

**FACTORS INFLUENCING SECONDARY SCHOOL TEACHERS'
INTENTION TO LEAVE THE TEACHING PROFESSION IN FAVOUR OF
OTHER OPPORTUNITIES IN TANZANIA: THE CASE OF KINONDONI
DISTRICT**

APOLONIA ANDREW KIWANGO

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

2016

CERTIFICATION

The undersigned certifies that, he has read and here by recommends for acceptance by the Open University of Tanzania a dissertation titled “**Factors Influencing Secondary School Teachers Intention to Leave the Teaching Profession in Favour of other Opportunities in Tanzania: The Case of Kinondoni District**” in partial fulfillment of the requirements for the degree of Masters of Education in Administration, Planning, and Policy Studies of the Open University Of Tanzania.

.....
Dr. E. B. Temu

(Supervisor)

.....
Date

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DECLARATION

I, **Apolonia Andrew Kiwango**, declare that this dissertation 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

This dissertation is dedicated to my lovely parents Mr. and Mrs. Andrew Maiba Kiwango, for their effective parental care, which made me a courageous and hard working woman. May Almighty God bless them and give them lovely old age. Amen

ACKNOWLEDGEMENT

The accomplishment of this research work inevitably involves the assistance of various individuals in different ways. Since it is not possible to thank everyone in a limited space like this, I will single out a few of them to whom I will express my heartfelt appreciation. First and foremost, I would like to thank His Almighty God for His mercy and glory for giving me good life, health and protection from all dangers; thus helping me to complete the study.

Second, I extend my very special thanks from the deepest part of my heart to my supervisor Dr. E. B. Temu of the Faculty of Education for his continuous and unfailing guidance, advice, and moulding my thinking on the study. His insistent questioning and insightful directions have left an unforgettable impression on this dissertation that will undoubtedly continue to influence my future academic perspectives. Third, I thank my Husband, Francis for his sincere and demonstrated love, sacrifice, support and understanding, my children, Isaac and Susan, who through their patience encouraged me to pursue my studies confidently.

Fourth, I wish to express my thanks to all respondents, who spared their time to answer my questions. Despite being very busy, they sacrificed their time to give me the required information. These include human resource officers, education officers, teachers, ex-teachers, and heads of schools, of Kinondoni municipality. Lastly, I appreciate all my MED APPS mates, whom I found understanding and committed to unity of purpose.

May Almighty God bless them all for their contribution to the successful completion of this study. Amen.

ABSTRACT

Intention of public secondary school teachers' to leave the teaching profession in favour of other work opportunities. The objective of the study include: The identification of teachers intending to leave the teaching profession, and Factors having the most influencing power to induce teachers to leave the teaching profession, Most influential factors which can change teachers intention to leave their teaching profession in fevour of others. The study employed both qualitative and quantitative methods. A case study survey was carried out in the study. Simple random sampling and purposive sampling was used to select sample of a one hundred respondents; and used Structured and unstructured questionnaires, interviews, and focused group discussions to capture the data. The data were analyzed by using a statistical package for social sciences (SSPS) and content analysis. The finding show that teachers do not enjoy teaching students but keep on teaching due to lack of other opportunities and qualifications for new jobs Influencing factors include: Insufficient salary. Lack of incentive packagers, unconducive working environment and heavy workload are reported to be the most influential factors inducing teachers to leave the teaching profession in fevour of other opportunities. The findings also show that an increase in salaries, provision of incentive packages, reduction of heavy work and creation of conducive environments for teaching will induce teachers to reaccept the teaching profession. Recommendations includes government action on improving teachers' working environment to make it attractive to teachers that can be returned and sustained. In term of further study it is recommended that the national research is recommended so that data can be generated for a comprehensive policy to improve education.

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LIST OF ABBREVIATIONS AND ACRONYMS

BEST	Basic Education Statistics in Tanzania
BRN	Big Result Now
DEO	District Education Officer
EFA	Education for All
Ex- teacher	Teachers who are no longer in teaching profession
HQ	Head quarter
HRO	Human Resource Officer
MED APPS	Master of Education in Administration, Planning, and Policy
OUT	Open University of Tanzania
PEDP	Primary Education Development Plan
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for Social Science Studies
TGTS	Tanzania Government Teachers Scale
TTU	Tanzania Teachers Union
UK	United Kingdom
URT	United Republic of Tanzania
US	United States

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents background of the study, the statement of the problem the purpose of the study, objectives of the study, the research task, research questions, significance of the study and the organization of the dissertation.

1.2 Background to the Study

In this world of globalization there are growing changes in the society in which we live and in which educational organizations operate. There are also growing changes and challenges taking place inside work organizations themselves. These changes and challenges have an impact on the management of the people at work and the performance of these organizations on the one hand and on the environment in which work organizations must exist on the other hand (Ngirwa 2005).

Tanzania is one of the countries that struggles to improve its quality whereby currently there are many schools from local and urban areas, which provide educational opportunities and facilities. For school to function effectively and meet their goals they need to have enough teachers to accomplish duties and responsibilities of teaching and learning and others related to these. Attempts to better education facilities in the teaching and learning process in schools will never succeed if measures are not taken to enable teachers, who intend to leave the teaching profession, to reserve their intention.

Teachers retention in an organization can be done by motivating them thus inducing, employee to render their services to the employer and customers very efficiently and effectively (Mbua, 2003). Its implication is that motivation and satisfied secondary school teachers are most likely to enable students to learn positively while the opposite of that may have negative impact on student and their performance levels.

Tanzania like other countries in the world is currently working towards improving the quality of its education so that it suits the future needs of its society and the demands of the globalization (Nguni, 2005) the Government of Tanzania has succeeded to make primary education universal through implementation of the Primary Education Development Plan (PEDP), 2005 to 2009 and now it is in Secondary Education Development Plan (SEDP II), 2009 to 2014, that is meant to increase the accessibility of secondary education to its citizens (Oluochi, 2006).

It is my contention that efforts to provide quality education cannot succeed without involving all stake holders and policy makers now and in the near future do not take measures to retain teachers. Zembylas and Papanastasiou (2006: 245), who studied teachers job satisfaction and dissatisfaction in Cyprus suggest that “There is an urgent need for policy makers to recognize the fact that educational quality is largely related to job satisfaction” This implies that job satisfaction is one of the key factor to retain teachers in secondary school for country like Tanzania, which is trying to improve its quality of education.

Some of the policies recommended by the World Bank (2007), to retain teachers in Sub Sahara Africa include: an increase in salary, improvement of teachers physical,

social and professional experience of work, improvement of school buildings and teachers accommodation, increase of teachers responsibilities for educational decision, reduction of class size, an increase of parental and community support, an encouragement of collegial relationships among teachers and administration and provision of support and recognition of teachers (Macdonald, 1999).

Measures taken by the Tanzania Government to retain teachers include setting strategy in the education sector development programme which state “ Create an environment for the development of well rounded, motivated and committed teaching force” to achieve the following targets:

(i) Conducive environment for teacher created and supported through community (ii) sensitization and mobilization; (iii) reward system for good practices for teachers established and operationalized, (iv) teacher parent relationship, (v) Revival of school committee/ board and strengthened to support teachers especially in rural areas; fee exemption for candidates studying Science and Mathematics; and an attractive incentive package for teachers at all levels with special consideration to those in difficult environments (URT, 2008).

Experience and observation shows that secondary school teachers are still intending to leave the teaching profession despite all the strategies mentioned above, taken by the Government to retain them in teaching profession. BEST (2013) shows that for the year 2013, 570 teachers had the intension and actually left the teaching profession in Tanzania secondary school. Among them 425 were males and 145 were

females, and truancy amounted to 280. Intention of the secondary school teachers to leave the teaching profession is higher in Tanzania than in those from Sub Sahara Africa.

World Bank (2007) analysis found that teacher attrition rate is believed to range between 5% and 30% in different countries in Sub Sahara Africa. This study intends to find out factors influencing secondary school teachers who intend to leave their teaching profession in favour of other opportunities and therefore adding knowledge, aimed at containing the situation.

1.3 Statement of the Problem

The World Bank (2007) of the countries reported whose teachers leaving the teaching profession in the Sub Saharan Africa ranging from 5 to 30 percent include Tanzania Such a situation hinders the provision of quality education. Macdonald, (1999) states that most of the secondary school teachers leaving teaching profession are those, who are the most qualified (Gatalica, 2013). Based on this, there is a need to know the intention of secondary school teachers who intend to leave the teaching profession so that, measures can be taken to minimize their numbers by improving working environment so as to improve the quality of education

1.4 Purpose of the Study

The overall purpose of this study is to find out what factors influence teachers to leave their teaching profession in favour of other opportunities so that they can be minimized and be used in improving the quality of education in secondary schools in the country.

1.5 Objectives of the Study

The specific objectives are to identify:

- (i) Teachers, who are intending to leave the teaching profession sometime during their career life in the teaching profession;
- (ii) Factors which have the most influencing power to induce teachers to decide leaving the profession in favour of other opportunities
- (iii) Most influential factors, which can be adopted to change teachers intention to leave the teaching profession but rather to like and sustain it.

1.6 Research Question

This study is designed to be guided by the following research questions.

- (i) What teachers are intend to leave their teaching profession some time during their teaching career and look for other opportunities during their career life?
- (ii) What factors are most influential in inducing teachers to decide leaving their teaching profession and look for other job opportunities?
- (iii) If teachers are to change their intention to leave the teaching profession and instead like and sustain it, what would be the most influential factors that need to be put in place to effect that change so that teachers resume their teaching profession and remain committed to it?

1.7 The Significance of Study

To assist educational leaders in identifying influencing factor leading secondary school teachers intention to leave their teaching profession in favour of other opportunities.

The study will be beneficial to other researchers as source of reference and information to educational administrators and managers to know what factors discourage secondary schools from remaining in the teaching profession but rather encourage them to leave profession in preference of other job opportunities. By identifying such factors it is then possible to tackle the problem.

1.8 Limitation of the Study

The limitation of this study is that as a case study it cannot be generalized beyond the boundaries of Kinondoni district as the conditions affecting the study can be different beyond the boundaries of the case at hand and may not therefore be applicable in other areas.

