



Possible Measures to Improve the Performance of the Tanzania Teachers' Union (TTU) and Their Influence on Teachers' Job Satisfaction in Tanzania

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ABSTRACT

This study is about the possible measures to improve the performance of the Tanzania Teachers' Union (TTU) on teachers' job satisfaction in Tanzania. This study was conducted in Ilemela and Nyamagana districts, Mwanza, Tanzania. The objective of this study was to investigate the possible measures to improve the performance of TTU in ensuring teachers' job satisfaction. The study was guided by Webb's theory of trade unions. The study employed a pragmatic research paradigm, mixed-methods research approach, and explanatory sequential design. The targeted population of the study was 2672 teachers from public secondary schools in Ilemela and Nyamagana districts who are TTU members and 4TTU district leaders in Ilemela and Nyamagana districts. This population was represented by a sample of 348 teachers and four TTU district leaders from Ilemela and Nyamagana districts. Simple random sampling was used to obtain 348 teachers from 58 public secondary schools in Ilemela and Nyamagana districts. Each school served 6 teachers who are TTU members while the 4TTU district leaders were obtained through purposive sampling. Quantitative data were collected through descriptive survey in which closed ended questionnaire were administered to teacher respondents. While qualitative data were collected through individual interviews and documentary review. Individual interviews were administered to 4 TTU district leaders. Furthermore, quantitative data were analysed by using descriptive analysis while qualitative data employed thematic analysis. Findings of the study revealed that there is low performance of TTU on ensuring teachers' job satisfaction in public secondary schools. There is poor working environment, low involvement of teachers' in decision making, low salaries, low teachers' promotion, delayed allowances and low teachers' professional development. Therefore, to improve the performance of TTU, it was recommended that TTU should be reformed and made one of the education policy-making organ. Reformation of TTU will make it independent and more powerful in fighting for teachers' rights. Also, making TTU one of the education policy making organ will facilitate implementation of the education policies among teachers.

Keywords: Job Satisfaction, Public Secondary School, Tanzania Teachers' Union, TTU Performance

I. INTRODUCTION

Literature from different countries show that the problem of teachers' job dissatisfaction is huge due to the low performance of teachers' trade unions. In countries such as the United States of America (USA), United Kingdom (UK), Turkey and Hungary, insufficient salaries, poor working conditions, delays of promotions, long working hours, job insecurity and incentives are the drivers for teachers' job dissatisfaction (European Commission, 2021). Similarly, Troeger (2021) reported that in the United States of America factors which impact teachers' job satisfaction are working conditions, job security, recognition from employer, workplace relationship, salaries and professional growth.

Moreover, in developed countries like the United States of America, Turkey, Scotland, Poland and New Zealand, it is reported that Teacher Unions are experiencing challenges due to global educational reform movement in education. Therefore, it is argued that renewal of education union is important (Bascia & Stevenson, 2017). Also, it is advised that unions should build their capacity to deal with the issues that confront them. This can only be achieved by involving members at the grassroots in unions' activities. Involvement of members will help members to gain skills on advocates and



activists (Bascia & Stevenson, 2017). Likewise, Longmuir et al. (2022), revealed that in Australia, the participation of teachers' trade unions in maintaining teachers' job satisfaction is very low.

Moreover, it is reported that in Eastern and Western Europe, countries like United Kingdom, Canada, Japan and the rest, teachers' unions are faced with a lot of challenges like; de-recognition, withdraw of members from the unions, political exploitation of unions and many others (Anyango et al., 2019). Also, it is reported that in Ireland, Teacher union is confronting with challenges such as management hostility, and delay to implement teachers' demands.

In Southeast Asia (India, Indonesia, Malaysia, Vietnam and Brunei), teachers are extremely experiencing job dissatisfaction. It is reported that job dissatisfaction among teachers in Southeast Asia is influenced by both motivation factors and hygiene factors. But the greatest source across all participating five countries is hygiene factors (Oblina et al., (2021). However, it is revealed that teachers' unions in India not only advocate the rights of teachers but also develops professional works (Khanal, 2021). The unions serve as platforms for sharing knowledge and skills among the teachers. Also, unions are means of making teachers aware of new ideas that have erupted and expanded in global education milieu (Khanal, 2021). Despite the efforts done by teachers' unions in India, Indonesia, Malaysia, and Singapore there are several challenges which hinder effective performance of teachers' unions. The main challenges include; low union membership, political interference, inadequate funding for education, poor working environment, large class size, low government support and low professional development (Ford & Ward, 2021)

In China, it is reported that in over 52 regions of rural china, there is high prevalence of teachers' job dissatisfaction. This may pose an alarming obstacle to educating students elsewhere in rural China (Wang et al., 2022). However, it is revealed that in China, teachers' unions are not autonomous. There is no single teachers' union. All unions in China are represented by All-China Federation of Trade Unions (ACFTU). Generally, trade unions in China are confronted by the following challenges; overdependence on the government, lack of independent power to advocate for workers' rights, suppression of independent labor movements and fear of repression (Dongtao & Jingyang, 2016).

