

**THE CAPACITY OF DISTRICT COUNCILS TO MANAGE NEWLY
APPOINTED PRIMARY SCHOOL TEACHERS IN TANZANIA: A CASE
OF KISARAWA DISTRICT COUNCIL**

MWINYIMVUA OLLESA MAULID

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
UNIVERSITY OF TANZANIA**

2013

CERTIFICATION

I the undersigned certify that I have read and hereby recommend for acceptance by The Open University of Tanzania a dissertation titled: *“The Capacity of District Council to Manage Newly Appointed Primary School Teachers in Tanzania: The Case of Kisarawe District Council”*, in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Prof. Cornelia K. Muganda
(Supervisor)

Date.....

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means without prior written permission of the author or the Open University of Tanzania.

DECLARATION

I, Mwinyimvua Ollesa Maulid declare that this dissertation is my own original work and that it has not been presented and will not be presented for a similar or any other degree award at any other University.

.....

Signature

Date.....

DEDICATION

This work is specially dedicated to my beloved Mummy, Khadija, A. Sekibuga, and Daddy Maulid Z. Mwinyimvua (may Almighty God rest him in Eternal peace), for enabling me to achieve my primary and secondary school education which has been the nucleus to my pursuing of the Masters Degree.

ACKNOWLEDGEMENTS

I wish to thank the Almighty God, for providing me good health during the whole period of preparation for this work. The responsibility for this work lies with me alone. However its completion has been possible through the help of many people. To name all is impossible, but it is necessary to mention a few, and I whole heartedly thank them all.

First, I thank my study supervisor Prof. Cornelia K. Muganda for her valuable advice, direction and encouragement. Second I would like to thank my daughter Shufaa Esther Athumani for her assistance particularly to direct me in Computer work. Third, special thanks go to all my course study mates their fruitful discussions at Forodhani Secondary school and Kibaha library particularly Jairos Kamwela and Joyce Mwakyembe.

Fourth, I thank the OUT Staff of Kibaha Regional center particularly the then Director, madam Joyce Mori and madam Zamdat Abnoor for their sincere co-operation, and assistance. Fifth, I wish to recognise my friend Rose Kundy for her assistance during my field work at Kisarawe District Council, also thanks go to all respondents at Kisarawe District Council. Last but most importantly I extend my heart felt thanks and gratitude to my husband Geoffrey Best Madege and my sons Kibwana, Tumaini and my only daughter Ruth without forgetting my grandson Vicente, and granddaughter Rebecca for their love, permission, assistance, encouragement and patience of all kinds given to me throughout my study period. I am also grateful to all relatives for their encouragement and support.

ABSTRACT

This study investigated the capacity of District Councils to manage newly appointed Primary School Teachers in Tanzania with reference to Kisarawe District Council. The study was descriptive in nature. A total of 240 respondents participated in the study. Of whom 13 were education officials, 40 newly appointed teachers and 187 teachers with teaching experience of at least 5 years. Data were collected using questionnaire, document review and focus group discussion.

The findings indicated that newly appointed teachers faced managerial challenges that led them fail to satisfy their safety, physiological and cognitive needs. Though the present study was at a small scale, involving only one district, it forms the basis for further understanding of how best to change management style in district councils so as to ensure that the need of the newly appointed teachers are realised in order to reduce tension among teachers and district council management.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS AND ACRONYMS	xv
CHAPTER ONE	1
1.0 BACKGROUND OF THE STUDY AND ITS CONTEXT	1
1.1 Introduction	1
1.2 Background to the Problem	1
1.3 Statement of the Problem	3
1.4 Purpose and Specific Objectives of the Study	4
1.4.1 Purpose of the Study	4
1.4.2 Specific Research Objectives	4
1.5 Research Questions.....	4
1.6 Significance of the Study.....	4
1.7 Scope of the Study	5
1.8 Limitation of the Study	5
1.9 Definition of Key Terms.....	5

CHAPTER TWO	9
2.0 CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW	9
2.1 Conceptual Framework.....	9
2.2 Maslow’s Hierarchy of Basic Human Needs Theory	10
2.2.1 Maslow`s Needs Theory in Newly Recruited Teachers.....	10
2.3 Literature Review.....	11
2.3.1 Management Process.....	11
2.3.2 Challenges Encountered by the Council	16
2.3.3 New Teachers’ Priorities when Appointed to Primary Schools.....	21
2.4 Knowledge Gap	26
CHAPTER THREE	28
3.0 RESEARCH METHODOLOGY.....	28
3.1 Introduction	28
3.2 Study Design	28
3.3 Research Approach	29
3.3.1 Study Area	29
3.3.2 Target Population	29
3.4 Population Sample, Sample Size And Sampling Techniques.....	30
3.4.1 Sample	30
3.4.2 Sample Size	30
3.4.3 Sampling Techniques	30
3.5 Method of Data Collection.....	32
3.5.1 Methods for Collection of Primary Data	33
3.5.1.1 Self Reporting by using Questionnaires.....	33

3.5.1.2 Focus Group Discussion	34
3.5.2 Methods for Collecting of Secondary Data	34
3.6 Validity and Reliability Checks of Instruments for Data Collection	34
3.6.1 Validity	34
3.6.2 Reliability	35
3.7 Ethical Consideration	35
3.8 Data Analysis Procedure	36
3.8.1 Analysis of Quantitative Data.....	36
3.8.2 Analysis of Qualitative Data.....	36
CHAPTER FOUR.....	38
4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION	38
4.1 Introduction	38
4.2 Measurement and Scaling Techniques.....	38
4.3 Socio-Demographic Characteristics of Respondents for this Study	39
4.4 Management Process Affecting Newly Appointed Primary School Teachers ..	40
4.5 Challenges on Managing Newly Appointed Primary Teachers.....	45
4.6 Newly Recruited Teachers Basic Human Needs Priorities.....	50
CHAPTER FIVE.....	55
5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	55
5.1 Introduction	55
5.2 Summary.....	55
5.3 Summary of Findings	56
5.3.1 Management Process Affecting Newly Appointed Primary School Teachers in Kisarawe District Council includes:	56

5.3.2 The Challenges Encountered by Kisarawe District Council in Managing Newly Appointed Primary School Teachers include the following:.....	56
5.3.3 Priorities of Needs During New Appointment Primary Schools.....	56
5.4 Conclusions	57
5.4 Recommendations	57
5.5.1 Recommendations for Action.....	57
5.5.2 Recommendations for Further Research.....	58
REFERENCES.....	59
APPENDICES	63

LIST OF TABLES

Table 2.1: Budgetary Allocation in Education Sector 2010/ 2011 (in Million Tshs)	18
Table 3.1: Sample Composition.....	31
Table 4.1: Socio – Demographic Characteristics of Respondents	39
Table 4.2: Management Process Affecting Newly Appointed Teachers	41
Table 4.3: Challenges Faced in Managing Newly Appointed Teachers.....	46
Table 4.4: Basic Human Needs Priorities among Teachers in Primary School in Kisarawe District Council by Sex	50

LIST OF FIGURES

Figure 2.1: Maslow’s Need Hierarchy Model..... 9

Figure 4.1: Reported Management Process Affecting Newly Appointed Teachers .. 42

Figure 4.2: Challenges Encountered by Council 47

Figure 4.3: Basic Human Needs Priorities among Teachers..... 51

LIST OF APPENDICES

Appendix I: A Questionnaire 63

Appendix II: Focus Group Discussion Guide 69

Appendix III: Documentary Review Guide 71

Appendix IV: Results - Management Factors 73

Appendix V: Results – Challenges Faced 75

Appendix VI: Results- Priorities 79

LIST OF ABBREVIATIONS AND ACRONYMS

APP	American Psychological Association
BEST	Basic Education Statistics in Tanzania
DED	District Executive Director
DEO	District Education officer
MOEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
PEDP	Primary Education Development Plan /Programme
SPSS	Statistical Package Service Solution
SCEO	Scottish Centre for Education Overseas
TSD	Teachers Service Department
TTU	Teachers Trade Union
URT	United Republic of Tanzania
RAS	Regional Administrative Secretary
WEO	Ward Executive Officers
DUP	Dar-es-Salaam University Press
APA	American Psychological Association
UPE	Universal Primary Education
OUT	Open University of Tanzania

CHAPTER ONE

1.0 BACKGROUND OF THE STUDY AND ITS CONTEXT

1.1 Introduction

This study investigated the capacity of district council to manage newly appointed primary school teachers in Tanzania. The study was conducted in Kisarawe District Council. In this chapter I introduce the study by providing background to the study, research problem, research aim objectives and accompanying research questions significance of the study, and definition of key terms.

1.2 Background to the Problem

The policies of education in any country reflect the country's ideology. Tanzanian's education policies have always emphasized equality of opportunity and access thus expanding primary education to all regardless of religion, economic background sex or race. This has led to expansion in student enrolment and demand for more teachers. Responding to the shortage of teachers in primary and secondary schools in 1980s up to 1990s, the government of Tanzania continued to broaden the training base by lowering down the pass marks for college enrolments, offer of fee and meal sponsorships to college students and increase in the opening and enrolment of teachers in its colleges (URT, 1994). The introduction of primary education program (PEDP) that lasted until 2001 was another government strategy to decrease the sub standard ratio between pupils and teachers (URT, 2007). Phase II of the PEDP witnessed a total of 43,370 primary schools teachers recruitment between year 2007 and 2009(URT, Ibid). All these considerable increased number of primary school

teachers were distributed to various primary schools in the country. District and municipal councils through local government authorities have been managing such influx of newly appointed teachers.

Despite this recruitment surge however by 2009 the program had not been able to meet the targeted ratio of 1:40 pupils per teacher in primary schools. Moreover the newly appointed teachers do not report to the respective schools appointed to. There have been quite a significant number of primary school teachers dropping out of the profession, leaving the jobs soon after they have reported as well as the influx of teachers in towns and sub urban areas. All these tendencies have not been fully studied to establish whether or not the phenomenon is consequent to councils' lack of capacity to manage newly appointed teachers. On top of that, governments' efforts to broaden teachers base has always been one sided, i.e. increasing the number of teacher without preparing the environment for teachers to work and live.

In the literatures reviewed for example, little was presented about priorities and retention schemes regarding newly recruited primary school teachers in district councils. As human beings, primary school teachers ought to be guaranteed basic human needs as advocated by Maslow's hierarchy of basic human needs motivation theory. This study hypothesizes that little provision of basic human needs, leads to some newly appointed primary school teachers to refuse being allocated in some primary schools in district councils. This, among others indicates the need to explore the existing reality underlying the council's capacity to cater for newly recruited primary school teachers in their jurisdiction.

1.3 Statement of the Problem

Teachers are considered one of the most important human capital in many countries development. Their essential role is seen during learning processes most specifically in guidance, counselling, teaching, mentoring and even socialization of the growing generations.

However, survival and continuity of quality teachers has always been guaranteed by the enabling working and living conditions in their work places. This includes good houses, better remuneration, motivation and many other incentives, good teaching facilities such as books, learning aids and many others. If teachers' experience un-enabling work and living conditions the impacts affect the learning process; as a result the nation experiences incompetent generation of youths.

Although it is vividly true that the government of Tanzania has invested much on producing teachers, it is always off targets because newly appointed teachers quit their work places due to what is probably known as uncunducive environment for teachers. Perhaps there exists an uncoordinated effort between the central government and the councils in charge of the teachers. Do the council have requisite capacity to manage teachers first appointed to school in their jurisdiction?

This study intended to investigate the puzzle whether or not councils have the capacity to manage first appointed primary school teachers in Tanzania, investigate the challenges faced by district councils in managing of first appointed primary school teachers.

1.4 Purpose and Specific Objectives of the Study

1.4.1 Purpose of the Study

The purpose of this study was to investigate the capacity of Kisarawe district council to manage newly appointed primary school teachers.

1.4.2 Specific Research Objectives

Specifically this study was set to:

- (i) Examine the present management processes for the newly appointed primary school teachers in Kisarawe district council.
- (ii) Determine challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe district council.
- (iii) Investigate teacher's basic human needs priorities during new appointment in primary schools in Kisarawe district council.

1.5 Research Questions

This study was set to respond to the following research questions:

- (i) What are the existing management processes for the newly appointed primary school teachers in Kisarawe district council?
- (ii) What challenges are encountered by the council in managing newly appointed primary school teachers in Kisarawe district council?
- (iii) What are the teachers' basic human needs priorities during new appointment in primary schools in Kisarawe district council?

1.6 Significance of the Study

This study challenges the administrators and educational planners of district councils in Tanzania to improve the management processes of newly appointed primary

school teachers. Research results stand as a roadmap towards addressing questions of absenteeism and abscondment of primary school teachers in the new appointment stations. Furthermore, the study enlarges the understanding of the problems facing primary school teachers in their work environments. All in all, the study was expected to draw interest of other researchers to pursue similar studies in other district councils in Tanzania.

1.7 Scope of the Study

Geographically this study covered the boundaries of Kisarawe district council situated in Pwani region in Tanzania. In terms of contents of the study the research examined only three independent variables of management; processes affecting new primary school teachers, challenges encountered by councils, and teachers` basic human need, priorities during new appointment in Kisarawe district council.

1.8 Limitation of the Study

The limitation of the study was that it was carried out in one district council whose environment could be different from other councils in Tanzania; hence it might be difficult to generalize the findings from one council to other district councils in the rest of Tanzania. The economic, physical, and demographic variables of the district councils differ from one another.

1.9 Definition of Key Terms

Capacity referred to the ability or power to do something (Pearsall, 2001). In this study, capacity means ability of the Kisarawe district council to manage the newly

appointed primary school teachers, handle challenges and provide basic needs of new teachers in Kisarawe district council.

Challenge is a demanding task, according to Pearsall (2001). In this study the challenges include financial, adherence to public service regulations, and geographical hazards in the context of Kisarawe district council.

Control is the process of taking the necessary preventive or corrective actions to ensure that the organization mission and objectives are accomplished as effectively and efficiently as possible (Bush 2005). In this study definition was adapted to the context of Kisarawe district council.

