

**AN ASSESSMENT OF THE FACTORS INFLUENCING RETENTION OF  
PUBLIC PRIMARY SCHOOL TEACHERS IN TANZANIA: A CASE OF  
ILEMELA DISTRICT**

**HARUN ELIAH**

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

**2016**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for the acceptance by the Open University of Tanzania (OUT) a dissertation entitled **An Assessment of the Factors Influencing Retention of Public Primary school Teachers in Tanzania:** The case of Ilemela District in partial fulfilment of the requirement for the degree of Master of Education in Administration Planning and Policy Studies (MED APPS).

---

Dr. Mary Ogondiek

(Supervisor)

---

Date

**COPYRIGHT**

No part of this dissertation may be produced, stored in any retrieval system or transmitted in any form and by any means electronically, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

**DECLARATION**

I, Harun Eliah, do hereby declare that this is my own work and that it has not been and will not be presented in any other University for a similar or any other degree award

---

Harun Eliah

---

Date

**DEDICATION**

My special thanks go to my beloved mother Eliza Makuli for her blessing and inspiration with mutual love and material support.

## **ACKNOWLEDGMENT**

First and foremost, I thank God the almighty who through his blessing and inspiration, enable me to accomplish this research task. I extend my sincere thanks to my father Eliah Matiko and my mother Eliza Makuli, my brother Ollen Chanzu, my sisters Callen Chanzu, Mollen Chanzu and Esther Chanzu for their encouragement morally and financially.

Much appreciation to my supervisor, Dr. Marry Ogondiek for her critical input and sacrifice of time to guide me through close supervision that made me to complete this work.

My deepest appreciation is to the administration of the Open University of Tanzania that created conducive environment for my studies and provided clear direction during my study period.

Last but not least my special thanks are extended to the Ilemela District Education Office, Head of the sampled schools of Ilemela District and all primary school teachers within Ilemela district. May the Almighty God bless them all.

## **ABSTRACT**

The purpose of this study was to assess the factors that influence retention of teachers in primary schools in Ilemela district, the objectives of the study were, To investigate the relationship between motivation and job satisfaction among primary school teachers in public primary schools in Ilemela district, To examine how working environment and incentives contribute to the attrition of public primary schools teachers and To identify the influence of professional training and development on teachers' motivation and retention in Ilemela district. The study involved 63 respondents, including; teachers, heads of schools, District Education Officer, Teacher Trade Union Officer, and representative of General Secretary of Teachers Service Department. Simple random sampling procedures was used to select sample of teachers and meanwhile purposive sampling technique was used to pick heads of schools, District educational officer, Trade Union Officer and Representative of General Secretary of Teachers Service Department (TSD) of Ilemela District. Questionnaire, interview and documentary analysis methods were employed to collect data from the respondents. Qualitative research approach was mainly employed although it also drew some few elements of quantitative approach. The findings of the study revealed that 71% of the primary school teachers lacked motivation as a result of low salaries and poor working condition. The study also revealed 67% were overloaded in teaching. Moreover the study found out that motivation is important to teachers so as to increase effectiveness and efficiency to their profession.

## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF FIGURE .....</b>	<b>xiv</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xv</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION AND PROBLEM BACKGROUND OF THE STUDY .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Background of the Problem .....	1
1.3 Statement of the Problem .....	5
1.4 General Purpose of the Study.....	7
1.5 Specific Objectives of the Study .....	7
1.6 Research Questions .....	7
1.7 Significance of the Study .....	8
1.8 Limitation and Delimitation of the Study .....	8
1.9 Definition of Key Terms .....	8
1.10 Organization of the Work .....	9



<b>CHAPTER TWO .....</b>	<b>11</b>
<b>LITERATURE REVIEW.....</b>	<b>11</b>
2.1 Introduction.....	11
2.2 Theoretical Review and Employee Motivation.....	11
2.3 Teachers Motivation.....	13
2.4 Teachers Retention and Attrition .....	15
2.5 Teachers Remunerations and Rewards .....	17
2:6 Work Condition/Environment.....	18
2.7 Teachers Training and Professional Development .....	19
2.8 Teachers Salaries.....	21
2.9 Teachers Absenteeism.....	22
2.10 Teachers Turnover .....	24
2.11 Theory of Motivation .....	24
2.12 Knowledge Gap.....	26
2.13 Concept Framework .....	27
<b>CHAPTER THREE .....</b>	<b>29</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>29</b>
3.1 Introduction.....	29
3.2 Location of Study.....	29
3.3 Research Design.....	30
3.4 Population of the Study .....	30
3.5 Sample Size, Sampling Procedures and Techniques .....	31
3.5.1 Sample Size.....	31

3.5.2 Sampling Procedures and Techniques .....	32
3.6 Data Collection Methods .....	33
3.6.1 Questionnaire .....	33
3.6.2 Interview .....	34
3.6.3 Documentary Analysis .....	36
3.7 Validity and Reliability of the Instruments.....	36
3.7.1 Validity.....	37
3.7.2 Reliability.....	37
3.8 Data Collection Procedures.....	37
3.9 Research Ethical Considerations.....	38
3.10 Data Analysis Procedure .....	39
<b>CHAPTER FOUR.....</b>	<b>40</b>
<b>DATA PRESENTATION, ANALYSIS AND DISCUSSION.....</b>	<b>40</b>
4.1 Introduction .....	40
4.1.1 Distribution of the Respondents by Gender .....	40
4.1.2 Distribution of Teachers Respondents by Age.....	41
4.1.3 Distribution of Teachers Respondents by Academic Qualifications .....	42
4.1.4 Distribution of Teachers Respondents by Teaching Experience .....	42
4.2 The Influence of Motivation Towards Job Satisfaction in Public Primary School Teachers in Ilemela District.....	43
4.2.1 Decision That Led Teachers to Join the Teaching Profession .....	44
4.2.2 Public Primary School Teachers Thinking of Leaving the Teaching Profession	45
4.2.3 Teachers Being Proud With Teaching Profession .....	46

4.2.4 Teachers Planning to Teach Till Retirement.....	47
4.2.5 Given Another Chance as a Teacher .....	47
4.2.6 Recommending a Friend into Teaching Profession .....	48
4.2.7 Teachers who want to be Transferred to Other Schools .....	49
4.2.8 Teachers Satisfaction with the Teaching Profession.....	50
4.3 The Effect of Teachers Working Environment and Incentives on Teachers Attrition.....	52
4.3.1 Teachers Satisfaction with Working Conditions.....	53
4.3.2 Number of Pupils in the Classroom .....	54
4.3.3 Teaching Load per Week .....	55
4.3.4 Effect of Rewards System on Teachers Motivation in Public Primary Schools in Ilemela District .....	56
4.3.5 Teachers Satisfaction with the Current Salary .....	58
4.3.6 Teaching-learning Materials Available in Public Primary Schools in Ilemela District .....	59
4.4 Effects of Professional Training and Development on Teachers Motivation and Retention.....	60
4.4.1 Teachers Attendance to In-service Training .....	60
4.4.2 Effect of In-service Training on Teachers Motivation.....	61
4.4.3 Suggestions on How Teachers Motivation can be Enhanced .....	62
<b>CHAPTER FIVE.....</b>	<b>64</b>
<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>64</b>
5.1 Introduction .....	64

5.2 Summary of the Study.....	64
5.3. Main Finding of the Study .....	65
5.4 Conclusion .....	67
5.5 Recommendations .....	67
5.5.1 Recommendations for Action .....	67
5.5.2 Recommendations for Further Research.....	70
<b>REFERENCES.....</b>	<b>71</b>
<b>APPENDICES .....</b>	<b>76</b>

## LIST OF TABLES

Table 3.1 Categories of Respondents.....	33
Table 4.1 Distribution of Respondents by Gender.....	44
Table 4.2 Distribution of Teacher Respondents by Age.....	44
Table 4.3 Distribution of Teacher Respondents by Academic Qualification.....	45
Table 4.4 Distribution of Teacher Respondents by Teaching Experience.....	46
Table 4.5 Decision to become a Teacher.....	48
Table 4.6 Thought of Leaving Teaching Profession.....	49
Table 4.7 Proud of being Teachers.....	50
Table 4.8 Plan to Teach till Retirement.....	50
Table 4.9 Given another chance as a Teacher.....	51
Table 4.10 Recommending a Friend into a Teaching Profession.....	52
Table 4.11 Want to be Transferred to other Schools.....	53
Table 4.12 Teachers satisfaction with the Teaching Profession.....	54
Table 4.13 Satisfaction with the Working Conditions.....	57
Table 4.14 Number of Pupils in a Class.....	58
Table 4.15 The Number of Periods per week.....	59
Table 4.16 Teachers Salary scales.....	61
Table 4.17 Satisfaction with the Current Salary.....	62
Table 4.18 Teaching-learning Materials in Public Primary Schools.....	63
Table 4.19 Teachers attendance to In-service Trainings.....	65
Table 4.20 Effects of In-service Training on Teachers Motivation.....	65
Table 4.21 Enhancing Teachers motivation.....	66

**LIST OF FIGURE**

Figure 1.1 The framework showing the inputs, outcomes and impacts of motivating teachers.....10

Figure 2.1 Maslow’s Hierarchy of Needs with Teachers motivation Factors.....28

**LIST OF ABBREVIATIONS**

CWT	Chama cha Walimu Tanzania
DEO	District Education Officer
MOEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
PEDP	Primary Education Development Program
SEDP	Secondary Education Development Program
TSD	Teachers Service Department
TTU	Teachers Trade Union

## **CHAPTER ONE**

### **INTRODUCTION AND PROBLEM BACKGROUND OF THE STUDY**

#### **1.1 Introduction**

This chapter includes the background of the problem, statement of the problem, general purpose of the study, specific objectives of the study, research question, research tasks, significance of the study, conceptual frame work, definitions of the key terms, and the organisation of the study.

#### **1.2 Background of the Problem**

According to Elliot & Covington (2001), Motivation is a theoretical construction used to explain behaviour. It represents the reasons for people's actions, desires and needs. Motivation can also be defined as one's direction to behaviour or what causes a person to want to repeat behaviour and vice versa. A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behaviour. Motivation is of two types, intrinsic motivation and extrinsic motivation.

Intrinsic motivation is the self desire to seek out new things and new challenges, to analyze one's capacity, to observe one to gain knowledge. It is driven by interest or enjoyment in the task itself and exists within the individual rather than relying on external pressure or desire for rewards. (Reiss, 2012)

Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outcome that a person would get from intrinsic motivation. Common extrinsic motivations are rewards (for example money or grades) for



showing the desired behaviour and the threat of punishment following misbehaviour. (Reiss, 2012)

Work motivation, refers to the psychological processes that influence individual behaviour with respect to the attainment of work place goals and tasks. Employees in their working areas needs to be given care and appreciation in the work they are doing, when this is done it motivates them to work more effectively in learning organizations such as schools. A big challenge for educational sector administrators is the ability to develop motivated workers who will be able to engage in the teaching learning activities. In this sense teachers motivation plays an important role in the promotion of teaching and learning excellence. (Bannell and Akyeampong, 2007)

Motivating employees can lead to increased productivity and allows an organization to archive higher level of output. Salary is often a very good motivator to keep employees working for an organization but it is not always to push them to fulfil their full potentials. Motivated employees will retain a higher level of innovation while producing higher quality output at a higher level of efficiency. Researchers shows that motivated employees will always look for a better way to complete a task. The more quality oriented work with higher production and efficiency. It is widely accepted that, motivated employees generate high value and lead to more substantial level of achievement. Motivated employees will retain a high level of innovation while producing high-quality work more efficiently.

Motivating teachers is an important thing in the teaching and learning process. Many researchers on teachers issues, shows that teachers across various countries

experience high level of emotional symptoms, this is much different from other professionals in the world.

High level of job satisfaction stress and burned can negatively influence motivation of teachers and their performance. In fact teachers with low level of motivation tend to also perceive their students motivation level as low.

Teachers' motivation enhances classroom effectiveness and improves school academic performance. This is due to the fact that teachers who are well motivated will fill a sense of ownership and hence maximize education effectiveness and excellence. There is a strong link between teachers' motivation and their performance and the education quality in general.

Teachers have a great work of determining the degree of success or failure in the education institution's effort to achieve its goal of integrating faith and learning. It is a teacher who gives the institution its credibility and determines its character. A motivated and committed teacher has the opportunity to significantly influence the students to do their best in classes. It is a motivated teacher who has a greater influence in guiding students

Motivating teachers gives them satisfaction with their profession and this makes them to have enough social and psychological atmospheres in the classroom. This results to high productivity and effectiveness in their respective job performances and still they will to stay longer in their career. Teaching is a professional that plants knowledge, skills and attitude in the community but still in many places in the world

taking Tanzania as a good example, this contribution is not full recognized in the community.

On the other hand, motivated teachers as those of some private schools in Tanzania tend to have good productivity and good performance in their work and this lead to good school results especially in final national examinations.

According to Mbua, (2003), if teachers are well motivated they will provide services, effectively and efficiently. This means that, if the primary school teachers will be well motivated and trained they will produce competent students by preparing them good enough to perform well and bring good results. But if these primary school teachers are not well motivated and trained their performance will be poor and they will not prepare well the learner and this will finally lead to poor school results.

