

**FACTORS CAUSING SECONDARY SCHOOL TEACHERS' DELAY IN  
REPORTING AND NOT STAYING LONG AFTER REPORTING IN THEIR  
WORK STATIONS IN TANGA DISTRICT, TANZANIA**

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**CERTIFICATION**

The undersigned certifies to have read and hereby recommends for acceptance by the Open University of Tanzania, a Dissertation entitled: **“Factors Causing Secondary School Teachers’ Delay in Reporting and Not Staying Long After Reporting in Their Work Stations in Tanga District, Tanzania”** for the requirements of the Master degree in Education Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

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.....

Date

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I, **Naima Abtwalib** do hereby declare to the Senate of the Open University of Tanzania that the content of this dissertation is my original work which has never been submitted and will not be submitted for a similar degree award in any University.

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to Almighty God for blessing my efforts toward success and to my lovely father and mother who laid the foundation for my career. I will always appreciate all they have done to me.

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**ABSTRACT**

The study was conducted in Tanga City Council to investigate the factors causing secondary school teachers delay in reporting and not staying long after reporting in their work stations. The first objective was to find out proportion of reporting and non-reporting teachers for the last four years, 2011-2014. Secondly finding out how long teachers take to report in work stations. Thirdly to investigate reasons given by teachers for late reporting and not staying long in the work stations after reporting. Fourthly determination of time for teachers staying before quitting their first station. A survey research design was used. The researcher used quantitative descriptive statistics. The sample of this study included six public secondary schools, 173 teachers, 6 heads of schools and 6 academic officers, 6 ward education officers, 1 District Secondary Education Officer, 1 Teachers Service Department (TSD) officer and 1 Teachers Workers Union (CWT). Non probability sampling was used for selecting the sample. Purposive sampling techniques were used to get respondents. Teachers available on material day responded to questionnaires. Data were obtained through structured interview guides and various district educational records. The study shows that, there was an acute shortage of science subject teachers in the district, also there was a delay of teachers reporting in their work stations. The leading reason for teachers' late reporting involved lack of interest in geographical location while the reason for teachers not staying long after reporting in their work stations was poor working conditions which together contribute to teachers' deficit and students' poor performance. It was recommended that government should create conducive and attractive working environment which could attract the qualified candidates to report and stay long in their working stations.

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## **CHAPTER ONE**

### **1.0 BACKGROUND TO THE STUDY**

This chapter states and explains how this study was carried out in the field which investigated the factors causing delay in reporting and not staying long after reporting in their work stations particularly for teachers in public secondary schools in Tanga district. It further describes the background of the problem, states the problem, research purpose, objectives of the study, research questions, research tasks, significance of the study, limitations and delimitation of the study and a conceptual framework.

#### **1.1 Background to the Problem**

Delay in reporting and not staying in work places for new teachers is a great challenge for public secondary schools in Tanzania. This is due to that secondary school education in Tanzania and in other Sub-Saharan Africa countries being considered an important sub-sector in the education system, as well as for the development of the country's economy (Jidamva, 2012).

Delaying and non-reporting teachers in public secondary schools can be the outcome of inefficiency in the provision of quality education in the country and this contributes much in failure to attain the National Development Vision 2025, in which education is visualized as a strategic requisite for economic growth and poverty eradication (MoEVT, 2008).

The world of academic research has witnessed few studies published concerning

impacting factors on intention to leave originating from Tanzanian organizations (Kosi *et al.*, 2015). Some of the previous studies have focused on turnover behavior as opposed to intention to quit (Kavenuke, 2013 and Bennell & Mukyanuzi, 2005), and others focused on comparing Tanzanian employees intention to leave with other African countries falling under Southern African Development Community as quoted by Kavenuke (2013) and Bennell and Mukyanuzi (2005).

Kavenuke (2013) found out that Tanzanian teachers do not stay in the teaching profession and proposed some mechanism to retain them. Again, Bennell and Mukyanuzi (2005) claimed that there was a high level of teacher turnover in primary schools in Tanzania where they discovered that almost one in five teachers at the rural survey schools had left in the years before 2005. So far, those studies concentrated on intention to leave as an individual construct or predictors.

Because of the importance of this issue, there is a need to investigate what factors cause public secondary school teachers' delay in reporting and not staying long in their work place after reporting, especially during this period of decentralization by devolution.

### **1.1.1 Teachers' Attrition from the Profession**

For the purposes of this study, attrition of teachers could be taken as permanent losses of teachers from the teaching profession for whatever reason. The negative effect of teacher attrition tends to affect the poorest and most vulnerable students, as a result of losing teachers, especially with those of the highest academic

qualifications, such as those with expertise in mathematics and science (UNESCO, 2010).

In many parts of Sub Saharan Africa the demand for secondary school teachers exceeds supply, in some cases by large amounts. Factors contributing to this include high rates of teacher attrition in some areas due to illness, blockages in teacher preparation systems, unattractive conditions of service like perceived low salary and arbitrary teacher deployment systems, (Mulkeen *et al.*, 2007). The study also found that other factors for the teacher attrition to include unattractive work locations, unprofessional treatment of teachers, lack of professional development opportunities and insufficient supportive supervision.

UNESCO (2010) shows that attrition can be caused by reaching retirement age, illness or death, and this is determined largely by demographics, health conditions and retirement policy. The study also suggests that a voluntary attrition is driven largely by personal factors, the pull of alternative labour market opportunities and the push of dissatisfaction with teaching, but the possible actions also include increased remuneration and improvement of career progression which have significant costs.

According to MoEVT (2012) Education Sector Performance Report, in 2011, secondary school teachers' death accounted for 7.2% (122 teachers) of the total attrition (1,684). The implication was that, the government needed not only recruiting more teachers to fill vacant posts but also to train more teachers in order to fill the gap caused by high attrition rate among the teaching force. For the year 2013 secondary school teachers' termination accounted to 77.2% as shown in Table 1.1

**Table 1.1: Secondary school Teachers' Attrition Rates by Reason, 2013**

Reasons for teacher attrition		PhD		Masters		Degree		Diploma		License (Form 6)		Others		Total			% Attrition
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	
Retired	Leaving teaching profession	3	2	0	0	29	12	25	11	11	6	2	0	70	31	101	5.1
	Prolonged Sickness	1	0	0	1	2	1	7	0	5	0	0	0	15	2	17	0.9
	Short term Sickness	5	0	0	1	39	11	47	15	2	0	5	1	98	28	126	6.4
	Retirement Age	0	0	0	0	2	1	2	0	1	0	0	0	5	1	6	0.3
	Other Reasons	2	2	2	0	18	6	12	9	12	6	5	4	51	27	78	4.0
	<b>Total</b>	<b>11</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>90</b>	<b>31</b>	<b>93</b>	<b>35</b>	<b>31</b>	<b>12</b>	<b>12</b>	<b>5</b>	<b>239</b>	<b>89</b>	<b>328</b>	<b>16.7</b>
Dead	Accident	0	1	0	0	1	3	0	11	0	0	0	0	1	15	16	0.8
	Long illness	0	0	0	1	2	8	3	8	4	9	0	0	9	26	35	1.8
	Short illness	0	3	0	0	6	19	4	26	0	2	0	0	10	50	60	3.1
	Other Causes	0	0	0	0	1	3	0	5	0	0	0	0	1	8	9	0.5
	<b>Total</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>33</b>	<b>7</b>	<b>50</b>	<b>4</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>99</b>	<b>120</b>	<b>6.1</b>
Terminated	Leaving Teaching	10	6	11	4	220	64	126	49	50	15	8	7	425	145	570	29.0
	Misbehaved	0	0	0	0	22	4	37	12	10	1	0	0	69	17	86	4.4
	Others	0	0	0	0	13	0	14	1	20	11	7	3	54	15	69	3.5
	Prolonged Sickness	7	0	5	4	213	50	114	32	74	8	4	1	417	95	512	26.1
	Truancy	2	0	1	1	82	32	64	20	43	18	12	5	204	76	280	14.2
	<b>Total</b>	<b>19</b>	<b>6</b>	<b>17</b>	<b>9</b>	<b>550</b>	<b>150</b>	<b>355</b>	<b>114</b>	<b>197</b>	<b>53</b>	<b>31</b>	<b>16</b>	<b>1169</b>	<b>348</b>	<b>1517</b>	<b>77.2</b>
<b>Grand Total</b>	<b>30</b>	<b>14</b>	<b>19</b>	<b>12</b>	<b>650</b>	<b>214</b>	<b>455</b>	<b>199</b>	<b>232</b>	<b>76</b>	<b>43</b>	<b>21</b>	<b>1429</b>	<b>536</b>	<b>1965</b>	<b>100.0</b>	
<b>% Attrition</b>	<b>1.5</b>	<b>0.7</b>	<b>1.0</b>	<b>0.6</b>	<b>33.1</b>	<b>10.9</b>	<b>23.2</b>	<b>10.1</b>	<b>11.8</b>	<b>3.9</b>	<b>2.2</b>	<b>1.1</b>	<b>72.7</b>	<b>27.3</b>	<b>100</b>	<b>100</b>	

Source: MoEVT, (2013).

It is, therefore, obvious that a great number of secondary school teachers quit teaching to do other jobs every year, or for other reasons known to them, this is due mostly to teacher termination which contributes 77.2% of total teacher attrition as indicated in Table 1.1.

According to the Tanzania Education Network (2008), low salaries and poor conditions of service are the main causes of brain drain. It is argued that terrible conditions of service have contributed to a general decline in the status of the teaching profession.

### **1.1.2 Teachers' Requirements and Distribution**

It is reported that in South Africa, teacher demand and supply have become matters of national concern. For several years, faculties of education in various universities have had difficulty in recruiting students for their introductory teacher education programmes, and this has had a severe impact on their capacity to provide education programmes, due to the fact that teaching has become a “stopgap” profession, or profession of “last resort” and there is increasing evidence that some people may choose to teach because of the lack of other employment options, Mulkeen *et al* (2007).

The report of Haki Elimu (2011) shows that there is a teacher crisis in Tanzania. The report stated that more new teachers were allocated to rural areas, but many of them did not report to their posts or they left within the first year. According to MoEVT (2010), almost 40% of new teacher graduates did not even enter the teaching work force. This, combined with transfers of rural teachers to urban schools, meant rural

areas only received 35% of the new teachers the government planned to send them whereas urban areas ultimately received more than twice as many new teachers as planned. The shortage of teachers in rural areas cannot be overcome if these trends continue. Haki Elimu (2011) report suggested for government to consider incentives to help address this issue, as well as an increase of salary but also including flat hardship allowances or earlier promotion opportunities, the most likely incentives that may prove vital to retaining teachers in hard to reach areas.

As an example, by the year 2013 a total of 16,000 teachers posted to various schools did not report to their work stations, causing worries to the government on the quality of education, especially in rural areas. This means that, the number was more than half the 28,000 teachers who were posted to the schools in the whole country as reported by Minister of State in the President's Office (Public Service Management) (The Citizen, 19 April 2013 pp 5).

Moreover, it was reported in the media that, according to the Minister of Education and Vocational Training (MoEVT) at the launching of the opportunity Education Foundation Tablet Programme at Wama Nakayama secondary school, it was learnt that Tanzania may take up to 13 years to cover its teacher demand ratio in education sector. The Minister revealed that the country was facing the acute shortage of teachers, particularly for science and mathematics subjects. While the required number of teachers was about 26,000, the annual capacity of training countrywide was limited at 2100 teachers only Msonsa (2014). For that matter, non-reporting teachers in work places is a great challenge for secondary schools in the country.

With the expansion of community secondary schools to the ward level, enrolment in many secondary schools has increased tremendously. This has been brought up by the achievement of Universal Primary Education due to increasing enrolment that reached 98% in 2008, and enrolment ratio of over 110% in 2012 (MoEVT 2012). According to MoEVT (2012), the Education Sector Performance Report 2012 indicated that the enrolment of form one to four increased from 1,711,109 (936,003 boys and 775,106 girls) in 2011 to 1,802,810 (954,961 boys and 847,849 girls) in 2012. This is an increase of 91,701 pupils (5.4%). Similarly, the transition rate from primary to secondary education increased from 52.2% in 2011 to 53.6% in 2012.

**Table 1.2: Secondary school Shortages of Teachers in Core Subjects 2011**

Shortages in Core Subjects										
Teacher Category	Chemist	Physi	Biol	B/Math	Kisw	Hist	Geog	Engli	Civic	Total
Degree	1505	1539	1637	2090	1252	1229	1342	1520	706	12,820
Diploma	4128	4600	4658	5880	3080	2661	2854	4425	3379	35,665
<b>Total</b>	5633	6139	6295	7970	4332	3890	4196	5945	4085	48,485

Source: MoEVT (2011) Key: CHEMIST=CHEMISTRY; PHYSI=PHYSICS;

Biol=Biology; B/Math=Basic Mathematics; Kisw=Kiswahili; Hist=History;

Geog=Geography; Engli=English; Civic=Civics

However, according to MoEVT Minister's Budget Speech 2009, a problem remains with the shortage of teachers, especially in science subjects. The number of secondary schools in the country grew from 500 in 2001 to 4,102 in 2009. At the same time there were no concrete preparations (teachers, textbooks and laboratories) to handle this surplus. Until 2009 there were only 33,954 teachers while the increase

of secondary schools went up from 1,745 in 2005 to 4,102 in 2009 (MoEVT speech 2009). With this matter of concern the researcher intended to carry out the study to investigate which factors hinder new teachers to cause them delay in reporting and not staying after reporting in work stations. Statistics show that shortage of teachers affects the core subjects in most of secondary schools in the country as shown in Table 1.2

In general, the table shows that there is much more shortage of science based subjects, and English and Mathematics subjects at all levels in the country. According to Secondary Education Development Program (SEDP) Performance Reports (2014), Tanga District itself needs more than 129 science subjects' teachers in public secondary schools.

However, despite the amount of missing gap being known little attention has been paid to factors causing teachers' delay in reporting and not staying long in their work places. It is also evident that few or no studies on the impact of delay in reporting and not staying long in work places have been conducted particularly in Tanga district.

