

**EDUCATION AND UNEMPLOYMENT OF LOCAL  
GOVERNMENT WORKERS OF ARUMERU  
DISTRICT TANZANIA**

**BY**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN  
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A DEGREE OF BACHELOR OF ARTS WITH EDUCATION OF  
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## DECLARATION

I **KISUKE C. JOSHUA** of registration number **BAE/11933/61/DF** do declare that the work presented in this report is original and has never been presented to any institution of learning for the award of a degree or its equivalent.




Student signature.....

25.5.09

Date.....

### APPROVAL

This work has been done under the supervision of **Mr Semugenyi Fred**

Signature ..... 

Date..... 26/5/009.

## DEDICATION

TO **JESUS CHRIST** my first love who has been the reason for me to overcome the challenges in my life. The source of my inspiration and guidance.

This work is also dedicated to my parents, my dear father **Charles Kisuke** and my beloved mother **Joyce Kisuke** as well as **Mr.** and **Mrs Maleto** for their unrewarded effort of bearing the cost of my studies.

## ACKNOWLEDGEMENT

I would like to acknowledge the following people without them this study could have not been successful.

First and foremost I would like to thank my sister **Janeth Kisuke** for her financial support. I assure her that every penny she spent on me will be paid back at one moment in one way or another. Am grateful for her.

My thanks also goes to my beloved brothers and sisters for their encouragement and their profound support to me. Am so proud of them.

I further wish to pay attribute to my supervisor Mr. **Semugenyi** for giving me all the encouragement and guidance despite of his busy schedule; I am deeply indebted to him.

Lastly I wish to express my appreciations to all who played different roles, including **Lydia Morrow**, in helping me to complete this work, as it is my first venture in to the research work.

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## **ABSTRACT**

The study assessed the relationship between **education and unemployment of local government workers in Arumeru district-Tanzania**. The research chose this particular topic because unemployment is one of the major challenges facing the present generation in Arumeru district, that need to be investigated so that we get solution to the problems caused by unemployment. The purpose of the research was to assess the relationship between education and unemployment of local government workers in Arumeru district, Arusha region Tanzania.

The specific objectives of the research were to find out the causes of unemployment in Arumeru district, to find out the remedies to calm the unemployment problems in Arumeru district.

The scope of the study involved the sample of **58** people of Arumeru district, who were above 18 years both male and female who were chosen for the sample of population of **120** people.

This research focuses its self from **2000 – 2008**. This research used a descriptive study design using stratified random sampling data was collected using different instruments that included questionnaires, oral interviews and observations. Data was analyzed manually and expressed in tables, bar graphs and pie charts as summary for the data. The findings of the research revealed that there are relationships between the level of education and unemployment of local government workers.

The research recommended that, people of Arumeru district should exploit the advantage of universal primary education and universal secondary education, the government should ensure that, effective education is offered in all level of education, the infrastructure should be improved by the government.

## CHAPTER ONE

### **1.1 BACKGROUND OF THE STUDY**

Unemployment is one of the challenges facing present generation. The unemployment situation has hindered the improvement of standards of living of the people as well as discouraging the development of the country at large. Therefore due to the problems which have resulted in the world today, many studies of unemployment have been carried out in many parts of the world.

“Millions of people seek jobs each year in the world. However, the level of unemployment in poor countries is higher than that of the rich countries.”

This is according to **ALAIN ANDERTON** in his book called Economics, Third Edition.

Recent evidence indicates that, particularly for whites, teenage unemployment has a large frictional component. Teenagers move in and out of the labour force very frequently. They get jobs quickly and change jobs often.