Generally, Primary school teachers' retention depends much on the kind and the nature of the management responsible for these teachers in the country. If the responsible management is careless to teachers' concerns, teachers will likely to lose their sense ownership and professional responsibility in general and this will automatically lead to poor teachers' performance and turnover.

The role of the management and the administrators is to pay attention to the extrinsic factors in order to create an environment in which a teachers intrinsic motivation may be realized and then to guide and sustain that motivation. Motivation is largely the responsibility of managers or administrators. In fact if the managers fail to deliberately attend to the motivation of their subordinates, then they are already engaged in the task of demotivating their subordinates. It is upon this background

that this study aims to determine the factors which influence retention of public primary school teachers in Ilemela district.

### **1.3 Statement of the Problem**

The extent to which teachers are motivated is a significant factor in influencing their selection as well as the delivery of quality education. Factors that motivate primary school teachers in Tanzania includes good working environment, sense of security, good salaries, job security, participation in decision making, to mention a few.

Most of the above mention motives are not given to primary school teachers as still paid low salaries, absence of good job security, they work in a very poor environment/condition. This makes teachers to decrease their productivity and this makes the organization to archive poor output as teachers do not work to their maximum effectiveness and efficiency due to the attrition they come across during performing their duties.

Recent reports have shown that Tanzania has succeeded in pupils' enrolment in primary schools by 90 percent despite that the quality of education in the country is extremely poor. Among the seven areas of the Millennium Development Goals (MDG's) that Tanzania signed, it has done well in Universal Primary Education (UPE), whereby enrolment rates is much high.

Illustrative statistics by the ministry of education showed that as from 1961 to 2001 the number of primary school pupils increased nearly tenfold from 486 470 to 4 875 764 but for the period between 2001 to 2012 primary school pupils nearly doubled, rising by 97 percent from 4 875 764 to 8 247 472.

The abolition of fees in primary school in 2001, coupled with the compulsory requirement that parents or guardians send all children to school, meant that 94 percent of children aged 7 to 13 years were enrolled in primary school in 2011, compared with only 59 percent in 2000.

According to MOEVT, the net primary school pupils enrolment rate is 94 percent, the primary school gender parity index is 1:0, the primary school pupil-qualified teachers ration is 49:1, the primary school leaving pass rate is 53.5%, the pupil-text book ration at primary schools is 5:1 and the children with disabilities enrolled in primary school is 33 435.

As the enrolments of primary pupils have much increased in recent years, the challenges to quality education in Tanzania have also much increased. This rapid expansion in enrolment has meant that classroom size have mushroomed with the average of 66 pupils in each government primary school in 2011.

Mwanza region is the hardest hit, with the average 89 pupils per classroom. In some classrooms they can be as many as 200 children, particularly at the lower primary school grade level. This mushrooming has lead to a serious lack of qualified teachers since some of the qualified teachers quit from public schools to private schools or other professions due to lack of motivation in government schools. (MOEVT, 2009)

Considering the above short explanation, the aim of this study was to examine how motivation can influence the retention of public primary schools.

#### **1.4 General Purpose of the Study**

The purpose of this study was to find out how motivation affects retention of public primary school teachers in Ilemela district in Tanzania and also to identify the relationship between motivation and retention of primary school teachers in Ilemela district in Tanzania.

#### **1.5 Specific Objectives of the Study**

The following are the specific objectives of the study;

- (i) To investigate the relationship between primary motivation and job satisfaction among school teachers in primary school in Ilemela district.
- (ii) To examine how working environment and incentives contribute to attrition of primary school teachers in Ilemela district.
- (iii) To identify the influence of professional training and development on teachers' motivation and retention in Ilemela district.

#### **1.6 Research Questions**

- (i) How does primary school teachers' motivation lead to their job satisfaction?
- (ii) To what extent do working environment and incentives affect the attrition of public primary school teachers?
- (iii) How do professional training influences the development of primary school teachers' motivation and retention?

### **1.7 Significance of the Study**

The study will be beneficial to the educational administrators, policy makers, the society and other education stakeholders to be aware of the importance of motivating teachers and from that point they will either develop new motivation and retention policies or change the available ones with the aim retaining teachers particularly, public primary school teachers in their teaching profession, this will improve the quality of education in Tanzania. The study will also be of great important to policy maker

### **1.8 Limitation and Delimitation of the Study**

Although this study was carefully prepared, I am still aware of its limitations and delimitation. Firstly, because of the time limit, this research was conducted only on a small size of population, whereby it included a total number of 63 respondents. Therefore to generate the result for a larger group of people, the study should have involved more participants at different levels in the country.

Secondly, due to failure of sample respondents to answer with candour, results might not accurately reflect the opinions of all members of the included population.

### **1.9 Definition of Key Terms**

**Motivation:** A reason or reasons of acting in a particular way, it is also a theoretical construct used to explain behaviour, it represents the reasons for people's actions, desires and needs. Motivation can also be defined as one's direction to behaviour or what causes a person to want to repeat behaviour and vice versa.

**Retention:** The continued possession, use or control of something, in other words is a process in which an employee is encouraged to remain with a particular organization for a maximum period of time.

**Job satisfaction:** Also known as employee satisfaction, is defined in many ways, some believe it is simply how content an individual is with his or her job, whether or no they like the job or individual aspects or faces of jobs such as nature of work or supervision.

**Work environment:** The term environment is used to describe the surrounding condition in which an employee operates. The work environment can be composed of physical conditions, it can also be related to factors such as work process or procedures.

**Incentives:** An incentive is something that motivates an individual to perform or repeat an action. Incentives aim to provide value for money and contribute to organization success. Is also something that incites or tends to incite to action or greater effort as a reward offered for increased productivity.

### **1.10 Organization of the Work**

This study is made up of five chapters (chapter one, chapter two, chapter three, chapter four and chapter five).The first chapter includes the background of the problem, statement of the problem, general purpose of the study, specific objectives of the study, research questions, research tasks, significance of the study, conceptual frame work, definitions of the key terms, and the organisation of the study.



Chapter two focus more on literature reviews Chapter three, is about research methodologies used, Chapter four include details of the presentation, analysis and discussion of the findings which was collected from the field. Chapter five presents a summary, conclusion and makes recommendations of on basis of the study findings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the review of related literatures on teachers motivation and retention, it include empirical studies on employee motivation, teacher motivation, teacher retention and attrition, teachers remuneration and rewards, working condition, teacher training and professional development, teachers' salaries, teachers absenteeism, teachers turn over, theories of motivation and the knowledge gap.

#### **2.2 Theoretical Review and Employee Motivation**

Motivation refers to internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject or to make an effort to gain a good. Motivation results from internal of both conscious and unconscious factors such as the intensity of desire or needs, the incentive or reward value of the good and the expectation of the individual and of his or her pers. These factors are reasons one has for behaving a certain way.(Pintrich, & Schunk, 2002)

Motivation, the process that initiates, guide and maintains goal oriented behaviours. It involves the biological emotional, social and cognitive forces that activate behaviour. In everyday usage of the term motivation is frequently used to describe why a person does something. (Nevid, 2013).

Motivation can come from the outside, such as the motivation to win medals, receive financial rewards and attract attention from the media. This is known as external or

extrinsic motivation because it involves participation in sport for some kind of reward that is external to the process of participation. (Karageorghis, & Terry, 1969).

Intrinsic motivation refers to the reasons why we perform certain activities for inherent satisfaction or pleasure, you might say perform one of the activities in reinforcing in and of itself. (Brown, 2007).

Extrinsic motivation refers to the behaviour that is driven by external rewards such as money, fame, grade, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation which originates inside of the individual. Extrinsic motivation also refers to our tendency to perform activities for known external rewards, whether they are tangible such as money or psychological such as praise. (Brown, 2007).

Employee motivation, is broadly defined as the psychological factor that determines the direction of a person's behaviour in an organization, a person's level of effort and a person's level of persistence.

Getting people to do their best work, even in trying circumstances, is one of the manager's most enduring and slippery challenges. The trick of employers is to figure out how to inspire employee motivation at work. To create a working environment in which an employee is motivated. It involves both intrinsically satisfying and extrinsically encouraging factors. Employers need to provide a work environment that creates motivation in people. Many employers fail to understand the significance of motivating their employees in accomplishing their mission and vision. Even when

they understand the importance of motivation, they lack knowledge and skills to provide a work environment that fosters employee motivation

### **2.3 Teachers Motivation**

The extent to which teachers are motivated is a significant factor in influencing the delivery of quality education. Herzberg in his famous two-factor theory suggested that the factors which contribute to job satisfaction (motivators) and those which contribute to job dissatisfaction (hygiene) must be applied separately on workers such as teachers to enhance increased productivity. The significance effect of motivating teachers is boosting teacher's performance and increasing learning outcomes of students. A good working environment will determine the quantity and quality of knowledge children receive. teachers motivation depends, critically in effective management, particularly at the school level. If systems and structures set up to manage and support teacher are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment.

The subject of primary school teachers in Tanzania have continued to gain widespread criticism because of the obvious difficulties in rural schools. The persistent high poverty, poor environment, low salaries, limited opportunities for professional improvement, social and geographical isolation have made rural public primary schools unattractive for high qualified and experienced teachers. (Markel, 2004).

The living conditions of most public primary schools teachers are unsatisfactory and for many, they are "intolerable". The absence of reasonable quality and quantity housing within easy travelling distance of school is a key issue for nearly all

teachers. There is also a limited career advancement and development since promotions are often seriously delayed without obvious cause.

Primary school teachers in rural areas feel particularly isolated. Young school teachers posted to rural schools often have a strong fear of being forgotten. This leads to high rate of teachers stress and attrition.

According to Sumra, (2003), Teachers do deal with enormous number of pupils and longer working hours without any compensation. Teachers do also complain about having little opportunities to participate in key decisions.

Teachers working load is very big for both primary and secondary schools. Teachers have to teach many subjects because of the small number of teachers available. Science subject teachers are very few while in rural schools teachers end up teaching subjects which are out of their areas of specialization so that students should not stay idle. This forces teachers to work beyond their call of duty and teaching in this way becomes a tiresome job. Teaching load includes lesson preparation, such as scheme of work and lesson plans, teaching, marking, counselling students, administering remedial classes and doing administration duties like being the “teacher on duty”. It also involves extracurricular activities like sports, gardening and attending professional development training.

According to Markel, (2004), working conditions have continually played a big role in teacher decision to migrate or leave the profession. Reasons for remaining in teaching or leaving are strongly associated with how teachers view administrative

support, available education resources, teachers input regarding decision making and school climate.

According to Mwamwenda, (1995), a lack of job satisfaction results in frequently teacher absenteeism, aggressive behaviour towards learners and colleagues, early exit from the teaching professional and psychological withdraws from work.

Low job satisfaction has been cited as a possible cause of the current teaching crises in Tanzania especially in public primary schools. As with any other occupation group, pay and living conditions and other incentives determine the level and pattern of motivation among teachers. Incentives also powerfully influence the deployment of teacher to schools across the country. It is widely believed that low level of job satisfaction and motivation are adversely affecting teachers in Tanzania, which in turn results to lower quality education. Demoralized teachers are likely to want to find another occupation, be absent or late to work. They may even engage in unethical behaviour such as excessive drinking and sexual relationship with pupils.

Since teaching is far more than a job in school, it is a role and position in society and as such is associated with honour and responsibility. The quality of management at all levels (schools, district, region, and ministry level) is critically important in making sure that teachers are adequately motivated. (Barrett, 2004).

#### **2.4 Teachers Retention and Attrition**

Teachers' retention is the function of teachers' personal characteristics, education preparation, commitment to teaching, professional integration into teaching, external influence such as employment climate. These five factors together influence career

satisfaction, which in turn relates to teachers' decision to remain in or leave teaching.(Bilingsley, 2004)

Some other reasons are more important than others in encouraging retention. Some categories are more easily impacted by the central government policies and procedures. Any incentive system needs to be based on a realistic understanding of which strategies and rewards work. Concrete actions that government can take to help reduce public primary teachers' turnover

Attrition is a result of economic factor as teacher make rational economic decision about the career and seeks better paid work. However, there is also considerable evidence that teachers feel their work in becoming increasingly stressful and that their status is falling. (Macdonald, 1999)

The evidences showed that teaching conditions made deteriorated dramatically with an insufficient supply of student textbook and teaching materials, inadequate equipments, poor teaching and living accommodation and a high number of students per classroom.

Attrition is highest in geographical locations where living condition are extremely poor, harsh or expensive or where teacher do not feel comfortable with the local ethnicity, customs or language. Attrition is also high in the years of teaching career. Teachers early in their careers may have less stable family lives and have less commitment to teaching. Attrition does not simply reason numerical loss. It also represents the less of experienced teachers from the system. This is particular the

case where those who are living the professional are more successful or more qualified teacher. (Macdonald, 1999)

In addition schools may be unable to replace the teachers who have gone and are forced to operate at least for a period with reduced staff. Attrition can be reduced by improving teachers' building and teachers' accommodations, increasing teachers responsibility for education decision, reducing class sizes, increasing parental and community support, promoting collegial relationship among teachers and administration, providing teacher support and recognition and providing teacher counselling and medical care. (Macdonald, 1999).