1.9 Organization of the Dissertation

This dissertation is organized into five chapters. Chapter one covers introduction, background, the main and specific objectives, research questions, the significance of the study, and its organization. Chapter two; deals with theories and review of empirical studies, covering first experiences from the developed countries, followed by those from developing countries and lastly from Tanzania. The researcher synthesizes the studies and identifies knowledge gaps, which this study intends to bridge, it also presents conceptual framework for the study.

Chapter three deals with the research methodology, which include an introduction, design of the study, the study area, the population, the sample and sampling strategy, the development of research instruments, validity and reliability of the instruments, data collection strategies and analysis, data presentation and adherence to research

ethics, the research budget and time schedule. Chapter four reports the findings of the study in line with the research objectives and questions. Chapter five presented the summary, discussion and recommendation for both action and further research.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter covers review of related literature on intention of secondary school teachers to leave their teaching profession in favour of other opportunities. The reviews cover empirical studies first from developed countries, second from the developing countries and lastly from Tanzania. The researcher synthesizes the studies and identifies knowledge gap, which this study seeks to bridge. It also presents conceptual framework for the study.

2.2 The Theoretical Frame Work

The study is guided by the Herzberg's theory. In this theory of motivation and hygiene factors, Herzberg (ibid) believes that every individual has two sets of needs motivation and hygiene theory needs. The researcher contends that an employee in this respect; teachers will stay in their schools so long as their needs are satisfied and they are motivated. Failure to meet their needs would automatically call for departure hence teacher turnover.

The theory however, assumes that all human beings have no loyalty to any organization and that soon as their needs are no longer satisfied they will seek other employment opportunities, which are not the case in the real world where finding employment is sometimes not very easy. The theory concentrates on individuals needs independent of those of the organization and it does not put into consideration the fact that there may be times when the individual's services are not worthy of

better pay be a better replacement would be a welcome change. In the context of this study, there is a need to establish whether teachers are likely to leave the teaching profession as soon as their needs are not met.

The expectancy theory as advocated by Vroom (1964) argues that teachers are likely to leave their job if their expectations are not met. The theory is preferred by the researcher because it emphasizes what employees need or expect from an organization and failure to fulfill them leads to low commitment, frustration, loss of morale and eventually leads to leaving the job.

2.3 Intention of Secondary School Teachers to Leave Teaching Profession in Favour of Other Opportunities in the Developed Countries

Intention of secondary school teachers to leave the teaching profession is found also in developed countries such as US and UK. According to various studies conducted by scholars in these countries. Ingersoll (2001) draws from theories advocating teacher turnover as a function of ageing and increasing student numbers. The researcher postulates that teacher turnover can be understood by examining the school organization characteristics and conditions.

The researcher asserts improvement in organizational conditions such as salaries, increased support from the school administration, reduction of student discipline problems and enhancement of teacher inputs in decision- making would all contribute to lower rates of teacher turnover. The foregoing theoretical expositions of factors influencing turnover seem to support school organizational factors as being critical in teacher turnover.

Smithers and Robson (2003) did a research in United Kingdom on factors affecting teachers' decision to leave teaching profession and reveals five responsible factors. These are workload, new challenge, school situation, salary and personal circumstances. Of these factors, salary has the least influence on teachers' decision to leave the profession while workload is the most influencing factor. In their findings, it was realized that, for every 100 individuals entering teacher training and due were to complete training in 1998 only 88 did so and 53 of the 100 individuals were likely to remain in teaching after three years in England. A similar study was done by Johnson, (2002) and found similar results.

Research performed by Weston, (2013) in the same country identifies that, reasons given for leaving the teaching profession comprise stress, excessive workload, bureaucracy and behavioural issues. The researcher also reveals that majority of teachers in England, who leave the profession tend to be either in their early careers (within forty five years) or towards the end over 50s.

Goldhaber, Gross and Player (2007) on their study on assessing of teachers workforce to be correlated in the school. Research literature posits that the primary reasons for teacher turnover are administrative problems, students discipline, classroom control, large classes, extracurricular duties, uncooperative parents, and stressful atmosphere.

Torres, (2014) also found that workload is one of the most factors affecting teachers' decision to leave the teaching profession in Washington DC; it was revealed that, about 1 out of 3 teachers, who rated their workload unmanageable, do leave the

profession. Studies in developed countries indicate that, the most influencing factors for teachers' turnover are more environmental than salaries.

2.4 Intention of Secondary School Teachers to Leave the Teaching Profession in Favour of Other Opportunities in Developing Countries

Ozigi (1995) states that the first thing a leader is supposed to bear in mind is good relationship with staff and must feel personally secure as the administrator of the school should not develop any feeling of insecurity, the feeling of insecurity may lead an administration to make mistake and develop dictatorial tendencies, which prevent good administration. The researcher suggest that staff at school can be retained through encouraging them to stay by creating the necessary happy atmosphere and establish the type of relationships that will make them feel happy and committed to the school and unwilling to leave it.

In order to win the support of staff and to encourage them to remain in the institution one should establish some clear staff policy on the principle of reasonableness, justice and fair play, establish clear channels of communication with staff, encourage staff participation in the decision making process, welcome and encourage initiative and originality of staff enthusiasm and energy, provide opportunities for professional growth, establish basis for promotion, give praise and recognition when deserved, provide facilities and equipment required, avoid creating unnecessary staff hostility and antagonism, avoid bias and other preconceived notions about staff, deal tactfully with your staff all the time, and get to know the staff collectively and individually and try to understand their personal and social problems while making effort help solving them.

World Bank, (2007) states that, teacher leaving the teaching profession is due to economic factors as teachers make rational economic decisions about their career and seek better work where they can be paid well, and suggests that the only way to retain teachers is to increase their salaries.

Ntim, (2013). Study about exploring the mismatch between teacher demand and supply in sub Saharan Africa found out that 60% of respondents' view remuneration as factors causing them to leave teaching profession. According to the report of the survey conducted by the Education International in six African countries, the Tanzanian ordinary level secondary school teachers were paid 95US dollars per month on the between 2005 and 2006 fiscal year (Sinyolo, 2007). Additionally, the author argues that their salaries are lower than those of teachers in the other East African countries, Uganda and Kenya. The teachers in Tanzania and Gambia earned the lowest salaries of all the six countries in which the study was conducted (Sinyolo, 2007).

In Sub Sahara Africa, it is stated that the issue of secondary teachers leaving their teaching profession rates up 5% to 30% in their different countries; the reasons economic decisions about their careers and the need to seek better paid opportunities, where they are available. Additionally the issue of secondary school teachers leaving the teaching profession relates to geographical location, where the living conditions are extremely poor, or have harsh environment or language issues.

Koech, *et al.*, (2014) did a research in Kenya on institutional factors that influence teachers turnover in public secondary schools and their findings observe that,

secondary teachers leave the teaching profession because of issues related to heavy workload, poor payment, and recognition of teachers' qualification and inclusion of teachers' ideas in management decision making. In this research, 48.5% of respondents view heavy workload as a major factor leading to teachers' turnover.

Another study in Kenya on analysing of factors influencing teachers' turnover in public high school in Limuru district reports of educational level, salary, heavy workload, poor promotion system to be the main ones, which speed up turnover of teachers in secondary schools (Waititu, 2010). Salary is the main factor leading to teachers' turnover whereby 96% of the respondents in this study responded that teachers are paid lower salaries than other profession with equivalent qualification (Waititu, 2010).

Waga, et al (2014) Did a study on hygiene and motivation factors that influence job satisfaction and dissatisfaction among teachers in public primary school and identified factors that influenced job satisfaction such like job security, good transport, recognition, good medical security service, and cordial working relation with colleagues and factors that influence job dissatisfaction such like low salary, lack of fringe benefits, inadequate physical facilities, poor schemes of services in terms of promotions, lack of opportunity for professional and academic advancement and work over load.

2.5 Intention of Secondary Teachers to Leave Teaching Profession in Favour of other Opportunities in Tanzania

In Tanzania studies show that there is a great challenge on retaining teachers in their working places. The situation of paying teachers low salaries leads to the most

secondary school teachers to leave their posts in search for posts, which have high salaries. Ngimbudzi, (2009) studied job satisfaction among secondary school teachers in Tanzania, particularly in Njombe and findings reveal that the majority of secondary school teachers are likely to quit the teaching profession for other jobs with better payment.

Ngimbudzi, (2009) added that teachers indicated low satisfaction under the job characteristic dimension and suggest that Tanzania government and non government school owner administrators need to pay special attention to the improvement of job characteristic dimension such as pay fringe benefit, bonuses, promotion opportunities, promotion processes and procedure, in-services training, professional growth and appreciation.

To get an understanding of what teachers' salaries are like you need to take note that Government current secondary teachers salary is structure are as follow, a diploma teacher gets 432,500/= per month, under TGTS C1; a graduate teacher gets 589,000/= per month, under TGTS D1. Observations show that these salaries do not enable teachers to meet their daily cost of living and as a result they run away from teaching profession.

Mohamed (2013) did a study on factors motivating secondary school teachers in Mkinga District, and reveals that teachers motivation to a large extent are affected by the factors such as poor working conditions, low salaries, delays in promotions, unfavorable policies on secondary school education and community negative perception towards teaching. Mohamed (2013) suggest that Government should

continue putting more efforts on improving working conditions by building more houses for teachers, review policies on secondary education, provide special packages to teachers in rural and difficult areas, increase teachers' salaries and urge community to provide support and care for teachers.

Haki Elimu, (2011) conducted a research to answer the question "Are our teachers qualified and motivated to teach?" in six regions namely Coast, Mbeya, Singida, Dodoma, Kigoma and Mtwara. Results show that poor working conditions were prevalent in most public schools and poor salaries explain the high attrition rate among teachers. This implies that teachers salaries are still disappointing teachers in secondary schools.

Jonathan *et.al* (2013) did a study on predictor of intention to leave public secondary school teachers in Tanzania and reveal that intrinsic (ability utilization, achievement activity, authority, creativity, independence, and moral values) satisfaction and extrinsic (advancement, company policy, compensation, and recognition) satisfaction shows high intention of secondary school teachers leaving their teaching profession.