The average duration of teenage unemployment is only half that of adult unemployment, by contrast, the average length of typical jobs is 12 times greater for adults than teenagers. In most years, half the unemployed teenagers are “new entrants” who have never had a paying job before. Teenager unemployment is largely frictional, it represents the job search and turnover necessary for young people to discover their personal skills and to learn what working is all about. This is according to **PAULA. A. SAMUELSON (1998)**

## **1.2 STATEMENT OF THE PROBLEM**

The level of unemployment tends to differ from one continent to another continent but it should be noted that the rate of unemployment in third world countries is very high **Michael Morrish** wrote:-

“The wealth of our world is not shared equally amongst us. The richest ten percent of the world’s population consume sixty percent of the goods produced, while an estimated 800 millions of people live in absolute poverty”

This explains the results of unemployment in the world.

As far as unemployment eradication plan is concerned, Tanzanian government is by all means trying to formulate the plan for eradicating unemployment. Such policies includes establishing of universal primary education (**UPE**) facilitating secondary education program and **TASAF** which give out credit to small businessmen and women in order to reduce the case of unemployment.

However all these have been done, still the government of Tanzania has failed to eradicate unemployment. This is because the policies were not effectively implemented, hence the problem of unemployment is still circulating from one generation to another.

**Michael Morrish (1983)** development in third world. Oxford University press UK.

## **1.3 PURPOSE OF THE STUDY**

This study was intended to determine the relationship between education and unemployment of local government workers in Arumeru district.

#### **1.4 SPECIFIC OBJECTIVES OF THE STUDY**

- To determine the relationship between education and unemployment of local government workers.
- To find out the causes of unemployment in the selected population.
- To find out the remedies to calm the unemployment problems.

#### **1.5 RESEARCH QUESTIONS**

The study was guided by the following research question

1. To what extent does education eradicate unemployment?
2. What are the causes of unemployment?
3. What are the remedies to calm the unemployment?

#### **1.6 SCOPE OF THE STUDY**

The study was conducted among the population in Arumeru district in Arusha region in Tanzania. This study was focused on the role of education towards the whole process of eradicating unemployment.

## CHAPTER TWO

### LITERATURE REVIEW

#### ***2.1.1 Introduction***

This chapter reviews the related literature on the topic. Most books and their philosophers have suggested the cause of unemployment and how education can help to eradicate unemployment.

**Robert (2001)** argues that “lengthy periods of unemployment can lead to a lost of self-esteem, feelings of loss of control over one’s life depression and even suicidal behaviour. The psychological costs of unemployment are felt primarily by unemployed workers and their families.

In the study carried out by **MANKIW (2000)**, it was found out that, unemployment is the frequent topic of political debate and that politicians often claim that their proposed policies would help create jobs. Unemployment is the macroeconomics problem that affects people most directly and severely. For most people, the loss of jobs, means a reduced living standard and psychological distress.

The New vision **Thursday, august 21, 2003** reported that, chairman of the newly formed National Planning Authority (N.P.A) **Dr Partiano**, say that government needs to introduce specific policies and programmes to address the huge young population, with emphasis on girls.

“We need to create employment for the large number of the youthful population so that we do not have them idling on the stress”

Also according to **MANKIW (2000)** in United States of America, the younger workers have much higher unemployment rates than older ones, and unemployment rates are much higher for blacks than for whites.

**COLANDER (2001)** insist that, as capitalism evolved, the fear-of-hunger solution to unemployment decreased in importance as the government develop social welfare programmes like unemployment insurance and insistence to the poor. In the employment Act of 1969, the US government, an economic climate in which just about every one who wants a job can have one.

Studies show that, lengthy periods of unemployment can lead to a lost of self-esteem, feelings of loss of control over one's life, depression, and even suicidal behaviour. The psychological costs of unemployment are felt primarily by unemployed workers and their families. Study by **ROBERT. H. FRANK (2001)**.

Study by **GREGORY MANKIW (2000)** show that unemployment is the frequent topic of political debate and that politicians often claim that their proposed policies would help create jobs. Unemployment is the macroeconomic problem that affects people most directly and severely. For most people, the loss of a job means a reduced living standard and psychological distress.

According to **GREGORY MANKIW (2000)**, findings show that in United States of America, the younger workers have much higher unemployment rates than older ones.