## **2.5 Teachers Remunerations and Rewards**

Job security can be an attractive feature, capable of enticing some teachers who would otherwise leave teaching to remain. However teachers in Tanzania already have considerable job security this stands as an incentive to encourage their retention. (Dee, & Keys, 2004)

Many public school teachers complained bitterly about the government's medical aid scheme to which were obliged to contribute 3 percent of this salary. The quality of the service they received at the government health facilities was very poor, especially because drugs prescribed to them were not available.

No sizable allowances most notably for housing and transport were currently paid to primary school teachers in Tanzania. However this was not always the case during the 1980, teacher received a teaching allowances, which was armed 50 percent of their basic salary. The government removed these allowances in 1989. Unpaid



teachers' allowances have become a burning issue. Teachers do not receive transport and subsistence allowances when they are posted to new schools. Sometimes it takes time for a newly appointed teacher to receive their first salary payment.

The adequate and timely provision of textbooks and other instructional materials can influence teachers' retention. Good instructional materials make the teaching job easier by structuring, sequencing and pacing instruction. This can contribute to higher teacher morale and perhaps to greater recognition and approval by parents and community members.

Teachers also complained that they were not paid anything extreme for teaching double shifts. The agreed actions by the government included gradual provision of incentives to teachers who involved in double shift teaching but to date, this has not been implemented. (Hedges, 2002).

## **2:6 Work Condition/Environment**

In Tanzania, teachers often have a little choice about where they work. Working condition may include the size and quality of classroom, teachers' workloads/ the number of pupils in each classroom, pupils behaviours, teachers management and support. Many public primary school teachers in Tanzania are working in what is called a harsh professional environment. Those teachers finds out that there poor working condition are more discouraging than their salary needs, (Sumra, 2004).

Teachers housing is generally intended to encourage teachers to move to remote locations. However, in some counties the practice has become so widespread that it has come to be considered as basic need for teachers. Housing condition for public

primary school teachers is generally poor. The scarcity of decent accommodations is a constant refrain of nearly all reports, both official and by independent researchers.

Teachers were often expected to live in rural locations that lack many of the amenities of an urban setting and work in classroom that were poorly equipped. As the education sector of many countries have come under increasing financial strain and the condition of being a teacher becomes worse, morale drops, and alternative types of employment look relatively more attractive.

Many primary school teachers have to commute long distances between home and schools, which is time consuming, costly and tiring. This is particularly acute for urban teachers. Good working relations between teachers are a key motivator particularly for teachers posted to more remote and difficult areas.

## **2.7 Teachers Training and Professional Development**

The introduction of education and training policy in 1995 enabled Tanzania to achieve significant development in education sector. In the period between 1995 and 2005, the country witnessed the improvement in primary education sector retention.

The main objective of teachers training and professional development has been to enhance the quality and accessibility of primary education sector to the majority of Tanzania especially those who are in rural and remote areas. However to the large extent, the new oriented delivery of primary education in Tanzania is affected by inadequate supply of teachers to public primary school.

Teachers recruitment in public primary schools in Tanzania is practically performed by the ministry of education and vocational training. Most of the teachers who were

recruited by the ministry of education and vocational training (MOEVT) were those who completed their training and those individuals who had non-teaching professional qualification and were granted the teaching licences after taking part in a short training program.

In-service training was advocated by some as a better strategy than pre-service training because it targeted individuals who had already made a commitment to teaching and, presumably were less likely to leave teaching once they acquire their new skills. To meet the rapidly growing need full qualified primary school teacher an accelerated training programme has replaced the traditional, collage based, pre service training course.

It is a MOEC policy that teachers should receive an average of ten days of in-service training a year however this policy was poorly implemented. Teachers' resources centres were ineffective mainly because they lack operational budgets.

Teachers were not provided with professional development seminars to enable them to face new challenges and cope with new development especially in this era of globalization.

The syllabus has been changing now and then, new topics were introduced but in-service trainings were not effectively administered to teachers however Primary Education Development Program (PEDP) recommended it. (Sumra,2006).

## **2.8 Teachers Salaries**

Low salary is the most frequent reason teachers give for leaving the teaching professional. Their concern was well grounded since in many areas of the country teacher compensation had dropped in real terms, income adjusted for inflation as salaries had increased more slowly than the rate of inflation and in relative terms, as teachers had more attractive employment opportunities. The reason as to why there was a lack of public primary school teachers in Tanzania was directly related to low salaries. (Sargent & Hannum, 2005)

Rising teachers' salaries is the simple most direct and effective way to reduce attrition. Teacher attrition can be virtually eliminated by raising salaries high enough. The government faces competing demands for resources and can seldom afford the level of salary that would guarantee retention, financially or politically. The challenge for the government is then to reach an acceptable balance between the level of teacher turnover and the resources committed to education.

The salary scale for public primary school teachers in Tanzania is very low meanwhile the increment given to those salaries is also very low. Increasing the magnitude of these increments is a direct way to reward more experienced teachers for remaining in teaching.

Separate from salaries, teachers should be given special allowances for such things as teaching in remote locations, taking on special tasks, etc. Allowance should differ from salaries. Take home pay increases only very slowly with experience to the extent that a primary school teacher with over 30 years experience has an average very low salary when compared to that experience.

Regardless of the areas, gender or qualification, all teachers are not satisfied with the low salary that they earn. They say that their salary cannot sustain them to a decent life. To increase a reasonable standard of living and to increase productivity significantly in public schools would probably require the salary increase for teachers at all levels.

Teachers especially in rural areas have to travel very long distances to receive their monthly salaries, some have to go to town council where they have to stand in a long queue waiting for their salaries. (Sumra, 2006).

## **2.9 Teachers Absenteeism**

Teachers absenteeism is widely recognized as a serious problem. There is a widespread consensus that teacher absenteeism is a major threat to educational quality and efficiency in many developing countries. High rates of teachers absenteeism have been consistently reported in recent statistics in Africa due to low level of commitment.

In Tanzania there is chronic trend of teachers absenteeism and a certain casualness about attending classes which tends to increase when teachers run out of money. (Burrett, 2004a)

Various researchers have identified many reasons that lead to teachers' absenteeism. The reasons includes, the weak or absence of economic incentives for attendances, Pay scales are very low that teachers must have supplementary employment in order to live and as a consequence teachers are forced to hold outside employment which

often conflicts with the school responsibilities. This leads to high rates of absenteeism.

Absenteeism leads to a serious threat to overall achievement in education since it can lead to higher level of pupil dropout. Frequent teachers absenteeism undercuts the community's confidence on the school. This loose of confidence may also lead to the growth of private schooling as parents who value education seek other options for educating their children.

Teachers absenteeism is a function of economic incentives provided by the central government, government policies, teachers awareness of these incentives and policies decentralization of authority (over conditions of teaching), school level supervision, local economic incentives, community pressure and the availability at the community level of appropriate rewards and sanctions.

The solution to teachers absenteeism has its roots in both the central ministry and the local action. These two need to be coordinated (or at least be pulling in the same direction). Rising teachers' salaries may also decrease absenteeism, National policies need to be carefully coordinated. The increase of allowances and other benefits for teachers with good can also be used to motivate their attendance to schools. Raising salaries represents a blanket solution to low salaries, increasing allowances and other benefits provides a new focused means of rewarding teacher for good attendance to school.

### **2.10 Teachers Turnover**

High turnover signal low teachers morale or serious salary imbalances. The cost of high turnover in primary education sector is very effective in decreasing education productivity. Many top education officials see it a major problem on efforts to improve education quality. The best teachers are the ones most likely to leave teaching. The weakest teachers lacking alternative, tend to stay in teaching. (Ingersoll, 2001).

There is a high level of teacher turnover in primary school in Tanzania. Almost one in five teachers at rural survey school had left the professional in the previous years.

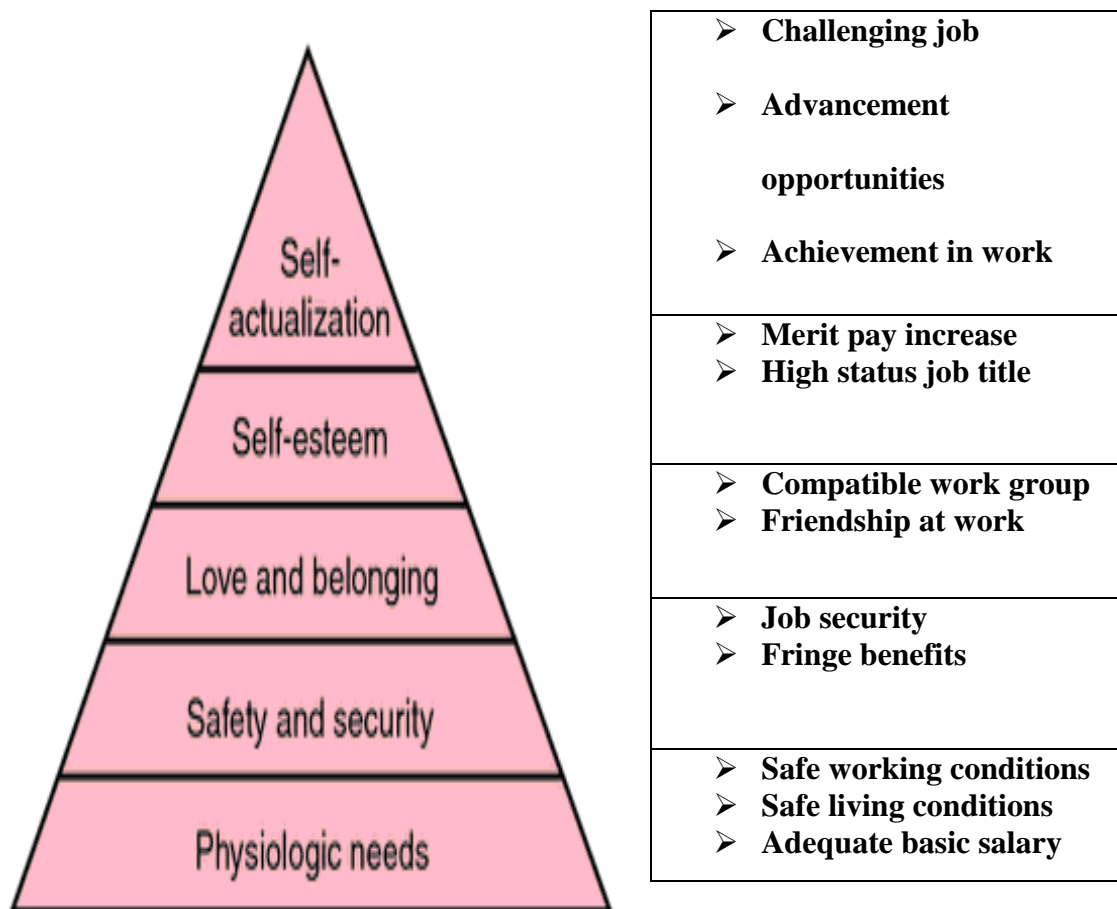
Tanzania is limited in access to university education, teacher training is often seen as a “back door” route to higher education. Trainees pursue teacher education, not from an interest in a teaching career but from a desire to transfer to the university in another subject area.

Researchers have identified causes of teachers turnover which includes, lack of economic incentives that encourages turnover. Qualified teachers leave teaching at the time that compensation differs significantly from what they could make in other jobs. Teachers’ attrition can be effectively eliminated by raising salaries high enough.

### **2.11 Theory of Motivation**

Maslow (1943) was the first person to use people needs in motivation theory. He worked individual having neurotic ailment and assessed their hierarchy of needs. The hierarchies of needs according to Maslow are the following, psychological needs,

safety needs, love needs, esteem needs and self actualization needs. These needs are arranged from the lower needs to the higher needs. Individuals move up the hierarchy when a need is substantially realized. (Huitt, 2004)



**Figure 2. 1: Maslow's Hierarchy of Needs with Teachers motivation Factors**



The basic needs for sustaining public primary school teachers in life involve satisfying them with things like food, water, sleep, medicine and education.

Safety needs to public primary schools teachers include being free from physical danger and being free from fear or losing a job, property, food, shelter and to protect them against any emotional harm. To satisfy public primary school teachers, the government should provide them with a safe home, secure income, sufficient salary, benefits and medical insurance.

Since teachers are also social being, they need to belong and be accepted by community around them. Here teachers are satisfied by positive interaction and cooperation by the co-workers, their leaders and the community members at large.

Teachers also need to be held in esteem both by themselves and by others. This makes teachers feel having power, prestige, and self confidence. It involves being satisfied with internal esteem factors like self respect, autonomy, achievement and external esteem factors such as status, recognition and attention.

Teachers need to fulfil their potential and self fulfilment and maximize their potential and to accomplish their goals in life. Teachers here are satisfied by always being encouraged, given challenging jobs and advanced opportunities.

## **2.12 Knowledge Gap**

The review of different empirical studies showed that researches were conducted in various places in the world concerning teachers' motivation in all levels of education including the primary school level.