### **1.1.3 Teachers' Truancy**

A study carried out by Teachers Service Department (2011) indicated that, among other things contributing to an increase of teachers' misconduct involved the case of truancy. For example the study done in 2009/2010 by TSD on teachers' status and working performance, indicated that teachers' truancy was a notable problem. The

Teachers Service Department processed 875 different cases from 2008 to 2011. Among 660 cases processed which were about 74.4%, there were 420 which were about 64% cases on new teachers' truancy. Those teachers reported to their working stations, thereafter abandoned their places of work with reasons including following their spouses, going for treatment, pursuing for further studies, and other reasons known to them. Seriously, this is an important education problem because without sufficient teachers the quality of education will definitely suffer (Mosha, 2004). This trend can equally be traced to date. Therefore, the determination of factors causing public secondary school teachers' delay in reporting and not staying long after reporting in their work stations is very crucial.

#### **1.1.4 Teachers' Shortage in Relation to Students' Performance**

Together with the efforts which might have been taken by the Tanzania Government towards improving education system by increasing enrolment, still the shortages of teachers and teaching facilities face most of secondary schools in the country, (MoEVT, 2010).

According to Secondary Education Development Program II (SEDP II) (MoEVT, 2010), the teacher requirements for secondary education from form one to form six levels were estimated to be 97,559 but the teachers in post were 76,339. Meanwhile the government posted only 28,000 teachers in the year 2013, of whom a total of 16,000 teachers posted to various schools did not report to their work stations (The Citizen, 19 April, 2013 pp 5). It is really an education problem when considering students' poor performance especially in the final examinations results of form four

in 2012 which was labelled “disastrous” and “shocking” and prompted the Prime Minister to form a Commission to investigate what caused the poor results and to provide recommendations (Twaweza, 2013).

**Table 1.3: National Form Four Examination Results (2012) -Tanga District  
Public Secondary Schools**

S/n	Name of school	Division I	Division II	Division III	Division IV	% IV	Division 0	% 0
1.	Chongoleani	0	0	0	0	0	15	15
2.	Chumbageni	0	0	0	14	20.6	54	68
3.	Horten	0	0	1	33	23.1	110	76.9
4.	Japan	0	3	10	37	24.03	117	76
5.	Kihere	0	0	1	22	16.3	113	83.7
6.	Kiomoni	0	0	2	17	0.2	95	84.8
7.	Maweni	0	2	4	13	10.3	113	89.7
8.	Macechu	0	0	0	17	11.8	127	88.2
9.	Mabokweni	0	0	0	3	4.9	58	95
10.	Marungu	0	0	0	4	7.8	47	92.2
11.	Mikanjuni	1	0	4	35	11.7	265	88.3
12.	Mkwakwani	0	4	16	119	26.5	230	51.2
13.	Mnyanjani	0	0	1	21	16.3	108	83.7
14.	Mwapachu	0	0	0	11	9.6	103	90.4
15.	Nguvumali	0	1	3	22	13.6	140	86.4
16.	Old Tanga	1	1	12	71	30.9	159	69.1
17.	Pande Magubeni	0	0	0	3	5	57	95
18.	Pongwe	0	0	5	19	15.9	100	84.03
19.	Ndaoya	0	0	0	3	6.8	41	93.2
20.	Tanga Tech.	7	17	29	53	58.9	37	41.1
21.	Tongoni	0	0	0	1	1.8	55	98.2
22.	Toledo	0	1	0	17	8.5	182	91.5
23.	Usagara	2	15	30	118	47.9	128	52.03

Source: Tanga District Council (2013)

According to Twaweza (2013), a total of 240,903 out of 397,126 students who sat the 2012 National Form Four Examinations failed, making the failure rate at 61% (up

from 46% in the previous year 2011). It was shown that 34% received Division IV (poor), meanwhile 6% passed in rates from Division I (Excellent), II (Very Good) and III (Credit) combined. This indicated a frustrating massive number of failed students in the country. In Tanga district secondary schools the situation was also the same as indicated in Table 1.3. From the results indicated in Table 1.3, secondary schools' poor performance could not be related to without resorting to teachers who facilitate teaching and learning of students.

Teacher absenteeism is becoming a serious problem in both primary and secondary schools and its consequences for teaching loads and learning outcomes can be significant. According to Omari (2013), it is noted that in 2007 a total of over 3,503 teachers were absent from their work stations and, out of that number, about 1,920 were absent without recorded permission. In Dar es Salaam itself, about 100 teachers could not be linked up with working stations, so their legal status in the teaching profession could not be established. The study by Omari (2013) found out that there were many teachers who changed jobs without reporting.

Furthermore, the study revealed that some teachers report to designated schools in difficult areas, get their settlement allowances, get into the payroll, and then disappear for good. This incidence created shortages in such schools and, as a result, pupils had poor performance in the final examinations. The most cited reasons for absenteeism were that, teachers went for further education, especially for master's level, whereby they never went back to the classrooms (Omari, 2013). The current situation shows that teachers have never been enough, in public secondary schools in

Tanzania, especially in rural areas. The government continues to rightfully allocate more new teachers to rural areas, but this has little impact as many of them don't report to their posts or leave within the first year (Haki Elimu, 2011).

According to Haki Elimu report (2011), in order to cope with the shortage of teachers many secondary schools, particularly rural community secondary schools, hire or receive teachers without qualifications to teach in secondary schools. The report stated that teachers often left when they encountered environments that lacked professional support. Majority of teachers complained about workload, the low level salaries and denial of their rights. Their lives were uncertain while living in very poor accommodation with leaking roofs, no water supply, no power and unhygienic shared toilet facilities.

According to the (The Citizen newspaper of 19 April 2013 pp 5), graduates appointed to teach in the peripheries, such as Kigoma and Kagera, did not report to their working stations, others left immediately after reporting due to the poor condition of teachers' housing and lack of infrastructure like roads and electricity. The report shows that only 3 graduate teachers reported out of 21 posted there. Due to this reason the teaching and learning process is constrained. Teachers' shortage affects academic performance of the students at the secondary schools.

According to BEST (2009-2013), the number of secondary schools have increased from 4,528 in 2012 to 4,576 in 2013 whereby in 2013 the number of teachers in government schools were 58,250 (Table 1.4) meanwhile the needed teachers were 62,134.

**Table 1.4: Teaching staff and Teacher Student Ratio in Government Secondary Schools, 2009-2013**

Item		Teaching Staff	Qualified Staff	Teacher- Student Ratio
2009	M	172	118	1:49
	F	919	744	
	T	26432	26432	
2010	M	19666	14825	1:46
	F	10586	8958	
	T	30252	30252	
2011	M	26635	20392	1:38
	F	13299	11072	
	T	3993	3146	
2012	M	33643	28592	1:31
	F	1782	1604	
	T	51469	44635	
2013	M	3729	3400	1:26
	F	20737	19482	
	T	58028	53484	

Source: Basic Education Statistics in Tanzania (BEST, 2014)

Key: M = Male F = Female T = Total

When considering science subjects and mathematics the situation is disappointing because of the shortage of teachers as indicated in Table 1.5.

**Table 1.5 Science and Mathematics Teachers' Requirement in the Country**

Subject	Teachers needed	Existing teachers	Net shortage	
			Shortage	Percent
Agriculture	905	300	605	66.9
Physics	10,203	3,748	6,455	63.3
Computer Studies	1,108	433	675	60.9
Electrical Engineering	69	29	40	58.0
Basic Mathematics	13,478	5,896	7,582	56.3
Chemistry	10,541	4,887	5,654	53.6
Biology	11,144	5,561	5,583	50.1
Engineering Science	47	24	23	48.9
Mechanical Engineering	80	41	39	48.8
Food and Nutrition	220	120	100	45.5
Civil Engineering	100	60	40	40.0
Additional Mathematics	512	310	202	39.5
<b>Total</b>	<b>48,407</b>	<b>21,409</b>	<b>26,998</b>	<b>55.8</b>

Source: MoEVT, (2013).

It is obvious that secondary education is seriously affected by the shortage of science teachers as indicated in Table 1.5.

High rates of teacher absenteeism have been consistently reported in recent surveys in Africa, Asia and South America and these are directly attributed to low levels of teacher commitment and accountability (Paul & Kwame, 2007). Although the government of Tanzania recruited more teachers in recent years, there has actually been an increased truancy for newly posted teachers to abandon their area of work. If the problem is of this extent in community secondary schools, one wonders what will be the situation, in the long run, with the increase of enrolment of form one students in public secondary schools especially in the ward level.

UNESCO (2006) reported that governments must pay attention to a number of factors that affect teachers' performance. These could be compensated through salaries or other cash payment, food, training, or special assistance such as shelter and transport. Otherwise teachers will not teach regularly or will leave the profession, if the compensation is irregular, or frequently withheld, teacher motivation may be affected. It suggests that, an established teacher compensation system may help to stabilize the education system and decrease teacher absenteeism and turnover.

Previous research by Kendyll and Joy (2000) on newly recruited teachers focused on personal and emotional support asserts that, the first years of teaching are especially stressful as new teachers face the emotional challenges of adapting to a new

workplace and new colleagues, from simply figuring out where things are located to learning policies and procedures, finding kindred spirits, and, generally speaking, getting the lay of the land. For that matter they argue for teacher induction programs. The study reveals that when new teachers turn away from their profession, their years of teacher preparation are rendered useless, a waste both of their personal resources and of the governmental resources that subsidize such training. At the same time, of course, their departure further worsens existing teacher situations.

Hirsch (2005) argued that improving workplace conditions could be a means to retain teachers. The study revealed that when teachers are given adequate time to prepare, are respected as professionals, and are properly supported, they are more likely to remain in the profession. On the other hand, a study by Tarimo (2008) pointed out that job dissatisfaction among teachers is primarily caused by poor salary, poor administrative support systems and student disciplinary problems. Meanwhile Lemunge (2009) reports that teachers run away because of being dissatisfied with various aspects and this, in turn, creates a shortage and ultimately increases the workload of those remaining in the profession.

Despite the fact that teachers' trend of leaving teaching is frustrating the education stakeholders, Kavenuke (2013) is of the view that schools are more than physical capital such as school buildings, classrooms and offices without well prepared, retained and retrained human capital whose profession affects students' performance and achievement. In that respect, investing in human resource becomes inescapable so that working environment for teachers becomes favourable, teacher salaries turn

out to be in proportional to teacher qualifications and other fields' salaries. He argued for schools' need of income for induction and mentoring programmes and on the job training activities at school level.

The current situation in Tanzania shows that teachers have never been enough. According to various reports within the country, secondary school teachers' truancy had been reported with different reasons but the affected ones are students especially those in community schools whose performance had been described as chronic poor, (Omari, 2013).

Secondary Education Development Performance Reports (2014) indicated that there were the shortage of more than 129 science subjects teachers in Tanga district. Meanwhile out of 552 allocated teachers, 74 teachers did not report to their work station for the last four years (2011- 2014). This is a real problem which needs an answer.

However, to the current researcher's knowledge none of these studies revealed adequately about factors causing public secondary schools teachers' delay in reporting and not staying after reporting in work stations, especially during this period of decentralization by devolution.

## **1.2 Statement of the Research Problem**

The success of the education system does not depend on the number of enrolled students in the school, but on what students learn. In this regard, teachers play an essential role in enhancing students' learning. In many parts of Africa, the demand

for secondary school teachers considerably exceeds the supply due to factors such as secondary school teacher attrition, blockages in the teacher preparation system, and perceived unattractive conditions of service (Mulkeen *et al*, 2007).

In Tanzania, as elsewhere, secondary education with acceptable learning outcomes could only be attained if posted teachers report and stay in work stations. It is well known that, teachers are central to the realization of national and international education and poverty reduction goals, as the key factors for increased economic growth and social development. However, the growing concern is that teachers in Tanzania, as in other developing countries, are increasingly not staying in work places, this is being reflected in deteriorating teaching performance and learning outcome. The 1995 Education and Training Policy (ETP) noted that in Tanzania, teachers have experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status and limited opportunities for professional development. Poor incentive also is another factor that teachers complain about, and this leads to some teachers quit the profession. Given this fact the study set out to investigate into what leads to teachers delay to report in their new workplaces when they are first appointed and why they fail to stay long in their work stations after they had reported.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate factors causing secondary school teachers' delay in reporting and then not staying long after reporting in their work stations.

#### **1.4 Specific Objectives of the Study**

The study was guided by the following objectives:

- i) To find out proportion of reporting and non-reporting teachers for the last four years, 2011-2014.
- ii) To find out how long it takes for teachers to report in work stations.
- iii) To investigate reasons being given by teachers for late reporting and not staying long in their work stations after reporting.
- iv) To determine how long teachers stay before quitting their first station.

#### **1.5 Research Hypotheses**

- i) Availability of accommodation for secondary school teachers is highly related to staying in work station longer.
  - ii) Delayed remuneration for secondary teachers is directly related to teachers not staying in work stations.
  - iii) Interest in the teaching profession is greatly related to not staying long in work stations.
4. Delays in getting posting results in many teachers abandoning teaching.

#### **1.6 Research Tasks**

The study was guided by the following tasks that based on the hypotheses of the study including:

- i) Examining the proportion of reporting and non-reporting teachers for the last four years, 2011-2014.
- ii) Finding out time taken by teachers to report to their working stations.

- iii) Examining reasons given by teachers for delayed reporting to their work stations.
- iv) Investigating reasons for teachers leaving after reporting in work stations.
- v) Assessing time taken by teachers to stay before quitting their first work station.

### **1.7 Research Questions**

- i) How many and what percentage of reported and non-reporting secondary school teachers for the last four years between 2011- 2014.
- ii) How long does it take for teachers to report in their work stations?
- iii) What reasons do teachers give for delaying reporting in their work stations after reporting?
- iv) What reasons do teachers give for not staying long in their work stations after reporting?
- v) How long do teachers stay before quitting their first work stations?

### **1.8 Significance of the Study**

This study findings would address and provide information on a practical way the problem of public secondary school teachers' delay in reporting and not staying long after reporting in work stations in Tanga District. The knowledge found would be useful to policy makers, planners, administrators and other stakeholders in the education sector, in improving ways to reporting and reduce the problem of non-reporting and not staying in teaching. The findings would also contribute to and stimulate other studies as one of the ways to retain more teachers in the teaching

profession in the education system. This is due to the fact that teachers are the key resources to the successful implementation of teaching and learning process in schools.

### **1.9 Limitations of the Study**

The study suffered from lack of sufficient information especially those related to statistics. The reason is that most of the district offices are weak in record keeping especially those related to statistical information. The researcher spent more time looking for those data due to lack of accountability and transparency from the local government offices, including too much bureaucracy among the education officers. However, the obtained data enabled the researcher to put forward relevant conclusions.