In Africa, the available literature show that the situation of teachers' job satisfaction is generally considered low. The most factors influencing low job satisfaction among teachers include; poor working conditions, inadequate compensation, lack of professional development opportunities, heavy work-loads and limited access to teaching materials. Low teachers' job satisfaction has led to low teaching morale and poor performance across various African nations (Sahito, 2019). Moreover, it is reported that 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). Likewise, Mafisa (2017), reported that in South Africa, teachers' union is not fully involved in curricular reforms and policy making as carried out by the Ministry of Education.

Furthermore, the study done by Kabika et al. (2020) on examining the role of teacher trade unions in promoting welfare of its members in Zambia, revealed that teacher trade unions were very inactive and had no documented strategies that were aimed at promoting teacher well fare and sustained livelihood which were outside the collective bargaining processes. Also, the study revealed that some teachers were left alone to pursue and follow-up cases which needed the help of teacher unions and some of the cases had direct effect to teacher welfare and sustained livelihood (Kabika et al., 2020).

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). Moreover, the study by Kisamba et al. (2022) reported that many teachers in the government sponsored primary schools in Vihiga Sub County in Kenya were not comfortable with the working conditions. Furthermore, it is reported that majority of teachers in Kenya are not satisfied with their job due to poor terms of service for teaching profession (Sande, 2021). Also, Sande (2021) adds that due to poor and bad terms of service for teaching profession, teachers' job retention is low. To large extent teachers' job dissatisfaction is influenced by; low promotion of teachers and low payment which is not equitable to other jobs with the same qualification (Sande, 2021). The increased rate of teachers' job dissatisfaction has influenced majority of teachers to engage in extra business such as shop keeping, hair dressing business and Boda-boda. As a result, engaging in extra business has reduced teaching efficiency among teachers (Sande, 2021). In Kenya, Kenya National Union of Teachers [KNUT] and other unions were facing with some challenges such as lack of innovative and focused leaders, poor management of funds, mentality changes of unions' members, decline of membership and political interference (Anyango et al., 2019). Despite all challenges

facing KNUT in Kenya there have been several measures taken by KNUT to address teachers' concerns. Some of the measures include; enhancing the issues concerning the welfare of teachers such as increased pay, increased allowances, fighting for better working conditions of teachers and running motivational programs which are largely achieved through collective bargaining (Kasivu, 2020).

In Tanzania, literature show that despite the presence of Tanzania Teachers' Union, teachers are still experiencing job dissatisfaction. The available information from different Regions show that the problem of teachers' job dissatisfaction is still huge (Kyangwe et al., 2023). Again, in Tanzania many teachers are caught doing other businesses at the same time they are still teaching in schools so that they get enough money for constructing their houses and buying other human needs such as Cars, Tv and living good and meaningful live. This implies that teachers are not satisfied with their teaching job due to low salaries they get (Kassim & Onyango, 2022). The study by Kyara (2013) 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. Moreover, it is reported that in Tanzania TTU has not effectively addressed teachers' problems and grievances (Mboma & Yamlinga, 2019). Moreover, TTU has not been effective in carrying out its various roles such as fighting for members' security as per its mandate. This lack of effectiveness has made members develop a negative attitude towards the union (Juma & Onyango, 2022). According to (Kyangwe et al., 2023), majority of teachers in Tanzania are suffering from poor working environment, low salaries, low promotion, low teachers' profession development and poor inter personal relationships. As a result, all these have led to teachers' job dissatisfaction. Furthermore, data indicates that there is poor performance of students in some public secondary schools due to teachers' job dissatisfaction (Mbomela, et al., 2021).

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. Also, Kingalu (2015) noted that Tanzania's Teachers' union is not fully involved in day-to-day education functioning. According to Zuhura (2021), low participation of teachers in decision making has created the rule of divide and rule.

Literature show that low performance of TTU has been caused by; the government intervention on some TTU internal affairs through various ways, one being planting top official leaders of TTU who work on behalf of the government and not teachers (Butiye, 2018). Furthermore, lack of knowledge and skills of trade unionism among both TTU leaders and teachers has been a challenge to TTU better performance (Butiye, 2018). On top of that, unclear policies governing TTU is another challenge facing TTU (Butiye, 2018). Moreover, corruption and incompetence of TTU leaders affect performance of TTU on ensuring teachers' job satisfaction (Juma & Onyango, 2022).

Likewise, in Ilemela district low motivation among teachers in Ward Secondary schools is a source of low teachers' job satisfaction (Kassim & Onyango, 2022). Moreover, (Kassim & Onyango, 2022) add that, teachers in Public secondary schools in Ilemela district are working in poor environments, not promoted at the right time and they work for long time without training. Furthermore, many teachers are caught doing other businesses at the same time they are still teaching in schools so that they get enough money for constructing their houses and buying other human needs such as Cars, TVs and living good and meaningful live (Kassim & Onyango, 2022). This implies that teachers are not satisfied with their teaching job due to low salaries they get (Kassim & Onyango, 2022). All these have led to low teachers' job satisfaction which results into poor performance of teachers in some public secondary schools of Ilemela district (Kassim & Onyango, 2022).