Many of these researches focused only on factors that lead to teachers' motivation in their working environment. These researches also gave many recommendations on how to motivate teachers.

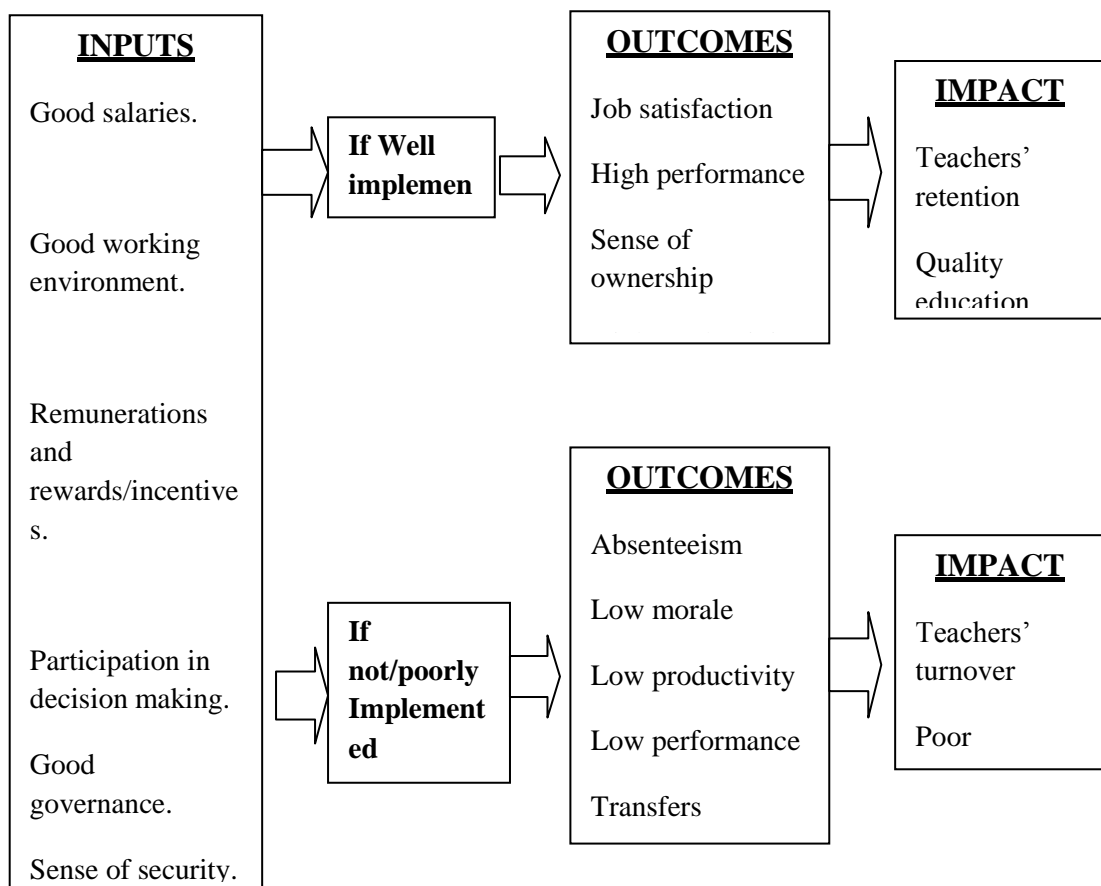
But none of these researchers had attempted to study how the factors that influence teachers' motivation can lead to their retention in their career. Due to this research gap revealed, this study was conducted in order to find out how do the factors that lead to teachers' motivation can influence their retention in the teaching profession

### **2.13 Concept Framework**

The conceptual framework that guided this study was grounded in the kind of motivation that was given to public school teachers particularly the primary school teachers in Tanzania as a strategy to encourage their retention in the teaching profession and this will lead to quality education. According to various scholars, teachers' productivity depends much on the kind and nature of the motives that they come across when fulfilling their duties. These scholars listed some of the important factors or inputs that lead to teachers' motivation. This includes good salaries, good working environment, remuneration and rewards/incentives, participating teachers in decision making, good governance and sense of security to teachers.

If these motives were well given to teachers, the outcome would be high teachers' performance, teachers would feel sense of ownership, high teachers' productivity, and high job satisfaction. These outcomes would lead to higher rates of teacher retention as they were satisfied with their career, meanwhile the quality of education would rise as teachers' performance would increase.

On the other hand, if the above mentioned inputs were not or poorly given to teachers the outcome would be negative as teachers absenteeism would increase, low teachers productivity, low teachers performance, transferring of teachers would increase particularly from the rural areas to urban areas where they thought they would find a good working environment. The impacts of all of these negative outcomes would be higher rates of teachers' turnover and poor quality of education.



**Figure 1. 1: The conceptual framework showing the impacts of motivating teachers**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methods used by the researcher in order to attain the objectives of this research. This chapter therefore explains the location of the study, research design, population of the study, sample size and sampling procedures, data collection instruments, validity and reliability, data collection procedures, research ethical considerations and data analysis plan.

#### **3.2 Location of Study**

The study was carried out in Ilemela district located in Mwanza region in Tanzania. Geographical Ilemela district is located on latitude  $2^{\circ} 26' 52.2''$  ( $2.4478^{\circ}$ ) south and longitude  $33^{\circ} 1' 54.4''$  ( $33.0318^{\circ}$ ) east, with average elevation of 1,261 meters (4,137 feet). Ilemela district is one of the 8 districts of Mwanza region. It is bordered to the north by the Nyamagana district, to the east by Magu district, to the east and south by Misungwi district and to the west by the Mwanza gulf of lake Victoria. Part of the region's capital, the town of Mwanza is within Ilemela district.

Administratively the district has eleven (11) wards and 147 streets/villages. According to 2012 Tanzania national census, the population of the Ilemela district was 343,001. Ilemela district is occupied by various ethnic groups which include Wasukuma, Wakerewe, Wakara and Wazinza.

According to the profile of Mwanza city council, the major economic activities in Ilemela district include Manufacturing and food processing, fishing and agriculture. The area produces both food crops and cash crops. Major crops cultivated include maize, rice, vegetable, fruits and cotton. Other economic activities include timber making and bee keeping.

### **3.3 Research Design**

Research design, is a plan on how a research problem will be attacked (Omari, 2011). It 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 the procedure. It is also a framework within which research is conducted which constitutes a blueprint for data collection, measurement and analysis of data.

This study employed a qualitative research design. According to Copper (1996), descriptive study is concerned with finding out who, what, where and how a phenomena which was the concern of the study. The major advantage of this type of research design is that it enables the researcher to assess the situation within the study area at the time of study and it points out data to be collected and the type or categories of respondents. The researcher used this kind of research design since it allowed a deep investigation of how different motivation factors affect public primary school teachers.

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

A population is a group of individuals who have one or more characteristics in common. One can also define population as the aggregate of all cases that consort to designated set of specifications. Population is also a totality of group of units which

have one or more characteristics in common that are of interest to research. Population is the aggregate from which a sample is taken. (Sjodin, 2005)

The target population for this study included public primary school teachers in Ilemela district in Mwanza region. However it was not possible to involve all public primary school teachers in Ilemela district, therefore a sample of these public primary school teachers was taken to represent other public school teacher in the district. The study also included Heads of school, representative of the general secretary of teachers' service department of Ilemela district (TSD), teachers' trade union and the district educational officer of Ilemela district (DEO).

### **3.5 Sample Size, Sampling Procedures and Techniques**

#### **3.5.1 Sample Size**

According to Rwegoshora, (2006), Sample size refers to the number of respondents intended to be involved in the study. A sample is a part of the population which is studied in order to make inference about the whole population

Khan (2012) defines sampling as the selection of a part of a group with view of obtaining information about the whole. A sample is defined as a small proportion of a population selected for observation and analysis, (Omari, 2011)

This study used 63 respondents as a sample which was divided into five groups, including 50 primary school teachers, 10 heads of school, 1 teacher trade union officer, 1 representative of general secretary of teachers' service department and 1 district education officer. The summary of the categories of respondents is indicated in Table 3.1

**Table 3.1: Categories of respondents**

<b>Respondents</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Teachers	50	79.7
Head of school	10	15.8
Teachers trade union officers	1	1.5
Representative of general secretary of teachers service department	1	1.5
District education officer	1	1.5
Total	63	100

### **3.5.2 Sampling Procedures and Techniques**

This study employed simple random sampling and purposive sampling techniques. A simple random, is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of the targeted population. Each individual has the same probability of being chosen at any stage during the sampling process. The principle of simple random sampling is that every object in the targeted population has the same probability of being chosen.

In this study simple random sampling was be used to sample public primary school teachers, whereby the lottery technique was used in every visited primary school to give equal chances to all teachers in visited schools.

Purposive sampling is when a researcher chooses specific people within the population to use for a particular study or research project. It focuses on particular and specific characteristics of the population that are of interest which will best enable to answer the research questions.

In this study, purposive sampling was used to sample, Head of schools, trade union officer, representative of the general secretary of teachers service department and the District educational officer.

### **3.6 Data Collection Methods**

Data collection methods, refers to methodologies used to collect data, they are use to identify information sources and collect those information. The central focus of any research activity is gathering information on the research topic. (Sandelewski, 2000). In this study, the data collection methods that were used were questionnaire, interview and documentary analysis.

#### **3.6.1 Questionnaire**

Orodho, (2004), defines a questionnaire as method used to gather data which allows a measurement for or against a particular view point. In questionnaire, a researcher has the ability to collect a large amount of information in a reasonably quick space of time, it either includes a list of written questions put forward to a respondent for them to answer.

Questionnaire is a good method that will collect data about thoughts, feeling, attitudes, beliefs, values, personality and behaviour intentions of research participants.

According to Chireshe, (2006), Questionnaire can be used to reduce bias that might result from personal characteristics of the interviewer.

This method was used because the target population is considerable literate which minimizes the interpretation of the questions for the understanding to capture reliable



information. Questionnaires were used to gain information from public primary school teacher in Ilemela district. The information gathered was coded, tributed and analysed. Teachers from 10 government primary schools in Ilemela district were involved in filling the questionnaire and the researcher collected them personally.

The study used questionnaire method since it is economical, it saves time, allows for greater geographical coverage and it can collect both qualitative and quantitative data. Questionnaire also can achieve anonymity which is associated with the absence of an interviewer. Anonymity increases the chances of genuine response because the teachers were not asked to identify themselves, which lead them to provide more accurate and sensitive information.

Questionnaire have some weakness such a lack of clarification of the answer given by the respondents, no control over who fills the questionnaire and the researcher can never be sure that only right people have filled and completed the questionnaire.

According to Chireshe (2006) argued that given answers are final that there are no clarification. This limitations can be solved by inclusion of open ended interview in order to acquire clarified answers and provide and collecting the questionnaire personally from the respondents.

### **3.6.2 Interview**

Interview is defined method as a data collection technique that involves questioning of respondents either an individual or as a group. An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviews are a standard part of qualitative

research. In descriptive studies open interview technique is mostly applied. (Kothari, 2004).

Omari (2011), argues that open interview follow a well defines structure resembling the format of an objectives questionnaire, allow clarification and elaboration within narrow limits. He observed that more people are willing to communicate orally than writing.

In this study interview method will be used to collect information from the sample that was selected through purposive sampling. They include, the head of school, district educational officer, teacher trade union officer and the representative of general secretary of teachers service department (TSD) of Ilemela district.

The study used open ended interview to provide more room for flexibility in the discussion. The reason for using interview in this study was to extract accurate and complete information from the heads of school, teachers' trade union officer, representative of the general secretary of teachers' service department and the district education officer.

Interview method also allows visual aid on more clarification and it helps the interviewer to control the context and the environment in which the interview takes place. It also allows getting more complete data, (Omari, 2011).

The main disadvantage of interview technique is that the method is expensive, time consuming and it may cause over stimulation of respondents due to the presence of the interviewer that can poison the accuracy of the information to be collected. (Kothari 2004).

### **3.6.3 Documentary Analysis**

Documentary analysis, is a form of research in which documents are interpreted by the researcher to give voice and meaning about an assessment topic. Analysing documents incorporates coding, content into theme similar to how focus group of interview transcripts are analysed. It includes public records, personal documents and physical evidence. It is also the method of collecting reference materials that are relevant to the study, it may come in many different forms and many different sources.

In this study, the researcher asked permission from the responsible authorities to review various documents on teachers' issues within Ilemela district particularly from the human resources office. Using this tool helped a researcher to recognize the information that cannot easily be found from other tools of data collection including questionnaire and interview tools. The limitation of documentary analysis is that most information can be outdated, the data may be incomplete or missing. So as to overcome these limitations a researcher related the information from the documents with the research topic "Factors influencing retention of public primary school teachers"

### **3.7 Validity and Reliability of the Instruments**

Validity and reliability are the basic principles of social research. Validity refers to the ability to produce accurate result and to measure what is supposed to be measured. A valid measure produces true results that reflect the true situation and condition of the environment it is supposed to study.

Reliability refers to the ability of an instrument to produce consistent results. It is characterised by precision and objectivity.