Cognitive basic human needs: refers to mental activity process such as thinking, conceptualization, memory, representation and mental imaginary, perception and attention, reasoning and decision-making (Stratton 1993). In this study cognitive basic needs involve individual's urge for knowledge, understanding, curiosity, exploration, prediction, and awareness. Consciousness about human being and universe, newly appointed primary school teachers ought to seek knowledge in order to be able to deliver valid reliable and authentic knowledge to the learners. This definition was adopted in this study in the context of Kisarawe district council.

District council It is a district management level composed by a team of members elected from each ward, members of parliament representing constituencies within the area of the district council, three members appointed by minister responsible for the Local Government and one member representing the constituent village councils on a rotational basis (URT 2008). This definition is adopted in this study in relation to Kisarawe district council.

Incumbent primary school teachers: Teachers who reported at work place in Kisarawe prior to the year 2009.

Manager is a person who makes decisions, organizes people, resources and leads people to the accomplishment of defined objectives (SCEO, 1988). In the context of this study, a manager refers to a public servant who makes educational decisions and implements them in Kisarawe district council.

Management process is a rational decision-making, organization of people and resources and leading people to the accomplishment of defined objectives, (Okumbe, 1999). This study adopted this definition in the context of Kisarawe district council.

New primary school teacher is a Teacher who reported at a work place in Kisarawe district council year 2009 /2010.

Old teachers In the context of this study are respondents aged 36 years and above

Organization Is “a system of consciously coordinated activities done by two or more persons” (Chester Barnard as cited by Okumbe, 1999). This study conforms to this definition.

Planning refers to the process of understanding the deficiencies in the present, having a vision of the future and thinking about ways and strategies that can transform the present to achieve the desired future (Babygeya, 2002). This definition was adopted in this study.

Primary school teacher is a person who teaches in primary schools and has successfully completed teacher training approved or licensed by the ministry responsible for education and where appropriate has been entered in the Register of

teachers (Teachers Service Scheme, 2008). This definition was adopted in this study in the context of Kisarawe district council.

Public service regulations is service regulations refer to a legal document or instrument spelling out the rules, procedures and restrictions or sanctions aimed at controlling the actions of public servants in their day to day conduct of public business (Public Service Act, 2002). This study adopted this definition in the context of Kisarawe district council.

Physiological basic human needs are the basic biological requirement to enhance functions of human organism, examples are hunger, thirst, and sleep Okumbe, (1999); Stratton (1993). This definition was adopted in this study.

Safety basic human needs are Means the safety (security) needs that occupy the second level, of Maslow's theory. These needs include both emotional and physical needs Okumbe, (1999); Stratton (1993). This definition adopted in this study in the context of Kisarawe District Council.

Young Teachers: In the context of this study the respondents age 20-35 years old.

CHAPTER TWO

2.0 CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

2.1 Conceptual Framework

This study was guided by Maslow's hierarchy of basic human needs. This theory presents the people's basic human needs in a pyramid form. Also, in relation to this study, Maslow's theory guided the researches to identify the priority needs that newly appointed primary school teachers in Kisarawe District Council have.

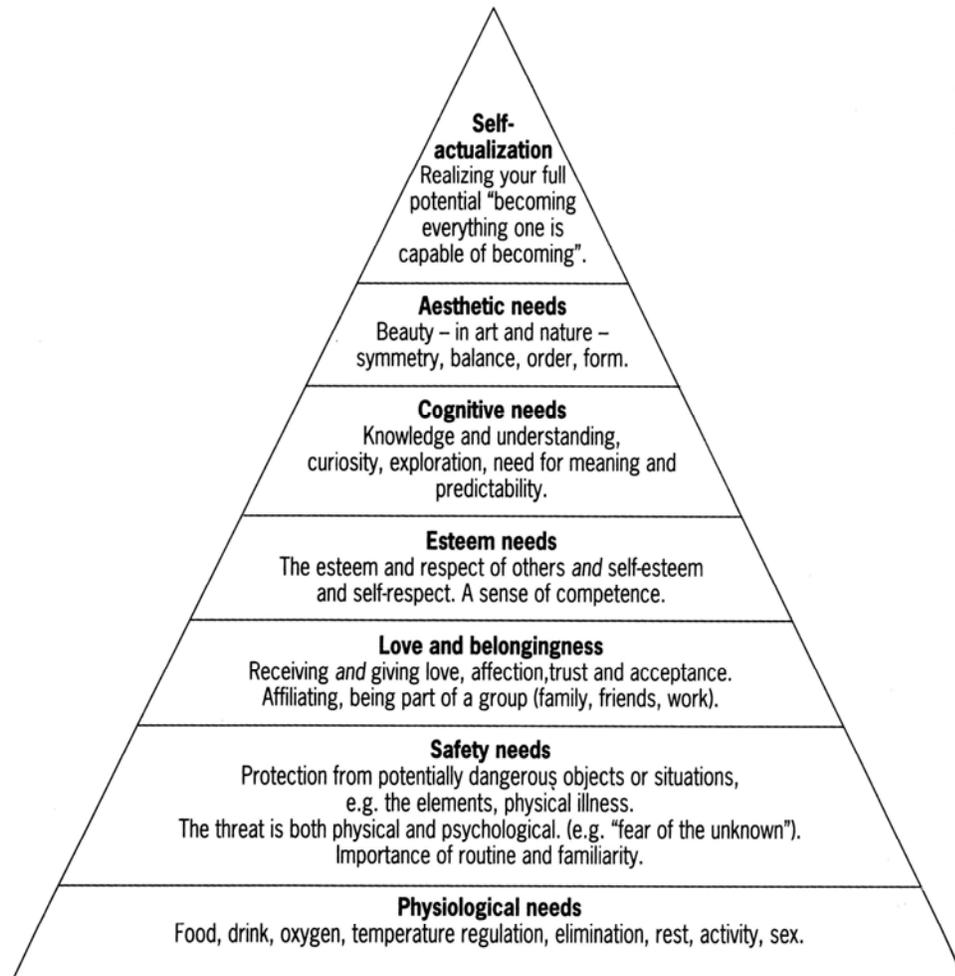


Figure 2.1: Maslow's Need Hierarchy Model
Source: Maslow, (1954)

2.2 Maslow's Hierarchy of Basic Human Needs Theory

Maslow's hierarchy of basic human needs theory was founded by Abraham Maslow. This theory began with the assumption that people are free to shape their own lives, and that their most important motivation is the desire to achieve self actualization (Dandapan, 2001 and Davidoff, 1987). According to Maslow, all human beings encounter a series of needs in life. Humans such as primary school teachers have to satisfy fundamental, physiological needs up to self-actualization needs in order to live better in society. Figure 2.1 presents the basic human needs according to Maslow theory.

2.2.1 Maslow's Needs Theory in Newly Recruited Teachers

In this section, the Maslow's needs hierarchy model as applied in this study is describe in illustrating the capacity of district councils to support newly recruited teachers. In the context of Maslow hierarchy of basic human needs theory, primary school teachers are basically good and guided by the following philosophical assumptions. Primary school teachers engage into teaching work so as to struggle to achieve basic human needs beginning with physiological needs up to self-actualization.

In this study, the Maslow's hierarchy of basic human needs theory guided the researcher to analyze, three independent variables that is management process, challenges encountered by the district councils, and priority needs of new appointed primary school teachers in Kisarawe district council. Philosophically, in the context of Maslow's theory, human beings, including primary school teachers, posses the following qualities.

The urge to achieve free will, determines individual destiny practice, basic goodness of human being and their innate motivation leads them to achieve their full potentials and human natural tendency to struggle towards self-actualization through the hierarchy of basic human needs. According to Maslow, people such as newly appointed primary school teachers need basic human needs throughout their lives including entire employment tenure.

Basic human needs are best achieved at work place. Therefore, like other workers, newly appointed primary school teachers engage in teaching professional as a means to achieve their basic human needs as advocated by Maslow. Meanwhile, although little research has been conducted to verify Maslow's hierarchy theory, this theory has been widely accepted because of its intuitive appeal ability to forecast future and for being more realistic (Okumbe, 1999). Also, it creates expectations and motivations which force people to keep on trying to struggle to next stage in the triangle hierarchy of basic human needs.

2.3 Literature Review

In this section I present some management process and the associated challenges.

2.3.1 Management Process

Planning, as a management process involves the understanding of deficiencies in the present, having a vision of the future and thinking about ways and strategic techniques that can transform the present resources to achieve the desired future (Babygeya, 2002). Educational planning, therefore, is the process that starts by having a vision of what skills, knowledge and attitudes education should provide,

what programs schools should establish, what resources would be required and how best these resources could be used to achieve the educational vision. The educational planning process, also, includes decisions and policy making management and administration of education practice within the ideological and socio-economic context of the country (Babyegeya, 2002).

Thus, in the district council, new primary school teachers as a resource should be planned before allocation. However, little planning process is done in councils, leading to imbalance allocation of resources such as teachers. Planning in any organization such as a school determines supplies of textbooks, teachers' guides and stationeries that are required. Through planning, schools, also have to ensure that there are enough classrooms and that each classroom is equipped with a blackboard and has an adequate supply of chalk and enough desks to seat all the children (Heneveld, 1993).

Inadequate planning in organizations that include district councils results into deficiency of teaching and learning materials in schools. Shortages of teaching and learning materials form the basis for teaching and learning process in schools. Without them teachers cannot teach as required. Thus, in the context of Maslow's hierarchy of basic human needs theory, teaching and learning materials are basic needs to ensure effective delivery of cognitive needs to the learners. When these needs are missing they do cause discomfort particularly to newly appointed primary school teachers. This indicates that councils have little capacity to manage newly appointed primary schools teachers. Planning of resources ought to ensure maximum

efficiency, and effectiveness of education management in Tanzania. The structure of accountability, power, authority, human relations, and line of coordination between levels of educational management in Tanzania should be critically reviewed and well planned (Galabawa, 2002). In addition, organization of resources is another component of management that affects newly appointed primary school teachers in district councils. "Organization is a system of consciously coordinated activities of two or more persons" (Okumbe, 1999).

Bush, (2002) recommends that effective educational leaders and managers should adopt strategies and methods appropriate to their particular organization's tasks, staff and contexts, locally and nationally. It follows that the educational managers should learn and use a repertoire of styles and techniques and exercise well informed professional judgment to operate effectively within the constraints and opportunities of their unique situation.

A school manager, such as head of school, ought to be able to plan, organize and control all his or her resources. The most crucial skills are undoubtedly the development of human resources with respect to teacher's motivation. Researchers and practice have documented what effective head teachers actually ought to do such that can lead to teachers' motivations, commitments, innovation and that enhances teachers abilities to achieve high academic standards and social goal with students (Everard, 2004).

District Education Officers should visit schools regularly in order to diagnose problems encountered by teachers and find effective solutions to them. DEO's

should convene the District Education Managers conference at least once a year to discuss issues on education provision and think how to maximize efficiency in schools. Galabawa, (2000) recommends that the conference may involve head teachers, ward educational coordinators, chairpersons of school committees and Ward Executive Officers.

In any system of education there are differences of achievement between students. Thus, educational planning is mainly concerned with balancing resources between schools to improve achievement. Some differences are attributed to urban –rural dichotomy. The differences in resources could also be observed in schools located in urban areas. Some schools have more than enough qualified teachers, while some schools have insufficient qualified teachers. Some schools have a better physical environment, enough teaching – learning materials and financial support from their communities while others have less. Organizing should address these issues to minimize differences caused by uneven distribution of resources (Babyegeya, 2002). Therefore, in the perspective of Maslow’s hierarchy of basic human needs theory, organizing of resources may ensure safety needs such as guaranteed legal work contract and affiliation to trade union such as Tanzania Teachers Union (TTU). Effective organization of resources is a basic need to newly appointed primary school teachers, such that when it is missing, it can cause an uncomfortable situation to the teachers leading to some of them refusing report to the new allocated work centres.

Moreover, control of resources is another managerial factor, that is likely to influence newly appointment primary school teachers. As documented by Bush

(2005), control means the process of taking the necessary preventive or corrective actions to ensure that the organization's mission and objectives are accomplished as effectively and efficiently as possible as a management function. The word control, suggests the operation of checking, testing, regulations, verifications and adjustment of resources such that organization vision and mission are achieved.

In decentralization of educational management in order to contribute towards good working under the local government reform programme, management of primary education was transferred to local government control. This aimed to make a reality of division of functions and roles in primary education between the central government and local government. Financing, teachers' salaries and other charges are under the ministry of Local Government and Regional Administration, which supervises district councils, town councils and municipals are the main service provider of primary education. On the other hand the Ministry of Education and Vocational training MoEVT is responsible for primary school sectors, policy, planning of education, teacher training and inspection.

Furthermore, it is important for educational managers to develop leadership talents that will facilitate organizational effectiveness. In leadership, training attempts are made to develop individuals, like head teachers, principals, supervisors and other people in leadership positions to realize their fullest potentials through a variety of training techniques. These training techniques include general management skills programmes, human relations training, problem solving and decision-making programmers, and variety of specialized programmes (Okumbe, 1999).

Therefore, in the perspective of Maslow's hierarchy of basic human need theory, effective control of resources of the district council as an organization may ensure delivery of basic human needs to the teachers particularly newly appointed primary school teachers. However, experience shows existence of inadequate control of resources and inadequate governing of the district councils. As a result councils are likely to fail to deliver basic human needs to teachers due to inadequate control of resources by the council.

2.3.2 Challenges Encountered by the Council

Financial challenges, is another factor that educational managers encounter in councils given few sources of income and little amount of money disbursed from central government to local government. Councils fail to cater for all financial demands asked by newly appointed primary school teachers. According to Okumbe, (1999) financial management in education is concerned with the cost of education, sources of income to meet the educational cost and spending of the income in an objective manner in order to achieve the educational objectives.

A budget for an education adheres to educational plan with an estimate of the amount of money to be spent (expenditures) in order to achieve the educational objectives. Budget is a plan made for a given period of time, usually one year. A well formulated organization or school budget should consist of an education plan, an expenditure plan and a revenue plan (Okumbe, 1999).

