CHALLENGES ASSOCIATED WITH PRIMARY SCHOOL TEACHERS'ACCOMMODATION IN RURAL AREAS IN ARUSHA DISTRICT COUNCIL

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A DISSERTATION SUBMITED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2017

CERTIFICATION

The undersigned certifies that, he has read this dissertation titled, "Challenges Associated with Primary School Teachers' Accommodation in Rural Areas in Arusha District Council" and accepts it as a scholarly work for submission to the Open University of Tanzania for the award of the degree of Master of Education in Educational Administration, Planning, and Policy Studies.

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DECLARATION

I, Mbwana Juma Mohamed, declare to the Senate of the Open University of Tanzania, that this dissertation is my own work and that, it has neither been submitted nor being concurrently submitted for a similar degree award in any other institution.

Signature

Date

DEDICATION

This work is dedicated to my parents, my beloved late father Juma Mohamed Kasisii, my late mother Hadija Mbwana Ukindo whom laid the foundation of my education. Secondly, the work is dedicated to my beloved wife Leen Abdala Chamba and my children Juma, Zainab, Mwanaisha and Ramadhani, whose love and tolerance encouraged me to accomplish this academic endeavor.

ACKNOWLEDGEMENTS

ABSTRACT

This study examined the challenges associated with teachers' accommodations in Arusha District Council. This study has three research objectives which are to explore accommodation challenges facing teachers in rural primary schools, to assess education stakeholders support in solving the challenges of accommodation facing teachers and evaluate measures to solve accommodation challenges facing teachers in rural schools. This study focused on sample of one hundred and thirty-three (133) Samples were selected by simple random and purpose sampling. Data collected through focus group discussions, interviews, observation and documentary search. The study findings revealed that there was acute shortage of teachers' houses. The few houses available were not in good condition and others were very old. The study revealed that the available teachers' houses do not have enough facilities. Additionally, it was revealed that parents, community members and organizations such as TANAPA, NGOs and central Government played a key role in supporting the district to overcome teachers' accommodation problem. To overcome accommodation challenges facing teachers, Arusha District Council and other stakeholders took several measures. It was recommended that the local government, school management and Ministry of Education, Science and Technology should set mechanisms to ensure teacher's houses are built to meet demands. Ward and village leaders should use more diplomatic ways to persuade community members to voluntarily contribute funds and labor force in teachers' houses construction. Furthermore, it was also found that there is a need for further studies on assessing impact and challenges associated with teachers' accommodation public primary schools on teacher's turnover in rural areas.

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LIST OF ABBREVIATIONS

ARV	Antiretroviral
BEDC	Basic Education Development Committee
DPEO	District Primary Education Officer
ED-SDP	Education Sector Development Program
HIV	Human immunodeficiency virus
MDG	Millennium Development Goals
MIITEP	Malawi Integrated In-service Teacher Education Programme
MoEST	Ministry of Education, Science and Technology
NGO	Non - Governmental Organization
NSGRP	National Strategy for Growth and Reduction of Poverty
PEDP I	Primary Education Development Plan I
PEDP II	Primary Education Development Plan II
PO-RALG	President Office – Rural Authorities and Local Governmental
SSA	Sub-Saharan Africa
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TANAPA	Tanzania National Park
UPE	Universal Primary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

1.0   INTRODUCTION AND BACKGROUND TO THE STUDY

1.1   Background to the Problem

Worldwide, the quality of education is considered to be the core target of Universal Primary Education (UPE) and education in general. Although education policy planners appear to be aware of the teachers' role in assuring quality of education, their living environment has not been improved accordingly (Mosha, 2000). In 1966 the United Nations held a special meeting in Paris with its government members to discuss teachers' welfare. The resolution reached was that, the quality of education requires good living environment (Sumra, 2007). UNESCO (2014) supports this argument by referring to Herzberg' s Two Factor Theory which states that, a good teacher' living environment determine the quantity and quality of knowledge, the level of skills and attitudes hence enhanced learners' minds.

According to TEN/MET (2008), low salaries and terrible conditions of service such as accommodation contribute to a general decline in the status of the teaching profession. As a result, teaching has become a stopgap or professions of last resort militate against the achievement of the Millennium Development Goals (MDGs). Good living environment such as good house, clean water and availability of electric power at home have positive influences both on schools and where teachers live. Some of these positive influences are reducing teachers' stress, turnover, absence, sickness and are increasing teachers' motivation, job satisfaction, cooperation, and effectiveness in classrooms and increasing student achievement. On the other hand,

poor living environment such as poor house and lack of clean water have a negative impact on teachers working performance. Some of the negative impacts are high level of stress, poor morale, and low job satisfaction (Lianke *et al.* 2007).

In his study, Ralph (1996) revealed that, half of the teachers in rural areas do not have enough houses. In African milieu, the status of the living environment in which teachers live seemed unpromising too. The problems besetting these countries seemed common despite minor diversities. This situation made teachers fail to discharge their duties smoothly. In Nigeria, it was revealed that government schools had poor teachers' houses, inadequate infrastructure and lack of clean water. Thus, despite high salaries in government schools compared to private ones, teachers opted to teach in private schools which seemed to have at least a better accommodation than public schools (James *et al.* 2012). In Kenya since the 1970s, schools particularly primary ones were characterized by increased employment which they were unable to cope with, shortage of teachers houses (Sifuna, 2007). Supply of teachers in most African primary schools lagged behind the number of available accommodation houses (Sumra, 2007).

Most public primary school teachers in Tanzania have been complaining of working and living under difficult conditions and a non-conducive environment. Many complaints are on lack of housing. To mitigate this, 21,936 teacher houses were planned to be built annually in 2008 across the Tanzania country. However, only 277 houses were built in 2008 and 293 in 2010 which accounts to about 1% only of the construction target (Haki Elimu 2011). Bennell and Mukyanuzi, 2005 reported on

their study that Muleba and Temeke had 3.4% and 1.7% respectively of teachers have accommodation only. Government made various commitments to improve teacher's housing and accommodation in schools located in hard-to-reach and underserved areas where social facilities are not easily accessible (Sumra, 2004; Bennell and Mukyanuzi, 2005; Hakielimu, 2011). In 2012, for example, the housing situation for public primary school teachers, nationwide, was very hard. This is because; out of the required 200,707 houses only 41,885 houses were available, implying that there was a shortage of 158,822 houses, which is equivalent to 79% (MoEVT, 2012). In such circumstances as identified above, Sumra (2004) revealed that some teachers have been living in poor houses or turned classrooms into living houses in rural areas. Other studies showed that living in poor house as teachers are de-motivation (Ngimbudzi, 2009).

Furthermore, living condition of teachers has become unattractive as they are severely lacking basic essentials needs (Ngimbudzi, 2009). The consequence of poor results is the basis of allegations from the government, parents and other education stakeholders that public primary school teachers' commitment and accountability in performing their duties have been declining due to poor living environment, thus affecting the quality of education negatively as observed in Uwezo (2010) and Tao (2012). This justifies the reason of this study, to explore accommodation challenges facing teachers teaching in primary schools in Arusha District.

1.2   Statement of the Problem

Despite of Government of Tanzania's initiatives to improve the teaching and learning

environment through implementation of the Primary Education Development Programme (PEDP) since 2002, teachers' living condition has not been improved. Sumra (2007), in his report on *Living condition of Teachers in Tanzania*, reported that, although efforts are underway toward improving teachers' professional knowledge and skills, far less attention is focused on their material welfare. Arguably, HakiElimu (2011) and TEN/MET (2012) primary school teachers in Tanzania are living under difficult environment such as poor housing facilities in particular and in poor living conditions. This deficit contributed to de-motivation of teachers. Similarly, Meena (1983) observes that sometimes teachers live in difficult environment and poor houses. Strong evidence exists that the vast majority of teachers are unhappy with their living environment (Sumra, 2007; HakiElimu, 2011). It is not known whether the same situation exists in Arusha because no other study has been known to be undertaken in Arusha District. This study therefore sought to examine the challenges facing teachers' accommodation among others in their teaching in Arusha.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to examine accommodation challenges facing teachers' in rural areas in Arusha District Council.

1.3.2 Specific Objectives

i) To explore accommodation challenges facing teachers in rural primary schools.

ii) Assess support of education stakeholders in solving the challenges of accommodation facing teachers

iii) To evaluate measures to solve accommodation challenges facing teachers in rural schools.

1.4   Research Questions

i)   What are the accommodations challenges facing teachers in rural primary schools?

ii) What are the supports provided by education stakeholders in solving teachers' accommodation problems?

iii) What are the measures or ways used to solve accommodation challenges facing teachers in rural schools?

1.5   Significance of the Study

This study is expected to be significant in a number of ways. It provides insights to education planners on accommodation challenges faced by rural teachers and measures used to overcome these challenges. The data generated from this study may provide policy makers and ministry of education officials' access to relevant information about accommodation challenges facing teachers working in rural areas, accommodation support which teachers receive from educational stakeholders and above all, measures employed by school on helping teachers to overcome these challenges. In addition to that, findings from this study may facilitate the review of existing teachers' accommodation policies in public schools. This may improve teachers' accommodation condition. For researchers, the study provides insights and

recommendations in both methodology as well as findings, based on specific fact on accommodation for a rural school teacher; there are a few studies, if any, in this area, conducted in Tanzanian contexts. Therefore, the research is worthy the efforts, since undermining it would amount to stagnate and even detriment teachers working motivation, teachers job performance and students' academic achievement and at large. Findings of this study will form a base for further research in this area.