### **1.10 Delimitation of the Study**

The study was delimited to Tanga district. It involved 194 respondents of whom 173 were public secondary school teachers, 6 heads of secondary schools, 6 academic officers, 6 ward education officers, 1 District Secondary Education Officer(DSEO), 1 District TSD officer and 1 District teacher workers union officer (CWT). The study therefore investigated factors causing secondary school teachers' delay in reporting and then not staying long after reporting in work stations. The surveyed sample is a small proportion compared with the total population, and so cannot be generalized beyond the studied area.

### **1.11 Conceptual Framework**

The conceptual framework that was used (see Figure 1.1) consists of interrelated

factors that might be responsible for public secondary school teachers' delay in reporting and not staying long after reporting in their work stations.

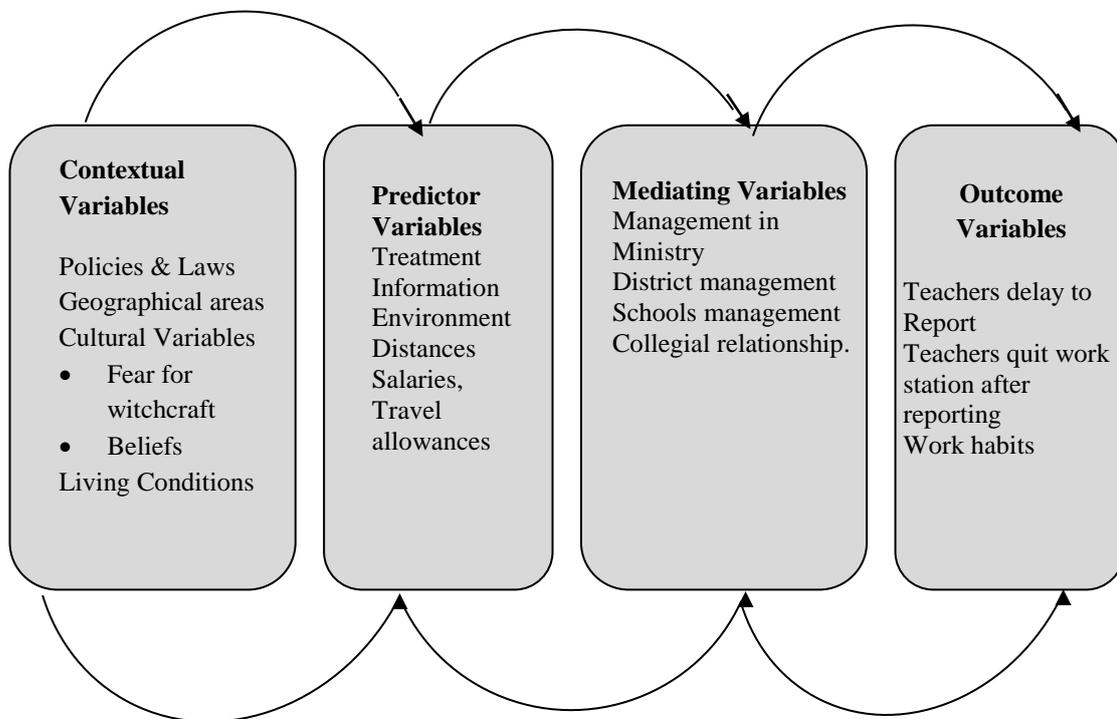
Every society in the world tries to give education to its people with the aim of making them get knowledge which is relevant to their society. This is because education is a tool for bringing liberation and true development in any society. Among the factors which contribute to teachers quit teaching profession is poor working and living conditions that impact on teacher morale and motivation which contributes to poor work habits such as truancy and absenteeism.

Management from the local government, school and collegial relationship often have proved to have a huge impact in influencing a new teacher to quit or stay long in work station. On the other hand delayed salaries and allowances especially of travel might be as a reason for teachers leaving workplaces.

The environment in which teachers live will have greater and longer lasting benefits if management supports teachers in doing their best work for students. In relation to teachers not staying longer in the work stations after reporting, working and living condition, management, geographical areas might be factors which cause a great impact on the education provision.

For that matter, these factors have the effect with the delaying or quitting of teachers in work places as well as teachers' poor work habits. Therefore the retaining of teachers in work places is possible if a combination of discussed factors could be effectively implemented.

Thus, the Figure 1.1 shows the interrelationship of various factors, including policies and laws, cultural variables, living conditions, ministry, district, school management and collegial relationship, salary and allowances. In practice the various factors influence each other which lead to teachers delay or quit work stations after reporting.



**Figure 1.1: Conceptual Framework**

Source: Omari, (2011)

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

This chapter presents a review of literature related to the factors causing secondary school teachers' delay in reporting and then not staying long after reporting in their work stations. The review covers teaching professional status, teacher recruitment practices, school management and staff support, teachers' working and living conditions, teachers' remunerations and other benefits, teachers' motivation, and teachers' career development in Tanzania, with comparisons with other countries and synthesis of literature and knowledge gap.

#### **2.1 The Status of Teaching Profession in Tanzania**

For many African countries, teachers were regarded with deep respect and dignified in the society (Altbach, 2003). Teaching was at one time the prime profession for all intelligent and educated people (Omari, 2013). During colonial days and up to a few years after independence in Tanzania teachers were well trained, well paid and constantly upgraded. Moreover, the education system had a good inspectorate system that ensured that no teacher who was not competent enough, or had poor command of the language of instruction was allowed to teach.

Due to the good performance of teachers and students they taught, traditionally, teachers were accorded very high esteem in society. They were considered by many in the society to be knowledgeable, skilled, well dedicated, morally and ethically astute people who were devoted to providing the best education to the students (Mosha, 2004).

Currently the teaching profession has become the stepping stone of many students who failed to get employed in other sectors, it is known as the last resort occupation. Omari (2013) contends that, there is pervasive and rampant negative statement undermining the attractiveness of the teaching profession in Tanzania today. The researcher reminded on the times of independence in 1961 when teaching was revered as a profession and the first President of Republic of Tanzania, Julius Nyerere was fondly referred as “Mwalimu” for teacher. Omari further states that, using untrained teachers reinforces the creeping popular impression that teaching does not require special skills, training and even the poorly educated or failures can take up the profession. Teachers concurred that they did not have the respect that educators had in the past (Davidson, 2005). For this matter of fact puts teaching profession in a lower position and undesirable one. Sumra (2004b) argues that majority of teachers perceive their profession as not respected any more. They feel they have low status in society because of their low salary and poor living conditions. Millman (1985) argues for teaching profession to be honoured and well paid and not considering teaching profession as a missionary occupation.

From the research done by Lyimo (2014), the study established that low salary has affected teaching profession by decreasing the status of teachers. Teachers’ status has dropped and some of teachers have engaged in other business and professions which provide high salary. This leads to the shortage of teachers in public secondary schools and affects students’ learning. Lyimo suggested for the welfare of teachers to be significantly improved, primarily through the provision of adequate salaries that are paid on time. On the other hand teacher benefits regarding leave and transfer

allowances, among others, need to be clarified, known to all and made available on time.

## **2.2 Teachers' Recruitment and Deployment Practices**

Any successful country must have education prosperity. This is the only solution to eradicate poverty. However, a good education is determined by having motivated and well trained teachers who can perform their duties effectively. Education in Tanzania is decentralized with the responsibility for implementation of primary and secondary education at the Prime Minister's Office Regional Administrative and Local Government (PMO-RALG).

Management and administration of education sector falls under the mandate of two sector ministries, namely Ministry of Education and Vocational Training (MoEVT) and the Prime Ministers' Office Regional Administrative and Local Government. Ministry of Education and Vocational Training is responsible for policy formulation, setting standards, quality control and assurance while Prime Ministers' Office-Regional Administrative and Local Government oversees the supervision, administration and management of pre-primary, primary and secondary education as delivered by the local government authorities (MoEVT, 2012).

On the other hand, the two ministries (Ministry of Education and Vocational Training and Prime Minister's Office-Region Administration Local Government) are concerned with the provision of education services such as trainings, recruitment, appointment and transfers of teachers. Therefore the government of Tanzania shifted

powers of employing teachers from the Public Service Management Department at the President's Office (PO-PSM) to the local government. For the purpose of decentralization of powers and provision of services to education personnel is directed to districts within Prime Minister's Office-Region Administration Local Government (PMO-RALG). Teachers in many African countries including Tanzania are employed straight from teachers college or universities without having induction or orientation programmes and go direct to the working areas especially to the district councils whereby allocation of working stations is done there. This is due to the fact that, the assumption is that once they have obtained their college Certificate/Diploma or a University Degree, they are good enough to teach for life (Mosha, 2004).

### **2.3 The School Management and Staff Support**

The school management and staff support determines how long the new teachers can stay in the respective working stations. In Tanzania heads of secondary and primary schools have now direct supervisory role over teachers. They have been delegated powers on supervising teaching and improving education in their areas of supervision, (MoEVT, 2013).

A study by Johnson (2004) points out that the most important factor influencing new teachers to quit their job is the perception of how well the school principal worked with the teaching staff as a whole. The research found that, this was a stronger factor than the adequacy of resource, the extent of a teacher's administrative duties, the manageability of his/her workload, or the frequency of professional development.

Johnson suggests that, training programs for principals in university or professional development programs need to emphasize interpersonal skills.

The study by Buchanan *et al.* (2013) indicated that, the strategies for enhancing the early years of teaching were in terms of both the support received in the workplace and the contributions of teacher education programs. However, those first years for teachers remain obscurity in terms of quality. It is clear that the decision to remain in or to leave teaching is influenced by many factors, including the experiences of teachers during their first few years in the profession. Buchanan *et al.* (2013) found the following factors from the early career teachers as the decision to remain in or leave the profession:

- (i) *Collegiality and academic social support:* The quality of collegial support new teachers receive makes a considerable difference to their ability to manage their teaching. It can also serve as a morale supporter to newcomers, both in terms of new knowledge, insights and perspectives gained, and in terms of a welcoming gesture to the profession and to the school.
- (ii) *Student engagement and behavior management:* It is accounted that student engagement and student behavior are significant factors for teachers, especially new ones. Problems with classroom discipline are seen to lead to a feeling of powerlessness on the part of teachers. Moreover lack of support from the school administration and parents can impair this problem.
- (iii) *Professional learning:* Teachers benefit from observing others teach or co teaching with more experienced teachers. Learning on the job is characteristic of many professions and early career teachers seem to feel the development

of their abilities is dependent on learning from others. Off-site professional development may be particularly useful for teachers who have few or no colleagues teaching the same subjects at their school.

- (iv) ) *Workload*: One of the difficulties most commonly reported by early career teachers is the amount of work they have to do in their first years of teaching, in addition to finding their feet as new professionals and, sometimes, teaching outside their area of expertise. Most of the early career teachers spoke of a need for reduced workload.
- (v) *Isolation*: such as *physical isolation*: The feeling of being alone in the classroom, without the support of another teacher, or being in the company of colleagues who may be withholding their encouragement, or who may have none to give.
- (vi) *Professional isolation*- When a teacher may be the only teacher of a subject in a school, be teaching out of his/her field of expertise, of mature age, or simply unable to obtain the resources needed to teach as well as possible.
- (vii) *Emotional isolation*: is the feeling of separateness that comes with struggling on one's own, of not succeeding and not admitting to needing help or wanting to ask for it. Therefore the study revealed that, where the school culture is supportive the new teachers are likely to remain in the job and this has been seen as major determinant of teacher's satisfaction.

#### **2.4 Teachers' Working and Living Conditions**

The lack of housing causes new teachers to change or leave their profession and perhaps look for alternatives. When teachers are posted to various stations in the

country, it is easy for them to expect the government to provide proper accommodation, when they report to their posts. Instead, when some of them report, they find no accommodation or houses prepared for them. At other areas, they may be offered school classrooms as temporary accommodation, or may be left to search accommodation for themselves. In Tanzania, housing can be an important incentive for new teachers when posted to work stations, particularly for those teaching in rural and hard to reach areas. For that matter the lack of housing contributes not only to teacher attrition but also to the shortages of teachers in rural areas, as a result low quality of education is being provided in those areas (Haki Elimu, 2011). On the other hand, a teacher who travels a long distance cannot work effectively because he will spend much time on the way to and from school. Teachers who live far away from schools therefore cannot manage to prepare lessons effectively.

Inusah and Joseph, (2013) observed that working and living conditions have a huge impact on teacher morale and motivation and thus their classroom performance. The key factors are workload, number of pupils and working hours, general classroom conditions, management support, location, living arrangements and distance to work. Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major headache for most teachers. Travel to work tends to be a much bigger problem for urban teachers.

The study conducted by Susan *et al.* (2006) reveals that teachers often cite poor working conditions as a reason for leaving workplace. Teachers expect their schools

to provide the resources and materials they need to implement the curriculum and support good teaching. The study suggests, however, that investments to improve workplace conditions will have greater and longer lasting benefits. For if good teachers are to be retained in teaching and supported in doing their best work for students, they must have a work place that promotes their efforts in a variety of ways. It asserts that work place conditions are potential levers for success and as the benchmarks teachers need to do their job well and stay in teaching.

On the other hand, Hirsch and Emerick (2007) indicate that teachers with positive perceptions about their working conditions are much more likely to stay at their current school than teachers who are more negative about their conditions of work, particularly in the areas of leadership and empowerment.

## **2.5 Teachers' Remunerations and Other Benefits**

The Anglophone Sub Saharan African countries survey by Kwame and Paul (2007) reveals that, teachers' salaries are generally low and below the poverty cost of living. Conditions of service are also poor and many schools do not have accommodation for teachers. The situation is even worse for unqualified teachers, most of them earn between 40 and 60% of the salary. The low salaries and poor conditions of service have contributed to the high level of brain drain in countries like Zambia and to a general decline in the status of the teaching profession in Gambia, Kenya, Lesotho, Tanzania and Uganda. As a result, teaching has become a stepping stone or a profession of last resort in many of the countries surveyed. For example, in Tanzania, some teachers have discouraged their own children from taking up teaching as a

career. Paul and Kwame (2007) argued for an urgent need to improve the teachers' conditions of service in order to make the teaching profession more attractive.

Furthermore Paul and Kwame (2007) show that remuneration plays a significant role in the teaching profession including other benefits a teacher can receive. They have observed that ignoring teachers' remuneration and other benefits will lead them to disregard the profession. On the other hand, Agbenyega and Salifu (2013) clearly expressed the seriousness of the problem by insisting that, competitive salaries and benefits for teachers are very important in attracting and retaining high quality teachers. Levels and criteria for awarding salary increases determine who goes into teaching, who stays in teaching and for how long.