The actual amount devoted to primary education is channelled through the Ministry of Local Government and Regional Administration. This is supposed to cover

teachers' salaries and the cost of some school materials. Another substantial amount is channelled through the MoEVT to meet the cost of primary school leaving examination and general administration. The policy of financing education requires the local governments to provide primary schools with school materials, textbooks and building materials. Local governments are also expected to generate from their own sources revenue necessary to invest in education sectors.

However, local governments allocate very little money to primary education from the revenue generated from their own sources. Evidence surveyed indicates that Dar es Salaam, Arusha and Morogoro are the leading region in which their respective local governments commit 8% to 17% of their annual budget to the development of primary education. Dodoma, Kigoma and Singida allocated in education sector less than 2% of their annual budget (Galabawa, 1994:39). Moreover, it has been documented by several authors (Galabawa, 1993; Omari and Mosha, (1987) that the squeeze in the national budget allocated to education sector over the years has, among other things, meant under funding of programmes undertaken in the sector.

The squeeze has also meant that the available resources have been spread more and more thinly as enrolments have increased. According to URT (2010) the budget allocation for primary education fluctuates and is declining yearly as indicated in Table 2.1.

In addition another challenge reported is Public Service Regulations, as affects newly appointed primary school teachers in councils. According to Public Service Act 8 of 2002 as amended in 2007, Public service regulation mean a legal document or

instrument spelling out the rules, procedures, and restrictions or sanctions aimed at controlling the actions of public servants in their day to day conduct of public business.

Table 2.1: Budgetary Allocation in Education Sector 2010/ 2011 (in Million Tshs)

Financial year	Total education sector	Primary Non-Formal, other Education Institution and supporting Services		Secondary Education		Teacher Education		Technical and Higher Education	
		Total	%of share	Total	%of share	Total	%of share	Total	%of share
2000/01	218051	144658	66.3	21453	9.8	5261	24	46679	21.4
2001/02	323864	236618	73.1	24359	7.5	5872	1.8	57015	17.6
2002/3	396780	289718	73.0	29876	7.5	6646	1.7	70540	17.8
2003/4	487729	361425	74.1	32464	6.7	7700	1.6	86140	17.7
2004/5	504745	322196	63.8	92045	18.2	6189	1.2	84315	16.7
2005/6	669537	418455	62.5	104483	15.6	8540	1.3	138059	20.6
2006/7	958819	618534	64.5	119987	12.5	10439	1.1	209859	21.9
2007/8	1160187.8	618828	56.2	174227	15.8	19257	1.8	287875.8	26.2
2008/9	1430372	966633	67.6	133058	9.3	25250	1.8	305431	21.4
2009/10	1743900	1211332	69.5	108323	6.2	47586	2.7	376659	21.6
2010/11	2045400	1272585	62.2	201146	9.8	28895	1.4	542774	26.5

Source: URT (2010) Basic education statistics in Tanzania (BEST) 2006- 2010

Page 122

However, in the context of district councils, educational managers least. adhere to requirements of the public service regulations, as a result affect the teachers particularly the newly appointed primary school teachers. Experience indicate that head teachers as managers of education, delay to report about a newly appointed primary school teacher absconders to higher authority. As a result, disciplinary process for the offenders is delayed. This is against the public service regulations.

Also, too long disciplinary procedures for absconders of new teachers in primary schools, affect the councils in managing the newly appointed primary school teachers. In addition, other challenges include the public service regulation inherent weakness in the sense that the documents don't direct recovery of public money paid to absconders of newly appointed primary school teachers.

Expensive process to investigate and verify abscondment, to adhere to public service regulation is another challenging matter. Disciplinary action should be applied immediately. All the actions should be dealt with immediately depending on their magnitude. Educational managers must ensure that any undesirable behaviour done by either the staff members or students dealt with immediately so that the offenders can see the close connection between an undesirable behaviour and its negative reinforcement consequence. When, a long time lapse between the undesirable behaviour and its consequence, then the association between the two becomes difficult and this provides a stimulus for more undesirable behaviour (Okumbe, 1999).

Preventive discipline is the administrative action taken by an educational manager to encourage employees and students to follow the standard rules and regulations which prevent infraction. The principle in preventive discipline is to instil self-discipline among the organizational participants such as teachers. The educational managers should strive to instil attain self-discipline within organizations since these raise morality and therefore productivity. In order to encourage preventive discipline, educational managers should provide an enabling organizational climate in which expected standards are stated positively (Okumbe, 1999). Recommended.

Therefore in respect to Maslow's hierarchy of basic human needs, inadequate adherence to public regulations, erode the safety basic human needs at work place among newly appointed primary school teachers. As a result new primary school teachers develop fear which may affect their work performance. Also, inadequate adherence to public service regulations cause the managers fail to adequately supervise the newly employed primary school teachers in district councils.

Moreover, geographical challenges, cause difficulties to educational managers in managing newly appointed primary school teachers in councils. Geographical challenge, include remote location of schools which difficulty of accessibility. Experiences indicates that educational managers face difficulty in allocating newly appointed primary school teachers to schools in remote areas due to un-conducive infrastructure to access those schools.

Experience encountered by educational managers in district councils, indicate that managers hesitate expensive cost to send teachers to peripheral distance working centres due to high cost. Also, it is difficult to access and send newly appointed primary school teachers to schools located primary schools in peripheral areas. Another challenge is uneven distribution of primary school teachers in the country. Those in remote rural areas have higher teaching load, but they do not receive any remuneration or special hardship allowance. Furthermore, rural teachers are more likely to experience payment delays than their urban counterparts. Remoteness is another aspect of working conditions which is not considered. In some areas, teachers have to walk long distances just to receive their salaries as documented by Kuleana, (1999).

Therefore, in the frame of Maslows' hierarchy of basic human needs, geographical challenges and hazards existing in some schools may erode safety basic human needs to both managers and newly appointed primary school teachers. As, a result managers may face difficulties to send teachers to remote areas. Also, new teachers are likely to resist reporting to remote primary schools due to bad infrastructures.

2.3.3 New Teachers' Priorities when Appointed to Primary Schools

Physiological basic human needs are another factor of priority to newly appointed primary school teachers in district councils. Physiological basic human needs are the basic biological requirements to enhance functions of human organisms; examples are hunger, thirst, sleep, and sex (Okumbe, 1999; and Stratton, 1993). Teachers' morale decline when there is unconducive supply of physiological needs such as accommodation, food, and water. Some teachers lack accommodation and they are not paid enough money to be able to rent good accommodation services. This problem is more serious in some primary schools where accommodation is not provided.

In Tanzania, primary school teachers have remained dedicated despite of many hardships. The positive attributes of dedication seem to be systematically eroded with time due to little supply of physiological basic needs to primary school teachers. Teachers must be well motivated with physiological needs in order to teach well. They must be satisfied with their salaries, in terms of both amount and timely payment with minimum levels of harassment. They must also be satisfied with housing, posting, nature of work and terms of services as recommended by Mosha (1987).

Literature from various places as shown by Miskel, Detrain and Wilcox (1980) in their study “forces of motivation to job satisfaction and perceived job performance” were of the view that, there is close correlation between job satisfaction and the motivation environments such as working environment which provide physiological basic needs to teachers such as those new appointed primary school teachers. Bloom and Mc Donald (1983), found out that expectancy motivation of teachers was consistently related to teachers’ job satisfaction, particularly in getting physiological human needs. Therefore, in the context of Maslow’s hierarchy of human basic need theory, physiological needs are of priority importance to newly appointed primary school teachers as human being, in order to help them survive and teach in the new working centres.

Similarly, safety basic human need is another factor of priority importance to new appointed primary school teachers in councils. According to Okumbe (1999) and Stratton (1993), safety needs mean security needs, and occupy the second level in the Maslow’s hierarchy of basic human needs theory. These needs include both emotional and physiological needs. Security needs relate to the desire for a peaceful smoothly running and stable environment. Security in a work environment such as a primary school ensures that workers needs will be well met now and in the future. These safety needs and physiological needs are well satisfied in an organization such as a primary school. According to Act 8 of 2002 as amended in 2007, the safety need guaranteed by the law also covers others public servants.

Other needs required by new primary school teachers include assurance of retirement benefits such as teachers pension rights as governed by the Public Service

Pension Funds, transportation and subsistence allowance on first appointment, training and staff development, medical care services such as National Health Insurance Fund, participation in workers councils and in the joint staff council negotiating machinery.

Teachers Service Department (TSD) deal with all matters related to teacher's conditions of service in order to improve the quality of primary education in Tanzania. TSD should find means of implementing agreements signed between the teachers and the employer on behalf of the government of Tanzania TSD should from time to time organize education managers' conferences so that they can discuss thoroughly the problems of teachers and find solutions for them as documented by Nahashona (1997).

Administrators should be aware of both sets of factors as they attempt to design and enrich teaching jobs to make them inherently challenging and interesting as well as to eliminate those aspects of the job that are most likely to produce dissatisfaction (Wayne, 2001). Therefore, in the perspective of Maslow's theory of basic human needs, teachers' priority may include safety needs particularly social security funds and legal protection.

Cognitive basic human needs are another factor of priority importance to newly appointed primary school teachers. According to Stratton (1993) cognition refers to mental activity processes such as thinking, conceptualization, memory, representation and mental imagery, perception, attention, reasoning and decision

making. Thus, in the context of Maslow's hierarchy of human basic needs theory, cognitive needs means individual urge for knowledge, understanding, curiosity, exploration, prediction, awareness, consciousness about human being and the universe. Thus in the context of the district councils and according to the Public Service Regulations, newly appointed primary school teachers ought to seek knowledge in order to be able to deliver valid, reliable and authentic knowledge to the learners. Hence, cognitive needs are likely to be a priority to newly appointed primary school teachers in district councils.

Thus, in the context of Maslow's hierarchy of human basic needs theory cognitive needs are basic and important to the newly appointed primary school teachers because cognitive needs enhance previous needs such as physiological needs and safety needs. In the teaching profession academic competence enhances to get a good salary which enhance to get food, water and accommodation services.

Also, teachers' academic competence may enhance safety needs such as granted work tenure according to Public Service Regulations. Thus, cognitive need is likely to be of priority importance to teachers particularly, newly appointed primary school teachers in district councils. Various literatures Miskel, Defrain and Wilcox (1980s) shows that there is there is close correlation between job satisfaction and the motivation environments.

Similarly, Bloom and Mc Donald in (1983), found out that, expectancy motivation of teachers was consistently related to teachers' job satisfaction, students attitudes towards schools and perceived school effectiveness.

Early advocates of teachers development in Tanzania portrays that universal primary education program (UPE) had unrealistic approaches with a lot of challenges. In their view extracting teachers from such huge pool of enrolment was not so sufficient despite the fact that teachers were recruited by merit and as devotion (Ishumi, 1984). In the period between 1970s and 1980s teachers adopted easily the new working environments due to nationalization policies and nothing seemed to be a challenge in the working environment even if they were there (Ishumi 1984).

Malekela G. A, in (1984) further reflected on the aftermath of UPE to see if the government had another approach of recruiting teachers and emphasizing development of education processes in Tanzania. In his view UPE had a number of problems including incompetent training program provided to the teachers, duration and competency of trainers.

Alphonse (1993) provided a critical analysis of the teachers' management and support issues in Tanzania. In his view teachers were still the left out class of employees whose neglect from the government inhibited them from better performance. The central argument was to increase support and effective management of teacher program in the country.

In Ishumi (1994), Ishumi again came up with the revolutionary ideas in the education sector which insisted on change after 30 years of learning since the ages of independence. He was of the view that, the nature of education investment since independence had resulted into a situation that existed in 1990s hence change is inevitable in all forms of learning given the continued world transformation. Studies

in the area have also focused on the factors affecting teachers training that in results affect effectiveness of teachers in the performance of their daily duties (Mwizarubi, 1990).

Moreover, Wangeleja (2003) recognized the missing links that made teachers positive progress and performance slow down. He proposed innovations of the new teachers' education curriculum that would meet the needs of both teachers and teaching environments. This includes intensive training to teachers, good incentives, up dates of the curriculum as well as access to teaching aids such as laboratories, library demonstration tools among others.

Close to that Msonde in (2001) had already identified the need to change curriculum in reflection to the needs of the teachers and the community at large. His central argument however was effectiveness of implementation of participatory method during learning processes that were seen as the current best practice learning methodology. This although has still been a challenge to the teaching modalities in Tanzania to date.

2.4 Knowledge Gap

The literature reviewed support that management process determines allocation of primary school teachers in district councils. However, the studies reviewed did not deal directly with management of newly appointed primary school teachers but rather deal with general educational issues in Tanzania and outside Tanzania. Literature does not inform whether managers of the councils face challenge particularly financial challenges, during allocation of newly appointed primary school teachers.

Lastly, basic human needs as advocated by Maslow, seem to be of a priority to new primary school teachers and determine the status of their acceptability to new centres. However, this reporting was at global and national level. Thus this study sought to fill the knowledge gap at district by investigating the capacity of district council to manage newly appointed primary school teachers in Kisarawe district council. The next chapter presents research methodology for this study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the study design, research approach, study area, target population, sample and sampling techniques, methods for data collection, validity and reliability checks of instruments of data collection, measurement and scale techniques, data analysis plan and presentation of findings.

3.2 Study Design

Research design is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurements, and analysis of data (Kothari, 2004). In this study a mixed approach was employed. First a case study design has been used. A case study means an intensive detailed study of an individual or institution with the aim of securing information about the study variables (Kothari, 2004).

In this study the Kisarawe district council was used as a case in point. In addition, survey design was used in this study which allowed collecting data through self reporting methods with the help of a questionnaire. This was preferred because it enhanced completeness and accuracy of data because the respondents had time and could complete questionnaires at their own conveniences. Both qualitative and quantitative data were collected and analyzed so as to answer research questions and achieve the objective of this study.

