

UNIVERSITY OF DAR ES SALAAM
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FACTORS AFFECTING OCCUPATIONAL STATUS OF TEACHERS IN
TANZANIA MAINLAND

An Opinion Survey of Tutors in Colleges of Education
in the Southern Zone

By

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS (EDUCATION)
UNIVERSITY OF DAR ES SALAAM

1994

ABSTRACT

The study intended to explore factors affecting the occupational status of teachers in Tanzania mainland, with special reference to tutors in the colleges of education.

Apart from adapting a conceptual framework which indicates the position held by teachers in the larger community, a variety of theories including the professional socialization theory, role theory and dual-role model was used. Such theories have assisted in revealing the inherent contradictions which exist between the teachers and the community, together with the strategies to combat them.

The sample population involved education officers, college principals, tutors and student teachers. Open and closed ended questionnaires, interviews and documentary reviews were the main techniques used in the data collection. A content analysis technique was instrumental in processing interview data, and documentary reviews.

Outstanding study findings are:

- there are problems in the procedure of promoting teachers, thus hinting on the inefficiency of the TSC.
- Many interviewees feel that promotions based on seniority should be stopped.

- . Most college tutors think that the 50% salary increase has failed to boost the occupational status of teachers.
- . the teachers' new scheme of service is not viewed as realistic.
- . Most college tutors prefer loan incentives of purchasing house construction material.
- . Most college tutors fail to adhere to their profession ethics.
- . college tutors are relatively better off in regard of the occupational status compared to teachers who teach in primary and secondary schools.

In general, the study reveals that teachers are neither prestigious nor inferior employees in the Tanzanian society. Equally important, the study reveals that TSC is not an institution capable of fighting for the teachers rights.

The study recommends that, in order to promote the occupational status of teachers:

- . the central government (Ministry of Education and Culture) should be realistic in implementing Act No. 1 of 1989.
- . the TSC in collaboration with the CCSD should establish a permanent special section, for regular reviews of the teachers' pay.

- the TSC in collaboration with the CCSD should establish a new scheme of service for teachers, indicating sharp divisions based on academic qualifications. Perhaps the past official grading of teachers, such as EO I, II etc. should be revived.
- the TTU should be given the mandate to work out modalities for sensitizing teachers to adhere to their profession ethics when reacting to various educational and/or other social issues.
- the central government should have a policy of establishing few quality schools/colleges for easy management and maintenance at all levels.