Furthermore, Johnson (2004) in his study on helping new teachers survive and thrive in schools found that those who left the profession within 3 years period either saw careers as short term occupations or had experienced frustration or a sense of failure. Cassandra *et al.* (2006) emphasized that, the decision to continue teaching remains the most attractive in terms of compensation, working conditions and intrinsic rewards.

According to Susan and Morgaen (2005), teachers' decisions to remain in their schools and in teaching are influenced by a combination of the intrinsic and extrinsic rewards that they receive in their work. Intrinsic rewards include such things as the pleasure of being with children, the exhilaration of contributing to students' learning, the enjoyment of teaching subject matter one loves, or the chance to develop new skills and exercise expanded influence on the job. Extrinsic rewards would include

salary, benefits and bonuses, public recognition for one's accomplishments, or being chosen to take on special responsibilities. However, intrinsic and extrinsic rewards sometimes interact. For example, pay is seldom an important incentive that draws people into teaching, but it can take on increased importance when working conditions, example lack of supplies or a chaotic school environment, make it difficult or impossible to succeed with students.

In addition to these intrinsic and extrinsic rewards, there are certain conditions of work that make the day to day experience of teaching pleasant or at least tolerable, such as having a classroom that is well lighted, effectively ventilated, and temperature controlled or knowing that the parking lot is safe enough to allow working late. Some of these positive working conditions may compensate for negative conditions, such as lack of materials and supplies, cynical colleagues, or very large classes. In some situations, the negative may outweigh the positive, leading teachers to leave their schools or teaching. Research shows that considerable evidence exists that teachers are largely drawn to teaching by the intrinsic, or psychic, rewards they hope to attain.

However, there is also clear evidence that pay plays an important role in teachers' career decisions. It also shows, however, that pay does not make all the difference, as some analysts suggest. Pay matters, but largely because it makes teaching possible. In itself, higher pay is unlikely to retain teachers particularly the most able among them if they find that they cannot attain the intrinsic rewards for which they initially entered teaching.

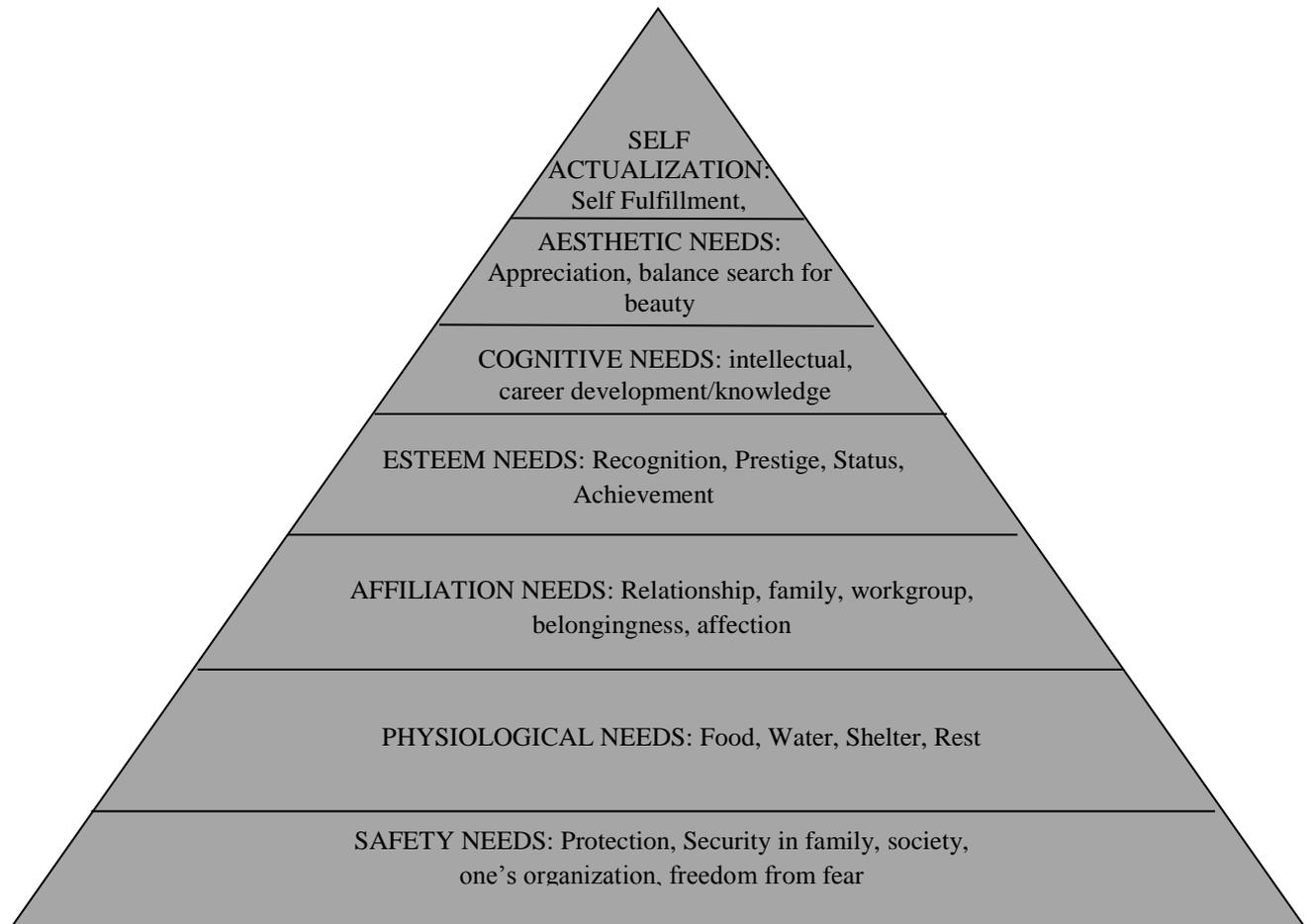
## **2.6 Teachers Motivation and Work Performance**

Omari (2011) defines motivation as a complex and elusive human phenomenon, all goal directed behaviors are governed by it. Maslow (1954) argues that in order for individuals to thrive and excel, a health-fostering culture must be created. Maslow believes that when organizations fail to provide a safe, nurturing environment, their workers will develop deep feelings of insecurity. Maslow considers human beings to be energized by an actualizing tendency and believes that well-being occurs to the extent people can freely express their inherent potentials Maslow.

According to Maslow's Hierarchy of Human Needs, there are certain minimum requirements that are essential to a decent standard of living. These are primary needs such as food, shelter and clothing they have to be catered for before other needs are pursued. Maslow needs hierarchy theory states that as soon as one need is satisfied, another need takes its place. If an individual is satisfied his needs by being provided proper working conditions by his/her organization, he will work effectively, so teachers as individuals can be provided proper needs such as shelter/accommodation as a motivation, on the basis of human needs to make them perform their work effectively.

According to Maslow theory of human needs, one establishes interest in an activity like teaching by being provided with favorable working and living conditions such as housing, annual leave, medical, provision of facilities in addition to their normal salaries. Lack of these benefits a teacher feels that he/she is being mistreated, he/she feels that these benefits are his/her rights. From a psychological perspective, if

teachers or anyone for that matter perceive that they are failing to receive something that is theirs by right, their level of motivation will suffer (Davidson, 2005).



**Figure 2. Maslow's Hierarchy of Human Needs**

Source: Omari (2011)

The importance of Maslow's theory for education is that such needs like safety, cognitive and esteem have great impact to the teaching and learning process. Obviously, teachers who are in physical danger will have little psychology energy to enter into teaching, they will either quit the job. For example cultural beliefs like superstition and witch craft that belong to a certain society can contribute to teachers'

fear of reporting to that particular area of work, thus making it difficult for secondary education achievement for that matter. Unfortunately, the need to prioritize the importance of teachers' perceptions and the need to improve teachers' motivation rarely are given the priority they deserve (Davidson, 2005). Therefore this might be one of the reasons for some teachers not staying longer in their work stations after reporting. Bennell and Mukyanuzi noted that, younger teachers posted to rural schools often have a strong fear of being forgotten and not well attended. This feeling is associated with safety needs that is feeling good, secure, or being out of danger.

Bennell and Mukyanuzi (2005) believed that low levels of job satisfaction and motivation are adversely affecting teacher behaviour in Tanzania, which in turn is resulting in lower quality education. The study found that demoralised teachers are likely to want to find another occupation, be absent or late to work, and not do what is expected of them in the classroom in order to meet the learning needs of their students. They may even engage in unethical behaviour, such as excessive drinking and sexual relationships with pupils. Therefore motivation has to do with a network of variables related to a set of rules for the prediction of behaviours (Omari, 2011).

According to Buchanan *et al.* (2013), a sense of worthness is noted in the literature as being associated with the retention of beginning teachers. The literature highlights the importance of ensuring that beginning teachers feel valued and that they receive the support needed to experience sustained success in their teaching. A teacher

helpline might be one way of offering such support across distance and with anonymity. Researchers contend that, teachers need recognition and affirmation, and that this process facilitates the development of the flexibility that is essential if teachers are to prosper in the profession.

Bennel and Mukyanuzi (2005) pointed out that the quality of the environment in which teachers live and work powerfully influences overall levels of job satisfaction and motivation. Taking the case of Tanzania, teachers often have little choice about where they work. The study showed that there are many contributory factors that create a good work environment. For example in schools, the most important are the size and quality of classrooms, teacher workloads (number of pupils in each class and teaching and other activities), pupil behaviour, teacher management and support and living conditions. A teacher who is unsure of those things cannot work efficiently.

On the other hand, Magendril (2011) argued that any organization which serves people or is concerned with satisfying the needs of people must have an environment in which the workers feel a certain pride in belonging to that institution. In order to get maximum efficiency and productivity out of the workers, many factors must be considered. Some of these are job security, working conditions, salary and working hours. These factors and more contribute to the morale of the workers. In schools the morale of teachers is an important factor to ensure that teachers give of their best at all times so that students receive the best possible education. Magendril (2011) found the following to be the factors that affect teachers' morale:

*(i) Student related problems*

These comprise of poor discipline, laziness, lack of work ethics, disrespect of teachers and school rules, late coming, high absenteeism and absconding.

*(ii) Lack of support*

Poor support from management, peers, subject advisors, parents and community, and few incentives for teachers.

*(iii) Administrative issues*

These include large class sizes, poor salaries when compared with the other sectors, lack of merit in the appointment to senior posts, inequity in teaching loads between management and staff.

*(iv) Lack of or inadequate teaching and learning materials*

Poor provision of the teaching and learning facilities like lack of laboratory for science subjects, textbooks, classrooms, and shortages of human resource.

It is widely believed that low levels of job satisfaction and motivation are adversely affecting teacher behavior, which in turn is resulting in lower quality education or to quit the profession.

The Education Sector Reform Programme (ESRP) report (MoEVT, 2006) in Tanzania pointed that it has become common place for teachers to abandon their profession to seek greener pastures in other occupations, that is why it is not possible to ensure access and equity in education sector without ensuring the availability of educational resources that will be supplied equally to all Tanzanians.

## **2.7 Teacher Career Development and Progression**

Omari (2013) found that the initial pre-service training is very important in laying a firm ground, but knowledge and skills become obsolete over time and so regular retooling such as in-service training is important for both job efficiency and motivating workers. However these retooling opportunities are very scarce in Tanzania. For the Ministry of Education and District Education Officers have no stable and adequate budget for this activity. Carlos and Roland (2011) argued that there is no national system for in service training and most primary and secondary teachers have no access to any additional training after they start work as teachers.

On the other hand, pre service and in-service trainings have positive influence on teachers and motivate them to continue fully contributing their strengths towards the betterment of the students they teach. Such contention is viewed by Kavenuke (2013) who suggests that, providing in service training and continuous professional development programmes to teachers, equips them with generic human capital where they update and upgrade themselves.

A study by Bennell and Mukyanuzi (2005) provided that limited career advancement and development like promotions are often seriously delayed without obvious cause and are inequitably awarded even among teachers in Tanzania, and once promotions are approved it takes two to three years for salaries to be adjusted. Long term study leave is also rarely given to teachers. The study also showed that most district officials are unable to make proper training needs assessment of their

staff, a case that limits teachers' career advancement and development thus contributing to affect service delivery in education sector.

Wenceslas and Nkiliye (2012) investigated the socioeconomic problems faced by teachers in public primary and secondary schools in Rwanda, the study also looked into ways their living and working conditions could be improved. The researchers gathered qualitative data to get an insight of the situation related to teachers' conditions and quantitative data to provide graphical representations of different variables. The findings revealed that the difficult conditions in which teachers work significantly demotivate them and this culminated in their decreased efforts to achieve better results at work. This is reflected by the instability of teachers in career education, absence of teachers from work while searching for other activities generating income, the lessons preparation sometimes limited, and all this leads to the failures of students especially in national examinations. In general terms, the findings indicated that the income level of teachers in terms of net revenue differed significantly depending on their categorization.

The study by Adelabu (2005) focused on the key determinants of job satisfaction among teachers in Nigeria, which included the impact of working and living conditions on teachers' morale, and levels of teacher salaries and benefits. The researcher assessed the extent to which there was a teacher motivation crisis in Nigeria. Information for the study was collected from in-depth semi-structured interviews with key stakeholders as well as secondary documentary sources, particularly from the Ministries of Education (Federal and State) and other relevant

organizations. It was found that major source of teacher dissatisfaction in Nigeria arises from disparities between the teaching profession and other professions, such as nursing, with respect to the time and mode of payment of salaries, fringe benefits, promotion prospects and working conditions.

School leadership and management style were also important factors, which could either motivate or lower teacher morale and commitment in Nigeria. The work environment was also an important determining factor in teacher motivation. The teacher's working environment in Nigeria was described as the most impoverished of all sectors of the labour force (NPEC Nigeria, 1998). Facilities in most schools were dilapidated and inadequate (Sanusi, 1998; Adelabu, 2003). Kazeem (1999) recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

Lyimo (2014) analyzed teachers' low payments and how it affected teachers as well as students' learning. The study, furthermore, explored the ways teachers applied to earn extra income to supplement their salaries in Moshi rural district, Tanzania. The study employed the qualitative research design. Findings revealed that insufficient teachers' salary and delays in payment of teachers' allowances lead to teachers being accorded a low status. Some of teachers engage in other economic activities during class hours in order to earn extra income. Teachers' truancy affects instructional activities and disrupts students' learning. Moreover, a number of teachers have dropped from the teaching profession and opted for other good paying professions.