### ***2.1.2 Relationship between level of education and employment***

Studies by **ISHUMI. G. M ABELI (1976)** pointed out that: As a universal phenomenon, education has been held as mankind asset which upholds

and perpetuates his time honoured virtues. It has thus been viewed as conservatives. It has thus been viewed as a conserving machinery for society's institutions and values. While this is not disputed, education does not and should mean more than an act and phenomenon of conserving society. It should also be an act of creating or rather re-creating society.

It is both creating and conserving process which brings about the real relationship between education and development and it is in the act of educating society that man and women became aware of their circumstance and prepare to participate in development of their community. They became aware of their needs and they receive a golden future they must strive for. They wish to move from their present state to better and more satisfying one.

### ***2.1.3 Aims of Education***

According to **WORLD BOOK ENCYCLOPEDIA (2001)**, Education aim at helping people acquire the skills they need for such every day activities as reading a newspaper or managing their money. Education also helps people adjust to change; this benefit has become increasingly important because social changes today takes place within increasing speed and affects the lives of more and more people; education therefore help a person understand these changes and provide the skills for adjusting them. Lastly, education aims at preparing one to be employed or employ him/herself due to the skills he/she acquired, especially in vocational education.



#### ***2.1.4 Education for Self Reliance***

..... Education is as old as humanity. To survive, prehistoric people had to educate their children to hunt animals, or plant and harvest grains, fruits and vegetables for food by themselves. Prehistoric people also had to learn to cooperate and to live together peacefully for long unless they learned to act in certain ways. Education taught then how to act and so helped make the society possible. Functional education will enable the nation to be self-reliant in all field of national life, economic, socially, culturally and even education that will enable the individuals to be independent. It should aim at create independent and creative thinkers who are able and eager to combine knowledge or skills with practice.

#### ***2.2.1 Definition of Unemployment***

According to **ALAIN ANDERTON (2003)** unemployment is a stock concept, measuring the number of people out of work at point in time. It increases when the number of workers losing jobs is greater than the number of people gaining jobs.

**CAMBELL. R. MCCONNELL (1999)**, refers unemployment as a failure to use all available economic resources to produce goods and services, failure of the economy to fully employ its labour force.

**FARTHER, JAMES D. GWARTNEY (2003)**, define unemployment as a situation where a person is not currently employed who is either actively seeking employment or waiting to be begin or return to a job, unemployment has been faught and it is still being fought using different strategies.

### ***2.2.2 Types of Unemployment***

Unemployment is of the most persistent and manageable problem facing almost all economies of the world. It has the following types:-

#### ***2.2.3 Frictional unemployment***

These occurs when some workers are between “jobs” some of them will be moving from one job to another, others will have been fired and will be seeking re-employment, still other will have been layed off temporarily due to changes in demand. It includes many young workers seeking for their first jobs.

#### ***2.2.4 Structural unemployment***

It is the type of unemployment which occurs due to structural; changes, or changes in the system of operation or production. It can be caused by changes in business (recession), imposition of new technology among others.

#### ***2.2.5 Cyclical unemployment***

This is the type of unemployment which is caused by a decline in total spending and it is likely to occur in the recession phase of the business cycle. As the demand for goods and services decrease, unemployment is sometime referred as deficient demand unemployment.

#### ***2.2.6 Disguised unemployment;***

This is a situation where people are employed but are less productive. Labour in this type of unemployment is performing some kind of work and it produces an output which is not equal to the capacity of labour. During the situation labour is not fully utilized to its capacity such that average product diminishes as more labour is employed, therefore even if

some units of labour will be removed, it may not affect the marginal product or average product.

### **2.3.0 CAUSES OF UNEMPLOYMENT**

#### **2.3.1 White –collar biased curriculum**

The school curriculum during colonialism as well as after independence had a white colour job bias. People were taught to go and work for others. They were not educated on how to enrich themselves-through self employment. Under **Mwalimu Julius Nyerere**, the government prioritized development issues.... education was largely theoretical.....therefore most of graduates of this system could not participate effectively in the exploitation of national resources for self enrichment.