URT, (2008 a) states that, "Most teachers, who are posted in rural areas, do not report to their working stations and those already in the villages straggle to leave the environments. This causes acute shortage of teachers in harsh environments as well as remote areas". The researcher's experience, as one of the Tanzanian secondary school teacher the environment in which secondary school teachers work are not conducive. Most of these secondary schools have no good houses for teachers to live in an area with, no electricity, no safe water, no health centre, no reliable transport

from rural to an urban centre no enough teachers offices to avail teachers privacy to conduct their duties like marking exercise books, test, counseling students and the like such a situation discourages teachers from working effectively. Experience shows that in the environment in which teachers leave the job and work do not encourage them as had workers.

Omari (2013) reports that, in some areas teachers are treated badly like being caned by policeman, on directive from administrators, beaten up by councilors, paramilitary police and parents as testified hereunder.

“A teacher is shamed. How can he/she teach? That is why in 2009 the then, District commissioner for Bukoba rural, Albert Mnali, Shamed teachers by canning them in public (Mwanahalisi 14 February, 2011).

The incidence demonstrates that teachers are not protected from harm and shame.

Mwananchi, (January 22, 2012), reported a teacher living in a school store giving their impression that teaching is a disaster profession.

Eight students raped their teacher (Mwananchi,17/ 2/ 2012)

Living environments, toilets and salaries humiliates teachers. (Tanzania Daima 03/ 01/2013, P.13).

Teachers run away from schools due to being raped by students (Mwananchi 06/ 12/ 2012).

“Students cane their teacher” (Nipashe 9 /9/ 2013).

Omari (2013:105) stated in all these noted above where teachers have been maligned there were no examples where the ministry which publicly handled them in favour of teachers and teaching profession. The public relation groups of the ministry of Education and Vocational Training do not seem to be active to defend teachers. It was the Tanzania teachers union that had to hire lawyers for them. This situation leads most teachers to leave the teaching profession in favour of other professions.

Female teachers being sexually harassed and raped by students, their house being bunt, being asked for sex favours publicly, treating teachers like these causes can be good reasons why teachers cherish their intention to leave the profession. A study in Kinondoni municipality, Dar-es-Salaam, shows that from 2008 to 2014, 52 teachers had the intension and left the teaching profession for other opportunities. (Kinondoni Education officer (2014).

Bennell and Mukyanuzi (2005) conducted a study on “Is there a Teacher Motivation Crisis in Tanzania?” In their study they revealed that about 68% of respondents agreed that there is poor teaching environment in Temeke District in Dar es Salaam while 85% responded that there is an inadequate salary payment.

Kavenuke (2013) did a study on what is it that keeps good teachers in the teaching profession and identified that teaching may become a profession of at risk if no quick measures to address the situations. Kavenuke added that education does pay off when comparing to his return with those on physical capital. Suggested that investing enough in education and use allocated budget appropriately will a great assist to improve the teachers conditions of service.

2.6 Synthesis of the Influencing Factors for the Intention of Secondary School Teachers to Leave Teaching Profession in Favour of Other Opportunities

In developed countries the major reason for teachers leaving the teaching profession is based on workload as supported by Ingersoll, (2001), Johnson, (2002), Smithers, A, and Robson, (2003), Goldhaba et. Al, 2007 and Torres, (2014). However, salary has some influence on the intention of secondary school teachers to leave teaching profession (Johnson, (2002), Smithers and Robinson, (2003). In developing countries teachers' turnover is based on low salary as supported by Sinyolo (2007), World Bank, (2007), Koech, (2014), Waga and Simatwa (2014) and Waititu, (2010). In Tanzania, salary and working environment seem to be among major factors that influence intention of teachers to leave the teaching profession Ngimbudzi, (2009), Mohamed (2013), Kavenuka (2013), Hakielimu, 2011, Omari, (2013). Bennell and Mukyanuzi (2005) and Jonathan et.al, (2013) for other opportunities.

In order to overcome this situation of teachers leaving teaching profession there is a need to conduct this study so as to know the influencing factors for teachers leaving the teaching profession for other opportunities and to review retention practices in education of human resource management.

2.7 Knowledge Gap

Based on the review of the literature for reasons influencing teachers leaving the teaching profession in favour of other opportunities it was found out that teachers are influenced by salaries and working environment. Studies on intention of teachers to leave teaching profession have been done in Kenya and Ghana. In Tanzania, the

study has been done in rural areas, specifically in Njombe on *Job Satisfaction among Secondary school Teachers in Tanzania* by Ngimbudzi, (2009). *Predictors of Intension to Leave of Public Secondary School Teachers in Dodoma Tanzania* by Jonathan *et al*, (2013).

However, Few studies have been conducted in town areas specifically in Temeke District in Dar es Salaam, about, “Is there a teacher Motivation in Tanzania?” By Bennel and Mukyanuzi, (2005). The study about factors influencing secondary school teachers to intend to leave teaching profession has not yet been done in Kinondoni District. The researcher intends to conduct this study in order to find out what key factors, which influence secondary school teachers to decide to leave their teaching profession in favour of other opportunities.

2.8 Conceptual Framework

Conceptual framework is a set of coherent ideas and concepts organized in a manner that make them easy to communicate (Anderson 2015). The conceptual frame work (Figure 1) summarizes the factors that the researcher intend to use in the investigate study that seek to address the problem by analyzing the factors influencing secondary school teachers’ intention to leave the teaching profession in favour of other opportunities.

An explanation of the Conceptual Framework as presented in Figure 1.1. Education policy is provided by Ministry of Education. Education officials translate the education policies into objectives to be attained during implementation. In order for policy to function there must be the need of having inputs like trained teachers,

financial and material resources and community supports. Within the process the policy face some Intervening negative factors, which hinder the processes of education policy to work effectively and efficiently. These factors are such as inadequate facilities, indisciplined students and inadequate parental and community support which contribute to teacher’s absenteeism and student’s poor performance.

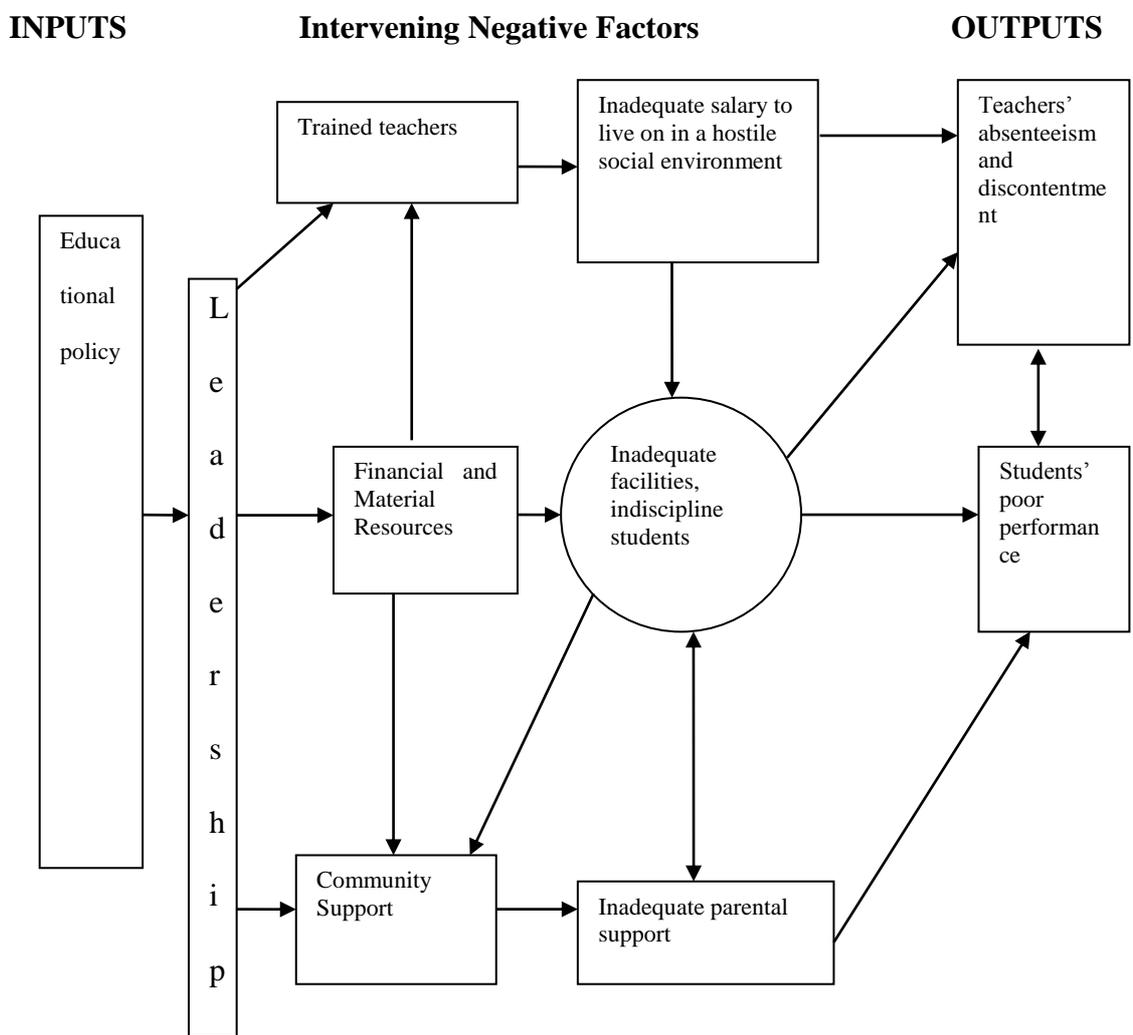


Figure 1.1: Conceptual Framework
 Source: Researcher’s conceptualization

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the systematic theoretical analysis of the methods used to study a problem. This chapter presents the study paradigm, the design, the description of the population, sample selection techniques and sample size, the development of instruments, data collection, the Validity and reliability of data collection instruments, procedures for data collection, research budget, time schedule and ethical considerations.

