

**THE INFLUENCE OF WORKING ENVIRONMENT ON TEACHER'S
TURNOVER IN PUBLIC PRIMARY SCHOOL IN SENGEREMA DISTRICT
IN MWANZA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF HUMAN
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

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CERTIFICATION

The undersigned certifies that he has read and here by recommends for acceptance by the Open University of Tanzania. This Dissertation titled: **“The influence of working environment on teacher’s turnover in Public Primary School in Sengerema District in Mwanza”** in Partial fulfilment of the requirements for the degree of Masters of Human Resource Management of the Open University of Tanzania.

.....

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(Supervisor)

.....

Date

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DECLARATION

I, **Rhobi Gatora Moroni**, do hereby declare that this dissertation entitled “The influence of working environment on teacher’s turnover in public Primary School in Sengerema District in Mwanza” is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my parents Gtora Moroni and Nyasonge Nyamhanga Waigama; to my beloved husband Domician Mkama and my children Doreen, Domician and Dorabella for their support during my studies.

May Almighty God bless you abundantly!

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Lastly, my thanks go to Sengerema District Officials specifically to Education officers for their genuine support.

ABSTRACT

Teachers' turnover and retention in public primary schools seem to be critical issues in various schools in Tanzania. This study aimed at finding out the influence of working environmental conditions on teachers' turnover in public primary school in Sengerema District in Mwanza. Specifically the study wanted to; assess the working environment in public primary school; determine whether teacher's turnover is related to working environment, and to assess the level of teacher's turnover in public primary school. A mixed approach, even though quantitative was used in collaboration with survey design. A sample of one hundred and two (102) respondents was used. The data was collected using questionnaires. SPSS program was used for processing and analysis of quantitative data. The findings of the study revealed that in classes, student do not have enough desks to sit on, classes are overcrowded and teachers in their office do not have enough chairs and tables to match with number of teachers. Also an average of one (1) to ten (10) teachers are moving to other school every year out of the district. Apart from those, others are quitting teaching profession to other profession. The study recommends that, the government should start a special program of building more classes in schools with overcrowded pupils; meanwhile the schools should have two shifts to reduce the problem. Improvement of social services such as hospitals in rural areas will be a motivation to teachers. Furthermore, there should be a program whereby teachers in rural areas (who work in poor condition areas) should be offered incentives to motivate them. In that way teachers will be retained in rural areas.

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LIST OF ABBREVIATIONS

AAP	Australian Associated Press
NCTAF	National commission on Teaching and American Future
PEDP	National Commission on Teaching and American Future
SPSS	Statistical Package for Social Sciences
UPE	Universal Primary Education

CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Background to the Research Problem

According to Kielhofner (2002) as cited by Earthman et al (2004) Physical environment influences how we work and how we feel about the space in which we spent most of our working time. It is estimated that teachers spend over 2000 hours each year in classrooms in either teaching or preparation activities. The Tanzania Education has not recovered from the deterioration it suffered in the 1980`s -1990`s Under Universal Primary Education (UPE), where there was rapid incensement of enrolment. Primary School leavers who failed to find places in Secondary school were recruited as teachers and training was provided to them. Significantly UPE was implemented when the economy was going through a major period of stress, as resource i.e. classes was not repaired and become dilapidated Davidson, (2001).

In Tanzania the Primary Education Developed Program (PEDP), it was expected that when it reached 2006 all children who reached the age of going to school should have attended school. But this did not go hand to hand with improving classes' condition or by building new classes that will accommodate the increased number of students who were enrolled. As a result, teachers had to face overcrowded class which become difficult for teachers to handle all students in class and meet their needs, (ibid, pg8). The turnover problem is high for the entire teaching occupation, affect beginning teachers more than others. Substantial research evidently suggests that well prepared, capable teachers have the largest impact on student learning

Morse and Mujtaba, (2008). Sengerema is one of the seven districts in Mwanza region. It is bordered to the north and east by Lake Victoria, to the South by Geita region and to the South west by Misungwi district. Sengerema district is administratively divided into thirty four wards.

1.2 Statement of the Research Problem

Physical environment affect how teachers work. The working environment should encourage teachers to stay in their profession. If the working environments support teachers to do their work, teachers will choose to stay in their profession or to the school they are teaching currently. As teachers spent much of their time in classes about 2000 hours per year Earthman, et al (2004) they spent that time either teaching or for preparation of activities.

Efficient delivery of knowledge to pupils is the major responsibility of the teacher. For the teacher to provide the quality knowledge expected to be received by primary school pupil, some consideration should be put to improve their working condition, and classes should have a number of students that a teacher can accommodate. Teacher turnover (teacher leaving teaching profession before retirement age), is a problem in many Sub-Saharan countries and elsewhere HakiElimu, (2011). There is evidence that teaching condition have deteriorated drastically in Senegal, Burkina Faso and Mali.

Teaching materials are a major reason that may influence teachers to quit teaching. HakiElimu (2011); with insufficient supply of student textbooks and teaching materials, inadequate equipment HakiElimu, (2011). Trying to perform a certain job

without proper equipment it won't be very long before one's thought of quitting and looking for another job. HakiElimu, (2011).

The study was guided by Herzberg Motivation. Herzberg presupposes that every worker has two sets of needs or requirement, motivational and hygiene needs. This theory Indicates that teachers will stay in their school as long as they can satisfy their needs and they are motivated (Job satisfaction) (Candle, 2010). Secondly the other theory that guide the researcher is the Theory on Employee turnover Ruhland (2001:3) as cited by candle (2010) Chapman's theory which expands on Holland's Theory of Vocational Choice.

The theory posits that vocational satisfaction, stability and achievement depend on the comparison between one's stability and achievement depends on one's personality and work environment. Candle (2010). In Tanzania the year 2008 almost 40 percent of new teachers graduates, didn't join teaching workforce. This combined with transfer of teachers from rural to urban schools.

This means rural schools received only 35 percent of new teachers according to the government planned; where by urban schools received twice number of teachers that the government planned HakiElimu (2011). The shortage of teachers will never be overcome if this trend will continue. The researcher find out on why teachers quit teaching profession, and why other teachers tend to move from one school to the other. Does working condition have any influence to teacher's turnover? This was done specifically in public primary school.

1.3 Research Objectives

1.3.1 General Research Objective

The main Research Objective was to determine the influence of working environment on teacher's turnover in public primary school in Sengerema district.

1.3.2 Specific Research Objectives

- (i) To assess the working environment in Public Primary Schools.
- (ii) To assess the determinant of teachers turnover in Public Primary Schools.
- (iii) To determine relationship between teacher's turnover and working environment

1.4 Research Questions

- (i) What is the problem with the working environment in public schools?
- (ii) What is the level of teacher's turnover in public schools?
- (iii) Does teachers turnover related to working environment?