#### **2.3.2 Mis-match between the available skills and available jobs.**

There is a mis-match between the available skills and available jobs due to structural transformation, new techniques and production are introduced such that the new jobs created require the modern skills. Such labour becomes unemployed, similarly due to poor education systems. Labour may be trained for jobs that are not there. If such labour fails to get jobs for which it was trained for its structurally unemployed

#### **2.3.3 The urban-rural wage differential**

It is always expected that the urban areas have high rates of wage than rural areas. This is due to the low level of education in rural areas. The probability of getting a job in urban areas is expected to be high, but it is actually low it is this probability that pulls labour from rural areas but

reaching areas they find the actual wage not real or not there and they remain unemployed.

#### ***2.3.4 Lack of information on investment benefits***

Many policy variables are being adjusted favourable to make Tanzania the destination for investors. This is positive more although it is externally biased. It neglects the combined total local capacity of indigenous productive system. Therefore the government should strive to educate its citizens on among other things, how to benefit such as dividends which are being enjoyed by foreign investors.

#### ***2.3.5 Insufficient regard for the land asset***

Most people in Tanzania do not realize that land is the fundamental factor of production freely accessible to them. This makes them unemployed as it weakens or undermines their ability to secure credit from banks or capital for economic development by using land as collateral. It also hinders them from owning and developing enough land for self enrichment.

### ***2.4.0 PLANNING FOR ERADICATING UNEMPLOYMENT***

#### ***2.4.1 Government Role***

The responsibility of extricating Tanzania from the bondages of unemployment rests within the people and their government as well.

The later should put in place a policy or master plan to:-

Enable the whole government to strive to become prosperous within a relatively start period.

#### **2.4.2 Education Role**

Ensure that education offered at each level of our school and colleges produces versatile youth. They should be full of rich ideas able to work diligently and capable of initiating productive activities that generate incomes.

Education policy. There should be changes in education system by emphasizing agricultural studies, technical studies, technical; and science subjects labour should be job creators and not job seekers.

#### **2.4.3 Credit Provision**

Establishment of credit facilities for the indigenous people to start and run our own enterprises, it could be mining industry, agriculture, forestry, fishery, trading among others, which will enable one employ him/her-self.

Encouraging national development of formal education in planning for the development of human resource. Since education of all kinds is underdeveloped it will be desirable to expand it to another level. A strong case should be made for a crash programme to extend education in both levels

#### **2.4.4 Recruiting Expertise**

There should be effective training of employed manpower; this is mainly to upgrade qualification and improving the performance of employed man-power. This will intend to overcome structural and technological unemployment.

#### **2.4.5 Land Policy**

The policy should encourage people to move from urban areas to rural areas to work on land. This intends to eradicate open-urban unemployment. It should be done through provision of firm inputs like

tractors, fertilizers among others. Provision of loans to those going back to land, agriculture modernization, such as use of modern methods of farming that will use the fields and make the agriocultre attractive.

#### ***2.4.6 Income Policy***

The urban-rural wage differential should be reduced by emphasizing wage legislation and reducing the inter-play of forces, demand and supply to determine wage.

#### ***3.4.7 Foreign Investment***

Attract foreigners to invest according to our nation plan. The most worthwhile areas for such investment are agriculture diary farming, mining and industrial production.

#### ***2.4.8 Environmental Policy***

Reversing environmental deterioration in marginal areas. For Tanzania this means fighting desert encroachment on the contral plateau (**Singida and Dodoma** regions) and on the Western plateau (**Tabora** and **Shinyanga** regions). It also means turning floods, marshland and rivers protections, harnessing rain by all possible means, turning to irrigation agriculture throughout the country, modernizing the livestock sector and increasing forest regeneration program.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### ***3.0 Introduction***

This chapter covers the research methods that have been used in collecting data from the field on topic education and unemployment of local government workers in Arumeru district in Arusha

#### ***3.1 Research design***

Cross sectional research design was used because information was gathered from random samples of a target population.