Hence the shortage of teachers affects students' learning. From the research undertaken, it was established that low salary affected teaching profession by decreasing the status of teachers.

However, to the current researcher's knowledge no study has been conducted with regard to factors causing delay in reporting and not staying long after reporting in work stations particularly for teachers in public secondary schools in Tanga district. This study therefore, was intended to come up with the answers to the problem.

## **2.8 Synthesis of the Literature and Knowledge Gap**

Generally, findings from studies show that various factors concerning teachers quitting their job, are such as lack of trainings or professional development, poor working and living conditions as well as poor remunerations (Bennell and Mukyanuzi, 2005; Hirsk and Erick, 2007 and Agbenya and Salifu, 2013). They generally show that such conditions have a huge impact on teacher morale. However, most of studies done in Africa indicate that adequate financial compensations are the major contributions of teacher to leave or stay in teaching, (Lyimo, 2014; Kwame and Paul, 2007; and Adelabu, 2005). For the studies done outside Africa non-financial rewards were more important (Susan, 2005 and Cassandra *et al.*, 2006). As a whole, for success of teachers' stay in teaching there must be a combination of adequate salary, incentives, fringe benefits, good working conditions and good educational policies as stated by various researchers. The policies should include promotion and opportunity for professional advancement as well as teachers' recognition and affirmation.

Therefore the literature looked at the factors contributing to school teachers' staying or leaving work places in both developed and developing countries and the impact to the education provision. However, the review indicates that delay in reporting and not staying long after reporting in work stations have not been seriously investigated, particularly their causative factors hence the need for the present study.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

In this chapter, the methodological procedures in collecting data for this study are described. The study offers an account of geographical location of the study, the study paradigm and design, sampling procedures, and the instruments that were used in data collection. It also touches on validation of instruments and data analysis procedure.

#### **3.1 Geographical Location of the Study**

The study was conducted in Tanga District (City). The Tanga City is located in Eastern Coast of Tanzania. It covers an area of 600 km<sup>2</sup>, Tanga City Council (2010). The reasons for selecting Tanga district as the study area it is because the problem exists. Furthermore, it is the district where respondents could easily be reached due to the district good communication network. Therefore, the researcher expected to collect enough relevant data from the area to realize the factors causing secondary school teachers' delay in reporting and not staying long after reporting in their work stations.

#### **3.2 Study Paradigm**

The quantitative paradigm was used to guide this study. According to Creswell (2012), quantitative research identifies a research problem based on trends in the field or on the need to explain why something occurs. This approach, therefore, was mainly used in this study because it enabled the researcher to describe a trend of

problem and seek answers to establish the overall tendency of responses from individuals and to note how this tendency varied among people.

### **3.3 Study Design**

The researcher employed survey research design. The survey research design describes systematically a situation, phenomenon, or area of interest factually and accurately (Omari, 2011). According to Creswell (2012), this is a useful design to use when researchers seek to collect data quickly and economically, study attitudes and opinions, and survey geographically dispersed individuals. The researcher decided to use this design because of its easy accessibility to information and the lower cost.

### **3.4 Target Population of the Study**

Population refers to the entire group of people, firms, plants or things that the researcher wishes to investigate, which have one or more characteristics that are of interest to researcher. Ogula (2010) defines a population as any group of institutions, people or objects that have at least one characteristic in common. Tanga city has a total population of 273,333 (National census, 2012). There are 42 secondary schools of which 26 are public secondary and 16 are privately owned.

The target population in this study consisted of teachers, heads of schools, academic teachers, ward education officers (WEOs), district secondary education officer (DSEO), district Teachers' Service Department officer (TSD), and district Teachers' Workers Union (CWT) officer. The samples were necessary for this study because

were selected as the instance of producing valuable data. The target population is the group about which the researcher wants to get information concerning the study.

### **3.5 Sample Selection and Sample and Size**

Sampling procedure are techniques used in selecting elements within the population to represent characteristics found in the entire population so that, by studying the sample and understanding the characteristics of the sample, this can be generalized to the whole population.

In this study non probability sampling was used as the basis for selecting the sample. Purposive sampling technique was used to get the number of heads of schools and academic teachers of secondary schools, ward education officers, Teachers Workers Union officer (CWT) and district Teachers Service Department (TSD) officer. The representatives were selected purposely because they were seen as instances that were likely to produce the most valuable data (Denscombe, 2007). Representatives were selected purposely to capture on the factors causing secondary school teachers' delay in reporting and not staying long after reporting in work stations. Schools were selected using simple random sampling technique. According to information from DSEO, each of 26 schools in the district had experience of being allocated a new teacher who either never reported or reported but never stayed long or delayed to report. Therefore any of the schools qualified to be sampled for the study.

Sample size is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). Since it was not

possible to include the completely targeted population in the study, the researcher identified a small group. A total of 194 respondents were used for the study. Table 3.1 briefly describe the projected and actual respondents used in this study.

**Table 3.1: The Projected and Actual Respondents**

Respondents categories	Projected	Actual School Names and Number of Respondents						District/ Ward	Total	% Projected Respondents
		Nguvumal	Kiomoni	Macechu	Old Tanga	Mikanjumi	Toledo			
Secondary school teachers	173	26	18	27	28	40	34		173	89.2
Heads of Schools	06	1	1	1	1	1	1		06	3.1
Academic teachers	06	1	1	1	1	1	1		06	3.1
Ward Education Officers(WEOs)	06								06	3.1
DSEO	01								01	1.5
TSD officer	01								01	
CWT officer	01								01	
<b>TOTAL</b>	<b>194</b>								<b>194</b>	<b>100.0</b>

Source: Field data 2015

### 3.6 Instrumentation for Data Capture

Primary and secondary sources of data were used in this study to provide better results. Secondary data were used to collect information on background to the problem using published and unpublished materials from libraries and internet. The primary data included structured interviews.

#### 3.6.1 Structured Interview Guides (Questionnaires)

The researcher prepared a structured interview. For that matter, structured questions were asked to get information from teachers, heads of schools, district secondary education officer (DSEO), TSD officer, District Teachers Trade Union (CWT)

officer, academic teachers and ward education officers (WEOs). Guiding questions based on research objectives were prepared in advance. According to Creswell (2012), a structured interview consists of mostly closed-ended questions, which provide response options to interviewees and records their responses. On the other hand, Cohen et al, (2007) state that structured interviews are what they call 'frontloaded'. In other words as with a self-completion questionnaire, all the categories and coding were worked out in advance. A structured approach was aimed at gathering data from representatives and ensure consistency of response. The aim of the approach was to confirm that each interview was offered with exactly the same questions in the same order (Creswell, 2012). In each school, teachers available on material day responded to questionnaires.

### **3.6.2 Documentary Review**

Documentary method is the research method of sourcing suitable external resources for the use of studying specific topic. It is the method of collecting reference material that is relevant to the dissertation and may come in many different forms, formats and from many different sources (Scott, 2006). This study included both primary sources of information and secondary sources that already existed in published reports from library, various websites and from Tanga district education offices where by various secondary schools reports are kept of which are related to this study such as district teachers attendance reports and district teaching performance reports, and local newspapers provided information related to shortage of secondary subject teachers also school quarterly performance reports for the years 2011 to 2014 were used to gather information on reported and non-reported teachers.

### **3.6.3 Piloting**

Before field work, a pilot study was conducted to test the instruments (structured interviews) of data collection in two secondary schools of Tanga City Council in order to validate instruments. To ensure reliability of data, triangulation method which basically involves the use of multiple data-gathering techniques was used to investigate factors causing secondary school teachers delay in reporting and then not staying long after reporting in work stations. This helped the researcher to check the clarity of instructions, sequencing and layout of issues, and gain feedback. The pilot study involved heads of schools, academic officers, teachers from Pongwe and Japan secondary schools and two wards education officers.

### **3.7 Procedures for Data Collection**

The researcher conducted a survey research design to collect information from DSEO (District Secondary Education Officer), heads of schools and teachers who provided clues for the study. The researcher had to identify issues for collecting data related to the study. Through documentary review from schools and in the district education office issues were prioritized related to the study.

### **3.8 Ethical Issues Considered**

Creswell (2012) asserts that in all steps of the research process, you need to engage in ethical practices. Practicing ethics is a complex matter that involves much more than merely following a set of static guidelines such as those from professional associations or conforming to guidelines from campus institutional review boards. This study considered effectively the human rights, national policies and

personalities embodied in people's values. For that matter the researcher made sure that all these were put into consideration throughout the study. It included permits and research clearances from the Open University of Tanzania and Regional and District Education officers. In addition each questionnaire contains an opening introductory letter requesting for the respondents cooperation in providing the required information for the study, also assuring them that the information given aimed only for this study and would be handled with high confidentiality. Therefore, according to Omari (2011), research is supposed to be a clean sophisticated business and it should be conducted with the highest standards of moral and ethical considerations, for that matter the researcher highly observed the code of conduct for research ethics and avoided ethical misconducts in the research enterprise.

### **3.9 Data Analysis Procedure**

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamo and Resnik (2003), various analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data.

The data obtained from this study were analyzed using quantitative techniques. The quantitative paradigm were used for structured interview, which were analyzed with the help of computer software called Statistical Package for Social Sciences (SPSS) version 16.0, by which data were tallied, added up, coded and converted into percentages and frequency distribution tables. The documented materials were

analyzed by using content analysis which seeks to analyze published information systematically, objectively and reliably. Therefore through data analysis the researcher was able to draw conclusions.

## **CHAPTER FOUR**

### **4.0 ANALYSIS AND PRESENTATION OF RESULTS**

This chapter presents the results of the study that based on investigating factors causing secondary school teachers' delay in reporting, and then not staying long after reporting in their work stations with a focus on teachers in public secondary schools in Tanga District.

The study was guided by the following tasks that based on the objectives of the study including:

- Examining the proportion of reporting and non-reporting teachers for the last four years 2011-2014.
- Finding out time taken by teachers to report to their working stations.
- Examining reasons given by teachers for delayed reporting to their work stations.
- Investigating reasons for teachers leaving after reporting in work stations.
- Assessing time taken by teachers to stay before quitting their first station.

Primary data were collected by the use of structured interviews inform of questionnaires, while secondary data were obtained through review of various district education reports.

Results from the data collected indicated that the selected respondents were of five categories, where the largest group which was 89.2% were teachers, 3.1% academic officers, 3.1% heads of secondary schools, 3.1% ward education officers and 1.5% district officers dealing in education. The majority of the respondents were teachers

who could give a clear picture of what was happening on the ground as shown in above Table 4.1

**Table 4.1: Distribution of Sample Size**

<b>Respondents</b>	<b>Frequency</b>	<b>Percent</b>
Secondary school teachers	173	89.2
Academic officers	6	3.1
Heads of secondary schools	6	3.1
Ward Education Officers	6	3.1
District Officers (DEO,TSD, CWT)	3	1.5
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source:

**Table 4.2: Sex of Respondents**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Male	101	52.1
Female	93	47.9
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source:

The results above show the sex of respondents in which 52.1% of respondents were male while 47.9% were female as indicated in table (4.2).

**Table 4.3: Education Qualifications of Respondents**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	66	34.0
Degree	128	66.0
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

The results in Table 4.3 present respondents' levels of academic qualifications. Majority of the respondents were holding a first university degree in education 66.0%, followed by 34.0% who held a diploma in education.

### **Objective I: Proportion of Reporting and Non-reporting Teachers**

Results from this objective indicated that a total of 552 teachers were allocated in four years namely 2011- 2014. The proportion of reporting to non- reporting teachers indicated that 86.7% reported while 13.4% did not report, as indicated in Table 4.4

**Table 4.4: Teachers' Reporting and Non- Reporting Status in Tanga District 2011-2014**

Year	Allocated					Reported					Non-reported				
	Male		Female		Total	Male		Female		Total	Male		Female		Total
	Diploma	Degree	Diploma	Degree		Diploma	Degree	Diploma	Degree		Diploma	Degree	Diploma	Degree	
2011	18	57	17	31	123	17	55	14	20	106	01	02	03	11	17
2012	37	50	37	48	172	33	38	36	43	150	04	12	01	05	22
2013	21	59	17	32	129	19	51	14	24	108	02	08	04	08	22
2014	30	53	13	32	128	29	43	13	30	115	01	10	-	02	13
	<b>Total</b>				<b>552</b>					<b>479</b>					<b>74</b>

Source: Tanga District Education Report, (2014).

### **Objective II: Time Taken by Teachers to Report to their Working Stations**

The findings from 2011 to 2014 indicated that there was a delay of reporting in between second month and after six months. Results indicated that 34.6% reported the fifth month, 26.9% reported in the third month, 23.1% reported in the second month, 11.5% reported in the six month while 3.8% reported in the fourth month as summarized in Table 4.5.

**Table 4.5 Teachers' Reporting Time in Work Stations**

<b>Time interval</b>	<b>Frequency</b>	<b>Percent</b>
Second month	6	23.1
Third month	7	26.9
Fourth month	1	3.8
Fifth month	9	34.6
After 6 months	3	11.5
<b>Total</b>	<b>26</b>	<b>100.0</b>

Source: Field Data, 2014

**Objective III:** This objective involved investigating reasons given by teachers for late reporting and not staying long after reporting in work stations. The results are outlined in two levels including:

#### **4.1 Teachers' Explanation for Late Reporting to Work Stations**

Reasons for late reporting were categorized in 10 categories which reflected the level of agreement as outlined in the Tables below;

**Table 4.6: Lack of Interest in the Geographical Location as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	145	74.7
Agree	41	21.1
Disagree	8	4.1
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

Results from Table (4.6) indicated that 74.7% strongly agreed, 21.1% agreed while 4.1% disagreed, making the majority (95.8%) agreed.

**Table 4.7: Temporary Employment in Non Education Sector as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	15	7.7
Agree	84	43.3
Disagree	95	49.0
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

The results in table (4.7) indicated that 49.0% respondents disagreed, 43.3% agreed, while 7.7% strongly agreed. From the results majority (51%) agreed that temporary employment in non- education sector is a reason for teachers late reporting in work stations.

**Table 4.8 Lack of Transport Fares from home to work Station as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	80	41.2
Agree	64	33.0
Disagree	50	25.8
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

The results on the lack of transport fares from home to work stations as one of the reasons for late reporting in work station as outlined in Table 4.8, indicated that 41.2% respondents strongly agreed, 33.0% agreed, while 25.8% disagreed with the reason. The majority (74.2%) agreed that lack of transport fares from home to work stations is a reason for teachers late reporting.