1.5 Relevance of the Research

The research will add knowledge to the reader on the influence of working environment to teacher's turnover in Public Primary School in Sengerema district, as many region of Tanzania experience the same problem. This research will be of great help for policy makers if they will get opportunity to go through it. It will help them to solve problems found in schools which are associated with the working environment of teachers in order to retain them.

1.6 Organization of the Study

This research report consists of five chapters, chapter one has presented the background of the study, statement of the problem, research objectives and questions, relevance of the study. It was followed by chapter two, which discussed the Literature Review on the subject matter. Chapter three which was about Research Design and Methods (Research Methodology), Data Analysis, and Discussion were done in chapter four. Finally chapter five presented the conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview of the Study

This chapter deals with conceptual definitions, critical Review of Supporting theories, Empirical Analysis of Relevant Studies, Research Gap identified, Conceptual frame work, Theoretical frame work and Statement of Hypotheses.

2.2 Conceptual Definitions

Turn over or labor turn over according to Wikipedia, the free encyclopedia in human resource context is the rate at which an employer loses employees. In other words is “how long employees tend to stay” or “the rate of traffic through the revolving door”. Working environment as defined in the (Businessdictionary.2015) is the location where a task is completed, when pertaining to a place of employment; the work environment involves the physical geographical location as well as the immediate surroundings of the workplace, such as a construction site or office building. Typically involves other factors relating to the place of employment, such as the quality of air, noise level, and additional perks and benefits of employment such as free child care or unlimited coffee or adequate parking. Attrition in human resource refers to the gradual loss of employee overtime. In general relatively high attrition is problematic for companies, (smallbusiness.chron.com).

2.3 Theoretical Analysis

The study was guided by Herzberg Motivation. Herzberg presupposes that every worker has two sets of needs or requirement. Motivational and hygiene needs. This theory Indicates that teachers will stay in their school as long as they can satisfy their

needs and they are motivated (Job satisfaction) Candle, (2010). But when their needs surpass their income and they feel they are no longer motivated, they will seek better employment where they will feel motivated (ibid pg 22). This study main purpose is to find whether working condition is the major reason for teacher's turnover. The Expectancy Theory chosen by the researcher therefore provides a theoretical foundation for Influence of working condition to teacher's turnover in public primary school.

One of the requirements that have to be fulfilled in order for the teacher to stay in their place of employment is working condition. In order to retain them, class size, (this means number of student in the class) should be well-ventilated class, furniture class.

Secondly the other theory that guide the researcher is the Theory on Employee turnover Candle (2010) Chapman's theory which expands on Holland's Theory of Vocational Choice. The theory posits that vocational satisfaction, stability and achievement depend on the comparison between one's stability and achievement depends on one's personality and work environment, Candle (2010).

People of the same personality type working together create a working environment that fits their type. People search the environment where they can use their skills and abilities and express their value and attitudes. For example people will search for environment that support learning and provide education easier to pupil. The environment where all teaching material are available, furniture class, small class

size with this they will settle and use their skills. People who choose to work in environment similar to their personality they are more likely to be successfully and satisfied. Hence working condition.

2.4 Empirical Analysis of Relevant Studies

2.4.1 General Studies

Similar problem have been studied by different researcher from different perspective and approaches. Sometimes turnover and departure of teachers is normal from their jobs, inevitable and beneficial, other leave for better jobs in teaching or in other profession are a source of upward mobility (Hudson, 2011). In education system as a whole, some teacher's career changes such as moving from one school to other, or leaving classroom teaching for other educational related jobs, do not present a net loss of human capital (Hudson, 2011).

According to Tehseen (2015) increasing workload and changing of curricula, class of large sizes, other topics and program, make teachers to become resistant against new teaching methodologies and innovations in the field are major demonization in many countries. These lead teachers to quit to other profession with no challenge of such kind (Tehsen, 2015). According to Loeb et al (2005), using California Teachers Survey data linked to district data on Salaries and Staffing patterns; these studies examines a range of school conditions as well as demographic factors and find that high levels of teachers turnover are strongly affected by poor working condition. Working condition include large class-size, facilities problems and lack of text books are strongly and significant factors in predicting high rates of turnover (ibid pg 45).

Each time a teacher decides to move to another school or quit teaching profession that particular district in which a teacher has quit incurs extra expenses of rehiring another teacher to fill the gap. Across United States a total of between \$ 1 billion and \$2.2 billion a year is spent on teacher turnover. In Wisconsin the estimated cost of public school teacher attrition is between \$ 17, 600, 00 and \$38, 30,000 (Alliance of Education Excellence 2014) as cited by (Clarkson, 2014). The cost result could have been used for further development i.e. student learning and training for current staff being spent on the hiring and training of new staff members who have resigned or retired. However Loeb et al (2005), teacher follow up survey found that attrition rates were higher in high-poverty school than low poverty school. Those who left high poverty school were twice than those who left low poverty school. They report leaving because of dissatisfaction with teaching condition.

Moreover, Loeb et al (2005) the condition that creates attrition in schools with high turnover may be distinctive. Teacher turnover including 'movers' who leave one school or district to another; and 'leavers' who exit the profession temporarily or permanent is 50% higher in higher poverty than in low poverty school. According to Loeb (2005) in their article, new teachers in urban district exit or transfer at higher rates than their suburban counterparts.

2.4.2 Studies in African Countries

In South Africa the teaching context is different from that found in most of other African countries. This is due to the inequality that existed between the education systems provided for the black and white sectors of the population, respectively during the apartheid era George et al (2008). A report issued by the National

Professional Teachers` Organization of South Africa (2002) highlighted the following aspects regarding teacher's morale. One in every four teachers/ educators has a sense of low morale towards the profession. There was a perception that a further 33.7% of colleague had an indifferent level of morale towards the profession. 38.2% had a negative morale towards job satisfaction George et al (2008). According to George et al (2008) in Lesotho was found that factors such as compensation, recognition institutional policies and practices, working conditions, supervision and human relations were significantly associated with Job dissatisfaction. If teachers are not satisfied in the current place of employment they will move to other schools or other profession.

In Botswana according to George et al (2008) conducted research that based on English teachers as second language. Finding indicated that factors such as workload (including extra-curricular activities), class size and working conditions played an important role in determining whether the teacher in the sample found their job satisfying or not. In this study the focus on job satisfaction precursors appeared to be more extrinsic in nature.

2.5 Research Gap

Most of the researcher has emphasized on teachers who quit teaching profession. They did not look on other criteria teachers who live teaching from one school to the other (teacher migration) Ingersoll, (2001). However many assume migration is a less significant form of turnover because it does not increase or decrease the overall supply of teachers, as do retirements and career changes, and thus does not contribute to overall systematic shortages. Moreover most of the researcher has focused on

assessing whether particular kinds of teachers are more likely to depart teaching and has generally sought to explain teacher turnover as a function of characteristics of individual teacher (Ingersoll, 2001).