#### ***3.2 Areas of Study***

This study was conducted among the people of different education level at Arumeru District. The target was on three wards such as **Sekei**, **Ngaramtoni** and **Kwa-idi**.

#### ***3.3 Sampling***

The three wards at Arumeru District were chosen, this is because these wards are the ones which form Arumeru district. The sample size for this participation study was **120**

#### ***3.4 Instrumentation***

The instruments of collecting data that were used includes, questionnaires, interviews, focus group and an in-depth review of the available literature on the topic taken into account.

### ***3.5 Data analysis***

After coding the questionnaires, data was analyzed to calculate percentages tabulations. Tables were used to represent the data.



## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND ANALYSIS OF THE RESEARCH FINDINGS

#### **4.0. Introduction**

This chapter discusses at length on the research presentation of the research findings regarding the assessment of the relationship between education and unemployment of local government workers in Arumeru district, Arusha regional

Questionnaires were distributed to respondents and natives of Arumeru district. Sixty (60) questionnaire were distributed, but fifty eight (58) were answered and returned. The represented rate of response was 96.7%. The questionnaires were both open and closed ended.

These questionnaires had two sections of which the respondents had to tick to option of choice and respondents also had to fill in their opinions.

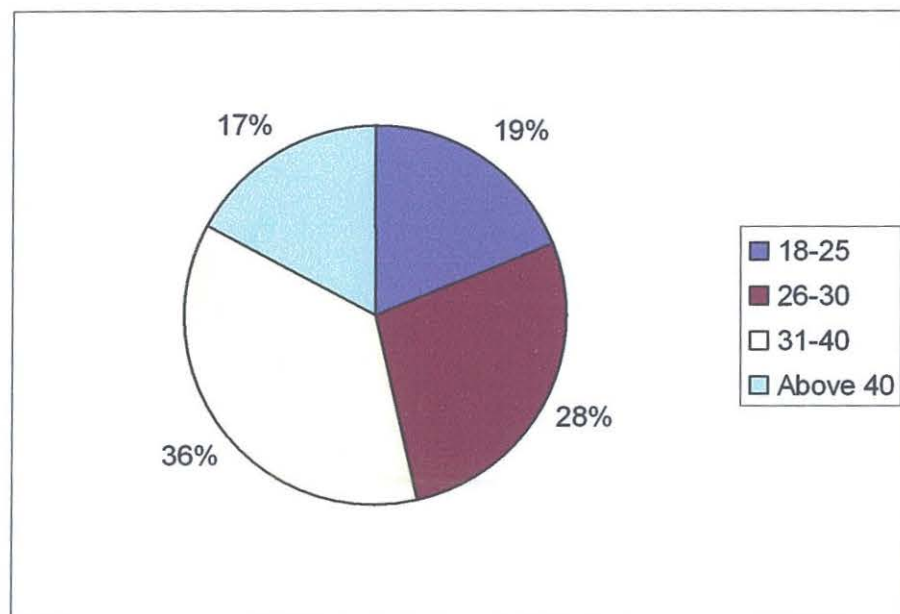
#### **4.1. Age Structure of the Respondents**

Table 1: Showing age structure of respondents.

Age	Frequency	Percentage
18-25	11	18.9
26-30	16	27.5
31-40	21	36.2
ABOVE 40	10	17.2
<b>TOTAL</b>	<b>58</b>	<b>100</b>

**Source:** *Field data*

**Figure 1 Pie chart showing age structure of respondents**



**Source:** *Field data*

The majority of respondents were the age category of 31-40 who was presented by 36.2% followed by 27.5% of respondents at the age of 26-30. 18.9% were at the age between 18-25 and 17.2% are above 40 year old.

This made it easy for the questionnaires to be filled that yielded to good results from the study as most of the respondents are matured people who gave reasonable answers.