1.1 Statement of the Problem

Literature have shown that in different parts of Tanzania including Ilemela and Nyamagana districts in Mwanza Region, teachers in public secondary schools are experiencing low job satisfaction. It is revealed that teachers' working and living conditions are among critical problems confronting teachers and teaching profession in Tanzania leading to low job satisfaction (Mgaya, 2024). Despite the initiative measures taken by TTU in addressing teachers' issues to the government, more efforts are needed to achieve teachers' job satisfaction. Furthermore, since TTU is confronting with some critical challenges from within the union and from the government, more strategies are needed to make TTU more powerful in order to overcome the challenges. Unfortunately, there is scanty literature on the possible Measures to improve the performance of the Tanzania Teachers' Union (TTU) and their influence on Teachers' job satisfaction in Tanzania. The research is caught into puzzle and raised the grand general question underlying this study inquiring, how can the teachers' trade union (TTU) improve its performance in ensuring teachers' job satisfaction in public secondary schools in Tanzania? This grand question has hardly been addressed in reference of the scanty reviewed studies. Consequently, little is known



about this philosophical puzzle. Therefore, to fill in this gap the researcher investigated the possible measures to improve performance of Tanzania Teachers' Union and their influence on teachers' job satisfaction in public secondary schools.

1.2 Research Objective

This study investigated the possible measures to improve performance of TTU and their influence on teachers' job satisfaction in Tanzanian public secondary schools.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Webb's Theory of Trade Unions

This study was guided by Webb's theory of trade unions. This theory was propounded by Webb and later on developed by Sydney in 1920. Webb's theory of trade unions is also called the Socialist pattern of society. According to this theory, the trade union is "a continuous association of wage earners for the purpose of maintaining and improving the conditions of their workers' lives," which they may achieve either through collective bargaining with employers or through the provision of benefits to their members. In relation to the study, Webb's theory of trade unions can be used to explain the possible measures to improve performance of TTU and their influence in ensuring teachers' job satisfaction (Farnham, 2008). Webb's theory of trade unionism assumes that trade unions are extension of democracy from politics to the workplace (Farnham, 2008). Therefore, with this assumption, TTU is expected to ensure that teachers have the power to air their demands to their employers either directly or through their union. With this regard, more measures are needed to enhance TTU to secure teachers' demands. Again, the theory assumes that trade unions are classes for struggle (Farnham, 2008). In relation to this study, TTU is expected to fight for teachers' rights and eliminate managerial dictatorship. This will be achieved once TTU is reformed. Reformation of TTU will make it more powerful and independent in fighting for teachers' rights. Moreover, the theory assumes that trade unions increase bargaining power. Therefore, TTU is expected to bargain effectively with the government for the benefits of teachers. Finally, the theory assumes that trade unions should be incorporated into main stream economic and political thought. That means TTU is expected to be involved by the government in discussion for economic and political agenda because economic and political atmosphere of a country can influence teachers' job satisfaction. Tanzania Teachers' Union is responsible to ensure that its members are satisfied with their job. Therefore, it is expected that Teachers union will be effective on ensuring teachers' job satisfaction. Ineffectiveness of teachers' Union on collective bargaining, legal advocacy, involvement in policy making and proper handling of teachers' demands would lead into loss of teachers' benefits and total job dissatisfaction.

2.2 Empirical Review

In developed countries like the United States of America, Turkey, Scotland, Poland and New Zealand, it is reported that Teachers' Unions are experiencing challenges due to global educational reform movement in education (Bascia & Stevenson, 2017). Therefore, it is argued that renewal of education union is important. Also, it is advised that union should build their capacity to deal with the issues that confront them. This can only be achieved by involving members at the grassroots in union's activities. This will help members to gain skills on advocates and activists (Bascia & Stevenson, 2017).

In South Africa, Mahome and Malatji (2024) conducted a study on the role of teacher trade unions in preventing staff victimization. Findings of the study showed that teachers' unions contributed much on teachers' victimization. Also, it was revealed that teachers' unions have failed to protect teachers' rights because of its alliance with political parties. Therefore, to make teachers' union effective, it was recommended that teacher unions should not align with political parties. Furthermore, more trainings and workshops on pro-social behavior and peaceful conflict resolution should be conducted by teacher unions for teachers. Similarly, in Namibia about 50% of teachers in the Onankali Circuit are satisfied with teaching job while the rest percentage of teachers are dissatisfied. This indicates moderate performance of teachers' union in Namibia (Namupala, 2023).

Also, in Kenya Kuja (2022) conducted a study on trade union strategy on teacher professional development and its influence on teachers' welfare in public secondary schools in Nairobi City. Results of the study revealed that advocacy and securing benefits of teachers by trade unions had a positive influence on teachers' welfare in public secondary schools. Furthermore, it was recommended that to make teachers' union more effective, teachers who pursue higher qualification are remunerated well. Also, teachers' unions, Kenya Education management institute and Kenya institute of curriculum development should intensify capacity building programs to train teachers with new educational policies.



Likewise, Juma and Onyango (2022), conducted a study on Attitudes of members of Tanzania Teachers' Union (TTU) towards the effectiveness of their union in improving their welfare at Dodoma City. From the study it was found that large number of teachers, have negative consideration about TTU. Negative perceptions of teachers towards their union would demoralise teachers and increase teachers' job dissatisfaction. Therefore, it was advised that TTU should prepare meetings at grassroots to discuss with members about their problems. Also, it was suggested that TAMISEMI who is the teachers' employers should work in partnership with TTU so as to help them in improving teachers' welfare and improve the image of the union among its members. This to some extent will help members to have positive attitude towards the union.