3.3 Research Approach

Mixed approach was used in this so that the study could benefit from elements of qualitative and quantitative research approach. Qualitative research approach was used because it is holistic, comprehensive, allows study to be conducted in natural settings and it is flexible (Leininger, 1985). Here focus group discussions and document analysis were used to collect data. Quantitative research approach was used because as noted by Leininger (1985), it allows particularistic variables, objectivity, large sample, outcome oriented, precision of findings, and impartiality of the researcher which minimize bias. Here questionnaires were used to collect data.

3.3.1 Study Area

According to Best and Khan (2006) a study area is a geographical place which hosted the study. Kisarawe district council was used as a study area. This area was preferred because the district council has a large number of newly appointed primary school teachers who reported between the year 2009 and 2010. Some of newly appointed primary school teachers had absconded, from work. Kisarawe is a rural district council and very little educational research has been conducted in the district council.

3.3.2 Target Population

Target population refers to a group of individuals who have one or more characteristics in common, that are of interest to the researcher (Kothari, 2008). In this study the target population of respondents, included the following people in Kisarawe District council District Executive Director, Chairperson of the District

Council, District Human Resource Officer, District Education Officer, District Secretary of Teachers Service Department, District Inspector Officer, Statistic and logistic Officer, Ward Education Coordinators, head teachers, primary school teachers, newly appointed primary school teachers who reported in 2009 - 2010.

3.4 Population Sample, Sample Size And Sampling Techniques

3.4.1 Sample

Sample is a group of respondents selected from a larger population that is statistically representative of the population (Schaeter, 2004). In this study sample included respondents from Kisarawe district council, Chairperson of Kisarawe district council. DED Kisarawe, district planning officer, district human resource officer, district education officer, district secretary of teachers service department, statistic and logistic officer, ward education coordinator, teachers, newly recruited primary school teacher, Management team, newly appointed primary school teachers, and district council school inspector.

3.4.2 Sample Size

As documented by Best and Khan (2006) sample size is the number of respondents to be included into the sample. The sample size in this study was 240 respondents. The sample size composition of the sample of respondents is found in Table 3.1.

3.4.3 Sampling Techniques

Sampling techniques are methods of picking respondents into the sample of the study (Best and Khan, 2006). In this study purposeful sampling technique was used to pick up District Executive Director, District Educational Officer, District Planning

Officer, District Human Resource Officer, District Inspector Officer, District Teachers Service Secretary, District Planning Officer, Statistic and Logistic Officer.

Table 3.1: Sample Composition

Type of Respondent	Number
Chairperson of Kisarawe District Council	1
DED Kisarawe	1
District Planning Officer	1
District Human Resource Officer	1
District Education Officer	1
District Secretary of Teachers Service Department	1
Statistic and Logistic Officer	1
Ward Education Coordinator	5
Teachers	187
Newly recruited primary school teachers	40
District Council School Inspector	1
TOTAL	240

Source: Fieldwork, (2012)

All were picked from Kisarawe district council. Purposeful sampling technique was preferred as noted by (Krishnaswami, 1996) it enhances inclusion into the sample the required respondents. Also the multistage cluster sampling technique was used. First stage, division's cluster was prepared where by a list of four (4) divisions in Kisarawe district council, the sampling frame was a list of divisions in Kisarawe District council. A division was the sampling unit. Random sampling technique was used to pick one division out of four divisions as all had equal chance of being

selected. The candidate wrote division names in papers and asked a research assistant to pick one piece of paper. The four papers represented the names of the four divisions picked in Kisarawe district council. Second stage, a list of five all 5 wards in the selected division were used as sampling frame. In each selected ward, the ward education coordinator was purposively selected into the sample.

Thirdly stage, primary schools' cluster was formed, where by a list of primary schools in each selected ward was used as a sampling frame. A primary school was used as a sampling unit. Random sampling technique was used to pick eleven primary schools' teachers in each school in a ward total of 17 schools. The method used in random sampling was to pick up selected papers with a tick and across was used. The selected teacher was one who picked up a piece of paper with a tick. Eleven pieces of paper with ticks were prepared.

Fourthly stage was, the head teachers' cluster. Individual head teacher was used as sampling unit. Purposeful sampling was used to pick head teachers as required to the sample. Therefore all head teachers of selected school were included in the sample. With the newly recruited school teachers a list of these teachers was used as the sampling frame. An individual teacher was the sampling unit. Newly appointed primary school teachers in the selected schools were included in the sample.

3.5 Method of Data Collection

This study was guided by mixed research approach (Punch 2004). Triangulation of data collection methods was used in this study which used questionnaire and focus group discussion.

3.5.1 Methods for Collection of Primary Data

Primary data are information generated and collected for the first time (Best and Khan 2006). In this study the methods used to collect primary data included the following:

3.5.1.1 Self Reporting by using Questionnaires

According to Denscombe (2007) a questionnaire refers to a device to secure answers for questions using a form which respondents fill in. It is a self reporting method in which respondents fill in the responses. In this study the questionnaire was preferred because data could be collected from a large sample within a short time. In this study the questionnaire collected data that responded to research objectives and research questions of this study.

For this research the data collected included; first, socio demographic data, such as sex, age, marital status, educational level, religious affiliation and occupation status. These guided as explanatory variables. Secondly, management process on factors affecting newly appointed primary school teachers in Kisarawe District Council were sought.

Thirdly, challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe district council were inquired into. Fourthly, teachers' basic human needs priorities during new appointment in primary schools in Kisarawe District Council were also enquired on. The questionnaire was administered to 240 respondents. The questionnaire is found in appendix A.

3.5.1.2 Focus Group Discussion

In this study focus group discussion was conducted. Five focus discussion groups of primary school teachers were organized and used to collect data. In the Focus Discussion Groups the following issues were discussed, management processes affecting newly appointed primary school teachers, challenges encountered by the council in managing newly appointed primary school teachers, and teachers' priorities during when appointed to primary schools in Kisarawe district council. Focus Group Discussion schedule is found in appendix B.

3.5.2 Methods for Collecting of Secondary Data

Secondary data are information already published in print materials such as books, journals and newspaper (Punch, 2004). Also secondary data can be preserved in electronic media such as internet services. Document analysis method was used to collect secondary data in this study. The documents included: URT, 2012; inspectors reports (URT, 2009; 2010); Quarterly implementation report 2012. The documentary checklist is found in appendix C.

3.6 Validity and Reliability Checks of Instruments for Data Collection

3.6.1 Validity

According to Best and Khan (2006) validity means correctness, accuracy and appropriateness of the tool of data collection such that it can collect data that correspond to research objectives. Validity also, refers to the degree to which evidence and theory support the interpretation of scores detailed by the research proposal. (Best and Khan 2006). The questionnaire, group discussion and population sample adequately assisted the researcher to achieve the objectives of the study.

3.6.2 Reliability

According to Best and Khan (2006), and Punch, (2004), reliability means consistency and stability of the tool of data collection such as questionnaire. In this study reliability was checked through pilot study. About four questionnaires were administered to four respondents. Then editing of the questionnaires was made depending upon comments and responses from the respondents.

In addition one focus group discussion schedule was pilot tested to six respondents, during the discussion area that needed improvement were corrected in order to a high to the research objectives and research question. Also, both the questionnaires and focus group discussion schedule translated into Kiswahili so that respondents can comfortably respond and deliver reliable data.

3.7 Ethical Consideration

According to Cohen *et al.*, (2007) ethics are behaviors to be observed by the researcher as recommended by the American Psychological Association (APA). In this study the researcher asked and obtained a research clearance from the authority of the Open University of Tanzania (attached see Appendix G) Pwani Region Administrative Secretary which is in appendix H, District Administrative Secretary of Kisarawe is found in appendix I.

Also verbal consent was obtained from the respondents such as members of management team and primary school teachers. Ethics as recommended by (APA) relate to confidentiality, not to harm respondents physically or psychologically and

seeking informed consent from respondents. These were observed and adhered to. Furthermore respondents were not required to write their names in order to ensure confidentiality and objectivity.

3.8 Data Analysis Procedure

In this study data analysis as documented by Cohen *et al.*, (2007) and Punch (2004), means digesting, condensing, interpreting and making a meaning of data collected such that adequately respond to the research specific objectives and tasks of the study. Also data analysis means organizing data such that they provide answers to research questions of the study. In this study data interpretation and discussion was guided by Maslow's hierarchy of basic human needs theory. In particular data analysis was performed as follows.

3.8.1 Analysis of Quantitative Data

Statistical Package for Social Science (SPSS), was used to analyze the quantitative data. Also editing, coding, transcription were performed. The findings are presented in contingency tables to show responses to specific objectives and research questions the findings are presented in the form of actual frequencies, and percentage of responses.

3.8.2 Analysis of Qualitative Data

In this study, data analysis was on progress throughout data collection phase. Information was recorded, dated, transcribed and labelled according to when it was collected and the source. The second stage was to establish categories of the data.

The research questions were used as a guide to categorize the data. Then the data were grouped under specific themes. These themes were further discussed in line with the objectives of the study. Inappropriate data was discarded. Thus, data collected through focus group discussion was subjected to editing, coding, classification, tabulation and computation to enhance analysis and interpretation. The next chapter presents the finding deduced from the study data analysis.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyzes and discusses the findings of this study according to specific research objectives of the present study. The findings are presented based on the research questions of the study. The findings are organized according to the following sections: socio demographic characteristics of respondents, secondly reported management process affecting the newly appointed primary school teachers in Kisarawe District Council. Thirdly, reported challenges faced by the council in managing the newly appointed primary school teachers in Kisarawe district council. Fourth, reported teachers' basic human needs priorities at the time of appointment to primary schools in Kisarawe district council.

4.2 Measurement and Scaling Techniques

Measurement means assigning numbers to variables observed. In this study the variables were assigned numbers as follows. First socio demographic data was assigned nominal scales. Secondly, ordinal scale was assigned to responses of management process factors affecting newly appointed primary school teachers in Kisarawe district council. Challenges encountered in managing newly appointed primary school teachers in Kisarawe district council, and teachers' basic human needs priorities at the time of to appointment primary schools in Kisarawe district council. Likert scale measurement techniques were used to rank structured responses from number 1 to 5 (see appendix A) according to one's degree of agreement or

disagreement to the questions. To improve measurement the questionnaires were well structured and coded for each variable.

4.3 Socio-Demographic Characteristics of Respondents for this Study

The sample composition of socio demographic characteristics of respondents of this study was as presented in Table 4.1. Total and percentages were used to analyze all variables as presented in the Table 4.1.

Table 4.1: Socio – Demographic Characteristics of Respondents (N=240)

Socio demographic characteristic of the respondents		
Aspect	N	%
Age		
Young (Between 20 and 35 years)	109	45.4
Old (Between 36 years and above)	131	54.6
Sex		
Males	94	39.2
Females	146	60.8
Marital status		
Single	48	20.0
Married	179	74.6
Widow /Widower	8	3.3
Divorce /Separate	5	2.1
Education level		
Secondary	208	86.7
Diploma	18	7.5
Degree and above	14	5.8
Religious belief		
Christian	163	67.9
Muslim	77	32.1
Others	-	-
Occupations		
Manager	15	6.2
Teacher	225	93.8

Source: Fieldwork, (2012)

Key: N= Total Number of respondents 240= 100%

Respondents by age indicated, young respondents with 20-35 years were 109 equivalents to 45.4%, while old respondents 36 years and above were 131 equivalents to 54.6%. Respondents by sex, males were 94 equivalents to 39.2% while females were 146 equivalents to 60.8%. Respondents by marital status showed that, single 48 equivalents to 20%, 179 married equivalents to 74.6%, 8 widow/ widower equivalents to 3.3%, and 5 divorced/separated equivalents to 2.1%. Respondents by education level show that, 280 with certificate equivalents to 86.7%, 18 with diploma equivalent to 7.5%, and 14 respondents with degree and above which is equivalents to 5.8%. Respondents categorised by religious beliefs indicated that there were 163 which is equivalent to 67.9%, 77 Muslims which is equivalent to 32.1%, Respondents by occupation, indicated that managers were 15 which is equivalents to 6.2% while teachers were 225 which is equivalents to 93.8%. Therefore, this study captured responses from respondents of varied characteristics leading to valid and reliable findings in this study. Details of the sample composition are presented in Table 4.1.

4.4 Management Process Affecting Newly Appointed Primary School Teachers

The first objective in this study was to examine the management processes that affect newly appointed primary school teachers in Kisarawe district council. The study analyzed the contribution of study variables such as: insufficient supplies of textbooks as teaching materials, inadequate library services on the basis of number of pupils, inadequate teachers' accommodation and unfair location of teachers to new work places. Table 4.2 and Figure 4.1 reports observed percentages, and number of respondents for some selected factors. These tables combine together responses of

strongly agree and agree, responses of disagree and strongly disagree for both male and female respondents about how management process affect newly appointed primary school teachers in Kisarawe district council by sex. More statistical analysis details are presented in appendix D.

Table 4.2: Management Process Affecting Newly Appointed Teachers (N = 240)

Management Factors	Agree		Disagree	
	Number	Percentage	Number	Percentage
Insufficient supplies of textbooks as teaching materials	218	90.83	14	5.83
Inadequate library services depending on number of pupils	206	85.83	25	10.41
Inadequate teachers' accommodation	205	85.41	17	7.08
Unfair location of teachers to new work place.	201	83.75	19	7.91
Imbalance of teacher's allocation depending on requirement in school	199	82.91	31	12.91
Inadequate classrooms depending on the number of pupil	185	77.08	24	10
Inadequate laboratories in relation to the number of pupils	185	77.08	24	10
Hostile reception of teachers when they seek official services from the workers of the council	155	64.58	57	23.75
Teacher's insufficient communication skills during teaching	123	51.25	49	20.41
Managers' ineffective work performance	117	48.75	24	10

Source: Fieldwork, (2012)

Findings shown in Table 4.2 indicate that management processes affecting newly appointed primary school teachers in Kisarawe district council, these included; first, insufficient supplies of textbook as teaching materials. 218 respondents' equivalent to (90.83%) N=240 agreed on this. Secondly, inadequate library services depending

on number of pupils, 206 respondents equivalent to (85.83%) N =240 agreed. Thirdly, inadequate teachers' accommodation, 205 respondents' equivalent to (85.41%) N= 240 agreed that teachers accommodation was inadequate. Lastly unfair location of teachers to new work places, 201 respondents which is equivalent to (83.75%) N= 240 agreed that there was unfair location to new work places. Figure 4.1 shows the ranking of each factor.