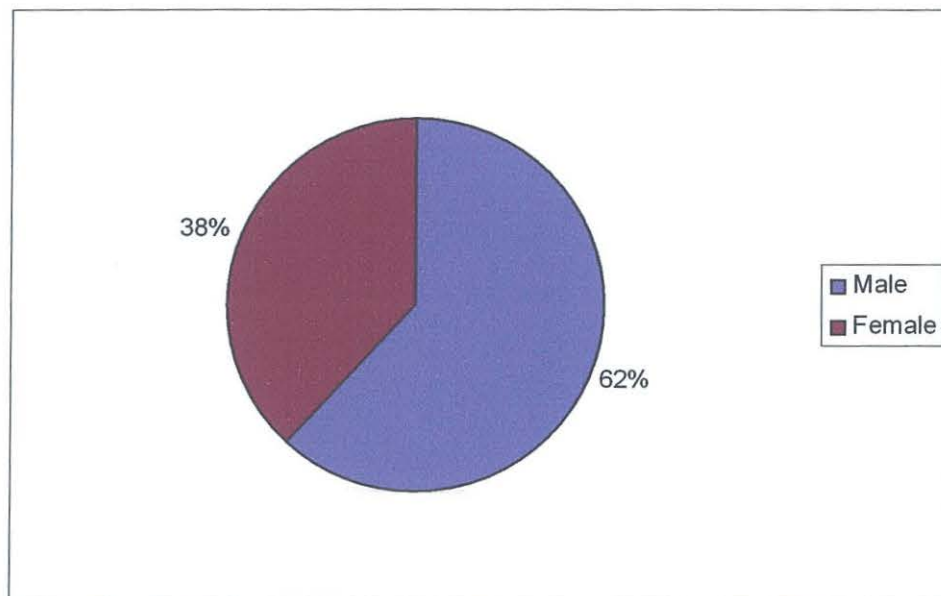
#### **4.2. Gender of Respondents**

**Table 2: Showing gender of respondents.**

Gender	Frequency	Percentage
Male	36	62.0
Female	22	37.9
<b>Total</b>	<b>58</b>	<b>100</b>

**Source:** *Field data*

**Figure 2: Pie chart showing gender of respondents.**



**Source:** *Field data*

The research establishes that 62.0% of respondents were the males and 37.9% were female.

This showed that, most of respondents were male. And this makes important to take into consideration when making solutions to unemployment since most of the females are house wives and majority of unemployed are males.