Moreover, Kabika et al. (2020), re- examined the role of teacher trade unions in promoting welfare and sustained livelihood for their members in Lusaka, Zambia. From the study it was revealed that teacher trade unions were inactive and had no documented strategies that were aimed at promoting teacher welfare and sustained livelihood which were outside the collective bargaining processes. Also, it was reported that some teachers were left alone to deal with cases which needed the help of teachers' union. This situation developed low level of teachers' job satisfaction. Based on the weaknesses of the teachers' union the study proposed possible measure to be taken by teachers' union such as; coming up with resource mobilization strategies that would help in increasing the financial base of teacher trade union. Also, it should provide soft loan scheme to members on a minimal interest rate; provision of salary advance, building houses for teachers as mortgage loans at subsidized rates.

Mndeme (2022) did study on the decline of trade union collective action in the epoch on neo-liberal globalization in Tanzania. Findings from the study revealed that Tanzania Teachers' Union had been ineffective due to lack of full autonomy from an employer. Yet, the existing labour regimes prevents TTU's activism. In order to make TTU effective it was suggested that there should be law labour reforms. This will allow freedom of the union. Moreover, in their study on the contribution of Tanzania Teachers' Unions collective bargaining power in securing favorable working conditions for teachers in Kwimba District, Mwanza (Mgendi & Mhagama, 2025), recommended the following to make TTU effective; TTU should relook at its strategies of collective bargaining through its engagement with teachers in understanding their needs. Transparency, accountability and active communication might go a long way in restoring confidence in the TTU.

III. METHODOLOGY

This study employed a pragmatic research paradigm because this type of paradigm allows the researcher to address questions being investigated freely regardless of whether they are quantitative or qualitative in nature. Moreover, the study employed a mixed methods research approach in order to provide flexibility to the researcher to obtain massive amounts of information using both qualitative and quantitative data collection techniques. Furthermore, the study was guided by an explanatory sequential design. The rationale for this design is that the quantitative data and their subsequent analysis provide a general understanding of the problem. The targeted population of the study was 2676. From this population, teachers from public secondary schools in Ilemela and Nyamagana districts were 2672 while TTU district leaders were 4. The study had a sample size of 348 teachers and 4 TTU district leaders. This sample size was convenient as it provided suitable information for the study. The study employed simple random in selecting 348 teachers while purposive sampling was used to get the 4TTU district leaders. The criterion for using purposive sampling was the uniqueness of the respondents for being the only one in each district.

Quantitative data were collected by using descriptive surveys while qualitative data were collected by using individual interviews and documentary review. Again, Quantitative data were analysed by using descriptive analysis while qualitative data were analysed by using thematic analysis. The reviewed document was the TTU constitution. The validity of the research instruments was 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 (Karnia, 2024). 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 (Karnia, 2024). Also, the informed consent and anonymity of respondents were adhered to. To avoid plagiarism, acknowledgement of all sources used in this study was done properly with adherence to APA manual 7th edition.

IV. FINDINGS & DISCUSSION

4.1 Examined the TTU-Related Factors which influenced Teachers' Job Satisfaction

Before suggesting the possible measures to improve performance of TTU and their influences on teachers' job satisfaction, the study examined the TTU-related Factors which influenced teachers' job satisfaction. With five Likert scales ranging from 1=Strongly Disagree (SD), 2=Disagree (D), 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 statements describing the assumptions. Findings of the study were as summarized in Table 1 below:

Table 1

The TTU-related Factors Influencing Teachers' job Satisfaction in Public Secondary Schools

S/N	TTU-related Factors Influencing Teachers' Job Satisfaction	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	Involvement of Teachers in decision-making	38(11.0)	41(11.9)	47(13.6)	113(32.8)	106(30.7)
2	Influence of Salaries	38(11.0)	56(16.2)	35(10.2)	77(22.3)	139(40.3)
3	Influence of Working environment	26(7.5)	38(11.0)	44(12.8)	71(20.6)	166(48.1)
4	Influence of Job Promotion	10(2.9)	60(17.4)	23(6.7)	116(33.6)	136(39.4)
5	Influence of Professional development	17(5.0)	35(10.1)	38(11.0)	116(33.6)	139(40.3)
6	Influence of Allowances	16(4.6)	33(9.6)	26(7.5)	113(32.8)	157(45.5)
7	Influence of Job security	20(5.8)	38(11.0)	26(7.5)	71(20.6)	190(55.1)

The findings in Table 1 above reveal that 38(11.0 per cent) of teachers strongly disagreed, 41(11.9 per cent) disagreed, 47(13.6 per cent) were neutral, 113(32.8 per cent) agreed, and 106(30.7 per cent) strongly agreed. This indicates that a large number of the respondents (63.5 per cent) accepted the view that the participation of teachers in decision-making and education policy-making influences teachers' job satisfaction. The findings indicated that the involvement of teachers in decision-making and reforming the National educational policies do influence teachers' job satisfaction. On the other side, a smaller number of the respondents (22.9 percent) rejected, which is an indication that the involvement of teachers in decision and policy making or reforming did not satisfy some of them. Findings of the study align with Makuthu (2016) who found that there was low involvement of teachers in decision making and education policy formulation work in Meru District. According to Makuthu (2016), low involvement of teachers in decision-making demoralises teachers in public secondary schools. Kingalu (2015) argued that once teachers are involved in decision-making or reforming education policies, it becomes easy for them to reinforce policies. Therefore, to make teachers satisfied with their job, TTU is to ensure that teachers are well involved in decision making and formulating or making education policies through their leaders.