### **3.7.1 Validity**

According to Golafshani, (2003), Validity, is the degree to which the result obtained from the analysis of data actually represent the phenomena under study. To ensure validity, the study applied triangulation techniques using interviews, questionnaire and documentary analysis so as to produce accurate results and measure what was to be measured on public school teachers motivation and retention.

### **3.7.2 Reliability**

According to Golafshani, (2003), Reliability refers to whether a research instrument is neutral in its effect and consistent across multiple occasions of its use. Data reliability is the cornerstone of making a successful and meaningful study. In order to collect reliable data, the researcher designed the interview and questionnaire through an elaborative procedure which involved a series of revisions. The instruments were also pre-tested to few respondents so as to find any weakness that could be contained in the instrument before the actual study period.

## **3.8 Data Collection Procedures**

At this stage the first thing which was done was to pre-test the data collection instruments especially the teachers' questionnaire. Pre-testing involved the use of data collection instruments with a small sample to check whether it was clearly worded and easily understood. In this study, pre-testing was done by randomly distributing five questionnaires to five teachers. This was done some days back before the actual study day.

In the actual study, the process began with the selection of schools and teachers that participated in the process of data collection. This was done from the random technique as explained in the sampling process. Questionnaires distributed to these selected sample teachers, and they were allowed to answer the questionnaire at a time convenient to them. This meant a researcher would come to collect the answered questionnaire after sometime. A self delivery and collected questionnaire was simple to delivery by hand to each respondent and being collected later.

On the other hand, a researcher made appointments with the heads of schools, teachers' trade union officer, representative of the general secretary of teachers' service department officer and the district education officer for an interview. When the day of the appointment reached to a particular officer, a researcher went for an interview whereby in that interviewing process he began by introducing himself to the interviewee and explained the purpose of the study and hence began to collect required information from that interview.

Finally, the researcher asked for a permission and take time to conduct a documentary analysis on documents related to public primary school teachers' motivation and retention.

### **3.9 Research Ethical Considerations**

These are principles which are intended to protect participants from harm. Research ethical considerations cab also is defined as the ethical principles of respect for persons, beneficiaries. Ethical issues in research touch on all stake holders to researcher including the researcher, respondents and users.

In this study, a researcher tried to get informed consent from participants, the researcher was also avoiding harming the respondents by avoiding embarrassment, irritation, anger, over emotions, stress, loss of self esteem and negative labelling of respondents. The researcher observed the confidentiality of all respondents. The researcher also provided incentives to the respondents so as to make them will to provide the required information clearly and effectively.

The reasons for employing research ethical considerations in this study included, firstly, promoting the aim of research, such as knowledge and truth. Secondly, since the research involved a great deal of cooperation and coordination, ethics standards promoted the value that were essential to collaborative work, such as trust, accountability, mutual respect and fairness and lastly, research ethical considerations promoted social responsibility, human rights and compliance with the law.

### **3.10 Data Analysis Procedure**

Data analysis is a process of inspecting, clearing, transforming and model data with the goal of discovering useful information. It can also be defined as the process of organizing of what a researcher has heard and read so that sense can be made of what has been obtained. In this study, the collected data from questionnaire was read and the responses were counted and coded. Coding involved assigning numeric value to the collected information.

On the other hand, the data/information collected from interview and documentary analysis tools were analysed by placing them or measuring them to numeric value. Some numerical value from descriptive data were shown, this involved tabulation percentages and frequencies.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the findings of the study. The purpose of the study was to find out how motivation affects retention of public primary school teachers in Ilemela district in Tanzania. The study also examined the relationship between motivation and retention of public primary schools teachers in Ilemela district. The findings were presented in accordance with the research objectives and the data collected in the field are presented in a systemically organized manner using tables, followed with analysis and a discussion. The objectives of the study include, to investigate primary school teachers motivation towards job satisfaction in primary school in Ilemela district, to examine how working environment and incentives contribute to attrition of primary school teachers in Ilemela district, to identify the outcomes of professional training and development on teachers' motivation and retention in Ilemela district.

The following sub- section presents on the respondents profile on gender, age, level of education and teaching experience. The findings of the study were as presented in the following sub- sections.

##### **4.1.1 Distribution of the Respondents by Gender**

The respondents were first asked to indicate their gender. It turned out that 23 (46%) of teachers were male while 27 (54%) were female. The majority of teachers in England are women yet relatively there are a greater proportion of male teachers in senior position. From the finding of the study, it can be said that there are many

female teachers in primary schools in Ilemela district than male teachers. These are presented in Table: 4.1.

**Table 4.1: Distribution of Respondents by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	23	46
Female	27	54
Total	50	100

#### **4.1.2 Distribution of Teachers Respondents by Age**

The respondents were asked to indicate their age. These are as presented in Table 4.2

**Table 4.2: Distribution of teacher respondents by age**

<b>Age Bracket</b>	<b>Frequency</b>	<b>Percentage</b>
18-25 years	27	54
26-35 years	13	26
36-50 years	7	14
Above 50	3	6
Total	42	100

The findings in Table 4.2 show that 27 (54%) of the teachers were between 18-25 years, 13 (26%) were between 26-35 years, 7 (14%) were between 36-50 years and 3 (6%) were above 50 years. This means that there are relative few experienced teachers who can serve as mentor and provide professional support and leadership. A study in Tanzania by Bannell and Mukyanuzi (2005) on Teachers motivation crisis they found that individual teacher characteristic can also adversely impact on



motivation level. They added that age profile of teacher has become younger in many countries due to the rapid expansion of primary and more recently, secondary school enrolment and or higher rate of teacher attrition.

#### **4.1.3 Distribution of Teachers Respondents by Academic Qualifications**

Teacher respondents were asked to indicate their highest Academic qualifications. It turned out that 41(82%) of the respondents were Certificate holder in education. The study also found that 8(16%) were Diploma holder in Education and 1 (2%) with Bachelor of Education. From the findings of the study, it can be said that Teachers in public primary schools in Ilemela District were qualified. These findings on teachers' academic qualifications are presented in Table 4.3.

**Table 4.3: Distribution of teachers respondents by academic qualification**

<b>Level of education</b>	<b>Frequency</b>	<b>Percentage</b>
Certificate	41	82
Diploma	8	16
Graduate	1	2
Post graduate	0	0
Total	50	100

#### **4.1.4 Distribution of Teachers Respondents by Teaching Experience**

Teachers were asked to indicate the period which they had taught in school. It turned out that 29 (58%) of the respondents' indicate that they had taught between 1-5 years, 18 (36%) of the respondent had taught for a period of 6- 10 years, 3 (6%) had

taught for a period between 11-25 years, from the finding of the study, it can be said that majority of teachers in Ilemela District had tough for a few period of time, So they have no experience with teaching profession that why they feel unsatisfied with their job.

The findings of the study are supported by Nagy and Davis (1995) who found that motivation reduce with years of experience thus teachers with more experience tend to be more motivated and satisfied than the youth who are less experienced. These are presented in Table 4.4.

**Table 4.4: Distribution of teacher respondents by teaching experience**

<b>Period of service</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	29	58
6-10 years	18	36
11-25 years	3	6
Above 25 years	0	0
Total	50	100

#### **4.2 The Influence of Motivation Towards Job Satisfaction in Public Primary School Teachers in Ilemela District**

The first objective of the study was to investigate teachers motivation towards job satisfaction in Public Primary Schools in Ilemela district. Information for this objective was obtained through various questions such as general statement on teaching profession, why have you decided to become a teacher? How satisfied are you with your job as a teacher? Job satisfaction level, Are teachers been motivation

in different aspect by the government in your district? And as Teacher Trade Union officer how are you ensuring your members are motivated? The following are responses from Teachers, Head of schools, Representatives of General Secretary of Teachers Service Department of Ilemela district, District Education Officer and Teachers Trade Union Officer from Ilemela District the questionnaire and interview responses were as follows:

#### **4.2.1 Decision That Led Teachers to Join the Teaching Profession**

In this study the researcher wanted to get information on the reason make teachers to join teaching professional. The responses are presented in Table 4.5

**Table 4.5: Decision to become a teacher**

<b>Reason</b>	<b>Frequency</b>	<b>Percentage</b>
Interested in teaching profession	17	34
Lack of other opportunities	21	42
Temporary employment	9	18
Pay	3	6
Total	50	100

The above table concerning the Decision to become a teacher, there is a problem in the teaching profession. The majority of respondents took this career simply because they had no other alternative of employment 21 (42%) followed by those who were in the teaching professions because of interesting 17 (34%) while 9 (19%) were working as temporary employment. The rest of respondent were driven into the

teaching profession in pursue of pay 3 (6%). Teaching is a vocational call which costs an individual and sometime need sacrifice. Many teachers are joining the teaching profession after they had lost any other opportunity in other professions. It is obvious that there will be increase of failure of students results, high attrition rate of teachers, disappointment and many other negative impacts.

#### **4.2.2 Public Primary School Teachers Thinking of Leaving the Teaching Profession**

When teachers were asked on whether they were thinking of living the teaching profession, their responses were as indicated in Table 4.6

**Table 4.6: Thought of leaving teaching profession**

	<b>Frequency</b>	<b>Percentage</b>
Yes	29	58
No	21	42
Total	50	100

From the findings in Table 4.6 on whether teachers thought of leaving the teaching profession, 29 (58%) said 'yes'. They could leave the teaching post and look for other types of employment and 21 (42%) said 'no', they were no longer thinking of leaving teaching profession. It is worth noting that the teaching profession will always have individuals to run it even though there is turnover. What is needed by

the Ministry of Education and Vocational Training is to motivate and encourage teachers to prioritize the teaching profession.

#### 4.2.3 Teachers Being Proud With Teaching Profession

Teachers were asked if they were proud for being teachers. Their responses were as indicated in the Table 4.7

**Table 4.7: Proud for being teachers**

	<b>Frequency</b>	<b>Percentage</b>
Yes	11	22
No	39	78
Total	42	100

The findings in Table 4.7 it is disappointment that the majority of teachers were not proud to be teachers 39 (78%) while 11(22%) were proud of being teachers. Education is needed among teachers' so that they can be free to know, express the teaching vocational as a call rather than feeling inferior regardless of their salary and payments. Haki Elimu (2005) show that in Tanzania there is a strong evidence which indicates that most of the teachers are unhappy with their job due to low salaries, housing arrangement, benefits, workload and status within their communities.

#### 4.2.4 Teachers Planning to Teach Till Retirement

The study intended to reveal teachers who are willing to teach till retirement, teachers were asked and their responses were as shown in table 4.8

**Table 4.8: Plan to teach till retirement**

	<b>Frequency</b>	<b>Percentage</b>
Yes	09	18
No	41	82
Total	42	100

Findings in Table 4.8 show that the majority of the teachers respondents do not intend to continue working as a teacher till retirement, this is 41(82%) while only 09(18%) were ready to continue working as teachers till retirement age. This is a large portion of teachers' plan to quit teaching due to lack of motivation and job satisfaction. Murrane (1987) with reference to USA suggested that some degree holders are attracted to teaching as a medium term occupation rather than a permanent career due to lack of job satisfaction.

#### 4.2.5 Given Another Chance as a Teacher

Teachers were asked if they were given another chance, would they make the same career choice. The responses are presented in Table 4.9

**Table: 4.9: Given another chance as a teacher**

	<b>Frequency</b>	<b>Percentage</b>
Yes	16	32
No	34	68
Total	50	100

The findings in Table 4.9 show that majority of teacher respondents when they were given another chance they would not make the same career choice again 16(32%) said they would make the same career choice again while 34(68%) said they would not make the same career choice again. The most of teachers they regret to be teachers because of lack of job satisfaction so the Ministry of Education and Vocation Training have to make changes in order to satisfy teachers and retain them in teaching profession.

#### **4.2.6 Recommending a Friend into Teaching Profession**

Also a researcher wanted to know whether teachers were ready to recommend friends to take teaching professional. The responses are indicated in Table 4.10

**Table 4.10: Recommending a friend into the teaching profession**

	<b>Frequency</b>	<b>Percentage</b>
Yes	19	38
No	31	62
Total	50	100

Above table it is unbelievable that the majority of the teachers 31(62%) were not ready to recommend a friend to take teaching professional while 19(38%) were ready to recommend a friend to take teaching professional it is obvious that teaching professional is demoralized and fractured. As such, if extra effort is not put in to educate the teaching force there will always be high attrition rate and consistence turnover, lack of confidence and varying level of professional commitment. The teaching professional that enjoyed considerable public respect and reasonable financial reward is in decline. The government has to improve teachers working environment so as to attract teachers.

#### **4.2.7 Teachers who want to be Transferred to Other Schools**

Teachers respondents were asked to indicate whether they want to be transferred to another schools or not. The responses were presented in Table 4.11

**Tables 4.11: Want to be transferred to other schools**

	<b>Frequency</b>	<b>Percentage</b>
Yes	21	42
No	29	58
Total	50	100

The results in Table 4.11 show that most of the teachers do not want to be transferred to another school. 21(42%) said yes they want to be transferred to another school while 29(58%) said no they do not want to be transferred to another school. Those who had preferred to be transferred to another school gave the following reasons for



this preference included opportunities for advancement, extra business and exposure to different frontier knowledge.