On the other hand other researcher argues that minimum turnover is important because of its link to performance and effectiveness of the organization, Ingersoll (2001). However researcher has found that a low level of employee turnover is normal and efficacious in a well-managed organization. Too little turnover of employee is tied to stagnancy organization effective organization usually both promote and benefit from a limited degree of turnover by eliminating low caliber performer and bringing in ``new blood`` to facilitate innovation.

On the other hand a central finding in literature is that high levels of employee turnover are both cause and effect of dissatisfaction and low performance in the organization. Schools around the nation are facing an alarming phenomenon; beginning teachers are leaving schools at a starting rate. Thirty three percent 33% of teachers leave their schools in the first three years. Forty six percent 46% leave school after five years Brill and McCartney, (2008).

According to the National Commission on Teaching and American Future (NCTAF) teacher attrition problems cost the nation in excess of \$ 7 billion annually for recruitment, administrative processing and hiring, and professional development and training of replacement teachers (NCTAF, 2007) as cited by Perrachione and Rosse (2009). One estimate is that by 2016 primary school around the world will face a shortage of 18 million teachers. Where by 13 million shortage of teachers will be in

low-income regions and a further 5 million shortage will be in industrialized countries.

Australian Associated Press (AAP) (2007) as cited by Ashiedu and Scott (2012). These high attrition rates result in inexperienced teachers, high economic cost as teachers must be continually hired and trained, and a lack of continuity that makes institutional development and planning difficult Brill and McCartney (2008). Thus improving teachers working environment and professional development are more cost effective and influential in convincing teachers to remain (Brill, 2008).

2.6 Analytical/ Conceptual Frame Work

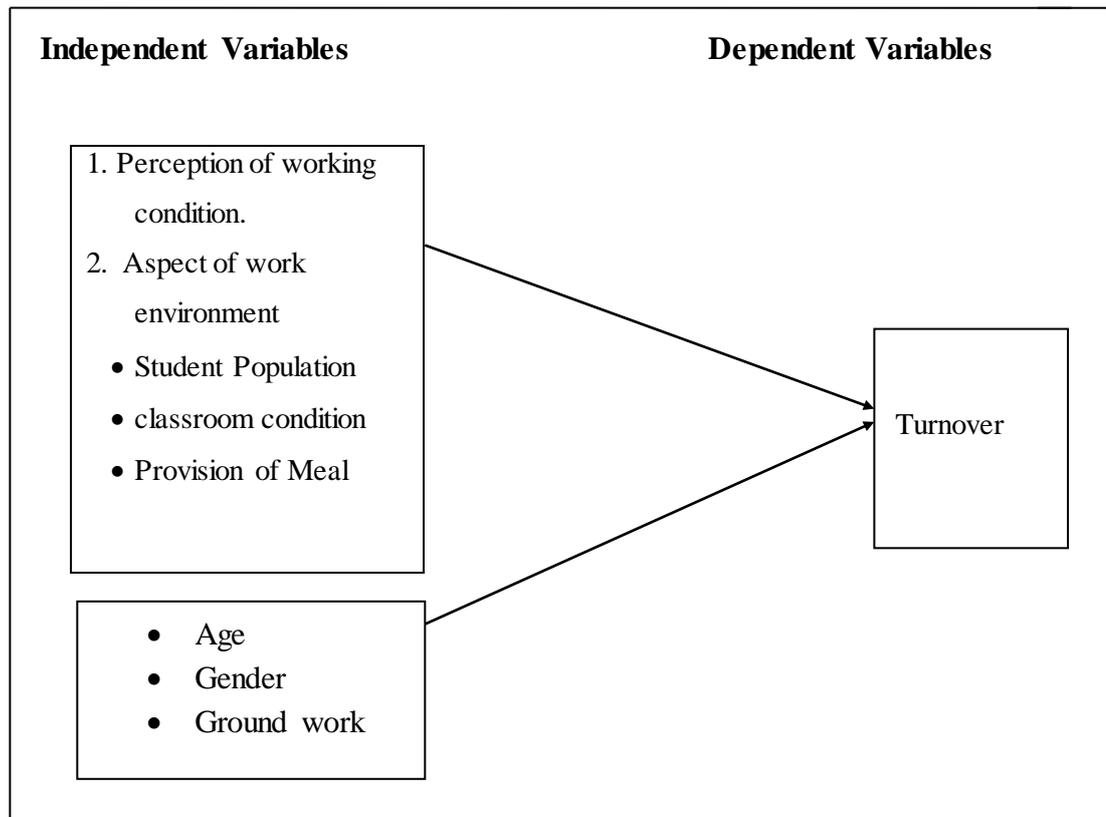


Figure 2. 1: Analytical/Conceptual Framework

Source: Field Data (2016)

CHAPTER THREE

RESEARCH METHODOLOGIES

3.1 Overview

This chapter talks of Research Philosophy, Survey population, Method of Data collection, and Data processing and Analysis.

3.2 Research Philosophy

Influence of working environment on Teachers Turnover in Public Primary School in Sengerema District in Mwanza Region, teachers were investigated by using quantitative methods. Teachers working environment was investigated by administering questionnaire where by teachers, District education officer, academic officer, statistics and logistic education officer, ward education officers were asked whether the climate of a given place where a school is located can be a reason for their intention to leave. (Does the climate one of the reasons for their intention to leave?) Questionnaires were created and answers were given codes 1. Yes 2. No.

3.2.1 Survey Population

One hundred and two (102) teachers of public Primary school, Four (4) Educational district officers, Twenty four (24) Ward Educational Officer in Sengerema District in Mwanza Region were involved in the study. Questionnaires were given to them to fill. Respondents were followed at their perspective working station.

3.2.2 Area of the Research or Survey

The research was conducted in Sengerema District in Mwanza Region located at rural Setting. The researcher chose the location for the study because the area faces the problem of turnover. Secondly the area is reachable and accessible.

3.3 Sampling Design and Procedure

About 102 teachers from Public Primary Schools were from different schools, male and female from different age group; those who have joined the profession recently, those who have been in a profession for more than five years and those who are about to retire were involved in the study. At the beginning of questionnaire the respondents were required to fill in their age, gender, and social status. This helped the researcher during data analysis to identify whether the problem affect a certain group more than the other. Twenty four (24) Ward Educational Officer, Four district Educational Officer.

3.4 Variable and Measurement Procedure

Data was collected from primary teachers in Sengerema District. Independent Variables were; working environment, student population, classroom condition, provision of meal at school, distance from school to place of residence.

Dependents Variables were Gender, marital status, Age.

