

**EVERYONE HATES TEACHING PROFESION BUT ONLY FEW LEAVES  
THE JOB: THE ANALYSIS OF MOTIVE BEHIND TEACHERS'  
RETENTION WITH EMPERICAL EVIDENCE FROM NAMTUMBO  
DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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ADMINISTRATION  
THE OPEN UNIVERSITY OF TANZANIA**

**2021**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, *“The Analysis of Motive Behind Teacher’s Retention with Empirical Evidence from Namtumbo District”*.

In partial fulfillment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

**Dr Newton Kyando**  
**(Supervisor)**

.....

Date

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.....

Signature

.....

Date

**DEDICATION**

I dedicate this study to my mom Milembe Ng'wanashija, who makes sure I get education against all odds.

## ACKNOWLEDGEMENT

I am indebted to so many people for their valuable contributions and cooperation towards the completion of this work. My first and foremost thanks should go to the almighty God for giving me the strength and courage throughout my study up to this stage. It is my belief that nothing could have been possible without God's blessing.

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## ABSTRACT

The purpose of the study was to analyse the motives behind teacher's retention with empirical evidence from Namtumbo District. The study employed qualitative and quantitative approach. The purposive and stratified samplings were used to obtain 56 respondents. The respondents included District Human Resource Officer, District Educational Officer, District Teachers Service Commission Officer, District Teachers Trade Union Secretary, Ward Educational Coordinators and Teachers. Data collected through interviews and document search. The findings revealed that, there are several issues which affect retention of teachers in public schools in Tanzania. Major issues affecting retention of teachers in public schools are scarcity of job in other sector and job security in public schools is very high. The findings also established other issues such as presence of incentives, paying salary on time, improvement of working condition, married, age, level of education, family background and fear/lack of confidence are among the issues affecting retention of teachers in Tanzanian public schools. Conclusion drawn from the research is that, retention of teachers in public schools needs high cooperation and it can be achieved through collective efforts between teachers, parents, society, community and other educational stakeholders by increasing teachers' salary, promotion on time, improvement of working and living condition, reducing teachers work load, presence of annual increment, presence of incentives and motivation, provision of enough grants on time and awareness to the society and students.

**Keywords:** *Teacher's retention, empirical evidence, public schools, Namtumbo District.*

## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	<b>xvii</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION AND BACKGROUND TO THE PROBLEM .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem .....	9
1.4 Research Objectives .....	11
1.4.1 Main Objective .....	11
1.4.2 Specific Research Objectives .....	11
1.5 Research Questions .....	12
1.6 Scope of the Study .....	12
1.7 Significance of the Study .....	13
1.8 Definition of Key Terms .....	13
1.9 Organization of the Research .....	15



<b>CHAPTER TWO .....</b>	<b>16</b>
<b>LITERATURE REVIEW.....</b>	<b>16</b>
2.1 Introduction.....	16
2.2 Tanzania Development Vision.....	16
2.2.1 Education Vision.....	17
2.3 Education Background.....	17
2.3.1 Student Enrolment.....	18
2.3.2 The Aims of Primary Education.....	18
2.3.3 Challenges on Teaching Work force.....	19
2.4 Theories Of Teacher Retention.....	20
2.4.1 Human Capital Approach.....	21
2.4.2 Vroom Expectancy Theory.....	22
2.4.3 Herzberg’s Two-Factor Theory.....	24
2.5 Empirical Literature Review.....	24
2.5.1 Review to International Studies.....	25
2.5.2 Review Studies in Africa.....	32
2.5.3 Review studies in Tanzania.....	34
2.6 Concepts Related to Teaching Professional.....	39
2.6.1 Teacher Personal Characteristics.....	39
2.6.2 Job Security.....	42
2.6.3 Compensation.....	42
2.6.4 Work Environment.....	46
2.7 Synthesis and Knowledge Gap.....	49
2.8 Conceptual Framework.....	49

2.8.1	Operationalisation of Variables.....	50
<b>CHAPTER THREE .....</b>		<b>52</b>
<b>RESEARCH METHODOLOGY .....</b>		<b>52</b>
3.1	Introduction.....	52
3.2	Research Paradigms and Philosophy .....	52
3.3	Research Design.....	53
3.4	Research Approach .....	53
3.5	Area of the Study .....	54
3.6	Target Population of the Study .....	54
3.7	Sample Size.....	55
3.8	Sampling Techniques and Sampling.....	56
3.8.1	Purposive or Judgmental Sampling.....	56
3.8.2	Stratified Sampling.....	56
3.8.3	Simple Random Sampling.....	57
3.9	Data Collection Methods and Tools.....	57
3.9.1	Interview.....	57
3.9.2	Documentary Review .....	58
3.10	Data Collection Instruments Procedure .....	59
3.10.1	Data Coding.....	59
3.10.2	Data Cleaning .....	59
3.10.3	Data Discourse/Thematic Analysis .....	60
3.11	Ethical Considerations .....	60
<b>CHAPTER FOUR.....</b>		<b>62</b>
<b>DATA PRESENTATION, ANALYSIS, AND DISCUSSION.....</b>		<b>62</b>

4.1	Introduction .....	62
4.2	Demographic Characteristics of Respondents .....	62
4.2.1	Gender Distribution of Respondents .....	62
4.2.2	Age Distribution of Respondents .....	63
4.2.3	Distribution of Respondents by Level of Education .....	64
4.2.4	Experience of Respondents .....	65
4.3	Stakeholders' Perception on Teacher's Working Conditions in Tanzanian Public Schools .....	65
4.3.1	Sharing a Good Experience of a Person working as a Teacher in Tanzanian's Public Schools .....	66
4.3.2	Sharing a Bad Experience for a Person working as a Teacher in Tanzanian's Public Schools .....	69
4.3.3	Perception on Teacher's Working Conditions in Tanzanian's Public Schools .....	73
4.3.4	Comments on Teachers Working Conditions in Tanzanian's Public Schools .....	75
4.4	Teachers Experiences in Working Environment and Conditions in Tanzanian Public Schools .....	78
4.4.1	Stakeholder's Perception on Teacher's Working Environment and Conditions in Tanzanian Public Schools.....	78
4.4.2	To Relate Teacher's Working Environment and Conditions in Tanzanian's Public Schools with the Other Public Jobs in Tanzania .....	81
4.4.3	Availability of Teaching and Learning Resources .....	85

4.4.4	Comment on Teacher’s Working Environment and Conditions in Tanzanian’s Public Schools with Those Working in Private Schools .....	88
4.4.5	Measures to be Taken to Improve Teachers Working Condition in Tanzanian’s Public Schools .....	91
4.5	Exploration of the Issues Affecting Retention of Teachers in Tanzanian Public Schools .....	94
4.5.1	Observation of the Cases of Teachers Attrition in Namtumbo District .....	94
4.5.2	Issues Affecting Retention of Teachers in Tanzanian Public Schools .....	97
4.5.3	Reasons Why Many Teachers Hate Teaching Professional but Only Few Leave the Job.....	99
4.6	Analysis of Issues on Teachers Working Conditions as Displayed in Guideline and Policy Documents .....	105
4.6.1	The Extent in Which the Education Policy is Known to Teachers .....	105
4.6.2	Issues and Changing Trends According to Policy and Guidelines Guiding Teachers .....	107
4.6.3	Attending In-service Training Concerning Policies Change to the Teachers .....	109
4.6.4	Suggestions to Overcome the Challenges Which May Lead to Teacher’s Turn over in Public Schools Related to Policies .....	111
4.7	Summary of the Findings .....	115
	<b>CHAPTER FIVE.....</b>	<b>117</b>
	<b>SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>117</b>
5.1	Introduction .....	117

5.2	Summary of the Major Findings .....	117
5.2.1	Stakeholders Perceived on Teachers Working Conditions in Tanzanian Public Schools .....	117
5.2.2	Teachers Experiences in Working Conditions and Environment in Tanzanian Public Schools .....	118
5.2.3	Issues Affecting Retention of Teachers in Tanzanian Public Schools.....	119
5.2.4	Issues on Teachers Working Condition as Displayed in Guideline and Policy Documents .....	119
5.3	Conclusions .....	120
5.4	Recommendations .....	122
	<b>REFERENCES</b> .....	124
	<b>APPENDICES</b> .....	140

## LIST OF TABLES

Table 2.1: Number of teachers recruited compared to the target set.....	20
Table 2.2: Teacher to pupil ratio 2001 -2004.....	20
Table 3.1: Units of Inquiry (n=1265) .....	55
Table 3.2: Units of Inquiry (n=56) .....	56
Table 4.1: Respondents distribution by gender (N=56) .....	63
Table 4.2: Education level of participants (N=56) .....	64
Table 4.3: Good Experiences of a person working as a teacher in Tanzania’s public schools (F=56).....	66
Table 4.4: Bad experiences of a person working as a teacher in Tanzania’s public schools (F=56).....	69
Table 4.5: Perception on teacher’s working conditions in Tanzanian’s public schools (F=56).....	73
Table 4.6: Teachers working conditions in Tanzanian’s public schools (F=128)....	75
Table 4.7: Stakeholder’s perception on teacher’s working environment and conditions in Tanzanian public schools (F=56) .....	78
Table 4.8: Relation of teacher’s working environment and conditions with the other public jobs in Tanzania (F=80) .....	81
Table 4.9: Common deficiencies teaching and learning resources (F=76) .....	85
Table 4.10: Common differences on teacher’s working environment and conditions in Tanzanian’s public schools with those working in private schools (F=104).....	88
Table 4.11: Measures to improve teachers working condition in Tanzanian’s public schools (F=178).....	91