1.6   Limitation of the Study

The methodology of this study seems to be very challenging. In this case it includes approaches of data collection such as interview, questionnaires, focus group discussion and direct observation. It is a challenging issue because the sample education leavers lack uniformity with regard to the situation they experience at their respective areas. Thus, the approaches of data collection will not be consistent.

1.7   Delimitation of the Study

The researcher has been delimitated to Arusha District Council Office and all findings which will be obtained regarding the challenge associated with primary school teachers 'accommodation in rural areas will not be used as a model of other Business organizations in Tanzania and across the World.

1.8   The scope of the Study

This study was restricted itself to examine accommodation challenges primary school teachers' face in rural areas in Arusha District Council. The findings of this

study cannot be generalized to other areas or to other levels of education in Tanzania due to differences in geographical location and rate of urbanization.

1.9   Definitions of Key Terms

1.9.1   Head of School

Head of school is a person who administers the school with other teaching and nonteaching staff. Accordingly, the head of school is regarded as the chief executive of the school, who is responsible for all that, happens in the school (Haki Elimu, 2011).

1.9.2 Teacher

A teacher is a person who has knowledge, skill and special training in teaching, explaining and educating. The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as effective domain. (Mosha, 2000).

1.9.3 Primary School

A primary school is a school in which children receive primary or elementary education, coming after preschool and before secondary school (MoEVT .2012). In this study, primary school refer to selected rural schools.

1.9.4 Work Motivation

Work motivation "is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its

form, direction, intensity, and duration (Bennell et al ,2005). In this study, Work motivation of teachers included externally administering rewards like accommodation.

1.9.5 A stakeholder

A stakeholder is an individual or group with an interest in the success of an organization in fulfilling its mission—delivering intended results and maintaining the viability of its products, services and outcomes over time (Haki Elimu, 2011).

1.9.6 Accommodation

Accommodation is A room, group of rooms, or building in which someone may live or stay (UWEZO, 2010)

1.10 Organization of the Dissertation

The dissertation was organized into five chapters: Chapter One presents background information to the study, a statement of the research problem, objectives of the study and research questions, justification and significance of the study, scope and delimitation of the study and conceptual framework. Chapter two is about a review of the extant literature that consists of the theoretical and empirical review on employee motivation and performance. Chapter three explains the research methodology used in this research. Chapter four provides a presentation and discussion of the research findings. Finally, Chapter five presents, the summary, conclusions and recommendations from the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter provides a critical review of the previous studies related to this work. Issues covered in this chapter include rural teachers' accommodation, decentralization policy in Tanzania, the primary school teachers' accommodation and its challenges. The chapter also covered theoretical literature review, empirical literature review, research gaps and conceptual framework.

2.2 Rural Teachers' Accommodation: An Overview

There is no doubt that many countries face challenges of teachers' accommodation, however there are serious shortages of teachers' houses in developing countries. In many countries, there are high teachers' turnovers in rural areas due to uncomfortable living condition (Mulkeen, 2006). This shows that serious shortage of teachers in rural schools will not be solved simply by providing more teachers but rather providing teachers' accommodation. There is a need for formulation of policies that will ensure that the teachers are provided with accommodation facilities (Mulkeen, 2006).

Teacher in the classroom is the main instrument for bringing about qualitative success in the teaching and learning processes. As such any problem related to the uneven distribution and the presence proportional number of teachers on some given location areas may create an impact in the process of learning and teaching at the school (Bennel *et al*. 2005). It is true that good schools must have the best-trained

and most experienced teachers. This statement highlights clearly the importance of the teacher in facilitating the process of teaching and learning in the classroom situation so as to bring about the desired quality education to all. The major staffing challenge for public education systems in most low-income developing countries is how to achieve rational number of teachers between rural and urban areas. The perceived unattractiveness accommodation in rural schools is usually decreasing a moral motivation for teachers to work in these locations (Bennel *et al*. 2005).

The reluctance to work in hardship areas is often reflected in higher pupil-teacher ratios in rural districts (Mulkeen, 2010). In Malawi in 2006, the average pupil-teacher ratio in urban primary schools was 46:1, while in rural schools the average was 81:1 (Mulkeen, 2010). In Uganda in 2006, the average pupil-teacher ratio in primary schools in the capital city, Kampala, was 40:1, while in rural Kitgum district the ratio was 93:1 (Mulkeen, 2010). District pupil-teacher ratios tell only part of the story, however. Within districts there are also very significant variations in teacher distribution, often much greater than the variations between districts. These micro-level variations in teacher distribution may reflect variations in the attractiveness of specific schools, such as the availability of affordable house for the teachers to stay and work in rural areas (Mulkeen, 2010).

Mulkeen *et al*. (2008). Argues that there is a great shortage of teacher's houses and there are no good houses in rural areas for teachers to rent. Due to this situation, highly qualified teachers are either in urban or semi-urban areas. Mulkeen *et al*. (2008) sited that the second incentive for the rural school teachers is housing. When

rural school teacher offered a house, this kind of incentive can motivate him on his/her working environment. The disparity in living conditions between rural and urban areas is the major constraint on attracting teachers to rural areas (Mulkeen *et al*.2008).

Bennel *et al*. (2007) argue that housing and travel are the two critical issues affecting teacher' morale and motivation virtually in every country, however finding decent accommodation in rural areas is a major headache for most teachers. In Zambia for instant a rural school can spend up to half their salary on transport and accommodation costs per month (Bennel *et al*. 2007). This is a very cost full for the teachers and thus demoralizes them. In trying solving accommodation problem, teachers were getting a house subsidized by Tanzania Government in 1980s, although this was abolished in the 1990s.Even though in Primary Education Development Plan, priority is given to housing for rural teachers, but this is not implemented in a strong practice. (Mulkeen *et al*.2008). Mulkeen *et al*. (2008), argue that, the teacher retention especially in rural areas mainly considers the provision of housing. In addition to that, it has also been noted that safety and secure houses are very important especially for women teachers working in rural arrears (Mulkeen *et al*.2008).

2.3   Housing Facilities

Housing is among the multidimensional problems that teachers in public primary schools have been experiencing in Tanzania. In a study conducted by Sumra (2004) for example, in seven districts of Tanzania mainland, only 23% of teachers, out of

the interviewed 1383 teachers were residing in houses provided by the school. Similarly, Isingo (2010) in her study carried out in Ilala Municipality indicates that out of the required 323 teachers' houses in the studied of 6 schools, only 7 houses were available implying that there was a shortage of 316 houses equivalent to 96.9 %.

In some schools where teachers are provided with houses, they are found to be in poor state. In a similar observation, Tao (2012) contends that teachers articulate the need for living in satisfactory homes that possess facilities such as electricity, water, toilets and kitchen. Good housing for many teachers however, is not a reality. In the rural schools, some houses are in acute poor state to be used for accommodation though they are resided by teachers. Status of teachers' houses in 2012 and 2013 in many regions showed that the situation was difficult. For example, in Arusha region, out of the required 14,769 and 15,200, the available were 3,139 and 3,502 while the shortages were 11,630 and 11,697 respectively. In Mwanza region, the required were 18,109 and 14,294; the available were 3,271 and 2,176 whereas it experienced shortages of 14,838 and 12,118 respectively (Table 2.1).

Table 2.1: Status of Teachers' Houses In Some Selected Regions in 2012 and 2013

S/n	Region	2012			2013		
		Required	Available	Shortage	Required	Available	Shortage
1	Arusha	14,769	3,139	11,630	15,200	3,502	11,697
2	Kagera	12,868	2,185	10,683	10,581	2,139	8,442
3	D'Salaam	12,988	741	12,247	14,214	844	13,370
4	Kilimanjaro	8,315	1,228	7,087	8,948	1,369	7,579
5	Mwanza	18,109	3,271	14,838	14,294	2,176	12,118
6	Dodoma	8,890	1,516	7,374	9,742	1,585	8,157
7	Geita	-	-	-	8608	1470	7138

Source: MoEVT, 2012).

2.4   Primary School Teachers' Accommodation

Mulkeen and Chen (2008) show that, some were teachers were uncomfortable working in rural areas for the reason of lacking accommodation facilities. For instance, in Ghana, only 16% of teachers in rural areas have access to government houses as some result teacher's rural to urban turnover has increased (Mulkeen and Chen, 2008). In Uganda, teachers with accommodation facilities were less than 17% (Mulkeen and Chen, 2008). Mozambique also experiences a similar situation (Mulkeen and Chen, 2008).