3.4.1 Method of Data Collection

Data was collected using questionnaire where by respondents were asked to answer closed ended questions and Open ended questions. Data was collected at schools in Sengerema district. Method of data collection was mixed Qualitative and Quantitative. Questionnaire was used to collect data from respondents.

3.5 Data Processing and Analysis

Data from questionnaire was coded and summarized in order to give information relating to the influence of working environment on teacher's turnover in public

primary school found in Sengerema district. Descriptive analysis of the data was done in order to provide simple statistical inferences such as use of measures of central tendency, percentages, frequency distribution of dispersion such as variance and standard deviation using Statistical Package for Social Scientists (SPSS).

However, the statistical values were processed by chi-square and correlation analysis to test the results for interpretation and decision-making, on hypothesis testing. The descriptive design was tested by qualitative analysis. In all cases the research ensured validity and reliability of the data and information. The analysis of the data focused on the specific objective of the study.

3.6 Expected Results of the Study

By reviewing various literatures it is obvious that working environment can influence teacher's turnover. Teachers are retained in schools where there is a comfortable working condition on the other hand where there is no comfortable working condition they tend to live. To some teachers they prefer a place where there is a good working condition rather than higher salaries Bakker (2006). So the researcher expected that there is a relationship between working condition and teacher's turnover.

3.7 Validity and Reliability of the Research Instruments

Standards of validity and reliability are very important in quantitative research (Creswell, 2012). The principle of validity and reliability remains the fundamental part of research instruments of this study.

3.7.1 Validity of the Research Instruments

Fischer and Kothari (2011) point out that validity of the research instruments means its effectiveness in measuring the specific behavior that it intends to measure. In order to retain the accuracy of the data from questionnaires, open and closed ended questions were carefully designed so as to elicit significant information for getting greater content validity of the instrument (Best and Kahn, 1989). Moreover, the responses from open ended questions were compared to the responses from closed ended questions. A purposive sample of respondents especially the ward education officers was done using chance methods from the population so as to ensure strong external validity.

3.7.2 Reliability of the Research Instruments

According to Fischer and Kothari (2011) reliability means the measure of degree to which a research instrument gives consistent results when administered at different times. The reliability of the research instruments for this study was checked by using standard questionnaires with scaling instruments. The questionnaires were pre- tested to determine their relevance and easy understanding. The returned questionnaires were checked to ensure if they were all appropriately filled.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter is meant to present, analyze and discuss the data collected in accordance with the research objectives and their respective questions used during the study. It starts by outlining the demographic information of the respondents specifically sex. The aim of this study was to determine the influence of working environment on teacher's turnover in public primary school in Sengerema District Council. The first part presents the background information of the respondents followed by descriptive and inferential statistics. For the sake of ethical issues the study has not included the names of the respondents because the researcher does to ensure confidentiality of respondents.

The discussion follows a sequence of the specific objectives which are as follows.

- (i) To assess the working environment in public schools.
- (ii) To assess the level of teachers turnover in public schools.
- (iii) To determine whether teacher's turnover is related to working environment.

4.2 The Information Background of the Respondents

This subsection presents the demographic information of the respondents specifically their sex and age. The data was collected from the primary school teachers, ward education officers and district education officers by using questionnaires. The ages of the respondents were given in intervals. The findings were presented in Table 4.1 and 4.2.

Table 4.1: Gender Information of the Respondents

Sex		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	69	67.6	67.6	67.6
	Female	33	32.4	32.4	100.0
	Total	102	100.0	100.0	

Source: Field Data, (2015)

Table 4.1 shows that 69 equivalent to 67.6 percent out of 102 respondents were male while 33 equivalent to 32.4 percent respondents were female. This implies that gender was considered by the researcher as both male and female teachers were involved in the study.

4.2 Age of Respondents

This subsection presents the demographic information of the respondents.

Table 4.2: Age Information of the Respondents

Years		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	26	25.5	25.5	25.5
	26-35	47	46.1	46.1	71.6
	36-45	18	17.6	17.6	89.2
	46-55	11	10.8	10.8	100.0
	Total	102	100.0	100.0	

Source: Field Data, (2015)

Table 4.2 indicates that, 26 equals to 35.5 percent of the respondents aged from 18 to 25 years, 47 equals to 46.1 percent aged from 26 to 35 years, 18 equals to 17.6 percent aged from 36 to 45 years and 11 equals to 10.8,- aged from 46 to 55 years old. This implies that most of the primary school teachers are at the age ranging from 18 to 45 years old and few are at the age of 46 and above years old. Basing on this information it can be interpreted that most teachers are young who need to have job satisfaction at their current working stations in order to minimize turnover.

4.3 The working Environment in Public Schools

This objective had one theme which sought to assess the working environment in Public schools. The research question for this objective was asked through questionnaire to the respondents. The respondents were asked to give their views on the working environment and their responses were presented and analyzed. The following were the results.

4.3.1 The Working Environment in the Schools

In this subsection the researcher through questionnaire asked the respondents especially the primary school teachers to indicate their opinion on the working environment in their respective schools. The findings were presented in Table 4.2.

Table 4.3: The Working Environment in the Schools

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	31	30.4	30.4	30.4
	Good	68	66.7	66.7	97.1
	Worse	3	2.9	2.9	100.0
	Total	102	100.0	100.0	

Source: Field Data, (2015)

Table 4.3.1 shows that, 31 equals to 30.4 percent of the respondents said the working environment are very good, 68 equals to 66.7 percent said it is good and 3 equals to 2.9 percent said it is worse. This implies that 2.9% of the primary school teachers in Sengerema see the working environment as worse in their respective schools. This worse environment may play a great role of facilitating teachers' turnover. This finding is close to the finding from the views of the education officers presented in Table 4.4.

Table 4.4: Challenges Facing Teachers in their Working Environment

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	100.0	100.0	100.0

Source: Field Data, (2015)

Table 4.5 shows that 4 equals to 100 percent of the respondents said yes when they were asked through questionnaire to say whether or not there is any challenge facing teachers. This implies that district education officers know the challenges that teachers encounter in their working stations. Similar results were obtained from ward education officers when responded to the same question as presented in Table 4.3.3.

Table 4.5: Challenges Facing Teachers in their Working Environment, Results from Ward Education Officer

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	94.4	94.4	94.4
	No	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Source: Field Data, (2015)

Table 4.5 shows that, 17 equals to 94.4 percent of the respondents said yes while 1 respondent equals to 5.6 percent said no. This implies that the majority of the ward education officers are aware of the prevailing challenges facing primary school teachers in their respective schools.

Table 4.6: Teachers Shifting to other Schools Due to Working Environment

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	60	58.8	58.8	58.8
	No	42	41.2	41.2	100.0
	Total	102	100.0	100.0	

Source: Field Data, (2015)

Table 4.6 reveals that 60 equals to 58.8 percent of the teachers (respondents) said yes while 42 equals to 41.2 percent said no. This high percentage (58.8%) of teachers who have thought of moving to another school is an indication that teachers are not satisfied with the working environment in their working stations and so want to shift to other schools with the hope of securing a conducive working environment.