#### **4.2.8 Teachers Satisfaction with the Teaching Profession.**

Teachers were asked if they are satisfied with the teaching profession. The responses were as indicated in the Table 4.13.

Table below shows that motivation is the major driving force in achieving anything in life. The respondents were asked their opinion on job satisfactions. Most of the respondents 24(48%) stated that they were normal (moderate) satisfied with their job, 13(26%) said that they are not satisfied, 12(24%) said that they are very unsatisfied and only 1(2%) stated that he was very satisfied with the teaching profession. This is an indication that success of the schools in academic is directly proportion to the motivation of teachers failure of administrator to motivate their teachers may automatically bring negative result because lack of job satisfaction to teachers decrease their teaching morale, and teachers are unsatisfied with teaching professional because of low salary and lack of incentives and poor working condition.

**Table 4.12: Teachers satisfaction with the teaching profession**

<b>Kind of Satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Very satisfied	1	2
Normal satisfied (moderate)	24	48
Unsatisfied	13	26
Very unsatisfied	12	24
Total	50	100

A study done by Mwangi (2002) on factors related to teachers morale and job satisfaction in Machakos district in Kenya found that, the factors affecting teachers morale and job satisfaction including desertification with schools Authorities, in adequate pay, poor career structure, lack of promotions, poor schools facilities, attitude and behaviour of head of the schools' and of other teachers and pupil, Poor working attitude and lack of interest.

The following are the responses from the District Educated Officer, Teacher Trade Union Officer, Head of Schools and Representatives of General Secretary of Teachers Service Department of Ilemela district who were interviewed by the researcher in relation to objective number one which aimed to assess the influence of motivation towards job satisfaction in public primary schools in Ilemela District. From the interview with District Education Officer, it was found that teachers in Ilemela District are motivated through the provision of various seminars and in-service training as well government is still looking for more motivation so as to stimulate teachers in different aspects. Due to this level of motivation provided by the government shows that the government is aware with the importance of motivation to teachers as it has positive contribution in fulfilling teachers responsibility.

Also from responses given by Teachers Trade Union Officer (TTU) it shows that teacher union has made various efforts to ensure that teachers are motivated by the government by presenting their claim to the government, to force the government to increase teachers' salaries, to solve discipline cases of teachers and to concertize teachers upon their rights. Responses from head of schools shows that they motivate

teachers through provision of equal chance in supervision of examination and marking and in attending of deferent seminars also through provision of different position in school also through trying to create good working condition at their schools.

Also response from Representative of General Secretary of Teachers Service Department on teachers motivation and satisfaction said that they motivate teachers through sending teachers claim to government and also through provision of teacher promotion at the right time.

Generally from these findings as given out by the respondents in relation to objective number one that teachers' motivation is very important so as to increase their responsibility in their job. Also most of respondents show that the government should be responsible upon teachers' motivation so as to make them effective in order to reduce teachers' attrition.

#### **4.3 The Effect of Teachers Working Environment and Incentives on Teachers**

##### **Attrition**

The second objective of the study was to examine how working environment and reward contribute to the public primary school teachers attrition in Ilemela District. Information of this objective obtained through the following questions. Are you satisfied with working conditions? How many students are in your class? Number of periods per week, your current salary scale, How satisfied are you with your salary? Teacher-student ratio, are teacher having transport allowance, teaching and learning

materials are more available in your school, are you overloaded with work in teaching professional.

#### 4.3.1 Teachers Satisfaction with Working Conditions

The researcher asked the teachers whether they are satisfied with working environment. The responses are as indicated in Table: 4.14.

**Table 4.13: Satisfaction with working conditions**

	Frequency	Percentage
Yes	18	36
No	32	64
Total	50	100

Findings in Table 4.14 show that many teachers are unsatisfied with working conditions, 32(64%) said they are unsatisfied with working condition while 18(36%) said they are satisfied with working conditions, so most schools in Ilemela District do not have conducive working environment to satisfy teachers so this affect teaching and learning of students and hence lead to poor performance of student and teachers attrition due to unsatisfied working environment .According to Monk (1999) environment in which teachers work affect both performance and job satisfaction. The housing condition for teachers is the one of the challenges they face in both rural and urban areas there is no Government house for teachers, poor transport and communication and inadequate social service these are the environment which causes teachers attrition from public primary schools.

### 4.3.2 Number of Pupils in the Classroom

Another research question was also about number of students in the classrooms and whether it affects the morale of teachers. The opinions of teachers are indicated in

Table: 4.15

**Table 4.14: Number of pupils in a class**

	<b>Frequency</b>	<b>Percentage</b>
21-45	1	2
46-65	6	12
66-80	24	48
Above 80	19	38
Total	50	100

The findings from the table show that the majority of teachers, 24(48%) were teaching classes of student between 66-80, followed by 19 (38%) who taught classes with student above 80, the other group 6(12%) taught classes of students between 46-65. The rest respondents 1(2%) taught classes of students between 61-80 students. It is worth noting that teachers are teaching a classroom of above 41 students because it complicate the teachers in teaching methodology and ability in provision of valid test and examinations and teacher failed to help the slow learners during teaching and learning process. So this discourages teachers, and cause teacher to fill unsatisfied with their work and hence cause teachers attrition so the government has to increase number of classroom in public secondary schools so as to fulfil the need.

### 4.3.3 Teaching Load per Week

Regarding the issue of overloading of teachers in the teaching professional the researcher asked teachers to indicate number of period per week. The responses are indicated in Table: 4.16

**Table 4.15: The number of periods per week**

Number of periods per week	Frequency	Percentage
1-20	9	18
21-30	33	66
Above 30	8	16
Total	50	100

The majority of respondents from the Table, 33(66%) taught an average 21-30 periods per week, followed by 9(18%) who taught between 1-20 periods per week which is a normal load and lastly 8(16%) which taught periods above 30. This indicate that some teachers in public primary schools in Ilemela district are overworked in teaching and if they were not well motivated Education process can be crippled therefore motivation is important so as to equip them with morale so as to retain them in teaching profession.

Through interview with ten head of schools and one District Educational Officer were interviewed by the researcher whereby six head of schools agreed that teachers are overloaded with teaching because teachers have more period compared to the standard period required per week also this argument supported by District

Educational Officer who said that period per week to the teacher are between twenty eight to thirty. Whereby up to this time teachers are having more than standard period per week, According to district Educational officer said that the problem is caused by the presence of high number of schools compared to the number of teachers especially science subject teachers. From the ten head of schools only four presented that their teachers are not overloaded in teaching. Teachers are overworked without motivation this leads to many teachers to run from teaching profession to other profession

From the findings above shows that high number of teachers from public primary schools in Ilemela district is overworked since they have more periods compared to the standard period per week, therefore government is required to create the attractive environment that can attract more people to join this profession so motivation is most required.

#### **4.3.4 Effect of Rewards System on Teachers Motivation in Public Primary Schools in Ilemela District**

One of the objectives set in this study was to examine how teachers working environment and incentives contribute on teachers attrition. The responses were obtained through questionnaire and documentation among 50 teachers who responded to the questionnaire 37 had the view that salary and incentives paid to teachers were very low. The salaries paid to teachers can be verified by salary of teachers as indicated in Table 4.17 below

**Table 4.16: Teachers salary scales.**

Salary scale per month	Frequency	Percentage
TGTS B	29	58
TGTS C	14	28
TGTS D	4	8
TGTS E	3	6
Total	50	100

The findings from table 4.17 indicated that majority of teachers salaries are considerably below the level necessary to ensure their adequacy to cater for basic needs of the teachers and their families. 29(58%) had the salary scale of TGTS B (419 000) as basic salary per month, 14(28%) had the salary scale of TGTS C (530 000) as basic salary per month, 4(8%) had the salary scale of TGTS D (716 000) as basic salary per month and 3(6%) had the salary scale of TGTS E (940 000) as basic salary per month. According to Davidson (2005) study, the expenditure for a single per month in rural areas is estimated at a cost of Tsh 350,000. For a teacher with a family of one child the estimated expenditure was found to be Tsh 424,000. Sumra, (2004).

This finding is almost similar to finding from Olouch,(2006) who his study recommended that the minimum salary for beginner per month should be range at 350,000-450,000. Majority of teachers responded that the current paid to teachers' is adequate to cater for basic need and their families so this made them to leave the teaching profession to other profession which will pay them standard amount.



### 4.3.5 Teachers Satisfaction with the Current Salary

Teachers were asked to indicate whether they are satisfied with their current salaries.

The findings of the study were as presented in Table 4.18

**Table 4.17: Satisfaction with the current salary**

Response	Frequency	Percentage
Yes	13	26
No	37	74
Total	50	100

Findings in Table 4.18 show that 37(74%) of teacher respondents indicated that they were not satisfied with their current salary by saying No, while 13(26%) indicated that they were general satisfied with their salary by saying Yes.

Carrahel *et al.*, (2006) advocates that there should be an effective reward system to retain high performers in the organization and reward should be related to their productivity in order to maximize the performance of the teachers the government must make sure policies and procedures formulate such reward system under those policies and procedure which will increase teachers' satisfaction and motivation. From the findings of the study it can be said that reward system affect teachers motivation in public primary school in Ilemela District. Andrew (2004) found that commitment of teachers based on rewards and recognition.

Gleuwe *et al.*, (2003) found that in their sample they have study in Kenya, Teachers' are absent 20% of their time. Absenteeism rates high as 26% of the times have been found in Uganda. Madagasca suffer from the same difficult. Teachers also often hold

second job and this happens due to the low salaries and lack of rewards awarded by their government.

#### **4.3.6 Teaching-learning Materials Available in Public Primary Schools in Ilemela District**

Teachers were asked whether they were enough teaching-learning materials at their respective schools, their responses were as shown in table 4.19

**Table 4.18: Teaching and learning materials in public primary schools.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	6	12
No	44	88
Total	50	100

The findings in table 4.19 shows that the teaching learning material are not enough in public primary schools in Ilemela district, this also makes teacher to lose morale of teaching that leads to absenteeism. 44(88%) of the respondents proves this by saying No and only 6(12%) said that there were enough teaching and learning materials in their respective schools. The government should make sure that it supplies enough teaching and learning material for the teachers to build morale of teaching and attending to work.

#### **4.4 Effects of Professional Training and Development on Teachers Motivation and Retention**

The third objective of this study was to identify the effect of professional training and development on teachers' motivation and retention in public primary schools in Ilemela district. Information on this objective was obtained through the following questions; Have you attending in service training organized for teachers? If the answer is yes did the training affect your motivation to teach?

##### **4.4.1 Teachers Attendance to In-service Training**

Teachers respondents were asked to indicate whether they had attended in -service training organized for teachers. The study found that 45(90%) of respondents indicated that they had not attended in-service training organized for teachers while 5(10%) indicated that they had attended in-service training organized for teachers. From the findings it can be said that most of the teachers in public primary schools in Ilemela district did not attended in- service training organized for teachers. Lack of training and professional development leads to teachers to be de-motivated and decrease morale of teaching leads to the fall of students academic performance. Training and professional development is very importance for teachers in order to motivate them and help teachers to be currently with various changes of the syllabus. The findings of the study were as presented in Table: 4.20

**Table 4.19: Teachers attendance to in-service training**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	5	10
No	45	90
Total	50	100

#### **4.4.2 Effect of In-service Training on Teachers Motivation**

Those 5 out of 50 teachers who indicated that they had attended in-service training organized for teachers were asked to indicate whether the training affected their motivation. The findings of the study were presented in Table 4.21

**Table 4.20: Effect of in-service training on teachers' motivation**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	4	75
No	1	25
Total	5	100

The finding on table 4.21 shows that 4(75%) indicated that the training affected their motivation while 1(25%) indicated that the training did not affect his motivation. From the findings of the study it can be said that teachers in-service training affected their motivation. The findings are in line with the findings of the study done by Burke (1995) who found that teachers that participated in the most number of training programs and rated training they intended as most relevant, viewed the

school as being more supported, looked at school more favourably and had less intent to quite.

According to Aaronson *et al.*, (2002) there is exist relationship between teachers' productivity and teachers training, including pre-service University Education, in-service professional development and informed training acquired through on-the-job experience. Previous research on teachers training has yield highly inconsistent result and has field wide range of policy prescriptions.

Krueger and Rouse (1998) found that general training and specific skills are many time embedded in one another they found that teachers' that attending training regardless of it's specifically become more invested teacher.

#### **4.4.3 Suggestions on How Teachers Motivation can be Enhanced**

The teachers were asked to give their suggestion as to how motivation can be enhanced in their schools. The responses are as indicated in Table: 4.21

**Table 4.21: Enhancing Teachers motivation**

	<b>Frequency</b>	<b>Percentage</b>
Improve working and living condition	9	18
Improve pay and benefits	29	58
In-service training for teachers	4	8
Improve management practice	2	4
To be involved in decision making	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

The above table shows that teachers gave their suggestions on how motivation can be enhanced in their schools. The majority of the teachers respondents' stated that there should be improvement in pay and benefits 29(58%). Followed by those who indicated that improving of working and living conditions were important factor in teachers motivation and retention 9(18%), while to be involved in decision making were stated by 6(12 %), the rest stated that training for teachers is very important in motivating them 4(8%) and 2(4%) were stated that improve of management practice could help in motivating and retaining of teachers. So the finding shows that improvement in pay and benefits is mostly important factor in motivating teachers and retaining them in teaching profession.