In addition to that, Mulkeen (2006) reports that, Malawi experiences uneven distribution of teachers. He highlighted that, since the introduction of Free Primary Education in 1994, teacher recruitment has been done by hiring untrained temporary teachers, who are later trained through the *Malawi In-service Integrated Teacher Education Program* (MIITEP). This recruitment was done centrally, and the teachers were deployed to schools on the basis of needs. There has been high demand for places in teacher training, and the entry qualifications have been rising. Under the MIITEP system, the deployment of teachers was done at the point of recruitment. The intention was to deploy teachers to the rural schools where accommodation is problem and there was greatest need. Once the teachers were deployed, were able to request transfers to other areas. For female teachers, transfer was often requested on the basis of marriage, and there were even some reports of women faking marriages in order to get a transfer (Mulkeen, 2006), it is rare to find female teachers in rural areas, unless they are with their husbands. Male teachers were sometimes able to get

a transfer on the basis of doing further studies, and so needing access to social services (Mulkeen, 2006).

Teacher illness is another major justification for movement of teacher. Mulkeen (2006) state that in Malawi, ARVs are available free to people with HIV, but only a limited number of hospitals can dispense them, or even diagnose HIV. There is no formal arrangement to allow sick teachers to move to areas near hospitals (Mulkeen,2006). However, (Adediji (2011) stated that, at the school where there is a staff quarter had a problem of overcrowding due to minimal houses and the number of teachers. Also, when a teacher is posted to another station he/she is commonly had to find their own accommodation (Adediji, 2011). These are the most common problem for teachers in relation to their living conditions.

2.5   Primary School Teachers Accommodation Policy

Adedeji (2011) wrote that, United State of America came with ideas that districts can develop orientation programs and mentoring, and support joint school-community efforts to help new teachers feel more at home. Most importantly, schools and communities should publicize the advantages of teaching in a rural community (Collins, 1999). However, various strategies have been pursued in improving the working conditions of teachers. The strategy to recruit and retain high-caliber teachers in rural areas must focus on the issue of teachers' salaries and other financial incentives (Collins .1999). First, all teachers should receive salaries that reflect the value of being part of the teaching profession and their contributions to the society. Second, to attract and retain teachers in isolated communities, they should be

compensated with additional financial incentives, in the form of hardship allowance, travel allowance for teachers to go to the rural area, etc. Evidently, some measures must be put in place to help mitigate the problems teachers in rural communities are facing in Sub Sahara Africa (Collins, 1999).

In its effort to retain teachers to work at rural areas, Tanzania government came with a recommendation policy, which was not implemented on providing housing allowance to teachers (indicatively TZS 30,000 per month for every teacher). That recommendation aimed to solve teacher housing problem (MoEVT, 2012). AN Xuehui *et al* (2008) argue that, research in developed and developing nations during the past few decades has analysed the links between educational outcomes and school physical resources, teacher quality and children's demographic and family background. Importantly, research on teacher and school effects in developing countries has focused on factors such as human capital, economic resources and physical infrastructure, the so-called input factors in the "black box" production function model of school outcomes. Fewer studies have focused on the "softer" classroom process factors that might be seen as important mechanisms of the production function, such as teaching style, the quality of teacher-student interactions and student academic engagement. That research lacks a strong reason why accommodation facilities are the problem for the teacher to work at rural areas.

2.6   Theoretical Literature Review

This study will be informed by three theories namely Maslow's Human Needs Theory of 1948, (Ngimbudzi, 2009). Theory of House Adjustment (Eichner, 1986)

and Herzberg's Two-Factor theory (1966), (Stello, 2011)

2.6.1 Maslow Theory of Hierarchy of Needs of 1948

Maslow Theory explains why people such as teachers are motivated to achieve their certain needs. Maslow claims that human beings have desires, wants and needs and those human needs are arranged in a hierarchy beginning with the most basic to the highest and these are: (1) physiological needs, (2) safety or security needs, (3) social and belonging or affiliation needs, (4) Self-esteem, ego or status needs and (5) the need for self-actualization (Ngimbudzi, 2009). This theory explains that physiological needs such as hunger, thirst, shelter, sex, and other bodily needs when fulfil human being can be motivated and having a good performance on his/her working station even though at rural areas (Ngimbudzi, 2009). If proper shelter will be given, the outcome on the attractiveness of the individual working and stay at rural school will be motivated.

Every human being has the need for safety or security from physical and emotional harm. These needs stated by Maslow as a Safety needs. The human beings expect his /her life to be very secure at any time and at any place. Though, living condition for teachers is very important for a better performance (Bennell and Kwame, 2007). Lunenburg and Ornstein (2004) according to Maslow's theory suggests what organizations can do to satisfy and motivate their respective employees as teachers, be it in a school or an industry by fulfilling their needs. According to Morgan (1986), "employees are people with complex needs such as accommodation that must be satisfied if they are to leave healthy lives and to perform effectively in the workplace.

Thus, the theory argues that, teachers will be motivated to stay and work on rural school if their needs expectation among psychological and safety will be satisfied.

2.6.2 Theory of Housing Adjustment

The housing adjustment model was developed mainly from previous thoughts on housing by Eichner, (1986). The model is a structural-functional one from sociology and is also based on the general systems theory, microeconomic theory applied to consumer choice behavior and modes of managerial behavior and decision-making processes of the household in explaining the family or household and its housing orientations and behavior. There are five basic assumptions in this model: -

i)   Household trying to maintain an equilibrium, namely normative housing;

ii)   Cultural norms are the criteria used when the household evaluates present housing conditions;

iii)   The household makes housing decisions on a sufficient consensus;

iv)   Housing adjustment behavior is voluntary; and

v)   It is cognitive (Eichner, 1986).

In this model, a household is viewed as a social system functioning in pursuit of the achievement of normative housing through self-regulatory mechanisms. Normative housing is housing that meets cultural and household level norms. Cultural norms are the rules or standards for the culture as a whole. Family norms are the family's specific standards that they apply to themselves. Both are applied to evaluate current housing conditions and are weighted according to their relative importance to the family for each housing characteristics. When a household has not attained

normative housing, a housing deficit exists. Normative deficits are the indicators of unmet needs that result from housing conditions that do not meet the norms. If the household perceives the deficit to be important, it will be dissatisfied, and will have a propensity to engage in housing adjustment behavior to remove the deficit. Housing adjustment behavior involves two alternatives, moving to another dwelling or altering the present dwelling.

This theory is useful to present study because will help to uncover teacher's views on quality of accommodation facilities teachers entitled and assess current living condition of teachers. Theory also will give the accommodation adjustment mechanism teachers use to cope with low quality accommodation facilities they encounter. However, criticism of the theory relates to its ignoring other important determinants of housing choices. These theories are flawed for their "rigid economic determinism" and instead of being the result of an "economistic access/space tradeoff" the patterns of residential location are also influenced by factors related to social status and dwelling quality, (Eichner, 1986).

2.6.3 Herzberg's Two-Factor Theory (1966)

Frederick Herzberg provided a further insight into motivation, as written by Stello (2011) she was interested in knowing what people want from their jobs. It was revealed that two different sets of factors affect motivation and work. This led Herzberg to propose his two-factor theory or the Motivation -Hygiene Theory of Motivation. These factors i.e. motivation and hygiene are related to job content. He

concluded that, when people feel good about their jobs, their response is significantly different from their response when they feel bad.

According to Ruthankoon (2003), one of the factors on the Hygiene theory of motivation is Personal Life. According to this Theory, although people try to separate the two i.e. Work and personal life, it is inevitable that one will affect the other. This means, when work affects a personal life such as living condition, on the other hand working conditions must also be affected. Theory of Housing Adjustment and the Herzberg's Two-Factor Theory (1966) will guide this study because teachers' accommodation is the challenge on the human being norms, cultural and general an individual life style. This is being the one of the basic human- being needs, if fulfilled; will make harmony to him and therefore improve his working performance.

2.7 Empirical Literature Review

In his study, Issues in the Development of National Education Indicators in the USA, Ralph (1996) revealed that teacher's house allowance is low compared to other professions such as doctors, nurse, POLICE and bank accountants. As a result, teachers are forced to rent low quality houses or looking for cheap house to rent in remote areas. Another study by Teichler and Sanyal (2009) titled *Higher Education and the Labour Market in the Federal Republic of Germany,* Teichler and Sanyal (2009) revealed that teaching courses in German universities got an unsatisfactory number of students' due to the unpleasant situation like accommodation facilities compared to others. In Costa Rica, though enrollment was free at primary level, the

living environment especially accommodation for teachers was worse. Houses infrastructure, funding and other facilities were insufficient. The problem was exacerbated by the government delay to contribute enough funds to school prospects. Rather, the burden was left to the poor community in the same country (Graham-Brown, 2012). All this revealed how teachers worldwide, faced a difficult living environment.

In Nigeria, it was revealed that government schools had poor teachers' houses and inadequate infrastructure. Thus, despite high salaries in government schools compared to private ones, teachers opted to teach in private schools which seemed to have at least a better living environment than public schools (James *et al.* 2012). In Kenya since the 1970s schools, particularly primary ones were characterized by increased employment which they were unable to cope with, shortage of accommodation facilities, insufficient infrastructure and clean water (Sifuna, 2007). Supply of teachers in most African primary schools lagged behind the number of houses, thus caused houses shortages (Ishumi, 1994).