Table 4.12: Teachers turnover in Namtumbo District Council in recent eight years (N=310) .....	95
Table 4.13: Issues affecting retention to teachers (F=104) .....	97
Table 4.14: Reasons why many teachers hate teaching profession but only few leave the job (F=112) .....	99
Table 4.15: Suggestions to overcome the challenges which may lead to teacher's turnover in public schools related to policies (F=81).....	112

**LIST OF FIGURES**

Figure 2.1: Teachers' retention model ..... 50

Figure 4.1: Age distribution of respondents..... 64

Figure 4.2: experiences of respondents ..... 65



**LIST OF ABBREVIATIONS**

DEO	District Educational Officer
FPE	Free primary Education
HRO	Human Resource Officer
MoeVT	Ministry of Education and Vocational Training
PEDP	Primary Education Development Plan
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for Social Science
TDMS	Tanzania Teachers' Development and Management Strategy.
TSC	Teachers Service Commission
TTU	Teachers Trade Union
USAIDs	United States Aids
UWaWa	Ushirikiano Wa Wazazi Na Walimu
VSO	Voluntary Service Overseas
WEC	Ward Education Coordinator
WJE	Wahamasishaji Jamii Wa Elimu

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter concerns the general overview of the research. It presents the background of the problem, statement of the problem, general objective, specific objectives, and research questions. The chapter also presents the scope of the study, significance of the study, definitions of key terms and organization of the dissertation.

#### **1.2 Background to the Problem**

Teachers are regarded as the most important resource in any school. Armstrong and Baron (2002) add that skilled and experienced people are now highly considered in making a significant contribution to organizational success and constituting a competitive advantage of that particular organization. Today, motivation and retaining of high qualified and talented employees in many companies is regarded as an important element in successful business management practices (Clark, 2001). So strategic staffing is viewed as an important aspect since highly talented core employees are crucial to organizational sustainability (Ettore, 1997). Similarly, Aydogdu and Asikgil (2011) assert that in this rapid changing business environment, it must not be forgotten that the success and competing power of the organization depends on commitment, motivation, satisfaction, quality and innovation of human resources.

In the present-day context of rapid changing economic and market trends, organizations around the world have to demonstrate superior performance. As time goes on, the working environment keeps changing; from competitive nature to more and more competitiveness in all business aspects. The expectations of employees are increasing day to day, calling up the employers to respond to their needs to accommodate challenges related to job itself and work environment. This ultimately results into another challenging task of attracting and retaining high qualified employees. Increasingly, organizations are now competing to have and hold on the best talented employees (Porter, 2001). Therefore, as suggested by Schreuder and Theron (2001), it is vital to retain talented employees. Thus, talent management within an organization can only be achieved through retention. This is defined as “the implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing, retaining, and utilizing people with the required skills and aptitude to meet current and future business needs” (Lockwood,2006, p.2).

It is undeniable that, because of globalization the retention of employees has become a major challenge in many companies in the 21 centuries. Samuel (2008) argues that, globalization has extremely influenced mobility of qualified employees hence accelerating the rate of employees’ turnover in many organizations. Most of these employees quit because there is no goal congruence between organization’s goals and their own individual goals, interest and/ or personality (Schneider, 1987). On the other hand, employee turnover provides opportunities for internal promotion and recruitment of new employees with new skills. Armstrong (2009) stresses that

turnover of key employees cannot have balanced impact on the business. Dessand Shaw (2001), turnover leads to significant costs both direct costs (e.g. management time, replacement, recruitment and selection) and indirect costs (e.g. reduced morale, pressure on remaining employees, new employees training cost, reduced quality of product/services, organizational memory loss and social capital loss).

In education setting, Kavenuke (2013) argues that, teachers provide education that works as a solution to poverty reduction, empowerment, sustainable development and how to overcome environmental challenges. Oziambo (2010) asserts that good quality of education depends on teachers who transmit values and norms of the society to students by either teaching them or being role models. They are leading the efforts of developing students' knowledge, skills and core values. Despite such teacher's essence, teachers do not stay in the teaching profession. Teachers' retention is currently complicated especially when Smith and Ingersoll (2004) views that the decision to join teaching profession nowadays is being related to 'a sink' experience. Teacher attrition or turnover is a universal challenge and has a negative impact on global policies. A growing body of research around the world shows that most countries are experiencing a substantial decline in meeting their teacher demands and supply regardless of progress made towards education for all (EFA), Universal primary education (UPE) goals and the Millennium Development Goals (MDGs) (Pitsoe, 2013). Teacher attrition in the world has always been a problem in education sector since the number of teachers has never met the demands of the ever-increasing number of students in schools (Hannah, 2011: 108). Ashiedu & Scott-Ladd (2012) found that, the turnover and retention of teachers is a problem schools facing

worldwide and mostly in the public schools. One of the possible solutions to this problem is having better attraction and retention strategies of value to teacher. For example, despite other reasons it was estimated that by 2016 only primary schools worldwide would have a shortage of 18 million teachers. This including a 13 million shortfall in teachers in less developing countries and 5 million teacher shortages in industrialized countries (Australian Associated press [AAP], 2007).

Ingersoll, as cited by Riggs (2013) concludes that anywhere in the world between 40 and 50 percent of teachers will leave the teaching profession within their first five years after employment (this includes the nine and a half percent who leave before the end of their first year once entering the teaching profession). Definitely, all careers have turnover and some shambling out the door is good for bringing in young blood and fresh faces of employees with new skills and knowledge. However, turnover in teaching career is about 4 percent more than other careers. Roughly 15.7 percent of teachers quit their teaching career and 40 percent of teachers pursuing degrees in teaching do not even enter the classroom at all.

Kavenuke (2013) compares teacher attrition as loose-gain game. In this case, therefore, regrettably teacher turnover becomes bad to the teaching cadre when high qualified and competent teachers leave teaching altogether. Interestingly, on the other hand, turnover becomes good to a place where such high qualified and competent teachers opt to go. Such argument is in line with Macdonald (1999) who postulated that attrition among teachers from the teaching profession may be good for other economic sectors as qualified and knowledgeable teachers when move

across other employment sectors. Mfaume (2012) observed that younger and less experienced teachers are more likely to leave teaching profession believing that they have worked for few years and therefore they have nothing to lose in terms of fringe benefits such as pension or in case they decide to terminate the employment contract. Contrary to this, the study by Utah Foundation in RAND report no. 676 of (2007) added that, the turnover of old aged teachers is naturally since this group is near to retirement age that can benefited from the fringe benefits.

In Sub Saharan African countries like Tanzania most of the teachers leave their profession to look for 'green pastures' at the estimated attrition rate for teachers in the country is 3 percent (URT, 2006: 51). On other hand, experience shows that, during deployment most of teachers are posted directly to the working areas they never chose. This facilitates teachers to report to the schools and leave shortly because they are not familiar to the posted environment (Kavenuke, 2013). This relates to earlier observation by Ngimbusyi (2009), who explains that graduate teachers from different universities and colleges normally fill special forms to choose three regions they wish to work. But it happens that the Ministry of Education and Vocational Training (MOEVT) posts these teachers to other different parts of the country without considering their choices on the places they would like to work. Therefore, deployment of teachers without considering their prior choices to the working areas inevitably triggers teacher turnover hence impairing teacher retention. Tanzania government has recognized the role of retaining employees by enacting employee and labor relation laws, policies and procedures such as employment and labor relations Act, (ELRA), No. 6 of 2004 and public service Act (PSA), No. 8 of

2002 which address number of issues including financial and non-financial incentives as motivational strategies to reduce employee movement from public organizations (Said, 2011). Also, the government established Selective Accelerated Salary Enhancement Scheme (SASES), which aimed to attract and retain qualified professional, technical and managerial staff (Public Service Pay and Incentive Policy [PSPPI], (2010). Hon. Hawa Abdulrahman Ghasia (MP) described this as government intervention aimed at attracting and retaining well qualified personnel, in the public service, as well as motivating employees by addressing equitable remunerations across the service (PSPPI, 2010).

Despite all efforts, experience has shown that these government initiatives toward retentions strategies have been in vain. This is because the high rates of employees' movement (including teachers) from one organization to another continue to persist. For instance, Bennell&Mukyanuzi (2005) asserted that in primary schools in Tanzania there is high level of teacher turnover as it was found that almost one in five teachers in the rural surveyed Schools had left in 2005. Again in 2008 only, 303 teachers out of 25,868 teachers who were posted in different public primary schools on that particular year left the profession (International task force on teachers for EFA, 2010).

