely satisfied when he or she perceives himself or herself as not achieving his or her teaching profession.

Another set of factors was grouped as determinants of dissatisfaction. These were company policy and administration, supervision, salary, interpersonal relations and working conditions. These sets of factors related to the environment or the context of job and not the work itself. They termed them extrinsic factors and regarded them as job dissatisfies. From the findings Herzberg and his colleague formulated the Motivation/Hygiene theory. They termed hygiene factors as dissatisfies. They claimed that a good hygiene environment prevents job dissatisfaction but do not necessarily create job satisfaction or happiness. The argument launched here is that, when workers/ teachers claim for more salary and get it, the satisfactions they derive from it is too short and very begin to claim for more because money is hygiene factor. Such short satisfaction cannot be compared from that which one gets due to achievement.

The theory was relevant in this study since it is assumed that female teachers' employment in private schools is a form of satisfactions from both female teachers and private schools. In this perspective for this study, female teacher's employment depends on both hygiene and motivation factors as suggested by Herzberg, Mausner, and Snyderman (1959).

2.0 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 included 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 Results And Discussion

The general objective of this study was 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

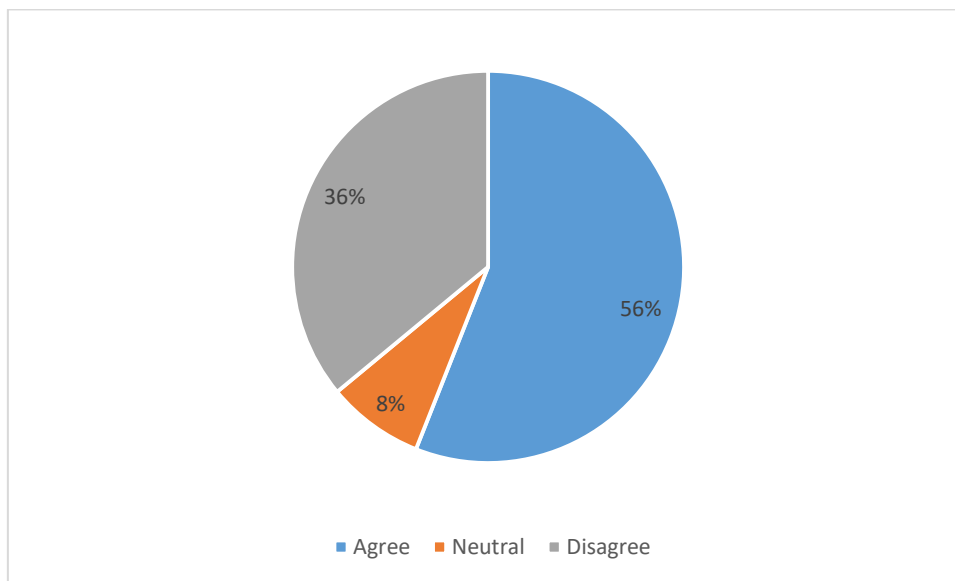


Figure 2: Marital Status

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.

Further more study done Muthoni (2015) agrees that marriage is one of the factors that influence female teacher's employment in private schools. The results of his study indicated that most of the female teachers were aged between 36 -45 years, married and

had children. Therefore, private schools deprive employment opportunities to female teachers who are not married and many of female teachers become unemployed because of marriage factor.