Moreover, the living environment in developing countries, particularly African ones was worsened by politicians. For instance, it was revealed that the employment beyond accommodation capacity was popular among politicians as their means to gain political power. They did not consider the living environment the teachers might have in handling the same (UNESCO, 2005). Zimbabwe teachers were complaining over their poor accommodation facilities. The council authorities in Zimbabwe were harsh and could fire teachers without notice. Yoohyun Jung (2015). Who carried out

a research work on 'Rural districts offer visas, housing, higher pay to recruit 'These researchers observed in his findings that the quality affordable housing is one of incentives for teachers to stay and work at rural areas for a good school performance. The studies on teachers' living conditions revealed that, accommodation motivation is a problem for teachers both in rural and urban areas. In Ghana, for instance over 80 percent of teachers said they preferred to teach in urban schools (Akyeampong and Lewin 2002). In Tanzania, rural teachers complain about poor classroom and home accommodation, school resources, leisure opportunities, and medical facilities, this result to poor retention for school teachers to stay and work at rural areas (Sumra, 2007).

Success in any educational institution whether elementary or tertiary level, depends highly on the quality of accommodation facilities. For primary education sub sector, teachers in public primary schools need good houses and support from all levels including school, local community, district, region and ministry headquarters both MoEST and PO-RALG to ensure that teachers have quality accommodation facilities. Teachers in Tanzania as it appears elsewhere in Africa, particularly those teaching in primary schools have feelings of being isolated and forgotten by the authorities in terms of teachers' houses (Bennell and Mukyanuzi, 2005). This is embedded in poor school and teachers' governance, management and supervision. Lack of teachers' accommodation facilities however, is rampant among public primary schools in rural areas as pointed in Bennell & Mukyanuzi (2005). Also, many public schools, also lack accommodation plan and budget that are critically needed for construction of teachers' new houses or rent. In line with Uwezo (2010),

Mapunda (2011) also observes shortage of teachers' houses and other accommodation facilities in a study conducted in Ilala, a situation which force teachers to rent cheap houses outside of the city Centre. As a result, many teachers came to school very late every day and some first and second period went without teachers.

2.8 Research Gap

It is evident from literature that; several studies have been conducted in different places in the world as well as in Tanzania concerning teachers' accommodation problems. However, studies conducted by Uwezo, (2010), Mapunda, (2011); Bennell and Mukyanuzi, (2005); Sumra, (2007) have not specifically examined accommodation challenges facing teachers in rural areas. Many of these studies focused on the general problems facing teachers in Tanzania and not specifically studies focused on accommodation challenges in rural areas. The study by Bennell and Mukyamuzi (2005) showed that, poor school academic a performance coincides with the lack of accommodation facility. Another study by Sumra (2007), generalized that, the problem facing teachers in rural areas is the living houses. However, UWEZO (2010), study the shortages of school teachers' houses in urban area in Ilala thus, no studies have been conducted in Arusha rural area to ascertain challenges of accommodation facing school teachers. This is the research gap this study ought to fill.