3.2 Research Paradigm

The research paradigm is a mental and philosophical disposition a researcher may have consciously or unconsciously or on the nature of knowledge, how it is acquired, and the nature of humans, as respondents, in any social reality under my microscope and can only be qualitative or quantitative (Omari, 2011: 49). This study adopted the qualitative and quantitative to function complementarily.

Creswell, (1998) Define qualitative research as acquired process of understanding a social or human problem based on building holistic picture formed with words, reporting views of informers and conducted in natural setting. Patton et al (2002) Qualitative Approach is characterized by research aim, which relate to understanding some aspect of social life, and it is methods which generate words rather than numbers as data for analysis. Advantages of qualitative approach. It is flexible, it develop in depth knowledge, I allow a resersercher to make a description of data,

lastly is applicable for both illiterate (Patton 2002). Quantitative Approach, Reswell, (1998) is the one that generate numbers as a data for analysis

3.3 Research Design

Research design refers to the chosen and planned way of investigation, the social reality or the planned arrangements of how to address the research problem and is organized in such a manner as to optimize on research outcomes (Omari, 2011:49). The research design used in this study is case Study (ref. Yin, 2009). This seems important because it allows a researcher to learn the problem in its environment and thus acquires richer information about the problem.

Accordingly, the problem has been studied through case study based on both qualitative and quantitative approaches. Thus, the approaches complimented one another in enhancing reliability and validity of the information important for learning factors for teachers' intention to leave the teaching profession. The research design used in this study is case survey because it is through this the researcher is able to gather a large number of respondents at a particular time so as to describe the nature of the problem investigated.

3.4 Study Location

The Dar es salaam region has three districts- Temeke, Ilala and Kinondoni, any of the three districts could serve as a study case because of differences in their population distributions, the speed of the growth of the districts renders some districts to be a better place for particular study than others. For example the social economic status of the population cannot be ignored. The quality of school building

must be taken in to account. The transportation network has to be taken into account including accessibility of the schools. Kinondoni District has many advantages over the remaining two districts-Ilala and Temeke. The study location is in Kinondoni district in Dar es Salaam region. The district has 34 wards with 46 Government secondary schools and 1534 (males 434 and females 1100) teachers.

3.5 Description of the Population

A population is a group of units, which have one or more characteristics in common, that is, of interest to the researcher (Omari, 2011:71). The population of this study comprises District Education Officer, 46 heads of all public secondary schools, 52 ex – teachers from Kinondoni Municipality from 2008 to date, 1534 (males 434 and females 1100) (teachers working in public secondary schools in Kinondoni Municipality, one Human Resource Offer and one Kinondoni Education Office.

3.6 Sample Selection Technique and Sample Size

3.6.1 Sample Selection Technique

The selection of the respondents is based on the probability sampling and non-probability sampling. In probability sampling, the researcher intended to select respondents by using simple random sampling techniques whereby every unit has an equal chance of being selected. Simple random sampling includes teachers currently teaching in the secondary schools, and heads of schools. Kinondoni there are 34 wards. Thus, one school was randomly selected from each ward to give a total of 34 schools. This school were of two categories basing on the number of teachers namely ‘big’ and ‘small. At least three teachers from each of the “big” schools were selected randomly to obtain a total of 87 teachers. Moreover, one teacher was randomly

selected from the 'small' categories to obtain a total of 5 teachers. The teachers from each school were selected by rolling plain pieces equivalent to the number of teachers in each selected school. In these rolled papers three of them were written 'pick me'. These papers were mixed thoroughly in a container then the teachers were requested to pick a piece of the rolled papers. The teachers, who picked the papers written 'pick me', were included in the sample.

The school heads were involved school in this study due to their managerial roles. It was important for the researcher to select a number of three heads of secondary school out (of 34 school heads under this study) be representative of others. The 31 papers out of 34 were written "NO" and 3 papers out of 34 were written "YES". These papers were mixed thoroughly in a container then the Head of school were requested pick a piece of the paper. The heads that picked the paper written, "YES" were included in the sample.

Through focused group discussion 25 respondents were selected randomly. 5 schools with one group of 5 teachers were selected randomly from each school to be involved in the study. The schools were arranged in given number to represent the name of the schools. 5 papers out of 34 were written; "pick me" and 29 papers out of the 34 remain unwritten. This papers were mixed thoroughly after being rolled to hide their identity in a container and then one of the school choose 34 students to represent 34 schools and ask them o pick a piece of rolled papers. The students, who picked the papers written 'pick me' the schools were included in the sub sample. The 5 teachers involved in focused group discussions were obtained by written 5 papers

“YES” out of the total number of teachers in each of the 5 schools and rest of the papers were written “NO”. these papers were mixed thoroughly in a container and then the teachers were requested to pick a piece of the rolled papers. The teachers, who picked papers written “YES” were selected into the sub sample.

Human Resource Officer, the District Educational Officer and Ex-teachers were obtained purposively. This was because there was only one Human Resource Officer, and one District Educational Officer, who had enough information on teachers who left the teaching profession in favour of other professions or other opportunities. The Ex- teachers were obtained upon their availability.

3.6.2 Sample Size

Patton (2002) defined sampling as the procedure used to gather people, place and things to study. Patton (ibid) suggests that it is important to select the sample in a systematic ways so as to ensure that the community or external actors see it a credible and inductive sample. Omari (2011) states that there is no fixed or percentage of subjects that determine the size of an adequate sample. It may depend on the nature of the population of interests or the data to be gathered and analyzed, provided that sample is not too small to make it statistically inappropriate or too large to make it too costly. Patton further recommends that sample in qualitative research are usually purposive.

Sample size in this research was determined at 90% confidence level by using the following equations: (This equation was applicable to head of schools and teachers, who were still in the teaching profession).

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = sample size, N = population size, e = confidence interval (Slovin, 1960.)

N = 1580 (46 heads of schools + 1534 teachers, who are still teaching)

$$n = \frac{1580}{1 + 1580(0.1)^2}$$

$$\frac{1580}{16.8}$$

$$16.8$$

$$n = 94.04$$

$$n \approx 94$$

Inclusion of participants in the sample from each category (Heads of Schools and teachers currently teaching) will be based on their population size (46 heads of schools + 1534 teachers currently teaching).

Its composition is shown in Table 3.1. Also the sample includes the District Education Officer and The District Human Resource Officer.

Sample size for each sample category is as follows:

Contribution of heads of schools

$$\text{Heads of school} = \frac{46 \times 100}{1580} = 2.9\%$$

$$1580$$

Where: 46 = sample of heads of schools, 1580 population size

$$\text{Sample of Heads of school} = \frac{2.9 \times 94}{100} = 2.7$$

Where by 2.9 = Heads of schools' ratio,) 94= sample size(n)

Approximation to 3

Contribution of Teacher currently Teaching

Teachers currently teaching= $\frac{1534 \times 100}{1580} = 97\%$

1580

Where: 1580 population size, number of teachers 1534, who are still teaching)

Where: 97 teachers' ratio, population size, 94= sample size (n))

Sample of teachers currently teaching= $\frac{97 \times 94}{100} = 91.18$

100

Where:97 teachers' ratio, 94= sample size(n))

Approximation to 92

Since we got a sample size of 91.18 teachers, we approximated this to 92. This is due to the fact that we couldn't divide a teachers into 0.18 thus we considered that numbers as one teacher thus, a total of 92 teachers.

Table 3.1: Sample Size

Na.	Category	Respondent(s)
1.	Heads of schools in Kinondoni municipality	3
2.	Teachers who are still teaching	92
3.	District secondary education officer	1
4.	Human Resource Officer	1
5.	Ex- teachers, those who left the teaching profession in Kinondoni district, from 2008 to date	3
	Total sample	100

3.7 Development of Research Instruments for Data Collection

According to Enon, (1998) an instrument or tool is the method / procedure of data collection. Questionnaire, interviews and focused group discussions are the instruments used in this study.

3.7.1 Questionnaire

The reason to use questionnaire is that, it can be used for distant respondents and are well planned and can always be modified and adapted. Questionnaires can be open ended, or closed ended. In this study, both closed and open ended questions are asked to respondents. Open ended questions helped to find out detailed information. Closed ended helped to get specific information to specific questions. The questionnaires were distributed physically to heads of schools, ex - teachers and teachers currently teaching.

3.7.2 Interview

Interview methods of collecting data involves presentation of oral- verbal stimuli and reply in terms of oral- verbal responses (Kothari, 2005). Interviews are flexible, detailed to everybody. Rwejuna (2013) interview techniques allow additional question to be asked to employ further clarifications on emerging issues not expected at a start of interview.

He added that this technique the question may change depends on direction of interview session. Therefore the researcher used structured and unstructured interviews for the human resource officer and district education officers in order to get detailed information concerned with the study.

3.7.3 Focused Group Discussions

The reason of administering focused group discussions and interviews was to enable the researcher to examine the ways in which people in conjunction with one another interpret the topic in which the researcher is interested (Bryman, 2004). According to Yin (2009) regarded the focused group interview as one of the most essential sources of data when doing a case study. In this study focused group discussions were conducted to 25 secondary school teachers selected from 5 schools based on simple random sampling whereby each group from a school selected contained five teachers.

3.8 Validity and Reliability of Data Collection Instruments

3.8.1 Validity

According to Kothari (2003) validation of the instruments refers to the quality of the data gathering instrument or procedure which measure what the instruments are supposed to measure. In this study the researcher developed and pre-tested the interviews of secondary school sample teachers in Kinondoni district, to check the effectiveness of each instrument. Also the researcher presented them to the supervisor for review and advice to ensure the validity of the instruments before producing the final instruments.

3.8.2 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under similar conditions on all occasions (Bell, 1993). That is, if we repeatedly assess the intention of secondary teachers to leave the teaching profession

of a person, will we get the similar responses? (Assuming the person attitudes do not change).

According to Bell, (1997) there are several devices for checking reliability in scales and tests such as re- test, alternative forms methods or split half method. As Bell (ibid) recommends, reliability of this study, instruments were ascertained by pre-testing the instruments before finalizing them for use in the field. The researcher gave interview schedule to peer postgraduate students to review them and provide their views on them, as well as the supervisor for comments and advice. Their inputs were accommodated to improve the instruments before the final versions were produced.