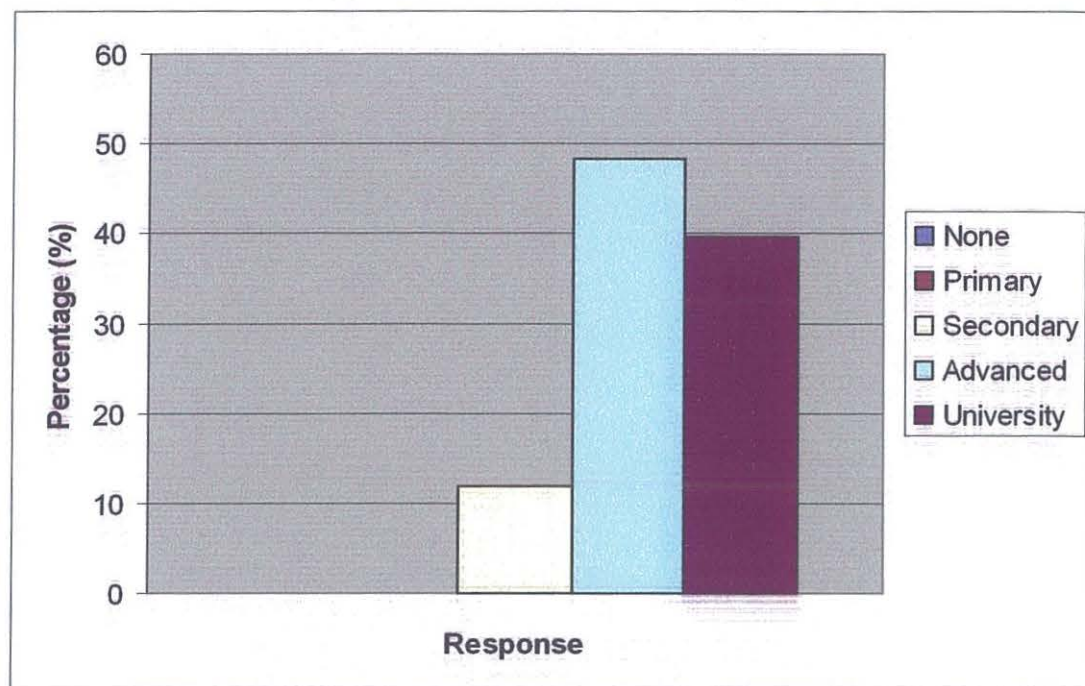
#### **4.3. Education Level**

**Table 3: Showing education levels of respondents**

Education level	Frequency	Percentage
None	-	-
Primary	-	-
Secondary	7	12.0
Advanced	28	48.2
University	23	39.6
<b>TOTAL</b>	<b>58</b>	<b>100</b>

**Source:** *Filed data*

Figure 3: Graph showing education level of respondents.



Source: Filed data

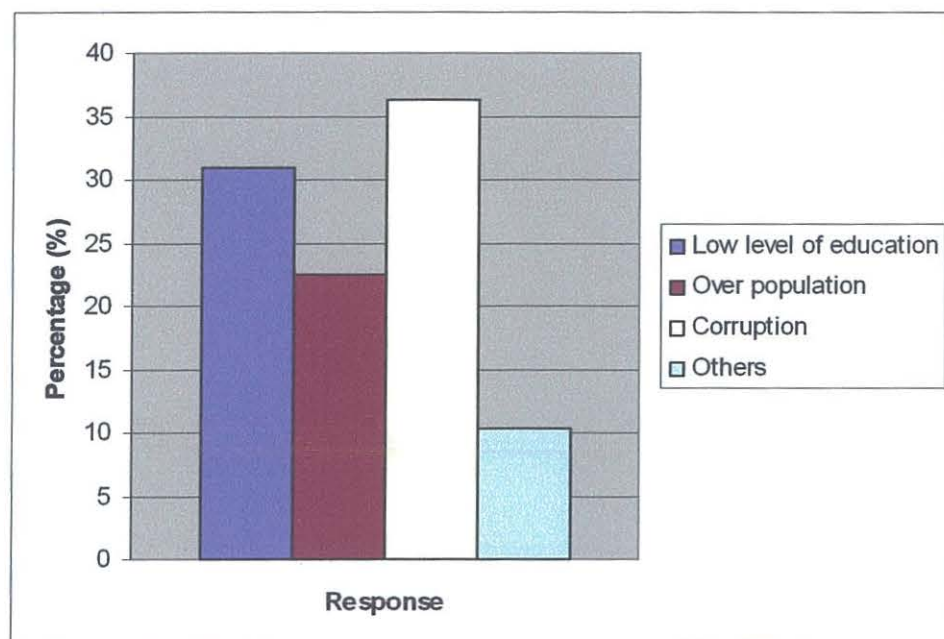
#### 4.4. Causes of Unemployment in Arumeru District

Table 4: Showing causes of unemployment in Arumeru district

Options	Frequency	Percentage
Low level of Education	18	31.0
Over Population	13	22.4
Corruption	21	36.2
Others	6	10.3
<b>Total</b>	<b>58</b>	<b>100</b>

Source : Field data.

**Figure 4: Bar graph showing causes of unemployment of Local government workers in Arumeru district**



**Source: Field data**

31.0% of respondents, responded that low level of education in the causes of unemployment of local government workers in Arumeru district 36.2% they responded that corruption is the cause of unemployment in Arumeru district and 22.4% responded that overpopulation in Arumeru district is the cause of unemployment of local government workers, other 10.3% responded that unemployment in Arumeru district is caused by other causes other than those causes mentioned above.