2.9 Conceptual Framework

The conceptual framework for this study was a modified of Hertzberg's (1966) two

factor theory cited by Mary (2010). The model was modified to fit in this study. The conceptual framework of this study involved a model with three variables namely as independent variables, mediating variables and dependent variables. Independent variables in this study are accommodation challenges teachers face such as lack of house, low quality houses, lack of clean water and toilets. (Figure 2.1)


```
┌─────────────────────────┐        ┌──────────────────────┐      ┌──────────────────────┐
│ Independent variable    │        │                      │      │ Dependent variable   │
│ Accommodation           │        │                      │      │ Working at rural     │
│ challenges              │        │ Mediating variable   │      │  • Low working       │
│  • Lack of good school  │   ⇒    │  • Construction of   │  ⇒  │     morale           │
│    house                │        │    conducive houses  │      │  • Teacher turn over │
│  • as electricity, clean│        │  • Supporting worker │      │  • Shifting to urban │
│    water                │        │    to rent good house│      │     areas            │
│                         │        └──────────────────────┘      │                      │
│                         │                                      │                      │
│                         │  ⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒ │                      │
└─────────────────────────┘                                      └──────────────────────┘
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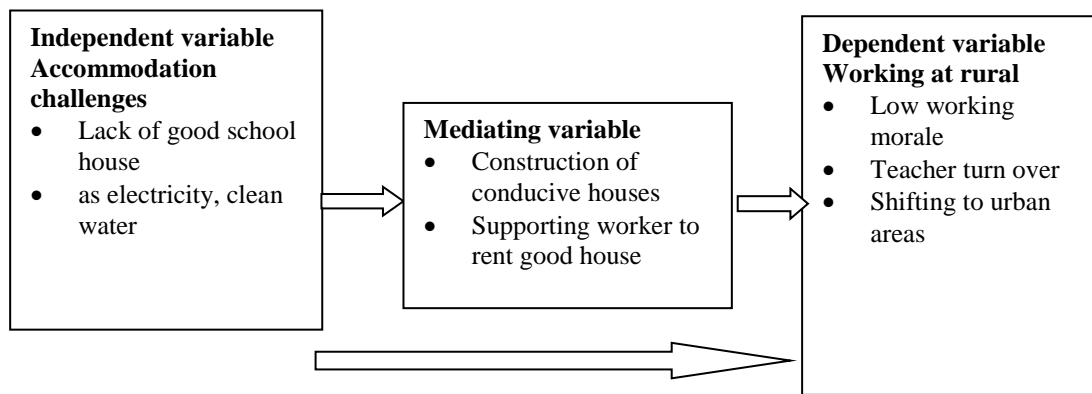
Figure 2.1   Accommodation and Its Impacts On Retention of Teachers' On Rural School

Source: Mary, 2010

The Figure 2.1 provides a summary of conceptual framework, where by the arrows indicates three variables i.e. Independent Variable-Accommodation challenge with its effects, dependent variable that is working at rural with its criteria's and inter mediate working at rural. Thus the end result of independent variable (Accommodation challenge) has a direct negative impact on dependent variable (working at rural). Each accommodation criteria are directly linked to a certain impact of working at rural as shown by the arrow in the sketch above. These challenge depended variable have impact to the mediate variable policy for

construction of conducive houses, Good accommodation with a sound construction policy will manage our teachers to stay and work at rural areas.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the study area and research methodology applied in conducting this study. It describes the location of the study, research design, target population, sample and sampling techniques as well as the methods and instruments used in data collection. Moreover, the chapter provides description on the data analysis, validation and reliability of research instruments and ends up by providing a precise description of ethical considerations as far as the data collection process is concerned.

3.2 Research Design

In this study, the case study research design was employed. This design focused on a single unit by providing a deep understanding of a whole case and the phenomenon in the whole environment (Ary *et al.* 2010). Community primary school in Arusha District, focused unit in this study had an advantage of using a case study in carrying out this research and thus allows application of multiple data collection methods which increase the validity of the research findings. The rationale for case study research design was its flexibility of allowing selection of several cases to be studied thus leading into a deeper understanding of "a phenomenon, population or general condition" (Ary *et al.* 2010). In this study, Arusha rural was selected to represent another district from Arusha region.

3.3 Research Approach

Qualitative research approach was adopted in this study. Borrowing of some features from quantitative approach is based on the fact that there is no single study which is poorly qualitative or quantitative thus one approach complements each other. Yet no single approach is superior to the other (Ary *et al.* 2010). Through qualitative approach, teachers' views and opinions on accommodation challenges they face and how these challenges affect teachers work morale were investigated. According to Ary *et al.* (2010), qualitative research investigates the quality of relationships, activities, situations, and materials. It focuses on understanding the context and attempts to explain the behaviors as given in words and images. The qualitative approach was used due to the fact that it allows soliciting information and perspectives from the subjects of the study who are the victim of the phenomenon and the researcher gets an opportunity to take part in the study as an insider or outsider to observe the actual phenomenon as argued by Guba and Lincoln (1994) that objective reality is socially constructed by concerned individuals.

3.4 The Study Area

This study was conducted in Arusha District Council, which is among the seven-district in Arusha Region in Tanzania. Besides Arusha District Council another District Councils making Arusha Region are Arusha City Council, Meru District Council, Monduli District Council, Longido District Council, Karatu District Council and Ngorongoro District Council. Arusha region is one of the 27 regions of the United Republic of Tanzania, holding an important tourism sites in Tanzania. The District Council is divided into divisions, then into wards. Wards are divided into

villages (in rural areas) which are also divided into hamlets where there are smallest units, and streets in urban areas. The Arusha District Council has twenty-one wards. In this study, Arusha district council was selected as it is, considered to have the problem with teachers' accommodation facilities than other in the regions (Table 3.1).

Table 3.1: Teachers Accommodation Status in Primary School in Arusha Region

City/Council	Teachers Houses Demand	Available		Shortage	
		Number	%	Number	%
Arusha City Council	1254	174	13.8	1080	86.2
Arusha Rural Council	1796	97	5.4	1699	94.6
Meru District Council	977	123	12.5	854	87.4
Monduli District Council	1645	453	27.5	1192	72.4
Longido District Council	756	315	41.6	441	58.3

Source: Arusha Regional Annual Report 2014

3.5   Target Population

Population is described as a large group of interest from which the needed information was obtained and the results of the study can be generalized (Ary *et al.* 2010). It is further defined as all members of a group of people, occasion or events that a researcher has in mind. The target population for this study included heads of community primary schools, teachers, community leaders and district education officers from Arusha District Council.

3.6.1 Sampling Techniques

Sampling refers to the process of selecting individuals who will participate in the study (Enon, 1998). It also refers to the process of selecting parts or sites for the study (Ary *et al.* 2010). The purpose of taking a sample, as Fisher *et al.* (2010) put it,

is to obtain a result that can be generalized to the whole population without being troubled to consult everyone. Different techniques are available that qualitative researchers use in selecting samples to carry out their intended studies.

In undertaking the study, two sampling techniques were adopted, namely purposive sampling and random sampling.

3.6.1.1 Purposive Sampling

Purposive sampling was done at two levels. First, selecting research site (i-e, school, Wards and as this case three wards and four villages were purposively selected). These wards were Bwawani,Musa and Oldonyosambu. Among these wards, nine schools were also selected (i.e. Bwawani, Mungushi, Sangambide, Musa, Eunotim, Likamba, Engutokoit, Oldonyowasi and Losinoni in Madimba. The sites were selected because they were among several Wards which had suffered accommodation challenges. At the district level, Arusha district was selected. At the ward level, purposive sampling was employed to select respondents who were strategically well placed to give their information concerning the problem.

Secondly, for selecting respondent in the district level it invlolved District Education Officer (DEO), while in the Ward included Head of Schools.

3.6.1.2 Random sampling

The random sampling was used to obtain the sample in the study, simple Random sampling was used to select forty-five teachers out of the one hundred and ten teachers in the study areas. These 45 teachers were selected randomly through the list

of the names, from the list of 110 teachers, 45 were selected random from the teachers sampled, all teachers were interviewed. The questionnaires were administered on individual teacher's basis whereby the teachers whether a man or a woman were interviewed. The purpose of using simple random sampling technique was to select the heads of teachers in order to avoid bias.

3.6.2 Sample of the Study

According to Ary *et al.* (2010) sample, refers to a selected group of individuals with whom information for the study is obtained. A sample is obtained from the entire population and it is a portion of population. The sample for this study included fifteen head teachers, seven class teachers from the different fifteen sampled community primary schools were selected randomly. From each school a list of teacher's names within the same school, only seven were selected randomly to make a study sample, twelve local community leaders from three wards and only one District Primary Education Officer (DPEO) in the department of primary education. The sum of one hundred and thirty-three (133) respondents was included in this study.

3.7   Data Sources

In this study both primary and secondary source of data were used.

3.7.1 Primary Sources

Primary sources provided original or firsthand information regarding the study. These data were obtained through research instruments such as interviews;

observation and focused group discussion regarding accommodation challenges primary school teachers face. The primary sources of data are important in this research as it is expected to provide the extent to which accommodation is a challenge to primary school teachers'.

3.7.2 Secondary Sources

Secondary sources refer to the study and review of previous studies related to the study. The reviews enable the researcher to get views of previous studies and experiences from other parts regarding the accommodation challenges, assess support of education stakeholders in solving the challenges of accommodation facing teachers and evaluate measures to solve accommodation challenges facing teachers in rural schools in Tanzania. Secondary data was obtained from documentary search on assessing the accommodation challenges facing primary school teachers. The documents included the different records of accommodation facilities teachers granted in primary schools, number of teachers houses and school budget. These sources were relevant to this study as they provided a researcher with a broad picture on the accommodation challenges facing primary school teachers in different areas.

3.8   Data Collection Methods

According to Ary *et al.* (2010), the most widely used methods of data collection in a qualitative research are interviews, documentary literature review and observation. In this study, all the three methods as identified by Ary and colleagues were employed coupling with other two methods namely questionnaire and focus group discussion were applied in this study. It should be noted that, no one particular method is better

than the other as observed by Enon (1998). They are all mutually constitutive and their uses depend on the type of research design.

3.8.1 Observation

Through observation, the researcher observes various items, structures and features related to teachers' accommodation facilities and at the end information taken expanded as field notes in the research diary. Areas of concern during the observation process will be the resources and infrastructures such as houses, furniture, electricity, water supply and transport. It also involved taking photos of some structures. Additionally, home visit was carried to observe distance and living environment. This type, according to Aryl *et al.* (2010) it allows a researcher to interact with participants more closely after has established rapport though does not get really involved in the participants' behaviors and activities. The advantage of using observation as pointed out in Kothari (2004) is that if systematically planned and correctly recorded, it ensures checks and controls on validity and reliability of data obtained through other methods.

3.8.2 Interviews

Interview was employed to collect information from respondents through face-to-face oral questioning and discussion. With this method as argued by Enon (1998), the researcher becomes the interviewer and the respondent becomes the interviewee. For the purpose of this study, the researcher expects to employ semi- structured interviews. Through semi-structured interview, open-ended questions were asked and broader questions posed through unstructured interview that allowed the researcher

to probe more and seek more clarification from respondents. Interview was used to solicit data on accommodation challenges teachers face and its implication on teachers' attrition to school heads, teachers, local community leaders and the District Primary Education Officer (DPEO). To develop a viable interview schedule as pointed out in Fisher et al. (2010), questions in the schedules were organized sequentially, the questions relevance to a studied topic will be checked thoroughly, it also ensured that the language used is simple and free from ambiguity as Mwakamele, I. M. (2012) said, and finally the interview schedule was piloted to colleague(s) and make necessary changes where necessary.

3.8.3 Focused Group Discussion

Focus group discussions rely on the interaction within the group. The researchers' interest is on how individuals form a schema of the problem. The participants interact with each other rather than with the interviewer, such that their views on an agenda can emerge (Enon, 1998). This method was employed to make each respondent in the group feel free and able to contribute to the discussion. The researcher held group discussions with teachers so as to get their experiences, views, and opinions on influence of their accommodation challenges. They were in groups of two to seven teachers according to gender and working experiences.

