THE INFLUENCE OF PUBLIC PRIMARY SCHOOL TEACHERS WORKING ENVIRONMENT ON STUDENTS ACADEMIC PERFORMANCE IN RURAL AREAS: A CASE OF KILIMANJARO REGION, TANZANIA

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

2016

CERTIFICATION

The undersigned certifies that I have read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation titled: "***The Influence of Public Primary School Teachers Working Environment on Student Academic Performance in Rural Areas. A Case of Kilimanjaro Region*****"** in Partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

……..

Dr. Ogondiek, M

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Date ……

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DECLARATION

I, **Eliapenda Nimrold Moshi**, do hereby declare this dissertation titled **"*The Influence of Public Primary School Teachers Working Environment on Student Academic Performance in Rural Areas: A Case of Kilimanjaro Region***" is my own work and that it had not been submitted and will not be presented for any academic award in any other University for a similar or any other degree award at any other university.

…….

Signature

Date ……

DEDICATION

This work is dedicated to my Sons, Kevin and Tevin Eliapenda Moshi who influenced my desire for further studies and also to my grandmother Suzan Mathayo Moshi who spared neither a single cent nor a word of wisdom to help me realising my full potential.

ACKNOWLEDGEMENT

With reference and humbleness, I would like to express my truthful thanks to all people who in one way or another way contributed to the completion of this work. It is not possible to mention them all. However, I find it important to mention a few here;

My first and foremost thanks are dedicated to Almighty God, the source and owner of my life, without him, my dream for having this dissertation written and completed would have been a far-fetched one.

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ABBREVIATIONS

CIPP	Context Input Process and Product
CPR	Classroom-Pupil Ratio
DEO	District Education Officer
DEIO	District Education Inspection Office
EIO	Education Inspection Officer
EFA	Education For All
ESDP	Education Sector Development Programme
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
ICT	Information and Communication Technology
MDGs	Goals and Millennium Development Goals
MED APPS	Master of Education Administration, Planning and Policy Studies.
MOEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
PSLE	primary School Leaving Examination
OUT	Open University of Tanzania
PEDP	Primary Education Development Programme
PSLE	Primary School Leaving Examinations
SIM	School Information System
SPSS	Statistical Package for Social Science
UPE	Universal Primary Education

ABSTRACT

This study explored how teachers working environment influence students' academic performance at Kilimanjaro region specifically in rural areas. The study was guided by three specific objectives which were to assess primary school teachers' working environmental challenges, to identify the causes of teacher's poor working environment and to assess how working environment for primary school teachers' affects their pupils' academic performance. The descriptive research design was employed in which both quantitative and qualitative approaches were used. Data were analysed by using SPSS and content analysis.

The study was conducted in Mwanga, Moshi and Hai districts. The sample of 133 respondents including 49 primary school teachers, 59 primary school students, 9 head teachers' 10 parents/education stakeholders, 3 District Education Officers and 3 District Education Inspectors participated in this study. The study employed simple random, stratified, and purposive sampling technique. Data were collected through interview, questionnaire and documentary review.

The research findings revealed that, teachers were facing many environmental problems including poor school infrastructures, lack of text and reference books, poor housing and low administrative supports from the education officers. Those problems are rooted from; National Education Policy, low capitation funds sent to schools from the government, poor/low primary schools teachers' salary and the allocation of both human and material resources. Students are affected because, teachers are using working hours for other business to supplement their salaries and there are high rate of teachers' turnover.

The study recommended the following; Teaching aids and equipment should be provided to teachers for effective teaching and learning, Salaries should, however, be made attractive for the teacher to be able to take good care of themselves and their families without working elsewhere to make ends meet and special training programs that will increase their earning power and also update their working knowledge and skills, should be given regularly.

TABLE OF CONTENTS

certification ii

Copyright iii

Declaration iv

Dedication v

Acknowledgement vi

Abbreviations vii

Abstract viii

Table of Contents ix

List of Tables xiv

List of Figures xvi

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE PROBLEM 1

1.1 Introduction 1

1.2 Background to the Problem 2

1.3 Statement of the Research Problem 6

1.4 General and Specific Objectives of the Study 7

1.4.1 General Objective of the Study 7

1.4.2 Specific Objectives of the Study 7

1.5 Research Questions 8

1.6 Significance of the Study 8

1.7 Conceptual Framework 9

1.8 Scope of the Study 11

1.9 Limitations of the Study 11

1.10 Definition of Terms 12

1.11 Organization of the work 13

CHAPTER TWO: REVIEW OF RELATED LITERATURE 15

2.1 Introduction 15

2.2 Theoretical Literature 15

2.2.1 Theories Employed to Support this Study 15

2.2.2 Content Theory or Motivation 16

2.2.3 Process Theory of Motivation 20

2.3 The Concept of Work Environment 23

2.3.1 Factors for Public Schools Working Environment 23

2.3.2 Work and Living Environment of Teachers 25

2.4 Empirical Review 28

2.5 Research Gap 39

CHAPTER THREE: RESEARCH METHODOLOGY 40

3.1 Introduction 40

3.2 Area of Study 40

3.3 Research Approaches 40

3.4 Research Design 41

3.5 Targeted Population 42

3.6 Sample Size and Sampling Procedures 42

3.6.1 Sample Size 42

3.6.2 Sampling Procedures and Techniques....43
3.6.2.1 Simple Random Sampling....44
3.6.2.2 Purposive Sampling....44
3.6.2.3 Stratified Random Sampling....44
3.7 Types of Data....45
3.7.1 Primary Data....45
3.7.2 Secondary Data....45
3.8 Data Collection Methods and Instruments....46
3.8.1 Primary Data....46
3.8.1.1 Interview and Interview Questions....47
3.8.1.2 Questionnaire....47
3.8.1.3 Secondary Data....47
3.9 Data Analysis Procedures....48
3.9.1 Data Cleaning....48
3.9.2 Data Coding....48
3.9.3 Data Analysis....49
3.9.4 Qualitative Data Analysis....49
3.9.5 Quantitative Data Analysis....49
3.10 Reliability and Validity of the Instrument....50
3.10.1 Reliability....50
3.10.2 Validity of the Study....50
3.11 Ethical Issues, Privacy, Confidentiality and Consideration....50

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION **52**

4.1 Introduction 52

4.2 The Characteristics of Sample Study Respondents 52

4.3 Public Primary School Teachers' Working Environment in Rural Areas 61

4.3.1 School Premises 63

4.3.2 Residences and Distances to Home Place 71

4.3.3 Salary and Fringe Benefits 74

4.3.4 Social Services, ... 74

4.3.5 ICT and its Application 77

4.3.6 Administrative Supports 78

4.3.7 The External Factors 79

4.4 Causes of Poor Work Environment for Public Primary School Teachers 81

4.4.1 National Education Policy 82

4.4.2 Students' Parents and Other Education Stakeholders 83

4.4.3 Capitation Fund 86

4.4.4 Salary and Fringe Benefits 88

4.4.5 Teachers' Workload 89

4.4.6 The Influence of Political Environment. 89

4.4.7 Teaching Resource and Materials 90

4.4.8 Allocation of Human Resources (Teachers) 91

4.5 The Impact of Public Primary School Teachers Working Environment on Students' Academic Performance 91

4.5.1 The Issue of Time Management 92

4.5.2 The tiresome of the Teachers 95

4.5.3 Teacher's Turnover. 96

4.5.4 In-service Training. 97

4.5.5 A delegation of Responsibilities. 98

4.5.6 Shortage of text Books and Reference Books 100

4.5.7 Teachers Houses, Staffrooms and Washrooms. 101

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 102

5.1 Introduction 102

5.2 Summary of the Study 102

5.3 Summary of the Findings 105

5.3.1 The Characteristics of Sample Study Respondents 105

5.3.2 Public Primary School Teachers Working Environment in Rural Areas. 106

5.3.3 Causes of Poor Work Environment for public Primary School Teachers 109

5.3.4 The Impacts of the Public Primary School Teachers Working Environment on their Students' Academic Performance 113

5.4 Conclusion 114

5.5 Recommendation 115

5.5.1 Recommendation for policy/ actions 115

5.5.2 Recommendation for further research 117

REFERENCES 118

APPENDICES 124

LIST OF TABLES

Table 3.1 Categories of Respondents and Sample Size of the Study. 43

Table 4.1: Statistics (primary school teachers' general characteristics)..... 53

Table 4.2: Public Primary School Teachers' Sex Ratio. 54

Table 4.3: The Primary School Teachers Age Classification. 54

Table 4.4 Primary School Teachers Marital Status 55

Table 4.5. Teachers' Respondent Education Level. 56

Table 4.6, Primary School Teachers Professional Qualification..... 56

Table 4.7, Primary School Teachers Work Experiences. 57

Table 4.8, Why do they Choose Teaching..... 58

Table 4.9, Teachers Re-Choosing Teaching..... 58

Table 4.10, Students Level of Study (Standards) 59

Table 4.11, Students Sex Characteristics..... 60

Table 4.12, Curriculum and Syllabus Coverage..... 64

Table 4.13, The Number of Students Classrooms 65

Table 4.14, Furniture's in Schools..... 66

Table 4.15, Text Books in Public Primary Schools..... 67

Table 4.16. Teachers Offices and Washrooms 68

Table 4.17, Students Responses on Availability of Classrooms 69

Table 4.18, Students Response on the Availability of Desks 69

Table 4.19, tudents responses on the availability of books 70

Table 4.20, Teachers' Responses on the Availability of Houses. 71

Table 4.21, Distance Covered by the Teachers from Living to Work Place. 72

Table 4.22, Students Responses on Teachers' Houses 73

Table 4.23, Teachers Salary and Fringe Benefits 74

Table 4.24 Teachers Responses on the Availability of Services in the Area 75

Table 4.25, Teachers Responses on Transport and Communication Networks. 76

Table 4.26, Teachers Responses on ICT and its Application 77

Table 4.27, Administrative support to overcome challenges 78

Table 4.28, The Contribution of Parents and Other Education Stakeholders..... 79

Table 4.29 Students' Responses on their Parents' Contribution. 80

Table 4.30, Teachers Responded to the Questionnaires 81

Table 4.31. The Contribution of the Government Policy. 82

Table 4.32. Parents Participation 83

Table 4.33. Contribution of Educational Stakeholders..... 84

Table 4.34. Capitation Funds..... 86

Table 4.35. Teachers Salary and Fringe Benefits 88

Table 4.36. Student Teaching in Classrooms 98

Table 4.37. Prefects Doing Teachers Responsibilities 99

LIST OF FIGURES

Figure 2.1: Conceptual Framework 10

Figure 2.1: Maslow's Needs Hierarch Model 17

Figure 2.2; Victor H Vroom Expectancy Theory of Motivation 22

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This study examined the influence of public primary schools teachers working environment on students' academic performance in rural primary areas at Kilimanjaro region. Since primary education is the starting point for the citizen's general development and also the basic foundation for subsequent levels of education, a lot is expected from the teacher. Every education system depends heavily on the quality and productivity of its teachers for improving and maintaining standards and quality. Since independence in 1961, Tanzanian leadership has shown strong commitment in providing education to its children. This comes from the realization that education is a prerequisite for national development.

Teachers have a critical role to play in supporting development activities in the wider community. In short, teachers are central to the realization of ambitious national and international education and poverty reduction goals. However, there are growing concerns that teachers in Tanzania, as in other developing countries, are increasingly de-motivated, which is reflected in deteriorating teaching performance and learning outcomes. The 1995 Education and Training Policy noted that 'in Tanzania, teachers have experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status and limited opportunities for professional development' ETP(1995:31).

1.2 Background to the Problem

The main objective of the primary school education in Tanzania is to train pupils to read, write and be numerically literate. In recent times, it is noted that many primary school leavers, most from rural areas, can neither read nor write accurately. Judging from the products of the Tanzanian primary school, there is a big question on the level of performance and the productivity of their teachers.

The purpose of primary education is to identify pupils' abilities and aptitudes, develop their cognitive interests and personality, form basic knowledge and skills in reading, writing, numeracy, communication, healthy living and safe-conduct.

Tanzania Development Vision 2025 accords high priority to the education sector which is considered to be pivotal in bringing about social and economic transformation. Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In light of this, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving (URT 2000).

The Government of the United Republic of Tanzania has been implementing the Primary Education Development Programme (PEDP I to IV) aimed at achieving Universal Primary Education (UPE) since 2002. This programme is an effort to translate Tanzania Development Vision 2025, the Education and Training Policy (1995), the National Strategy for Growth and Reduction of Poverty (NSGRP), the

Education Sector Development Programme (ESDP), together with the Education for All (EFA 2000) Goals and Millennium Development Goals (MDGs) into feasible strategies and actions for the development of pre-primary and primary education. The number of qualified teachers also increased from 52,658 in 2001 to 169,233 in 2011. Furthermore, satisfactory performance was achieved in arresting pupil repetition rate, addressing teacher incentives and implementing measures to tackle cross-cutting issues. Despite these achievements, there were challenges that constrained the attainment of objectives and targets planned in PEDP I to IV. For example, the financial gaps were high such that they negatively affected the achievement of targets set. The rehabilitation of the existing classrooms and construction of new ones could not reach the target of Classroom-Pupil Ratio (CPR) of 1:40 from the current 1:66 (2011), due to financial constraints. The shortage of desks is still high. There is a shortage of about 1,836,000 desks which represents approximately 49.1% of the total number of the desks. Apart from all of this effort, there was no specific measure that was been taken to improve the teachers working environment. (URT 2OO6)

In Tanzania, the majority of children lack the competencies they are expected to have developed. Many children complete primary schooling unable to read and count at the class two level. According to our Tanzanian curriculum, in standard two is when children should master the basics of reading and numeracy. But the assessment has shown that most children complete standard two without having done so. Only three in ten standard three pupils can read a Kiswahili story, and only three in ten can add, subtract and multiply. Scores are worse yet in English, where only one in ten can

read a Basic English story. It has been found that children from some districts do much better than others; children of the better off do much better than the less well off (rural and remote areas) Twaweza (2011).

The low performance of the primary school pupil's is not uniform across the country. Some pupils particularly those in urban areas with educated parents are more likely to master the fundamental skills by the time they reach standard three. At the same time, though other pupils have a distinct disadvantage as they pursue their education. Children in rural areas with uneducated parents and without access to pre-primary school face some challenges.

Improving pupils' learning is an obligation of policy makers, administrators, teachers, parents, students and members of the wider community. While each of these groups has an important contribution to make. What teachers do mediates the effects of almost all such contributions. And what teachers do depends on their motivations, capacities, and the conditions under which they work. (Leithwood 2006).

In delivering high-quality education, schools must attract, develop, and retain teachers. Working environments play an important role in a school's ability to do so. Schools that are able to offer their teachers a safe, pleasant, and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best. Teachers' working environment is important to students as well as teachers because it affects how much individual

attention teachers can give to students. Large class sizes or disruptive students, for example, can make both teachings and learn difficulty.

Working environment involves the physical geographical location as well as immediate surroundings of the workplace, such as a construction, site or office building. Typically this involves other factors relating to the place of employment such as quality of air, noises, lever and additional Perks and benefits of employment (Sumra, 2004).

Some of the studies highlight the huge impacts of living and working environment have on teacher's moral and motivation and thus their classroom performance. The key factors are workload, general classroom condition, collegial and management support, location, living arrangements and distance to work. Housing and travelling are the two critical issues affecting teacher's morale and motivation in virtually every country (Mushwaim 2014).

On 5 October 2010, the World Teachers' Day, the heads of UNESCO, UNICEF, UNDP, ILO and Education International noted that the world needed recovery from the crisis it was going through, and paid homage to the teachers of the world declaring that "Recovery begins with Teachers". Indeed, without teachers, no economic well-being can take place. Teachers are the change agents providing the impetus for the emergence of educated communities, they noted. They also posited that nowhere in the world do teachers work in more challenging circumstances, serving communities with higher rates of poverty, confronting the more demoralising

impact of HIV and AIDS on colleagues, students and families than in African rural areas (UNESCO, 2011)

Attempts to improve performance in schools will never succeed if teacher job satisfaction is ignored. If employees in an organisation are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003).

This implies that motivated and satisfied primary school teachers are most likely to affect the students learning positively, while the opposite of that may have negative impacts on students' performance. Educational leaders and administrators/managers have to pay special attention to public primary school teachers working environment.

1.3 Statement of the Research Problem

The teaching environment is a major factor that determines not only the learning process but also the performance of students. The effectiveness of rural schools in producing quality graduates, therefore, lies in a good teaching environment (UNESCO 2011).

The education policy and other educational documents have been emphasizing significantly a good working environment for teacher and other staffs. The aim is to provide a healthy working environment for teachers so as to bring good result and raise the student academic performance. However the quality of education in rural areas has been questioned. The evidence is on student's academic performance. To eliminate this challenge the government through education policies has been trying to

address the challenge by providing school facilities, improving school infrastructures, supplying test and reference books and allocation of teacher. Despite this effort of the government actually what teachers do in their schools and classrooms depends on how teachers perceive and respond to their working environment. Most of the rural primary school's students are performing poorly in their summative evaluation. This study was mainly concerned with the influence of public primary school teachers working environment on student academic performance in Kilimanjaro rural areas. The aim was to find out the teachers work environmental challenges, causes of the poor public primary school teachers working environment and how the poor teachers working environment in rural areas affects primary schools pupils academic performance.

1.4 General and Specific Objectives of the Study

1.4.1 General Objective of the Study

The general objective of this study was to assess the influence of public primary school teachers working environment on pupils' academic performance at Kilimanjaro region.

1.4.2 Specific Objectives of the Study

The specific objectives of the study were to;

i. Assess public primary school teachers' working environmental challenges at Kilimanjaro rural primary schools.
ii. Identify the causes of teachers' poor working environment at Kilimanjaro rural public primary schools.

iii. Assess how working environment for public primary school teachers' affects their pupils' academic performance in rural areas.

1.5 Research Questions

The study was guided by the following Research Questions:

i. What are the working environments challenges that public primary school teachers' face at Kilimanjaro rural primary schools?
ii. What are the causes of the teachers' poor working environment at Kilimanjaro rural public primary schools?
iii. How public primary school teachers' working environments influence pupils' academic performance at Kilimanjaro rural primary schools?

1.6 Significance of the Study

This study reveals the relationship between teachers working environment and the students' academic performance among rural public primary schools in Kilimanjaro region. The relations provide the insight on how better teaching and learning environment can be improved to enhance student academic performance at Kilimanjaro region.

Also, the study added knowledge to the phenomenon of primary school teachers' working environment at Kilimanjaro region especial in rural located primary schools, and generate new insights in this field that help to supplement the knowledge of different stakeholders in general and research in particular.

Furthermore, this study can be used by policy makers to create policies which will guide the education administrators and other education stakeholders to establish good working and supportive environment to teachers that will improve their performance and their production quality.