Moreover, findings reveal that 38(11.0 per cent) of teachers strongly disagreed, 56(16.2 per cent) disagreed, 35(10.2 per cent) remained neutral, 77(22.3 per cent) agreed and 139(40.3 per cent) strongly agreed that salaries influenced teachers' job satisfaction in public secondary schools. The findings imply that a larger number of the teachers (62.6 per cent) believed that salaries influence teachers' job satisfaction. Findings of the study align with Kyara (2013) who found that the slow government implementation of the request for salary increase indicates that teachers' needs for salary increase have not been met, in Kinondoni district and therefore, teachers may be working while they are not satisfied with their job due to low salaries. Likewise, Sahito (2019), in his study on job satisfaction and dissatisfaction in developing countries in Asia and Sub-Saharan Africa, revealed that teachers' morale was very low due to low salaries.

On the same perspective, through interview with 4 TTU district leaders, one leader had the following opinion:

“Salaries play a vital role in influencing teachers' job satisfaction. When the salary is high, teachers are likely to be satisfied with their job since they can purchase all basic needs using their salaries and remain with some amount for future use. However, when the salary does not enable the teacher to get the basic needs, the teacher cannot be satisfied, and that is why we always hear complaints about salary increases, causing the TTU to embark on negotiations with the government for increasing the salary...” (TTUL₄: May 2024).

This implies that salary is an important factor which influences teachers' job satisfaction, where a high salary leads to positive influence while a low salary results in a negative influence associated with complaints from teachers. The research findings agree with Troeger (2021), who found that among the factors which influenced teachers' job satisfaction in USA was salary. Therefore, it is a role of TTU to pressurize the government to provide salaries and salary increment on time. Once the TTU fulfills its role and the government implements it, teachers will feel satisfied.

Furthermore, data from the field showed that 26(7.5 per cent) teachers strongly disagreed, 38(11.0 per cent) disagreed, 44(12.8 per cent) were neutral, at the same time 71(20.6 per cent) agreed and 166(48.1 per cent) strongly agreed

that a working environment influences teachers' job satisfaction. This analysis shows that many teachers (68.7 per cent) accepted the view that a conducive working environment influences teachers' job satisfaction. This implies that in order to be satisfied with their job, teachers need conducive working environment. Responses from interview sessions were in line with quantitative findings. For instance, one of the TTU district leaders commented:

"A conducive working environment has a positive influence on teachers' job satisfaction. A poor working environment usually discourages employees from spending much time at work..." (TTUL₂: May 2024).

This implies that where the working environment is conducive, teachers spend much time at work and work industriously. Both quantitative and qualitative findings align with Kisamba et al., (2022) who found that in Vihiga Sub County, Kenya many teachers in the government sponsored primary schools were not comfortable with the working conditions. This affected their commitment to their work leading to the below average performance of their learners. Also, Kyangwe et al., (2023) found that in Butiama District, Mara Region, a supportive working environment, enhanced teachers' job satisfaction.

Also, data reveals that out of 345 teachers, 10(2.9 per cent) strongly disagreed, 69(17.4 per cent) disagreed, 23(6.7 per cent) were neutral, while 116(33.6 per cent) agreed and 136(39.4 per cent) strongly agreed. As observed, many of the teachers (73.0 per cent) agreed that job satisfaction among teachers in public secondary schools is developed when teachers are promoted at the right time. However, while the Teacher Service Commission (TSC) in Tanzania aims for timely promotions, reports and studies indicate that delays in teacher promotions are a prevalent issue, impacting teacher morale and job performance (Kabarata, 2023). This implies that TTU needs more efforts to cooperate with TSC to pressurize the government to effect teacher promotion on time. This will lead to teachers' job satisfaction. During interviews with Tanzania Teachers' Union district leaders, the findings indicated a similar pattern to those from questionnaires. For example, during the interview session, one of the TTU district leaders said:

"Promoting teachers on time encourages them to work hard. However, there has been an inappropriate promotion scheme for teachers employed at the same time. This demoralises our members..." (TTUL₂: May 2024).

This implies that when teachers are promoted on time, they are encouraged to work hard because they are satisfied with their jobs. However, there has not been systematic promotion in the country, which demoralises teachers because they stay in the same position or title for a long time.

Also, findings in Table 1 indicate that 17(5.0 per cent) of teachers strongly disagreed, 35(10.1 per cent) disagreed, 38(11.0 per cent) were neutral, 116(33.6 per cent) agreed, and 139(40.3 per cent) strongly agreed. This implies that most teachers (73.9 per cent) agreed that professional development can influence teachers' job satisfaction.