During discussion researcher selected informants and elaborate the purpose of the discussion, explanation and adherence to some important rules and guides to the discussion. The guides included flexible expression, and feeling comfortable and able to contribute to the interview. A moderator (the researcher and sometimes one

of the informants) introduced the issues for a discussion to make sure no one dominate the discussion, and kept respondents focus on the topic. This method provided the researcher with high quality data in a social setting as respondents used their own and others' experiences to explore the cases presented. Moreover, information that was obtained from it served as a complement to the data obtained from face-to-face interviews, questionnaires, documentary literature review, and observations.

3.9   Data analysis, Interpretation and Presentation

The researcher analyses data to have a clear and easy interpretation and discussion of the findings. Since the study was confined to qualitative data, information that was collected subjected to thematic analysis for qualitative data. First of all, data from interviews and focus group discussions and observation schedules were transcribed. Then it was read through carefully to establish a general sense of the information and to reflect on its overall meaning. From there, codes were developed. Similar and related topics were clustered together to form themes and sub-themes. Then data was presented, discussed and the report was produced.

3.10 Validity and Reliability

3.10.1 Validity

Validity in qualitative research looks for honesty, depth, richness and the scope of the data achieved, participants approached, the extent of triangulation and objectivity of the researcher (Cohen *et al.* 2000). In this view, validity must be seen as multifaceted, it should be examined in a broader perspective. In this study, different

procedures were taken to ensure that the researcher achieve a valid study. First, the researcher selected the participants who were information rich about the topic at hand. Hence, the collected data was a reflection of what the researcher intends to achieve. Again, the researcher triangulated the sources of data and the methods of data collection. In this case, interviews, observations, focus group discussions and the document search were employed. On the other hand, heads of schools, district education officers, school boards members and teachers were included in the study. Triangulation of data sources and methods helped to check the authenticity of the collected data.

3.10.2 Reliability

Unlike in quantitative research, reliability issues in qualitative research do not concern with piloting of the instruments. This is because in qualitative studies the reality is subjective to a particular context and may not be generalized to another context. In qualitative studies reliability issues concern with meaningfulness of the data collected and consistency of the approach being used across different researchers Cohen et al., 2000). In this study, the researcher ensured reliability in the following ways. First, the language that was used, Kiswahili in this case was appropriate and understood by the participants. The use of Kiswahili increased the participants' confidence to express them freely.

3.11 Ethical Consideration

To make this study successful, a researcher observed and considered all aspects related to research ethics. To achieve this end, a researcher gave much respect to the

site where the study is expected to take place through consulting and gaining permission from various officials before entering the site. To this end therefore, the site entry permission letter from the office of the Vice Chancellor, OUT was sought and submitted to Arusha Regional Administrative Secretary, whom in turn, facilitated the permission at the district and at the school levels. Moreover, participants' confidentiality was observed. This included informing them the purpose and aims of the study, assuring them anonymity and that information provided was treated in secrecy in such a way that provision of any information would cause no any negative consequences to their lives (Cresswell, 2012). Another area of consideration was on data reporting, whereby they were honestly reported without changing the findings to satisfy certain predictions or concern of any group as observed in Cresswell (2012).

CHAPTER FOUR

4.0 PRESENTATION OF THE FINDINGS AND DISCUSSIONS

4.1   Introduction

This chapter presents the findings and discussions regarding the accommodation challenges facing teachers' in rural areas in Arusha District Council. This chapter is organized on the basis of the research questions presented in chapter one; namely, what are the accommodations challenges facing teachers in rural primary schools? What are the supports provided by education stakeholders in solving teachers' accommodation problems? And what are the measures or ways used to solve accommodation challenges facing teachers in rural schools?

4.2   Accommodation Related Challenges Facing Teachers in Rural Primary Schools

The first specific objective addressed in this study was to examine accommodation challenges facing teachers in rural primary schools in Arusha District Council. To address this objective, discussion was held with 105 class teachers as well as interview was also conducted with, 15 head teachers, 12 village leaders and One District Education Officer.

Table 4.1: Accommodation Challenges Facing Teachers in Rural Primary Schools

Challenges	Responses	Percentages
Inadequate of teachers' houses	43	32
Inadequate accommodation facilities	55	42
Inadequate basic social services for teachers	35	26
Total	**133**	**100**

Source: Field survey, 2016

The challenges which were identified during the interviews and discussion were inadequate of teachers' houses, accommodation facilities conditions and inadequate basic social services for teachers.

4.2.1 Inadequate Teacher's Houses

The first question under this objective sought to find out availability of adequate of good teachers' houses. During the interview with DPEO, revealed that Arusha District Council schools did not have sufficient good teachers' houses. She said that, the district need 2048 teacher's houses but there was only 274 in place equal to 13.3% of all needed teachers' houses and most of them were not in proper condition. According to DPEO the district had shortage of more than 1774 teacher's houses. DPEO said that;

> *I can call teachers houses problem to my district a crisis…what we have is only small number of houses compared to actual demand. We have big challenge when it comes to teachers houses in my district. So more than 87% of teachers in my district either rent or build their own houses. The district plan is to build more houses for teachers but problem remain where to get funds.*

She also acknowledged that:

> *Frankly speaking, even the few available houses are in terrible conditions…some of them are not even sufficed to be a teacher house…they are very small and very old houses…some of the teachers are even forced to vacate their houses in rain seasons. This is because no priority has been given to teachers houses like what we did with classroom construction. Teachers have been neglected when it comes to their houses demand.*

Similar comment was made by village officer during the interview:

> *Availability of teachers houses in my village schools is a real challenge to us all as a government…in this village we have 11 out of 26 needed*

teachers, but we have only one teacher house which is also is not in moral condition…so to say we don't have sufficient teachers houses at all…even the one available is not in a good condition. It is very old house and very small with only two rooms.

Answering the same question another village leader acknowledged that:

All I can say is that, we don't have enough teachers' houses in my Bwawani village. In this village, we have two primary schools. But none of them have a single teacher house. Everyone are either lived in rent houses or own houses. Some teachers even rent houses outside this village which is far to school…Our plan is to make sure that all teachers in need have conducive houses to live but we don't have enough funds and even enough space to build houses…hence it will remain a challenge for many years to come…

Like leaders at the village level, heads of schools revealed that they don't have sufficient good teachers' houses. All 15 (100%) teachers interviewed, heads of schools said that the houses which is available at their schools was not proper in the meaning of having some essential resources to be a teacher houses as they demand. Comment on this one head of school noted this: -

In my school, we don't have teachers' houses…in this school we need more than 12 teachers' houses to meet out teachers' house demand. Unfortunately, we don't have any of them…it is our plan to build teachers houses in the future but this will depend on availability of funds and support parents and central government. He added last year newly three teachers who posted at my school they didn't report

Likewise, another head of school revealed the teachers' houses challenge his school experienced

Sometime it is hard to have a word to explain teacher's houses challenge this school is facing. In short, we have only small teacher's house in this school. This house you see it is not even painted (Plate 4.1), no pit latrine …One of the teacher who live at this house rides his motorcycle daily to the town where he rent at another house which has electricity power and water supply services. He stays at this house only at the rain season.

Plate 4.1: Primary School Teachers' House Without Even Plastered

Source: Field survey, 2017

Another head of school had this to say:

> *In my school, we need more than 15 teachers' houses. Unfortunately, currently we have only one teacher's house and is not sufficient at all…We only use this house to accommodate standard seven invigilators during the exams and for new teachers to stay while they are looking for house to rent. Hence it is not used by any teacher for the purpose of living…we did so because the condition of this house for teachers to live is not friendly.*

Findings from focused group with primary school teachers also revealed that all visited 15 schools had acute shortages of noble teachers' houses. All 15 teachers who participated in focused group discussion complained on the shortage of teachers houses in their school. The following two assertions were mostly repeated by teachers during discussion.

> *Actually, I don't have better words to explain teachers' houses crisis in this school…here are more than 6 teachers and none of them have even single room to stay in this school. Teachers are forced to rent houses outside this village and many of us we have to take the bicycle*

and some hire motorcycle to come to school early…this situation is real discouraging…

Likewise, another teacher noted

Actually, we don't have teachers' houses in this school. Myself I have been here for more than three years now…I can tell you, I have been waiting for school to fulfil its promise to me but for those years nothing has been happened…what I can say is that school management does not even have plan to build a single teacher house in this school…all they are thinking is build more and more classrooms but not teachers houses…

The assertions above suggest Arusha district council is facing acute shortage of conducive teachers' houses. Even the few houses available were not in good condition and others were very old houses. This study finding collaborate with Sumra (2004) study. His study found that in seven districts in Tanzania mainland, only 23% of teachers, out of the interviewed 1383 teachers were residing in houses provided by the school. Similarly, Isingo (2010) revealed that Ilala Municipality had a shortage of 323 teachers' houses. In her study in 6 schools, only 7 houses were available and hence there were a shortage of 316 houses equivalent to 96.9 percent. Likewise, Tao (2012) revealed that few teachers' houses available were in poor state. In this study teachers articulated the need for living in satisfactory homes.

4.2.2 Accommodation Facilities

The study revealed that few available teachers' houses lacked enough facilities like water supply, electricity power, house decoration, toilets and house furniture. An interview with district education officer revealed that all 274 available teachers' houses did not have furniture such as chair, table and bed and are like given by the

Government. She also said that some of the houses did not have water supply, electricity and toilet pits were not enough as well. During interview one civics teachers acknowledged that: -

> *Even the few houses we have lack some important facilities. When a teacher is given a house, he/she is supposed to buy all facilities needed since district does not provide house with its facilities. Sometime a teacher is supposed to incur cost to pay even water bills and solar electricity insulation bill while district does not cover them (Plate 4.2).*

Plate4.2: Teacher Spend Their Money to Install Solar Power

Source: Field plate

Village leaders on other hand indicated that all available teachers' houses did not have water supply and electricity power. They also revealed that some of the schools did not have toilet pits for teachers houses and hence teachers were forced to use staff toilet which some of them were far from their houses. One of village leader said:

Frankly speaking all teachers' houses we have in my village and even neighbor village do not have water supply neither electricity power. You can go and see it, even teachers are forced to come with their all furniture such as tables, chair, beds and are like.

Interview responses from heads of schools showed that school provided only houses without any furniture. They also said, some of the teachers' houses did not have water supply and electricity power. This was reported by one of head of school, who had this to say:

Furniture is not put of our responsibilities for now. Only what we do is to give a teacher house and he/she supposed to buy all the furniture he/she need. We are also not responsible for supplying water and teacher is supposed to find a way to get water. What we do is to build toilet ....