1.7 Conceptual Framework

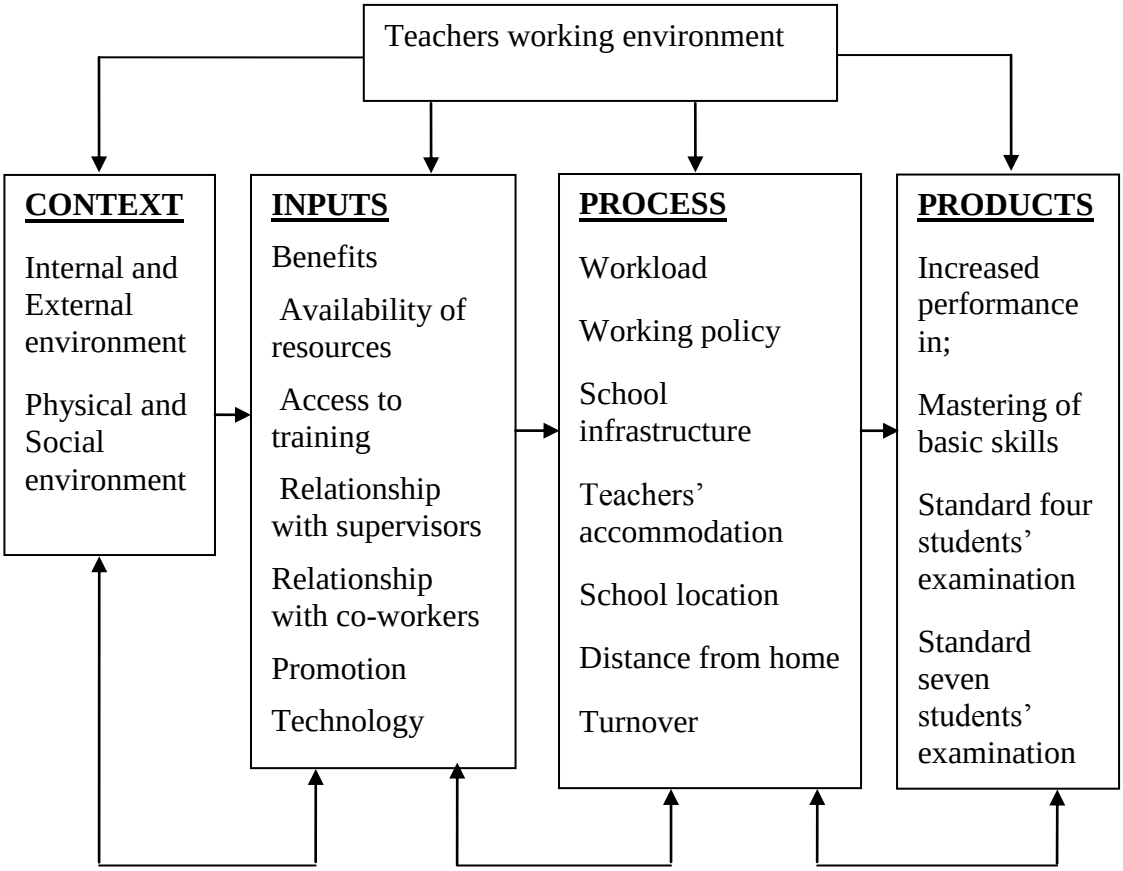
A conceptual framework is defined as a set of broad ideas and principles taken from the relevant field of enquiry and used to structure a subsequent presentation (Kombo and Tromp 2006), According to Brown (1990), a conceptual framework is the mind map, an image of a particular idea or phenomenon. It is used to outline the possible causes of action or to present preferred approach.

Teachers' internal states thoughts and feelings are at the centre of this review's understanding of teacher working environment and their effects. What teachers actually do in their schools and classrooms depends on how teachers perceive and respond to their working environment. The most direct effects of teachers' thoughts and feelings on student learning come from teachers' school-wide and classroom-based practices Leithwood (2006).

The study identified the influence of environmental factors on teacher's (employee) satisfaction and students' academic performance. The environmental factors include promotion opportunities, satisfaction with salaries, benefits, performance appraisal, availability of resources, access to training, organizational policy, supervisory relation, workload, co-workers relationship and incentives.

In this study, the variables were classified into CIPP model which consist of four parts namely Context, Inputs (independent variables), Process (Intermediate variables) and Product (Dependent variables) as shown in the figure below

Variable; Primary School Teachers Work Environment and Students Performance



Source: Adopted and modified from Omary (2011)

Figure 2.1: Conceptual Framework

1.8 Scope of the Study

The scope of this study aim at indicating the boundaries or limitation of the study in terms of sample and period to be covered by the study, due to limited resource, limiting the study is necessary. Adam and Kamuzora (2008). This study was carried out in Kilimanjaro region at Moshi, Hai, and Mwanga districts. Exactly the study aimed to show the relationship between poor primary school teacher work environments with the pupils' academic achievements. The data were collected in February 2016.

1.9 Limitations of the Study

The study was limited by the following barriers: firstly, there was a rigid bureaucracy for the release of research permit from the Regional authority to the district level. The researcher delayed conducting research till he was officially permitted. The researcher remained patient while the official procedures were on-going.

Secondly, the research was conducted during working (hours) days. Hence, it became somehow difficult because some teachers refused to be interviewed or to fill the questionnaires because they were tired while others were in a hurry to attend their periods. Despite those difficulties, the researcher succeeded to conduct the study with the good number of both students and teachers'. The numbers of staff in the surveyed school were also a limit to the study.

Thirdly poor transportation infrastructures in rural areas had cause a researcher to incur extra cost for hire private car and motorcycles, taking long duration walking

from one site (school) to another in data collection, due to harshly road services in most of the surveyed public primary schools.

Lastly, in some schools, students hesitated to respond to some questions worrying that may be their responses could be reported to the teachers. However, the researcher informed them that their responses will remain confidential and their names will not appear in any part of the study because the study is only for academic purpose

1.10 Definition of Terms

Work Environment is the whole of settings under which an individual or organisation execute their duties. There are different categories of the work environment. Some of the categories are the physical environment, human environment and relationship with colleagues and administrators, interaction within the system and the general area of the work climate (Nakpodia, 2011).

As for this study teacher working environment includes infrastructural facilities such as school building, staff offices, laboratories, libraries conveniences for staff and pupil's recreational facilities, working hours, class size, teaching and learning materials, distance from home, supportive teaching and learning technology and teachers houses.

Teachers Motivation, Motivation according to Odor (1995), is the force or condition within the organisation that compels workers willingly for the progress of the organisation. Human beings generally require some sort of internal and external

drives, incentives, encouragement and satisfaction of basic need to get the best from them towards the accomplishment of the group goals and objectives. As for this study, Teachers' Motivation is the situation whereby living and working environment of teachers are taken into consideration by the employer. Teachers will work hard and show the high level of commitment when adequately motivated. Motivation to teachers is an energising force that produces or compels and maintains standard and acceptable behaviour.

Academic Performance refers to achievement in standardised test or examination shown by students. Academic performance of the students in this study is assessed by the use of teachers' ratings, tests, and examinations. The academic performance regarded in this study is standard four and standard seven national examination results and the ability of standard three students' basic cognitive skills (writing, reading and counting skills).

1.11 Organization of the work

The study has organized as follows; chapter one of the study is the introduction part, this has discussed the background of the study, a statement of the research problem, objectives, research questions, significance of the study and scope of the work conceptual framework and definition of the key terms. An additional chapter two of the study has been presented. The chapter has highlighted introductory part, the definitions of basic concepts, the theoretical framework, and related empirical literature on the influences of teachers working environment on their students'

academic performances rural public primary schools at Kilimanjaro region, also research gap has discussed in this chapter.

Chapter three is the methodology. It identifies and justifies the methods and procedures that have been employed to collect data that have been employed in answering the research questions. The chapter presents the following; research design, target population, sampling design, tools for data collection, data analysis techniques, validity and reliability and ethical issue have presented in chapter three. Chapter four has presented data findings and discussions while chapter five of the study has provided the study summary of findings, conclusions, recommendations and recommendations for further works.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the literature related to this study. The chapter also presents the empirical analysis of relevant studies, theoretical literature reviews as well as the research gap. In this chapter, motivational theories include the content theory of motivation and process theories of motivation are briefly explained to frame the study. Maslow's hierarchy of needs theory and Hertzberg two-factor theories are used in supporting content theories of motivation, while victor Vroom Expected theory of motivation is used as process theory of motivation.

2.2 Theoretical Literature

2.2.1 Theories Employed to Support this Study

According to Mbua (2003), the phenomena of job satisfaction is closely related to motivation. This implies that the theory of motivation is also regarded as the theory of job satisfaction. In this study, good teachers work environment is the motivation for better performance and job satisfaction. This study theory can broadly be classified into two different perspectives; the process and content theories. Content theory deals with ‘what' motivate people and concern individual needs and goals. Maslow and Hertzberg studies motivation form a content perspective. Process theory deals with the process of motivation and is the concern with ‘how' motivation occurs.

Vroom (1964) studied motivation from a ‘process' perspectives (Sansone and Harackiewicz 2000). The work environment is among of the motivation factors. It is

the major factor which motivates workers towards the attainment of the organisational goals. In the educational setting, working environment has a strong impact on teachers' job performance and the student's academic performance. The improving working environment for public primary school teachers are considered as a positive incentive to teachers and it will make them work beyond their limit. The study used both content and process theory of motivation to show how the public primary school's teachers at Kilimanjaro region, especially in rural area are affected by their working environment and its impact on students' academic performance.

2.2.2 Content Theory or Motivation

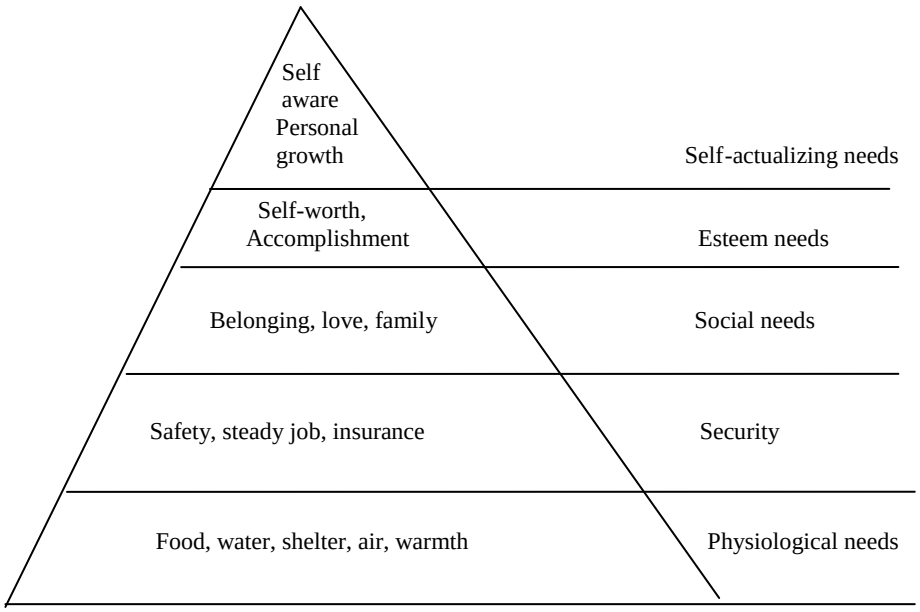
According to Mbua (2003), motivation or incentive theory suggest that employees increase their effort to obtain the desired reward on the general principle of reinforcement this theory is coherent with the early economic theories where man is supposed to be rational and forecasts are based on the principle of economic man.

The content theory suggests that the managers, leaders and other education administrators should create an environment that responds positively to the individual needs. The theory tells how poor performance, undesirable behaviours, low satisfaction, and the like can be blocked or needs that are not satisfied on the job. The central government and local government authorities can use the same theory to create the good working environment to primary school teachers and respond positively to their needs.

The two content theories are Maslow's hierarchy of needs theory and Herzberg two factor of motivation.

a) Maslow's Hierarchy of Needs Theory.

Maslow's hierarchy of needs theory was introduced in 1943 by Abraham Maslow in the article named as 'A theory of human motivation'. The Maslow's hierarchy of needs theory is in five levels illustrated in figure as follows;



Source: Maslow (1954) Figure

Figure 2.1: Maslow's Needs Hierarch Model

The Maslow first level, physiological needs include the most basic needs for the human to survive. The human needs are air water and food i.e teachers' needs to work in the area were services like water supply, markets, houses and other basic needs are well provided. In the second level, safety needs include personal security, health, well beings and safety, in this level a teacher need assurance of health centres, security from externalities. In the third level of belonging needs is where people need to feel a sense of belonging and accepted. It is about relationship, families and

friendship. Schools should be located in accessible areas where teachers' have an access to their families, education leaders should create friendship environment with and among teachers.

Because of the remoteness and poor services to teachers, there are many empty posts in rural areas simply because the government failed to improve transport and communication and other services in rural areas.

Organisations such as school are required to fulfill this need to the member of the school community. In the fourth level of self-esteem is where people look to be respected and to have self-respect. Teachers also need to be respected. Nowadays in Tanzania been a teacher is the last option after failing the requirement for joining any other professional. The societies have a very poor attitude on the teacher as their lowly paid workers, failures and such bad attitude. The government should improve teachers' income as one among the measures to raise their status. In the top level of self-actualization needs pertaining to realise the personal full potential. According to this theory, individual strive to seek a higher needs were lower needs are fulfilled. Once a lower level needs are satisfied, it no longer serves as a source of motivation. Needs are motivators only when they are unsatisfied.

Maslow's (1954) argued that physiological safety, love and esteem needs are general types of needs called deficiency needs that must be satisfied before a personal can act unselfishly. The reason on why teachers work is to ensure that they get basic human needs to guarantee adequate nourishing and protections from harm. The teachers working environment reduce dissatisfaction in lower order needs identified by

Maslow's theory. Teachers working environmental need range from physiological needs to self-actualizations needs. There were many primary schools with poor or no teacher's washrooms, staffrooms, teaching and learning materials, students' desks and classrooms which are physiological needs in teaching. The teacher's, residence, salary, and distance to work are among the teacher's needs in rural areas which call to be fulfilled.

(a) Hertzberg Two Factor Theory

This part concentrates on review theories related to teachers work environment and student academic performance (productivity). Motivation theories play part in this study because the work environment is part of the motivation. The theory guiding this study is the Herzberg's motivation-hygiene theory which states that there are certain factors in the workplace that cause job satisfaction, while a separate factor causes job dissatisfaction (Robbins 2004). The motivation-hygiene theory developed from the data collected by Herzberg and his associate from the interviews 200 engineers and accountant in the Pittsburgh area in the United State of America chosen because of the professional growing importance in the business world. The subject was asked to relate times when they felt exceptionally good or bad about their present job or any previous job, and to provide reasons and description of the sequence of events giving rise to that position or negative feelings. (ibid)

According to Herzberg theory, man has two different categories of needs which are essentially independent of each other and affect behaviour in deferent ways. When people feel satisfied with their jobs; they are concern about the environment in which

they are working. On another hand when people feel good about their jobs this has to do with the job itself. He calls the first category or need as hygiene factors because they describe man's environment and save the primary function of preventing job satisfaction. These factors include company policies supervisors, status, technical problems, salary and interpersonal relationship, working conditions, job security, administrative practices and benefits. Hygiene factors can dissatisfy and not motivate. (ibid)

When people feel satisfied with their jobs; they are concern about the environment in which they are working. When teachers feel satisfied with their jobs this has to do with the teaching itself, and once their satisfied their consideration to their students will be improved as well as student performance.

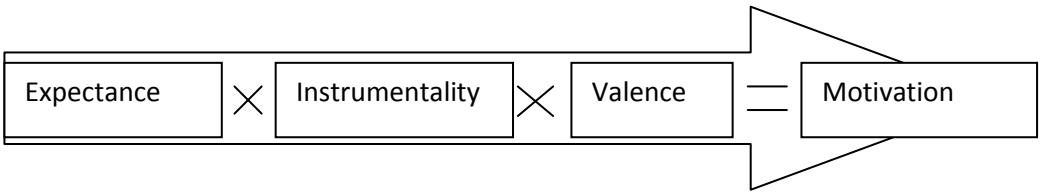
Despite the contribution made by Hertzberg et al., (1959) for stimulating more work on motivation, some scholars criticised the methodology employed for their findings. According to Mbua (2003) Hertzberg theory of motivation is built on the basis of a limited study sample of personnel from the field of accountancy and engineer in which the findings cannot be used to generalise another context.

2.2.3 Process Theory of Motivation

According to Sansome and Harackiewics (2000), the process theories of motivation are concerned with how individual behaviour is obtained. The main process theory of motivation reviewed in this section is expectancy theory of motivation.

Victor Vroom developed the expectancy theory in 1964, producing a systematic explanatory theory of workplace motivation. Expectancy theory explains argues that human act according to their conscious expectation that a particular behaviour will lead to specific desirable goals and motivation emanated from expectancy, instrumentality and valence. The term expectancy refers to person's belief of the person that he/she effort (E) will result in attainment of desired performance (P) goals; instrumentality refers to belief of the personal that he/she will receive a reward (R) if the performance (P) expectation is met; while violence refers to the perceived value of reward to the recipient (Mbua 2003).

Expectancy theory asserts that the motivation to behave in a particular way is determined by an individual's expectation that behaviour will lead to a particular outcome, multiplied by the preference and valence that person have for that outcome. Vroom's expectancy theory differs from the content theories of Maslow, and Herzberg, in that Vroom's expectancy theory does not provide specific suggestions on what motivates organisation members. Instead, Vroom's theory provides a process of cognitive variables that reflects individual differences in work motivation. From a management standpoint, the expectancy theory has some important implications for motivating teachers. It identifies several important things that can be done to motivate employees by altering the person's effort-to-performance expectancy, performance-to-reward expectancy, and reward valences.



Source; Adopted from (Mbua, 2003)

Figure 2.2; Victor H Vroom Expectancy Theory of Motivation

The theory suggests that human behaviour is the result of the component of expectancy theory which is expectancy, instrumentalist and valence. The theory link between the individual behaviour and some specific outcome to show how the manager/ leader can alter the direction, level of individual action. This focus on observable rather than what is inside an employee's head. This reinforcement views place a premium on observing individual see which work-related outcome are highly valued. By altering when, where, how, and why some types of rewards are given, the manager can change the apparent motivation of employees by providing systematic set of consequences to shape behaviour (Ramlall, 2004)

Teachers' are joining the field of education with the expectation of fulfilling their needs, and also to manage their challenges. They are expecting to sustain their lives from the income gained in teaching professional. Unfortunately, they are given a very low salary, working under very challenging environment, while their dealing with a very sensitive asset for the national development (preparing human resource), their performance are confined under unproven/unattainable life vision.