Interview with the Head of schools from ten public primary schools in Ilemela district, Teachers Trade Union Officer, Representative of General Secretary of Teachers Service Department of Ilemela district, and District Educational Officer both of them suggested that in order to motivate teachers one among the factor is to increase in-service training and professional development for teachers so as to keep them updated and improvement of their classroom performance ,So in service training and development is an essential for motivating teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary, conclusion and recommendations basing on the finding presented in chapter four.

#### **5.2 Summary of the Study**

This research was conducted to find out how motivation affects retention of public primary school teachers in Ilemela district in Tanzania and also to identify the relationship between motivation and retention of primary school teachers in Ilemela district in Tanzania. The sample was drawn from Ilemela district; the sample consisted of 63 respondents including 10 head of schools 50 teachers 1 District Education Offices, 1 Representative of General Secretary of Teacher Service Department and 1 Teachers Trade Union Officer. The method used to collect data was questionnaire, interview and documentary analysis.

The study employed the qualitative research approach in data collection and analysis were questionnaire, interview and documentary analysis were used as techniques for data collection, questionnaire were administered to primary schools teachers while interview were administered to DEO, TSD officer, TTU leader and Head of schools.

According to the research findings teachers are not motivated. This is caused by in poor administration system and low budget allocated to the Ministry of Education and Vocational Training. Also through the researcher found that teachers are overloaded in teaching profession .This situation is caused by having more schools

compare to the number of teachers which leads to teachers to have above thirty periods per week.

Also Teachers, Head of schools, Representative of General Secretary of Teacher Service Department, Teacher Trade Union Officer and District Education Offices, Suggested deferent ways of improving teachers motivation. These suggestion includes; promotions, salary increments and extra payment should be provided to teachers' frequent workshop, training and seminars should be provided to teachers, teachers' problem should be solved in time and teachers' should be involved in Decision making.

### **5.3. Main Finding of the Study**

This section presents the summary of the findings of the study according to the objectives

#### **The relationship between motivation and job satisfaction among primary school teachers in public primary schools in Ilemela District**

Regarding the effect of job satisfaction on teachers motivation, it was found that job satisfaction affect teachers motivation. This was evidenced by the fact that pay and benefit and working condition elsewhere influence job satisfaction. The study also found that training for teachers also influence job satisfaction among teachers to a small extent and that to be involved in decision making also influence job satisfaction among teachers.



### **How Working Environment and Incentives Contribute to Attrition of Primary School teachers in Ilemela District**

Study finding revealed that that working environment for teachers are poor as there were no adequate teachers house, poor transport system, heavy teachers work load and shortage of teaching and leading material. The study found that the majority of teachers were not satisfied with working conditions and this demotivates them during teaching and learning process. So the government have to make improvement of teachers working conditions so as to improve academic performance of students were teachers will be motivated.

### **The influence of Professional Training and Development on Teachers Motivation and Retention in Ilemela District**

On the outcomes of training on teachers motivation, the study found that training affect teachers motivation as indicated by 4 (80%) of those who attended the training for teachers. It was finally found that the available of training opportunity among teachers motivate them to perform their job effective.

Representative of General Secretary of Teachers Service Department of Ilemela district, (TSD) and District Educational Officer (DEO) suggested the same as teachers they believe that by giving frequent workshop training and seminars to teachers the sense of inferiority will be abounded.

## **5.4 Conclusion**

From the findings, the following conclusions are drawn. First the researcher has noted that many teachers' are interested in teaching profession but what made them run away from teaching profession are low salaries and other benefits paid to them. Even those planning to find alternative employment said that their aim is to make their life better economically and socially. The government should pay teachers sufficiency salary so as to ensure that teachers' status and respect in the society are enhanced. General from the findings of the study it can be concluded that job satisfaction, reward system and professional training and development and working conditions affect teachers retention.

## **5.5 Recommendations**

In the view of study, the researcher has come up with the following recommendations.

### **5.5.1 Recommendations for Action**

The main challenge of teachers in public primary schools is lack of motivation, poor teaching and learning facilities, low salaries and poor working conditions which results to poor job satisfaction. Teachers are very important stakeholder in education and running of the schools if they are not motivated and satisfied in their working condition education will be falling. The recommendations to the Ministry of Education and Vocational Training are as follows.

➤ **Housing, Transport and Medical Service**

Most of the respondents of this study suggested that teachers can be motivated by providing them with house, transport and medical service allowances. Also Head of Schools and Teachers Trade Union Officer proposed these suggestions, they believe that once teachers are provided with such motivations could stimulate them in implementing their duties effectively.

Due to this suggestion as given out by the mentioned above respondents shows that, teachers are living in under desirable and in an attractive environment that cannot be desired by others to join the profession because some of schools are allocated in remoteness areas where there is no accessibility of transport and communication to enable them to reach to their working station in appropriate time. So these discourage teachers to remain in teaching profession and search for other profession therefore Government should improve teachers working environment to make them not to run from the professional.

➤ **Promotion, Salary Increment and Extra Payment Should be Provided to Teachers**

The study has shown that teachers are not satisfied with their salaries and salary increment. The study has also shown that teachers are less promoted and no extra payment given to them as teacher, all of these make them loose their motivation with finally makes many of them to quit the profession. Their government should improve the teachers benefits as to make them stay longer and active in the teaching professional.

➤ **Teaching and Learning Material Should be Available**

Most of the respondents claim that many public primary schools in Ilemela district has no enough teaching and learning material which act as a disturbance to subject teachers to search material for teaching. The government should ensure all required teaching and learning material are available at schools so as to remove teachers disturbance in searching of teaching and learning materials.

➤ **Teachers Should be Involved in Decision Making**

The respondents suggested that teachers should take part in any decision making made upon them. Once teachers are involved in any decision making made upon them could be as a stimuli to motivate them. This presented suggestions show that once Educational Administrator involve teachers' in different decision making teacher can develop a sense of accountability then cooperate as team work in schools to perform better.

➤ **Teachers Problems Should be Solved in Time**

By this finding shows that teachers' problem are denied by the government that means are not solved in appropriate time. Therefore government is requested to solve teachers problem and other motivation should be provided so as to motivate them.

➤ **Frequent Workshops, Training and Seminars Should be Provided to Teachers**

Ongoing updating of teachers is most required so as to equip teachers with ability to cope with daily academic change. By giving frequent workshop, training and seminars to teachers' the sense of inferiority will be abounded.

Generally teaching as any other professional need much consideration and care therefore government should set a strategy that teacher should be provided with frequently updating to cope with daily academic changes.

### **5.5.2 Recommendations for Further Research**

This study was conducted in Ilemela District in Mwanza Regional, targeting few public primary schools. It is suggested that similarly study to be conducted to other district of Tanzania to see what is taking place in other schools on how government is involved in motivating and retaining of teachers.

## REFERENCES

- Aaronson, D., Lisa. B., & William, S. (2007). Teachers and students achievement in The Chicago public high schools. *Journal of Labour Economic*, 2(5):95-135
- Andrew, D. (2004). The impact of perceived leadership behaviour on satisfaction Commitment and motivation: An expansion of the multidimensional model of leadership. *International journal of coaching science*, 1(1):35-56
- Bannell, P. & Akyeampong, K.(2007). Teaches Motivation in Sub-Saharan Africa and South Asia: *Researching issues on education*,7(5):43-98
- Bannell, P. & Mukyanuzi, F. (2005). Is there teacher's crisis in Tanzania? *Bright Knowledge and skills for Development: Dar es Salaam, Tanzania*
- Barett, A. M(2004a). Teachers Accountability in Context; Tanzania Primary school Teachers' Perception of local community and Education administration compare, Forthcoming. Retrieved on 29<sup>th</sup>, August 2015
- Bilingsley, B. S. (2004). Special Education Teacher Retention and Attrition: A Critical analysis of the Research literature. *Journal of special Education*. 38(1):39-55
- Brown, L. V (2007) *Psychology of Motivation*. Nova Science Publishers: New York
- Burke, R. (1995). Benefit of formal training courses within a professional service firms. *The journal of teacher education*,14(2):106-120
- Carrahel, R., Gibson., A. & Buckley, R. (2006). Compensation in the Baltic and the USA Baltic. *Journal of management*, 1(2):7-23
- Chireshe, R. (2006). *Assessment of Effectiveness of Schools*. Unpublished doctoral dissertation, university of South Africa: South Africa

- Cooper, M. (1996). *Logistic and Elements of marketing strategy, both inside and outside the Firm proceeding of the count of logistic management*. Mc grew Hill: New York
- Dee, T.S & Keys, B. J. (2004). Does merit reward good teachers? Evidence from a randomized experiment. *Journal of policy Analysis and Management*, 23(3):471-488
- Elliot, A, J & Covington, M. (2001) Approach and Avoidance Motivation. *Educational Psychology Review*, 13(4):342-388
- Golafshani, N.(2003).Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*. 8(4):597-606
- Haki Elimu, (2005). Understanding and improving quality in Tanzania primary schools, Haki Elimu: Dar es- Salaam, Tanzania
- Hedges, J. (2002). The importance of Posting and Interaction with the Education Bureaucracy in Becoming a Teacher in Ghana. *Interaction Journal of Education Development*, 8(1):7-18
- Huitt, W.(2004).Maslow's Hierarchy of Needs; Self-actualization: Every human seeks Gratification. *Education Psychology Interactiv*,3(1):356-400
- Ingersoll, R. M.(2001). Teachers Turnover and Teachers Shortage: An organizational Analysis. *American Educational research Journal*. 38(3):499-534
- Karageorghis, C. I. & Terry, P.C (1969) *Inside Sport Psychology*. Champaign, K: Kinetics

- Khan, S. (2012). Guidance and counseling. Accessed at [slideview.pp.ike&fro](http://slideview.pp.ike&fro) on 5<sup>th</sup> October, 2015
- Kothari C.R (2004). *Research Methods and Techniques* (2<sup>nd</sup> Ed).New Age Publication: India
- Krueger, A. & Rouse, C. (1998) The effect of work place, education turnover and Job satisfaction. *Journal of Labour Economic*. (16):61-94
- Macdonald, P. (1999). Professional committed and satisfaction among teachers in middle Schools. *Journal Education research*. 22(3):354-366
- Markel, S. (2004) The Condition of Teacher Quality in Arizona, <http://www.edu//educ/epil/AEPS/EP SL-0405-109-AEPS.pdf>. Retrieved on 22<sup>nd</sup>, August, 2015
- Mbua, F. (2003). *Education Administration theory and practice*, Design house: Limbe, Cameroon
- Ministry of Education and Culture. (2009b). Basic Education Statistics in Tanzania, 1995 - 2004 Dar -es-salaam, Tanzania
- Monk, M. (1999). *In –service training for teacher’s development in Sub Saharan Africa*: New Age Publication: India
- Murnane, J. (1987). Understanding Teachers’ Attrition. *Harvard Educational Review*.5(7):177-182
- Mwamwenda, T. S (1995). Job Satisfaction, Organization commitment among secondary school teachers on Transfer. *South Africa Journey of Education* 1(5):84-87
- Mwangi, J. (2002). Factors Related to the morale of teachers’ in Machakos District Eastern Africa. *Social Science Research Review*, 4(7):31-42



- Nevid, J (2013) *Psychology Concepts and Applications*. Belmont. CA: Wadworth.
- Okumbe, J. (1999). *Education management theory and practice*. Nairobi University Press: Nairobi
- Oluoch, E. (2006). *Educational policy in practice for development*. TTU: Dar- es- salaam, Tanzania
- Omari, I. M. (2011). *Concepts and Methods in Educational Research*. Oxford University Press: Dar es salaam, Tanzania
- Orodho, J. (2004). *Essential of Education and social science, Research method*. Masola Publisher: Nairobi
- Pintrich, P, & Schunk D, (2002). Motivation in Education: Theory, research and application. *Education Motivation Review*. 3(2):27-98
- Reiss, S(2012). Intrinsic and Extrinsic Motivation. *Society for teaching of Psychology*, 39(2):152-156
- Rwegoshora, H.M. (2006). *Guide for social science research*. Mkuki Na Nyota: Dar es Salaam, Tanzania
- Sandelewski, M.(2000).Focus on Research Methods combining Qualitative and Quantitative Sampling, Data collection and Analysis techniques in Mixed Methods studies. A Report in Nursing and Health. Chapel Hill. University of North Carolina
- Sargent, T. & Hannum, E.(2005). Keeping Teachers Happy: Job Satisfaction among primary school teachers in Rural Northwest China. *Comparative Education Review*. 49(2):173-204

- Sjodin, P., kaj. I., Krone, S. Lascoux, M. & Nordborg, M.(2005). On the Meaning and Existence of an Effective Population size. *Genetics Society of America*.69(2):1061-1070
- Spector, P. E. (1997) *Job Satisfaction: application. Assessment, Causes and consequences*. Thousand Oaks, CA: SAGE
- Sumra, S. (2006) Every child needs an effective teacher: What teachers, parents and children say on the issue? Dar es Salaam, Action aid- International and TTU. Retrieved on 25<sup>th</sup> ,August 2015
- Sumra, S. (2004). The living and working conditions of teachers in Tanzania. A Report: Dar es-Salaam, Tanzania
- Sumra, S. (2003). Implementation of Primary Education Development plans: Voices from the community. Haki Elimu working papers series. No 200.7: Dar es Salaam, Tanzania
- United Republic of Tanzania. (2004). Basic Statistics in education; Ministry of Education and Culture, Dar es salaam, Tanzania
- United Republic of Tanzania (2003). Joint Review of the Primary Education Development Plan: ministry of Education and Culture, Dar es salaam, Database: Dar es Salaam, Tanzania
- World Bank (2001). *Primary Education development program*. World Bank, Washington D.C

## APPENDICES

### APPENDIX I

#### QUESTIONNAIRE FOR PUBLIC PRIMARY SCHOOL TEACHERS OF ILEMELA DISRICT.

I am Harun Eliah, a student at Open University of Tanzania taking Master degree of Education in Administration Planning and Policy Studies. I am carrying a study on **The Factors Influencing Retention of Public Primary School Teachers in Tanzania.** The case of Ilemela District in Mwanza Region. Please assist me by answering the question. The research is purely for academic purpose therefore your participation and contribution will be greater appreciated.