**Table 4.9: Family Commitments as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	44	22.7
Agree	66	34.0
Disagree	84	43.3
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

The results in Table (4.9) indicated that 43.3% respondents disagreed, 34.0% agreed, while 22.7% strongly agreed. Therefore the majority (56.7%) agreed with this reason as the cause of teachers late reporting.

**Table 4.10 Administrative Disappointment during Reporting as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	50	25.8
Agree	71	36.6
Disagree	73	37.6
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

Further results based on administration disappointment during reporting as shown in Table 4.10 above as one of the reasons for teachers late reporting in work stations. The results indicated that 37.6% respondents disagreed, 36.6% agreed, while 25.8% strongly agreed with the reason. Hence the majority (62.4%) agreed that administration disappointment during reporting is the reason for teachers late reporting in work stations.

**Table 4.11 Lack of Relevant Information in Advance as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	29	14.9
Agree	71	36.6
Disagree	94	48.5
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

The results in Table 4.11 showed that 48.5% respondents disagreed, 36.6% agreed and 14.9% strongly agreed. So making majority (51.5%) agreed that the lack of posting information in advance is a reason for teachers late reporting in work station.

**Table 4.12 Distance from Home to Work Station as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	73	37.6
Agree	89	45.9
Disagree	32	16.5
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

The results in Table 4.12 indicated that 45.9% respondents agreed, 37.6% strongly agreed, while 16.5% disagreed with the reason. Therefore majority (83.5%) agreed with that reason.

**Table 4.13: Engagement in Commercial Business as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	15	7.7
Agree	75	38.7
Disagree	104	53.6
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

The results in Table 4.13 indicated that 53.6% respondents disagreed, 38.7% agreed and 7.7% strongly agreed. From the results majority (53.6%) disagreed that engagement in commercial businesses is a reason for the teachers late reporting in work stations.

**Table 4.14: Lack of Family Support as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	23	11.9
Agree	74	38.1
Disagree	97	50.0
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

The results in Table 4.14 indicated that 50.0% respondents disagreed, 38.1% agreed, and 11.9% strongly agreed. From the results the 50.0% disagreed and 50.0% agreed that lack of family support is the reason for teachers late reporting in work stations.

**Table 4.15: Teaching in Private Schools as a Reason for Late Reporting**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	40	20.6
Agree	81	41.8
Disagree	73	37.6
<b>Total</b>	<b>194</b>	<b>100.0</b>

Source: Field Data, 2014

The results in Table 4.15 indicated that 41.8% respondents agreed, 37.6% disagreed while 20.6% strongly agreed. Then majority (62.4%) agreed that teaching in private schools is a reason for teachers late reporting in work stations.

#### **4.2 Reasons for Teachers Not Staying After Reporting to Work Stations**

Through structured interviews submitted to teachers, heads of schools, academic masters, ward education officers, and district officers the following were ranked reasons of respondents.

**Table 4.16 Reasons for Teachers' Not Staying after Reporting to Work Stations**

<b>S/n</b>	<b>Reasons for teachers Leaving after Reporting to work Stations</b>	<b>Responses %</b>	<b>Rank Position</b>
i	Poor working conditions	25.8	1
ii	Delay in payments of allowances, salary and arrears	19.1	2
iii	Poor remunerations, incentives and motivation	18.0	3
iv	Poor administrative systems	12.9	4
v	Poor living conditions	6.7	5
vi	Wrong expectations over the profession	5.2	6
vii	Lack of public recognition/un respected profession from stake holders, students and parents.	3.6	7
viii	Pursuing for further studies and career development	3.1	8
ix	Family commitment	2.1	9
X	Overworked in many subjects	1.5	10.5
xi	Lack of interest in teaching	1.5	10.5
xii	Lack of training/profession development programs	0.5	12
	<b>Total</b>	<b>100%</b>	

Ranking was done to the outlined 12 reasons for teachers not staying long after reporting in work stations. Ranking results as shown in Table 4.16 indicated Poor working condition (25.8%) as leading, followed by Delay in payments of allowances, salary and arrears (19.1%) as number 2; then Poor remunerations, incentives and motivation (18.0%) as number 3; and Poor administrative systems (12.9%) as number 4.

The ranking went on showing Poor living conditions (6.7%) as number 5; Great work anticipation/over ambitious (5.2%) as number 6; and Lack of public recognition or unrespected profession from stakeholders, students and parents (3.6%) as number 7. Pursuing for further studies and career development (3.1%) was ranked as number 8; Family commitment (2.1%) as number 9 while both Overworked in many subjects (1.5%) and Lack of interest in teaching (1.5%) were ranked as number 10; and Lack of training or profession development programs (0.5%) was ranked as number 12.

Therefore the results as ranked by the respondents of this study indicated that the teachers' poor working conditions showed to have great percentage of 25.8% as presented in Table 4.16.

#### **Objective IV: Determination of Time of Staying before Quitting in Their Work Stations**

This objective involved determining time of teachers staying before quitting their work stations. Results were as shown in the Tables below:

**Table 4.17: Sex of Teachers who Left after Reporting in Their Work Stations**

<b>Teachers sex</b>	<b>Frequency</b>	<b>Percent</b>
Male	19	76.0
Female	6	24.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

Source: Field Data, 2014

The results indicated that a total of 25 teachers reported and left after reporting of which males were 19 and females were 6 as indicated in Table 4.17.

**Table 4.18: Years when Teachers Left from Work Stations**

<b>Year of Leaving</b>	<b>Frequency</b>	<b>Percent</b>
2011	9	36.0
2012	9	36.0
2013	5	20.0
2014	2	8.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

Source: Field Data, 2014

The results indicated that 36% out of the respondents left in 2011, followed by same number 36% who also left in 2012. And 20% left in 2013 while 8% left in 2014.

**Table 4.19 Reasons for Quitting the Teaching Profession**

<b>Reasons</b>	<b>Frequency</b>	<b>Percent</b>
Unknown	12	48.0
Sickness	2	8.0
Family issues	9	36.0
Studies	2	8.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

Source: Field Data, 2014

The results showed reasons for teachers quitting their working station, of which 48.0% left due to unknown reasons, 36.0% left due to family issues, while 8.0% left due to sickness and 8.0% left for further studies. These results showed that the majority left due to unknown reasons.

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF RESULTS**

This chapter analyses and discusses the results presented in chapter four. The discussion is based on the research tasks, results, theoretical and conceptual analysis presented in the literature review and researcher's point of view.

#### **5.1 Reporting and Non-reporting Teachers**

An assessment of finding out the proportion of reporting and non-reporting teachers was conducted in Tanga district for the years between 2011 and 2014.

The results showed that the teachers with various education qualifications ranging from Diploma to Degree were allocated in various work stations. The results also showed that there was an increasing trend of non-reporting teachers in the years of 2012 and 2013.

Though the results indicated that more than a half of allocated teachers who were appointed reported, still there was an acute shortage of teachers in the district. SEDP Performance Reports (2014) indicated that there were the shortage of more than 129 science subjects teachers in Tanga district. It is evident that without sufficient teachers the quality of education will definitely suffer (Mosha, 2004). Therefore non-reporting teachers affect instructional activities and disrupt students' learning.

In line with UNESCO (2005) the success of teaching and learning is mainly influenced by the resources which are available to support the process of teaching

and learning. These include teachers and physical resources. In order to be able to do an effective and efficient job in relation to education, schools must have adequate, well trained, motivated and committed teachers, appropriate textbooks and other learning materials. In that regard, teachers are central in teaching and learning processes. They are facilitators of the teaching and learning process that leads to meaningful education and learners' learning outcomes are affected by teachers' quality. This implies that teachers are very important in teaching and learning process. Therefore, a number of teachers who have dropped from the teaching profession and opted for other paths contribute to the acute shortage of teachers in many secondary schools in the country.

## **5.2 Time Taken by Teachers to Report to their Working Stations**

As mentioned earlier, the research aimed at answering the following question: How long does it take for teachers to report in their work stations? Drawing from the data collected from the field survey, the results indicated that time taken by teachers to report to their working stations varied.

As one could think that the more the time passes, the possibility of teachers reporting is small, results indicated the reverse, as the majority reported in the fifth month, followed by the third month, then the second month, after six months and lastly the fourth month. According to these results, the more time passes without teachers reporting should not be taken as a conclusion that there will be no more reporting. More time has to be given for waiting their arrival. On the other hand, time taken by teachers to report in their working stations has its consequences for teaching loads to

the already reported teachers and learning outcomes in attaining quality education for both teachers and students. Shortage of teachers in secondary schools due to late reporting can contribute to failure in attaining the national development vision as the teaching and learning objectives will not be met.

In this case, therefore, poor timekeeping in reporting in work stations among these secondary school teachers does appear to be a serious issue. This is in line with what Mulkeen *et al*, (2007) urged that as teachers play an essential role in enhancing students' learning; the absence of teachers for a number of months does affect students' learning in several ways. It is a matter of fact that teachers' absence in the classrooms has negative impact on students' learning because instructional program is not carried out effectively. This view is consistent with what Finlayson (2009) who states:

When a teacher is absent from the classroom, student learning is disrupted. When that teacher is repeatedly absent, student performance can be significantly impacted in a negative way. The more days a teacher is out of the classroom, the lower their students tend to score on standardized tests. This attributes to subject with unreported teachers to remain untaught which has a direct impact on the students' performance academically.

Late reporter teachers fail to cover the syllabus because of much time lost when they were absent in the classrooms which affects students' learning. In my view there must be a strict condition to be set that will bind the late reporters in order to reduce the problem.

### **5.2.1 Causes for Teachers' Late Reporting in Work Stations**

Various reasons were highlighted by the researcher as being the ones for teachers' late reporting in their respective work stations. The results from the field survey showed that lack of interest in geographical location is a big problem. This is in line with what the Tanzanian newspaper *The Citizen* of 19 April 2013 reported that, the graduates who were appointed to teach in the peripheries, such as Kigoma and Kagera, did not report to their working stations, others left immediately after reporting due to the poor condition of teachers' housing and lack of infrastructure like roads and electricity. Furthermore, Shah *et al.* (2010) stated that location of an organization (city or non-city) may influence intention to leave current organization. This demonstrated a strong relationship between geographical allocation and late reporting of teachers in work stations as revealed by the results in Table 4.5. What this implies is that the government needs to improve the social needs and develop infrastructure country wise so as when teachers are allocated in any work stations they report directly and stay longer.

It is a matter of fact that the quality of the environment or location in which teachers expect to work and live has powerful influence on job satisfaction and this can attract them to report immediately after being appointed. However, teachers in Tanzania often have little choice where they want to work.

On the other hand the following were also established to be the reasons for teachers' late reporting such as lack of transport fares and distance from home place to work station. This implies that failure to get transport fares from home to work place has

great connection with late reporting of teachers in their working stations as shown in this study. Due to this reason the students do suffer from missing some lessons when teachers delay to report with effect, so the remaining teachers are overwhelmed with periods to teach. Therefore we do expect that the performance of students would be undermined by absence of teachers.

On the other hand temporary engagement in commercial business was not regarded as a reason for late reporting in this study. While temporary employment in non-education sector was among the reasons for teachers late reporting as this might be due to delaying of results for more than a year after completing teaching courses which leads to some teachers to be employed temporarily as a means of generating income while waiting for government appointment to which is much attributed. Obvious this might lead to teachers' late reporting in work stations as they might be busy accomplishing what they had started.

Administrative disappointment in reporting time was another reason mentioned by the respondents in this study. Buchanan *et al.* (2013) indicated that the strategies for enhancing the early years of teaching, were in terms of both the support received in the workplace and the contributions of teacher education programs. The study argued that the quality of collegial support new teachers receive makes a considerable difference to their ability to manage their teaching. It can also serve as a morale supporter to newcomers, both in terms of new knowledge, insights and perspectives gained, and in terms of a welcoming gesture to the profession and to the school for that matter. This is in agreement with (Hakielimu 2011) as it emphasized on

promoting cooperation, interaction as well as democratic leadership that involve all people in planning and implementation of education objectives. The study believes that institutions which apply participatory leadership have been successful. In order to upkeep teachers in schools, the leadership approach should change. It should be remembered that the school administration has either motivating or demotivating role for teachers. Dictatorial leadership may contribute to teachers running away from the profession and its implication for this is negative in education quality.

Other results from this study showed that distance from home to workstation contribute to teachers' late reporting in their working stations. As the teachers do not report in time due to this reason, it is important to note that this would obvious affect teaching and learning process resulting to poor performance in our secondary schools. The success of the education system does not depend on the number of enrolled students in the school alone, but on what students learn. In this regard, teachers play an essential role in enhancing students' learning, it is better the government to consider the issue of distance where the teacher comes from when an appointment is made. However teachers from Tanzania often have no choice of where to work.

It is clear that a number of teachers do report late in schools because of teaching in private schools while waiting for government appointment. This is due to the delaying of results which takes more than a year, causing some teachers to engage themselves in teaching private schools for the sake of generating an income which of course results to late reporting in work stations. Family commitments was among

the reasons supported to be a reason for teachers' late reporting in work stations. This is in agreement with Jinyevu (2013) who argued that being allocated a work station separate from spouses' area of residence causes unnecessary cost because the teacher is forced to pay the living expenses for him/herself and that of the spouse. This situation affects teachers psychologically, emotionally, socially and economically hence can contribute to late reporting in work station which is a result of low job performance which has the impact on students learning.

It is suggested that in order to reduce this problem it is better to consider the importance of family relationship especially those in marriage working in the nearby places and for those responsible for taking care of their close families like parents. On the other hand temporary employment in non- education sector was also not seen as a strong reason for teachers late reporting in work stations.

Therefore, apart from these results, lack of relevant posting information in advance was not regarded by the majority as a reason, although it should be regarded as a reason on the other hand as not all are in the reach of securing information easily. When looking for the reasons of late reporting it should not be taken out as well as lack of family support should also be regarded as a problem as there are other cases where it might be seen as a problem as many also agreed with it being a problem.

### **5.2.2 Details for Teachers' Not Staying after Reporting in Work Stations**

Through structured interviews submitted to teachers, heads of schools, academic masters, ward education officers, and district officers, where they had to rank the

outlined reasons for teachers not staying long after reporting in their work station, the results were analyzed and presented as in Table 4.15.