2.3 The Concept of Work Environment

The work environment is the totality of conditions under which a person or a group of persons works or performs his or her duties. Work environment can be in form of physical environment, human environment and relationship with colleagues and administrators, interaction within the system and the general area of the work climate (Nakpodia 2011)

2.3.1 Factors for Public Schools Working Environment

There are so many factors influences public primary school teachers working environment which ranges from physical, political, human environment and relationship with colleagues and administrators. Below are the same of those factors.

Physical Appearance of the School

Our school environment should be clean enough to attract even the most unwilling students. Most of our public primary schools especially in rural areas are very poor and discouraging. Classes are locally made there is no latrines, laboratories, libraries and desks. Students are not happy with their environment; teachers are also discouraged with unpleasant appearance of the government primary schools

Human Environment

The human environment has to do with the relationship with colleagues, administrators or school as well as the staff of the ministry of Education who are the supervisors. Most of the time, school supervisors look down on the teacher on the field and they do not work in cooperative efforts to achieve the goals of the education industry.

Relationship with Other People and Colleagues

The teachers' relationship with their colleagues and other people can also influence their level of performance. The close the positive relation between teachers communities and other education stakeholders would reduce the challenges that teachers faces on performing their teaching activities in public primary schools. When the friendship and collaboration atmosphere is created between and among teachers their level of commitment would increase and then, the good performance of their students.

Political Environment- over Politicization of Education

Most of the primary schools in Tanzania are owned by the communities. In some parts, communities have different political ideologies which create the different perception about the education, especially financing and fund raising for education improvement in their localities. When local governments are from the opposition party sometimes they discourage some directives from the central government and other bodies which in turn led to poor implementation of the policies

Income and Employment as Work Environment

When the income earned by the workers is good it will increase the sense of job security and long-term commitment of the teachers. When teachers have underpaid the level of commitment is reduced. They will decide to join other professionals and other teachers will engage in other businesses to supplements their salaries. Public primary school teachers are losing much of their time finding some income to sustain their lives.

2.3.2 Work and Living Environment of Teachers

The ministry of education and culture (MOEC 2001) in a section entitled the 'Service and working environment of teachers,' discussed the importance of teachers job satisfaction irregular salary payment for teachers, lack of proper housing for teachers, the low status accorded to teachers, inadequate teaching facilities, and the need to enhance professional and individual welfare of teacher's. The overall quality of the environment in which teacher's live and work powerful influence overall level of job satisfaction and motivation. This is even more so when, as is the case in Tanzania, teachers often have little choice about where they work. There are so many contributory factors that create good work environment. In school, the most important are the size and quality of the classroom, teacher workload, pupil behaviour, teacher management and support and living condition (Bennel 2001).

The work and living condition for many teachers are poor, which tend to lower self-esteems and in general demotivating. Schools in many Tanzanian rural areas lack facilities such as pipe-borne water and electricity, staff rooms, and toilets. Housing is the major issue for nearly all teachers.

According to Mulkeen and Chen (2008) report that in countries, urban areas have qualified teachers who are unemployed, while rural areas have unfilled posts. This pattern of simultaneous surplus and shortage is strong evidence that the problem of finding teachers for rural schools will not be solved simply by producing more teachers. The rural-urban disparity in living and work environment is the major

constraint on attracting teachers to rural areas. Many countries report that teachers' express a strong preference for urban postings because of living conditions.

Teachers often express concerns about the quality of accommodations; the working environment, including classroom facilities and school resources; and access to leisure activities and public facilities in rural areas.

Limited opportunities for professional advancement in rural areas also discourage teachers. Urban areas offer teachers easier access to further education and training, while rural areas offer limited opportunities to engage in developmental activities such as national consultations, including those with representative organisations. Teachers in rural areas may even find it more difficult to secure their entitlement to professional development from regional educational administrations and must overcome many obstacles, including corruption by officials. Diversified local languages and ethnicities can also create barriers for teachers' immersion in rural communities. For a married woman, a rural posting may mean separation from her family, as her husband may be unwilling or unable to move for cultural or economic reasons.

According to Bennell, (2004) teachers working in schools that are in rural areas are less satisfied with their job than those working in urban areas. In India and Pakistan, some rural schools typically have just one or two teachers. The unattractive living and working environment in rural areas make most teachers to strongly resist been posted to rural schools. Forcing teachers to work in rural schools seriously lower their morale which results in the higher level of turnover.

According to Adegun, (1999) it appears a number of factors hamper the teachers' job performance or productivity inspires of society's high expectations and output the school systems. These factors have been listed as constituting the teachers' work environment. Recently, the present government is paying attention to school facilities in an attempt to raise the standard of education. Salaries of teachers have been greatly enhanced and several materials recently begin sent to primary school. It is hoped that the government's effort will be sustained in the area of providing good work conditions for primary school teachers to raise their morale to motivate them to greater productivity.

Teacher's motivation is the major determinant of student performance in most of the public primary schools in Tanzania. Different studies have provided the motivation factors which increase teacher's efficiency on students' performance. These includes; Hanushek , (2003), Bennell, (2004), Aaronson et al., (2009), and Karisye, (2009) reported that teachers professional efficiency are affected by living and working environment which includes teachers workload, poor working infrastructure, and teacher-student ratio. However, the living and working environment is considered to be the major factor which lowers the primary school pupil's academic performance. The performance of a certain school depends entirely on the teacher's effort along which the employers effort to motivate him or her and if that is not given the teacher is unhappy with his/her job, he/she will not put emphasize in his/ her teaching. (Olochi, 2006).

2.4 Empirical Review

This section focus on critical review of previous studies related to the influence of work environment on the job performance and the influence teachers work environment on their pupils' academic performance. A number of studies have been carried out to describe the relationship between work environments of the teachers on their students' performances. Different studies from different areas in the world have found that teachers have very potential impact on the students' cognitive, psychomotor and affective development. Teacher's environment according to the studies should be regarded as part of students' performance.

A study from Asia and Europe

According to Jayaweera, (2015) conducted a study to test the relationship between work environmental factors and job performance with work motivation and the extent to which this relationship is mediated by work motivation among a sample of hotel workers in England. In this cross-sectional study, a questionnaire survey was conducted among 254 hotel workers at twenty-five chain hotels in Bristol, England. The results suggest that there is a significant relationship between work environmental factors and job performance and that work motivation mediates the relationship between working conditions and job performance. The results also suggest that there is a significant relationship between work motivation and job performance of the hotel workers. The study shows that job performance is very much influenced by work environment and motivation of workers. The study also confirms the mediating role of motivation in working conditions and job performance relationship with regard to hotel workers. Education sector needs to

improve teachers working environment so as to boost their performance and efficiencies of the primary school's kids.

The study by Naharuddin and Sadegi (2013) on Factors of Workplace Environment that Affect Employees Performance, A Case Study of Miyazu Malaysia. They investigated the effect of workplace environment towards employees' performance. Data was collected through the survey method, total 139 employees have participated from three main workplaces of Miyazu (M) Sdn. Bhd. Based on the findings it shows that only supervisor support is not significant towards the employees' performance. Meanwhile, job aid and physical workplace environment are having a significant relationship towards the employees' performance. The specific objectives of the study were first to identify whether job aid contributes towards employees' performance, secondly to examine whether supervisor support contributes towards employees' performance and lastly to determine whether physical work environment contributes towards employees' performance. In research, a stratified random sampling technique was used to collect the data. The questionnaire was distributed to all three main workplaces of Miyazu Malaysia Sdn. Bhd. Total 200 questionnaires were distributed however the 139 responses were collected for data analysis. The data was analysed using the Statistical Package for Social Science (SPSS). The researchers concluded that there are only two independent variables that significantly affect the employees' performance. The two independent variables are job aid and physical workplace environment.

Studies from Africa

According to Ajala (2012), studied the influence of workplace environment on workers' welfare, performance and productivity. His study analysed the influence of workplace environment on workers welfare and productivity in government parastatals of Ondo State, Nigeria. Two research questions were raised to assist the research. The study adopted the descriptive survey research design of the ex-post facto type. The random sampling technique was used to select 350 respondents. A structured questionnaire with three sub-sections was used to collect data that were analysed with mean values and simple percentages. The results showed that workplace features and good communication network at the workplace have an effect on worker's welfare, health, morale, efficiency, and productivity. It was recommended that industrial social workers should advocate for management to create a conducive workplace environment and good communication network that will attract, keep, and motivate its workforce for healthy living and improved productivity and guarantee virile employees, enthusiastic employees and sustenance of the organisation.

The study from Nigeria by Nakpodia, (2011) on Work Environment and Productivity among Primary School Teachers in Nigeria, recommended that It is a known fact that the quality of a teacher and his level of commitment affect the standard of his work. The standard of his work determines the quality of the performance of the children that he teaches. If the good standard of education of children must be maintained, teachers' quality must be improved by improving not only his academic and professional competence but also his work environment. Motivation is a major factor

for promoting productivity. Improving the work environment of primary school teachers will improve their productivity and educational quality.

Many teachers will prefer good classrooms and teaching materials to fat salaries, Salaries should, however, be made attractive for the teacher to be able to take good care of themselves and their families without working elsewhere to make ends meet. Their salaries and allowances should be paid as at when due, The conditions of service of the primary school teachers should be the same as that of workers in other government ministries and parastatals, Teachers should be encouraged to stay on the job in primary school through motivation. Teacher's promotions should be a regular process in order to motivate them to higher productivity.

The retraining of primary school teachers should be part and parcel of their working environment. They should be exposed to special training programmes that will increase their earning power and update their working knowledge and skills, the ministry of education should change their poor attitude towards primary school teachers. Primary School teachers' complaint of humiliating treatments during the several rigorous screening exercises they are subjected to before their salaries are paid and they should, therefore, be treated with dignity as colleagues and not lower citizens.

The studies in Sub-Sahara Africa and Asia

The research focused on teacher's motivation and incentives in low-income countries. The study assessed the extent to which the material and psychological needs of the

teacher were been met. Living and working condition pay and benefits job satisfaction to mention few.

Teachers status decline resulting from de-professionalism for example; increased reliance on less educated and qualified teachers with low job security, low standard of teaching, feminization and decline in standards of living (Bennel 2004). He also argued that pay on its own doesn't motivate. He reported that available evidence suggested that teachers pay was generally very low and decline in real terms in most countries.

Findings revealed that improvement of quality education had generally failed to recognise the pivotal role of teachers. He further identifies Africa countries like Madagascar and Malawi where teachers had only two years of secondary education, form four lever in 1990 where the employee in Malawi and Tanzania in 2001. The key issue of teacher's motivation and pay had been skimmed over at times ignored. Education reforms focused on improving teachers; competence, learning and working environment as well as trying to increase workload ignoring to pay other condition of services.

Studies in Tanzania

In attempting to understand what factors are most important in affecting student learning which is reflected in students' school achievement most investigators tend to look at variables pertaining to the school and teacher characteristics. For instance, Sanguinetty (1983) suggested that in order to determine the quality of an individual school, it is usual to observe the facilities of the schools and the characteristics of the

teaching qualifications, data on pupil achievement, access to reading materials or textbook availability, the class size, teacher-student ratios, size of staff, location of the school, etc. However, in developing countries, the major proportion of explained achievement variance is due to the school characteristic and the teacher quality (Heyneman and Loxley 1983). The poorer the country is economical, the more impact on achievement the school quality and teachers seem to have. Ndabi (1985) investigated the relationship between selected student background, school characteristics and academic achievement in standard seven primary school students in Tanzania, and found out the following; when he considered resource/instructional materials: (a) students' performance on primary school leaving examination (PSLE) tended to be better in schools experiencing less frequent shortage of exercise books, (b)students who had the requisite textbooks in all the subjects taught tended to have better performance than students in schools with relatively high incidence of textbook shortages. In his conclusion, he argued that the school structure as defined by his study, i.e., student population, staff, school facilities, teacher characteristics and instructional materials as commonly used in school settings for teaching and learning purposes, account for more than other variables in determining students' performance in the PSLE. Education is costly and its success depends very much on the general development of the economy, of which Tanzania does not boast to have a healthy one. The massive expansion of primary education only means that the resources available have been spread very thinly, and therefore it is worth to look at the quality of education that has resulted. In this study, the determinants of quality shall centre on facilities available at the schools (Ndabi1985).

According to Chonjo (1994) argued that, while teachers should spend their free or spare time preparing lessons and planning what to teach, much of this time is spent on planning how to survive. This inevitably affects the quality of teaching and school performances. Again, the poor accommodation of most teachers affects their professional development. A good decent room conducive to reading in the evenings will cost a rent which a teacher cannot pay on a salary. The low level of incomes forces teachers' to live in poor accommodation, eat poorly, and dress shabbily to an extent that people look down at the teaching profession. In addition to these major limitations, the curriculum of primary schools is very tight with very many subjects, including English, Kiswahili, Geography, History, Siasa, Science, Mathematics, Domestic Science, Agriculture, Sports, Music, and Religion All these subjects have to be accommodated within the timetable of five days of teaching per week. Such compactness suggests that everything can only be taught lightly.

The finances available are also not enough to buy the support materials like audio visual aids, posters and models which would make teaching and learn easily. Because of these big problems associated with the sudden increase in student population due to UPE, there are some problems which have not even been given sufficient attention since the economy did not grow that fast to cope with the situation. For example, schools need special rooms or facilities for teaching science, geography, models for teaching math's, audio-visual aids for teaching children in order to form concepts properly, games kits for physical development of the children's' bodies, etc. In the absence of many facilities and presence of such huge problems, it is clear that the education that can possibly be given is of a very inferior

kind. These scarcities and shortages, coupled with teachers who have the very low education (Std. VII leavers), and who are ill-motivated because of the difficult teaching conditions, means that it will take a long time before the country is able to offer a high-quality education. It is evident that the quality of the buildings, the teaching and learning materials, the working environment of the teachers, and even the environment of learning do not portray a picture that good quality education can be provided in the majority of the Tanzanian primary schools.

According to Oswald, (2012) in his study of the effect of working environment on workers performance: the case of reproductive and child health care providers in Tarime district, where cross-sectional exploratory study was conducted using closed and open-ended questionnaires and exit interview to clients; The result reveals that there is a positive significant relationship between performance of the Reproductive and Child Health providers and the working environment elements; such as presence of office building, availability of drugs and availability of equipment. These results indicate that the physical component of the work environment has the strongest effect on the performance level of employees. An element such as level of distraction (noise), work interaction and privacy are not considered important by the RCH workers. He also suggested that, since physical components can enhance the performance level of Reproductive and Child Health employees, Tarime district authority is advised to take appropriate steps for providing better office building and sufficient drugs and equipment. This will contribute towards an increase in output and exceptional improvement in employees‟ performance. The same findings can be

generalised to public primary school teachers as they have the same social, physiological, biological and other essential need.

Bennell, and Mukyanuzi (2005), A representative group of 10 government-funded primary schools were surveyed in two locations- an urban district (Temeke in Dar es Salaam Region) and a rural district (Muleba in Kagera Region). The head teacher and four randomly selected teachers were individually interviewed at each school while the remaining teachers were asked to complete a questionnaire. Five from this latter group of teachers also participated in a semi-structured focus group discussion at each school. Each group was requested to discuss prepared statements that cover all key aspects of teacher motivation and then decide whether they agree, disagree or are not sure about each statement.

There are many contributory factors that create a good work environment. In schools, the most important are the size and quality of classrooms, teacher workloads (number of pupils in each class and teaching and other activities), pupil behaviour, teacher management and support and living conditions.

Two main conclusions drawn from this study were; First, while job satisfaction and motivation levels among primary school teachers in Tanzania are not as critically low as is frequently suggested, they are still far below what are required in order to ensure that teachers deliver quality basic education to all children by 2015. And second, given likely developments in the future, motivation levels could fall quite rapidly over the next five-ten years. Both head teachers and teachers at the survey schools were specifically asked what they thought would happen if the current

problems facing primary teachers were not properly addressed in the near future. The overall quality of the environment in which teachers live and work powerfully influences overall levels of job satisfaction and motivation. This is even more so when, as is the case in Tanzania, teachers often have little choice about where they work. Most stated that teacher motivation will decline and this will seriously affect teaching and learn on the part of the pupils.

Davidson (2004), in his study, revealed that teachers workload has been high due to the shortage of teachers especial in rural areas. As such, teachers are de-motivated by the situation hence decrease in their profession efficiency. To support this, the research by HakiElimu (2010) shows that, the target of per 40 students has not been attained as recent researches (Galabawa, 2011 and Mutaba, 2011) found that some schools have only one teacher. The major reason for having only one teacher for some schools in rural areas is a poor working condition. Other reasons include inadequate teaching facilities, non-participation among teachers and parents in the area as well as the inability of the government to provide incentives to teachers in rural areas. The study (HakiElimu 2010) recommended the enhancement of adequate supply of teaching materials as well as the provision of hardship allowance to teachers. However, this studies had not analysed how work environment to teachers would influence the performance of primary school pupils instead they based on professional efficiency and retaining of teachers in primary schools.

According to Mosha (2004) in his study observed that there had been factors that have the great impact on teachers' professional efficiency in Tanzania. For example,

despite the salaries being low in quantity, the same salaries are often paid especially for teachers working in rural areas. The teachers in rural areas have to travel a long distance to headquarters of the district to search for the salary which cost them time and money. It was also found that the newly recruited teachers may take up to a year waiting for their salaries and other benefits due to bureaucratic procedures of establishing and validating records (HakiElimu, 2010). Teachers, however, will no attain the education goals if their needs are not met. Mulkeen (2005) in his study provided factors that affect teachers professional efficiency such as teachers' school environment include the absence of classrooms, staff houses, students' desks, electricity and others which are important in teaching and learning. For teaching process to be effective there should be adequate classroom equipment with facilities like furniture's, books and teaching aids. It was found that lack of staff houses, shortage of water, and lack of social services such as medical and communication services especial in rural areas affect teachers' professional efficiencies. The recommendation mad was to make sure inefficiencies envisaged need to be solved for the facilitation of teaching and learning. However these studies did not assess the contribution of primary school teachers working environment on their students' academic performance instead, much of these studies were conducted to show how work environment, in general, have an impact on any business production. This study will deeply access the way primary school teachers work environment can affect the academic life of the student in and after school.

2.5 Research Gap

Teachers play a very important role in the learning process of students who idealise teachers and try to copy them (Ngirwa2006). Studies revealed that motivation for teachers is very important as it directly affects the student. Most of the reports have pointed out de- motivation of teachers as a major contributory factor to the abysmally poor learning achievement of the primary and secondary student (Bennell and Mukyanuzi, 2005). The studies by (Sumra, 2004., Cooksey, Ishumi, Malekela, and Galabawa, 1991 and Mulugu, 2012) in Tanzania are some of the environmental related studies conducted for both secondary and primary teachers. There are many studies conducted in developed countries on working environment in general and for the teachers than the number of studies in East Africa and Tanzania in particular. Several kinds of literature have consulted in order to identify the research gap. Most of the existing literatures have concentrated on urban areas and in secondary school. This study was, however, concerned with only one aspect of assessing the influence of public primary school teachers working environment on their students' academic performance in rural areas. The study, therefore, was carried out to find out relevant information that would fill the knowledge gap identified in the literature.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the description of research methods employed in this study. The chapter entails a description of issues relating to the research approaches, research design, geographical setting of the study, sampling techniques, research instruments and validation of the research instruments. In addition the ethical consideration, data analysis procedures are presented in this chapter.