3.2 Education Level

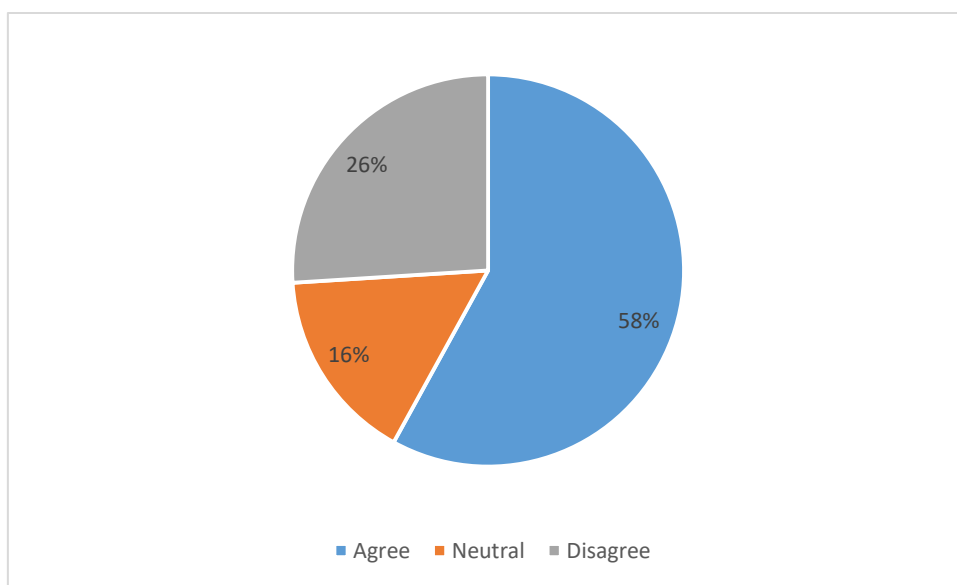


Figure 3: Education Level

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 in 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. Also, the findings of the study also agree with Huda (2000) who examined the status of female teachers in the Middle East and North Africa Region. The results indicated that ineffective pre-service and in-service training, teachers' educational level, and lack of follow up of female teachers at all levels have limited professional competency and growth. Therefore, female teachers should be committed to in-service and pre-service

training as well as mentor programs so that they can increase the chance to employment in both sectors public and private.