Therefore, with this movement of teachers the question remains that: why are all these teachers leaving or not even entering the classroom in the first place after deployment? Ingersoll as cited by Riggs (2013). The reasons that individuals are motivated to stay or leave any career are many and complex. Therefore,

understanding employees' motivational reasons is necessary before any changes can be recommended (Analoui, 2007). Teacher turnover in the schools is affected by personal factors, monetary rewards and school characteristics like size and geographical location as well as the organizational working conditions (Murnane, Singer, Willet & Olsen, 1991; Ingersoll, 2001a; Marshall & Marshall, 2003; Skilbeck & Connell, 2003).

Teachers leave for many reasons that are broadly divided into two groups working conditions and personal factors (Paternick, 2007). School demographics, the lack of support of or lack of support by administration, low salary, lack of resources, lack of teacher control over decision making, and low performing student populations are factors that make up working conditions (Willet, 2004) Personal reasons include having family, relocating for a spouse's job and poor health.

Despite the number of literatures on employee turnover which aimed at finding out factors that cause employees to quit (Griffeth, 2000) little is known as about the factors that drive employees to stay their career. For example, Maertz and Campion (1998) noted that, comparatively less turn over research has focused specifically on how an employee decides to remain with an organization and what a specifically on how an employee decides to remain with an organization and what determine this attachment.

Tanzanian government (2013) provided that the factors affecting employee's decision to stay with an organization can be grouped into four categories that in the



job itself, culture, personal reasons and external factors. People like the challenging interesting and meaningful job with good salary and conducive working conditions. Also, the job that offering career development opportunity, provides recognition status and long-services leave. In case of culture, employees are attracted where management recognizes their competency and good performers are rewarded, the management style is supportive; there is a sense of security about the organization and the organizational values match with their personal values. Personal factors also influence employees to stay in issues like goal congruence, convenient geographical location, age, health and individual confidence. Lastly, other external factors include labor market influence on the availability of other jobs, competition from other industries and the community view of the job and organization. Christopher (2014) added that, there are several factors that contribute to teacher job other industries and community view of the job and organization.

Christopher (2014) added that, there are several factors that contribute to teacher job satisfaction levels hence decide to stay, such as school culture, school size communication with school leaders, parents and colleagues; equipment and facilities, students' performance and abilities; professional treatment among others. Also insisted that, when job satisfaction is maintained through realistic workloads manageable class sizes and flexibility in compensation facilitates retention (Preston 2000; Hunt, 2002; Skilbeck&Connell, 2003; Webster, Woodern& Marks, 2004).

Johnson, Berg & Donaldson (2005) believe that, the influence of teachers to stay in teaching profession depends on both intrinsic and extrinsic rewards receiving at work

place. These rewards sometimes interact in ensuring the satisfaction of teachers for retention decision. Intrinsic rewards may include things like teaching subject that one loves, contribution of good performance to his/her students and career development opportunities. Extrinsic rewards include compensation in terms of salary and other fringe benefits, public recognition and promotion.

Although retention processes will be studied along with quitting processes, the reasons why people stay are not always the same as the reasons people leave (Steel et al, 2002). Therefore, this research focused on finding out why some teachers are motivated to remain in the teaching profession in public primary schools in motivated to remain in the teaching processes Namtumbo District Council.

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

Tanzania faces the challenge of teacher retention at all levels of education as it has been explained by different literature. Some studies in Tanzania revealed that most schools' teachers are not worried to leave their profession in as much that their meager remuneration are paid on time, promotion made as at when due, and basic welfare packages provided (Ahmad, 2004). Another study that conducted in Morogoro by Kayombo(2004) recognizes disbursement of remunerations, allowance and staff elevation as the main ducted variable that determine the attitude of teacher to their job. He argues that irregular payment of the remuneration of teachers is among the most critical challenge of the occupation in Tanzania Mbane(1982) contribute that active teachers are often worried about the delay in remuneration and non-disbursement of other extras rather than other non-monetary inducement. In

some research outcome, it is revealed that principal of school usually complains about the unwilling attitude of teacher to maximum commitment to their jobs. This attitude may be as the result of delay in payment of teacher's salary. Moreover, it is a known fact that the prompt payment of teacher's salaries in Tanzania in hence more attention to work. In this opinion, Ahmad (2001) posits that financial reward in some cases has not necessarily changed teacher's low esteem and their output. He suggested that even though adequate remuneration and prompt disbursement of reward are important encouraging variable, there is evidence that some other variable can weaken obligation to work. These variables include Herzberg's hygiene factors such as working conditions, job security, company policy, relations with colleagues and supervisors. These in retaining in country like Tanzania, where such as resource are seriously scarce. This is also the case within global educational reforms where such policies might not be urgent but are easily neglected. Moreover, the few studies in this area that are specifically identifiable in a Tanzania context have concentrated on attrition at large while others (fail to indicate which retention strategies are visible for retaining teacher in the Tanzania context. Furthermore, few studies are traceable that precisely; explore teacher's retention in remote areas from school level contexts in Tanzania.

For instance, it was found that about 303 public primary teachers left the teaching profession in 2008 only (International task force on teachers for EFA, 2010). In Namtumbo, within three consecutive years (i.e., 2013, 2014 and up to November 2015) about 134 teachers were employed in the public primary schools but 05 (which is equal to 04 percent) of these teachers have been estimated to quit the profession

for various reasons (Namtumbo, 2015). However statistical the number of teachers who decide to leave is lower compared to the number teachers remaining in the profession. This can be seen in the same three consecutive years when 05 teachers left, 129 of employed teachers (96%) remained in teaching professional.

This implies that, while few teachers decide to leave teaching profession and go to other professionals like human resource, medical and planning Also some teachers are joining in business activities and other activities although many of them stay. Understanding the reasons why teachers stay is an important goal and a stepping stone for Tanzanian government to ensure is an important goal and a stepping stone for Tanzania government to school in superior performance. Therefore, this study intended to analyses issues influencing teachers' decision to stay in teaching profession in Namtumbo public primary schools though remoteness of the district and other aversive environment.

#### **1.4 Research Objectives**

##### **1.4.1 Main Objective**

The overall objective of this study was to explore teachers' retention issues in public primary schools in Namtumbo District.

##### **1.4.2 Specific Research Objectives**

The specific objectives of the study were;

- i) To evaluate stakeholders perceived understanding on teachers working conditions in Tanzanian public schools.

- ii) To examine teachers experiences in working conditions and environment in Tanzanian public schools.
- iii) To determine issues affecting retention of teachers in Tanzanian public schools
- iv) To examine issues on teachers working condition as displayed in guideline and policy documents.

### **1.5 Research Questions**

The research questions were;

- i) How do stakeholders perceive teachers' working conditions in Tanzanian public schools?
- ii) What is the teacher's experience regarding working environment and conditions in Tanzanian public schools?
- iii) What are issues affecting retention of teachers in Tanzanian public schools?
- iv) What are issues and changing trends according to policy and guidelines guiding teachers working environment and working condition in public services?

### **1.6 Scope of the Study**

This study intended to explore teachers' retention issues in public primary schools in Namtumbo District. The study also was confined on evaluating stakeholders perceived understanding on teachers working conditions in Tanzanian public schools; examining teachers experiences in working conditions and environment in Tanzanian public Primary schools; determining issues affecting retention of teachers

in Tanzanian public Primary schools; examining issues on teachers working conditions as displayed in guidelines and policy documents . It targeted Human Resource Officers; Teachers Service Commission Officers; District Education Officer; Tanzania Teachers' Union Officers; Ward Education Coordinators; Head teachers and Teachers. The study involved 56 respondents.

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

This study was intended to analyse the factors influencing teachers stay in public primary schools. The findings of this study can be useful for the public sector to realize if there is a need of coming up with new sufficient retention strategies. The study also helps the researcher to come up with useful recommendation for the public sector to be able to retain their employees in relation to the factors influencing them settle in public service. Moreover, the study helps the researcher in fulfilling the academic requirements for the award of the degree of Masters of educational planning and policy studies (MEDAPPS).

### **1.8 Definition of Key Terms**

The key terms used in this study were defined in accordance with the context of this study. However, the terms may carry different meaning in different contexts.

**Public primary school:** The term public primary school is defined as “a school directly maintained and managed by the ministry or a local authority” (National Assembly, 1995). These are primary schools that are owned and financed by the central government through the ministry of education and vocational training or local authority. In other words, these are state owned schools.

**Teacher retention:** The act of a teacher to remain or being hold in a particular school or teaching profession resulting from goal congruence between individual goal and organization goals.

**Teacher Attrition:** A reduction in the number of teachers that occur when they decide to resign and move to another school or organization and not replaced.

**Working conditions:** Working conditions refers to the conditions in which an individual or staff works, including physical and other supporting conditions such as stress, noise, degree of safety or danger etc. Also working conditions were created by the interaction of employee with their organization climate and includes psychological as well as a physical working. Gerber et al 1998, Pg 44).

**Working environment:** The term working environment is used to describe the surrounding condition in which an employee operates. It includes buildings, furniture, ventilation, sitting space, facilitative equipment such as computers (personal), power point, and alike. Also, Opperman (2002) adds that working environment is a composite of three major sub-environments: the technical environment, the human environment and the organizational environment. Technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements. The technical environment creates elements that enable employees perform their respective responsibilities and activities. The human environment refers to peers, others with whom employees relates, team and work groups, interactional issues, the leadership and management. This environment is

designed in such a way that encourages informal interaction in the work place so that the opportunity to share knowledge and exchange ideas could be enhanced. This is a basis to attain maximum productivity. Organizational environment includes systems, procedures, practices, values and philosophies. Management has control over organizational environment. Measurement system where people are rewarded on quality, thus, issues of organizational environment influence employee's productivity.