3.2 Area of Study

The study area is the actual site where data is collected (Orodho and Kombo 2002). This study was conducted at Kilimanjaro region in three districts, Moshi Rural, Mwanga and Hai. These districts were selected because they got a different level of economic development, different political representative and different social awareness. It was the researcher's expectations that even the teachers working environment can be altered by the above differences and make the population been very valuable for the collection of diverting information to fill the knowledge gap.

3.3 Research Approaches

There are mainly two research approaches, Qualitative and Quantitative paradigms (Opie, 2007). This study hired both quantitative and qualitative paradigms**.** Qualitative research is concerned with developing explanations of social phenomena. It is concerned with finding the answers to questions which begin with: why? How?

In what way? Quantitative research, on the other hand, is more concerned with questions about how much?, How many?, How often? and To what extent?.

Aliaga and Gunderson (2000) described quantitative research as ‘Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).

The study employed mixed method (qualitative and quantitative approach) due to the following reasons; to utilizing the strengths of both qualitative and quantitative research, also the interdisciplinary nature of mixed methods can address the increasing complexity of social reality, moreover, the insights gained from the combination of both qualitative and quantitative research provide a better and expanded understanding of the research subject and finally, it could also be argued that mixed methods help to better understand, explain, or build on the results from quantitative and qualitative approaches.

3.4 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data (Kothari, 2004).

Suitable research design chosen for this study was descriptive research design. Descriptions can be concrete or abstract. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is the description of the state of affairs as it exists at present. In social science and business research, we quite often use the term Ex post facto research for descriptive research studies. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. The methods of research utilised in descriptive research are survey methods of all kinds, including comparative and correlation methods (Kothari, 2004).

3.5 Targeted Population

According to Opie, (2007) Population is the entire cohort of the subject that a researcher is interested in. It is from this population, that the researcher chooses the representative sample for the study. For the purpose of this study, the population was involving primary school teachers, Education administrators, Education Inspectors, Students and other education stakeholders all from Kilimanjaro region

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

It is not possible to deal with the whole population in the studied area, therefore a portion of the population selected to participate is important Orodho et al (2002). The sample represents the actual characteristics of the whole population involved in the study (Cohen et al, 2007). Also according to Kothari (2004) sample size refers to the number of the item to be selected from the universe to constitute a sample. The large

sample gives accurate information of the respondents but if the sample is too small the researcher could not obtain accurate information. The table below illustrates the summary of the targeted and obtained sample.

Table 3.1 Categories of Respondents and Sample Size of the Study.

Category of respondents	**Targeted respondents**			**Total**	**Obtained respondent**
	Moshi	**Mwanga**	**Hai**		
District education officer	01	01	01	03	03
Education Inspectors	01	01	01	03	03
Head of schools	05	05	05	15	09
Primary school teachers	20	20	20	60	49
Primary school students	20	20	20	60	59
Parents/ stakeholders	05	05	05	15	10
Total	52	52	52	**156**	**133**

3.6.2 Sampling Procedures and Techniques

Sampling is the process of selecting study unit. The resulting group of respondents is a sample. Sampling is the procedures used to select sample, place or things to study in the target area. It is a process of selecting a subgroup from a large population with elements necessary for study (Kombo and Tromp 2006). There are two common sampling procedures named probability sampling and non-probability sampling. The probability sampling occurs when the possibility of include each element of the population can be determined. The non-probability sampling refers to the case where the probability of including each element of population in a sample is unknown, i.e. it is not possible to determine the like hood of the inclusion of all representative element of the population into the sample (Bless and Smith 1995). Since it is difficult for a researcher to cover the whole population then sampling is one of the best

systematic techniques of choosing a group of individual, small enough to be the true representative of the population from where it is selected. In this study; simple random, purposive sampling and stratified sampling was used to choose the study sample.

3.6.2.1 Simple Random Sampling

In probability sampling technique, each member has equal chance of being selected to form sample. The simple random sample is the basic sampling method assumed in statistical methods and computations. To collect a simple random sample, each unit of the ta rget population is assigned a number. A set of random numbers is then generated and the units having those numbers are included in the sample. The categories of respondents obtained based on this sampling technique where all the students who form the study sample.

3.6.2.2 Purposive Sampling

A purposive, or judgmental, sample is one that is selected based on the knowledge of a population and the purpose of the study. It is non-probability sampling technique. Ball, (1981) respondents are selected purposively in order to attain the study objective. The technique was employed in choosing Education Officers, District Education Inspectors, Head Teachers, teachers in schools with five or less than five teacher, Parents and other Education Stakeholders to form the study sample.

3.6.2.3 Stratified Random Sampling

According to Kothari (2008) recommended that if the population, from which the sample is to be drawn, does not constitute a homogenous group as in his study then

stratified techniques should be applied so as to obtain a representative sample. A stratified sample is a sampling technique, among the probability sampling in which the researcher divided the entire target population into different subgroups, or strata, and then randomly selects the final subjects proportionally from the different strata. This type of sampling was used in highlight specific subgroup within the population, whereby teachers was been categorised according to; Experience (age), Sex, Marital Status and Physical Impairments. The sampling technique gives the researcher wider room to collect relevant, valid and reliable information from the targeted population.

3.7 Types of Data

In this study, both primary and secondary data will be collected,

3.7.1 Primary Data

Primary data are those which are collected afresh and for the first time and thus happen to be original in character (Kothari, 2009). They are collected by researcher himself/ herself or by assistant from the field for the purpose of answering a research question/issue. In this study, the primary data was collected by using interview guide and questionnaire as presented bellow in data collection methods and instruments.

3.7.2 Secondary Data

Secondary data are those which have already been collected by someone else and which have already been passed through the statistic process (Kothari 2009). They are obtained from literature sources or data collected by other people for some other purpose. Thus secondary data provide second-hand information and include both row data and unpublished ones. In this study, a number of books, journals, textbooks as

well as retrieved data from the internet were valued so as to enable the researcher to compare field information and information collected by the former researchers. In collecting secondary data, the documentary method was used as discussed in data collection methods and instrument below.

3.8 Data Collection Methods and Instruments

No single method of data collection instrument can provide either best data or reliability and validity of data collection tools. (Gimbi 2010). In this study, triangulation was used. Winter, (1989) described triangulation as the creation of the variety of types of data. This means using the different type of the methods which converge in one interpretation with great confidence. Cohen (2002) defined triangulation as methodological uses either the same method of data collection on the different occasions, for stance using different methods on the same objective of the study. This study employed three data collection instruments, which is an interview, questionnaire and documentary literature reviews.

Both primary and secondary sources of data were used to get information for the attainment of study objectives. The source of data collection determines the nature and instrument of data collection used.

3.8.1 Primary Data

Primary data collection method was used in the study to collect data from the field whereby interview and questionnaire instrument of data collection were employed.

3.8.1.1 Interview and Interview Questions

According to Yin (2009), an interview is the technique of data collection which is very important source of getting information and it is helpfully in handling case study related matter. Also, Onzima, (2003), affirms in-depth interview are the conversation between two people that are the interviewee and interviewer. Yin (2009), caution that the researcher should avoid over depending on the informants. In order to obtain detailed information in an attempt to find description and explanation of teachers working environment at Kilimanjaro region, Education Inspectors, District Education Officers, Head Teachers, all education stakeholders in the study sample were interviewed.

3.8.1.2 Questionnaire

The open ended and close ended questions were prepared and given to respondents as the mean to get their information. Most of the questions were open questions to teachers and closed questions for students. According to Cohen, Manion and Keith (2007) suggested that one should often consider open-ended questions, which enable the respondents to respond freely on their own terms. It will give respondent chance to explain what they truly felt on the subject matter. All teachers and students in the study sample were given pre- prepared open and closed questions.

3.8.1.3 Secondary Data

In secondary data collection, Documentation was used. Relevant information was extracted and reviewed from files, books, journals, circulars, standing orders, and other records both published and unpublished reports contained vital information

about teachers working environment in rural areas. This method was useful because it supplements the interview and questionnaire methods in a reliable data.

3.9 Data Analysis Procedures

Data collected were analysed both qualitatively and quantitatively. The summarization, coding and analysis were based on Statistical Package for Social Science (SPSS). Qualitative data from interviews was analysed using content analysis focusing observer's impression. Content analysis involved recording the verbal communication with respondents beaked down into meaningful smallest unit of information, subjects and tendencies and presented them as text. Before actual analysis, data cleaning and data coding was done.

3.9.1 Data Cleaning

According to Hungler and polit. (1995) defined data cleaning as a preparation of data for analysis by performing checks to ensure that data are consistent and correct which may result due to the entry mistakes, coding and reporting mistakes. In this study, consistent check procedure was done to clean data. Cohen and Manion (2002) defined consistency check as a procedure performed in cleaning a set of data to ensure that the data are internal consistency in terms of answer comparability and editing.

3.9.2 Data Coding

According to Ary and Jacob (1996) defined coding as the process of translating verbal data into categories or numerical forms. The researcher assigns an identification number to the respondent's responses based on the nature of the

research question and answers. The questions and responses or the respondents in this study were coded for SPSS analysis.

3.9.3 Data Analysis

Data analysis refers to examining what had been collected in the survey and making deduction and inferences, it involves scrutinising the acquired information and making inferences (Kombo and Tromp, 2006). The data in this study was edited, coded and tabulated so as to set the quality raw data, completeness, clarity and determine appropriate category.

3.9.4 Qualitative Data Analysis

Qualitative data were analysed by the thematic method. Makau (1989) defined thematic analysis as the method of identifying, analysing and reporting patterns within data; however, Green and Wallat (1980) cited in Hungler et al (1995) defined thematic analysis as the description of the content of each subcategory of the study. Therefore this study was analysed objectively with an intention of answer the respective research question by giving the careful and detailed description of the primary school teachers working environment on students' performance.

3.9.5 Quantitative Data Analysis

The quantitative data were analysed by using descriptive statistics. Lewis and Saunders (2003:487) defined descriptive statistics as a statistics that can be used to describe variables and which summarise the set of data by using statistical techniques such as frequency distribution, graphical representation, the measure of central

tendency and dispersion. This study tabulated the quantitative data by using descriptive statistics.

3.10 Reliability and Validity of the Instrument.

3.10.1 Reliability

A pilot study was carried out at few primary schools among the sample schools to test the questionnaire in the area for their reliability, afterwards, the correction was done in order to obtain reliable data for research. Since the reliability of data goes with the accuracy and precision of a measuring instrument, in this study reliability was the concern with the questionnaire, consistency of responses to the questions asked in repeated measurements.

3.10.2 Validity of the Study

Validity is defined as the instrument's ability to measure exactly what concept it is supposed to measure. The researcher in order to validate data and instruments (questionnaire) used in the research, he/she should ask the expert to recommend on their representativeness and suitability. He /she should allow suggestion to be made to the structure of the questionnaire. This will help the researcher to establish content validity as argued by Bryman, (2004). The research tools (questionnaire and interview questions) for this study was recommended by the academicians and study supervisor.

3.11 Ethical Issues, Privacy, Confidentiality and Consideration

Ethics in research refers to the conduct or to behave in a particular way or situation and as a principle that control or influence a person’s behaviour. (Kombo and Tromp,

2006). Every attempt was done to keep data private, confidential, and consideration of the facts, during data analysis. Researcher avoided a direct criticism of statistical inquiry of the respondents, findings and interpretations were honest, objectively and the financial budget was disclosed in this study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyses and discusses the findings resulting from the study in accordance with the research objectives and tasks as outlined in chapter one. The analysis and interpretation of data were carried out in two phases. The first part resulted from the questionnaire which was analysed quantitatively and the second was based on the results from interview and documentary review, analysed qualitatively by the content (thematic) analyses and interpretation. The quantitative data obtained have been analysed using Statistical Package for Social Science (SPSS) and also descriptive explanation have been undertaken where reasons for justification has been cross checked off with the rich bodies knowledge in place.

The purpose of this study was to examine the influence of public primary school teachers working environment on their student academic performance in rural areas, a case of Kilimanjaro region. It further examines the characteristics of respondents such as age group, marital status education, experience and specialisation.

4.2 The Characteristics of Sample Study Respondents

This section presents information on the nature of respondents in terms of their sex, age group, marital status, work experience, the reason for why they choose to teach career, and if they can make the same choice apart from the other opportunities. The study respondents were primary school teachers, primary school students, head teachers, education stakeholder, education inspectors and district education officers.

Fifty primary school teachers' were given questionnaires to fill, whereby only 49 (98%) questionnaires were handed back to the researcher. The questionnaires given to students were 60, but only 59 (98%) questionnaires' were filled for analysis. The Education inspectors, district educational officers, heads of schools and education stakeholders were interviewed.

Table 4.1: Statistics (primary school teachers' general characteristics)

	ID	SEX	AGE	MAR	ED	QUA	EXP	TEA	CHO
N Valid	49	49	49	49	49	49	49	49	49
Missing	0	0	0	0	0	0	0	0	0

Source Field Data (February 2016)

Key

ID- identity number, SEX- respondent sex, AGE- age of the respondents, MAR- marital status of the respondents, ED -education of the respondents, QUA- level of respondents' professionalism, EXP- work experience, TEA- reason for why they choose to be teachers, and CHO- if they would choose the same career when they have an alternative.

The table 4.1 above shows the number of primary school teachers, who were given questionnaires to fill. Both objectives and subjective questions were prepared and given to teachers'. The proposed number of teachers' for the study was 60 but teachers found in the field during the surveying were less than the targeted number. During the surveying for data collection, the researcher found out that, some teachers' were not at their working stations due to different emergencies including health, financial services, family problems and studies. There was no school among

the surveyed 15 school, which all teachers were at the workstation during the data collection process.

Table 4.2: Public Primary School Teachers' Sex Ratio.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	12	24.5	24.5	24.5
	Female	37	75.5	75.5	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

The table 4.2result indicates that there are 37 female respondents and 12 male respondents. The majority of the teachers' in rural areas at Kilimanjaro region were female. Female makes 75.5% of the total sample and males make only 24.5%. As the frequency table clearly shows, the number of male and female were imbalanced. There were a good number of female teachers in surveyed schools than males.

Table 4.3: The Primary School Teachers Age Classification.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	7	14.3	14.3	14.3
	31-40 years	8	16.3	16.3	30.6
	41-50 years	6	12.2	12.2	42.9
	51-60 years	28	57.1	57.1	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

Table 4.3 presents the age distribution of 49 respondents. The age range of the respondents was from 21 – 60 years. Almost half of the respondents were between

51-60 years old. Out of 49 respondents, 28 teachers belong to the 51-60 years group which makes 57% of all teachers in the sample, while 7respondents were aged between 21-30 which is 14.3% of the entire representative sample. This shows that in rural areas most of the teachers are old and are in pensioned off age. Young teachers especially girls were very few in the rural school at Kilimanjaro region.

Table 4.4 Primary School Teachers Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	13	26.5	26.5	26.5
	Marred	36	73.5	73.5	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

According to table 4.4 above, the total numbers of teachers were 49, of which 36(73.5%) of them were married and 13 respondents which were 26.5% were single. The majority of the married respondents were old teachers and those who were more than ten years of experience in teaching. Very few teachers of the married group were not married.

Table 4.5. Teachers' Respondent Education Level.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	4	8.2	8.2	8.2
	o level	38	77.6	77.6	85.7
	a level	7	14.3	14.3	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

Education is very important for the teachers. The total of 45(98.8%) of the teachers were having the reasonable level of education's relevance to teaching in primary schools pupil, according to Tanzania education policy. Only 4 (8.2%) teachers out of 49 were primary school leavers. The 38 teachers which were 77.6% of the total respondent were form four leavers and 7 (14.3%) were form six leavers. This can be concluded that most of the teachers in rural areas have relevant education for their posts.

Table 4.6, Primary School Teachers Professional Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade B	2	4.1	4.1	4.1
	Grade A	38	77.6	77.6	81.6
	Diploma	5	10.2	10.2	91.8
	Degree	4	8.2	8.2	100.0
	Total	49	100.0	100.0	

This study had also accessed the attained at least formal profession training in teaching. The total of 38 teachers out 49 was having Grade "A" qualification in primary education which is equal to 77.6%of all the respondents, while 9 (18.4%)

teachers were having the diploma and bachelor degree. Only 2 (4.1%) teachers were Grade B. The grade "B" teachers were old enough and they were about to stop working.

Table 4.7, Primary School Teachers Work Experiences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5years	6	12.2	12.2	12.2
	between five and 10 years	9	18.4	18.4	30.6
	more than 10 years	34	69.4	69.4	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

Based on the data collected from the respondents in figure 4.7 above, the majority of the teachers were having more than ten years teaching experience. The 34 respondents out of 49 which are 69.4% of all teachers' respondents were having more than 10 years in teaching at public primary schools, while9 (18.4%) respondents were between 5 to 10 years of teaching experience and only 6 (12.2%) respondents were having less than five years of teaching experiences. Based on this field data, young teachers were not interested in working in rural areas that, their number were very few. Teachers with less than five years of teaching experiences were fewer than any other age category in the sample.

Table 4.8, Why do they Choose Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	interest in teaching	40	81.6	81.6	81.6
	lack of other employment opportunities	9	18.4	18.4	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

Table 4.8 revealed that 40 (81.8%) respondents declared to join teaching profession for their own interest. They had inner calling traits to become teachers, and they were proud of been teachers, while 9 (18.4%) teachers claimed to have joined the teaching professional because they lack other employment opportunities. Most of those respondents who claimed to join teaching as they lack other opportunities were the fresher teacher with less than ten years of teaching experiences.

Table 4.9, Teachers Re-Choosing Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	75.5	75.5	75.5
	No	12	24.5	24.5	100.0
	Total	49	100.0	100.0	

Table 4.9 revealed a total of 37 respondents out of 49 which is (75.5%) of the teachers agreed that they would choose the same teaching career even if they will be given an alternative work option. The 12 respondent which was 24.5% of the

respondents would choose another career. The respondents who appealed to move away from teaching professionalism were both old and youth teachers.

On the other hand, students were been consulted to provide their understanding of teachers working environment. About 60 students were given questionnaires. Out of them, 59 questionnaires were handled back filled and only one questionnaire was not filled. The characteristics of those students involved in the study were in their standard and sex. Below are students' respondents' characteristics.