#### **Instruction of filling questionnaire**

- Please you are asked to give your answers honestly and freely as possible
- Where a written response in required, please answer clearly
- Do not write your name on this questionnaire.

#### **A: PERSONAL INFORMATION**

1. Name of your school .....
2. Sex
  - (i)  Male
  - (ii)  Female
3. Tick your group age
  - (i)  18-25
  - (ii)  26-35

(iii)  36-50

(iv)  Above 50

4. Tick your education level

(i)  Certificate

(ii)  Diploma

(iii)  Graduate

(iv)  Post graduate

5. Tick your years of service

(i)  1-5 years

(ii)  6-10 years

(iii)  11-25 years

(iv)  Above 25 years

### SECTION B.

6. General statement on teaching professional

Put a tick [] at the correct

answer

No	Question	Yes	No
I	Have you ever thought of leaving the teaching profession?		
Ii	Are you proud to be a teacher?		
Iii	Do you plan to be a teacher till retirement?		
Iv	Given another chance as a teacher, would you still make the same career choice again?		

V	Would you recommend to a friend/relative to take up this profession?		
Vi	Do you want to be transferred to another school?		

7. How many students are in your class?

(i)  21-45

(ii)  46-65

(iii)  66-80

(iv)  Above 80

8. Number of period per week.

(i)  1-20

(ii)  21-30

(iii)  Above 30

9. Why did you decide to become a teacher?

(i)  Interested in teaching profession

(ii)  Lack of other opportunities

(iii)  Temporary employment

(iv)  Pay

10. Are you satisfied with working condition?

(i)  Yes

(ii)  No

11. How can teachers motivation be enhanced?

(i)  Improve working condition

(ii)  Increase pay and benefits

(iii) [  ] Implement in-service teacher trainings

(iv) [  ] Involve teachers in decision making

12. How satisfied are you with your job as a teacher.

(i) [  ] Very satisfied

(ii) [  ] Normal satisfied

(iii) [  ] Unsatisfied

(iv) [  ] Very unsatisfied

13. Please tick your current salary scale

(i) [  ] TGTS B

(ii) [  ] TGTS C

(iii) [  ] TGTS D

(iv) [  ] TGTS E

14. Are you satisfied with your salary?

(i) [  ] Yes

(ii) [  ] No

15. Have you attended any in-service training organized for teachers?

(i) [  ] Yes

(ii) [  ] No

16. If your answer is YES did the training affect your motivation as a teacher?

(i) [  ] Yes

(ii) [  ] No

17. Are there enough teaching-learning materials in your school?

(i) [  ] Yes

(ii) [  ] No

18. What is your suggestion toward teachers motivation for promoting and retaining them in teaching professional?

.....

.....

.....

.....

.....

.....

.....

.....

**APPENDIX II**

**INTERVIEW GUIDE FOR THE DISTRICT EDUCATION OFFICER (DEO)**

**OF ILEMELA DISTRICT**

I am Harun Eliah, a student at Open University of Tanzania taking Master degree of Education in Administration Planning and Policy Studies. I am carrying a study on **The Factors Influencing Retention of Public Primary School Teachers in Tanzania**. The case of Ilemela District in Mwanza Region. Please assist me by answering the question. The research is purely for academic purpose therefore your participation and contribution will be greater appreciated.

1. How many primary school teachers were posted to your district form 2013 to 2015?
2. How many teachers reported in each year from 2013 to 2015?
3. How many teachers did not report in each year from 2013 to 2015?
4. What do you think are the reasons to why some teachers did not report?
5. How many did not report?
6. How many teachers have left the teaching profession from 2013 to 2015?
7. What do you think are the causes/reasons for teachers to leave their profession in public schools?
8. Suggest for the steps that should be taken to control this ongoing situation?
9. How many teachers have transferred from Ilemela district from 2013 to 2015?
10. How many teachers have transferred to Ilemela district from 2013 to 2015?
11. What do you think are the major reason for these teachers transfer?



12. Are teachers overloaded in your district?
13. How should teachers' motivation be enhanced?
14. How do you motivate teachers in your district?
15. What is the impact of teachers' motivation towards academic excellence?
16. What further actions are needed to improve teachers motivation by the Ministry of education and vocational training (MOEVT)?

**APPENDIX III**  
**AN INTERVIEW GUIDE FOR HEADS OF SCHOOLS IN ILEMELA**  
**GOVERNMENT PRIMARY SCHOOLS**

I am Harun Eliah, a student at Open University of Tanzania taking Master degree of Education in Administration Planning and Policy Studies. I am carrying a study on **The Factors Influencing Retention of Public Primary School Teachers in Tanzania.** The case of Ilemela District in Mwanza Region. Please assist me by answering the question. The research is purely for academic purpose therefore your participation and contribution will be greater appreciated.

1. How many teachers do you have in your school?
2. How would you describe current level of job satisfaction and moral among your teachers in the school?
3. Are teachers in your school been motivated in different aspect by the government?
4. Are teachers in your school overloaded?
5. What are standard periods to be taught per week by a teacher?
6. What can be the impact of motivation upon your teachers in fulfilling their duties?
7. How many teachers were posted by MOEVT between 2013 and 2015?
8. Did all teachers who were posted to your school report?
9. What do you think are the reasons to why some teachers did not report?
10. How many teachers have left the teaching profession in your school from 2013 to 2015?
11. What do you think are the causes for those teachers to quit from their profession?
12. What step is being taken to control the situation?

13. What are the impacts of teachers demotivation in your school?

12. What can be done to improve teachers' job satisfaction and motivation by Ministry of Educational vocational training (MOEVT)?

## APPENDIX IV

### INTERVIEW GUIDE FOR GENERAL SECRETARY OF TEACHERS

#### SERVICES DEPARTMENT (TSD) IN ILEMELA DISTRICT

I am Harun Eliah, a student at Open University of Tanzania taking Master degree of Education in Administration Planning and Policy Studies. I am carrying a study on **The Factors Influencing Retention of Public Primary School Teachers in Tanzania**. The case of Ilemela District in Mwanza Region. Please assist me by answering the question. The research is purely for academic purpose therefore your participation and contribution will be greater appreciated.

1. How would you describe current level of job satisfaction and morale among your teachers in your district?
2. Are teacher in your district been motivated in different aspects by the government?
3. What can be the impact of teachers motivation towards academic excellence?
4. What are the roles of teachers services Department in promoting teachers retention?
5. What kind of motivation does the teachers' services commission provide to retain teachers?
6. What is your advice to the Ministry of Educational vocational training (MOEVT) on primary school teachers' motivation?
7. What is the relationship between students' performance and the attrition of teachers?

8. What should be done to improve teacher job satisfaction and motivation by Ministry of education and vocation training (MOEVT)?

**APPENDIX V**

**INTERVIEW GUIDE FOR CHAIR PERSON ON CWT (CHAMA CHA  
WAALIMU TANZANIA) IN ILEMELA DISTRICT**

I am Harun Eliah, a student at Open University of Tanzania taking Master degree of Education in Administration Planning and Policy Studies. I am carrying a study on **The Factors Influencing Retention of Public Primary School Teachers in Tanzania.** The case of Ilemela District in Mwanza Region. Please assist me by answering the question. The research is purely for academic purpose therefore your participation and contribution will be greater appreciated.

1. How would you describe current levels of job satisfaction and morale among your teachers in your district?
2. How teachers trade unions ensure that teachers are motivated?
3. Are teachers in your district been motivated in different aspects by the government?
4. What factors prevent the improvement of teachers working conditions?
5. How does the teachers' trade union help the development of teachers' welfare?
6. Do primary school teachers have interest in the teaching profession?
10. What are the impacts of teachers' attrition on student performance?
11. What has been done to improve teacher job satisfaction and motivation by Ministry of education and vocational training (MOEVT)?

**APPENDEX VI**  
**DOCUMENTARY ANAYSIS ON PUBLIC PRIMARY SCHOOL**  
**TEACHERS IN ILEMELA DISTRICT**

YEARS	POSTED TEACHERS	PRESENT	ABSENT
2015			
2014			
2013			
2012			
2011			
2010			
2009			
2008			
2007			
2006			

**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: [drpc@out.ac.tz](mailto:drpc@out.ac.tz)

10/03/2016

Regional Administrative Secretary(DAS)  
**Mwanza**

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr Harun Eliah**; whos is a Master student at the Open University of Tanzania. By this letter, **Mr Harun Eliah Reg No: Reg 201504570** has been granted clearance to conduct research in the country. The title of his research is "**Factors affecting retention of public primary school teachers.The case of Ilemela District**".The research will beconducted in Ilemela District.

The period which this permission has been granted is from 10/03/ 2016 to 10/05/2016.

In case you need any further information, please contact:  
 The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

**Prof Hossea Rwegoshora**

**For: VICE CHANCELLOR**

**THE OPEN UNIVERSITY OF TANZANIA**



THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

**MWANZA REGION**

Telegrams : "REGCOM"  
Telephone: 028-2500690 - 2500686  
Fax : 028-2501057/2541242  
E-mail: ras.mwanza@pmoralg.go.tz



REGIONAL COMMISSIONER'S OFFICE  
P.O. Box 119,  
**MWANZA**

**In reply please quote:**

Ref. No. **DA.193/333/01/287**

**16<sup>th</sup> March, 2016**

Vice Chancellor,  
The Open University of Tanzania,  
P. O. Box 23409,  
**DAR ES SALAAM.**

**RE: RESEARCH CLEARANCE.**

Please, reference is made to your letter dated 10/03/2016.

Kindly, be informed that our organization has granted permit to your student namely Mr. Harun Eliah; who is a Masters Student at the Open University of Tanzania to conduct research titled "**Factors influencing retention of public primary school teachers in Tanzania**"

The period of his research will start on 10<sup>th</sup> March, 2015 to 10<sup>th</sup> May, 2016 and the research will be conducted in Ilemela District.

Yours sincerely,

KITINGA, S. R

For: REGIONAL ADMINISTRATIVE SECRETARY  
**MWANZA**

REGIONAL ADMINISTRATIVE SECRETARY  
MWANZA

Copy:

Hon. District Commissioner,  
**Ilemela Districts**

Mr. Harun Eliah,  
Master Student,  
**Open University of Tanzania.**



JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA WAZIRI MKUU  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA MWANZA  
Anwani ya Simu: "ADMIN"  
Simu Na.: 0737 202808  
Fax:  
Unapojibu tafadhali taja:



OFISI YA MKUU WA WILAYA,  
ILEMELA,  
S.L.P 2315,  
MWANZA

**Kumb. Na.**

18/03/2016.

KWA YEYOTE ANAYEHUSIKA  
WILAYA YA ILEMELA

**YAH: KIBALI CHA KUFANYA UTAFITI WILAYANI ILEMELA  
NDUGU..... HARUN ELIAH.....**

Mtajwa hapo juu ni Mwanafunzi/Wanafunzi wa Chuo Kikuu cha Mt. Augustini lilichopo jijini Mwanza. OPEN UNIVERSITY OF TANZANIA, Ameruhusiwa/wameruhusiwa kufanya utafiti Wilayani Ilemela.

Mada ya utafiti: FACTORS INFLUENCING RETENTION  
OF PUBLIC PRIMARY SCHOOL TEACHERS IN  
TANZANIA.

Tafadhali apewe/wapewe msaada na ushirikiano atakaohitaji/watakaohitaji ili kufanikisha utafiti huo.

S-T  
K.n.y: KATIBU TAWALA WA WILAYA  
ILEMELA

KNY KATIBU TAWALA <W>  
ILEMELA