### **1.9 Organization of the Research**

This research dissertation consists of five chapters; chapter one, provides introduction which includes background of the problem, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and definitions of the key terms. Chapter two was about literature review which consists of theoretical and empirical literature review from earlier studies, the synthesis and conceptual framework. Chapter three was about research methodology that comprises of research design, research area, population of the study, sample and sampling procedures, the sample size, data collection methods and data Analysis methods. Chapter four presents the findings, analysis and discusses them based on the literature review. Chapter five concludes the study and bears the study recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter the researcher presents the publications reviewed in line with the subject studied. There are many published works on the topic worldwide. The researchers relied on broader text, journals, articles, and newspaper reports. The presentation in this chapter is put in a number of sections subdivided according to the objectives of the study for easy reading and logical flow of materials.

Also, this chapter is organized into four main parts. The first part presents the theoretical review, the second part is about empirical review, the third part deals with synthesis of both theoretical and empirical review of related literatures and the last part is about conceptual framework on factors influencing teachers to stay in the teaching profession.

#### **2.2 Tanzania Development Vision**

Tanzania Development Vision 2025 highly prioritizes the education sector since it is considered to be essential in bringing social and economic transformation. Thus, education is a strategic agent for mind-set and for the creation of a well-educated people equipped with the knowledge needed to competently and competitively solve the development challenges which face the Nation. primary Education in Tanzania plays a vital role in the development of the society through continuous production of creative, knowledgeable, and problem-solving graduates.

Therefore, qualitatively the education system should be restructured and transformed with a focus on promoting creativity and problems solving (URT 2000:19 cited in MOEVT, 2010).

### **2.2.1 Education Vision**

The Tanzania education vision states that “a well-educated, knowledgeable and skilled Tanzania able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels.” In responding to this, the Tanzania Government is struggling to provide equitable quality education and vocational skills to all. This needs adequate numbers of qualified teachers and attractive environment to win stakeholders willingness to participate fully in providing education delivery as well as conducive teaching/learning environments for students and teachers at all levels (MOEVT, 2010).

### **2.3 Education Background**

Tanzania government has set ambitious policy reforms in both primary and more recently in secondary education. These have obviously improved the quality of education in country especially classroom infrastructure and student’s enrolment (Sumra & Rajani, 2006). Since 2001, Tanzania has taken major initiatives to restructure its primary and secondary education sectors. The primary Education Development Plan (PEDP, 2002-2006) and Secondary Education Developments plan (SEDP) implemented starting in 2004 have led to important improvements in provision of basic education in the country.

### **2.3.1 Student Enrolment**

The existence of PEDP and SEDP increased enrollments in schools for instance in primary education there is an increase of pupils from 3,942,888 (1,992,739 boys and 1,950,149 girls) in 1996 to 8,247,172 pupils (4,086,280 boys and 4,160,892 girls) in 2012. In secondary education the number of students has raised up from 185,119 students (98,435 boys and 86,684 girls) in 1996 to 1,802,810 students (954,961 boys and 847,849 girls) in 2012. Also, in higher education, the enrollment has increased from 13,974 students (9,597 boys and 4,377 girls) in 1996 to 81,462 students (55,512 boys and 25,950) in the very same year 2012 (Education and Training policy 2014:11) However this rapid increase of enrollments calls an adequate number of well-qualified highly competent, stable and dedicated teacher workforce (Cobbold, 2007).

### **2.3.2 The Aims of Primary Education**

Historically, the three social institutions share the work of moral education in the society: the home, the church and the school (Cotter, 1998). The aims of primary education are to help a child to be educated for good character, intellect, decency, literacy, virtue as well so as to build a better world. On its part, the life long process of teachers is meant to make pupils intellectually and morally better.

Apart from being knowledgeable, a truly educated person is also expected to be morally competent. The role of primary school and a teacher as well involves the development of the capacity, knowledge, freedom and willingness to subscribe to ethical values in one's daily consequent actions (Nyabuli, 2009). Therefore, teachers

have a great role in shaping the learner's moral character. The teacher's conducts have a great impact towards the pupils' moral conducts or character.

### **2.3.3 Challenges on Teaching Work Force**

Teachers hold a key importance in any education system. Schools require teachers with relevant knowledge and skills to ensure teaching and learning process is carried out effectively. Teachers are role models who inspire students in terms of what they know, commitment to their work and relationships, it is said that teachers should not only be available at school but be in the classrooms where the students are, for (MOEVT, 2010).

Shortage of qualified teachers is one of the major challenges facing Tanzania today. The number of teachers available in schools does not tally with increasingly enrollment of students currently in provision of quality education making the challenge even more acute. Therefore, the three year (2002-2004) of PEDP implementation deals with four main components, which are enrolment expansion, quality improvement, capacity building and strengthening institution arrangements. It focuses on expansion of teacher training and the recruitment of new teachers on an annual basis to increase the number of teachers in primary schools, but the overall shortage of teachers is further complicated by the fact that those teachers who are available tend to quite from rural schools (MOEVT, 2010).

However, all educational policies adopted by Tanzanian governments over the years such as education and training policy (ETP) of 1995 and new ETP of 2014 in their

respective reform programs mostly seem to be effective on expansion of physical infrastructure and enrollment but failing to recognize the essential role of teachers' attraction and retention in education system.

**Table 2.1: Number of teachers recruited compared to the target set**

<b>Year</b>	<b>Target</b>	<b>Actual</b>	<b>+/-</b>
2002	9,047	7,030	-2017
2003	11,651	10,872	-779
2004	10,563	14,423	+3860
Total	31,261	32,325	+1064

**Source:** URT: 2004b, 29

**Table 2.2: Teacher to pupil ratio 2001 -2004**

<b>Year</b>	<b>Teacher to Pupil Ratio</b>
2001	1:46
2002	1:53
2003	1:57
2004	1:59

**Source:** URT: 2003, 39; URT: 2004a, 18; URT: 2004b, 29

#### **2.4 Theories Of Teacher Retention**

Retention involves taking initiatives to encourage employees to remain in the organization for the maximum period of time. According to the study conducted by Ghansah (2011), citing (Griffeth & Hom 2001) it is asserted that; the quality of teaching in schools depends on the availability of resources, curriculum, and instructional leadership as well as individuals who facilitate teaching/learning in each classroom. Furthermore (Loeb & Myung 2010) in his study found out that, effective and qualified teachers play a very vital role to the success of the whole education system and particularly in improvement of students' performance. This assertion is also expressed in another study conducted by Kavenuke (2013). These teachers are

basically attracted to teaching career by intrinsic motivation, but extrinsic factors play a major role in retaining those teachers as learned in a study done by Cooper & Alvarado (2006).

However, the retention of quality teachers is one of the multiple predicaments an educational system faces as revealed in a study carried out by Adrianzen (2012). Organizations (Such as schools) are facing a number of problems in employee retention nowadays. Hiring of skilled people for the job is significant for an employer. But retention is even more important than hiring new employees as it was found out by Ghansah (2011). Below are some authors who tried to provide (theories) approaches in handling the situation.

#### **2.4.1 Human Capital Approach**

The fundamental principle of the human capital theory of occupational choices is that individuals undergo a systematic evaluation of the net monetary and non-monetary benefits comparing from other different field and make systematic decision on which career to enter, stay or leave it. The monetary benefits include the salary that one earns in that profession, and promotion opportunities. The non-monetary benefits include working conditions, peer supports, length of working hours, and availability of adequate teaching/learning materials, student's attitudes and supports from parents' parental. Probably, reasonable people choose those jobs that maximize their net returns (Kirby& Grissmer, 1993).

When an employee stay in a particular profession accumulates a human capital which is in turn is translated into wage premiums. Generic capital and specific which

is in turn translated into wage premiums. Generic capital and specific capital are two types of human capital. The generic capital is the one that can be transferred to other professions fairly easily, and specific capital that is applicable to that profession only. There for, an employee with greater the amount of specific capital is less likely to leave the profession. Examples of such capital are home ownership, specialized knowledge; promotion and probably is the most important and unconditional entitlement of sharing a pension fund in the retirement system. This is one of the main reasons to why young employees with less experience are more likely to leave the profession earlier rather than employees at mid-career accumulated greater amounts of specific capital with age or working experience that eventually act as barriers of quitting the profession (Kirby & Grissmer,1993).

#### **2.4.2 Vroom Expectancy Theory**

Vroom Expectancy theory provides some instructions for retaining employees in organization. It proposes three elements namely Valence. Expectancy and instrumentality which work together to influence a motivational force to employees (Scholl, 2002).

Valence is the degrees to which employee's needs seeking to be fulfilled through rewards provided by an organization. Good alignment of the employees needs with rewards system that an organization offering to its employees is defined as high valence. Contrary, low valence is when the employee 's needs not properly aligned with the organizational rewards system can lead job dissatisfaction hence increase turnover and reducing retention rate of employees. Valence is simply can explained

as the intended satisfaction an employee receives from a particular payment (Redmond, 2010).