Qualitative information obtained during the interviews with the 4 TTU district leaders provided similar observations to those of the quantitative findings. One of the TTU district leaders, when interviewed on the influence of professional development on teachers' job satisfaction, said:

"Supporting teachers through finance and scholarships positively influences teachers' job satisfaction. However, some teachers have been discouraged from developing their teaching profession due to the low return of the teaching profession. Teachers complain that once they acquire higher degrees in education, such as master's degrees, their employers do not appreciate them. Therefore, this discourages most of our teachers..." (TTUL₁: May 2024).

This implies that providing teachers with financial assistance for further studies encourages them and satisfies them with their jobs. However, they are discouraged when they do not get any promotion as a reaction to their education, which makes them feel dissatisfied with the situation.

On the same point of view, another participant had the following to contribute during the interview sessions:

"Professional development improves teachers' pedagogical and content knowledge, enabling them to improve their teaching methods. This makes them feel happy, and improved performance caused by improved teaching methods makes them satisfied with what they do. However, they feel discouraged and dissatisfied if they are not promoted or recognized..." (TTUL₃: May 2024).

The quotation above suggests that the pleasure of improved teaching and performance resulting from professional development leads to teachers' satisfaction. However, this exists if teachers get promoted or recognised as a result of their professional development, improving their teaching methods. If not promoted or recognised, the teacher is likely to feel dissatisfied. These findings agreed with those of Troeger (2021), who found that professional growth in developed countries like the USA influenced teachers' job satisfaction. This presents another aspect that TTU has to deal with. This is to find procedures which can force the government to provide professional development to teachers and recognise their education when they graduate to enable teachers to be satisfied with their jobs.



Also, data indicates that out of 345 teachers who participated in the study, 16(4.6 per cent) strongly disagreed, 33(9.6 per cent) disagreed, and 26(7.5 per cent) were uncertain. In contrast, 113(32.8 per cent) agreed, and 157(45.5 per cent) strongly agreed. Therefore, based on data from the field, it can be argued that majority of the teachers (78.3 per cent) accepted that the provision of allowances positively influenced teachers' job satisfaction in public secondary schools. Qualitative findings from interviews agreed with the quantitative findings. They also indicate that allowances lead to teachers' job satisfaction. Although teachers in public secondary schools are entitled to various allowances in addition to their salaries, including leave allowances and responsibility allowance, yet these allowances are not provided at the right time. The current status of allowances for teachers indicates that there is ineffective provision of teachers' remuneration package from an employer (Ephrahem et al., 2022). When asked whether teaching allowances influence teachers' job satisfaction or not, one of the TTU district leaders had the following to say:

“The provision of allowances to teachers at the right time increases teaching morale. Teachers need transport allowances, maternity leave allowances, and extra duty allowances. However, most of our teachers have been given these allowances late... (TTUL₄: May 2024).

This shows that allowances like transport, maternity, and extra duty lead to teachers' job satisfaction, but they are not provided on time, causing teachers to despair. This usually leads to job dissatisfaction, which negatively affects their working ability. This is in connection with Namupala (2023) who found that in Namibia about 50% of teachers in the Onankali Circuit are satisfied with teaching job while the rest percentage of teachers are dissatisfied.

Finally, findings in table 1 above indicates that among the 345 teachers who were involved in the study, 20(5.6 per cent) teachers strongly disagreed, 38(11.0 per cent) disagreed, 26(7.5 per cent) were uncertain, 71(20.6 per cent) agreed and 190(55.1 per cent) strongly agreed. These data signified that most teachers (75.7 per cent) agreed that job security influences teachers' job satisfaction. The implication here is that teachers need job security. These findings agree with those of Mbonea et al., (2021), who revealed that the job satisfaction of teachers in the Lushoto District was influenced by job security. This suggests that TTU should negotiate with the government to ensure that teachers' job security is maintained. Through interviews with Tanzania Teachers' Union leaders in the district, the findings indicated support for the quantitative findings. During the interview with one of the Tanzania Teachers' Union district leaders, the respondent had the following to say:

“There is no doubt that teachers need to have job security. That is why the Tanzania Teachers' Union has been ensuring that teachers are not threatened with their employment unless there is job misconduct...” (TTUL₃: May 2024).

This indicates that TTU stands to ensure that teachers have job security. This is because job security encourages teachers' job satisfaction and improves teachers' performance.

4.2 Strategies for Improving Teachers' Trade Union Performance and Their Impact on Job Satisfaction in Public Secondary Schools

This study investigated the possible measures to improve the performance of TTU and their influence on teachers' job satisfaction in public secondary schools. In order to obtain information for this objective, the teacher respondents were subjected to one basic question: What are the possible measures that TTU can adopt to improve its performance in ensuring teachers' job satisfaction in Tanzania? To achieve this objective, the researcher developed five assumptions, which were considered to be the possible answers to the basic question. With five Likert scales ranging from 1=Strongly Disagree (SD), 2=Disagree (D), 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 statements describing the assumptions. The analysis revealed five key suggested measures as summarized in Table 2 below:

Table 2*Possible Measures to Improve Performance of TTU on Teachers' Job Satisfaction in Tanzania*