Table 4.10, Students Level of Study (Standards)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	3.4	3.4	3.4
	6	24	40.7	40.7	44.1
	7	33	55.9	55.9	100.0
	Total	59	100.0	100.0	

Source: Field Data (February 2016)

Table 4.10 above represent that, 2 (3.4%)students were in standard four, 24 (40.7%) students were in standard six and 33 (59.9%) students were standard seven. This study used upper classes students because most of the lower class students were unable to read and write. Some of the students from standard four were mentally grown up enough to think, link ideas and give out independent responses, that why the researcher decided on encompassing upper classes students.

Table 4.11, Students Sex Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	29	49.2	49.2	49.2
	Female	30	50.8	50.8	100.0
	Total	59	100.0	100.0	

Source: Field Data (February 2016)

Table4.11 above represents the sex ratio of the students involved in this study. The sex ratio was almost equal between girls and boys. There were 29 boys students who responded the questions which were 49.2% of the total students and 30 students were girls' which were 50.8% of the total number of the students. Most of the girls' students from the selected schools were attentive than boys' students. The number of girls and boys in schools and classes were almost equal in the selected schools.

The study involved interview method to collect primary information from different groups of respondents including the head of schools, educational stakeholders, district education officers and education inspectors from the district level. There were 10 education stakeholders' who involved in the study out of 15 expected respondents. Seven of them were female and three were males. Most of them were parents and students guardians found in school during the data collection. Others were members of school committee who were supervising some construction activities in schools. There was nine head of schools found in their station during the research days. The 60% of the head of schools were female. Three district officers and three education inspection officers were interviewed in this study.

4.3 Public Primary School Teachers' Working Environment in Rural Areas

This section focuses on the public primary school teachers working environment in rural areas at Kilimanjaro region, in line with the first objectives of the study. Data were collected from teachers and students through questionnaires. Interviews were administered to DEO, EIO, Heads of schools and education stakeholders. Responses of the respondents were analysed and thermalized under primary school teachers working environment.

According to Nakpodia (2011).There are three types of work environment namely good, moderate and poor work environment. The good work environment is the type of work environment that provides job satisfaction to the employee. It is a situation where all the necessary conditions and facilities that will assist the teachers to do their work are provided. This include as good and well-furnished air-conditioned offices with good communications and information technology network, teaching facilities and materials, good working atmosphere and open organisational climate, etc. in these situations, the teacher will have a good image high esteem, they will love their jobs put in their bests. The moderate work environment is one whereby facilities are provided but are not in very good conditions and the working conditions are just fair but not good enough for effective learning. Teachers under this condition are not very zealous about their performance on the job. The poor work environment is the types we have in most school today were teachers' offices are either non-

existent or very poorly equipped. Many schools lack chairs for teachers and students. Some school is in such dilapidated condition that teachers feel ashamed of being associated with them. They have low morale, no job satisfaction and are not willing to put enough efforts to achieve the goals of education because they lack motivation. Salaries and allowance are not as important as good job environment and job satisfaction with regard to job performance. Several teachers' were leaving the teaching profession because of lack job satisfaction. Job satisfaction is a function of the general work environment.

Most of the rural primary schools in Tanzania and Kilimanjaro, in particular, have a very poor working environment. The teachers work environments in the surveyed schools were very poor due to different reasons that range from school to national level.

The first objective of this study was to assess the primary school teachers working environment in Kilimanjaro rural areas. The researcher collected the information from 15 selected rural primary schools whereas; Rundugai, Chemka, Chekereni, Mkalama and Kawaya Kati primary schools were in Hai district. Mandaka Mazoezi, Ngangu , Mulo, Mue and Kisuluni primary schools were in Moshi district. While Handeni, Profesa Maghembe, Nyabinda, Emangulai, and Kirya primary schools were in Mwanga district. The respondents of the study were primary school teachers, head

teachers, primary school pupils, district education officers, district education inspection officers and education stakeholders from selected schools and districts. Students and teachers were given questionnaires, while education officers, education inspectors, head teachers and education stakeholders responded to structured interview questions.

According to Unesco (2011), the teaching environment is a major factor that determines not only the learning process but also the performance of the students. The effectiveness of rural schools in producing quality graduates, therefore, lies in a good teaching environment.

The standard of the teachers' work environment determines the quality of the performance of the children that they teach. If the good standard of education of children must be maintained, teachers' quality must be improved by improving not only their academic and professional competence but also the working environment. Improving the work environment of public primary school teachers will improve their productivity and educational quality (Nakpodia2011). Below are responses of study population on the rural public primary school teachers work environments.

4.3.1 School Premises

Teachers' Response on their School Premises Environment

The school premise involves all the school related factors which mark up the teaching and learning environment. In schools, there were factors like; availability and conditions of the classrooms, students desks (table and chairs), text and reference

books, offices and washrooms, and teaching and learning materials (teaching aids) to facilitate students acquisition of new knowledge. Below are the data collected from the field.

Table 4.12, Curriculum and Syllabus Coverage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	12.2	14.6	14.6
	Agree	15	30.6	36.6	51.2
	Disagree	16	32.7	39.0	90.2
	strongly disagree	4	8.2	9.8	100.0
	Total	41	83.7	100.0	
Missing	System	8	16.3		
Total		49	100.0		

Source: Field Data (February 2016)

The table 4.12 indicates the responses of teachers in their working environment. There were 49 questionnaires given to teachers to access whether their work environment allows them to deliver the curriculum content as intended in the subject syllabi. The 21 (42.6%) respondents agreed that their work environment supports them to deliver the lesson and attains their lesson objectives. While 20 (40.9%) respondents were contrary to the contribution of their work environment and how their environment support both learning and teaching processes.

However the teachers in majority replied to have a good and supportive environment that helps them to attain education's aims and objectives, but the observed teachers working environment were very poor in some places. There were no books,

staffrooms, hospitals, roads, water and energy supply. Teachers were working under low motivating environment.

Table 4.13, The Number of Students Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	16.3	17.0	17.0
	Agree	20	40.8	42.6	59.6
	Disagree	11	22.4	23.4	83.0
	strongly disagree	8	16.3	17.0	100.0
	Total	47	95.9	100.0	
Missing	System	2	4.1		
Total		49	100.0		

Source: Field Data (February 2016)

The data in table 4.13 above indicate that the number of students' classrooms in Kilimanjaro rural primary schools were enough for most of the sampled schools. Out of 15 visited schools, only 4 schools were having inadequate classrooms. Most of the old schools were having a large number of students' classrooms.The20 (40.8%) teachers' respondents agreed to have enough classes, while8 (16.3%) respondents disagreed with the statement and 11(16.3%) respondents did not have enough classes.

In other primary schools, the numbers of classrooms were enough because of few students went to school due to the distance from home place to schools and lack of school feeding programs especially around the pastoral societies at western parts of Kilimanjaro and southern parts of Mwanga district.

In one of the surveyed school standard five and seven pupils' were using a single room, standard four and standard three were also sharing one classroom. This situation limits the teaching and learning processes as it was not possible to have two teachers in a single room using the same blackboard while they teach different subjects to different students at the same time.

Table 4.14, Furniture's in Schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	2.0	2.0	2.0
	Agree	11	22.4	22.4	24.5
	Disagree	23	46.9	46.9	71.4
	strongly disagree	14	28.6	28.6	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

The data in table 4.14 above represents responses of teachers on the availability of enough furniture's in their schools. The23 (46.9%) respondents show the number of students desk in their school were not enough, while 14 (28.6%) respondents said that their students are sitting on the flow because their classes had only 3 to 4 desks, with more than 28 students in the classroom. Only 11 (24%) respondents agreed to have enough table (desks) and chairs for their students.

However most of the respondents approve to have enough classrooms in their schools but they also dis agreed with the number of tables and chairs (desks)for their students. They claimed that, a single desk is been used by four to five students

instead of two to three pupils. Students were sitting on the flow because there were no desks.

Table 4.15, Text Books in Public Primary Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	2.0	2.0	2.0
	Agree	9	18.4	18.4	20.4
	Undecided	1	2.0	2.0	22.4
	Disagree	22	44.9	44.9	67.3
	strongly disagree	16	32.7	32.7	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

The data in table 4.15 above show the responses of teachers on the number of text and reference books in their schools. The 16 (32%) respondent in this question said, there were only one to three test books for all subjects in their schools, while 22 (44.9%) respondents claimed to have 5 to 10 copies of textbooks for their students and 16 (32.7%) respondents claimed to have only one teacher copy for some of the subjects. There was only one school where their teachers reported to have enough books donated by international agencies.

The problems of lacking enough text and reference books were common to almost all surveyed schools. In some schools teachers claimed to have only one test book for teacher and many other outdated books in their departments. The few number of textbooks and reference books in public primary schools were due to the low amount

of money (capitation fund) allocated for buying books and frequent changes in primary education curriculum which led most of the books used to become outdated.

Table 4.16. Teachers Offices and Washrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	12.2	12.2	12.2
	Agree	7	14.3	14.3	26.5
	Disagree	18	36.7	36.7	63.3
	strongly disagree	18	36.7	36.7	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

The table 4.16 above shows the teachers responses on the availability of good offices and washroom for stuff. The 36(73.4%) respondents were claiming about poor staff rooms and toilets at schools. There were few schools with teachers' staffrooms and washrooms as shown in the table above, were by 13 (26.5%) of the respondents agreed to have better staff and washrooms.

In some schools, there was only single door latrine which was been used by all teachers. In other schools, there were two door latrines one for female and the other door was for males, in which both teachers and students were using the same latrine based on their sex.

Based on the researcher’s observation, out of 15 surveyed schools, there were only three schools with administration block. In other schools, both teachers and head teachers were using a single classroom which was not even partitioned as an office.

Students Responses on Teachers School Working Environment

Table 4.17, Students Responses on Availability of Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	46	78.0	78.0	78.0
	False	13	22.0	22.0	100.0
	Total	59	100.0	100.0	

Source: Field Data (February 2016)

Due to the poor attendance of students, the numbers of classes in some schools were seen to be enough. The 46(78%) students' responses said that there were enough classes in their schools while 13 (22%) claimed to share classes.

Table 4.18, Students Response on the Availability of Desks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	15	25.4	25.4	25.4
	False	44	74.6	74.6	100.0
	Total	59	100.0	100.0	

Source: Field Data (February 2016)

The table 4.18 above represents the students' responses on the availability of enough desks in their classrooms. The 44 (74.6%) respondents claimed to sit on the ground during lesson time and classroom hours. While remained15 (25.4%) of the students agreed to have enough desks in their classes. However, some of the observed classrooms were having stones and pieces of woods which were used as chairs by the students.

Table 4.19, students responses on the availability of books

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	4	6.8	6.8	6.8
	False	55	93.2	93.2	100.0
	Total	59	100.0	100.0	

Source: Field Data (February 2016)

The table above indicates the students' responses on the availability of relevance reference and text books. The 55 (93.2%) student responded that there were no enough books for reading. Almost all students in all schools claimed about the shortage of both reference and text books in their schools. They were sharing a single book for more than 10 pupils.

Students' only depended on the teacher's notes, others claimed to have different notes from what other students from other school were been taught. These variations of notes were caused by the lack of common textbook for teaching and learning in public primary schools for some of the subjects.

On another hand, there was information collected through the structured interview from head teachers, district education officers, district education inspectors and education stakeholders. All the head of schools agreed that teachers were facing challenges in performing their duties. Most teachers were demoralised by the situation in school. One of the head teachers said that

> Teachers are demoralised by the environment in which they are working, for example, we are using this old class as our office for more than 30yrs. There are only one teacher's table and shelf. Other teachers are using students'

desks. We only have two door toilets shared with both students and staff. When a teacher feels upset stomach they are not coming to school.

Other education stakeholders responded to the question on teachers working environment at school level were also on the same track. The working condition of teachers in rural areas was real poor and demoralises teachers; in turn, the teacher's attention shifts from the students to other business to overcome the environmental challenges and survival.

4.3.2 Residences and Distances to Home Place

Teachers' Response on their Residential and Distance from Home to School

Table 4.20, Teachers' Responses on the Availability of Houses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	4.1	4.1	4.1
	Disagree	11	22.4	22.4	26.5
	strongly disagree	36	73.5	73.5	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

Table 4.20; above depicts the responses of teachers on the availability of teachers and non-teaching staffs' houses at schools. Most of the teachers in almost all surveyed schools were not satisfied by either the condition of their houses nor the availability of houses. In the table above, 36(73.5%) respondents strongly disagreed with the statement. This means that there were no houses for teachers in their school. Even the heads of schools were living very far away from school. The 11 (22.4%) respondents expressed the few number of teacher houses, and in some schools there

was only house for head teachers. Based on these two groups, it can be concluded that 47 (95.9%) respondents were not satisfied with housing condition of teachers and non-teaching staff in their schools. Only 2(4.1%) were satisfied with the situation. It should be noted that there were no houses for hire in those peripheral areas. Teachers were coming from distances to their centres as they were lacking nearby houses for rent.

Table 4.21, Distance Covered by the Teachers from Living to Work Place.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	44.9	46.8	46.8
	Agree	16	32.7	34.0	80.9
	Disagree	4	8.2	8.5	89.4
	strongly disagree	5	10.2	10.6	100.0
	Total	47	95.9	100.0	
Missing	System	2	4.1		
Total		49	100.0		

Source: Field Data (February 2016)

The table above shows the teachers responses on the question asked if they are walking more than three kilometres from home to workplace. The responses were as follows, 22 (46.8%) respondents strongly agreed to walk more than three kilometres to the workplace in the morning and walking some distances during the evening. This was due to poor transport facilities in rural areas and deficient of teachers' houses at schools. The only available transport was motorcycle which was not affordable as it needs 3000tsh to 5000tsh per day. Teachers failed to pay for transport and decide to walk. They were arriving at school late, although they wake up early in

the morning. They were also getting to schools tired. Also 16 (34%) respondents' agreed went for more than three and above kilometre to their workstations for every working days and sometimes even other days for remedial classes. On other hands, 9 (18.4%) respondents were living around the school, and few of them were given school houses.

Table 4.22, Students Responses on Teachers' Houses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	16	27.1	27.1	27.1
	False	43	72.9	72.9	100.0
	Total	59	100.0	100.0	

The table 4.22 above shows the responses of the students on the questions asked if teachers were given houses. The 43(72.9%) students said that their teachers were not given houses. Teachers were living far away from schools in hired houses. Those teachers who stayed away from school arrived at school late and tired.

On other hand, data were collected through interviews with head teachers, education inspectors and other education stakeholders. They all agreed that most of the teachers were living in very poor houses and others were coming from a distance to school. One of the education inspectors commented that,

> we are always reporting to improve the condition of the teachers and construction of the teachers' houses but the government doesn't. There were no any other means that can be used to force because our authority is limited especially when we a dealing with public schools.

4.3.3 Salary and Fringe Benefits

Teachers' Response on the Salary and Other Benefits

Table 4.23, Teachers Salary and Fringe Benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	19	38.8	38.8	38.8
	strongly disagree	30	61.2	61.2	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

The table above shows the teachers' responses to the question, is your salary and fringe benefits enables you to meet all your essential needs? In this question, there was no single positive response from the respondent. All the respondents' were not satisfied with the amount of salary received. This means that the amount of money given to teachers as salary were not satisfactory. In the table above 19 (38.8%) teachers who responded to the questions were totally not satisfied with their salaries and other benefits, while 30 (61.2%) of the respondents disagree with what they were paid because they fail to attain their essential needs like paying houses rents, paying school fees for their children's meeting transport expenses and other essential things.

4.3.4 Social Services,

Teachers' Response on the Availability of Social Service around their Work Place

Table 4.24 Teachers Responses on the Availability of Services in the Area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	10.2	10.2	10.2
	Agree	22	44.9	44.9	55.1
	Undecided	1	2.0	2.0	57.1
	Disagree	11	22.4	22.4	79.6
	strongly disagree	10	20.4	20.4	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

The above data in table 4.24 shows the responses of teachers on the availability of social services around their places, such as financial institutions, hospitals, water supply, energy supply etc. The data shows that 27 (55.1%) respondents agreed to have the services in their areas. The 21 (42.8%) of the teachers were not satisfied with the services.

Most of the villages in Kilimanjaro region have good power and water supplies, that why some teachers responded positively. The teachers from southern parts of Kilimanjaro, especially among the pastoral societies and in dry areas were working in the poor environment and they were lacking services due to the nature of their working places.

Table 4.25, Teachers Responses on Transport and Communication Networks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	8.2	8.3	8.3
	Agree	14	28.6	29.2	37.5
	Undecided	4	8.2	8.3	45.8
	Disagree	16	32.7	33.3	79.2
	strongly disagree	10	20.4	20.8	100.0
	Total	48	98.0	100.0	
Missing	System	1	2.0		
Total		49	100.0		

Source: Field Data (February 2016)

Some parts of the surveyed areas were having communication networks while others places were not.The18 (36.8%) respondents were comfortable with the networking system of their places. While 26 (54.1%) respondents contend to have poor communications service in their working stations. In other places, teachers were supposed to walk for almost half a kilometer to get communicated to their families. In those places, the transport networks were also problems. There was only one car that trips to town at morning and goes back at evening. The transport cost was 6000tsh to and 6000tsh from town. The roads were very poor, and the distance between centre/town to school was more than 60 kilometres

4.3.5 ICT and its Application

Table 4.26, Teachers Responses on ICT and its Application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	4.1	4.1	4.1
	Disagree	17	34.7	34.7	38.8
	strongly disagree	30	61.2	61.2	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

The table above shows the responses of primary school teachers on using information and communication technology to facilitating teaching and learning processes. The 30 (61.2%) respondents' strongly disagreed use ICT in facilitating learning. While17 (34.7%) respondents disagreed with the statement, which means that there was no measure taken to facilitate the availability and uses of ICT in rural schools.

Through ICT it's very easily for a school to inspire students learning, to keep students and other education documents safe. ICT provide the supplementary academic information to students, teacher and many other uses in education. Most of the schools were not connected to electric power, therefore the students' records and another management record such; attendance, continuous assessment and other information were kept opened on the table where even the confidential files and folder were accessible to everyone.

4.3.6 Administrative Supports

The human environment has to do with the relationship with colleagues, administrators or school as well as the staff of the ministry of Education who are the supervisors. Teachers need to be encouraged to have self-esteem and prestige in carrying out their duties. The society generally looks down on the teachers as inferior government workers because of the position gave them by the feature of their poor work environment.

Table 4.27, Administrative support to overcome challenges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	4.1	4.2	4.2
	Agree	20	40.8	41.7	45.8
	Undecided	1	2.0	2.1	47.9
	Disagree	15	30.6	31.2	79.2
	strongly disagree	10	20.4	20.8	100.0
	Total	48	98.0	100.0	
Missing	System	1	2.0		
Total		49	100.0		

Source: Field Data (February 2016)

Table 4.27 above represents the teachers' responses on whether education officers and education inspectors are seriously assisting them to overcome their challenges. The 22 (44.9%) respondents agree to receive assistances from the officers to soften their work environmental challenges. On another hand 25, (51%) respondents claimed that they are not supported by the education officers to overcome their challenges. They were asking for textbooks, teachers' houses, salary arrears and other teaching assistant technologies that could be solved by those officers. Teachers'

sensitivity on their work environment had great encouragement on the level of satisfaction and productivity in their daily teaching activities.