Expectancy is a condition of thinking that something good is going to happen. Therefore, the higher the expectancy rate, the higher the employees' retention rates for organization. Expectancy can be influenced by a number of factors such as ability and interest. Normally, lack of ability and interest decreases individual's expectancy. But management of the organization can increase expectancy among employees by discovering and supply the needed resources, good supervision, and developing employees making them more competent and confident in their abilities developing employees making them more competent and confident in their abilities (Redmond, 2010).

Instrumentality is a belief of employees on whether they will actually get what they desired once entering in the employment contract. Instrumentality increase depends much the implementation of reasonable rewards system for attaining and accomplishing the organizational goals. The factors affecting instrumentality are leadership style, supervision, rules and policies (Scholl, 2002).

Therefore, directly retention is affected by employee's desires and motivation as outcome of job satisfaction. And application of motivation theories such as two – facta theory found to be among proper strategies for employee retention protocol in the organization. Herzberg's findings indicated that reasons for job satisfaction are quite different from the ones leading to job dissatisfaction and employee turnover (Spector, 1985).



### **2.4.3 Herzberg's Two-Factor Theory**

The Two-factor theory is the extension of Maslow's ideas on motivation. Herzberg's work categorized two groups of human needs based on the lower and higher levels. The first group, he named *hygiene factors* and the other group was known as *motivators*. These hygiene factors are lower-level needs such as salary rate, good working conditions, job security and management styles which cannot lead to satisfaction of employees. Motivators are the higher levels needs in which mostly employees look for their gratification and become satisfied. These are such as employees look for their gratification and become satisfied. These are such as achievement, career development opportunities, recognition and nature of job itself. This is to say, the presence of one set of factors leads to employees' satisfaction while another and separate set of factors lead to dissatisfaction at work place. For instance, an employee who finds work meaningless may decide to leave regardless of all the environmental factors being well looked after. Therefore, employers by using a positive reinforcement strategy have special duties for creating a motivating climate and work enrichment on every applied effort as well as maintaining expected hygiene factors for maximization of employee satisfaction and retention, (Tyson & York, 2002). And it should be remembered that individual satisfaction and dissatisfaction are not depending on each that once one increases, the other diminishes but independent events.

### **2.5 Empirical Literature Review**

Employees play vital roles in any organization. Ultimately employees contribute immensely to the performance and success of the organization and are the most

valuable resource that any organization can rely on. Whether in the developing or developed countries, the challenge for most organizations is how best to retain their employees for the long term in the organization, as observed in a study by Boyd et al, (2006). This loss of employees has been seen as a consequence in the performance of firms which have a long-term impact on the companies.

### **2.5.1 Review to International Studies**

Employee retention is a process in which the employees are encouraged to remain with the organization for a maximum period of time or for the completion of a particular project as indicated by the findings from a study carried out by Elfes (2006). However, there are policies and practices organizations may use to retain or stop their talent from leaving the company.

Teacher attrition is an important aspect of the staffing needs in American schools. The United States is currently experiencing a shortage of teachers as revealed in a study done by Colley, (2002). The primary reasons for teacher shortages are teacher attrition and a lack of new teachers entering the workforce. Attrition of teachers is a result of retirement, position change within the education profession, and leaving the education profession altogether prior to retirement age. Not all attrition represents a loss to the field, as 20% continue in professional positions in or related to education. Hence, teachers who transfer from one public school to another do not represent a loss to the teaching field, but do pose recruitment problems at school levels. While school migration does not impact the size of the teaching force, there may be implications for urban school principals who are responsible for recruitment to fill

teaching positions. Because of the difficulty in recruiting and retaining teachers, as well as the impact on state attrition rates, in this study school migration will be addressed in the same manner as teacher attrition as both migration and attrition lead to teacher shortages.

In order to address the shortage of teachers, it is necessary to understand why teachers leave the classroom and what impact their leaving has on education. The reasons for quitting can be classified as being related to job satisfaction and/or teacher preparation. Attrition has not enjoyed prominence in current literature. However, as attrition does not occur in isolation, it is appropriate to explore it in relation to other topics. Teacher attrition is not always negative. Some turnover is considered acceptable and may even be desirable (e.g., moving to a new school to a leadership position). Further, some types of attrition cannot be avoided (e.g., retirement) according to a study by Boe & Bobbitt, (1997). From a state and national perspective, attrition of teachers who leave the teaching field altogether is the most troublesome aspect of the teacher shortage. This results in a reduction of the teaching force requiring an influx of teachers if the status quo is to be maintained. Further, according to the National Commission on Teaching and America's Future (NCTAF), the inevitable turnover due to retirement, etc. is not the most important factor affecting the teacher shortage. The report further states, a lack of teacher retention is key to ameliorating the teacher shortage.

Bernard & Mondale (2001) conducted a study in 1900, which revealed that the public school was one of the most treasured public institutions in the United States.

Americans not only financially supported their free public schools; they also celebrated them as asserted by the findings in a study done by Bernard & Mondale, (2001). Teachers were viewed in the same category as professionals such as doctors and lawyers, because education was considered the pathway to the future. The value of a free public education and appreciation for the educational process appear to have declined significantly in the United States as compulsory education has become more of a problem than a means to obtain a better life.

During the 1940's, although teachers were optimistic about their success, the nation's population was growing and they wanted to be able to reach those who lacked educational motivation by revising the curriculum as findings from a study done by Bernard & Mondale (2001) indicate. Educators weren't emotionally exhausted or feeling a lack of personal accomplishment - they were given a voice and were seen as experts in their field. Giving educators a voice made them feel invested in the development of the American public-school system. During the 1950s, people began to criticize the quality of U.S. public education a study conducted by Bernard & Mondale, (2001). Critics of the public-school system blamed schools failing on education professors and their abiding hostility to substantive academic courses as revealed by Bernard & Mondale, (2001). This blame of educators, combined with the rise of young women teachers caused turnover rates to soar in the 1950s and 1960s. Also, Elfes et al, (2006) conducted a study on teachers' attrition in which they found out that during this time, many young women chose to leave the teaching profession in order to have families and raise children.

The Cold War of the 1950s foreshadowed what was to come in American public education during the next few decades, as America quickly lost many non-violent battles with the USSR and began to feel inferior (educationally) after the 1954 launch of the Russian satellite Sputnik. As such, the *National Defense Education Act* sought to quickly improve America 's math and science programs in order to be able to compete for the title of global superpower<sup>ll</sup> - putting more pressure on teachers. Americans experienced a paradigm shift from the power of education to transform and impact an individual life, to the necessity of a successful education to assert American dominance in the global sphere. Ingersoll (2003) carried out a study on teachers' attrition with findings indicating that teacher retention began to increase with the hiring of more diverse teachers during the 1970s and early 1980s, the mid 1980s and 1990s brought teacher attrition problems back to the forefront. At that time, politicians 'voices began to overpower those of educators. A U.S. learning crisis was supposedly occurring according to politicians and the press. This so-called crisis would forever change how Americans viewed the public-school system and its teachers as found out in a research done by Bernard & Mondale (2001). A steady decline in teacher earnings, combined with the devaluing of teaching as a career began to push many people away from the teaching profession). Along with the devaluing of teaching, schools were no longer seen as educational facilities, but as businesses expected to compete like businesses as shown by the findings from a study done by Bernard & Mondale, (2001). Businesses have even come to control entire schools through the charter title. Many charter schools are named after businessmen and businesswomen who have taken control of them. Schools with the highest scores soared to popularity, much like America 's top businesses today. In

addition, teachers were no longer being supported and respected like past educators; they were being treated like employees of a Fortune 500 company that competed to run others out of business. This business model has sought to reward the top performing schools, while punishing and permanently closing schools that underperformed according to federal and state governments.

In treating education like a big business, when financial cuts need to be made, public education was one of the first businesses on the chopping block. Yet, when the media seeks to blame someone for the nation's current shortcomings, they tend to point to American education and those businessmen who run it. In 1991, John Akers, Chairman of IBM, stated that education isn't just a social concern, it's a major economic issue. This statement shows the business-like nature associated with many American schools today. This supports the 1950s belief that education is a means to maintaining a strong nation, and is no longer about serving individual children. Instead, we are expected to show increased growth and success, or face repercussions such as increased oversight, reconstitution, or permanent closure. Findings from a study by Boyd *et al*, (2006) indicated that during the past decade, economic problems have caused many states to severely cut their expenditures on public education. This has had a detrimental effect on retaining highly qualified teachers in the classrooms who, though young and often inexperienced, typically have high levels of enthusiasm and innovative ideas. Although the low salary level is not the only reason why teachers are leaving the field of education, the lack of funding provided to teachers to supply, decorate, and generally improve their classrooms could be another factor for teacher attrition.