S/N	Statements given as measures	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	Reformation of TTU	35(10.1)	29(8.4)	11(3.2)	101(29.3)	169(49.0)
2	Making TTU independent body	34(9.9)	26(7.5)	39(11.3)	95(27.5)	151(43.8)
3	Making TTU a policy-making organ	32(9.3)	38(11.0)	26(7.5)	107(31.0)	142(41.2)
4	Empowering TTU members	29(8.4)	30(8.7)	13(3.8)	98(28.4)	175(50.7)
5	Provision of trade unionism education	20(5.8)	30(8.7)	10(2.9)	85(24.6)	200(58.0)

4.2.1 Reformation of TTU

From the table above, one can tell that 64(18.5 per cent) of all 345 teachers who participated in the study disagreed, 11(3.2 per cent) were neutral, while 270(78.3 per cent) agreed that TTU requires reformation to make it more effective in ensuring teachers' job satisfaction. As observed, the majority of the respondents (78.3 per cent) agreed that TTU requires reformation to make it more effective in ensuring teachers' job satisfaction. This implies that TTU should be reformed to make it more effective in ensuring teachers' job satisfaction.

The interview sessions with the 4 TTU leaders at the district level seemed to support the numerical findings that TTU should be reformed to be more effective in ensuring teachers' job satisfaction. When asked what they thought could be done to make TTU more effective in ensuring teachers' job satisfaction, respondents suggested its reformation, including the reformation of the constitution. For example, one of the respondents had the following to say:

"TTU needs to be reformed first of all, starting with the constitution and then its structure, especially the functions and powers of the top leaders. If it is reformed, it can be active in considering the interests of its members and by doing so, it can be able to ensure teachers' job satisfaction..." (TTUL₃: May 2024).

This supports what is suggested by the numerical information presented above about the necessity of TTU reformation so as to be to effectively ensuring teachers' job satisfaction. On the same view of TTU reformation another district TTU leader had the following comments:

"There is no other better way of making TTU improve its performance in ensuring teachers' job satisfaction until it is reformed. Reformation of TTU will make it more powerful in defending teachers' rights. Again, in reforming it, the powers of the top leaders and ways of managing the union finance should also be considered among other things to be considered..." (TTU₁: May 2024).

The quotation strongly supports information reported above about reforming TTU as a way of giving it the capability to work effectively in ensuring teachers' job satisfaction. These data are consistent with Bascia & Stevenson (2017), who suggested that in developed countries like United States of America, Turkey, Scotland, Poland and New Zealand, reformation of teachers' union was important due to challenges that faced education sector. According to Mbonea et al., (2021), policies should be formulated to make adjustment on the demands of teachers. By considering the information from respondents, the study established that TTU, like other teachers' unions in Africa and elsewhere, has no way out to escape from reformation due to several challenges being experienced by the union. These challenges hinder TTU to prosper. Another reason why TTU requires reformation is the fact that TTU has been doing very little, especially in ensuring teachers' job satisfaction as claimed by teachers.

4.2.2 Making TTU Independent Body

Furthermore, the data from the table above indicate that 60(17.4 per cent) of all 345 teachers who participated in the study disagreed with the statement that TTU should be given power to execute its duties as an independent body. On the other hand, 246 (71.3 per cent) agreed, while 39(11.3 per cent) were uncertain. As observed, the majority of teachers (71.3 per cent) accepted the view that the Tanzania Teachers' Union should be given the power to execute its duties as an independent body. However, since TTU does not depend on government support for its operations, it is argued here that this implies that the government has to stop intervening in TTU activities in the process of seeking teachers' rights from their employers. When asked whether TTU should be left to work as an independent body, the 4 TTU district leaders' responses seemed to confirm the quantitative findings presented above. For example, one of the respondents was quoted saying:

"TTU is independent, only that it gets interrupted by the government, especially when fighting for teachers' rights like salary increases. For example, strikes and demonstrations planned by TTU as a way of forcing the implementation of their requests from the government, the government uses security forces to stop it, contrary to the law. Therefore, TTU should be left to implement its plans in an attempt to seek the rights of members from the government without interruption..." (TTUL₄: May 2024).

On the same view, another TTU district leader when asked about making TTU independent body commented as follows:

“TTU is not an autonomous organ because the government interferes our internal decisions. Sometimes during general election of our TTU top leaders, the politicians do intervene by supporting some contestants. In such situation most of our TTU top leaders who come into power work on behalf of the government and not for members. Therefore, making TTU independent body will strengthen it and fasten achievement of teachers' demands...” (TTUL₂: May 2024).

With such findings, one would argue that the government undermines the freedom of TTU to implement some of its activities, especially activities directed towards the achievements of teachers' rights. This concurs with Wang et al., (2022), who revealed that in China, teachers' unions are not autonomous. There is no single teachers' union. All unions in China are represented by All-China Federation of Trade Unions (ACFTU). Likewise, the same findings supported those of Zuhura, (2021), who revealed that Tanzania Teachers' union has 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. Based on the findings, the current research holds that it is time for the government to leave TTU to implement its legal responsibility without interruption. By considering the opinions of respondents, this study established that TTU should demand the right to be an independent body. This will enable union leaders to have reinforcement power when demanding the rights of their members.