4.3.7 The External Factors

Table 4.28, The Contribution of Parents and Other Education Stakeholders

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	10.2	10.9	10.9
	Agree	13	26.5	28.3	39.1
	Undecided	6	12.2	13.0	52.2
	Disagree	14	28.6	30.4	82.6
	strongly disagree	8	16.3	17.4	100.0
	Total	46	93.9	100.0	
Missing	System	3	6.1		
Total		49	100.0		

Source: Field Data (February 2016)

The table 4.28 above represents the responses of the teachers on whether parents and other education stakeholders' were playing their parts effectively in facilitating the provision of quality education for their children. The 18 (39.2%) respondents agreed that parents were playing their part successfully in ensuring the quality education for their children. In another hand 20 (47.8%) responses to this question, dis agreed on the effort made by parents and education stakeholders to improve the academic performance of the primary school students.

Parents were not making the follow-up for their pupils' academic improvements at schools. They were not ready to contribute for buying textbooks for their students, they do not attend the parental meeting and sometimes they send their student to

school starving and with no enough exercise books. Most of the parents were not ready to contribute for education improvements.

Table 4.29 Students' Responses on their Parents' Contribution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	33	55.9	55.9	55.9
	False	26	44.1	44.1	100.0
	Total	59	100.0	100.0	

Source: Field Data (February 2016)

The table 4.29 above represent students commented on their parents contributing to the construction of teachers' houses, teachers' staff rooms and washrooms. The 33 (55.9%) students' respondents agreed that their parents were participating in the construct school infrastructures while 26(41.1%) respondents show that, their parents were not interested in school construction activities.

The rate at which parents were more involved in schools matter at the surveyed schools differs depending on parents' economic activities and settlements. Most of the schools in pastoral societies were severely poor; parents were not collaborating with teachers' to improve the quality of the school, education and academic performance for their children. In those areas where permanent crops such as coffee and banana were grown, their schools were in a good condition, the number of classes and students' desks was fair enough, but there were no administration blocks even teacher houses. Most of the teachers at those schools were natives and others were married nearly to school areas.

In almost all surveyed schools, the students' responses were common. They all agreed to have less number of desks, textbooks toilets and they also claimed on the distance covered by their teachers from living place to the school.

4.4 Causes of Poor Work Environment for Public Primary School Teachers

This was the second objective of the study. The data were collected by using questionnaires designed for teachers and students while interview tools of data collection were used for head teachers, education officers,' education inspectors and other education stakeholders. This objective aimed at access the causes of the poor teachers work environment at Kilimanjaro rural public primary schools.

The data collected through questionnaires were analysed by using Statistical Package for Social Sciences (SPSS). Below are the numbers of teachers' respondents to the questions on an accessing the current causes of primary school teachers work environment.

Table 4.30, Teachers Responded to the Questionnaires

		QN1B	QN2B	QN3B	QN4B	QN5B
N	Valid	48	48	48	49	49
	Missing	1	1	1	0	0

Source: Field Data (February 2016)

The table above represents the number of the teacher who responded to the asked questions on the causes of teachers working environments. There were 49 teachers given five questions on the teachers working environment that can be analysed quantitatively and one question for qualitative analyses. The teachers' responses were classified as shown below.

4.4.1 National Education Policy

In National Education Policy (1995) it is recommended that teachers working environment should be supportive of teaching and learning activities. Teachers should be given houses, teaching allowances, there should be good staffrooms and washrooms for teachers, student's text and reference books should be of good ratio, classroom condition should be supportive to teachers and students.

Table 4.31. The Contribution of the Government Policy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	4.1	4.2	4.2
	Agree	10	20.4	20.8	25.0
	Undecided	6	12.2	12.5	37.5
	Disagree	20	40.8	41.7	79.2
	strongly disagree	10	20.4	20.8	100.0
	Total	48	98.0	100.0	
Missing	System	1	2.0		
Total		49	100.0		

Source: Field Data (February 2016)

The table above represents the responses of the teachers on the question, "Is the government policy supportive to teaching professional effectively?" The teacher's responses were as follows, 10 (20.8%) of those who responded to the question recommended that there is no any contribution of education policy in supporting teaching profession. They strongly disagree with the contribution of the educational policy to their teaching professional. The 20 (41.7%) respondents also disagreed with how education policy supports them in their professional. On the other had 10

(24.8%) of respondents recommended having teaching support from the education policy.

Out of 24.5% of all the respondents agreed with the statement, there were only 4.1% who strongly agreed that education policy has created the friendly environment for teacher work.

Based on the researcher's observation, there is a great need for making the national education policies available (aware) to teachers so that teachers will be familiar with it. Most of the primary school teachers know nothing about education policy. Most of them confuse the different education policy with standing order. Others were not even remembering if Tanzania has the national education policy.

4.4.2 Students' Parents and Other Education Stakeholders

Parents and other education stakeholders were also studded as they have a contribution on teachers working environment. They have their parts to contribute to making teachers' environment supportive to teaching and learning processes.

Table 4.32. Parents Participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	12.2	12.5	12.5
	Disagree	20	40.8	41.7	54.2
	strongly disagree	22	44.9	45.8	100.0
	Total	48	98.0	100.0	
Missing	System	1	2.0		
Total		49	100.0		

Source: Field Data (February 2016)

The table above represents the responses of teachers on if parents are actively participating in the construction of teachers' houses and students' classrooms. The 22 (45.8%) respondents recommended that there was no serious parental contribution in the construction of teachers' houses and other school infrastructures. They strongly disagreed with the statement. The 20 (41.7%) respondent to this statement recommended that the parental participation was very weak. While 6 (12.5%) respondents agreed to have good support from the parents.

The parents' contribution to the construction of teachers' houses and student classrooms were not adequate enough to improve the teachers work environment. Based on the researchers' observation, most of the schools in rural areas especially along the pastoral societies were in very poor condition, even the student dressing were poor due to economic level and awareness of their parents.

Table 4.33. Contribution of Educational Stakeholders

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	6.1	6.1	6.1
	Undecided	11	22.4	22.4	28.6
	Disagree	11	22.4	22.4	51.0
	strongly disagree	24	49.0	49.0	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

The table above reviles the teachers' responses on if the education stakeholders have any good plan to improve their working environment. In order to solve the societal problems, it is recommended to involve the respondents in planning. Teachers were

not involved in solving their environmental challenges. The 24 (49%) respondents strongly disagree that there was no any good plan aiming at solving their problems. The 11(22.4%) respondent also disagreed with the statement that, the education stakeholders have a plan on how to solve their environmental problems. While 11 (22.4%) respondents were not on either side of the statement. They had never support any side of the statement (undecided). The 3 (6%) respondents to the question agreed to have good plan and support from educational stakeholders.

The data collected through interviews revealed that parents are not willing to contribute for their students learning even for the construction of school infrastructures. There was an interview question for heads of schools on if the parents are contributing to their students' education. Most of the responses from the head teachers were against the contribution of the parents for their children learning. Below is the head teacher comment from pastoral society school

> if the parent is not affording to buy their students dresses, how would they build a classroom or a house for teacher?.

The head teachers commented such statement to mean that parent doesn’t have the ability to dress and feed their children, how possible for the same parent to pay for school contribution.

On other hand, students' parent were having very low awareness and education on how to support teachers work environment, not only that but also they were not in

good terms due to the steps taken by the schools when their children drop from schools for marriage or involvement in child labour.

4.4.3 Capitation Fund

There were the questions given to respondents to know if the capitation fund given by the government to schools were enough to meet all the school's needs in academic, sports administration and construction activities. Questionnaire was given to teachers, while interview was administered to head teachers, and education officers as shown below,

Table 4.34. Capitation Funds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	6.1	6.2	6.2
	Undecided	2	4.1	4.2	10.4
	Disagree	13	26.5	27.1	37.5
	strongly disagree	30	61.2	62.5	100.0
	Total	48	98.0	100.0	
Missing	System	1	2.0		
Total		49	100.0		

Source: Field Data (February 2016)

The table above shows the teachers responses on the question asked, "Was the capitation fund provided by the government sufficient for the school requirements?" The 30(62.5%) respondents to this question strongly disagreed. This means that the fund given by the government to primary schools was the source of a poor working environment to teachers. The money was not enough to buy chalks, student

textbooks, students' attendance, teachers' lesson plan, the scheme of worksheets, and syllabuses. The fund given is less enough to rehabilitate school infrastructures and supporting students' sports. The 13 (27.1%) of the responses also disagreed with the amount of money allocated for running primary schools in rural areas. The 5(10.2%) of the respondent agreed that the fund provided by the government can manage to run the schools smoothly.

On another hand the heads of schools responded through interviews contends that the amount of money provided to run the schools is not enough. The money provided is distributed based on the number of students; it is the government policy that every primary school should have pre-school classes to enroll the respective students. There was neither fund nor teachers allocated to help the pre-school programs in the surveyed schools. The pre-school teachers were employed by the school, but after free education policy even pre-primary parents were not contributing to their student education. Up to the date of the data collection, the pre- school kids were not taught. Based on the observed report, the capitation fund for one of the surveyed school was 100800Tshfor January 2016. The number of students in the schools was 206 from standard one to standard seven. There were 47 pre-school students in that school but their fund was not given. The fund was supposed to be used at the ratio of 30:30:20:10:10 that is 30% Rehabilitation, 30% procurement, 20% examination, 10% administration and 10% for sport.

4.4.4 Salary and Fringe Benefits

Employee benefits and benefit in kind (fringe benefits) including various types of non-wage compensation provided to the employee in addition to their salaries and wages were not satisfactory. An example of these benefits includes housing, group insurance, disability income protection, retirement benefits, sick leave, day care, funding of education and other specialised benefits. The table below describes the results from the field.

Table 4.35. Teachers Salary and Fringe Benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	4.1	4.1	4.1
	Disagree	10	20.4	20.4	24.5
	strongly disagree	37	75.5	75.5	100.0
	Total	49	100.0	100.0	

Source: Field Data (February 2016)

The table above reveals the teachers' responses on their salaries and fringe benefits given by the government. The 37 (75.5%) teacher strongly agreed that the hardship allowance and non-monetary benefits are not provided by the government. Teachers were demoralised by lacking those necessary benefits for their work. The 10 (20.4 %) respondents also disagree with the benefits given by the government; as they demoralise them in imparting students' new knowledge and skills. On the other hand, there was no one response for satisfactory or agreement. That was an indication of the dissatisfaction of teachers on fringe benefits given by the government. Teachers also blamed the intentionally delaying of promotion made by the government.

Teachers as the other civil servants are recommended to be promoted from one salary scale to another after three years of the interval, but there were teachers who served for more than five years on the same salary scale though they qualify to be promoted.

4.4.5 Teachers' Workload

A teacher's working time includes all working hours specified in conditions of service. It includes the statutory hours devoted to actual teaching as well as the statutory hours for teaching-related activities such as lesson preparation, correction, in-service training, staff meetings, student sup-port and extra-curricular activities.

According to the Tanzania national education policy, the recommended teacher-student ratio in primary schools is 1:40 and the number of periods per week is 24 for a single teacher. In the surveyed rural primary schools the condition was quite a difference. The number of periods for the teacher was 34 to 44 periods per week. Teachers were teaching more than three subjects indifference classes. This makes teachers' tired and sometimes they cannot afford to attend all classes for the lesson.

4.4.6 The Influence of Political Environment.

At the primary school level, where the local government had some degree of control, there were cases of double loyalties of teachers to both the local and the federal government which controls the ministry of education and the local government education authority controlled be different political parties with different philosophies and ideology of education.

Education administrator and teachers find themselves torn between divergent loyalties to individuals, parents, government and politicians who have often divergent expectations, demands and values for the system. Besides loyalties, the nature of school administration and facilities provided are dependent on which party is in power. Most of the time this creates an unhealthy work environment for the teacher who naturally are non-politicians.

One of the education inspection officers responded to the question on why they are accepting the opening new school which doesn't have enough classes, teachers' office's washrooms for teachers and students and no single teacher's houses. She said that;

> We are the organ of the government to assure the quality of education given to the school and the environment in which teaching and learning are going to take place. Politician interferes the processes of inspection and sometimes we may risk our employment, that why many private schools have almost all the required qualifications because we are independent in assuring private schools. In government schools, we only receive orders from the top leaders.

This shows that the influence of politics in education is from the local level to national level. The politician influences the education differently in their localities. Different political parts have different education ideologies and priorities which in turn lead to poor education performance.

4.4.7 Teaching Resource and Materials

The teaching materials are resources a teacher uses to deliver instructions. A teacher needs textbooks, reference books and many other teaching aids to deliver instructions in the classrooms. In the surveyed primary schools neither books nor teaching aids

were sufficient for instruction. Almost all teachers, students, and education stakeholders recommended that the teaching, learning resource and materials are not enough in their schools. There were no enough resources to facilitate learning.

4.4.8 Allocation of Human Resources (Teachers)

Human resource primarily concerns with the management of people within an organisation, focusing on policies and on the system. It involves; staffing, organising, promoting, planning and rewarding the employees. The government has failed in the staffing process on the allocation of teachers in rural and urban areas. Teachers were blaming the correlation between the teachers and student ratio in both urban and rural areas. Some schools had only two to three teachers in rural areas with more than 200 students.

Generally, the interview responses from education officers and education inspector officers reviled that, some of the schools were in poor and arid areas. The condition was worst throughout the year. Teachers face environment hardships, they cannot even use the land effectively. Their houses conditions were more difficult, there were no convenient transport and communication and the proportional of teacher-student is very high.

4.5 The Impact of Public Primary School Teachers Working Environment on Students' Academic Performance

This part examines the impacts of the poor working environment of primary school teachers on their students' academic performance at Kilimanjaro rural primary

schools. The study was conducted in Kilimanjaro on three districts Mwanga, Hai, and Moshi. The study involved 15 primary schools, five schools at each district. There were 49 primary school teachers and 59 primary school students from the surveyed schools who responded through questionnaires and 15 head teachers, 3 district education officers, 3 district education inspector officers and 10 education stakeholders who responded to the interview questions. This part focuses on how the process of teaching and learning is interrupted with unsatisfactory work environment of teachers in rural areas and their impacts on primary schools pupils' academic performance.

4.5.1 The Issue of Time Management

Chonjo (1994) argued that, while teachers should spend their free or spare time preparing lessons and planning what to teach, much of this time is spent on planning how to survive. This inevitably affects the quality of teaching and school performances. Again, the poor accommodation of most teachers affects their professional development. A good decent room conducive to reading in the evenings will cost a rent which a teacher cannot pay on a salary. The low level of incomes forces teachers' to live in poor accommodation, eat poorly, and dress shabbily to an extent that people look down at the teaching profession

The issue of time management was one of the impacts of poor performances for primary school pupil in rural areas. Teachers in some schools were involved in some other activities to supplement their salaries. The common activities performed by primary school teachers were; petty business activities as retailing shops and groceries, bites preparation and selling, agriculture activities, and tuition for few pupils whose parents were able to pay for the service. Most of the teachers responded to perform those activities during the weekends and holidays. Generally, it was a weak reason enough to convince the researcher that, only weekends and holidays were used by the teachers for their businesses. Teachers claimed about their small salaries, which don't meet their essential needs for a month, how they survive if the money is not enough. The simple logic is that they are using school hours for their business to supplement their salaries. However the nature of the businesses would not be done only on weekends, teachers use school hours for their own work. How would they use only Saturday and Sunday to serve in their farms?

On other hand, teachers were asked on how do they compensate unattended periods when they were absent because of reasonable emergence. Some of the teachers' responses on when they are going for their business and attend their missing periods were as follows,

> I use weekends especially Saturday to serve in my farms and to look on my petty business at evening.
>
> Another teacher said
>
> I don't involve myself in any extra work because; I have a large number of periods which make me very tired at evening. I cannot afford to do anything than resting.

However, those teachers, who said to use extra hours to assist unattended periods, are the same said they use evening hours for their business. This reveals that there is a hidden truth on how the two activities were performed simultaneously by the single personal. Another hand there was no any single teacher who was satisfied with their salary. Some of the teachers were single parents but commented on having no any activity out of teaching.

At the end of the month, most of the teachers use not less than two days as they recommended themselves went for the salary and shopping at the town. Most of those primary schools have three to four teachers and every teacher has more than 36 periods per week. How do they manage to compensate almost 48 untaught periods of the three teachers for two days emergence to salary? The logic is clear that once the period time ends, there is no way to re-teach the lost one because teachers have too many periods per day. It is almost eight and above periods that a teacher should instruct in a single day.

4.5.2 The tiresome of the Teachers

Most of the primary school teachers attend their periods continuously from morning to evening every day. They have got limited time for lesson preparation and planning because they teach different subjects at different classes in a single day. They get tired every day and their working efficiencies are not constant throughout the day and week. Teachers attend morning to evening periods every day and every week. This large number of periods reduces the teacher's creativity and efficiencies in turn it leads to poor content coverage and failure of primary schools students to attain the class lever subject objectives. In those surveyed schools there were no subject remained untaught even if there were two teachers. Teachers recommended that students have nothing to lose, teachers teach all subjects. A teacher at certain school said that

> These kids have nothing to lose when teachers are not enough, they don't even feel like having few teachers because though we are only two but we teach all subjects. Students get the quality education in our few numbers. We, teachers, suffer a lot to teach all subjects.

In a normal circumstance, it is not possible for two teachers to teach all subject for 280 students and waiting for good results.

On another hand, most of the teachers in rural primary schools are coming from the distance to schools. The get into their working place already tired even before

starting the lesson. Sometimes they failed to meet first periods because of the transport inconveniences. At one of the surveyed schools in Hai district, a head teacher said that,

> there are only two rooms that I'm using, all other teachers are coming from distance some of them are coming to school at 9:00-10:30am, therefore most of the 1st to 4th periods are not taught especially for those teachers who are coming from town.

According to this statement, teachers were always missing the first to fourth periods, students were not taught most of the morning periods that doing poorly academically were not the student's fault.

4.5.3 Teacher's Turnover.

Teachers are posted in rural primary schools every year. Some of them report in their working stations but others leave the post because of the poor working environment of most of the rural primary schools. Data collected through interviews with headteachers reported that when teachers reject their post in rural areas, they cause the increase in a number of periods for the teachers at the school because even if they are few but they should teach all subjects. There was no subject remained untaught in the surveyed areas though some schools have only two teachers with more than 170 students. This situation leads to the poor attainment of the curriculum for almost all subjects. The student is promoted to higher classes with the very poor attainment of the syllabus in lower classes, and some of them failed to master the basic skills

because teachers have many periods and it was impossible for them to attend slow learners students.