3.9 Procedures for Data Collection

The data were collected or obtained from the sample, of district secondary education officer, Heads of schools, ex- teachers (those who had left the teaching profession) teachers currently teaching and human resource officer. Data were collected through questionnaires, interviews and focused group discussions. In the questionnaire, the researcher prepared reliable and valid open and closed ended questions that encouraged Head teachers, ex - teachers and teachers teaching in secondary schools, who answered by filling in, and interviews were conducted at District Secondary Educational Officers and Human Resource Officer in order to get detailed information from the study. Focused group discussion were used for 25 teachers selected from 5 public secondary schools to get detailed information concerned the study as explained earlier.

3.10 Data Analysis

Data analysis refers to the examining what has been collected from the survey and making deduction and inference (Komba et.al, 2006). In this study, the researcher analyzed data by using Statistical Package for Social Sciences (SPSS) Version 21; whereby information was obtained from questionnaires, interviews and focused group discussions.

3.11 Ethical Issues to be considered

Wells (1974) defined ethics in terms of code of behaviour appropriate to academics and the way they conduct of research. The ethical consideration was observed in the following:

The researcher abided by confidentiality from respondents, who the researcher was needed to get information. There was no exposing who provided which information without the consent of the respondents. There was no bias, exposing liking, and understatement of the information from the respondent. The researcher sought permission from the supervisor, who gave a letter of approval for data collection to the Dean of the Faculty and the Director of Post Graduate, who in turn gave me a letter to go to the Director of Kinondoni Municipality for data collection.

3.12 Delimitation of the Study

This study was conducted in Kinondoni district in Dar es Salaam region. Under the sample of 99 respondents who comprised district secondary education officers, Heads of secondary schools, ex- teachers, teachers currently teaching and human resource officers.

CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter presents the findings and the discussion of this current study about Factors Influencing Secondary School Teachers' intention to leave their teaching profession in favour of other opportunities. These findings are arranged according to the research objectives, namely; to identify teachers, who are intending to leave the teaching profession sometime during their career life in the teaching profession, to identify factors which have the most influential powers to enable them teachers to decide leaving their teaching profession for other job opportunities, and to identify most influential factors which can change respondents' intention to leave the teaching profession, decide to like and sustain it.

The chapter is divided into three main sections. The first section presents the main demographic data of participants; the second section presents findings, while the third section represents discussions of the findings, followed by summary, conclusions and recommendations.

4.2 Demographic Data

In the first part of this report the factors influencing secondary school teachers to induce teachers to leave their teaching profession were ganged on participants' on personal information they provided on the following aspects; gender, age, teaching subjects, number of per students stream. The following data were obtained:

In terms of age distribution 74% are between 21 and 30 years old, 18% are between 31 and 40 years while the remaining 8% are between 41 and 50 years. In terms of

age distribution the study shows that the majority of the respondents are aged between 21 and 30 Years (Figure 4.1).

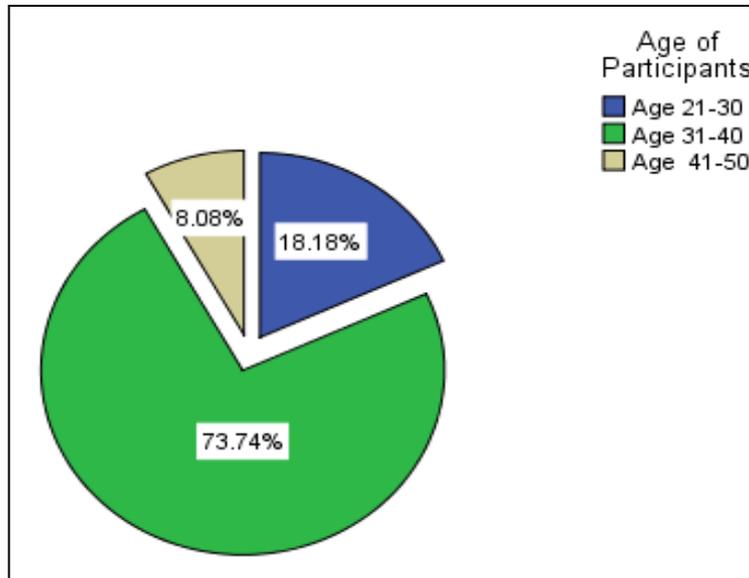


Figure 4.1: Age Distribution of Participants

In term of gender, the research findings show that 72% of the respondents are females and 28% are males. The research findings show that the majority of teachers in Kinondoni district are females. Kinondoni district has 434 males teachers and 1100 female teachers, who make a total of 1534.

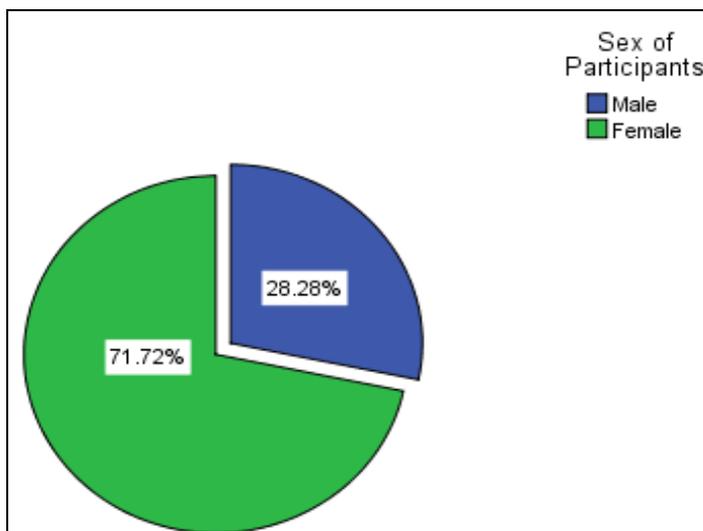


Figure 4.2: Sex Distribution of Participants

The research findings show that teacher supposed to teach an average of 30 periods with an average of 240-300 students in various streams per week. However, the real situation show that government secondary school teachers, teach up to 40 periods covering an average of 400 students per a week, which result in high work load to teachers, especially to the minority, who teach science subjects. In terms of subject taught the findings show that 77% of the respondents teach arts subjects while 23% of respondents teach science subjects.

The study shows that each government secondary school in Kinondoni District has an average shortage of 8 science subject teachers. This view is supported by His Excellency Jakaya Mrisho Kikwete the President of the United Republic of Tanzania, when discussing the Fifth Tanzania Teachers Union (TTU) general meeting, which took place in Arusha on May 26, 2015. The President addressed more than 1000 teachers and pointed out that the country was still facing acute shortage of science teachers (The Guardian, May 28, 2015).

Table 4.1: Distribution of Respondents

No.	Instruments	Number of Respondents	Types of Respondents
1.	Questionnaire	92	Teachers who current teaching
		3	Heads of schools
		3	Ex- Teachers
2.	Interview	2	DEO and HRO
3.	Focused Group Discussions	25 (Sub Sample)	Teachers who current teaching

The study used questionnaires, interviews and focused group discussion. The total of 92 questionnaires distributed to public secondary school teachers (N=92) from 34 schools out of 48 public schools in the district. Three questionnaires were administered to Heads of Schools (N=3), three questionnaires to Ex-Teachers (N=3), one questionnaire to the Human Resource Officer (N=1), and one questionnaire to the Municipal Education Officer (N=1) thus totaling the (N=100).

4.3 Study Findings

The first objective aimed at identifying teachers, who were intending to leave the teaching profession in favour of other opportunities, sometime during their career life in the teaching profession. The researcher constructed different questions in the questionnaires to gauge interviews and focused group discussions respondents' interest in the teaching profession that would provide responses to the first research objective.

Through the questionnaire administered to 98 teachers (teachers, ex-teachers, heads of schools) it was revealed that 54 (55%) of respondents said "No" implying they don't enjoy teaching students. Therefore, this implied that they intend to leave the teaching profession. On the other hand 44(45%) of the respondents responded, "Yes" implying they enjoy teaching students and are not therefore intending to leave the teaching profession.

Table 4.2: Teachers Perspective of Enjoying Teaching

Respondents response	Frequency	Relative frequency (%)
Yes	44	45
No	54	55
Total	98	100.0

4.3.1 Graphic Presentation of Factors Influencing Teachers Decisions

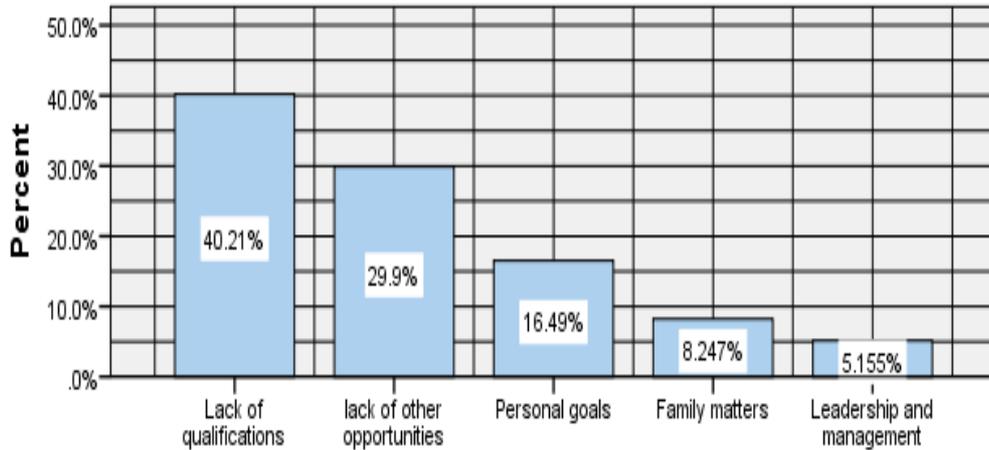


Figure 4.3: Factors Influencing Secondary School Teachers to Remain in the Teaching Profession

Key: X-axis is for research questions and factors

Y-axis is for Percent

The next question required respondents to indicate factors, which influenced teachers to remain in the teaching profession despite the fact that some did not enjoy teaching students and did not actually like teaching students.

Respondents, who reported not like to teach students but continued to teaching them reported different factors influencing them including their lacking qualifications for other opportunities that made them to continue teaching students as per 39 (40.21%) of the respondents.