Table 4.7: Teachers Quitting from Teaching Profession to other Professions

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	40.2	40.2	40.2
	No	61	59.8	59.8	100.0
	Total	102	100.0	100.0	

Source: Field Data, (2015)

Table 4.7 depicts that, 41 equals to 40.2 percent of the respondent said while 61 equals to 59.8 percent said no. The findings imply that the majority of the primary school teachers do not want to quit the teaching profession to another. However, 40.2 percent is a significant number of teachers who want to quit the profession to be ignored.

4.4.6 The Relationship between Quitting the Teaching Profession and the Working Condition

This subsection presents the views of the respondents on the relationship between quitting the teaching profession and the working condition. Through a questionnaire participants were asked to put a tick against yes or no. The findings were presented in Table 4.8.

Table 4.8: The Relationship between Quitting the Teaching Profession and the Working Condition

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	62	60.8	62.0	62.0
	No	38	37.3	38.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Source: Field Data, (2015)

Table 4.8 indicates 62 equals to 60.8 percent of the respondents said yes, 38 equals to 37.3 percent said no while two (2) equals to two (2) percent did not respond to the question.

Table 4.8 shows that, 62 equals to 60.8 percent of respondents who responded to whether quitting teaching profession has any relationship with working condition or not said yes, 38 equals to 37.3 percent said no and two (2) equals to two (2) percent did not say anything thus were a missing system.

This implies that, the majority of the teachers view quitting the teaching profession is a result of poor working conditions in primary schools. 60.8 percent proves that the number of teachers who quitted the teaching profession was due to working environment.

4.4 The Level of Teachers' Turnover

This subsection presents and discusses the level of teachers' turnover in public primary schools. The researcher prepared and administered questionnaires to one hundred and two (102) primary school teachers, eighteen (18) ward education officers and four (4) district education officers as the participants of this study. They were asked to say whether they know teachers who shifted from one to another, to state the number of teachers who have shifted or left the teaching profession. The data collected was coded, processed and presented as follows.

4.4.1 Information about a Known Teacher who Shifted to another School Due to Working Environment

This subsection presents the views of the respondents on the information whether they know any teacher who shifted to another school due to working environment. Through a questionnaire participants were asked to put a tick against yes or no. The findings were presented in Table 4.9.

Table 4.9: Information about a Known who Shifted to other School Due to Working Environment

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	70	68.6	70.0	70.0
	No	30	29.4	30.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Source: Field Data, (2015)

Table 4.9 indicates that, 70 equals 68.6 percent of the respondent said yes and 30 equals to 29.4 said no but two (2) equals to two (2) percent did not answer the question. The findings reveal that there are teachers who shift or even leave the teaching profession due to working environment that seem not conducive.

4.4.2 Number of Teachers who Shift or Leave the Teaching Profession in Sengerema District Per Year

This subsection presents the views of the respondents on the information about the number of teachers who shift or leave the teaching profession from the district per year. Through a questionnaire participants specifically district and ward education officers were asked to put a tick against the given scale interval. The findings were presented in Table 4.10(a) and Table 4.10(b)

Table 4.10(a): Number of Teachers who Shift or Leave the Teaching Profession to other Professionals

Number of teachers		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-5	1	25.0	25.0	25.0
	6 and above	3	75.0	75.0	100.0
	<i>Total</i>	<i>4</i>	<i>100.0</i>	<i>100.0</i>	

Source: Field Data, (2015)

Table 4.10 (b) indicate that, one (1) equal to 25 % of the respondents said no ,this means that, they don't accept for hardship condition to have an impact on the shift of teachers from their field to another profession, and three (3)is equal to 75% of the respondents, they argued that, it is true that most of teachers who shift from their teaching profession is been caused by hardship environment working conditions.

Table 4.10 (b): Number of Teachers Who Shift or Leave the Teaching Profession in Sengerema District per Year

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-5	4	22.2	22.2	22.2
	6 and above	14	77.8	77.8	100.0
	Total	18	100.0	100.0	

Source: Field Data, (2015)

Table 4.10 (b) indicate that, four (4) is equal to 22.2% of the respondents said no to verify the shifting of teachers from teaching professional to other professions that has been caused by poor working environment conditions and 14 is equal to 77.8% of the respondents who agreed that most of the teachers have shifted from teaching profession to other professionals.

Table 4.11: The Number of Teachers known to have Left the Teaching Profession

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	60	58.8	80.0	80.0
	5-10	14	13.7	18.7	98.7
	No	1	1.0	1.3	100.0
	Total	75	73.5	100.0	
Missing	System	27	26.5		
Total		102	100.0		

Source: Field Data, (2015)

Table 4.11 indicate that 60 frequency is equal to 58.8% of the respondents, they said one (1) - five (5) teachers whom they know they have shifted from teaching profession and 14 frequency is equal to 13.7 % of the respondents who said that, 5-10 teachers they have known to have shifted from teaching profession to other profession and one (1) frequency which is equal to 1% of the respondents have said they doesn't know anyone who have shifted to other professionals from teaching profession. 27 frequency which is equal to 26.5% of the respondents targeted, did not respond to the questionnaire were provided to them.

Table 4.12: Students who Needs Close Assistance from aTacher

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	13.7	13.9	13.9
	No	87	85.3	86.1	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Source: Field Data, (2015)

Table 4.12, indicates that 14 frequency which is equal to 13.7% of the respondents who accepted that they have number of students that needs close assistance in their class room.87 frequency is equal to 85.3% of the respondents who said they don't have number of students who needs close assistance from their class room.

4.4.5 The Shift of Teachers to other Professionals with Association of Poor Working Condition

This subsection presents the views of the respondents on the information about the number of teachers who shift or leave the teaching profession to other professionals

with association of poor working conditions. Through a questionnaire participants specifically district and ward education officers were asked to put a tick against the given scale interval. The findings were presented in Table 4.13 (a) and 4.13 (b).

Table 4.13(a): Teachers who Shifted from Teaching Profession to other Profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	72.2	72.2	72.2
	No	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Source: Field Data, (2015 From Education officers)

Table 4.13(a), indicate that 13 frequency is equal to 72.2% of the respondents said yes, to the question that was asked to verify if there are teachers who have shifted from teaching profession to other professions due to poor working conditions in teaching profession, and five (5) frequency which is equal to 27.8% of the respondents said no, this means that, teachers who shift from teaching profession to other professions are not shifting due to the poor working conditions or in other way there is no any teacher who shift from teaching profession to other professions for the purpose of poor working conditions.