Many states, including South Carolina, provide each teacher with a one-time payment that is expected to cover all classroom expenses each year. For any teacher, especially a new one, this small payment barely allows this person to supply their classroom with basic needs, and fails to help them create a truly effective learning environment. Cutbacks in budget go much deeper than classroom supplies, and represent a major difference from the goals of American public education in the early 1900s. When blame is cast in education, much attention focuses on failing production and achievement in American schools. A decrease in funding leads to an increase in teacher accountability in high-stakes testing, which is the basic concept behind supply and demand in the business world. This increased pressure has in turn, led to increased occupational dissatisfaction among educators). In essence, more is being demanded of the teachers, but are provided with less and less, causing many of them to leave the field. The issue behind teacher attrition is viewed as a disparity between supply and demand as it is asserted by the findings from a study done by Ingersoll, (2003). There is a greater demand for highly qualified teachers, yet with so many teachers vacating the profession, the supply is not provided. In any other business venture, this would cause a severe rise in the price of the good sought, but this is not the case with today 's current economic crisis. Instead, teachers are in greater demand, but little is being done to financially incentivize people into the field.

Ingersoll (2003) conducted a study whose findings reports that about 15.7% of teachers quit their jobs annually in the United States of America (USA). In addition to this, the author mentioned that the national teacher turnover rate is about 16.8%

and 40% of those that quit do not return to the profession. Boyd *et al.* (2006) found out that the high turnover rate of teachers in the USA costs the education system about \$. Herbert and Ramsay (2004) study findings reveal that there are numerous reports of high teacher turnover in several developed countries such as United States of America. According to a research done by Ingersoll (2002) in the USA, teacher shortages as a result of turnover are widely reported in many states.

In addition, Houtte (2006) in his study found out that between 16 to 20% of all teachers choose to leave the school in which they are teaching that year in the USA. Furthermore Ingersoll (2003) conducted a study which reveals that, numerous research reports for example Schools and Staffing Survey, Teacher Follow-up Survey National Center for Education Statistics, Center for American Progress, U.S. Department of Education, and National Commission on Teaching and America's Future have documented that the United States is at the peak of a severe teacher shortage. According to the National Center for Education Information, the nation will require hiring about 2.2 million teachers in the next decade. A common response by policymakers to the probability of a teacher shortage is to increase the supply of teachers by implementing hiring initiatives. Though these recruitment efforts may be worthwhile, they will not solve the teacher staffing problems that some schools face. Another study by Herbert and Ramsay, (2004) reveals that it is for this reason, that teacher retention has been identified as a national crisis. In Britain teacher attrition is reported as a national crisis. Findings from a study done by Santiago & Mackenzie (2005) reveals that the situation is worsening in Sweden, Germany and New Zealand



as far as teacher turnover is concerned. In the developing countries the problem is comparatively serious.

### **2.5.2 Review Studies in Africa**

In Africa the situation is not so different. In Nigeria the turnover rate is suggested to be above 10% and in Ghana, teacher attrition and retention in the education sector has become a matter of great concern. Findings from a study conducted by Abakpa and Agbo-Egwu (2008) indicate that high rate of teacher attrition impacts negatively on school's improvement efforts as it disrupts the stability and continuity of teaching. Some studies revealed that most school teachers are not worried to leave their profession in as much that their meagre remuneration are paid on time, promotion made as at when due, and basic welfare packages provided. Also, findings from another study done by Eton (1984) reveal that educational authorities in Nigeria and Ghana recognize disbursement of remunerations, allowances and staff elevation as the main variables that determine the attitudes of teachers to their job.

Also, Bennel and Acheampong (2007) conducted a study in Sub-Saharan Africa in countries such as Ghana, Tanzania and Zambia and reached consensus that private school teachers are usually much better motivated than their colleagues in government schools, as a result of higher pay, better working and living conditions, and more effective managers, however they found that there are many exceptions to this pattern, mainly because private schools are so diverse with respect to size, fees and client groups. This work failed to analyze why teachers in private schools depute good environment, their consistency of repayment is not steady and in public

school's despite of the consistency and good secure environment still the turnover is manifested.

However, findings from a study conducted by Amadi (1983) reveal that irregular payment of the remuneration of teachers is among the most critical challenge of the occupation in Nigeria. Findings of a study carried out by Mbanefoh (1982) indicated that remuneration has a considerable contribution of teacher's attrition. The study reveals that active teachers are often worried about the delay in remuneration and non-disbursement of other extras rather than other non-monetary inducements. In some research outcome, it is revealed that principals of schools usually complain about the unwilling attitudes of teachers to display maximum commitment to their jobs as revealed by the findings from studies done by Ayeni, (2005); NSB (2008); Boyd *et al*, (2006). This attitude may be as a result of delay in payment of teacher's salary. Moreover, it is a known fact that the prompt payment of teachers' salaries in Nigeria enhances more attention to work. Also, the findings from a study carried out by Ingersoll (2003) it is revealed that financial reward in some cases has not necessarily changed teacher's low esteem and their output. He suggests that even though adequate remuneration and prompt disbursement of rewards are important encouraging variables, there is evidence that some other variables can weaken obligation to work.

In South Africa for example, concerns of teacher turnover are strongly articulated due to the adverse effects it has on the education provision. The situation regarding teacher turnover and attrition in South Africa seems complex. For example, findings

from a research done by Ayen (2005) indicate that many vacant teaching posts are not filled instead there is employment of temporary teachers. This non-filling of permanent posts points to teacher shortages in that country. In a recent study conducted in South Africa by the Human Sciences Research Council for the Education Labour Relations Council in 2005, it was found that 55% of teachers would leave teaching if they could. The reasons cited for this included workload stress, low salaries, lack of discipline in schools and lack of career advancement. Moreover, findings from a study done by Ingersoll (2002) reveal that many teachers are reportedly leaving the profession for greener financial pastures. Zimbabwe is reported to have lost very many newly-qualified teachers who may have left for greener pastures. The problem of teacher turnover in Malawi is also reported to be overwhelming as compared to other developing countries as it is revealed by the findings from a study done by Johnson (2005). In Kenya, concerns about teacher shortages are strongly articulated. To some extent it is also a result of turnover of teachers amongst other reasons. Teacher's turnover manifests in many ways and is attributed to many causes.

### **2.5.3 Review studies in Tanzania**

Retention of qualified teachers is very important. Teachers' retention in primary school teachers is influenced by several factors including; the presence of accommodation, opportunity for career development, timely promotion, good remunerations that meets the requirements of current market, orientation to new teachers, skilled and supportive leadership, good relationship between the schools and the community surrounding. Although several attempts have been made to retain

teachers in Tanzania, still there is a problem of teacher's attrition as well as labor turnover among primary school teachers in most Tanzania district councils. Few studies conducted by different researchers on teachers' attrition and retention in Tanzania are the ones which were done by Anangisye (2011).

Mrema (2007) conducted a study which examined factors associated with the attrition of teachers among primary school teacher in Tanzania Kisarawe District. The study findings indicated that personal reasons were the strongest factors that influence teacher to leave the profession. There was significant finding in the association of variables with organizational, personal, social and momentary factors between sexes. The study recommended that among other that more involvement, career developments, support for teachers at the district level and frequent interaction from colloquies should be strategies as priority for retaining teachers.

Bennell and Mukyanuzi (2005) conducted a teaching survey at Temeke and Muleba districts whose findings indicate that, there is a high attrition of teachers in primary schools in Tanzania. Almost one in five teachers at the rural survey schools had left in the previous years. This could in future cripple the Tanzania education system if the problem is not solved immediately.

Teachers' retention forms an important aspect in teaching resource planning and management practices. Entire employee planning efforts, including training, are totally meaningless if such employees cannot be properly retained. Evidence shows that teachers' retention is a critical problem in Tanzania as it is in many other parts of

the world, mostly affecting remote areas as findings of studies done ITFTEFA (2010); Moon (2007); URT (2008).

For example, it is documented in the Tanzanian Teachers' Development and Management Strategy (TDMS) that,

...there is an acute shortage of teachers at all levels and in almost all subjects, including the subjects of the biased curriculum. More specifically the situation is worse for science, mathematics and language subjects. Remote and peripheral areas critically suffer from shortage of teachers; the teaching and learning environment is not motivating, making it difficult to attract, obtain, train, and retain high quality teachers in schools. This situation needs immediate attention (URT, 2008).

While teachers' retention is a critical problem, most countries, including Tanzania, have consistently been unable to come up with strategies for their retention particularly in remote areas. This is because retaining a teacher is a function of many combined factors. URT The few observable strategies to attract teachers in remote areas in Tanzania (2008) and other African countries have been strongly criticized as being hardly implementable. Findings from studies conducted by January (2010); Chenelo (2011); Mailing's (2011) reveal that most factors which propel teachers are economically focused as they are monetary based. Moreover, findings from studies carried by Mulkeen, David, Joan & Elizabeth, (2007); URT (2012) indicate that here is, therefore, a need to investigate less monetary inclined teachers' retention alternatives. One of these strategies is to inquire into different ways under which teachers could be empowered to voice, and therefore remain in remote schools, instead of exiting. A dissatisfied teacher in a remote school has two options at his /her disposal. Furthermore, findings from studies conducted by Armstrong (2006);

Gorden (1988); Hirschman (1970); McCabe & David (1992) reveal that teachers resort to alternatives in reaction dissatisfying work conditions. The first option is to 'voice' and the second one is to 'exit'. 'Voice' is used to mean the possibility of a teacher to remain and search (in different ways) for solutions to his/her dissatisfaction in a remote school, while 'Exit' means leaving a remote school. A study carried out by Boxall& Purcell (2003) reveals that Employee voice, therefore, covers a whole variety of processes and structures which enable and sometimes empower them, directly or indirectly, to contribute to decision-making in the firm. It is 'the ability of employees to influence the actions of the employer'. Moreover, Findings from studies conducted by Millward, Alex & John (2000); Boxall & Purcell (2003) indicate that before teacher opt for the last resolution or option of exit from the job the there is a chance for the provision of opportunities for employees to register discontent and modify the power of management. It embraces involvement, and more significantly, participation. Several ways that employees could voice their dissatisfactions have been documented around the world. These include formal grievance procedures, suggestion systems, arbitration, mediation, employee-management meetings, counselling service, ombudsman, non-management task forces, question and answer programmes, and survey feedback. Also, findings from studies done by Armstrong (2006); McCabe & David (1992); Spencer (1986) indicate that opportunities for employees to register dis contend could be done individually, i.e., bringing desired changes, or collectively, that is, contributing to the desired changes. Moreover, findings from studies conducted by Dowding, John, Mergoupis& Van Vugt (2000); Luchak (2003). reveal that both individual and collective voicing can be done directly-through two-way communication with

another member of the organization (for instance when an individual discusses a problem with a supervisor or team member), or indirectly through representatives.