This concurs with ISHUMI, who notes that the curriculum during colonialism as well as after independence had a white color job bias. People were skilled to go and work for others. They were not educated on how to enrich themselves through self employment among other reasons.



## **CHAPTER FIVE**

### **SUMMARY OF RESEARCH FINDINGS, CONCLUSION, RECOMMENDATION AND AREAS OF FUTURE RESEARCH**

#### ***5.0. Introduction***

This chapter represents the summary of the findings, conclusion and recommendation based on the findings of the research and areas of future research.

#### ***5.1. Summary of the Findings***

Cause of unemployment of local government workers in Arumeru district. The findings of the research revealed that the causes of unemployment in Arumeru district are low level of education, corruption, overpopulation and others like miss match between job skills and available job. Lack of information concerning job vacancies.

Low level of education in Arumeru district. The findings of the research revealed that most of the people in Arumeru district have low level of education this was showed by findings which revealed that out of 58 respondents who were interviewed only 23 have reached university level. And for those 23 who have reached university, none has doctorates of philosophy or degree. But only few people who are having diploma and the majority are having ordinary certificates of education and other lower level of education.

## **5.2. Conclusion**

The research findings revealed that there is close relationship between education and unemployment of local government workers in Arumeru district.

## **5.3. Recommendations**

In order to solve the problem of unemployment of local government workers in Arumeru district, the following should be done.

The people of Arumeru district should exploit the advantage of universal primary education as well as the universal secondary education in order to enable every youth to acquire education.

In addition to education, the government should ensure that education offered at each level of out schools and colleges would be full of rich ideas able to work diligently and capable of initiating productive activities that generate employment vacancies.

Government should also establish new strategies of fighting corruption that has become the order of the day in entire Tanzania, inclusive Arumeru district. The corruption has disorganized the human right by abusing the right of the majority who are unemployed; this has increases the level of unemployment. Therefore the reduction of corruption will reduce. The level of unemployment in Arumeru district.

Recruiting expertise Government should ensure effective training of employed man power; this is mainly to upgrade qualification and improving the performance of employed man power. This will intend to overcome or reduce structural and technological unemployment.

#### ***5.4. Areas of Future Research***

Research can be done in the relationship between education and development in Arumeru district.

Further research can also be done in relationship between employment and development in Arumeru district.



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**THE NEW VISION,** Thursday, August 21, 2003

## APPENDICES

### APPENDIX A

#### QUESTIONNAIRES A

##### SECTION A

###### Personal information

1. Age .....

18 – 25 ☐

26 – 30 ☐

31 – 40 ☐

Above 40 ☐

2. Sex .....

Male ☐

Female ☐

3. Marital status.....

Married ☐

Single ☐

Divorced ☐

4. Occupation .....

5. Number of house hold members

1 – 3 ☐

4 – 7 ☐

8 – 10 ☐

Above 10 ☐

None ☐

6. Education Level

- None ☐
- Primary ☐
- Secondary ☐
- Advanced ☐
- University ☐

**SECTION B**

7. Is employment a problem in your area?

- Yes ☐
- No ☐

If yes what could be the cause .....

.....

8. Which area is mostly affected by unemployment problem?

- Rural ☐
- Urban ☐

9. Are there any ways that could be used to reduce unemployment?

- Yes ☐
- No ☐

If yes please state .....

.....

**SECTION D**

**Local efforts to address unemployment in Arumeru district**

10. Do you have any other ways or methods of controlling unemployment in your place

- Yes ☐
- No ☐

If yes please state .....

.....

11. Have you seen any efforts made by the government to eradicate unemployment?

Yes ☐

No ☐

If yes please state any.....

.....

12. What can be done to eradicate unemployment?.....

.....

13. Despite the named solutions (s) the problem of unemployment is still persist in Arumeru District

14. Do you think it can be solved?

Yes ☐

No ☐

If yes state how it can be solved.....

.....

If no state why?.....

.....