About 29 (29.9%) of the respondents reported, Lack of other opportunities for which they qualify as another factor for them to stay in teaching profession and so teaching students, since the opportunities are scarce and competitors are many due to that they decided to stay in teaching profession while continuing searching for other opportunities. These teachers expect to leave once they access other opportunities.

About 16 of the of respondents (16.49 %) reported, personal goals as a factor for them to stay in teaching profession. Some of the respondents have the view that by remaining in teaching profession they would gain them more time for further studies such as taking master degrees in accounts and procurements, information technology and administration, which would make them capable of other professions and opportunities as a means of reaching their ultimate objective after leaving the teaching profession.

At least 8 (8.24%) of the respondents reported family matters as a factor for them to continue staying in the teaching profession students. Some of teaching the respondents responded that they failed to leave the teaching profession because of their dependants', marriage, and young kids. By remaining a teacher gives them more time to look after their families, and would leave the teaching profession immediately once the problem is over.

At least 5 (5.155%) of respondents reported, Leadership and management at school level attracts them to continue teaching. Leadership and management of caring, listening, teamwork and openness induced them to continue teaching in the schools.

Table 4.3: Teachers who Immediately when Offered a Different Job Will Quit the Teaching Profession

Respondents response	Absolute	Relative frequency (%)
Yes	83	85
No	15	15
Total	98	100.0

The Second question sought to know if respondents were offered a job other than the teaching profession would leave the teaching profession. 83 respondents (85%) responded Yes! implying they would leave. 15 (15%) responded No, meaning would not live.

The Table 4.1 revealed that 30% out of the 85% of the respondents preferred teaching profession but the low salary; un-conducive environment, work load and personal goals forced them to leave. Follow-up from the questionnaire about if there is a teacher who left teaching profession for other opportunities for the period of three years for five government secondary schools, research shows that 2 to 5 teachers left school for the period of three years for other opportunities.

Interview conducted to DEO and HRO to answer the question on “Do you have any teachers, who left teaching profession and joined other profession in your district during the past three years. Both of them responded:

Yes! About 75 (5%) of the teachers, who left the teaching profession during the past three years?

In order to get detailed information concerning the effect of teachers leaving the teaching profession the researcher asked both DEO and HRO on what effect did the leaving of the teaching profession have on the district? Both of them responded:

They increase worked the load to the other teachers, who were left at the working station, created unnecessary cost to the government such as training, recruiting and mentoring new teachers, and also contributed to poor academic performance of the students.

The researcher further asked the DEO and HRO the question on the reasons given for teachers to leave the teaching for other opportunities if they were genuine. Both of them responded.

Yes! The reasons given are genuine.

The researcher asked the DEO and HRO if the district has the deficit or excess number of government secondary school teachers. Both of them had this to say:

The Kinondoni district has a deficit of 600 science teachers and sufficient arts subject teachers.

Focused group discussions conducted to 25 teachers revealed that 23 (90%) responded that they would leave teaching profession some time during their career life. The second objective was to identify factors, which have the most influential powers to induce teachers to decide to leave the teaching profession for other job opportunities.

4.4.2 Histogram Illustrating Factors Influencing Teachers to Leave The Teaching Profession

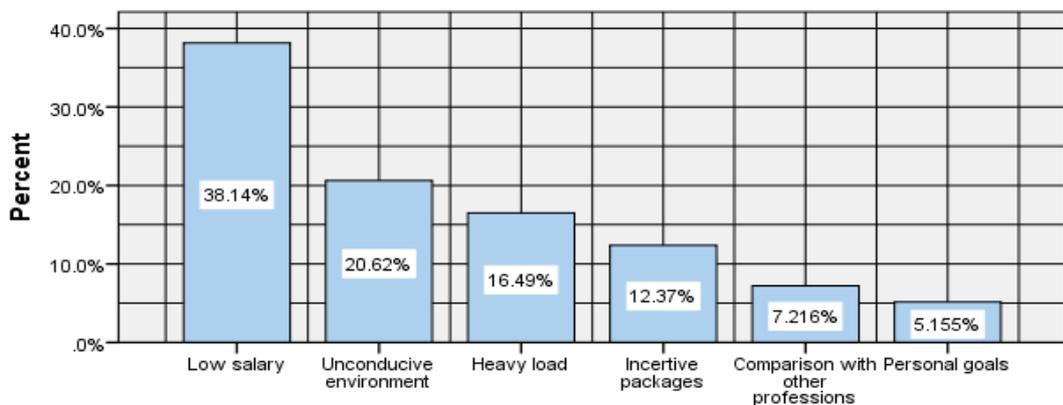


Figure 4.4: Factors Influencing Secondary School Teachers to Leave Teaching in Favour of other Opportuniites

Key: - X - axis is for Research Question and Factors
Y - axis is for Percent of responses.

This objective intended to find out factors, which lead secondary school teachers to leave the teaching profession in favour of other opportunities. According to the question of this objective through questionnaires administered to 98 teachers, ex-teaches, and heads of schools the study revealed the following responses;

37 (38.14%) of respondents reported that low salary is the most influential factors, which force teachers to leave their teaching profession for other opportunities. Follow up from questionnaires shows that most teachers engage in providing tuition means of supplementing to low salary. For instant from school one of the head of schools said that the real situation forced him to allow, mathematics and science subject teachers to teach tuition on a part time basis out of school which they nicknamed “ kwa mama mdogo” to hide identification in order to retain the teachers.

The questionnaire on what do teacher like in school shows that some of the teachers are interested in providing more on tuition for an additional pay. Tuition classes provide extra pay to the teachers, who provide them. 20 (20.62%) of respondents reported that uncondusive environment influenced teachers to leave the teaching profession in favour of other opportunities.

16 (16.49%) of respondents reported that working load is problematic in teaching profession as it induced teachers to leave the teaching profession for other opportunities.

12 (12.37%) of respondents reported that lack of incentive packages is a source for teachers to quit from teaching career.

7 (7.216%) of respondents reported that careers other than the teaching profession have incentives packages, encouraging environment, and high status, compared to

the teaching profession. 5 (5.16%) of respondents reported that personal goals is another factor inducing teachers to leave the teaching profession.

Interview conducted to DEO and HRO to answer the question “What kind of school environment do you think influence teachers to intend to leave their teaching profession?” Both of them reported:

Low salary, unconducive environment compared to other sectors, economic reasons, lack of motivation such as housing, poor infrastructure, and lack of training, constituted the of environments, which induced teachers to leave the teaching profession in favour of other opportunities.

Response to the question from the focused group discussions conducted is that:

“Low salary, heavy work load, lack of incentives, lack of seminars, lack of hardship allowances, lack of teaching and learning materials, and low status of the teaching profession constitute the factors, which make teachers to intend to leave the teaching profession”. They continued:

Teachers are required to serve National elections and censure aiming at minimizing running costs as they are paid lowly. Teachers are rated lower in payment sittings allowances than other professions in seminars, workshops, and mentoring processes and in social activities. Teachers are alienated from perdiems. They added that in other professions the better a worker performs one’s duties the more one performs the more frequently the one is promoted but in the educational profession it is a dream to be considered for promotion

due to good work done; at the best **perliamentarians** clap hands for teacher good performance. Even if one work hard one will not necessarily be promoted. For example when the students pass their examinations credit will be attributed to the students not to the teachers. Not only that but also, Science teachers were forced to teach by using theory rather than practical lesson because there were no laboratories, equipments and reagents, things made science subject difficult to teach and triggered some of teachers to leave teaching profession and most of students to have low performance in their examinations.

Follow up from questionnaire was done to gauge the influence of leadership and management to 5 teachers from school “x” secondary schools in Kinondoni district. The finding indicates that; there is less influence at school level leadership and management on secondary school teachers to leave the teaching profession in favour of other opportunity. They added that the higher education authority which is responsible for teachers’ recruitment, teachers’ promotion, teachers’ employment, salary increments, and teachers’ career development is the one that influences teachers to leave the teaching profession in favour of other opportunities.

Follow up from the questionnaire on influence of parents support on teachers to leave the teaching profession in favour other opportunities the 5 teachers from “x” secondary schools in Kinondoni district, the findings shows that parents support has less influence on Government secondary school teachers to leave the teaching profession for other opportunities.

Follow up from questionnaire on contribution of students' indiscipline to the Government secondary school teachers to leave the teaching profession for other opportunities to 3 Ex-teachers in Kinondoni district, the finding show that students indiscipline has minimal influence on Government secondary school teachers to leave the teaching profession in favour of other opportunities.

The third objective aimed at identifying the most influential factors, which can change the intentions of teachers to leave the teaching profession in favour of other opportunities, but to like and sustain it.

4.3.3 Histogram Illustrating Most Influencing Factors Which Can Change The Teachers' Intentions To Leave The Teaching Profession and Instead Like it and Sustain it

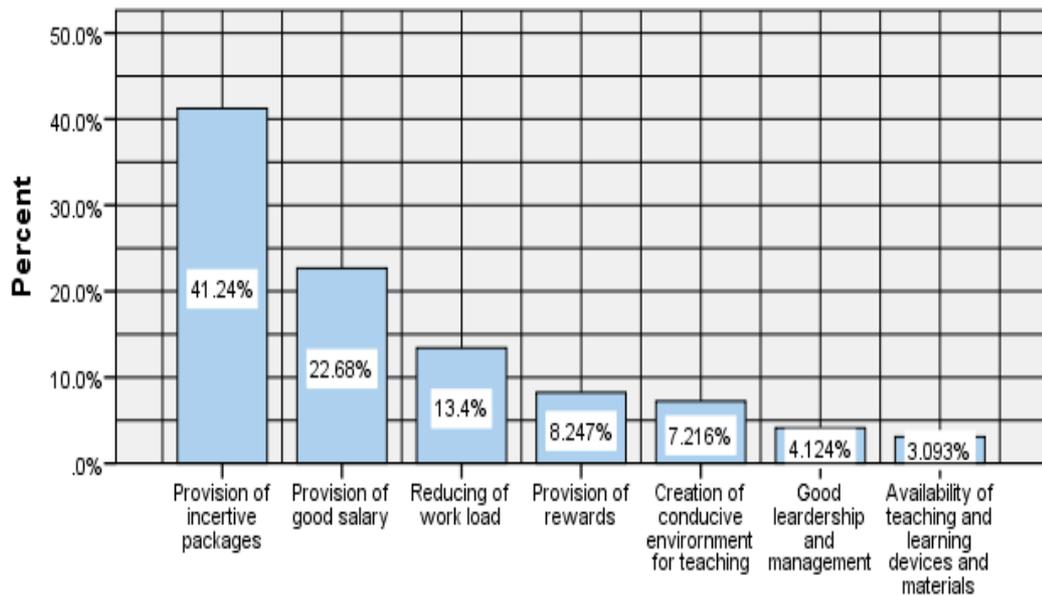


Figure 4.5: Factors Influencing Retention of Teachers in the Secondary Schools

Key: - X - axis is for Research Question and Factors
 Y - axis is for Percent

This objective intended to find out if there are means of making teachers to change their mindset of intending to leave the teaching profession in favour of other opportunities, but rather like, and sustain it. Questionnaire administered to 98 teachers (teachers, ex-teachers and heads of schools) revealed the following:

40 (41.24%) of respondents reported that provision of incentive packages can induce teachers intending to leave the teaching profession to change their minds and remain the in the teaching profession.