Table 4.13 (b): Teachers who Shifted from Teaching Profession to other Profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	100.0	100.0	100.0

Source: Field Data, (2015 Teachers)

Table 4.13(b), indicate that four (4) frequency which is equal to 100% of the respondents who were asked this question they said yes, this is to verify that, teachers always shift from this profession to other professions because of poor working environments and not otherwise. Others went far away by saying that, teaching profession doesn't give room for teachers to have extra money apart from their salary, no allowances for house rents, travelling from home to the working stations, houses for workers are very limited to the teachers and nothing is been provided for compensation.

4.4.6 Provision of Meals in Schools

This subsection presents the views of the respondents on the information about provision of meals in schools. Through questionnaire participants specifically district and ward education officers were asked to put a tick against the given scale interval. The findings were presented in Table 4.15.

Table 4.14: Provision of Meal in your School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	18.6	18.6	18.6
	No	83	81.4	81.4	100.0
	Total	102	100.0	100.0	

Source: Field Data, (2015)

Table 4.14, indicate that, 19 frequency which is equal to 18.6% of the respondents who were given questionnaires they said yes, that in their school students are been offered some meals and 83 frequency is equal to 81.4% of the respondents said no, this indicate that only few schools provide meals to the students as data shows.

4.4.7 The Distance from Home to School

This subsection presents the views of the respondents on the information about a distance from home to school walked by students. Through questionnaire participants specifically district and ward education officers were asked to put a tick against the given scale interval. The findings were presented in Table 4.15.

Table 4.15: The Distance from Home to School

Distance		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5km	77	75.5	75.5	75.5
	6-10km	25	24.5	24.5	100.0
	Total	102	100.0	100.0	

Source: Field Data, (2015)

Table 4.15 indicates that, about 77 frequency which is equal to 77.5% of the respondents said, about one (1) – (5) kilometers (km) students walk from their home place to school and 25 frequency which is equal to 24.5% of the respondents also said that, about six (6) -10 km students walks from their home place to school, this is to verify that most of students tend to walk a certain distance from their home place to the school and this kind of school are day schools.

4.4.8 Students who have Desk/Table and Chairs in the Class Room

This subsection presents the views of the respondents on the information about students who have desks and chairs in the class room. Through questionnaire participants specifically district and ward education officers were asked to put a tick against the given scale interval. The findings were presented in Table 4.16.

Table 4.16: Availability of Desks/Chairs and Tables in Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	36.3	36.6	36.6
	No	64	62.7	63.4	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Source: Field Data, (2015)

Table 4.16 indicates that, 37 frequency which is equal to 36.3 % of the respondents said yes to reveal that students have desks and chairs in their class rooms, and 64 frequency which is equal to 62.7% of the respondents said no to reveal that not all students in classes have desks and chairs in their class rooms.

4.4.9 Availability of Enough Space in Class Rooms to Allow Teachers to Move Around

This subsection presents the views of the respondents on the information about class rooms which have space for teacher to move around when teaching. Through questionnaire participants specifically district and ward education officers were asked to put a tick against the given scale interval. The findings were presented in Table 4.17.

Table 4.17: Availability of Enough Space in Classrooms to Allow Teachers to Move Around

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	38.2	38.6	38.6
	No	62	60.8	61.4	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Source: Field Data, (2015)

Table 4.17 shows that, 39 frequency which is equal to 38.2% of the respondents said yes, to the question asked to them whether there is enough space in the class room for the teacher to go around checking to an individual student, whether he/she is participating during teaching and learning process and about 62 frequency which is equal to 60.8% of the respondents said no, to verify that, there is no enough space in the class room to allow a teacher to go around for checking whether every student is participating in the class during teaching and learning, and one (1) frequency which is equal to 1% of the respondents did not respond to the question asked.

4.5 Availability of Chairs and Tables in the Teacher's Offices'

This subsection presents the views of the respondents on the information about the availabilities of chairs and tables in the teachers offices'. Through questionnaire participants specifically district and ward education officers were asked to put a tick against the given scale interval. The findings were presented in Table 4.5.

Table 4.18: Shows the Availability of Chairs and Tables in the Teachers Offices'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	26.5	26.5	26.5
	No	74	72.5	72.5	99.0
Missing	System	1	1.0	1.0	100.0
	Total	102	100.0	100.0	

Source: field data, (2015)

Table 4.18 shows that, 27 frequency is equal to 26.5% of the respondents have agreed that teachers have both chairs and tables in their offices and 74 frequency which is equal to 72.5% of the respondents have revealed that not all teachers in the

offices have chairs and tables in their offices and one (1) frequency which is equal to 1% of the respondent did not respond to the question asked, with data, it shows that there is shortage of chairs and tables in the teachers offices.

4.5.1 Availability of Teachers' Houses at the School

This subsection presents the views of the respondents on the availability of teacher's houses at the school. Through questionnaire participants specifically district and ward education officers were asked to put a tick against the given scale interval. The findings were presented in Table 4.19.

Table 4.19: Availabilityh of Teachers' Houses at the Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	33.3	33.3	33.3
	No	68	66.7	66.7	100.0
	Total	102	100.0	100.0	

Source: field data, (2015)

Table 4.19 shows that, 34 frequency is equal to 33.3% of the respondents said yes there are teachers houses in the school compounds and 68 frequency which is equal to 66.7% of the respondents said no to verify that, there is no teachers houses in the schools.

4.5.2 Time Spent by a Teacher at School

This subsection presents the views of the respondents on the question asked to the teachers the time they spent their school. Through questionnaire participants specifically to teachers, were asked to put a tick against the given scale interval. The findings were presented in Table 4.20.

Table 4.20: Shows the Time Spent by a Teacher at a School

Years		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1	7	6.9	6.9	6.9
	1 – 5	70	68.6	68.6	75.5
	6 -10	20	19.6	19.6	95.1
	10 and above	5	4.9	4.9	100.0
	Total	102	100.0	100.0	

Source: Field data, (2015)

Table 4.20 shows that, 7 frequency is equal to 6.7% of the respondents said, they have one year they have spent teaching in their school and 70 frequency which is equal to 68.6% of the respondents said they have spent one (1) – five (5) years teaching in their school and 20 frequency which is equal to 19.6% of the respondents also said they have spent 6-10 years in their schools and five (5) frequency which is equal to 4.9% of the respondents said, they have spent 10 years and above teaching in their schools.

4.6 Discussion of the Results Connecting Back to the Literature Review

The working environment in school, among 18 Ward educational officers agreed that teacher face problem in their working condition in their respective schools. Among 102 teachers who filled the questionnaire 60 equal to 58.8 percent are thinking of quitting from their school to urban school. It is common from teachers from rural areas want to transfer to urban schools. In Tanzania the year 2008 rural school received only 35 percent of new teachers that were allocated by the government. Whereby, the urban schools received twice a number of the teachers were allocated by the government. Other teacher who were allocated to rural schools; they stayed in town school. Other reported to a particular school and later asked for transfer to Urban Schools. HakiElimu (2011).