One of the district education officers in Kilimanjaro region said that

> We allocate teacher to those remote primary schools. But most of them are not accepting the post and joined another career. Some of them especially young girls stays for sometimes before get married in town. If we can change the civil savant's marriage policy they would stay at their stations.

Rural teaching posts in Kilimanjaro region were left by the teachers due to the poor work environment. There were no houses to accommodate the newly recruited teachers, no good roads and other social services as water hospital, communication networks and financial services. The government should improve rural primary schools by building teachers houses and providing motivation for rural schools teachers.

4.5.4 In-service Training.

The in-service training is very important to teachers especially long-serving teachers and newly employed teachers so as to brush and sharpening their skills and knowledge to fit the curriculum and syllabi needs. Primary schools curriculum content and syllabus change over time. There were very few seminars workshops and other on the job training is given to teachers to adapt the situation. Teachers adjust their skills by themselves to teach the new contents without orientation. This weakens the teachers' ability and confidence is assisting students learning in the new content. One of the respondents commented that,

> The syllabus change without any seminar undertaken to teachers, we are the implementers of the curriculum and syllabus, how comes the student will pass the examination, whereby even teachers are not able to pass the same examination? We also teach new ideas and content that change unpredictably.

On another hand, long-serving teachers have less ICT knowledge compared to that of their students. Most of the rural primary schools in Kilimanjaro have old teachers than any other group category of teachers. Those teachers failed to assist students on how better to use internet information for academic purpose instead students are using it for getting none academic data, which miss lead them and finally involved in children sex relations

4.5.5 A delegation of Responsibilities.

According to student's responses, sometimes teachers left the school during working hours due to the different emergencies. As they are away from schools they assign students to teach their fellow lower classes students. The data collected through questionnaires from the students reveal that in some schools students' are performing teachers' responsibilities in their absence and when teachers tired due a large number of periods attended in a day. The table below shows the students responses,

Table 4.36. Student Teaching in Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	true	19	32.2	32.2	32.2
	false	40	67.8	67.8	100.0
	Total	59	100.0	100.0	

Source: Field Data (February 2016)

The table above shows the responses of students on the question "Do your fellow students teach you when teachers are away for reasonable cases?"The19 (32.2%) student who responded to this question indicates that students are teaching their fellow students in the classroom. If teachers need more refreshing courses to assist their students, how will in turn these students be able to deliver the content without any teaching courses or teachers supervisions? This will lead to poor learning among their students as they don't know how to prepare class objectives and testing the attainment of those objectives.

Table 4.37. Prefects Doing Teachers Responsibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	true	28	47.5	47.5	47.5
	false	30	50.8	50.8	98.3
	12	1	1.7	1.7	100.0
	Total	59	100.0	100.0	

Source: Field Data (February 2016)

The table above represent the student's responses on the questionnaire asked, "are students leaders helps the teaching and non-teaching activities of the teachers?". The 28 students out of 59, which is 47.5% of the sampled students contend that prefects are doing different school activities and other teachers' activities. They manage the day to day school activities on behalf of the teachers, they punish their fellow student when they get the mistake and they have their own dishes which is different other students. Head girls and head boys can appoint any leader to go and teach in lower classes when teachers are not around. Students' comments that head boy and head

girl are very intelligent, they are able to teach mathematics and science in standard six and standard seven classes.

4.5.6 Shortage of text Books and Reference Books

Head of schools responded to the interview question on how shortage of textbooks can influence the students' academic performance in their schools, were having the common responses that, both teachers and student will not have enough resources to facilitate learning and in turn it led to poor performance because the student will not get the intended content. Some of the head teachers were having the following to say,

> Students' are only gaining narrow knowledge and skills from few and outdated books at our school schools.

Another head teacher said that,

> We have a class of 40 preschool students with only one textbook. There is no money received to buy more books. Those preschool pupils need their books which are full of drawings and tables. Is it possible for a teacher to draw each and everything for 40 students? How will the students share the same book for their practices, this situation leads to the poor attainment of the lesson objectives?

Textbooks are very important as they provide organised unity of work, plans and lessons you need to cover, balanced chronological presentation of information and detailed sequence of teaching procedures that tell teachers what to do and when to do it. Textbooks provide administrators and teachers with a complete program. Good textbooks are excellent teaching aid to teachers and students at primary and any other level of education. If there is no text books the teaching and learning are also inadequate.

4.5.7 Teachers Houses, Staffrooms and Washrooms.

Through the interview with head teachers; one of them said that when teachers lack houses around school environment it demoralise them, also when teachers gave very poor houses make them unhappy and failed to rely upon their potentiality and creativity in teaching.

The government should struggle to improve teachers housing condition in rural areas where there are no even houses for rent. He also contends that poor housing condition, poor staffrooms and washrooms increases the rate of teachers' turnover and drop out the teaching professionals. This condition facilitates very little teachers' students' consideration, as always teachers thoughts are on their work hardship and not on lesson preparation and creativity in improving students understanding.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusion and recommendations of the study. In particular, it also presents suggestion for actions, policy and for furthers research.

5.2 Summary of the Study

The purpose of this study was to investigate the influence of rural primary school teacher work environment on their students' academic performance in Kilimanjaro region. The study was conducted basing on three objectives which were; to assess primary school teachers' working environmental challenges in Kilimanjaro rural primary schools, to identify the causes of teacher's current working environment at Kilimanjaro rural primary schools and to assess how working environment for primary school teachers' affects their pupil's academic performance in their schools.

This study was guided by the conceptual framework adopted from Open System Model. Variables were classified into CIPP model which consist of four parts namely Context, Inputs (independent variables), Process (Intermediate variables) and Product (Dependent variables).The model revealed that what teachers actually do in their schools and classrooms depends on how teachers perceive and respond to their working environment which is why the internal states were central to the review. The most direct effects of teachers' thoughts and feelings on student learning come from teachers' school-wide and classroom-based practices.

Review of literature related to the problems of the impact of poor teachers works environment on their students' academic performance were organised into two parts. The first part discussed the theoretical perspectives on addressing teachers work environment, whereby motivation theories were considered to be the best theories for the study. Three theories of Maslow' hierarchy of need, Herzberg's two factor and Expectance theory of motivation were adopted because of their relevance to the study. Also, the discussion under this section was under the influence of primary school teachers work environment on their student academic performances.

The second part reviewed various empirical studies conducted outside and within Tanzania. The literature reviews from both developed and developing countries as well as studies from America, Asia, Africa and East Africa were reviewed. It was established that no study had paid close attention to investigating how rural primary school teachers work environment can influence students' academic performance, especially in Kilimanjaro region. This was the knowledge gap that the present study sought to fill.

With regards to research methodology, the study employed the mixed method (both qualitative and quantitative approaches). The study used the mixed method to utilise the strengths of both qualitative and quantitative research. The interdisciplinary nature of mixed methods addresses the increasing complexity of social reality; moreover, the insights gained from the combination of both qualitative and quantitative research provided a better and expanded understanding of the research

subject. It also helped the better understanding, explaining, or building on the results from quantitative and qualitative approaches.

Suitable research design adopted for this study was descriptive research design. Descriptions can be concrete or abstract. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of using descriptive research was to describe the state of affairs as it existed at surveying date. In social science and business research, they often use the term Ex post facto research for descriptive research studies (Kothari 2004). Descriptive research design was appropriate to design in gathering information from multiple participants in their natural setting using multiple data collection methods (triangulation).

Field enquiry was conducted in Kilimanjaro region at Moshi, Mwanga and Hai districts. The targeted population for this study were primary school teachers, primary school students, district education officer, district education inspectors head teachers and education stakeholders.

The study used purposive sampling, stratified sampling and random sampling to get the study sample. The purposive sampling strategy was used to select the Education Officers, District Education Inspectors, and Head Teachers, and the categories of respondents who obtained based on random sampling technique were all students who form the study sample.

The study adopted three instruments of data collection that were interview, questionnaires and documentary review. The choice of multiple sources of data was

done because of the belief that, no single instrument is considered adequate in itself in collecting valid and reliable data.

The quantitative data of the study were analysed by using Statistical Package for Social Sciences (SPSS), while Qualitative information from the field was analysed by a thematic method. The content analysis was also used in qualitative through the text or message analysis.

All issues related to research ethics were taken into account to ensure that guidelines and procedures were followed according to research protocol in place.

5.3 Summary of the Findings

This part presents the summary of the research findings basing on the study objectives and tasks.

5.3.1 The Characteristics of Sample Study Respondents

The section was concern with assessing the characteristics of the study respondents. The respondents were primary school teachers, primary school students, education stakeholders, head teachers, district education officers and district education inspectors. Through questionnaires, teachers and students were responding to the preliminary questions which need them to supply some of their important characteristics based on their sex, age, marital status, experiences in teaching and the decision on if they would choose the same career beside many other alternatives.

It has been discovered that there were very few young teachers especial young girls teachers in rural areas. Most of the teachers are old teachers with more than 40years in the surveyed schools. There is the need for the government to send teachers to those rural primary schools both young girls and young boys so as to involve new teaching ideas in the remote schools in Kilimanjaro region.

Most of the teachers in rural primary school especially the surveyed schools were female. This indicates that though there were few numbers of young girls in rural areas but at later ages, they decide to move back in the native places for retirement. The proportional of male teachers in surveyed schools were very small.

5.3.2 Public Primary School Teachers Working Environment in Rural Areas.

The teachers work environment in the surveyed schools were categorised into sub-parts to simplify the process if it analysis. Teachers working environment in rural areas were classified to school premises environment, residential and distance from home, salary and fringe benefits, social services, ICT facilities and its uses and support from the administration.

The issues of schools infrastructures were discussed and the findings from the field were analysed. The result shows that there were enough classrooms to some schools and high need classes in other schools. The result from the teachers presented that 57% of the teachers' respondents were not satisfied with the number of classrooms in their schools. Thereafter the result from the field shows that there were no enough students' desks for almost all surveyed schools. More than four students were using a single desk that supposed to be used by only two to three students. On this issue, 37

(75.5%) of the teachers' and 44 (74.6%) students' respondents recommended that there were no enough desks in their schools. Also, the issue of text and reference books for both teachers and students were a problem. The number of books in school was not adequate to facilitate teaching and learning processes. In some schools, there were only one teacher copy and all the students were depending on it. There was also the issue of outdated books in school due to frequent and unpredictable changes in curriculum and syllabus. The 38(87.6%) teachers' respondents and 55 (93.2%) students in the sample, responded through questionnaires commented that there were no enough text and reference books in their schools. There was only one primary school out of 15 surveyed schools that had at least good student book ratio. Furthermore, there were no teachers' offices in almost all the surveyed schools. More than ten schools out of 15 primary schools were using the classroom as a staff room. There were no administration blocks. In some schools, both teachers and students were using (share) the same toilet. In other schools, there were neither teacher's toilets nor students toilets were in the good condition. All teachers were using single door toilet, and there were exhausted and transparent toilets for students.

Most of the villages in Kilimanjaro region especially around the nomads' society are not developed enough to have houses for rent. But they have schools, and bad enough there are no teachers' houses in those schools. There were no teachers houses in almost all schools selected for the study. Teachers were supposed to find the accommodation in the nearby areas where there is no convenient mean of transport to and from the school. Teachers are walking for more than three kilometres to and another three kilometres from the school. The 38 (80.8%) teacher responded

through questionnaires claimed to live far away from schools. They said that they are required to wake early at 4am to meet first lessons at school.

The data collected through interviews with both head teachers and education officers show that the amount of money given to teachers as salary and other teaching benefits were not enough. The teacher's salary, monetary and non-monetary benefits from the government does not help them to meet the essential needs for the month. On another hand, the information collected through questionnaires from the teachers contends that 100% of the responses were not satisfied with their salary and other benefits from the government.

On other hand, teachers responded to the availability of social services in their areas. Most of the services like banking market hospitals were very poor. There were very poor transport and communications networks, poor water and electricity supply. Housing was also a problem with almost all surveyed schools. Teachers responded trough questionnaires contends that there were no any good services in their areas. There were few dispensaries, poor roads, local markets and poor housing facilities.

Another area in school premises category was the Information and Communication Technology (ICT). There was no one school among the surveyed schools which were using the ICT instrument and services neither in facilitating teaching and learning nor in School Information System (SEM). Although some schools especially at those places where their people cultivate permanent crops were having electricity power, but there were no computers even any electronic device used to facilitating learning. There were no computers, televisions, radios or overhead projectors. The 47 (95.9%)

teachers, who responded to the questionnaires, show the weakness of the government on facilitating the availability and use of ICT in rural primary schools.

The administration support and external factors were included in school premises environment for teachers. The administration of schools from school level to national level was also a factor for teachers' poor working environment. Teachers were not given chances for in-service training and schooling. There were no seminars for developing teachers' knowledge. Head teachers were blamed for their harsh treatment of teachers. The 25 (52%) of the teachers who responded to the question on the contribution of education administrators to solve their environmental problems argued that there were no any plans made by the administrators to handle their challenges. On another hand parents and other education stakeholders blamed to have little contribution is supporting primary schools teachers work environment through the construction of students classrooms, contribution on the construction of teachers houses and staffrooms.

5.3.3 Causes of Poor Work Environment for public Primary School Teachers.

Under this study, the causes of poor primary school teachers working environment were discussed and the result from both questionnaires and interview questions were analysed in both qualitative and quantitative approaches. The results were categorised under several subheadings which are the influence of national education policy, contribution of parents and other education stakeholders, capitation funds, teacher's salary and other fringe benefits, teachers' workload, the influence of

politicians, teaching materials and resources and allocation of human resources (teachers in rural and urban areas).

Teachers respondents were been asked to give their understanding of the position of the national education policy on teachers working environment through questionnaires. Their response reveals that there is no any contribution of education policy to the teachers work environment. The 30 (61.2%) teachers' responses revealed that the national education policy has nothing to do with the issue of teachers working environments. The researcher observed that most of the primary school teachers in the surveyed schools have less knowledge and understanding on national education policy.

The issue of parents and other education stakeholders it was found that students' parents and other education stakeholders' had less contribution to the school environment. Parents were neither contributing for the construction of schools infrastructures, students' food, books nor dressing. Parents were ready to drop their students from schools for domestic activities, keeping animals or for marriage. These data were from interviews with head teachers of one of the primary school in Hai district along the pastor societies, and questionnaires given to teachers.

On the other hand, other education stakeholders were not making a strong bond with schools administration and teacher find out how student performance will be upgraded in their areas. The 42 (85.6%) teachers responses show those students' parents are not contributing their schools to improve teaching and learning condition

and 35 (71.4%) teachers respondent shows that educational stakeholder had never planned to mitigate teachers environmental challenges in their respective schools.

Another cause of the problem was capitation fund. The government is providing a certain amount of money to run schools in primary schools. The amount of money was distributed to schools based on the number of students with pre-schools excluded. The allocated amount of money is not enough s it doesn't meet the school demand for a month. The 43 (87.7%) primary schools teachers through their response on questionnaires were not satisfied with such amount of money. The money doesn't meet the demand of textbooks, stationaries, and day to day school expenditures.

The teachers' salary and fringe benefit were also said to be the causes to current poor primary schools teachers work environment. The 47 (95.9%) of the teachers who responded to the questionnaires recommended that the salary and benefits from the government do not enable them to meet their essential needs.

Teachers workloads were also reported to cause the poor teachers work environment for primary school teachers. The teachers workload range from, actual teaching, lesson preparation, correction, in-service training, staff meeting, students support and extra curriculum activities. In rural primary schools, there were few teachers with a lot of students. The data collected through interviews with head teachers, education officers and education inspectors reported that teachers in rural areas have many to classroom activities and extra-curricular activities compared to urban teachers. The teachers were given questionnaires to respond to the questions on their working

environment. Most of their responses were to blame the loads they have in their daily routine.

The influence of politicians on education matters. Most of the politicians were blamed for using their power very poorly on education matters. The interview with education inspectors reported that the politicians from national to local people were having an influence on education matters such as the construction of schools buildings, teachers houses and the opening of the new schools. Most of the government schools according to them they are opened without enough qualifications such as; teachers houses and staffrooms due to that political influences.

Lack of teaching and learning resources were also reported with almost all the respondents as the causes for poor teachers work environment. In most of the surveyed schools, there was less number of textbooks, reference books and teaching aids to facilitate learning.

On top of that, the poor human resource allocation was said to be the cause of poor teachers work environment. There were unequal distributions of teachers between rural and urban areas in Kilimanjaro region. This distribution causes the work of those in the village to be twice that of the urban areas.

5.3.4 The Impacts of the Public Primary School Teachers Working Environment on their Students' Academic Performance.

Under this objective, there were different impacts discussed on the poor primary school teachers work environments on their students' academic performance as summarised below.

The issue of time management, because of the low salary and fringe benefit gave to teachers, teachers was involved in other economic activities to supplement their salaries. Teachers were being involved in petty business, agriculture and tuition activities. Teachers were using school hours for their businesses and in so doing; they were not attending all their periods as in timetable.

During the end of the month, or at the beginning of the month, most of the teachers were going town to collect their salaries. They were using two to three days for salary collection due to transport problems and shopping. During this time most of their periods were not attended.

Tiresomeness of some teachers had some impact on students' performance. Most of the respondents contend that teachers were walking more than three kilometres from home to working station. This means that from the first period, a teacher is already tired due to long distance to work. As they get into the classroom teachers changes classes and subjects till the break time due to a high number of periods they have in rural areas. This situation decreases the teachers' ability to deliver the good lesson to their students.

Teachers' turnover, most of the teachers rejects the rural posting because of the poor environment as well as the working environment in rural areas. Some of the teacher employed in rural areas moves to urban or they decide to leave the professional all over due to low salary and fringe benefit gave to them. This increases the shortage of teachers in rural primary schools in Kilimanjaro region.

Through the students' responses on questionnaires given, they recommended that teachers delegate power to the student. Students allowed teaching their fellow students and other teaching responsibilities on their absence. Students perform teachers' responsibilities for their teacher even academic activities that were not supposed to be done by students.

Shortage of textbooks was also had contributed to primary schools student academic performance as it is a back born for teaching and learning processes. There was the shortage of text and reference book in almost all the served schools. This was according to teachers and students responses through questioners.

Lastly, the lack of teachers' houses washrooms and staff rooms were said to reduce teacher morals in their teaching activities. Teachers were working to protect their employment but not improve the pupils' skills understanding and knowledge on the particular subject.

5.4 Conclusion

On the basis of this research results several conclusions are drawn

The study found that there is a need for the government to establish good plans on the distribution of teachers for both urban and rural areas so as to balance the workloads in Tanzanian rural and urban public primary schools. Through a proper human resource distribution plan, the teachers' workload would be balanced in both urban and rural areas.

There was great need of motivation measures and improving the salaries of the rural public primary schools teachers as the way to improve their job satisfaction and morale. Good strategies were needed to retain teachers in rural areas so as to improve efficiency and reduce teachers' workload which subsequently lead to poor students' performance.