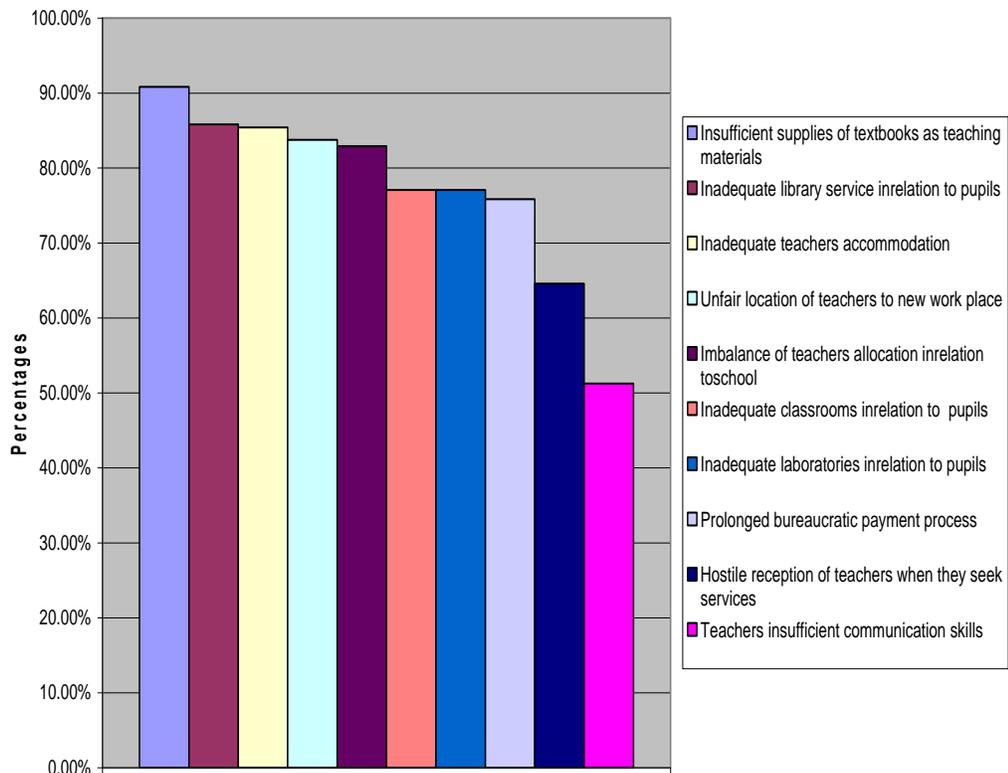


Figure 4.1: Reported Management Process Affecting Newly Appointed Teachers

Source: Field Work, (2012)

Insufficient supplies of textbooks as teaching materials ranked highest. This means books are not enough in relation to the big number of learners who increase every year. Shortages of teaching and learning materials cause teaching and learning process to be difficult among the teachers. Thus the management of Kisarawe district

council is challenged to supply enough textbooks and other teaching materials. Similar observation is contained in the Kisarawe regional administration (quarterly report of October to December, 2012). This report documented that there were still inadequate textbooks despite the efforts made by the central government of Tanzania and the council to address the problem (URT, 2012).

In the context Maslow's hierarchy of basic human needs, this finding implies that learners and teachers lack teaching and learning materials as safety needs which is important for survival. In order to achieve high degree of fulfilment teaching and learning materials should be available. Some teachers are likely to hesitate to work in schools with serious shortage of textbooks and teaching materials.

In addition, inadequate library services in relation to the number of pupils was reported to be the second management process affecting newly appointed primary school teachers in Kisarawe district council. In the context of Kisarawe District Council, primary schools lack library services. This implies that teaching and learning process is difficult in this council. This finding conforms to those reported in Kisarawe District Council quarterly report for October –December 2011.

In the perspective of Maslow's hierarchy of basic human needs theory; inadequate library services erode cognitive basic human needs among teachers in primary schools in Kisarawe district council. As a result some teachers may experience difficulties to teach without library services because teachers and pupils do not have references, and this affects teaching and learning process and causes less productivity.

Thirdly, respondents indicated inadequate teachers' accommodation as a significant managerial factor. This means that there are few teachers houses such that the majority of newly appointed teachers fail to get accommodation facilities. In the findings most of respondents strongly agreed that inadequate houses for teachers was a problem that affected newly appointed primary school teachers. Accommodation services was insufficient hence education managers hesitated to allocate teachers to schools that experienced inadequate accommodation services. These findings conform to those documented in the quarterly report by Kisarawe district council which indicated that teachers accommodation facilities required 723 houses but available houses were 295 only leading to a deficit of 428 houses equivalent to (59.2%). Inadequate accommodation services were also documented by Kisarawe district council inspectors report on primary school report of November 2009 and February 2010.

In the context of Maslows hierarchy of basic human need theory accommodation is the physiological basic human need. Thus when such a need satisfaction is inadequate may, this might cause teachers to refuse to report and work at school with little accommodation services. Also, education managers face difficulties to allocate teachers to school with little accommodation services, because they know that teachers will resist reporting to such schools.

Likewise, unfair location of teachers to new work place was reported to be among significant factors which affected new primary school teachers in Kisarawe district council. These findings mean that some teachers are located to favourable places on

the basis of sex such that female teachers are located in accessible conducive geographical areas, while some male teachers are located in unconducive geographically interior and remote schools. This favouratism disappoints some male teachers leading them to hesitate to work in interior primary schools in Kisarawe district council.

In the context of Maslow's hierarchy of basic human need, theory, unfair location of teachers to new work place, erodes teachers' belongingness in the school. As a result the teachers are forced to work at schools which they have little interest.

4.5 Challenges on Managing Newly Appointed Primary Teachers

The second objective in this study was to analyze the challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe district council. The study analyzed the contribution of study variables such as: prolonged bureaucratic payment process for newly appointed primary school teachers, dissatisfied new teachers being liable to less productivity, inadequate source of funds for the council leading to low income and failure to pay newly recruited primary school teachers. This lead to excessive mobility among newly teachers struggling to shift to new friendly work centres. Data in Table 4.3 as illustrated in Figure 4.2, show observed percentages, and number of respondents for some selected factors. The data in Table 4.3 as illustrated in Figure 4.2 combine together responses of strongly agree and agree, responses of disagree and strongly disagreed for both male and female respondents about challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe district council. More statistical analyses details are presented in appendix E.

Finding in Table 4.3 indicate that the majority of respondents (75.83%) agree that the first challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe district council was prolonged bureaucratic payment process for new appointed primary school teachers. The second challenge was that dissatisfied new teachers are liable to be less productive 176 respondents' equivalent to (73.33 %) N=240 agreed on this.

Table 4.3: Challenges Faced in Managing Newly Appointed Teachers

Challenges	Agree		Disagree	
	Number	%age	Number	%age
Prolonged bureaucratic payment process for newly appointed primary school teachers	182	75.83	16	6.66
Dissatisfied new teachers are liable to be less productivity	176	73.33	33	13.75
Inadequate sources of funds for the council leading to low income and failure to pay newly appointed primary school teachers	171	71.25	40	16.66
Excessive mobility among new teachers' struggling to shifting to new friendly work centres	170	70.83	46	19.16
Delay of disbursement of funds from Treasury to Kisarawe District Council leading to little ability to pay newly appointed teachers	150	62.5	37	15.41
Difficult accessibility to send newly appointed teachers to some primary schools.	145	60.41	55	22.91
New teachers face difficulties to adhere to required standard for a public servant	145	60.41	55	22.91
New teachers vulnerability to work in unhealthy environment	145	60.41	55	22.91
New teachers risk to work in hostile environment	139	57.91	47	19.58
Wastage of subsistence allowances due to payment to new appointed absconders teachers	126	52.5	32	13.33

Source: Fieldwork, (2012)

The third challenge was inadequate source of funds for the council leading to low income and failure to pay newly appointed primary school teachers 171 respondents equivalent to (71.25%) N=240 agreed on this. Lastly, excessive mobility among new teachers struggling to shift to new friendly work centres was also a challenge. 170 respondents' equivalent to (70.83%) N=240 agreed on this. Figure 4.2 shows the ranking of each factor challenges.

This study analysed challenges encountered by the district council in managing newly appointed primary school teachers. The significant findings included the following:- Prolonged bureaucratic payment process for new appointed primary school teachers, was reported to be a significant challenge to the council managers.

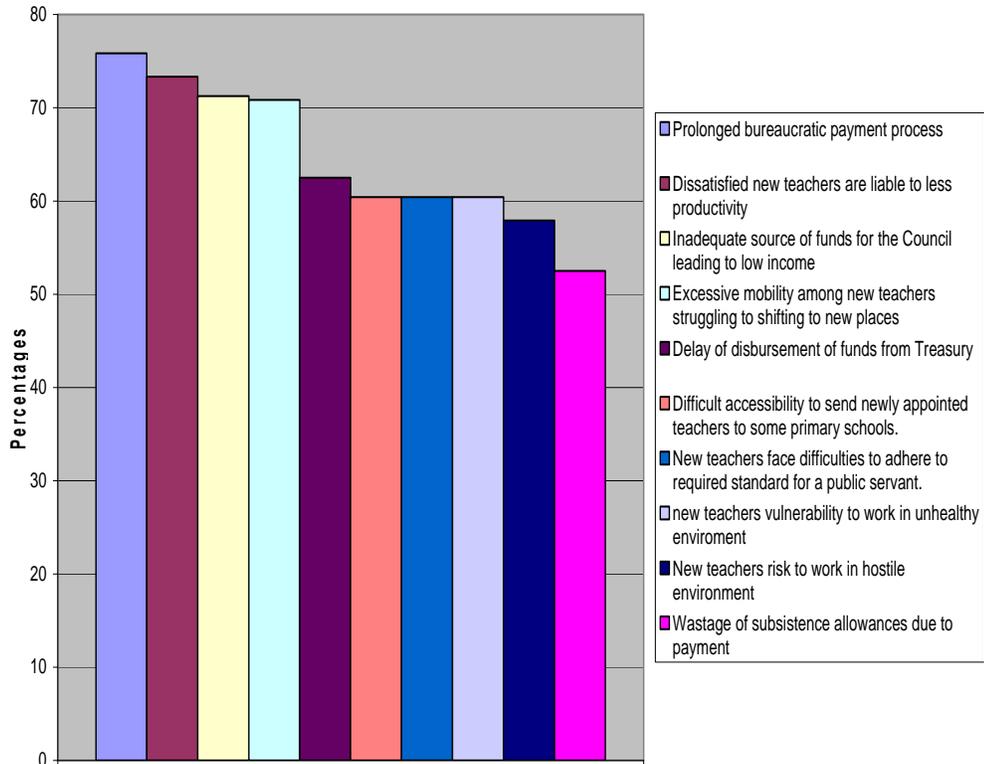


Figure 4.2: Challenges Encountered by Council

Source: Field Work, (2012)

This means the process of getting payment for the teachers is very long and much bureaucratic. To abide to finance management procedure is important, but cause prolonged bureaucratic payment process as a results teachers have to wait for too long to get paid. This causes frustration to teachers. Failure to pay newly appointed primary school teacher in time is likely to affect the teachers, such that they cannot buy basic human need such as food hence some teachers hesitate to engage in teaching due to failure to get the monthly payment in time.

Likewise, focus group discussion disclosed other challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe district council. The challenges discussion included, little commitment of some accountants to their work, reported by 31.6% (n = 19 frequencies). This responsibility situation delayed teachers to get their financial benefits at a time also leading to frustration of such teachers.

Dissatisfied new teachers are liable to be less productive. This means dissatisfied teachers are frustrated/demoralized by their employers due to lack of their basic needs poor incentive like encouragement, motivation packages have resulted in poor morale among teachers which in turn make teachers concentrate less on students' learning resulting to less productivity. In the context of Maslows hierarchy of basic human need theory incentives is safe need to a person which encourages workers to perform tasks. Safety needs in Maslow's hierarchy on needs occupy second level which relate to the desire for a peaceful, smoothly run and stable environment.

Inadequate sources of funds for the council lead to low income and failure to pay newly appointed primary school teachers. The findings indicated that respondents

(71.25 %) strongly agreed that the council experienced inadequate sources of funds. The council experienced difficult conditions to satisfy financial demand from the new teachers, with limited financial sources. In reality given limited financial sources of income the Kisarawe district council, most likely fails to pay the teachers` financial demands leading to frustration among school / education managers and new teachers. These findings conform with those documented by Kisarawe district council quarterly report for October-December 2011. The report noted that, the treasury allocated money for Kisarawe district council for PEDP compensation capitation, only. This means treasury delayed allocation of money for other items (URT, 2012).

Thus, in the framework of Maslows` hierarchy of basic human need theory safety needs (security) occupy the second level. These needs include both emotional and physical needs. Security in work environment ensures that teachers needs will be met now and in the future. Inadequate sources of funds in the council, cause failure to pay financial benefits to teachers` as result cause frustration among newly appointed primary school teachers.

Lastly excessive mobility among new teacher struggling to shift to new friendly work centres. This means some teachers quit the centres they were located. Teachers spend a lot of time moving from one school to the other in search of conducive school environment to work in. Teachers mobility cause challenges to the school managers. They fail to locate and balance the teachers because of teachers` mobility. Therefore in the context of Maslow hierarchy of basic human need theory

teachers struggling to shift to new friendly work centres to fulfil physiological needs which are not sufficient in some places.

4.6 Newly Recruited Teachers Basic Human Needs Priorities

The third objective was to explore teachers' priorities during new appointment in primary school in Kisarawe district council. Teachers' priorities, founded are: Availability of accommodation and water supply services, fair opportunity for long term training, and availability of safety health facilities at work place.