Above from that other teacher are thinking of quitting teaching profession. 40.2 percent teachers from the data are thinking of quitting teaching profession. Their decision of quitting the profession has a relationship with working condition. Countries like Burkinafaso and Mali experience the same problem of teachers quitting their profession due to poor working condition; with insufficient supply of student text books, teaching materials, poor teaching condition, and higher number of student per class Cailord (2001) as cited by HakiElimu, (2011). Teachers who left teaching profession; Data from respondent shows that 60 teachers who are equal to 58.8 percent said one (1) – five (5) teachers they know leave the teaching profession while 14 respondent equal to 13.7 teachers said they know 5-10 teachers who has left teaching profession to other profession.

According to George (2008) one in every four teachers or educator has a sense of low morale towards the profession. There was perfection that a further 33.7 of colleague had an indifferent level of morale towards the profession. 38.2 percent had a negative morale towards job satisfaction. Class size; among 102 teachers 87 teachers said that their classes are overcrowded. It is not easy for teachers to move around and give a proper supervision to each student in the class.

According to Maicibi (2003) as cited by Tehseen (2015) increased workload, changing of curricular, and class of large sizes, other topics and program. Make teachers to become resistant against new teaching methodologies and innovation in the field that are major demonization in many countries. This lead to teachers quit to other profession with no challenge of such kind (Tehseen, 2015).

Each time a teacher decides to move to another school or quit teaching profession. That particular district in which a teacher has quit incurs extra expenses of rehiring another teacher to fill the gap. Each year Sengerema district council endures the expenses of rehiring new teachers to replace teachers who has quit. Across United States a total of between\$ 1 billion and \$2.2 billion a year is spent on teacher turnover. In Wiscons the estimated cost of public school teacher attrition is between \$ 17, 600, 00 and \$38, 30,000 (Alliance of Education Excellence 2014) as cited by Clarksen (2014).

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter provides conclusion remarks and recommendations on the research finding about the influence of working environment on teachers in public primary school at Sengerema district in Mwanza Region.

5.2 Conclusion

The researcher main objective was to determine the influence of working environment on teacher's turnover in public primary school, and other objective were:-to assess the working environment in public primary school; to determine the relationship between working environment and teacher turnover ; and to assess the level of teacher turnover in public primary school.

Data from questionnaire was coded and summarized in order to give information relating to the influence of working environment on teacher's turnover in public primary school found in Sengerema district. Descriptive analysis of the data was done in order to provide simple statistical inferences such as use of measures of central tendency, percentages, frequency distribution of dispersion such as variance and standard deviation using Statistical Package for Social Scientists (SPSS).

However, the statistical values were processed by chi-square and correlation analysis to test the hypothesis and check relationships of the results for interpretation and decision-making, on hypothesis testing. The descriptive design will be tested by

qualitative analysis. In all cases the research ensured validity and reliability of the data and information. The analysis of the data will focus on the specific objective of the study. Data was analyzed using Statistical Package for Social Scientist.

The results found were; in classes' student do not have enough desk or chair and table where by all student can sit on. In 102 teachers who were given questionnaire 64 teachers responded that there is no desk where student can sit on which is equal to 62.7%. If student do not feel comfortable in class it would be hard for a teacher to teach. Classroom do not have enough space where by teachers can move around for checking whether every student is participating in class during teaching and learning. From 102 teachers 62 respondents which is equal to 60.8% of respondent said there is no enough space in the classroom.

Availability of chairs and tables in teacher's office. From 102 respondents 74 respondents which are equal to 72.5% of the respondents have revealed that not all teachers in the office have chairs and tables in their offices. This reveals that there is shortage of chairs and tables in teacher's office. Relationship between teacher turnover and working environment, arc coding to questionnaire given to respondent which were teachers 2.9% of respondent implies that the working condition of their school is worse. This worse environment may play a great role in facilitating teacher's turnover. The same questions were given to four (4) District Education Officers; all of them believed there is challenge on working environment.

Also Ward Education Officer responded the same question, out of 18 wards 17 Education Officer which is equal to 94.4% are aware of challenges facing primary

school teachers in their respective school. Above from that other teacher are thinking of quitting to other school due to poor working environment. Out of 102 teachers, 60 teachers are thinking of quitting to other school which is equal to 58.8%. That is an indication that teachers are not satisfied with the working environment in their working station. So they want to shift to another school with the hope of securing a conducive working environment.

Above from shifting to other schools, 41% of teachers are thinking of quitting teaching profession. The level of teacher's turnover; according to the researcher's survey, reveals that 60 out of 102 teachers which is equal to 58.8 % of the respondent, they said one (1) – five (5) whom are known to have shifted to other school. 14 respondents which are equal to 13.7% respondents said that five (5) -10 teachers are known to have shifted from teaching profession to other profession. This data is for a year only.

5.2 Recommendations

Working Condition should be improved; classes should have a right number of pupils. At least every class, number of pupils should not exceed 50 students. Also there should be a special program to ensure that there is enough desks at each school to ensure every student sit on a desk. As well, for the teachers, every teacher should have his/her chair and table in the office.

Moreover, every school should have houses for teachers near by the school. Apart from that, social services should be nearby so that teachers would not quit to places where there is availability of social services.

5.2.1 Future Research Topic

Future researcher should consider researching on; Influence of provision of social services, around the working place to teachers turnover. Influence of Pay to teacher's turnover.

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APPENDICES
THE OPEN UNIVERSITY OF TANZANIA
EXECUTIVE MASTERS OF HUMAN RESOURCE MANAGEMENT

Appendix 1: Questionnaire

Dear Respondent:

This questionnaire aims at collecting information concerning the study of analysis of the influence of working environment on Teachers turnover in Public Primary School at Mwanza city in Tanzania. The study is conducted as a requirement of a research to be submitted to the Open University of Tanzania as a partial fulfilment for Masters Degree in Human Resource Management.

The purpose of this questionnaire is to request you to express your thought to the research about how The Working environment can influence Teachers Turnover in Public Primary School in Mwanza city council. From your responses, the researcher will be able to analyse and understand whether working environment has any influence on Teachers Turnover in Public Primary School in Mwanza City in Tanzania.

This information is for Academic purposes only. I therefore request you to freely fill in the questionnaire below

Questionnaire

1. Please tick your gender

- a) Male (b)Female

2. Please tick the age group in which you belong

- a.) 18-25 (b)26-35 (c) 36-45 (d) 46-55 (e)56 and above.

3. How do you see the working environment in the school you are teaching?

- a. Excellent (b.)Very Good (c) Good (d)worse.