Ranking results on the reasons for teachers not staying long after reporting in work stations showed that poor working conditions was a leading reason for teachers not staying long after reporting, followed by delay in payments of allowances, salary and arrears then poor remunerations, incentives and motivation. Others in the ranking were poor administrative systems; poor living conditions; wrong expectations over profession; lack of public recognition/unrespected profession from stakeholders, students and parents; pursuing for further studies and career development; family commitment; overworked in many subjects and lack of interest in teaching; and lack of training/profession development programs.

From the results which indicated poor working conditions as the major cause, it implies that, this is a critical indicator that needs being paid attention to and be improved so as to retain teachers in profession. This is in line with Inusah and Joseph (2013) who observed that working and living conditions have a huge impact on teacher morale and motivation and thus their work performance. This idea is also supported by Cassandra *et al* (2006) who contends that, the decision to continue teaching remains the most attractive in terms of compensation, working conditions and intrinsic rewards.

In order to ensure that teachers stay in work stations the government should improve teachers' working conditions with also increasing their remuneration reflecting

market conditions as well as paying them on time. When teachers have conducive working environments they are likely to be motivated to have job satisfaction, Innusa and Joseph (2013).

Furthermore the study revealed delay in payments of allowances, salary and arrears as a reason for teachers not staying after reporting in work stations was ranked the second. As mentioned previously in the study the delay in paying teachers' salaries and allowances often has a feeling of being neglected by the authorities and teachers perceive that they are treated unfairly regarding their benefits. Lyimo (2014) observed that delay of paying teachers their payments discourages them to dedicate and commit to their work. He argued that such perceptions result in lower morale among teachers also this circumstance directly affects students' learning negatively. This is an indication that success of retaining teachers in work stations is directly proportional to the paying of their allowances, salary and arrears on time.

Failure of their payment on time may automatically bring negative results such as leaving their working stations to find other paying jobs. This is observed also by Inusah and Joseph (2013) who suggested that the only condition that would attract qualified teachers to the profession is the payment of attractive remuneration at the right time. Other researchers confirm that the issue of delay of teachers payment is still the problem. Since secondary schools are now attended in municipal councils, the tendency has been to quicken payments of new teachers' salaries. It can take up to three or four months before the first salary is paid, while arrears can also delay almost the same time, this in turn demoralizes the teachers, and at times it turns

teachers into beggars at least temporarily (Mhegera, 2011). It is essential for local and central government take firm and prompt action for making teachers payments timely in order to enable teachers meet their basic needs and devote most of their time in teaching activities.

Results indicated that poor remunerations, incentives and motivation were ranked the third as a reason which contributes for teachers not staying after reporting in work stations. There is clear evidence that the relationship between teacher remuneration, incentives and motivation has an important influence on staying in work stations as indicated by respondents.

UNESCO (2010) reveals that levels of remuneration perceived to be low can result in hidden attrition, as teachers leave their posts to engage in additional income generating activities. In Malawi for example, it is reported that teachers are often reluctant to leave their positions formally if employment opportunities are scarce, but that when salaries are low and sometimes late, teachers may seek other ways of supplementing their income, and this can contribute to absenteeism. It is evident that from the literature discussed earlier the higher salaries and incentives tend to reduce attrition, and may contribute to retention as well. This agrees with findings in Jidamva (2012) research which revealed that improving teachers' salaries was reported as a predictor for increasing teacher motivation with the potential to produce quality teaching. Therefore these were assumed to be the external drives that can motivate teachers in the profession, improve their effectiveness in teaching, and hence improve the quality of education in schools.

A study done by Lemunge (2009) revealed that the teachers run away because of being dissatisfied with various aspects and this, in turn, creates a shortage and ultimately increases the workload of those remaining in the profession, making them unable to work appropriately. According to this study, poor working condition, delay of payments, salary arrears and poor remunerations, incentives and motivation have been observed as leading factors which affect teachers' motives for not staying after reporting in work stations. This agrees with several researchers who argue that majority of teachers in developing countries including Tanzania, their living conditions are poor due to low salary, denial of their rights and benefits such as health care, the holiday travel money and lack of proper housing ( Rajani, 2003; HakiElimu, 2003; Malaki and Gogomoka, 2004; and Mosha, 2004 ).

Apart from the above reasons that ranked as the most leading causes of teachers not staying long after reporting, the other outlined reason as ranked by the respondents in this objective including poor administrative systems. As reported by Magendri (2011), teachers identified more administrative support and leadership, good student behaviour, a positive school atmosphere, and teacher autonomy as working conditions associated with higher teacher satisfaction. The study also found that teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not. Once new teachers discovers that there is very little care for them from the government a good number of fresh graduates are never settled in the teaching career as they are always ambitious of going for greener pastures elsewhere (Mhegera, 2011). Thus poor administrative systems contributes to teachers not staying long after reporting in work stations.

Other ranked reason for teachers not staying long in work station included poor living conditions as mentioned by respondents. Despite the fact that most of the African countries are experiencing the acute shortage of teachers, we are told that even the few available are running from teaching profession due to difficult living condition which contribute much to the hatred towards the teaching profession. While teachers employed in schools and in some colleges are struggling to get out of their jobs, those in colleges and universities are simultaneously struggling to change their educational course programmes so as to run away from education profession. They do so because there is no hope any longer in the teaching profession (Hakielimu, 2011). On the other hand wrong expectations over the profession, lack of public recognition or un respected profession from stake holders, students and parents, pursuing for further studies and career development, family commitment, overworked in many subjects, lack of interest in teaching, and lack of training or profession development programs were also other reasons. These reasons should be given equal weight as they might be strong sometimes depending on the circumstances that teachers are in. They might be ranked the other way round depending on the respondents in question.

### **5.3 Determination of Time for Teachers' Staying before Quitting Their Work Stations**

From the data collected from various reports in the District Education Office, for the period between 2011 and 2014, some teachers were identified as having reported and left their working stations. Various reasons for quitting were given including sickness, family issues, studies and other unknown. The results that have made

secondary school teachers quit their work stations indicated that some teachers left due to unknown reasons, family issues, sickness, and others left for further studies. This is in agreement with data from TSD (2011) on new teachers' truancy, where those teachers reported to their working stations, thereafter abandoned their places of work with reasons such as following their spouses, going for treatment, and other reasons known to them which were not indicated in this interview. There might also be other reasons as mentioned in other objectives.

The teachers leaving their working stations due to known and unknown reasons as indicated, puts the remaining teachers on burden where the teaching loads would be very high and possibly undermining their ability to prepare lessons and mark assignments in schools. It is obvious that a number of teachers who are appointed in the work station do quit according to various reasons as discussed in this study. For this matter teachers' shortage could not be avoided in public secondary schools. It is evident that the quality and effectiveness of secondary education in the country could not be achieved if teachers do not stay long in work stations. It is a matter of finding out what are these unknown reasons that made secondary school teachers quit their work stations.

## **CHAPTER SIX**

### **6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Summary**

The purpose of this study was to investigate the factors causing delay in reporting and not staying long after reporting in their work stations particularly for teachers in public secondary schools in Tanga district, Tanzania. The first objective of the study was to find out proportion of reporting and non-reporting teachers for the years 2011-2014. The second objective of the study was to find out how long did teachers take to report and the third objective of the study was to investigate reasons being given by teachers for late reporting and not staying long in their work stations after reporting. The fourth objective was to determine how long teachers stay before quitting their first station.

The success of the education system does not depend on the number of enrolled students in the school, but on what students learn. In this regard, teachers play an essential role in enhancing students' learning. In Tanzania, as elsewhere, secondary education with acceptable learning outcomes could only be attained if posted teachers report and stay in work stations. It is well known that, teachers are central to the realization of national and international education and poverty reduction goals, as the key factors for increased economic growth and social development (MoEVT, 2008). Delay in reporting and not staying in work places for new teachers is a great challenge for public secondary schools in Tanzania, this is due to secondary school education in Tanzania and in other sub-Saharan Africa countries being considered

important sub-sector in the education system, as well as for the development of the country's economy (Jidamva, 2012). The quality of education is mainly influenced by the resources which are available to support the process of teaching and learning, these include teachers and other physical resources. Therefore, delayed teachers and those dropped from the teaching profession and opted for other professions contribute to the acute shortage of teachers in many secondary schools in the country, hence affect teaching and learning of students in several ways especially during this period of rapid expansion in all levels of the education sector.

The study used quantitative research design by considering the fact that the researcher had to be able to identify a research problem based on trends in the field and on the need to explain why something occurs and set the clear picture of the objectives stated to provide adequate measurement of the study (Creswell, 2012). This approach was mainly used in this study because it enabled the researcher to describe a trend of problem and seek answers to establish the factors causing public secondary teachers' delay in reporting and not staying long after reporting in their work stations.

Categories of participants involved six public secondary schools, where 173 teachers, 6 academic officers, 6 heads of schools, 6 ward education officers, 1 district secondary education officer, 1 TSD officer and 1 CWT officer were sampled.

The sample size was 173 teachers, 6 academic officers, 6 heads of schools, 6 ward education officers, 1 district education officer, 1 TSD officer and 1 CWT officer.

In data collection the study used documentary review and structured interview questions to obtain data on factors causing public secondary teachers' delay in reporting and not staying long after reporting in work stations. The proportion of reported and non-reporting teachers for the years between 2011 and 2014 showed that out of 86.7% of allocated teachers, 13.4% did not report. The data also showed that there was an increasing trend of non-reporting teachers in the years of 2012 and 2013. The district reviewed data indicated that there was an acute shortage of 129 science subject teachers in the district and there were no clear efforts in solving the problem due to the fact that some schools had no even single science subject teacher.

The results also showed that there was a delay of more teachers reporting in work station in between second month and after six month as shown in the study.

Also the study indicated that the reasons established as being the cause for late reporting included lack of interest of geographical location, lack of transport fares and distance from home to work station. Other reasons were teachers engaging in commercial business, whereby others were employed temporarily in non-education sectors and also disappointment from administration on reporting time was another reason. On the other hand key factors for teachers not staying long after reporting in their work stations were determined to be poor working conditions, delay in payments of allowances, salary arrears, remunerations and motivation which together contribute to teachers deficit and students' poor performance in examinations.

## 6.2 Conclusions

Delay in reporting and not staying in work places for new teachers has been a challenge for public secondary schools in the district, especially during this period of rapid expansion of community secondary schools in ward levels. This case affects the provision of quality education in the district. The study shows that not all allocated teachers, reported to their work stations for the last four years (2011- 2014) as out of 86.7% of allocated teachers, 13.4% did not report to their work stations. Likewise there is a delay of teachers in reporting to work station of between two months and six months. The shortage of teachers due to late and non-reporting constrain the teaching and learning process and this has its consequences for teaching loads to already reported teachers which affects the provision of quality education in the district. The impact of the subjects with delayed and non-reported teachers remain untaught and thus contribute to students poor performance which could be related to without resorting to teachers who facilitate teaching and learning as indicated in Table 1.3 whereby a great number of students in Tanga district failed in their national form four examinations.

The study concludes that the quality of the environment or location in which teachers expect to work and live has powerful influence on job satisfaction which can attract them to report immediately after being appointed and stay long at work place. This study shows that lack of interest in geographical location was established as major reason for late reporting (as indicated in Table 4.6) while poor working conditions is the leading factor for teachers not staying long in their work stations. Generally the study shows that delay in reporting and not staying in work

places for new teachers is influenced by various reasons such as lack of interest in geographical location, delay in payments of allowances, salary arrears, poor remunerations and motivation. It is obvious that a number of teachers who are appointed in the work station do quit according to reasons such as sickness, family issues and going for further studies and other unknown reasons (as indicated in Table 4.19). Thus poor working conditions, delayed payments and lack of motivation have been found out as leading factors which affect teachers' motives and motivate teachers to invent various excuses for late reporting or not staying long which often they would let the true reasons be not known to the authorities. This creates shortage of teaching force in schools contributing to poor provision of education and failure of education objectives.

### **6.3 Recommendations**

It is recommended that local government authorities and the central government should create conducive and attractive teaching working environment which could attract the qualified candidates report and stay long in their working stations. This should include sufficient and timely payments of salary and other allowances and providing motivation for teachers to create morale and commitment of staying in work places (Cassandra *et al.*, 2006). The local government authorities, schools, stakeholders, students and parents should increase their support and public recognition towards teachers. It is recommended that ministry of education should review or establish regular pre and in-service training courses. In this case new teachers should be introduced to induction course or seminars including professional code of conduct before engaging fully in classroom to cope with new environment

and challenges as this will make them feel responsible and more effective to profession.

Since teachers are the important input in the education process; thus how and when they report and quit workstation is very important to be noted, this is because the quality of education depends on their facilitation and other resources. A major focus should be on ensuring teachers report timely as far as they are well supported with transport allowances, as well as being offered reasonable salary which enables them to meet their basic needs and that they will stay longer in teaching profession. Therefore, failure to consider their requirements, the provision of education services will be of low quality.

For further research, the findings of this study suggest to be carried out an extensive study to find out what are these unknown reasons that make secondary school teachers quit their work stations.

There is a need of local and central governments to collect more information in order to establish national reasons, since the study covers only Tanga district. This could help come up with sustainable strategies country wide to curb shortage of public secondary school teachers especially science subjects.

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## ANNEXES

### **Annex 1: Interview Guide Questions for Secondary School Teachers**

The key purpose of the study is to investigate the factors causing delay in reporting and not staying long after reporting in the work stations, particularly for teachers in public secondary schools in Tanga district. You are among those chosen to participate in the study. Thus, the researcher kindly request you for information and your willingness to support this work. The researcher believes that you will find the questionnaires clear and I look forward to receiving your responses. All information acquired from you will only be used for the purpose of this study, and will be treated confidential.

#### **Preliminary information**

Date.....

Name of School.....,

Gender: Male/Female.....

Year of beginning your employment.....

Education (What qualifications?).....

Teaching subjects.....

#### **PART A: Reasons for Teachers' Delay in Reporting**

The following (10) reasons are regarded as common for the **teachers' delay in reporting** in their working stations. **Tick** what you consider the most significant one in each of the reasons. (Only one tick for a sentence).

S/n	Reasons for Teachers' Delay in Reporting in Work Stations	Strongly Agree	Agree	Don't Agree
1	Lack of interest in geographical allocation of working station			
2	Being employed temporarily in non-education sector			
3	Lack of transport fares from home to work station			
4	Family commitments			
5	Distance from home place to work station			
6	Disappointment from administration on reporting days			
7	Lack of relevant information on postings in advance			
8	Engagement in commercial business			
9	Lack of support from families			
10	Teaching in private schools			

### **PART B: Reasons for Teachers Leaving from Work Stations**

The following (12) reasons are regarded as common for the teachers' **leaving from their working stations after reporting**. Arrange them in ascending order, starting with what you consider the most significant one (Use No.1, 2, 3.....12 under ranking column for each of the items i, ii, iii.....xii).