Table 4.4: Basic Human Needs Priorities among Teachers in Primary School in Kisarawe District Council by Sex (N = 240)

Priorities during new appointment in primary schools teachers.	Agree		Disagree	
	Number	%age	Number	%age
Availability accommodation services for new appointed teachers.	214	89.16	20	8.33
Water supply services.	213	88.75	21	8.75
Fair opportunity for long term training.	210	87.5	21	8.75
Availability of safe health facilities at work place.	202	84.16	30	12.5
Availability of protection legally by affiliation to the Tanzania teacher Union (TTU).	192	80	29	12.08
Food availability.	164	68.33	63	26.25
Fair opportunity for induction course	161	67.08	58	24.16
Availability of banking service.	147	61.25	51	21.25
Fair opportunity for distance learning.	145	60.41	61	25.41
Opportunity to legal work contract agreement.	134	55.83	60	25

Source: Fieldwork, (2012)

Data in Table 4.4, and illustrated in Figure 4.3, indicate percentages, and number of respondents for some selected factors. The table and figure combine together responses of strongly agree and agree, responses of disagree and strongly disagreed for both male and female respondents about teachers priorities during new appointment in primary school in Kisarawe district council. More statistical analyses details are presented in appendix F.

Findings in Table 4.4 indicate that the majority respondents (89.16%) agree teachers priorities during new appointments in primary school in Kisarawe District Council were; First availability of accommodation which was responded by 214 respondents which is equivalent to (89.16%) agreed. Second on availability of water supply services, 231 respondent’s equivalent to (89.16%). Thirdly, fair opportunity for long term training was positively responded to by 210 respondents equivalent to (87.5%)N=240 agreed.

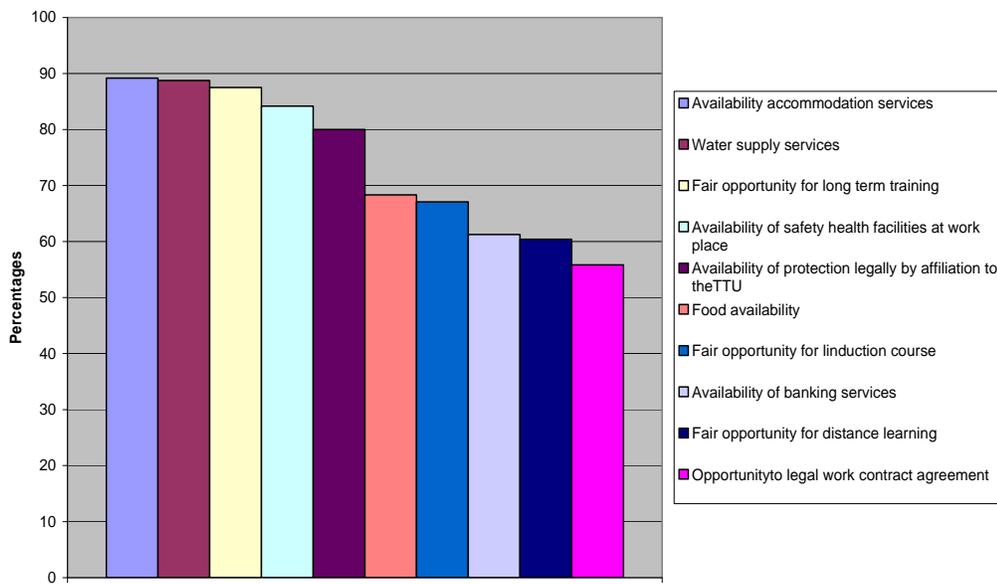


Figure 4.3: Basic Human Needs Priorities among Teachers

Source: Fieldwork, 2012)

Lastly availability of safe health facilities at work place 202 respondents' equivalent to (84.16%) N=240 agreed. Figure 4.3 shows the ranking of each factor. The data from Table 4.4 on basic human needs priorities among teachers is well illustrated in Figure 4.3

This study explored teachers' priorities at the time of appointment to primary schools in Kisarawe District Council. The study findings provided significant results including the following:

Availability of accommodation services for new primary schools teachers. Accommodation services mean decent houses for the knowledge providers such as the teachers. Schools in Kisarawe district council face a serious shortage of accommodation services particularly to newly employed primary school teachers. In this study the findings indicated that most respondents agreed that availability of accommodation services for new appointed teachers should be given a priority. In the respect to Maslow's hierarchy of basic human needs theory, inadequate accommodation services for the teachers erodes safety need, these needs relate to the desire for a peaceful smoothly run and stable environment. Similarly water supply service was reported to be another significant finding in this study. This finding means new appointed primary school teachers would like to work in a place with enough water as physiological basic human need. In the context of Maslow's hierarchy of basic human needs theory, inadequate water supply services erodes physiological basic human needs. As a result most newly appointed primary school teachers are likely to hesitate to report to their allocated work places particularly where there is shortage of water supply services.

In addition, fair opportunity for long term training was reported to be a significant need for newly appointed teachers. This means presence of reasonable and realistic chances for long term training is a priority for newly appointed teachers in primary schools. However in the findings of this study most respondents disagreed that fair opportunity for long term training was a priority during new appointment in primary schools in Kisarawe. In reality this finding implies that most of the newly appointed primary school teachers do not get a chance for long term training due to the limited funds from treasury for training purpose as noted by the Kisarawe District Council quarterly report (URT, 2012).

The finding of this study have indicated that there inadequate funds for long term training among primary school teachers in Kisarawe District Council. Thus this report recommends disbursement of more funds for in service training of teachers in order to improve academic and teaching methodology in primary schools in Kisarawe District Council. In the perspective of Maslow`s hierarchy of basic human need theory, inadequate opportunity for long term training among newly appointed primary school teachers in Kisarawe District Council erode the teachers cognitive need. Teachers need to be satisfied in acquiring knowledge and understanding.

Lastly, in availability of safe health facilities at work place meant health facilities are not enough. Teachers like other people need adequate health facilities, hospital services with adequate supply of medicine near working place. Therefore in the perspective of Maslow`s hierarchy of basic human need theory unavailability of health safety facilities at work places erodes safety needs. Teachers should obtain

fundamental needs which are associated with physical requirements related to obtaining a safe and secure environment. Thus newly appointed primary school teachers are likely to hesitate to work in places with inadequate health facilities. The next chapter presents the summary, conclusion, and recommendation base on the findings of this study.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations of the study.

5.2 Summary

The study was carried out in Kisarawe district in Pwani Region. This study investigated the capacity of district councils to manage newly appointed primary school teachers in Tanzania. This study had the following objectives: to examine the present management processes for the newly appointed primary school teachers in Kisarawe district council; to determine challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe district council; to investigate teachers' basic human need priorities for newly appointed primary school teachers in Kisarawe district council.

The objectives were accompanied by three research questions. In order to collect data, questionnaires, Focus Group Discussions guidelines and documentation review checklist were used as data collections tools. The respondents to the study were District Executive Director, District Education Officer, District Planning Officer, District Human Resource Officer, District Primary School Inspector, District Teachers Service Secretary, District Planning Officer, Statistic and Logistic Officer, Ward Education Coordinators; and newly appointed and experienced primary school teachers.

5.3 Summary of Findings

The findings addressed the research objective and provided answers to the research question.

5.3.1 Management Process Affecting Newly Appointed Primary School

Teachers in Kisarawe District Council includes:

The study revealed that shortages of resources including insufficient supplies of textbook as teaching materials, inadequacy of library services in relation on the number of pupils and inadequate teachers' accommodation and unfair location of teachers to new work places were the management processes that affected newly appointed primary school teachers in Kisarawe District Council.

5.3.2 The Challenges Encountered by Kisarawe District Council in Managing

Newly Appointed Primary School Teachers include the following:

The study revealed that there was prolonged bureaucratic financial payment process for newly appointed primary school teachers, inadequate sources of funds for the council leading to low income and failure to pay newly appointed primary school teachers; and excessive mobility among new teachers struggling to shifting to friendly work centres were the challenges encountered by the Kisarawe District Council in managing newly appointed primary school teachers.

5.3.3 Priorities of Needs During New Appointment Primary Schools

The study has revealed the following unsatisfied needs for newly appointed teachers shortage of accommodation services for insufficient, water supply services; unfair

opportunity for long term training; and in availability of safe health facilities at work place were high priority needs of primary school teacher during new appointment.

5.4 Conclusions

Based on the findings this study concludes that the management process is affecting newly appointed primary school teachers in realising their potentials. Shortages of learning and teaching materials and non-availability of accommodation affect peace of mind at work place. Bureaucratic procedures when addressing issues of teachers made the teachers to have dissatisfaction in terms of getting basic needs according to Maslow's hierarchy of needs. Among the needs, it was noted that newly appointed teachers were faced with challenges in realising safety, physiological and cognitive needs.

Based on the findings this study also concludes that there is a need to develop understanding in the form of creating opportunities for training and providing safe health facilities at work place. Although this study as conducted at district level the findings of the study are in line with similar studies at global and national levels.

5.4 Recommendations

Based on the conclusion two types of recommendation are provided namely recommendation for action and recommendation for further studies.

5.5.1 Recommendations for Action

- (i) Government and district councils should ensure that there is
 - Availability of adequate teaching and learning materials.

- Adequate teachers' accommodation.
 - Fairness in the selection of teachers for both long and short term training, fairness in the allocation of the teachers to work places.
- (ii) There should be deliberate effort by Government to reduce bureaucracy in payment process.
- (iii) There should be deliberate effort by district council to create more income generating sources that can generate more funds to the councils in order to reduce scarcity of funds.
- (iv) Council management should make effort to increase opportunity for training.
- (v) Managers should understand that teachers expect higher satisfaction of higher order needs, so managers should focus on creating work environment so that it can satisfy the higher order human needs.

5.5.2 Recommendations for Further Research

Education management is a broad topic such that this study could not investigate all facets. Thus, this study recommends other researchers to investigate on the following related topics.

- (i) The capacity of other district councils to effectively provide basic human needs to primary school teachers in Tanzania.
- (ii) Investigation to determine fair distribution of resources including revenue among Central Government, Municipal, Town Councils, and District Councils.

REFERENCES

- Alphonce, N.R. (1993). A critical analysis of Teachers management and support issues in Tanzania. Paper presented at the national curriculum on teacher management and support Bagamoyo Tanzania.
- Babyegeya, E. B. N. K. (2002). *Educational Planning and Administration*. Dar es Salaam: The Open University of Tanzania
- Best, J. W. & Kahn, J. V. (2006). *Research in Education*. (10th Ed.). Boston: Pearson. Education Inc.
- Bush, T. and Bell L. (2002). *The Principles and Practice of Educational Management* UK. University of Leicester Paul Chapman publishing company.
- Bush, T. and Middlewood D. (2005). *Leading and Managing People in Education* London SAGE publications Limited.
- Cohen, L. Manion, L. & Marrison, K. (2007). *Research Methods in Education*. (6th Ed.) New York: Publisher
- Dandapan, S. (2001). *A Textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications PVT ltd.
- Davidoff, L.L. (1987). *Introduction to Psychology*. New York: Mc Graw Hill Book groups Company.
- Denscombe, M. (2007). *The Good Research Guide for Small-Scale Social Research Projects.*: Mc Grand Hill. Open University Press.
- Galabawa, J. C. J (1994). "State and financing of primary schools" A Tanzania. Paper Education and Development. A Journal of the Faculty of Education, University of Dar es Salaam 15,pp 35-50.

- Galabawa, J. C. J. (1993). "Status and Future challenges of the Tanzania Primary and Secondary education" Economic Research Bureau Paper.
- Galabawa, J.C.J (2000). Education Equity and Financial Sustainability. In: Galabawa, J.C.J; Senkoro, F. E. M. K; Lwaitama, A. F. *The Quality of Education in Tanzania: Issues and Experiences*. Dar es Salaam: Institute of Kiswahili research, University of Dar es Salaam. pp 100 -111.
- Heneveld, W. (1993). Research into practice: Guidelines of planning and monitoring. The Quality of Primary Education in Sub –Saharan Africa (draft mimeographs).
- Ishumi, A.G.M. (1984). "Universal Primary Education and Teacher Training Approaches and Problems "Paper presented at an International Symposium on Village Based Teacher Training and Universal Primary Education in Tanzania.
- Komba, W. Nkumbi, E. & Warioba, L. (2005). Capacity of school management for teacher professional development in selected primary schools in Tanzania. Dar es Salaam: DUP
- Kothari, C. R. (2004). *Research Methods, Methodology and Techniques*, New Delhi: New Age International Publishers.
- Krishnaswami, O. R. (1996). *Methodology of Research in Social Sciences*. Bombay: Himalaya Publishing House.
- Kuleana (1999). "The state of Education in Tanzania Crisis and Opportunity in Tanzania.
- Leininger, M. M. (1985). *Nature Rationale and Importance Nursing*: In Leininger, M. M. (ed.) (1985). *Qualitative research methods in nursing*. pp 1-25.Orlando: Crune & Stratton, Inc.

- Malekela, G.A. (1984). "After UPE, what next", paper presented at an international symposium on village-Based teacher training and Universal primary education in Tanzania, Marangu (Moshi) 19th -24th nov.1984.
- Maslow, A. H. (1954). *Motivation and Personality*. New York: Harper & Row.
- Miskel, C. Mc Donald D. and Blooms (1983). *Structure and Expectancy Linkages within Schools and Organization Effectiveness*, New York,Longman.
- Msonde C.E. (2001). "Reflection on Curriculum Change in Teacher Education Tutor and Grade A teachers trainees, Conceptions of Effectiveness of the Implementation of Participatory method."Unpublished independent study
- Mwizarubi B.K. (1990). "Factors Contributing to Primary School Teachers Inadequacies in Mastery Development and Utilization of Professional Skills in Teaching". Unpublished MA(Education) dissertation UDSM.
- Miskel, C.Mc Donald D and Blooms (1983). *Structure and expectancy linkages within schools and organization effectiveness* New York Longman.
- Nahashona, A. O. (1997). "Primary School Management and its impact on Quality of education in Tanzania." Paper presented at conference on quality of education in Tanzania held in Arusha from 17th to 19th March 1997.
- Okumbe, J. A. (1999). *Educational Management, Theory and Practice*. Nairobi: University Press.
- Omary,I.M.and Mosha, H.J. (1987). *The quality of primary education in Tanzania* Nairobi Man Graphics Limited.
- Punch, K. F. (2004). *Introduction to social research quantitative and qualitative approaches*. London: SAGE Publications.
- Schaeter, R. (2004). *Sociology*. (5thed.). New York: Mc. Grill Hill.