Another head of school commented on poor condition of toilet and furniture that make it difficult for teacher to live in the school house. Complaining on the lack of toilets pits and water supply, head of school noted,

The toilet pits teachers used is for students. The teacher house we have, don't have its toilet as it should be. Bad enough teachers are forced to buy water or walking distance to fetch water. All these make many teachers vacate the house few days after move in there…This condition is making teachers refused to live in this house.

The findings from teachers focused group discussions indicated that teachers were not happy with their house's facilities. All teachers complained on unsatisfactory conditions they were living including lack of toilet, electricity and water supply. One teacher during discussion put forward that,

I live in this house because I cannot afford to rent house or build my own house. But speaking the truth, this situation is unacceptable, even the toilet I use, is out of my own initiative to build after many years of sharing toilets with female pupils. Now the challenge I am facing is

water supply…. sometimes I have to ask my pupils to assist me in fetching water...or I just hire some to fetch it for me…

Similar comment was also made by another civics teacher during interview:

Answering the same question another experience teacher added:

Teachers are not given any furniture in their houses. They have to buy them and bring them here after given house to live...more surprising; even toilet is not there at all. This toilet you see it is also uses by other teachers in this school, this cause disturbance for being waiting when others want to go to toile and as you can see it has only one pit so make it difficult to teachers who are living in the school houses.

Plate 4.3: Primary school. Teacher Pit toilet

Source: Field plate

From the statements above, it is found that despite the fact that teachers were given houses to live but these houses lack important facilities. Teachers were also forced to share toilet pits with their fellow teachers and sometime used students' toilets. This finding is in line with Tao (2012) who contended that teachers' house facilities such

as electricity, water, toilets and kitchen were not available and some teachers used students' toilets.

4.2.3 Lack of Basic Social Services for Teachers

Research findings also indicated that there were differences in the availability of health services in the study settings. All interviewees from remote areas indicated that health services were hardly available. Out of 15 schools visited, 6 schools (40%) had no hospital except dispensaries which were characterized by shortages of drugs and physicians. Consider the following experience:

> *The area in which we work has no reliable health services. The two dispensaries we mainly depend on are far and have shortage of necessary facilities. This threatens our health affair. This makes our life at risk, especially when we need medical services at the night.*

This implies that schools located in rural areas in Arusha district council lacked reliable health services. Furthermore, research findings disclosed that most of these rural dispensaries were found a long distance away from the schools. The estimated distance from these schools to reliable health service centers ranged from 10 to 20 kilometers. In urban areas respondents mentioned that health services were available. The only noted problem was the high cost of the services. When asked how they dealt with teacher health service, the head teachers from these schools unveiled that they only give health service to teachers is in use of first Aid Kits.

Additionally, research findings also indicated that transport services for teachers varied alongside school location. Teachers during discussion complained over the daily transport cost they incurred to and from schools. Although teachers who stayed

in school houses did not need the service on a daily basis, yet, they complained over the absence of the services. This was especially when traveling to and from the salary payment station (bank) and at the Head office. The station was at the district headquarters, a distance ranging from 10 to 20 kilometers away from the various schools.

Research findings disclosed differences in terms of places to buy and sell different items in the study settings. Remote located school teachers complained over the lack of reliable outlets for buying basic requirements like kitchenware, clothes and other home amenities like salt, sugar, soap, cooking oil, fish, meat, gas and kerosene amongst many. Even when found they complained about the high price at which the items were sold. They also complained over the lack of reliable markets for their goods which they produced from extra curricula activities. These included agricultural and livestock products like maize, beans, tomatoes, banana, pea, goats and chicken. Other included timber products. Income from these activities supplemented teacher salaries which they claimed to be insufficient. One of teacher respondents had this to say:

> *The monthly salary I get is insufficient. It does not support me a month through. If there would be a reliable market in our area, I would supplement it by growing more and sell a variety of agricultural products we grow in this area.*

4.3 The Supports Provided by Education Stakeholders in Solving Teachers' Accommodation Problems

The second research question addressed in the present study was to examine supports provided by education stakeholders in solving teachers' accommodation problems.

To address this research question interviews were conducted with, heads of schools (15), village leaders (12) and district education officer (1). Also, focused group discussion was held with member (10).

An interview with district education officer revealed that parents, community members, organization such as NGOs and central government have played slight role in supporting district to overcome a good teachers' accommodation problems. She said for example that through PEDP funds more than 16 teachers' houses have been constructed since 2002 and other 2 are still under constructions. On construction, Government announced that every building must fix electric system ready for installation of electric power in future, even though fund which has been allocated is not sufficient for latrine, kitchen construction and electricity installation.

She also added that NGOs and other stakeholder have fixed public water station near by some teachers' houses in the district. She also added:

> *Not only that but also district council in collaboration with community members and parents has managed to fix public water station near by some teacher's houses.*

Interview with 12 village leaders revealed that village government in partnership with community members played minor contributions in supporting schools in their village to overcome a challenge of good teachers' accommodation. The findings revealed that communities were the most responsible in teachers' houses construction particularly through cash and labor contributions. In one village, it was found that for the last year community members contributed a cash ranging from Tanzanian shillings 10,000 to 25,000 as they contribution to build toilet and kitchen

in the teacher house. They also contributed in-kind support by supplying labor power during construction process which included clearance of the site, sand and stones collection bricks/blocks making, fetching water and also, they offer labor for construction activities. Responding to an interview question that asked on contribution of community members towards supporting school to overcome accommodation challenges, one of the village leaders had this to say:

> *The small kitchen and pit latrine at this teacher house you see it was the one which we built in this school…. we saw our teachers walking a long distance to and from the school toilet. And sometime they collide with student …hence I decided to mobilize community members to build these building…they real give their support as some of them offered their labor and others collect stones fetch water….one of village man gave offered all bricks and cement begs needed for constructing.*

Apart from village leaders, the same question was asked to the heads of schools. The findings showed that village leaders, community members and central government were the key stakeholders who somehow supported the school in overcoming teachers' houses challenges. However, out of 15 interviewed heads of schools 7(46.6%) said that the support of community members, district council and central government were minor. They said that the contribution of community members in terms of cash and labor was just to supplement government efforts, even though we decide on our side as the head teacher to offer teacher support for water fetching by student. During extra time activity, we send student fetching water and looking firewood to support our teachers, because in their houses there is no water supply and even electric power.

Findings from focused group discussion sessions with teachers revealed that village government, school board members, community members, parents and central

government played some role in building teachers' houses, toilet construction and kitchen. One of the teachers said that:

> *In this school parents, community members and village government are working together to support teachers houses construction. For example, last year the village government mobilize community members and rise more than 1,000,000/=. This money was used to build one toilet. Before that, toilet was not there and teacher was forced to use staff toilet.*

Subsequent analysis of the findings also indicated that although the community played the major role of erecting the buildings up to the linter level, government support was not guaranteed and sometimes it was not timely provided the situation which resulted to have a number of incomplete buildings.

The researcher also employed documentary review to identify other educational stakeholders who support on teachers' houses. It was learnt from school board meeting minutes that, primary schools also received support from individuals and NGO's including the Members of Parliament, the Regional Commissioner, the District Commissioner and other influential people in the community. However due to inadequate record keeping by the construction committee and the village officers the researcher could not manage to record the amount given by the mentioned individuals. Again, the researcher noted that in the year 2002/2009 the government through local government capital development grants (LGCDG) provided a total of 16,200,000/ shillings as support to 5 teachers' houses construction in remote area schools. The amount provided by government was not sufficient hence some of the teachers' houses found incomplete. The situation created inconveniences since some of the teachers were found living old houses or turned classrooms and store a living

house. Therefore, timely and guaranteed support from the government and other stake holders is of great importance to accomplish teachers' houses construction. Hakielimu (2010) assert that governments cannot do everything by themselves, and communities cannot do everything for themselves which means when they join efforts, the chance of success is greatly enhanced. Thus, the two parties have to complement each other for the sake of reaching the common education goals and objectives that have been put in place.

4.4 Measures Used To Solve Accommodation Challenges Facing Teachers in Rural Schools

Under this objective, the study assessed the measures or ways used to solve accommodation challenges facing teachers in rural schools. To obtain relevant information interviews was conducted with heads of schools 15, village leaders 12 and focused group discussion sessions with 10 member and questioner with class teachers 105. Findings are discussed in the following subsections.

4.4.1 Encourage Teachers To Rent or Build House Nearby School

Interview with district education officer and heads of schools revealed that district council and school management have encouraged teachers to rent house nearby schools or to build their own houses around the school. One head of school noted

> *Since we don't have money to build good teachers' house we have encouraged our teachers to rent houses around the school or within the village. This also has gone hand in hand with also asking teachers to buy the land and build their own houses. As am speaking to you, more than 8 teachers are living around the schools in school neighbour houses. And two teachers have already built their own houses in this village….*

Another head of school during interview said:

> *We have tried our level best as school management in encouraging teachers to rent houses from villagers. Despite that is dangerous in living with local people but at least their houses are cheaper but not affordable to most of our teachers. As a school, also, we pursue community members to build house and rent them to our teachers in low price. Hence almost more than 75% of teachers from this school are renting villagers houses which somehow good but it is not more attractive.*

The same question on measures taken to overcome teachers' accommodation challenges was also posed to village leaders during interview; it was revealed that most of the village leaders said that village council encouraged villagers to rent their houses to teachers in low price. They also said that teachers were encouraged to build their own houses in the villages. One village leader noted…. 'we have requested villagers with extra houses to rent them to our teachers in low price…this has been helpful to many teachers because almost some teachers are renting villagers houses…only few have managed to buy the land and build their own houses… '

On the contrary, during focused group discussions with teachers, it was found that teachers said they were forced to rent the houses nearby schools to reduce the cost and also avoid walking long distance to the job. However, they were not happy with nature of the environment they were renting the house. One teacher noted;

> *Since the school does not provide house to teachers hence I decided to rent one room in one of the villagers. However, the environment is not conducive because the same house in renting is also local brew is sold in another room. Hence it is making very difficult for me and my children.*