In Tanzania, school leaders have not been supportive to teachers who strive to attend in-service training or continuous professional development programmes such as going for further studies. A study carried out by Anangisye (2011) indicates that requests for professional development have been poorly handled. For instance, release letters for teachers to attend such in-service training and continuous professional development programmes have been granted the time when candidates were already time constrained. This act has been leading to some teachers forcing to leave teaching for further studies. However, because they left the schools without the school leaders' permission, after completion these teachers do not come back for teaching as they study courses that are unrelated to teaching.

In addition, findings from a study carried out by Grissmer (1993), indicate that attrition is caused by teachers seeking further studies such as master's degrees. Some teachers opt to study law, administration and Information Communication Technology, which open them up to other professions. It should be noted that presence of on-the-job training and continuous professional development is a strategy to retain good teachers in the teaching profession. This is because it helps teachers to cope with the changes in the syllabus. Similarly, findings from a study carried out by Komba & Nkumbi (2008) reveals that continuous teacher professional development provides teachers with the opportunities to explore new instructional

techniques and strategies; improve their practice and broaden themselves as educators and individuals.

Employee voicing and exiting are therefore meaningfully connected to retention and attrition. While voicing and exiting seem to offer viable strategies to teacher retention, this area has not attracted significant attention in teachers' retention efforts, especially in the Tanzanian context.

This research will be among of the continuation of other works on the matters related to the teachers' retention. Different studies have highlighted the important factors which influencing teachers like other employees stay in their organization especially in the public sectors and for the purpose of this study will be grouped into four categories.

## **2.6 Concepts Related to Teaching Professional**

A concept is a generally accepted collection of meanings or characteristics associated with certain events, objects, conditions, situations, and behaviors. Classifying and categorizing objects or events that have common characteristics beyond any single observation creates concept Dudovsky (2016). There are many concepts related to teaching professional but the following are the concepts used in this study, those are Teacher Personal Characteristics, Job security, Compensation and work environment.

### **2.6.1 Teacher Personal Characteristics**

Many researches show that teacher turnover is strongly correlated with the teacher's personal characteristics of teachers. One of the most important findings has been that



teacher turnover is strongly affected by academic field. Another important finding has been that teachers' decisions whether to stay or leave the teaching profession are highly influenced by their age. The relationship between teachers' age and their turnover has been found to follow a U-shaped curve. Although there is some disagreement as to why this is the case, Findings from a study by Guarino *et al.* (2006) revealed that, younger teachers have very high rates of departure. Subsequently, as those remaining settle in, turnover rates decline through the mid-career period and, finally, rise again in the retirement years. Moreover, because the distribution of age in the teaching force is skewed upward older teachers significantly.

Researchers have collected teachers' demographic information for better understanding of teachers' decision to stay or leave their profession. This demographic information includes teachers' age, gender, family status, education level, experiences, social contexts, and occupation preferences that an individual, a study done by Preston, (2000); Mitchell, Brooks, Holton & Lee, (2001); Ingersoll, (2001) as cited by Ashiedu & Brenda, (2012). Using age for instance, young aged employees are more likely to leave than older ones (Kirby & Grissmer, (1993); Ingersoll, (2001); Chelli & Rosti, (2002); Heijedn, (2003) as cited by Ashiedu & Brenda (2012). Likewise, the high turnover rate is observed among primary teachers is said mostly to those with high education qualifications (Boe, Bobbit & Cook, (1997) cited by Ashiedu & Brenda, (2012). Gender also plays a role in this turnover trend where by female teachers are leaving more than male teachers to leave.

Meanwhile, Ingersoll as cited by Riggs (2013) confirmed that anywhere teachers tend to leave the teaching career within their first 5 years of employment.

Findings from a study by Kavenuke (2013) revealed that, family and economic status of the family matters for teachers' decision to stay in the teaching profession family socio-economic status is measured by job of the head of the household, income and the level of education. The study done by Dworkin as cited in Guarino *et al.* (2004) revealed that teachers who come from families with high status are more likely to leave the teaching profession compared to those from families with low status. Therefore, it is not surprising in developing countries to see most of the teachers continue teaching only because of the low socio-economic status and family characteristics rather than being satisfied or motivated. An study done by Javaid (2009) revealed that, in Pakistan because of a very high-level high of poverty rate, men join teaching profession while preparing themselves for civil services/ police forces entry examinations. Women on the other hand, supplement the income earned by their husbands by continue teaching for the wellbeing of families.

There are big number of teachers who are leaving the teaching profession as a resulting a thousand of children miss education opportunities (PEDP 2007). How do we retain teachers so that they do not run away from the teaching profession? A study done by Mrema (2006) reveal the shortage of teachers in developing countries especially in African countries is because most of these teachers are using a teaching profession as a ladder for further studies then change their profession.

### **2.6.2 Job Security**

Findings from a study by Watson (2014) revealed that a cursory glance at the top drivers of employee attraction and retention shows that of 27 options, job security was the second most frequently selected attraction driver and the fourth most frequently selected retention driver job security has been a key element of attraction and retention since the 2008 financial crisis, if not before. Employers must realize the significance of job security to their employees. Job security enables employees to feel more secure with their work and making them more willing to utilize their full potential for the success of organization. With high job security, employees would be innovative enabling the organization to accommodate business competition against rivalry from other organization. This results a competitive advantage and would greatly improve the organizational overall performance. Thus, job security also is an important means to motivate employees for increasing productivity and in fact, it is more significant than salary alone Kwan (2013).

### **2.6.3 Compensation**

Compensation is said to be key factor to attract and retain the best workers especially during economic or market place vitality or mergers or a acquisitions when people are uncertain about their jobs Noeet *al.* (2003). Monearzeta.l (2009) revealed that, the most remarkable strategies for employees' retention in an organization are compensation and benefits. Studies have found that highly competitive reward system increase employee commitment which resulting to attraction and retention of important and well qualified employees (Moncarzet *al.*, 2009).

Findings from a study done by Mtigandi (2010) revealed that, the most important positive factors influencing employee's decision to stay in the public company is compensation Government organization can provide employees with competitive salary package, and other the related benefits. Compensation plays as significant role in the employee's motivation. Directly, it is related to employee's commitment and satisfaction.

In addition, Beulen (2009) revealed that remuneration and career opportunities to the main reasons why employees leave organizations. Noel *et al.* (2003) indicate that employee' retention, employees of higher who are employed from another organization are often attracted with premises of higher salaries. Some companies are said to pay special "hot skills" premiums to employees whose expertise is crucial and often difficult to obtain Cappelle (2000) cited in Hytter (2007) this supported by the study that was done by Horwitz *et al.*, (2003) revealed that a highly competitive pay package is related second amongst retention strategies.

While compensation is not immaterial in the discussion of teacher attrition, it is only one of multiple factors influencing the propensity of teachers to leave the profession. Interestingly, when Certo and Fox (2002) spoke directly with some of the teachers who had left their jobs, they discovered that most of them cited a combination of factors impacting their departures. Further, while salary was on the list of contributing factors, it was not the most frequently cited. Rather, lack of administrative support was the most oft-cited complaint and one that will be

discussed at greater length in the next section of this review. The hectic/stressful schedules of teaching were the next most common complaint, followed by salary.

A study done by Bernshausen and Cunningham (2001) studied issues of teacher attrition from an interesting perspective. They focused on the nature of resiliency and explored how it might be stimulated and nurtured. They drew upon the research of Sagor (1996) as cited by Bernshausen & Cunningham (2001) in outlining four components of resiliency that together produce the final aspect optimism. Competency is the first of these attributes; a sense of belonging is the second, followed by the ability to be useful, and then the belief in one's power or "potency." The researchers reported that "resiliency equals a unique, powerful combination of tenacity (willingness to keep trying in the face of setbacks), optimism (belief in the probability of success) and impact (commitment to standards)" (p. 4). Bernshausen and Cunningham (2001) revealed that while salary considerations and job issues related to school circumstances are presumed to impact teacher retention, in fact, it is burnout related to a loss of self-efficacy that is at the heart of teacher attrition.