22 (22.68%) of respondents reported that provision of living salary can also induce teachers intending to leave the teaching profession to remain in it and even sustain it.

13 (13.4%) of respondents reported that reduction of workload would induce the teachers intending to leave the teaching profession to change their mindset and remain in the teaching profession.

8 (8.247%) of respondents were of the opinion that provision of rewards such as letter of appreciation, career development, defined and predictable promotion procedures, involvement in decision making and rewarded leadership and management would change their intention to leave the teaching profession but rather remain and continue teaching.

7 (7.216%) of respondents reported that the creation of conducive environment for teaching such as construction of proper administration block, organized classes, toilets, sewage system, water supply, availability of electricity and other things such as good management and leadership, stable curriculum, and availability of teaching resources would make them change their intention to leave the teaching profession

like it and sustain it. 4 (4.124%) of respondents reported that effective leadership and management would make them to remain in and sustain the teaching profession.

3 (3.093%) of respondents reported that availability of teaching and learning materials such as computers, laboratories, teaching and learning materials including adequate textbooks, they would not leave the teaching profession. Interview conducted to DEO and HRO to answer the same question on what could be done to make teachers change their mindset of intending to leave the teaching profession for other opportunities, but rather like it and sustain it responded that:

strategies to overcome factors which lead most teachers to think of leaving the teaching profession such as to reduction of work overload, an increase of salary, teachers promotion when they are due, as well as providing teachers' incentive packages, would improve the status of the teaching profession and so encourage teachers to remain in the profession.

Focused group discussions conducted to 25 schools to answer the same question on whether there were measures of making teachers to change their intention of leaving the teaching profession for other professions, but rather to like it, and sustain it. They reported:

The Government and society at large should enhance the status of the teaching profession as an instrument of development by providing an environment which promotes the status of the teaching profession, reducing work overload, increasing salary, promoting teachers on time, providing teachers' incentive packages, and providing good leadership and management. By doing so, teachers would remain in teaching profession.

4.4 Discussion

Information from Table 4.3 implies that lack of qualification is the most effective factor that makes teachers to remain in the teaching profession. Not only but also not all teachers, who are intending to leave the teaching profession are not enjoying the

teaching profession. Some of them enjoying teaching students but reason such as low salary, lack of incentive packages, heavy work load and unconducive teaching environment constitute factors, which force them to intend and leave the teaching profession. This observation is supported by Ingersoll (2001), Smithers and Robinson (2002), Ngimbudzi (2009), BEST (2013) and Omari (2013).

Information from table 4.4 indicate that low salary is a major factor that influences secondary school teachers to intend to leave the teaching profession during their career life in favour of other opportunities. Government failure to formulate education policy, which can retain teachers in the teaching profession. The salary paid to teachers cannot meet the daily cost of living like housing, meals, transport, health service and shelter, things that force them to look for greener pastures elsewhere. This is supported by Bennel and Mukyanuzi, (2005), Jonathan, et.al. (2013), and Haki Elimu, (2011), however this is contrary to developed countries where the major reasons for the teachers to leave the teaching profession is based on the workload as per Ingersoll (2001), Jonson (2002) and Robson (2003).

Unconducive environment is another reason that makes teachers depart from teaching profession in favour of other opportunities. Unconducive environment makes teaching profession difficult and unpleasant, a situation, which forces them to search for other alternatives, which definitely would make them feel that they are employed in an organization that respect employees. Experience shows that the environment in which teachers leave the teaching profession is not motivating and does not induce them to work effectively. This is supported by Mohamed (2013) and Omari (2013). However this is not an issue in developed countries whereby teachers

are living teaching profession because of workload and stressful as supported by Smithers and Robson (2003), Weston (2013) and Torres (2014).

Working load is problematic in the teaching profession, since, a teacher has to do both core-curriculum and extra-curriculum duties for a salary that does not match the responsibilities. Apart from teaching, a teacher can be assigned other duties such as, environment teacher, economic activities teacher, and teacher for disciplinary matters, teacher on duty, maintenance and repair teacher as well as guidance and counseling teacher without extra duty allowance. Findings show that workload is worldwide factor that influence teachers to leave the teaching profession in favour of other opportunities. This finding is supported by Ingersoll (2001), Goldhaba *et.al* (2007) and Johnson (2002) Waititu (2010). However, heavy teaching workload is the most influential factor, which makes teachers in developed countries to leave the teaching profession.

Lack of incentive packages always lead teachers to quit from teaching profession. These incentives packages include housing allowances, extra duty allowance, transport allowances, hardship allowances, training and development and overtime allowances. This is supported by Jonathan *et al.* (2013). However according to Smith and Robinson (2003), these are not an issue that makes teachers to leave the teaching profession in developed countries.

Teachers tend to make comparison with other professions. Some opportunities out of the teaching profession have additional remunerated activities, which are employee friendly. As a result, the situation encourages teachers to run away from the teaching

profession and look for other attractive opportunities. Every human being has his or her own ambitions that always drive him or her towards personal interests as well as achievement. Sometimes, personal goals make somebody to struggle to reach his or her own destination. Personal goals influenced some teacher to leave the teaching profession in favour of individual's dreams. This is supported by Smithers and Robson (2003). These findings stated above are supported by Herzberg theory (1959), who contends that employees will stay in the organization so long as their needs are satisfied and they are motivated. In addition to that Vroom (1964) in the expectancy theory states that, employees are likely to leave their job if their expectations are not met by the employer.

The follow up from questionnaire on contribution of students indiscipline to the Government secondary school teachers to leave the teaching profession for other opportunities to 3 Ex-teachers in Kinondoni district, the findings show that students indiscipline has minimal influence on Government secondary school teachers to leave the teaching for other opportunities.

However, in other part of Tanzania and the world in general, students indiscipline has influence on government secondary school teachers to leave the teaching profession as reported by Yasin, (2012), who reports that eight students raped their teacher, Abdallahman, (2012) who reports that students cane their teacher and Goldhabe, et al. (2007), who report that students indiscipline are among the primary reasons for the teacher turnover.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the last part of the study. It includes summary, conclusion and recommendation for action and for further study.

5.2 Summary

This study intended to find out factors which influencing public secondary school teachers to leave their teaching profession in Kinondoni District for other opportunities. The objective is to minimize the leaving of teachers from the teaching profession and instead improve the quality of education in secondary schools in the country. The study has three specific objectives namely:

One identifying teachers, who intend to leave their teaching profession sometime during their career life in the teaching profession, second to identify factors which have the most influential power to induce third to identify the most influential factors which can change teachers' intention to leave the teaching profession and instead to like, and sustain it.

The study sample was selected from 34 wards in Kinondoni district. The participants selected were expected to provide fruitful information about the research problem. The participants were selected some randomly and others purposively. This study has a sample size of 100 participants.

The researcher adopted a case design. The study is guided by three research questions, namely; what teachers are intending to leave the teaching profession during their career lives and look for other opportunities? Second question, is what factors have the most influential power to enable teachers to decide leaving their teaching profession in favour of other opportunities. Third, question, is if teachers are to change their intention to leave the teaching profession, and instead to like and sustain it, what most influential factors that need to be put in place to effect that change so that teachers can resume their teaching profession and remain committed to it and sustain it?

The first question had two parts. The first part sought to know teachers perspectives of enjoying teaching students. The second part sought to know factors, which influenced teachers to remain in the teaching profession despite the fact that some indicated not enjoying teaching students while others did not like teaching students. The next question was if teachers were offered a different job with the same payment condition would they leave the teaching profession. The results show that, most of the teachers did not enjoy teaching students and most of the teachers were intending to leave the teaching profession in favour of other opportunities during their career lives.

The second question sought to know factors that had most influential power in inducing teachers to decide leaving their teaching profession and instead look for other opportunities. The results shows that low salary, unconducive environment, heavy work load, lack of incentive packages in comparison with other professions

and personal goals are the factors which have most influence on secondary school teachers to leave the teaching profession for other opportunities.

Third question sought to know factors which could change the intention of the teachers to leave the teaching profession but instead to like and sustained it. The results show that provisions of incentive packages, good salary, reduction of work load, provision of rewards, and creation of good environment, good leadership and management and availability of learning and teaching materials would retain them in teaching profession.

5.4 Conclusion

From the data obtained, analyzed and the situation observed, it is clear that the factors influencing secondary school teachers to leave the teaching profession in Kinondoni Municipality is understandable to the people of Kinondoni District. The Government should implement effective policy that would be capable to retain teachers in their teaching profession, they have to make sure that the retention of teachers is extremely essential especially for the science teachers, who are mostly required.