Another teacher complained on the high rent house she incurred: every month I have to spent more than 20,000/= to pay house rent to landlord…this is too much this I have also to pay water fetching charge…. this is too much to me as teacher…since my salary is so small.

Plate 4.4: Teachers pay for water carrying

Source: Field plate

4.4.2 Using Unused Classroom/Store As Teachers' House

Interviews with district education officer and heads of schools revealed that sometime schools were forced to use extra classrooms, store and unused teachers' staffrooms as teachers living house. Out of15 heads of schools who interviewed 6(40%) said they have once given their teachers unused classrooms to live whereas 4(26.6%) said their two teachers were using classrooms as a living house to overcome the problem. One head of school said;

> *The teacher house you see few minutes ago, it was formally our school classrooms ...but two years ago, we decided to change it to teacher house. The same teacher who is living in this house wrote a letter to school committee asking permission to use it as the house rather than classrooms ... We agreed, and teachers were asked to use their own*

cost to make it better for living. They decide to do renovations like painting and isolation of electricity by REA programme......

This assertion shows that classrooms and stored were turned to teachers living houses in order to overcome the teachers' accommodation challenges. Teachers also were forced to incur some cost to make some renovation in order to improve house conditions.

Plate 4.5: Primary School. Classroom Changed To A Teachers' House

Source: Field plate

4.4.3 Community Involvement

Interviews with district education officer, heads of schools and village leaders revealed that they used community involvement strategy. The district education officer noted that:

> *I directed head teachers to work with all community members and village leaders to identify all teachers' accommodation problems…and encourage community members to support schools in overcoming them including advising community members with house to provide affordable and attractive accommodation to teachers in low price.*

Likewise, one head of school narrated:

> *We need to encourage community members to help us in addressing accommodation problems face teachers in this school. This is very important because as a head of school, I don't have enough funds to fulfil all necessary accommodation needed in teachers' houses. Even though community members can offer man power and more land for construct teachers' houses.*

Another head of school narrated:

> *In this school, we have managed to encourage community members to rent their virtuous houses to teachers in low price. This has been helpful to our teachers. For example, one of the teacher in my school have been paying small amount of rent in one of the affordable house of the village chairman.*

Focused group findings from teachers revealed that community sensitization has been helpful. Most of the teachers revealed that community members give teachers house to rent in low price which has solar energy.

4.4.4 Parent's involvement

Interviews with district education officer, village government leaders and heads of schools reveal that Arusha district involved parents to overcome teachers' accommodation problems. District Primary education officer noted,

> *…in this district, we work with parents and other interested members in making sure teachers accommodation problems are solved…last year we had more than 20 public meeting discussing with parents how to deal with friendly teachers houses in this district*

One head of school said,

> *.... involvement of parents in my school helped to overcome teachers' accommodation problems in my school. For example, last year we managed to build teachers' toilet and kitchen after the contribution support from the parents.*

Another head of school concludes,

> *parents are the key stakeholder in overcoming teachers' accommodation problems because they are the one who are close to school...they have their children in this school and teachers are the one who are taking care of their children at school...they almost support us in teachers' houses construction, donkey for water carrying*

Findings from interview show that involvement of the parents, heads of school, district primary education officer and village government leaders form a strategy in overcoming some of the teachers' accommodation challenges. Hakielimu. (2011). On his research Who decides what our children learn: conclude thank to make learning take his place well must be teacher, parents and other stakeholders must participate well on education matter.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents summary of the study, conclusions and recommendations. The summary is a recapitulation of the purpose and the research objectives, the conceptual framework that guided the investigation, methodology used in the study as well as the research findings. Conclusions are then drawn from the study findings with response to specific findings. Finally, recommendations for action and for further studies are then provided.

5.2   Summary of the study

This study investigated the accommodation challenges associated with primary school teachers' accommodation in rural areas in Arusha District Council. Specifically, the study dealt with three research objectives which were, (i) to explore accommodation challenges facing teachers in rural primary schools, (ii) assess support of education stakeholders in solving the challenges of accommodation facing teachers, (iii) to evaluate measures to solve accommodation challenges facing teachers in rural schools.

It was expected that the study would provide insights to education planners on accommodation challenges facing rural teaches and measures used to overcome these challenges. The information that generated from this study may provide policy makers and ministry of education officials' access to relevant information about accommodation challenges facing teachers working in rural areas, accommodation

support which teachers received from educational stakeholders and above all, measures employed by school on helping teachers to overcome these challenges. The information obtained is anticipated to be the basis for further investigation and the source for improvement in different educational issues. This study used a modified Hertzberg's (1966) two factor model. The model was modified to fit challenges associated with teachers' accommodation. The conceptual framework of this study involved a model with three variables namely as independent variables, mediating variables and dependent variables. Independent variables in this study are accommodation challenges teachers face such as low-quality houses, lack of water supply and toilets. The dependent variables of this study were the outcome of the application of dependent variable (low working morale, attrition, irregular job attendance).

The study was conducted at Arusha district council in Arusha region in fifteen primary schools. To achieve the purpose of the study, a case study design that embraced qualitative approach were employed. The informants composed of 15 heads of schools, 105 class teachers, 12 local community leaders and only one District Primary Education Officer (DPEO). Data collection methods were focused group discussion, interviews, observation and documentary search. Thematic analysis procedures were employed to analyze the collected data because was qualitative in nature.

The study finding revealed there was acute shortage of attractive teachers' houses in Arusha district council. Even though it was revealed that Arusha district council had

only 274 (13.3%) out 2048 required teacher's houses. Even the few houses available were not in good condition and others were very old houses. Also, study revealed that the few available teachers' houses did not have enough facilities. All 274 available teachers' hoses did not have furniture such as chair, table, and bed and are like bought by the Government. Some of them, also did not have water supply, electricity and even toilet pits were not enough as well. Additionally, research findings indicated that there were differences in the availability of health services in the study settings. As the findings indicated that in remote areas health services were hardly available.

The study revealed that parents, community members, organization as NGOs and central government have played slight role in supporting district to overcome teachers' accommodation problems. It was revealed that through PEDP funds, more than 16 teachers' houses have been constructed since 2002 and other 2 are still under constructions. The completed houses do not have electricity power even proper accesses of water supply. It was also revealed that village government in partnership with community member played a certain contribution in supporting schools in their village to overcome teachers' accommodation challenges such on toilet and kitchen construction.

The findings revealed that communities were the most responsible in teachers' houses construction particularly through cash and labor contributions. The study revealed that using public water stand, using students' toilet, community involvement, parents' involvement, renting, community sensitization on the

importance of supporting construction of good teachers houses and renting their house to teachers in lower price were key measures Arusha district council and school have taken to overcome accommodation challenges teachers face.

5.3   Conclusions

In conclusion, the accommodation challenges associated with primary school teachers' in Arusha District as identified in this study among others include availability of houses and when available they lack important amenities such as electrical power energy and water system. Government and other stakeholders have not done well enough on resolving the difficulties on teacher's accommodation. Slight measures were taken to solve accommodation challenges facing teachers in rural schools, such as the changing of classroom to be a houses or renting to the village houses.

Furthermore, lack of autonomy was also cited as among the challenge that triggers employees' turnover. It is therefore, suggested that employees' recognition and motivation toward conducive accommodation and house facilities which have a positive impact on doing them to stay and work at rural schools them has to be considered. Of further importance, the Management is advised to provide employees with acceptable accommodation in such a way that they feel harmony with their accommodation.

5.4   Recommendations

5.4.1 Recommendation for Action

- As a result of this research work, it is recommended that the local government, school management and Ministry of Education, Science and Technology should set mechanisms to ensure good teachers' houses are built to meet human demands needs.

- Ward and village leaders should use more diplomatic methods to persuade community members to voluntarily contribute funds and labor force in good teachers' houses construction. More education for sensitization is needed to the community on the importance of teachers' accommodation facilities in boosting teachers work motivation.

- Teachers need to be capacitated through provision of house construction loans to enable teachers and schools to build good cheap houses.

- Ward and Village leaders should be committed and responsible in collection of funds and ensuring proper use of community contributions. Again, proper actions should be in place for those who misuse teachers' house construction funds. Again, the study recommends for government to provide enough and timely support in accomplishing welcoming teachers' houses construction.

- Influential people such as politicians, retired officers and Councilors found in the community should be used to inspire and mobilize people to bring changes by investing in education sector in their respective communities.

5.4.2   Recommendation for Further Study

There is a need for further studies on the impact and challenges associated with teachers' accommodation for public primary schools and teacher's turnover in rural areas.

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APPENDICES

APPENDIX A: Interview Schedule for Heads of Schools

District_____ School_____ Date _____ Sex _____

1. How can you account on the current status of teachers' accommodation condition in your school?

2. What the accommodation needs of your school?

3. Do you have accommodation policy in this school? How is it helpful to teachers?

4. What are the accommodation challenges do your school face?

5. How do you overcome the challenges as head of school?

6. What are the supports provided by education stakeholders in solving teachers' accommodation problems?

7. How accommodation challenges mentioned above have affected your school in terms of teachers work morale and performance or students' performance?

8. How are your teachers satisfied with accommodation facilities available in this school?

9. (a) What ways do you use to overcome accommodation challenges your school is facing? (*b*) How do you ensure all teachers have accommodation?

10. To what extent do Government and other education stakeholders respond to improving teachers' accommodation and living environment in your school?

11. What do you think should be done to improve accommodation condition for teachers?

Thank you for your cooperation

APPENDIX B: FOCUSEDGROUP DISCUSSION GUIDE FOR TEACHERS

1. What are the accommodations challenges facing teachers in rural primary schools?

2. What are the supports provided by education stakeholders in solving teachers' accommodation problems?

3. What are the measures or ways used to solve accommodation challenges facing teachers in rural schools?

Thank you for your cooperation

APPENDIX C: OBSERVATION CHECKLIST GUIDE

The Researcher will go physically to the concerned area and around the school to observe availability of accommodation facilities.

Introduction

I. Name of the School…………………   II. Total number of teachers…………………..III Houses demand …….   IV. Houses available……………………..

Accommodation facilities available

S/N	ITEMS	REMARKS
1	Clean water	
2	Electricity power	
3	Houses	
4	Beds	
5	Chairs	
6	Kitchen	
7	Toilet pits	
8	Store room	