4. Are you thinking moving to other school due to working condition?

- a.) Yes(b) No

5. Have you ever thought of quitting teaching profession?

- a.) Yesb.) No

6. Does quitting teaching profession has any relationship with working environment?

- a.) Yes (b.) No

7. Which problem do you face that are relating with working condition?

.....

8. Do you know any teacher who shifted to another school due to working environment?

- a. Yes b. No

9. Please tick the number of teachers you know that have move to another school or left teaching profession due to working condition.

- a.) 1-5 b) 5-10 c) 10-20 d) none

10. Give your suggestion what should be done to improve working condition.

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11. Does class have a number of students that you can give close assistance to each student?

- a.) Yes b.) No

12. Do you get breakfast or lunch in your school?

a) Yes b.) No

13. What is the distance from home to school?

a.) 1-5km (b.) 6-10 km (c.) 10-20km (d.) more than that

14. Do all students have desk/ chairs and table in your class to sit on?

a) Yes b.) No

15. Is there enough space in the class where by teachers can move around in the class?

a.) Yes (b.) No.

16. Does teachers have chair and table to sit in the class?

a) Yes (b.) No.

17. Does a school have house for teachers

a.) Yes (b.) No.

18. For how long have you worked as a teacher in this school?

Appendix 2: Dondoo

Dondoo hii inadhuni la kukusanya taarifa kuhusu. Tafiti ya jinsi gani mazingira ya kazi yanavyoweza kuathiri au kuchangia walimu kuhama katika shule zamsingi za Serekali zilizopo katika wilaya ya Sengerema. Tafiti hii inafanyika kama hitaji mojawapo la kuhitimu Shahada ya Udhamiri ya Rasimali Watu. `Human Resource Management`.

Dhumuni la dondoo hii ni kukuomba Mwalimu uliepo katika wilaya ya Sengerema ueleze hisia zako na uelewa wako kuhusu utafiti wa jinsi gain mazingira ya kazi yanavyoweza kuathiri au kuchangia walimu kuhama katika shule za msingi zinazo patikana katikawilayayaSengerema.

Kupitia maelezo yako mtafiti ataweza kuchanganua kama kuna uhusiano wowote kati ya mazingira ya kazi na walimu kuhama.Taarifa zitakazopatikana zitatumika kwa madhumuni ya masomo pekee. Kuwa huru kujaza dondoo hii bila kuficha taarifa muhimu.

Dondoo

1. Jinsia yako

a) Mme b) Mke

2. Umri

Tafadhari weka tiki katika kundi ambalo upo kulingana na umri wako

a) 18-25 (b) 26-35 (c) 36-45 (d)46-55 e) 56 nakuendelea.

3. Unayaonaje mazingira katika shule unayofundisha

a) Mazuri sana b) Mazuri c) wastani d) Mabaya.

4. Je unafikiria kuhama kwenda shule nyingine kwasababu ya mazingira

a) Ndiyo b) Hapana

5. Je ulishawahi kufikiria kuacha taaluma ya ualimu na kuhamia kwenye taaluma nyingine?

a) Ndiyo b) Hapana

6. Je kuacha taaluma ya ualimu kuna uhusiano wowote na mazingira ya kazi?

a) Ndiyo b) Hapana

7. Ni matatizo gani unayokumbana nayo katika eneo la kazi yenye uhusiano na mazingira?

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Je kuna walimu/ mwalimu unayemfahamu/ wafahamu waliohama kutoka shule moja kwenda nyingine sababu ikiwa ni mazingira ya kazi?

a) Ndiyo. b) Hapana.

Kama jibu ni ndiyo Tafadhali jibu swali namba 9.

9. Tafadhali weka alama kwenye kundi ambalo Idadi ya walimu unao wafahamu inaangukia kwa kila mwaka.

a) 1-5 b)5-10 c) 10-20 d)hakuna.

10. Toa maoni yako ni mabadiliko gani yafanyike katika mazingira ya kazi.

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11. Je Darasa lina Idadi ya wanafunzi unaoweza kuwasaidia kwa ukaribu kwa kila .
mwanafunzi?

a) Ndiyo b) Hapana.

12. Je mnepata kifungua kinywa mkiwa kazini au mlo wa mchana?

a) Ndiyo b) Hapana.

13. Umbali kutoka unapoishi kuelekea shuleni

a) 1-5 km b)6-10 km c) 10-20 km d) zaidi

14. Je kila mwanafunzi anakaa kwenye kiti au dawati

a) Ndiyo b) Hapana

15. Je mwalimu ana nafasi ya kupita inayomuwezesha kumfikia kila mwanafunzi?

a.) Ndiyo b) Hapana

16. Je mwalimu ana kiti na meza ya kukalia darasani inapombidi kukaa?

a.) Ndiyo b) Hapana

17. Je shule ina nyumba za walimu?

a.) Ndiyo b.) Hapana.

18. Umefanya kazi ukiwa mwalimu katika hii shule kwa muda gani?

Tafadhali weka tiki kundi ulilopo

Mwezi mmoja- Mwaka 1 (b.) mwaka 1-5 (c) 6-10(d) 10 na kuendelea.

Dondoo.

Dondoo hii ina dhumuni la kukusanya taarifa kuhusu Tafiti ya jinsi gani mazingira ya kazi yanavyoweza kuathiri au kuchangia walimu kuhama katika shule za msingi za Serekali zilizopo katika wilaya ya Sengerema. Tafiti hii inafanyika kama hitaji

mojawapo la kuhitimu Shahada ya Udhambi ya Rasimali Watu. `Human Resource Management`.

Dhumuni la dondoo hii ni kukuomba Mratibu au Afisa Elimu wa Wilaya uliyepo katika wilaya ya Sengerema ueleze hisia zako na uelewa wako kuhusu utafiti wa Jinsi gani mazingira ya kazi yanavyoweza kuathiri au kuchangia walimu kuhama katika shule za msingi zinazopatikana katika wilaya ya Sengerema. Kupitia maelezo yako mtafiti ataweza kuchanganua kama kuna uhusiano wowote kati ya mazingira ya kazi na walimu kuhama. Taarifa zitakazopatikana zitatumika kwa madhumuni ya masomo pekee. Kuwa huru kujaza dondoo hii bila kuficha taarifa muhimu.

Dondoo

1. Je kuna matatizo yeyote ambayo walimu wana kumbana nayo katika mazingira ya kazi?

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Kama jibu ni NDIO kwa swali la kwanza tafadhali jibu swali namba 2.

2. Je ni matatizo gani au changamoto gani wanazokumbana nazo walimu katika mazingira ya kazi?

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3. Je ni walimu wangapi wanahama au kuacha kazi ya ualimu katika wilaya au kata yako kwa kila mwaka?

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4. Je walimu wanaohama, je kuhama kwao kuna uhusiano wowote na mazingira yao ya kazi?

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