According to the discussion with Kinondoni district high ranking officials including secondary education officers, Kinondoni Municipal council has shortage of 600 science teachers in this current year. This is not enough but also, the study discovered that most of the teachers who left the teaching profession are mostly science teachers and others do not report to the assigned school after their professional studies. This is supported by Smithers and Robson, (2003) and Johnson,

(2002), who reported that, every 100 trainees who entered teacher training and were due to complete their training in 1998, only 88 did so and 53 out of the 100 individuals were likely to remain in teaching centre for three years only in England. Thus, the reported factors have to be considered, otherwise failure to do so the Tanzanian Government will continue to incur heavy costs for re- training, recruiting, selection of new teachers, an activity which is very costly and is likely to negatively affect the policy of Big Result Now (BRN) in the Education Sector.

5.5 Recommendation

5.5.1 Recommendation for Action

In relation to the findings the researcher recommends the following:

The Government should provide a comprehensive education policy that would address the problem of teachers' motivation including teachers' salary, incentive packages, and conducive teaching environment so as to make sure that teachers' are retained in the teaching profession to avoid unnecessary waste of national spending as well as increasing the quality of educational output and outcomes.

The Government should recruit high quality teachers, who are willing and really love teaching profession. This will help in retaining teachers in the teaching profession hence improve students' academic performance.

5.5.2 Recommendation for Further Study

The study is concentrated on small geographical area in Kinondoni district which has 34 wards in which the 34 public secondary schools are selected. Therefore a general survey is recommended involving large geographic areas and large samples. On top

of that the researcher recommends other researchers to work on other variables of this study a similar study could be carried out in private schools and other districts to find out whether the findings would be similar or not and why.

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APPENDENCES

Appendix 1: Pre Test Interview

Pre Test interview for secondary school teachers, who intend to leave teaching profession.

Dear Respondent

The researcher is conducting a research on “**Intention of Secondary School Teachers to Leave the Teaching Profession in favour of other opportunities in Kinondoni District**”

You have been selected to participate in the study. You are kindly requested to respond on researcher interview by reflecting your convictions. The study is purely for academic purposes and all information provided will be treated confidentially.

Your genuine and prompt response will be highly appreciated

1. How long have you been in the teaching profession? _____
2. How long have you stayed in this school? _____
3. In your existence in this school, what things make you like your work? _____
4. What things make you dislike the work you are doing? _____
5. Based on your experience as a teacher what career attracts you out from teaching profession
 - i) _____
 - ii) _____
 - iii) _____

B. Why do they attract you from the teaching career?

6. Is being a teacher, your best choice? Yes_____ No_____
7. If No, what led you to be a teacher?

B. If yes do you still like it? Why?

8. If you are offered a job other than teaching profession will you leave teaching work even if the salary is equal to what you are getting as a teacher
yes_____ No _____
9. If you had the power to make the teaching profession an attractive job what will you do?
10. What do you hate about the teaching profession?

**Appendix 2: Interview with District Secondary Educational Officer and
Human Resource Officer**

(Greetings, self introduction and assurance of confidentiality)

Dear Respondent

The researcher is conducting a research on “**Intention of Secondary School Teachers to Leave the Teaching Profession in favour of other opportunities in Kinondoni District**”

You have been selected to participate in the study. You are kindly requested to accept to the appointment and respond to interview by reflecting your convictions. The study is purely for academic purposes and all information you provided will be treated confidentially. Your genuine and prompt response will be highly appreciated.

1. How many teachers do you have in your District? Male _____ and female _____
2. Do you have any deficit of teachers in your District? _____
3. How many deficit or excess teachers you have? (i) deficit _____ (ii) excess _____
4. Do you have any teachers, who left the teaching profession and joined other institution in your District during the past three years? Yes _____ No _____
5. If yes, how many are they? _____
6. What kind of school environment do you think influences teachers to intend to leave the teaching profession? _____
7. What measures would you take to enable the environment attract and sustain secondary school teachers in the teaching profession? _____
8. What effect does it have in your district when teachers leave the teaching profession in your District for other opportunities?

9. What is the proportion of secondary school teachers leave teaching and do other jobs opportunities in any year?
10. Are the reasons they give for leaving teaching for other opportunities genuine?
11. In your opinion what is the most disturbing factors to teachers until they decide to leave teaching?
12. What needs to be done by whom in order to make the teaching profession attractive and sustaining to teachers?

Appendix 3: Questionnaire For Ex-Teacher

Dear Respondent

The researcher is conducting a research on “**Intention of Secondary School Teachers to Leave the Teaching Profession in favour of other opportunities in Kinondoni District**”

By copy of this questionnaire, you have been selected to participate in the study. You are kindly requested to respond to the questions bellow to reflect your convictions. The study is purely for academic purposes and all information provided will be treated confidentially. Your genuine and prompt response will be highly appreciated.

Instruction: Please fill or tick (✓) where applicable:

1. Sex: Male Female:
2. Age _____ years
3. What four main reasons which led you to leave teaching profession in favour of seeking other opportunities? (order them in terms of their importance starting with the most important and ending with the least important.
 - (i) _____ (iii) _____
 - (ii) _____ (iv) _____
4. What would you say is the most deciding factor which led you to leave teaching profession? _____
5. What are the factors listed below which led you to leave the teaching profession? Rank them in order of their importance

Na.	factors	Highly contribute d	Moderately contributed	No contributio n	No response	Least Contributed
(i)	Lack of cooperation from fellow teachers					
(ii)	in disciplined students					
(iii)	inadequate salary to meet your family needs,					
(iv)	Unconducive environment					
(v)	too much work with no additional pay					
(vi)	too much work with no additional pay					
(vii)	Poor school management					
(viii)	poor students' attendance					
(ix)	teaching subject you do not want					
(x)	Teaching workload is too heavy even with additional pay.					

5. What will make you to come back to your teaching profession?

.....

.....

.....

Thank you for your cooperation

Appendix 4: Questionnaire For Teachers

Dear Respondent,

The researcher is conducting a study on “**Intention of Secondary School Teachers to Leave Teaching Profession in Favour of other Opportunities in Kinondoni District**”

You have been selected to participate in the study. You are therefore; kindly requested to answer the questions bellow reflecting your utmost genuine responses. The study is purely for academic purposes and all information provided will be treated confidentially. Your prompt responses will be highly appreciated.

Instruction: Please fill or tick (√) where applicable

1. Sex Male Female
2. Age _____ years.
3. Which subjects do you teach in your school? _____
4. What subject you don't like to teach? _____
6. How many students do you teach in a classroom? _____
7. How many streams do you teach? _____
- 5 What of the factors below will make you enjoy teaching?

(Please tick the factors starting with the most influential factor to the least influential one.)

Na.	Factors	Most Influential	Influential	I don't Understand	Less Influential	Least Influential
I	Good salaries,					
Ii	availability of teaching materials,					
iii	good management					
Iv	affordable class at most 45 students in one stream,					
V	Good student attendance					
vi	Availability of school students					
vii	Availability of teachers houses					
vii i	Availability of canteen for teachers where they can get tea and lunch					
Ix	Parents cooperation					
X	Team management assured promotion after every three years if you perform well.					

6 Do you enjoy teaching Students Tick (√) where appropriate

Yes No

7 If no what keeps you continuing teaching? Please rank in order of importance by numbering the factors from number (i..... iv.) Starting with the most important one.

(i) Lack of other qualifications which can enable you secure another job_____

(ii) Lack of other opportunities you can compete and get

(iii) Family matters such as marriage status, marriage conflict, and dependants.

(iv) Type of leadership and management _____

(v) Others please write it. _____

8. If you are offered a job than teaching profession will you leave teaching work profession? Yes No

9. If yes, what are among the factors below will lead you to leave teaching profession in favour of seeking other opportunities? Please, order them in terms of their importance starting with the most important and ending with the least important.

(Low salaries, unconducive environment, incentive packages, comparison with other professions, work load, personal goals and others, please mention)

i) _____ ii) _____

iii) _____ iv) _____

10. Does your school have a provision for you to air out your concern about the school without fear? Put a Tick (✓) where appropriate. Yes

No

11. When do you have an opportunity to air your concerns and have them resolved? Put a Tick (✓) where appropriate. (i) Once in a year

(ii) Twice in a year

(iii) Thrice in a year

(iv) Never had such opportunity (v) Any time we have a meeting

12. How many meetings do you have per year?

13. Do you feel safe to point out what is wrong in the school? Yes / No

14. Do you like the type of management of the school? Yes / No

15. What do you dislike about management?

16. What do you like about your school?

17. What is your recommendation to the government towards teachers who are intend to leave teaching profession in favour of seeking other opportunities instead to retain them?

Thank you for your cooperation

Appendix 5: Questionnaire To Heads Of Schools

Dear Respondent

The researcher is conducting a study on “**Intention of Secondary School Teachers to Leave Teaching Profession in Favour of other Opportunities in Kinondoni District in Kinondoni District**”

You are kindly requested to respond to the questions bellow. Please be open and genuine. The study is purely for academic purposes and all information you will provide will be treated confidentially. Your prompt response will be highly appreciated.

Instruction: Please tick (✓) where applicable

Sex: (i) Male

(ii) Female

1. How many teachers do you have in your school? _____
2. Have there been any teachers who left the teaching profession in your school in the last 3 years? (i) Yes (ii) No
If Yes, how many of them _____
3. If No, why do you think it has not happened _____
_____.
4. If Yes, what are the reasons leading them to leave the teaching profession?
- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

5. Is there any teachers who left teaching for other profession? Yes No
6. If yes, What are the factors inducing secondary school teachers to leave the teaching profession for other job?
-
-

7. Do you have school meetings? (i) Yes (ii) No
8. If yes how many meeting have you sat for with your staff last year?
- (i) Once only (ii) twice (iii) three times (iv) four times
- (v) five times (vi) over five times
9. Does your school have school board? (i) Yes (ii) No.
10. If yes, how does it help you in solving teachers' problems (please sort the answers here under and rank them in order by starting with the most important one.)

Na	Most important	More important	important	Less important	Least important
i	improving working environment,				
ii	providing meals to the teachers				
iii	job security,				
iv	involving parents in educational matters				
v	looking for collaborators and donors				
vi	motivating teachers.				
vii	Others, mention				

11. Do you involve your staff in making decision concerning what they think about the school? (i)Yes (ii) No.

12. If Yes, please give example(s)_____

13. What things need to be improved in the school?_____

Thank you for your cooperation