- Scottish Centre for Education Overseas (SCEO) (1988). "Educational Management and Administration, selected study" A paper presented in a seminar held in Moshi, Tanzania.
- Stratton P. & Hayes N. (1993). *A students Dictionary of Psychology* 2nd ed New York: E. Arnold
- URT (1994). Education Sector Development Program. Dar-e-Salaam: Government Press
- URT (2004). *Rejea za Sera, Sheria, Kanuni na Nyaraka Mbalimbali Kuhusu Masuala ya Ajira Katika Utumishi wa Umma*. Dar es Salaam: Government press.
- URT (2007). *Basic Education Statistics in Tanzania. (BEST), 2003 – 2007. National Data*. Dar es Salaam: Government Press.
- URT (2008). *Local Government Service Scheme* Dar es Salaam: Government Press
- URT (2010). "Basic education statistics in Tanzania". *(BEST), 2006 – 2010. Revised National Data*. Dar es Salaam: Government Press
- URT (2012). Regional Administration and Local Government. Kisarawe District Council. "Implementation report of primary education development program, quarterly report for October-December, 2011" (Unpublished).
- URT (2010). Inspectors report on inspection and follow up of Vikumburu primary school.
- URT (2012). "Quarterly Implementation report, January-March," Public Service Commission, Kisarawe Teachers Service Department.
- URT (2012). Inspectors report on inspection and follow up of Boga primary school.
- Wangeleja M, (2003). 'Innovations in the New Teacher Education Curriculum'. *The Tanzania Education Journal* No:21,22-29.

APPENDICES

Appendix I: A Questionnaire

Research topic

The Capacity of District Councils to manage newly appointed primary school teachers in Tanzania. A case of Kisarawe District Council.

INSTRUCTIONS

- i) This questionnaire intends to collect data about the capacity of District Councils to manage newly appointed primary school teachers in Kisarawe District Council.
- ii) Each respondent serves as representative of others
- iii) Please, answer all questions correctly as instructed
- iv) A researcher asks your cooperation to make this work successful
- v) All information supplied will be strictly treated confidential and used for intended purpose only.
- vi) Do not write your name anywhere in this questionnaire
- vii) A researcher will kindly collect this questionnaire on or before 06th April, 2012.

Part I Socio demographic data

Questions:

- Q1. Tick your sex (1) Male () (2) Female ()
- Q2. Tick your age group (1) 20 – 35 () (2) 36 – above ()
- Q3. Tick your marital status (1) Single () (2). Married ()
(3). Widow/ Widower () (4). Divorce/ separated ()
- Q4. Tick your level of education

- (1). certificate () (2). Diploma ()
 (3). Degree and above. ()

Q5. Trick your religion affiliation

- (1). Christian () (2). Muslim ()
 (3) Other specify

Q6. Tick your occupation status

- (1). Manager () (2). Teacher ()

Part II Management process for newly appointed primary schools teachers in Kisarawe District Council

Question 7-22 involve Management process affecting newly appointed primary school teachers in Kisarawe District Council. Tick appropriate level of responses numbered 1-5 for each question, to indicate your level of agreement or disagreement to the statement in the table.

	Management process factors affecting newly appointed primary school teachers in Kisarawe District Council	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
7	Imbalance of teacher's allocation in relation on requirement in school.					
8	Inadequate classrooms in relation on number of pupils.					
9	Inadequate laboratories in relation on number of pupils.					
10	Inadequate teacher's accommodation.					
11	Inadequate library service in relation on number of pupils.					
12	Insufficient supplies of textbooks as teaching materials.					
13	Teacher's insufficient communication skills during teaching.					

14	Hostile reception of teachers when they seek official services to councils' workers.					
15	New teachers face difficulties to implement and adhere to scheme of work.					
16	Unfair location of teachers to new work place					
17	Teacher's vulnerability to stress to report in forced work place.					
18	Manager's ineffective work performance					
19	Manager's failure to ensure punctuality of newly appointed teachers punctuality to work place.					
20	Conflict between managers and new teachers.					
21	Manager's failure to ensure newly teachers attendance to work place.					
22	Dissatisfied new teachers are liable to less productivity.					

Part III Challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe District Council

Questions 23 – 43 involve challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe District council. Tick appropriate level of responses numbered 1-5 for each question to indicate your level of agreement or disagreement to the statement in the table.

	Challenges encountered by the council in Managing newly appointed primary school teachers in Kisarawe District Council	Strongly Agree	Agree	Uncertai	Disagree	Strongly Disagree
		5	4	3	2	1
23	Inadequate sources of funds for the council leading to low income and failure to pay new appointed primary school teachers.					

24	Delay of disbursement of funds from Treasury to Kisarawe District Council leading to little ability to pay newly appointed teachers.					
25	Prolonged bureaucratic payment process for new appointed primary school teachers.					
26	Wastage of salaries due to payment to new appointed and absconders teachers.					
27	Wastage of subsistence allowances due to payment to new appointed absconders teachers.					
28	Manager face difficulties to verify payment for dependants of newly appointed teachers.					
29	Public service regulation doesn't direct recovery of public money paid to absconders' new appointment primary school teacher.					
30	To long disciplinary procedures for absconders new appointed teachers in primary schools.					
31	Difficult accessibility to send newly appointed teachers to some primary schools.					
32	Expensive cost to send teachers to peripheral distant working centers.					
33	Expensive process to investigate and verify abscondment according to public service regulations.					
34	Managers face difficulties to allocate new teachers to areas believed to have hostile superstition practice					
35	Manager's face difficulties to remunerate new appointed teachers.					
36	New teachers risk to work in hostile environment.					
37	New teacher's vulnerability to misconduct behavior leading to liable to punishment					
38	Managers face difficulties to ensure discipline of new teachers at work place.					
39	New teachers face difficulties to adhere to required standard for a public servant.					

40	New teachers vulnerability to work in unhealthy environment					
41	New teachers' little care to measure the learners' performance.					
42	New teachers' less ability to evaluate learners performance.					
43	Excessive mobility among new teachers' struggling to shifting to new friendly work centres.					

Part IV Teachers priorities during new appointment in primary schools in Kisarawe District Council.

Questions 44- 60 pertains to teachers priorities during new appointment in primary schools in Kisarawe district council. Tick appropriate level of responses numbered 1- 5 for each question to indicate your level of agreement or disagreement to the statement in the table.

	Teachers priorities during new appointment in primary schools in Kisarawe District Councils	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
44	Food availability.					
45	Availability accommodation services for new appointed teachers.					
46	Water supply services.					
47	Conducive weather to conform to health medical advice.					
48	Possibility to live with the spouse and family.					
49	Availability of extra income generating activities.					
50	Opportunity legal work contract agreement.					
51	Availability of safe health facilities at work place.					
52	Availability of protection legally by affiliation to a trade union (TTU)					
53	Fair opportunity for long term training					

54	Fair opportunity for short term training.					
55	Fair opportunity for doing research.					
56	Fair opportunity for induction course.					
57	Fair opportunity for distance learning.					
58	Availability horizontal and Vertical of communication at work place.					
59	Availability of banking services.					
60	Availability of postal services.					

In case you have more ideas to add please write at the back of this paper or add an attachment paper.

THANKS FOR YOUR COOPERATION

Appendix II: Focus Group Discussion Guide

Research topic

The capacity of District Councils to manage newly appointed primary school teachers in Tanzania. A case study of Kisarawe District Council.

Part I Demographic data

1. Tick your sex (1). Male () (2). Female. ()
2. Tick your age group (1). 20 – 35 () (2). 36 – above ()
3. Tick your marital status (1). Single () (2). Married ()
(3). Window/widower () (4). Divorce/ Separated.()
4. Tick your level of education (1). Secondary Education () (2). Diploma ()
(3). Degree and above.
5. Tick your religions affiliation
(1). Christian () (2). Muslim ()
(3). Other (specify).....
6. Tick your occupation status (1). Manager () (2). Teacher. ()

Part II Management process affecting for newly appointed Primary School teachers in Kisarawe District council.

7. What are the impacts of inadequate planning to newly appointed primary school teachers in Kisarawe District Council?
8. What are the impacts of inadequate organization to newly appointed primary school teachers in Kisarawe District Council?
9. What are the impacts of inadequate Control to newly appointed primary school teachers in Kisarawe District Council?

Part III Challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe District Council.

10. Which are financial based challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe District Council?

11. What are the Public Service Regulations based challenges encountered by the council in managing newly appointed primary schools teachers in Kisarawe District Council.
12. What are the Geographical challenges encountered by the councils in managing newly appointed primary schools teachers in Kisarawe District Council?

Part IV Teachers priorities during new appointment in primary schools in Kisarawe District Council

13. What are the physiological needs that are teacher's priorities during new appointment in primary schools in Kisarawe District Council?
14. What are the safety needs that are teachers' priorities during new appointment in primary schools in Kisarawe District Council? What are the cognitive needs that are teacher's priorities during the appointment in primary schools in Kisarawe District Council?
15. What's are the cognitive needs that are teacher`s priorities during the appointment in primary schools in Kisarawe District Council?

Appendix III: Documentary Review Guide

Research topic

The Capacity of District Councils to Manage newly appointed primary school teachers in Tanzania. A case study of Kisarawe District Council.

Part I: Management process factors affecting newly appointed primary school teachers in Kisarawe District Council.

1. Status of allocation of newly appointed Primary School teacher in Kisarawe District Council
2. Criteria for allocation of newly appointed primary school teachers in Kisarawe District Council
3. Status of Classroom in which teaching is taking place
4. Status of Libraries to enhance teaching in primary school in Kisarawe District Council
5. Status of Laboratories to enhance teaching in primary school in Kisarawe District Council
6. Status of teaching materials in primary school in Kisarawe District Council
7. Status of customer care training among the managers in Kisarawe District Council
8. Status of management plans in Kisarawe District Council.
9. Status of management Organization to assist newly appointed primary school teachers in Kisarawe District Council.
10. Managers' mechanism used to control Newly appointed Primary school teachers in Kisarawe District Council.
11. Status of incentive package to newly appointed primary school teachers in Kisarawe District Council
12. Status of scheme of work developed and implemented by newly appointed primary school teachers in Kisarawe District Council
13. Status of lesson plan developed and implemented by newly appointed primary school teachers in Kisarawe District Council.

Part II: Challenges encountered by the council in managing newly appointed primary school teachers in Kisarawe District Council

14. Status of sources of funds for Kisarawe District Council
15. Reliability of disbursement of funds from Treasury to Kisarawe District Council
16. Status of payment of newly appointed primary school teachers in Kisarawe District Council.
17. Status of human resource auditing particularly newly appointed primary school teachers in Kisarawe District Council
18. Recovery money paid to absconders newly appointed primary school teachers
19. Status of communication between managers in the Kisarawe District Council.
20. Status of processing disciplinary matters for absconders among newly appointed primary schools teachers in Kisarawe District Council.

Part III: Teachers priorities during new appointment in Primary Schools in Kisarawe District Council

21. Status of availability of physiological basic human needs for newly appointed primary school teachers in Kisarawe District Council
22. Status of availability of safety basic human needs for newly appointed primary school teachers in Kisarawe District Council
23. Status of availability of cognitive training opportunities for newly appointed primary school teachers in Kisarawe District Council

Appendix IV: Results - Management Factors

Reported Management process affecting newly appointed primary schools teachers in Kisarawe District Council by sex (N = 240) (n₁ = 94, n₂ = 146).

Management Factors	Sex	Number & percent	sa	a	un	d	sd	Total
Imbalance of teacher's allocation in relation on requirement in school.	M.	n ₁	48	34	5	5	2	94
		%	51.1	36.2	5.3	5.3	2.3	100
	F	n ₂	69	48	5	18	6	146
		%	47.3	32.9	3.4	12.3	4.1	100
Inadequate classrooms in relation on number of pupils.	M.	n ₁	23	48	9	13	1	94
		%	24.5	51.1	9.6	13.8	1.1	100
	F	n ₂	57	57	22	7	3	146
		%	39.0	39.0	15.1	4.8	2.1	100
Inadequate laboratories in relation on number of pupils	M.	n ₁	47	23	9	3	12	94
		%	50.0	24.5	9.6	3.2	12.8	100
	F	n ₂	82	33	11	7	13	146
		%	56.2	22.6	7.5	4.8	8.9	100
Inadequate teachers accommodation	M.	n ₁	36	43	5	7	3	94
		%	38.3	49.7	5.3	7.4	3.2	100
	F	n ₂	83	43	13	2	5	146
		%	56.8	29.5	8.5	1.4	3.4	100
Inadequate library service in relation on number of pupils.	M.	n ₁	44	31	9	4	6	94
		%	46.8	33.0	9.6	4.3	6.4	100
	F	n ₂	82	46	3	9	6	146
		%	56.2	31.5	2.1	6.2	4.1	100
Insufficient supplies of textbooks as teaching materials.	M.	n ₁	41	44	3	2	4	94
		%	43.6	46.8	3.2	2.1	4.3	100
	F	n ₂	85	48	5	4	4	146
		%	58.2	32.9	3.4	2.7	2.7	100
Teacher's insufficient communication skills during teaching.	M.	n ₁	16	31	23	18	6	94
		%	17.0	33.0	24.5	19.1	6.4	100
	F	n ₂	32	44	45	19	6	146
		%	21.9	30.1	30.8	13.0	4.1	100
Hostile reception of teachers when they seek official services to councils' workers.	M.	n ₁	29	32	12	18	3	94
		%	30.9	34.0	12.8	19.1	3.2	100
	F	N ₂	62	32	16	28	8	146
		%	42.5	21.9	11.0	19.2	5.5	100
New teachers face difficulties to implement and adhere to scheme of work.	M.	n ₁	19	32	24	15	4	94
		%	20.2	34.0	25.5	16.0	4.3	100
	F	n ₂	57	49	23	13	4	146
		%	39.0	33.6	15.8	8.9	2.7	100
Unfair location of teachers to new work place.	M.	n ₁	45	27	9	11	2	94
		%	47.9	28.7	9.6	11.7	2.1	100
	F	n ₂	79	50	11	3	3	146
		%	54.1	34.2	7.5	2.1	2.1	100
Teacher's	M.	n ₁	28	34	14	12	6	94