S/n	Reasons for Teachers Leaving after Reporting in Work Stations	Ranking
i	Wrong expectations over the profession	
ii	Poor administrative systems	
iii	Overworked in many subjects	
iv	Poor remunerations, incentives and motivation	
v	Pursuing for further studies and career development	
vi	Poor working conditions	
vii	Poor living conditions	
viii	Lack of training/profession development programs	
ix	Lack of interest in teaching	
x	Lack of public recognition/unrespected profession from stakeholders, students and parents.	
xi	Delay in payments of allowances, salary and arrears	
xii	Family commitments	

## **Annex 2: Interview Guide Questions for Academic Teachers of Secondary**

### **Schools**

The key purpose of the study is to investigate the factors causing delay in reporting and not staying long after reporting in the work stations, particularly for teachers in public secondary schools in Tanga district. You are among those chosen to participate in the study. Thus, the researcher kindly request you for information and your willingness to support this work. The researcher believes that you will find the questionnaires clear and I look forward to receiving your responses. All information acquired from you will only be used for the purpose of this study, and will be treated confidential.

### **Preliminary information**

Date.....

Name of School.....,

Gender: Male/Female.....

Year of beginning your employment.....

Education (What qualifications?).....

Designation.....

Teaching subjects.....

### **PART A: Reasons for Teachers' Delay in Reporting**

The following (10) reasons are regarded as common for the **teachers' delay in reporting** in their working stations. **Tick** what you consider the most significant one in each of the reasons. (Only one tick for a sentence).

S/n	Reasons for Teachers' Delay in Reporting in Work Stations	Strongly Agree	Agree	Don't Agree
1	Lack of interest in geographical allocation of working station			
2	Being employed temporarily in non-education sector			
3	Lack of transport fares from home to work station			
4	Family commitment			
5	Distance from home place to work station			
6	Disappointment from administration on reporting days			
7	Lack of relevant information on postings in advance			
8	Engagement in commercial business			
9	Lack of support from families			
10	Teaching in private schools			

### **PART B: Reasons for Teachers Leaving from Work Stations**

The following (12) reasons are regarded as common for the teachers' **leaving from their working stations after reporting**. Arrange them in ascending order, starting with what you consider the most significant one (Use No.1, 2, 3.....12 under ranking column for each of the items i, ii, iii.....xii).

S/n	Reasons for Teachers Leaving after Reporting in Work Stations	Ranking
i	Wrong expectations over the profession	
ii	Poor administrative systems	
iii	Overworked in many subjects	
iv	Poor remunerations, incentives and motivation	
v	Pursuing for further studies and career development	
vi	Poor working conditions	
vii	Poor living conditions	
viii	Lack of training/profession development programs	
ix	Lack of interest in teaching	
x	Lack of public recognition/unrespected profession from stakeholders, students and parents.	
xi	Delay in payments of allowances, salary and arrears	
xii	Family commitment	

### **Annex 3: Interview Guide Questions for Heads of Secondary Schools**

The key purpose of the study is to investigate the factors causing delay in reporting and not staying long after reporting in the work stations, particularly for teachers in public secondary schools in Tanga district. You are among those chosen to participate in the study. Thus, the researcher kindly request you for information and your willingness to support this work. The researcher believes that you will find the questionnaires clear and I look forward to receiving your responses. All information acquired from you will only be used for the purpose of this study, and will be treated confidential.

#### **Preliminary information**

Date.....

Name of Ward.....

Gender : Male/Female.....

Year of beginning your employment.....

Education (What qualifications?).....

Designation.....

#### **PART A: Reasons for Teachers' Delay in Reporting**

The following (10) reasons are regarded as common for the **teachers' delay in reporting** in their working stations. **Tick** what you consider the most significant one in each of the reasons. (Only one tick for a sentence).

S/n	Reasons for Teachers' Delay in Reporting in Work Stations	Strongly Agree	Agree	Don't Agree
1	Lack of interest in geographical allocation of working station			
2	Being employed temporarily in non-education sector			
3	Lack of transport fares from home to work station			
4	Family commitment			
5	Distance from home place to work station			
6	Disappointment from administration on reporting days			
7	Lack of relevant information on postings in advance			
8	Engagement in commercial business			
9	Lack of support from families			
10	Teaching in private schools			

### **PART B: Reasons for Teachers Leaving from Work Stations**

The following (12) reasons are regarded as common for the teachers' **leaving from their working stations after reporting**. Arrange them in ascending order, starting with what you consider the most significant one (Use No.1, 2, 3.....12 under ranking column for each of the items i, ii, iii.....xii).

S/n	Reasons for Teachers Leaving after Reporting in Work Stations	Ranking
i	Wrong expectations over the profession	
ii	Poor administrative systems	
iii	Overworked in many subjects	
iv	Poor remunerations, incentives and motivation	
v	Pursuing for further studies and career development	
vi	Poor working conditions	
vii	Poor living conditions	
viii	Lack of training/profession development programs	
ix	Lack of interest in teaching	
x	Lack of public recognition/unrespected profession from stakeholders, students and parents.	
xi	Delay in payments of allowances, salary and arrears	
xii	Family commitment	

#### **Annex 4: Interview Guide Questions for Ward Education Officers (WEOs)**

The key purpose of the study is to investigate the factors causing delay in reporting and not staying long after reporting in the work stations, particularly for teachers in public secondary schools in Tanga district. You are among those chosen to participate in the study. Thus, the researcher kindly request you for information and your willingness to support this work. The researcher believes that you will find the questionnaires clear and I look forward to receiving your responses. All information acquired from you will only be used for the purpose of this study, and will be treated confidential.

#### **Preliminary information**

Date.....

Place of work.....,

Gender: Male/Female.....

Year of beginning your employment.....

Education (What qualifications?).....

#### **PART A: Reasons for Teachers' Delay in Reporting**

The following (10) reasons are regarded as common for the **teachers' delay in reporting** in their working stations. **Tick** what you consider the most significant one in each of the reasons. (Only one tick for a sentence).

S/n	Reasons for Teachers' Delay in Reporting in Work Stations	Strongly Agree	Agree	Don't Agree
1	Lack of interest in geographical allocation of working station			
2	Being employed temporarily in non-education sector			
3	Lack of transport fares from home to work station			
4	Family commitment			
5	Distance from home place to work station			
6	Disappointment from administration on reporting days			
7	Lack of relevant information on postings in advance			
8	Engagement in commercial business			
9	Lack of support from families			
10	Teaching in private schools			

### **PART B: Reasons for Teachers Leaving from Work Stations**

The following (12) reasons are regarded as common for the teachers' **leaving from their working stations after reporting**. Arrange them in ascending order, starting with what you consider the most significant one (Use No.1, 2, 3.....12 under ranking column for each of the items i, ii, iii.....xii).

S/n	Reasons for Teachers Leaving after Reporting in Work Stations	Ranking
i	Wrong expectations over the profession	
ii	Poor administrative systems	
iii	Overworked in many subjects	
iv	Poor remunerations, incentives and motivation	
v	Pursuing for further studies and career development	
vi	Poor working conditions	
vii	Poor living conditions	
viii	Lack of training/profession development programs	
ix	Lack of interest in teaching	
x	Lack of public recognition/unrespected profession from stakeholders, students and parents.	
xi	Delay in payments of allowances, salary and arrears	
xii	Family commitments	

## Annex 5

### Interview Guide Questions for District Secondary Education Officer (DSEO)

The key purpose of the study is to investigate the factors causing delay in reporting and not staying long after reporting in the work stations, particularly for teachers in public secondary schools in Tanga district. You are among those chosen to participate in the study. Thus, the researcher kindly request you for information and your willingness to support this work. The researcher believes that you will find the questionnaires clear and I look forward to receiving your responses. All information acquired from you will only be used for the purpose of this study, and will be treated confidential.

#### **Preliminary information**

Date.....

Gender: Male/Female.....

Year of beginning your employment.....

Education (What qualifications?).....

Designation.....

#### **PART A: Reasons for Teachers' Delay in Reporting**

The following **(10)** reasons are regarded as common for the **teachers' delay in reporting** in their working stations. **Tick** what you consider the most significant one in each of the reasons. (Only one tick for a sentence).

S/n	Reasons for Teachers' Delay in Reporting in Work Stations	Strongly Agree	Agree	Don't Agree
1	Lack of interest in geographical allocation of working station			
2	Being employed temporarily in non-education sector			
3	Lack of transport fares from home to work station			
4	Family commitments			
5	Distance from home place to work station			
6	Disappointment from administration on reporting days			
7	Lack of relevant information on postings in advance			
8	Engagement in commercial business			
9	Lack of support from families			
10	Teaching in private schools			

### **PART B: Reasons for Teachers Leaving from Work Stations**

The following (12) reasons are regarded as common for the teachers' **leaving from their working stations after reporting**. Arrange them in ascending order, starting with what you consider the most significant one (Use No.1, 2, 3.....12 under ranking column for each of the items i, ii, iii.....xii).

S/n	Reasons for Teachers Leaving after Reporting in Work Stations	Ranking
i	Wrong expectations over the profession	
ii	Poor administrative systems	
iii	Overworked in many subjects	
iv	Poor remunerations, incentives and motivation	
v	Pursuing for further studies and career development	
vi	Poor working conditions	
vii	Poor living conditions	
viii	Lack of training/profession development programs	
ix	Lack of interest in teaching	
x	Lack of public recognition/unrespected profession from stakeholders, students and parents.	
xi	Delay in payments of allowances, salary and arrears	
xii	Family commitments	

**Annex 6: Interview Guide Questions for District Teachers Service Department  
Officer (TSD)**

The key purpose of the study is to investigate the factors causing delay in reporting and not staying long after reporting in the work stations, particularly for teachers in public secondary schools in Tanga district. You are among those chosen to participate in the study. Thus, the researcher kindly request you for information and your willingness to support this work. The researcher believes that you will find the questionnaires clear and I look forward to receiving your responses. All information acquired from you will only be used for the purpose of this study, and will be treated confidential.

**Preliminary information**

Date.....

Gender: Male/Female.....

Year of beginning your employment.....

Education (What qualifications?).....

**PART A: Reasons for Teachers' Delay in Reporting**

The following (**10**) reasons are regarded as common for the **teachers' delay in reporting** in their working stations. **Tick** what you consider the most significant one in each of the reasons. (Only one tick for a sentence).

S/n	Reasons for Teachers' Delay in Reporting in Work Stations	Strongly Agree	Agree	Don't Agree
1	Lack of interest in geographical allocation of working station			
2	Being employed temporarily in non-education sector			
3	Lack of transport fares from home to work station			
4	Family commitments			
5	Distance from home place to work station			
6	Disappointment from administration on reporting days			
7	Lack of relevant information on postings in advance			
8	Engagement in commercial business			
9	Lack of support from families			
10	Teaching in private schools			

### **PART B: Reasons for Teachers Leaving from Work Stations**

The following (12) reasons are regarded as common for the teachers' **leaving from their working stations after reporting**. Arrange them in ascending order, starting with what you consider the most significant one (Use No.1, 2, 3.....12 under ranking column for each of the items i, ii, iii.....xii).

S/n	Reasons for Teachers Leaving after Reporting in Work Stations	Ranking
i	Wrong expectations over the profession	
ii	Poor administrative systems	
iii	Overworked in many subjects	
iv	Poor remunerations, incentives and motivation	
v	Pursuing for further studies and career development	
vi	Poor working conditions	
vii	Poor living conditions	
viii	Lack of training/profession development programs	
ix	Lack of interest in teaching	
x	Lack of public recognition/unrespected profession from stakeholders, students and parents.	
xi	Delay in payments of allowances, salary and arrears	
xii	Family commitment	

## **Annex 7: Interview Guide Questions for District Teachers Workers Union**

### **(CWT) Officer**

The key purpose of the study is to investigate the factors causing delay in reporting and not staying long after reporting in the work stations, particularly for teachers in public secondary schools in Tanga district. You are among those chosen to participate in the study. Thus, the researcher kindly request you for information and your willingness to support this work. The researcher believes that you will find the questionnaires clear and I look forward to receiving your responses. All information acquired from you will only be used for the purpose of this study, and will be treated confidential.

### **Preliminary information**

Date.....

Gender: Male/Female.....

Year of beginning your employment.....

Education (What qualifications?).....

### **PART A: Reasons for Teachers' Delay in Reporting**

The following (10) reasons are regarded as common for the **teachers' delay in reporting** in their working stations. **Tick** what you consider the most significant one in each of the reasons. (Only one tick for a sentence).

S/n	Reasons for Teachers' Delay in Reporting in Work Stations	Strongly Agree	Agree	Don't Agree
1	Lack of interest in geographical allocation of working station			
2	Being employed temporarily in non-education sector			
3	Lack of transport fares from home to work station			
4	Family commitments			
5	Distance from home place to work station			
6	Disappointment from administration on reporting days			
7	Lack of relevant information on postings in advance			
8	Engagement in commercial business			
9	Lack of support from families			
10	Teaching in private schools			

### **PART B: Reasons for Teachers Leaving from Work Stations**

The following (12) reasons are regarded as common for the teachers' **leaving from their working stations after reporting**. Arrange them in ascending order, starting with what you consider the most significant one (Use No.1, 2, 3.....12 under ranking column for each of the items i, ii, iii.....xii).

S/n	Reasons for Teachers Leaving after Reporting in Work Stations	Ranking
i	Wrong expectations over the profession	
ii	Poor administrative systems	
iii	Overworked in many subjects	
iv	Poor remunerations, incentives and motivation	
v	Pursuing for further studies and career development	
vi	Poor working conditions	
vii	Poor living conditions	
viii	Lack of training/profession development programs	
ix	Lack of interest in teaching	
x	Lack of public recognition/unrespected profession from stakeholders, students and parents.	
xi	Delay in payments of allowances, salary and arrears	
xii	Family commitment	

**Annex 8: Number of Reported and Non- reported Teachers in Tanga District,  
(2011-2014)**

Year	Reported Teachers						Non- reported Teachers					
	Male		Female		Total		Male		Female		Total	
	Degree	Diploma	Degree	Diploma	Degree	Diploma	Degree	Diploma	Degree	Diploma	Degree	Diploma
2011												
2012												
2013												
2014												
	<b>Total</b>						<b>Total</b>					