4.2.3 Making TTU a Policy-Making Organ

As observed in Table 2, out of 345 teacher respondents who participated in the study, 70(20.3 per cent) disagreed with the statement that TTU should be part of policy-making organs. Again, 249(72.2 per cent) of the respondents agreed that TTU should be part of the policy-making organs so as to ensure that the organization fulfils its ambition to ensure teachers' job satisfaction. However, 26(7.6 per cent) remained neutral. This suggests that the majority of the respondents (72.2 per cent) were of the opinion that Tanzania Teachers' union should be part of the policy-making organs. On the same aspect, data from interview sessions with the 4 TTU district leaders supported the quantitative findings. The participants supported the view that TTU should be part of the policy-making organs in order to enable its ability to improve its performance in ensuring teachers' job satisfaction. For example, one of the participants noted:

“TTU is an important body in the field of education since it can provide constructive or destructive advice to teachers. As such, if made part of the policy-making body, TTU can easily enforce the implementation of education policy. Through that position, it can also assist teachers in implementing the curriculum and thus ensure teachers' job satisfaction...” (TTUL₂: May 2024).

Likewise, on the same point of view another TTU district leader had the following comments:

“TTU should not be isolated by the government on the issue of formulating policies related to education. The involvement of TTU in formulating education policies will facilitate the implementation of the policies. Sometimes teachers fail to achieve their goals and demands because most of the policies which are formulated in the absence of TTU do not favour teachers. As a result, during the time of implementation, some of the policies are not fully implemented by teachers...” (TTUL₃: May 2024).

Furthermore, on the same view, another TTU district leader, when asked about the involvement of TTU in making education policies, had the following opinions:

“On my side, I am not pleased with the way TTU is treated by the government in some issues including putting TTU aside during the time of formulating education policies. If teachers had been involved in the process of making education policies through their leaders, there would have been fair policies for both the government and teachers. But failure to involve teachers in education policy-making has resulted in the poor implementation of policies because most of the policies favour the government...” (TTUL₁: May 2024).

This confirms that TTU should be part of policy-making body organs to assist teachers in implementing the curriculum easily and use its position to ensure teachers' job satisfaction. According to Mafisa (2017), in South Africa, teachers' union is not fully involved in curricular reforms and policy making as carried out by the Ministry of Education. Also, Kingalu (2015), noted that Tanzania's Teachers' union is not fully involved in day-to-day education functioning. This shows that it is important to make TTU the policy-making body since it will familiarise teachers with education policies. If TTU had been involved in education policy-making, teachers' rights and interests would have been achieved.



4.2.4 Empowering TTU members

Furthermore, data from the field showed that 29(8.4 per cent) teachers strongly disagreed, 30(8.7 per cent) disagreed, 13(3.8 per cent) were neutral, at the same time 98(28.4 per cent) agreed and 175(50.7 per cent) strongly agreed that empowering members can improve performance of TTU and influence teachers' job satisfaction. This analysis shows that many teachers (79.1 per cent) accepted the view that empowering members will lead to effective performance of TTU and influence teachers' job satisfaction. This implies that in order to be satisfied with their job, teachers need more legal power to take legal action upon irresponsible TTU leaders. This will increase effectiveness, accountability and transparency among TTU leaders.

4.2.5 Provision of Trade Unionism Education

Finally, the data from the table above indicate that 20(5.8 per cent) of all 345 teachers who participated in the study disagreed with the statement that TTU should provide education of trade unionism to both the leaders and members, 30(8.7 per cent) agreed, while 10(2.9 per cent) were uncertain. As observed, the majority of teachers (82.6 per cent) accepted the view that the Tanzania Teachers' Union should provide education of trade unionism to both the leaders and members. This implies that majority of teachers need to know more about the essence of trade unions. Also, they need to know how TTU leaders are supposed to fight for teachers' rights. Again, the same results imply that TTU leaders are ineffective due to lack of knowledge of trade unions. Therefore, provision of education of trade unions will increase efficient of performance among TTU leaders. During interview sessions, one of the TTU district leaders had the following comments:

“Majority of our leaders and members at the grassroots have little knowledge about trade unions and their usefulness. Therefore, educating them will enable leaders and teachers know proper ways of demanding their rights... (TTUL₂, 2024).

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

In general, this study revealed that performance of TTU on ensuring teachers' job satisfaction in public secondary schools is low. Findings of the study, revealed that TTU had done very little in involving teachers in decision-making and improving teachers' working environment. Also, there have been low performance of TTU in fighting for teachers' job promotion, salaries, allowances and developing the teaching profession. As a result, low performance of TTU led to low teachers' job satisfaction in public secondary schools. Furthermore, the study revealed that low performance of TTU in ensuring teachers' job satisfaction has been contributed by the government intervention on TTU matters, lack of knowledge of trade unionism among TTU leaders and competition from other teachers' unions.

5.2 Recommendations

Based on the findings, it was recommended that Tanzania Teachers' Union (TTU) should be reformed from trade union to professional organization so as to make it more powerful and independent in defending teachers' rights. Moreover, reformation of TTU should involve review of the laws governing the existence of trade unions and amendments of the TTU constitution. Also, Tanzania teachers' Union (TTU) should be made one of the education policy-making organs. Making TTU one of the education policy making organ will facilitate the implementation of the education policies. Finally, TTU should empower members and provide education to both the leaders and members. This will enhance effective performance of TTU leaders in fighting for teachers' rights and thus lead to teachers' job satisfaction.

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