Management Factors	Sex	Number & percent	sa	a	un	d	sd	Total
vulnerability to stress to report in forced work place.	F	%	29.8	36.2	14.9	12.8	6.4	100
		n ²	69	44	23	8	2	146
		%	47.3	30.1	15.8	5.5	1.4	100
Manager's ineffective work performance	M.	n ₁	22	30	30	8	4	94
		%	23.4	31.9	31.9	8.5	4.3	100
	F	n ₂	31	34	69	7	5	146
		%	21.2	23.3	47.3	4.8	3.4	100
Manager's failure to ensure unfunny of newly appointed teachers to work place.	M.	n ₁	9	32	26	18	9	94
		%	9.6	34.0	27.7	19.1	9.6	100
	F	n ₂	27	41	43	30	5	146
		%	18.5	28.1	29.5	20.5	3.4	100
Conflict between managers and new teachers.	M.	n ₁	11	32	22	20	9	94
		%	11.7	34.0	23.4	21.3	9.6	100
	F	n ₂	38	42	38	21	7	146
		%	26.2	28.8	26.0	14.4	4.8	100
Manager's failure to ensure newly teachers attendance to work place.	M.	n ₁	9	23	23	24	15	94
		%	9.6	24.5	24.5	25.5	16.0	100
	F	n ₂	23	29	45	41	8	146
		%	15.8	19.9	30.8	28.1	5.5	100
Dissatisfied new teachers are liable to less productivity.	M.	n ₁	34	34	13	10	3	94
		%	36.2	36.2	13.8	10.6	3.2	100
	F	n ₂	55	53	15	13	7	146
		%	39.7	36.3	10.3	8.9	4.8	100

Source:- field work April 2012

Key

M = Males

F = Females

n₁ = Sub sample for females

n₂ = Sub sample for males

N = Main Sample sa = strongly agreed

a = agreed

un = uncertain

d = disagree

sd = strongly disagree

Appendix V: Results – Challenges Faced

Reported Challenges faced by the council in managing newly appointed primary school teachers in Kisarawe District Council by sex (N = 240)

The Challenge	Sex	Number percent	sa	s	un	d	sd	Total
Inadequate sources of funds for the council leading to low income and failure to pay new appointed primary school teachers.	M	n ₁	49	19	11	14	1	94
		%	52.1	20.2	11.7	14.9	1.1	100
	F	n ₂	66	37	18	9	16	146
		%	45.2	25.3	12.3	6.2	11.0	100
Delay of disbursement of funds from Treasury to Kisarawe District Council leading to little ability to pay newly appointed teachers	M	n ₁	32	28	19	8	7	94
		%	34.0	29.8	20.2	8.5	7.4	100
	F	n ₂	58	32	34	10	12	146
		%	39.7	21.9	23.3	6.8	8.2	100
Prolonged bureaucratic payment process for new appointed primary school teachers.	M	n ₁	42	32	12	6	2	94
		%	44.7	34.0	12.8	6.4	2.1	100
	F	n ₂	69	39	30	6	2	146
		%	47.3	26.7	20.5	4.1	1.4	100
Wastage of salaries due to payment to new appointed and absconders teachers.	M	n ₁	16	28	32	15	3	94
		%	17.0	29.8	34.0	16.0	3.2	100
	F	n ₂	26	51	50	16	3	146
		%	17.8	34.9	34.2	11.0	2.1	100
Wastage of subsistence allowances due to payment to new appointed absconders teachers.	M	n ₁	23	28	34	8	1	94
		%	24.5	29.8	36.2	8.5	1.1	100
	F	n ₂	25	50	48	14	9	146
		%	17.1	34.2	32.9	9.6	6.2	100
Manager face difficulties to verify payment for dependants of newly appointed teachers.	M	n ₁	11	20	42	11	9	94
		%	11.7	21.5	44.7	12.8	9.6	100
	F	n ₂	21	30	66	15	14	146
		%	14.4	20.5	45.2	10.3	9.6	100
Public service regulation doesn't direct recovery of public money paid to	M	n ₁	18	32	31	12	1	94
		%	19.1	34.0	33.0	12.8	1.1	100

The Challenge	Sex	Number percent	sa	s	un	d	sd	Total
absconders new appointment primary school teacher.	F	n ₂	28	36	58	16	8	146
		%	19.2	24.7	39.7	11.0	5.5	100
To long disciplinary procedures for absconders new appointed teachers in primary schools.	M	n ₁	9	29	31	18	7	94
		%	9.6	30.9	33.0	19.1	7.4	100
	F	n ₂	20	28	68	24	6	146
		%	13.7	19.2	46.6	16.8	4.1	100
Difficult accessibility to send newly appointed teachers to some primary schools.	M	n ₁	23	35	19	11	6	94
		%	24.5	37.2	20.2	11.7	6.3	100
	F	n ₂	46	41	21	26	12	146
		%	31.5	28.0	14.3	17.8	8.2	100
Expensive cost to send teachers to peripheral distant working centres.	M	n ₁	18	26	17	16	17	94
		%	19.1	27.7	18.1	17.0	18.1	100
	F	n ₂	25	36	38	25	22	146
		%	17.1	24.7	26.0	17.1	15.1	100
Expensive process to investigate and verify abs condiment according to public service regulations	M	n ₁	6	28	38	17	5	94
		%	6.4	29.8	40.4	18.1	5.3	100
	F	n ₂	20	29	66	20	11	146
		%	13.7	19.9	45.2	13.7	7.5	100
Managers face difficulties to allocate new teachers to areas believed to have hostile superstition practice	M	n ₁	10	28	28	14	14	94
		%	10.6	29.8	29.8	14.9	14.9	100
	F	n ₂	29	42	36	16	23	146
		%	19.9	28.8	24.7	11.0	15.8	100
Manager's face difficulties to remunerate new appointed teachers.	M	n ₁	17	27	21	17	12	94
		%	18.1	28.7	22.3	18.1	12.8	100
	F	n ₂	27	41	32	21	25	146
		%	18.5	28.1	21.9	14.4	17.1	100
New teachers risk to work in hostile environment	M	n ₁	14	38	20	11	11	94
		%	14.9	40.4	21.3	11.7	11.7	100
	F	n ₂	35	52	34	17	8	146
		%	23.9	35.6	23.3	11.6	5.5	100

The Challenge	Sex	Number percent	sa	s	un	d	sd	Total
		%	24.0	35.6	23.3	11.6	5.5	100
New teacher's vulnerability to misconduct behavior leading to liable to punishment	M	n ₁	13	30	30	12	9	94
		%	13.8	31.8	31.8	12.8	9.6	100
	F	n ₂	18	43	54	22	9	146
		%	12.3	29.5	37.0	15.1	6.2	100
Managers face difficulties to ensure discipline of new teachers at work place	M	n ₁	8	27	27	23	9	94
		%	8.5	28.7	28.7	24.5	9.6	100
	F	n ₂	26	39	31	32	18	146
		%	17.8	26.7	21.2	21.9	12.3	100
New teachers face difficulties to adhere to required standard for a public servant	M	n ₁	12	44	26	8	4	94
		%	12.8	46.8	27.7	8.5	4.3	100
	F	n ₂	41	48	40	12	5	146
		%	28.1	32.9	27.4	8.2	3.4	100
New teachers vulnerability to work in unhealthy environment	M	n ₁	28	33	13	7	13	94
		%	29.8	35.1	13.8	7.4	13.8	100
	F	n ₂	45	39	33	18	11	146
		%	30.8	26.7	22.6	12.3	7.5	100
New teachers' little care to measure the learners' performance.	M	n ₁	8	13	20	31	22	94
		%	8.5	13.8	21.3	33.0	23.4	100
	F	n ₂	18	26	29	40	33	146
		%	12.3	17.8	19.9	27.4	22.6	100
New teachers' less ability to evaluate learners performance.	M	n ₁	5	18	10	42	19	94
		%	5.3	19.1	10.5	44.7	20.2	100
	F	n ₂	21	16	26	47	36	146
		%	14.4	11.0	17.8	32.2	24.7	100
Excessive mobility among new teachers' struggling to shifting to new friendly work centers.	M	n ₁	41	23	14	13	3	94
		%	43.6	24.5	14.9	13.8	3.2	100
	F	n ₂	56	50	10	14	16	146
		%	38.4	34.2	6.8	9.6	11.	100

The Challenge	Sex	Number percent	sa	s	un	d	sd	Total
							0	

Source:- field work April 2012

Key

M = Males

F = Females

n₁ = Sub sample for females

n₂ = Sub sample for males

N = Main Sample

sa = strongly agreed

a = agreed

un = uncertain

d = disagree

sd = strongly disagree

Appendix VI: Results- Priorities

Reported Teachers priorities during new appointment in primary schools in Kisarawe District Council by sex (N = 240)

Priority factors	Sex	Number percent	sa	a	un	d	sd	Total
Food availability.	M	n ₁	28	38	9	8	11	94
		%	29.8	40.4	9.6	8.5	11.7	100
	F	n ₂	46	52	4	12	32	146
		%	31.5	35.6	2.7	8.2	21.9	100
Availability accommodation services for new appointed teachers	M	n ₁	41	43	3	7	0	94
		%	43.6	45.7	3.2	7.4	0	100
	F	n ₂	75	55	3	9	4	146
		%	51.4	37.7	2.1	6.2	2.7	100
Water supply services	M	n ₁	38	47	2	5	2	94
		%	40.4	50.0	2.1	5.3	2.1	100
	F	n ₂	76	52	4	9	5	94
		%	52.1	35.6	2.7	6.2	3.4	100
Conducive weather to conform to health medical advice.	M	n ₁	17	30	18	23	6	94
		%	18	31.9	19.1	24.5	16.4	100
	F	n ₂	32	40	34	30	10	146
		%	21.9	27.4	23.3	20.5	6.8	100
Possibility to live with the spouse and family.	M	n ₁	18	31	14	22	9	94
		%	9.1	33.0	14.9	23.4	9.6	100
	F	n ₂	34	28	27	42	15	146
		%	23.3	19.2	18.5	28.8	10.3	100
Availability of extra income generating activities.	M	n ₁	21	39	12	12	10	94
		%	22.3	41.5	12.8	12.8	10.6	100
	F	n ₂	44	39	26	22	15	146
		%	30.1	26.7	17.8	15.1	10.3	100
Opportunity to legal work contract agreement.	M	n ₁	12	37	14	15	16	94
		%	12.8	39.4	14.9	16.0	17.0	100
	F	n ₂	24	61	32	21	8	146
		%	16.4	41.8	21.9	14.4	5.5	100
Availability of safe health facilities at work place.	M	n ₁	35	42	6	7	4	94
		%	37.2	44.7	6.4	7.4	4.3	100
	F	n ₂	58	67	2	8	11	146
		%	39.7	45.9	1.4	5.5	7.5	100
Availability of protection legally by affiliation to the Tanzania teacher Union (TTU)	M	n ₁	22	49	9	4	10	94
		%	23.4	52.1	9.6	4.3	10.6	100
	F	n ₂	36	85	10	12	3	146
		%	24.7	58.2	6.8	8.2	2.1	100
Fair opportunity for long term training	M	n ₁	44	36	4	5	5	94
		%	46.8	38.3	4.3	5.3	5.3	100
	F	n ₂	62	68	5	5	6	146
		%	42.3	46.6	3.4	3.4	4.1	100

Fair opportunity for short term training.	M	n ₁	8	20	11	31	24	94
		%	8.5	21.3	11.7	33.0	25.5	100
	F	n ₂	8	20	11	31	24	146
		%	8.5	21.3	11.7	33.0	25.5	100
Fair opportunity for doing research.	M	n ₁	6	19	12	33	24	94
		%	6.4	20.2	12.8	35.1	25.5	100
	F	n ₂	11	16	22	60	37	146
		%	7.5	11.0	15.1	41.1	25.3	100
Fair opportunity for induction course.	M	n ₁	24	33	7	20	10	94
		%	25.5	32.1	7.4	21.3	10.6	100
	F	n ₂	40	64	14	19	9	146
		%	27.4	43.8	9.6	13.0	6.2	100
Fair opportunity for distance learning.	M	n ₁	21	34	11	20	8	94
		%	22.3	36.2	11.7	21.3	8.5	100
	F	n ₂	45	45	23	23	10	146
		%	30.8	30.8	15.8	15.8	6.8	100
Availability horizontal and Vertical of communication at work place.	M	n ₁	10	27	16	19	22	94
		%	10.6	28.7	17.0	20.2	23.4	100
	F	n ₂	15	28	25	45	33	146
		%	10.3	19.2	17.1	30.8	22.6	100
Availability of banking services.	M	n ₁	18	42	5	13	16	94
		%	19.1	44.7	5.3	13.8	17.0	100
	F	n ₂	27	60	17	21	21	146
		%	18.5	41.1	11.6	14.4	14.4	100
Availability of postal services	M	n ₁	10	39	9	14	21	93
		%	10.8	11.9	9.1	15.1	22.6	100
	F	n ₂	26	51	17	24	27	145
		%	17.9	35.2	11.7	16.6	18.6	100

Reported Teachers priorities during new appointment in primary schools in Kisarawe District Council by sex (N = 240)

Source: Field work, (2012)

Key

Mg = Managers

T = Teachers

n₁ = Sub sample for manages

n₂ = Sub sample for teachers

N = Main Sample

sa = strongly agreed

a = agreed

un = uncertain

d = disagree

sd = strongly disagree