Good teaching working environment (as the availability of houses, staffrooms, washrooms and other school infrastructures) were contributing to teacher's self-motivation, moral and creativity in performing their work properly. A teacher needs a range of conditions so as to boost their working energy and to use their environment to improve learning.

5.5 Recommendation

Based on the findings of the study and conclusion, the following recommendation is made,

5.5.1 Recommendation for policy/ actions

i. To ensure the quality of education provision between rural and urban schools, rural schools should be provided with adequate resources such as teachers,

teaching and learning materials, teachers houses, staffrooms and classrooms as well as improved learning infrastructures. Availability of teaching forces in rural primary schools should be given special priority since teachers play an important role in determining and maintaining the quality of education and students' academic performance. It is recommended that the teachers work environment in rural primary schools should be improved so as to attract and retain teachers in rural primary schools.

ii. In services training for teachers should be undertaken regularly with the emphasis in all subjects and not be limited to basic skills of reading the writing and counting only. This is to enable all primary school teachers in rural areas to cope with technological, policy and curriculum changes as well as updating their pedagogical skills and knowledge.

iii. The environment under which public primary school teachers works should be the same with conditions of the other civil servants in terms of accommodation and other working benefits. Besides salaries and wages, the work environment should be made more conducive for academic work.

iv. Salaries should, however, be made attractive for the teacher to be able to take good care of themselves and their families without working elsewhere to make ends meet. Their salaries and allowances should be paid as at when due.

v. Teaching media and technologies should be emphasised for effective teaching and learning process which will effluence learners to realise their full potential.

Teaching aids and equipment should be provided to teachers for effective teaching and learning processes.

5.5.2 Recommendation for further research

a) This study was limited to rural primary school teachers at Kilimanjaro region. Given the qualitative and quantitative nature of the study, its findings and result cannot be generalised to the entire population in the country. It is therefore recommended that similar studies be conducted in other regions especially poor and low education to perform regions in order to identify if teachers work environment have an impact on their student academic performance.

b) The comparative study should be done for government and private primary schools, found in Kilimanjaro regions on the working environment and performance from both private and government school.

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APPENDICES

APPENDIX 1

Questionnaire to Primary School Teachers'

Dear respondent, I'm a student at Open University of Tanzania (OUT) pursuing Masters of Education in Administration, Planning and policy studies (MED APPS), conducting a research Titled; **"The Influence of Primary Schools Teachers Working Environment on Students Academic Performance in Rural Areas, A Case of Kilimanjaro Region".** I kindly request you to support me in attempting questions concerning this study. The information gathered in this questionnaire will form part of my Master's degree program, and also used to help stakeholders to improve primary school teachers working environment especially in rural areas. All given information will be kept confidential; Hence you need not provide your name or address.

SECTION ONE (please tick (√) where is applicable to choose the appropriate answer).

Personal information

1. Sex, male ( ) female ( )

2. Marital status, single ( ) marred ( )

3. What is your age group?

A 21-30 ( ), B 31-40 ( ), C 41-50 ( ), D 50-60 ( )

4. What is your education background?

Primary	O level	A level	Higher education

5. Your professional qualification

Teacher grade B	Teacher Grade A	Diploma	Degree	Other qualifications

6. Your teaching experience

Less than 5yrs	Between 5 and 10 yrs	More than 10 yrs

7. Why did you decide to become a teacher?

Interest in teaching	Lack of other employment opportunities	Temporary employment

8. Given your experience as a teacher would you still makes the same career choice again?

Yes	No

SECTION TWO (Teachers Working Environments)

1. Does your work environment enable you to deliver the curriculum content as intended in the subject syllabi?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

2. The number of classrooms in my school is enough.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

3. The number of tables and chairs for our students is sufficient

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

4. There are good and enough number of text and reference books per each subject and to all students

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

5. There are good and attractive office and washrooms for the staff

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

6. There are enough teachers' and non teaching staff houses in our school

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

7. I walk more than three kilometres from home to my school.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

8. There is availability of social services around the school compound (eg hospital, financial institution, water supply, electricity, transportation etc)

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

9. My salary and other fringe benefits enable me to meet all my essential needs.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

10. The communication network services are good all time.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

11. Are you using information technology in facilitating teaching and learning in this school?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

12. Education inspectors and educational officers (DEO and WEC) are seriously assisting you to overcome challenges.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

13. Parents and other educational stakeholders are playing their parts well to facilitate provision of quality education for their children.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

SECTION THREE. (Causes of poor working environment)

1. Is the government policy supportive to teaching professional effectively?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

2. Do parents participate in construction of teachers' houses and students' classrooms?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

3. Is capitation fund provided by the government sufficient for your school requirements?, for instance, buying enough text and reference books?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

4. Do you receive hardship allowance, or any other non – monetary benefits (such as free or subsidized housing)?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

5. Do Education stakeholders in your schools have any good plan to improve your working environment?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree.

6. Based on your own experience, What do you think are the causes of poor working environment for rural primary teachers?
   i. .....
   ii. .....
   iii. .....
   iv. .....
   v. .....
   vi.

SECTION FOUR.
(The impact of teachers' working environment on students performance).

1. Where do you get extra earning to supplement your income?
   .....
   .....
2. Are there any negative impacts to student if you do not attend any in-service training, seminar workshops etc? Yes ..... No.....
   If yes how
   .....
   .....
   If no why
   .....
   .....
3. As you're coming from distant to school, you're also leaving the school early to home. How do you manage to teach first and last periods according to the school timetable?
   .....
   .....
   .....
   .....
4. Are the student's parents/guardians monitoring the quality of teaching or taking action if the teaching is of low quality?
   .....
   .....
   .....
5. If there is no any frequent visit from Education Officers and Inspectors, what do you do to ensure that there is a provision of quality education for your pupils?
   .....
   .....
   .....
6. How are students being affected academically when there are no enough teachers for all subjects in your school?
   .....
   .....
   .
7. How do you compensate un attended periods when were absent because of reasonable emergence?
   .....
   .....
   .....
8. Is there any academic impact recorded or observed from the students caused by lacking modern information and communication technology in facilitating learning?
   .....
   .....
   .....
9. When do you engage in extra activities to supplement your salary?

.....
.....
.....

10. How do the environment you are working affects teaching and learning process?

.....
.....
.....

Thanks for your cooperation

APPENDIX 2

QUESTIONNAIRE FOR STUDENTS

Mwongozo wa maswali kwa wanafunzi

Ndugu, mimi ni mwanafunzi wa shahada ya udhamiri ya utawala katika Elimu (Masters of Education Administration Planning and Policy Studies), nafanya utafiti wenye kichwa kisemacho "**Athari za Mazingira Kazi ya Waalimu Kwenye Taaluma za Wanafunzi wa Shule za Misingi Vijijini"**. Tafadhali naomba ushirikiano wako ili niweze kufanikisha. Taarifa ninazozikusanya katika tafiti hii ni sehemu muhimu ya masomo yangu chuoni na pia itasaidia kupatikana kwa taarifa sahihi kuleta chachu ya mabadiliko kwa wadau wa elimu ili kuboresha mazingira kazi ya mwalimu. Taarifa zote zinazotolewa zitatumita kwa lengo husika na pasipo kuainisha mtoaji.

1. **Weka alama ya vema (√) penye jibu sahihi.**
   i. Unasoma darasa la; iii ( ), iv ( ), v ( ), vi ( ), vii ( )
   ii. Jinsimme ( ), mke ( )
2. KwaSwali (i) hadi (xi) andikaneno**KWELI**kilabaadayasentensisahihinaneno**SI KWELI**kilabaadayasentensiisiyosahihi.
   i. Madarasayapoyakutoshakwawanafunziwote, nayapokatikahalinzuri? .....
   ii. Idadiyamadawatiinatoshelezawanafunziwote? .....
   iii. Kilamwanafunziamepewakitabuchakekwakilasomo? .....
   iv. Kuna waalimuwakutoshakulingananaidadiyamasomo? .....
   v. Waalimuwotewamepewanyumbanzurihapashuleni? .....
   vi. Ofisinavyoovyawaalimunivizurinavyakisasa? .....
   vii. Wanafunziwenzenuhufundishadarasani pale waalimuwanapopatadharura? ..
   viii. Viranjahufanyakazizawaalimu pale walimuwanapopatadharura? .....
   ix. Wazazihuchangiaujenziwanyumbazawaalimu, madarasa, vyoonamiundombinuminginehapashuleni? .....
   x. Kuna wakatibaadhiyawalimuhujashuleniwalevi? .....
   xi. Wazazihufuatiliataarifazamaendeleoyawatotowaoshuleni? .....
   xii. Baadhiyawanafunzihuagizwakwendakuwasaidiawaalimukazizanyumbaniwen zaowakiwadarasani? .....

APPENDIX 3

Interview Guide Questions for Education Officers

Dear respondent, I'm a student at Open University of Tanzania (OUT) pursuing Masters of Education in Administration, Planning and policy studies (MED APPS), conducting a research Titled; **"The Influence of Primary Schools Teachers Working Environment on Students Academic Performance in Rural Areas, A Case of Kilimanjaro Region".** I kindly request you to support me in attempting questions concerning this study. The information gathered in this questionnaire will form part of my Master's degree program, and also used to help stakeholders to improve primary school teachers working environment especially in rural areas. All given information will be kept confidential; Hence you need not provide your name or address.

District ..... Sex ..... Experience.....

1. How many primary schools do you have in your area of jurisdiction?
2. How are the teachers working environment especial in peripheral located schools? (in terms of houses, distance from town/city, availability of social services, communication network, staff rooms, toilets, work load, teacher student ratio, etc)
3. What are the causes of the current primary school teachers working environment in your area?
4. Is there any problem that teachers face in performing their activities which cannot be solved at your office? And who should solve it.
5. Is the poor primary school teacher working environment having any negative impact on your student academic performance?
6. Are there any reported or observed academic performances that have been rooted from the poor teachers working environment in your area?

Thank you very much for your cooperation

APPENDIX 4

Interview Question for Head Teachers

Dear respondent, I'm a student at Open University of Tanzania (OUT) pursuing Masters of Education in Administration, Planning and policy studies (MED APPS), conducting a research Titled; **"The Influence of Primary Schools Teachers Working Environment on Students Academic Performance in Rural Areas, A Case of Kilimanjaro Region".** I kindly request you to support me in attempting questions concerning this study. The information gathered in this questionnaire will form part of my Master's degree program, and also used to help stakeholders to improve primary school teachers working environment especially in rural areas. All given information will be kept confidential; Hence you need not provide your name or address.

1. **Personal information**
   - **i.** Gender male ( ) female ( )
   - **ii.** Age group 21-30yrs ( ) 31- 40yrs ( ) 41-50yrs ( ) 51- 60yrs ( )
   - **iii.** What is your academic qualification?
   - **iv.** How long have you been in this position?
2. Is there any working hardship that your face as a teachers for been in rural and remote areas?
3. Is the work environment for teachers in rural areas attractive? Why?
4. Is there any infrastructural problem that faces the quality educational deliverance in your school?
5. Is the capitation fund provided by the government enough and released on time to meet school needs?
6. On you position and experience what are the causes of poor working environment for most of the rural primary school teachers?
7. Is there any empty position left because of the hardship environment at you school?
8. Are your teachers' workload matches with the government teachers' workload standard?
9. Are student parents participate and contribute for their students education?
10. Do you need more training on how to mentor other teachers and focus on the quality of teaching?
11. How shortage of student classrooms and text books affect student academic performance?
12. Is there any relationship between good teacher's houses, staffrooms and washrooms with the student academic performance?
13. Based on the experience and knowledge as teacher and head teacher as well, what are the impacts of poor teachers working environment on student academic performance?

Thank you very much for your cooperation

APPENDIX 5

Interview guide Questions to Parents and other Education Stakeholders

Dear respondent, I'm a student at Open University of Tanzania (OUT) pursuing Masters of Education in Administration, Planning and policy studies (MED APPS), conducting a research Titled; **"The Influence of Primary Schools Teachers Working Environment on Students Academic Performance in Rural Areas, A Case of Kilimanjaro Region".** I kindly request you to support me in attempting questions concerning this study. The information gathered in this questionnaire will form part of my Master's degree program, and also used to help stakeholders to improve primary school teachers working environment especially in rural areas. All given information will be kept confidential; Hence you need not provide your name or address.

1. **Personal information**
   - **i.** Gender male ( ) female ( )
   - **ii.** Age group 21-30yrs ( ) 31- 40yrs ( ) 41-50yrs ( ) 51- 60yrs ( )
2. What are the environmental challenges that primary school teachers face in your area face?
3. Have you participated in any school affair like construction of teacher's houses, classrooms, staffrooms, student and teachers toilets and buying student text books?
4. What are the causes of poor working environment among primary school teachers, in your area?
5. Are poor teacher's houses, staffroom and toilets, poor students classrooms, toilets and other infrastructure have any contribution to the student academic performance?
6. What are the other factors that contribute to poor academic performance among primary school students especially in standard four and standard seven national examination?

Thank you very much for your cooperation

APPENDIX 6

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
Dar es Salaam,
Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445
Ext.2101
Fax: 255-22-2668759,
E-mail:drps@out.ac.tz

23/12/2015

To whom it may concern.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later,the Open University mission is to generate and apply knowledge through research. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance,on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology,to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Eliapenda Nimrold Moshi PG201505085** pursuing Master in Education in Adminstration,Planning and Policy (MED APPS).We hereby grant this clearance to conduct a research entitled," **The influence of Primary School Teachers working environment on students academic performance in Rural Areas.:.**"He will conduct his research at Hai District Council, Mwanga District Council and Moshi Rural Council in Kilimanjaro Region.

Incase you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

APPENDIX 7

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

KILIMANJARO REGION:
Telegrams: 'REGCOM' KILIMANJARO
Tel. No. 027-2754236/7
Fax No. 027-2753248 & 027-2751381
E-Mail: ras.kilimanjaro @pmoralg.go.tz.
In reply please quote:

REGIONAL COMMISSIONER'S OFFICE,
P.O. Box 3070,
MOSHI.
TANZANIA.

Ref. No. FA.228/276/03"F"/

04/02/2016

DISTRICT EXECUTIVE DIRECTORS
HAI, MWANGA AND
MOSHI DISTRICT COUNCIL

Re: **RESEARCH PERMIT**

Refer to the above headlined subject.

I wish to introduce to you MR ELIAPENDAN. MOSHI who is bonafide Researcher of OPEN UNIVERSITY OF TANZANIA

The title of research is: THE INFLUENCE OF PRIMARY SCHOOL TEACHERS WORKING ENVIRONMENT ON STUDENTS ACADEMIC PERFORMANCE IN RURAL AREAS MOSHI DISTRICT, HAI AND MWANGA

Permission has been granted from 23rd DECEMBER to 15th FEBRUARY 2016

Kindly give him/her required cooperation and make sure that he/she abides by all **regulations** and **directives.**

Thank you for your cooperation.

N.E. Mshana
for: **REGIONAL ADMINISTRATIVE SECRETARY**
KILIMANJARO

kny. KATIBU TAWALA WA MKOA
KILIMANJARO

Copy to:- VICE CHANCELLOR
✓ MWENGE UNIVERSITY
OPEN UNIVERSITY OF TANZANIA

APPENDIX 8

HALMASHAURI YA WILAYA YA HAI

Mkoa wa Kilimanjaro

Tel : 27-2758441
Fax : 27- 2756102
mkurugenzihai@yahoo.com

Ofisi ya Mkurugenzi Mtendaji (W),

S.L.P. 27,
HAI

Kumb.Na. KN O 5/2/261 /116

09/02/2016

Walimu wakuu,
S/M/Rundugai
S/M/Chemka
S/M/Chekereni
S/M/Mkalama
S/M/Kawaya Kati

YAH: Mr. ELIAPENDA MOSHI

Kichwa cha habari chahusika.

Mtajwa hapo juu ni mwanachuo kutoka Chuo Kikuu Huria cha Tanzania anayefanya utafiti kuhusiana na masuala ya kielimu.

Tafadhali apewe ushirikiano wakati akiendelea na zoezi lake la utafiti.

Nawatakia kazi njema.

Yateri. R
KAIMU: AFISAELIMU WILAYA
HAI.

K.n.y. AFISA ELIMU WILAYA
HAI

Nakala.

MRATIBU ELIMU KATA
Masama Rundugai Kwa taarifa.

APPENDIX 9

PRESIDENT'S OFFICE

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

MOSHI DISTRICT COUNCIL

(All correspondence should addressed to District Executive Director)

KILIMANJARO REGION

Tell: 027 27 55172/2751865,

Fax: +255 27 2754305

P.O BOX 3003,

MOSHI.

10/02/2016

Ref.No.MDC/E.10/16/60

Head Teacher,

MANDAKA MAZOEZI,NGANGU,MULO,MUE and KISULUNI

.....

.....

MOSHI.

RE: ~~BACHELOR~~/MASTERS OF EDUCATION/PROJECT PLANNING AND MANAGEMENT RESEARCH PROJECT.

Kindly refer the above subject.

I am writing to you to introduce ELIAPENDA MOSHI A second /third year ~~in bachelor~~/masters of Education from OPEN UNIVERSITY OF TANZANIA

Please allow him to undergo his/her research on your premises and give the support to fulfil his/her academic exercise.

Your support is highly appreciated.

S.S. MLACHA

FOR: DISTICT EXECUTIVE DIRECTOR

MOSHI DISRICT COUNCIL

MOSHI.

DISTRICT EDUCATION OFFICER
P. O. Box 3003,
MOSHI

APPENDIX 10

HALMASHAURI YA WILAYA YA MWANGA
(Barua zote ziandikwe kwa Mkurugenzi Mtendaji)

MKOA WA KILIMANJARO

Simu Na: 2757652

Fax Na: 2757652

(Unapojibu taja)

Ofisi ya Mkurugenzi Mtendaji (W),
Idara ya Elimu Msingi,
S. L. P. 68,
MWANGA.

Kumbu. Na. I.20/2/VOL.I/77

11 Februari, 2016

Walimu Wakuu,
Shule za Msingi Handeni, Prof. Maghembe,
Nyabinda, Emangulai na Kirya
WILAYA YA MWANGA.

YAH: KIBALI CHA KUFANYA UTAFITI

Mada hapo juu yahusika.

Tafadhali mpokee na mpatie ushirikiano Bw. Eliapenda N. Moshi ambaye ni mwanafunzi wa Chuo Kikuu Huria Tanzania kwa kumpatia taarifa anazohitaji kwa ajili ya utafiti anaofanya ikiwa ni sehemu ya mafunzo yake.

Ni matarajio yangu kuwa utampa ushirikiano.

P.P.
Frederick E. Mmbaga,
Kny: MKURUGENZI MTENDAJI,
HALMASHAURI YA WILAYA,
MWANGA

Kny: MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
MWANGA

Nakala:- Mkurugenzi Mtendaji,
Halmashauri ya Wilaya,
MWANGA.