3.3 Dressing Code/Appearance

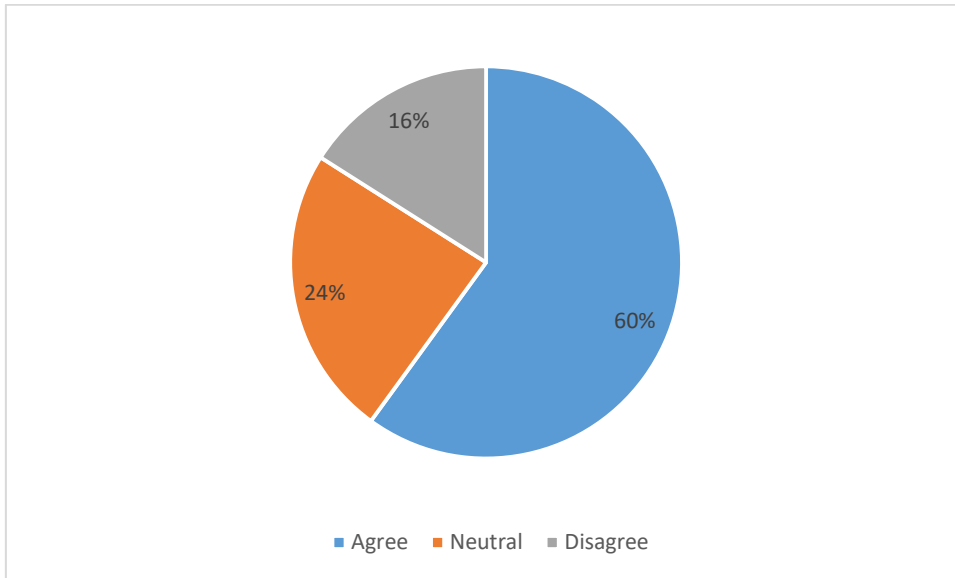


Figure 4: Dressing Code/Appearance

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

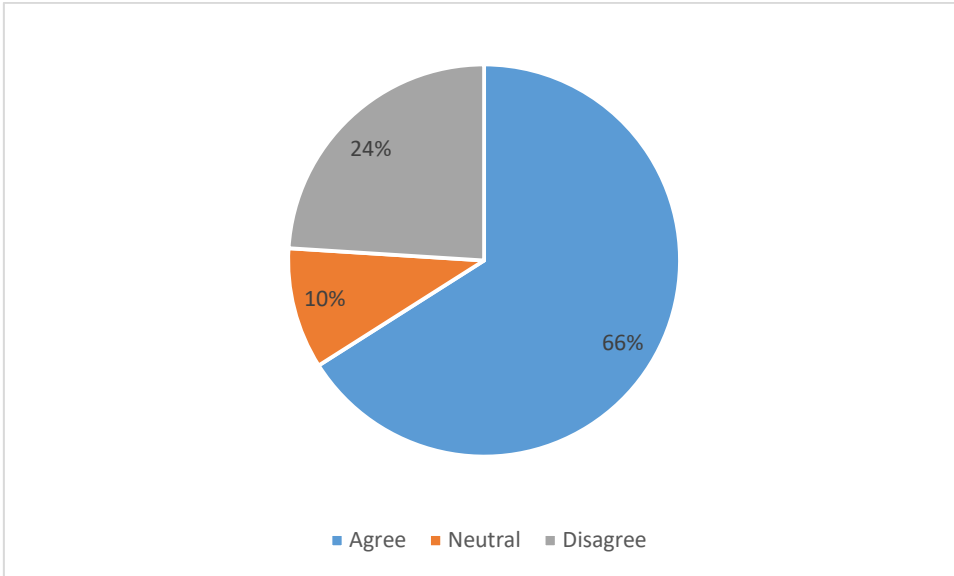


Figure 5: Teaching Subjects

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

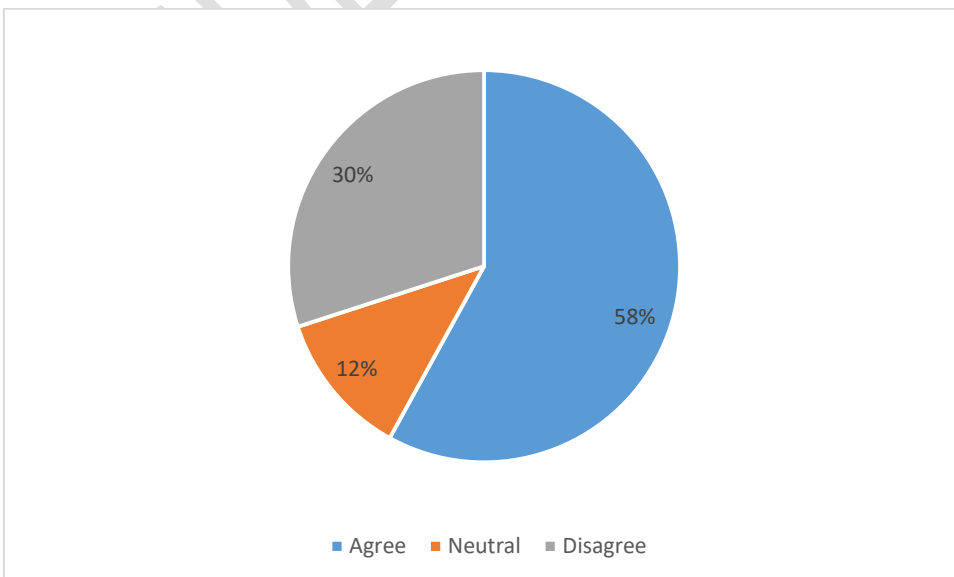


Figure 6: Years of Experience

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 *recommends* 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

Limitations of the Study

Limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations (Best & Khan, 2006). The major limitations of the study were, time factors and responding time.

Limited time: Time to covers all involves in selected respondents in Morogoro Municipality which covers about 260 km² was insufficient. In another case, respondents

were also affected by this study, because they used more time than expected in filling the questionnaires.

Poor cooperation: Some of the respondents did not cooperate for fearing of the information being misused or used for other undisclosed purposes. To overcome this, researcher ensured the respondents the confidentiality of the information by showing the research permission letter from Morogoro Municipality.

Consent

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

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