In order to correct this loss of confidence in one's ability to teach, the researchers stressed the need for pre-service training that instills and reinforces these attributes. They proposed that teacher preparation programs include, among other things: frequent, successful interactions with credible teacher educators, powerful, repeated and authentic classroom experiences, memberships in school-based teams, active involvement in training and reverse mentoring, increased connections between theory and practice, co-teaching with mentors and others.

A study conducted by Darling-Hammond's (2001) revealed that teacher preparation should not be conducted in isolation-divorced from the real world of practice. In 2001 interview with Editorial Online, an educational policy publication sponsored by the George Lucas Educational Foundation, Darling-Hammond was forceful in advocating for classroom experiences while working toward a teaching degree. A good teacher education program, first of all, is coherent. That is, it has an idea about what good teaching is and then it organizes all of its course work, all of the clinical experiences, around that vision. So, it is not just a random assortment of courses and experiences for people. The courses are very much connected to practice as well as to theory. They say in fact that there's nothing as practical as a good theory, and in fact there is nothing as theoretical as good practice. And good teacher education programs have students in the classroom working constantly with expert master teachers while they're also teaching students for a variety of ideas about how students learn, about how to assess their learning, about effective teaching strategies that will allow them to build a repertoire. Darling-Hammond (2001).

Findings from a study done by Darling-Hammond (2001) revealed that solid training of this nature has been correlated with lower attrition rates. She described the new trend toward 5-year teacher training plans that produce teachers with the relevant bachelor's degree, a master's in teaching, and a year of in-the-classroom student teaching. Darling-Hammond observed that 90% of these graduates went directly into teaching and 90% of this group was still teaching several years later whereas 70% of those who go through shorter alternative teacher training routes (often over a summer session) leave teaching within that same several years. Darling-Hammond's view on

the problems of teacher attrition was that new teachers were largely underprepared by their training for the challenges that were ahead.

“They’re often coming into teaching because they do feel a sense of mission, and if they don’t have the tools, then it’s very easy to get discouraged and to feel they can’t be competent and effective” Darling-Hammond (2001)

Bernshausen and Cunningham (2001) revealed that a necessary aspect of pre-teacher training. The job does not end there however. Both findings from a study done by Bernshausen and Cunningham (2001) and Darling-Hammond (2001) revealed that continuous support while on the job is necessary to reinforce teachers’ self-efficacy. While well-prepared teachers may have a greater well of resilience to draw on, it is not bottomless and the reserves need to be refilled periodically. Some teachers are able to do this through their own initiation, but for most, outside support, meaning support found within the school and school district, may mean the difference between job attrition and job retention.

#### **2.6.4 Work Environment**

School-related factors appear to represent the bulk of obstacles contributing to teacher attrition. Certo and Fox (2002) delineated a number of categories which they grouped as administration themes that the teachers in their study identified as central to job dissatisfaction and eventual teacher attrition: (a) amount of time administrators spend visiting classrooms; (b) whether or not administrators listened to teachers’ needs and opinions; (c) availability of professional development; (d) availability of resources and current school supplies; (e) whether or not special needs children are understood and effectively placed and educated; (f) consistency and

coherency of teacher placement practices; (g) timely meetings, effectively run; (h) workload concerns, scheduling issues; (i) class size; (j) standardized test pressures; (k) lack of parental support; and (l) discipline practices and student attitudes.

Lambert, Hogan, & Barton, (2001), in USA conducted a study on Expectations of employees towards the workplace and environmental satisfaction. The purpose of the study was to investigate how employees perceive characteristics of their physical environment and what they expect of their workplace; and to consider the usefulness of gap approach in measuring employee's expectations. The study was conducted using a sample of 409 office workers in manufacturing headquarter facilities or office settings in Michigan, USA. The study revealed that employee turnover in the workplaces was positively associated with dissatisfaction. Using linear regression analysis, no significant difference was found between perception-based measures and gap measures for explaining work environment satisfaction. However, the results propose that physical environmental status below expectation levels leads to dissatisfaction, but exceeding expectation levels does not increase satisfaction.

Findings from a study done by Ingersoll (2003) revealed that while class size reduction is often argued as a way to increase teacher retention, it is not a motivating factor generally cited by departing teachers as a reason they give up teaching. McElroy (2005) referred to a report issued by the Southeast Center for Teaching Quality (SECTQ) that determined teachers felt the most important factors related to their job satisfaction were, in descending order, the ability to spend time working with students and to find time for personal growth, their involvement in school



decision making, “adequate facilities and resources,” (p. 6) a supportive administrative staff and effective school leadership, and opportunity for and availability of professional development. Johnson et al. (2001) indicated on a Massachusetts study that found most of the first- and second-year teachers they surveyed had little to no direction or support in their day-to-day curriculum plans or long-term student achievement strategies. As new teachers, they felt largely cut off from the rest of the school and unable to find the time or structures that would enable them to reach out to other teachers or model their own teaching on developing best practices: Schedules rarely provided regular time for joint planning and observation, nor was such collaboration expected or encouraged. Meetings were designed to dispense information to individuals, rather than to share struggles and strategies, which is necessary to fulfill a collective responsibility for educating the school’s students. Boyd et al. (2007) revealed that employee engagement includes elements within the workplace environment that attract, focus, and keep the most talented employee. A study done by Lockwood (2007), HR leaders, as well as managers, have the mission to build and sustain a workplace environment that fosters engagement and is also attractive to potential employee. Salary and finances are traditionally thought of as the primary reason for teachers leaving positions. However, working conditions arose as a more important issue. Working environment and job satisfaction are considered to be correlated in the school. Research literature posits that the primary reasons for teacher turnover were administrative problems, student discipline, classroom control, large classes, extracurricular duties, uncooperative parents, and stressful atmosphere. Job dissatisfaction is considered by some teachers

to be the most important factor affecting teacher turnover. Even though salaries are important, working conditions are seen as extremely important in teacher turnover.

Working conditions factors have been given considerable attention by researchers because of their impact on job satisfaction. Unfavorable working conditions in an organization are associated with high rates of employee turnover, which is an indication of job dissatisfaction. A study done by Ondara (2004) indicates that most teachers work in deplorable working conditions, a situation that causes lot dissatisfaction among the teachers.

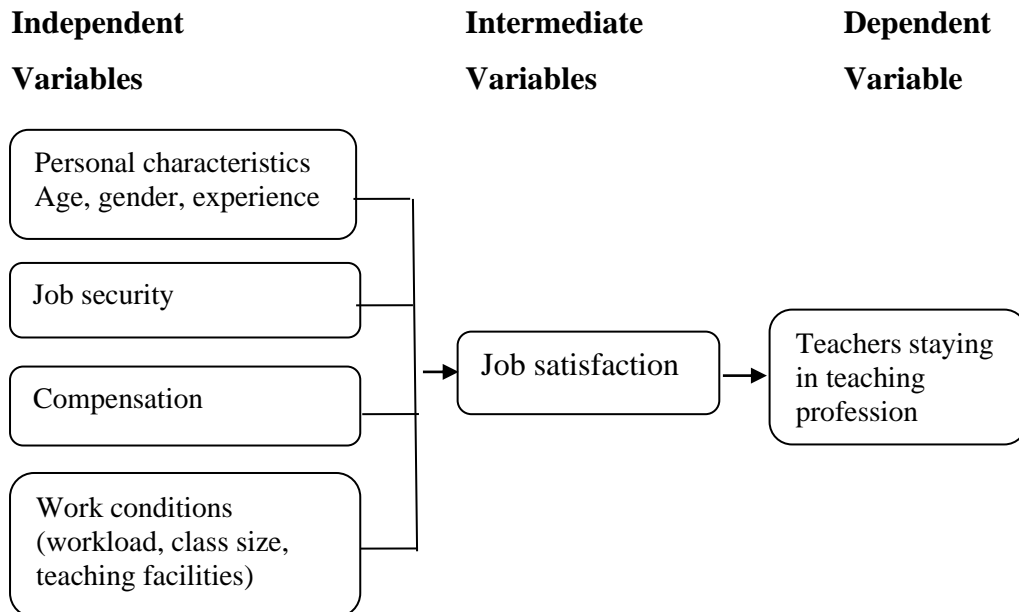
## **2.7 Synthesis and Knowledge Gap**

The literature review depicts that there are gaps in a sense that, most of these related studies and theories are based on studying the factors influencing both attrition and retention of teacher. Thus, the factors influencing attrition rate can foster the retention rate as well. This is according to review of related literature and studies above. It is true that, attrition and retention decisions of teachers can be studied altogether but normally are influenced differently. On other hand there is no clearly documented research on this particular problem carried out in Namtumbo District Council. Therefore, basing on a single side the researcher needs to know the factors influencing teacher's decision to stay in teaching in public primary school schools Namtumbo District Council.

## **2.8 Conceptual Framework**

This section contains the conceptual framework for the study. The conceptual framework is developed from a review of literature and different studies carried out.

therefore, the common Factors founded in the reviewed studies and literature review included compensation, personal characteristics ;job security; and work environment as illustrated bellow;



**Figure 2.1: Teachers' retention model**

Source; researchers' construct, 2015

As explained in the pictorial framework in figure 2.1 above, the teachers' decision to stay in the teaching profession depends on personal characteristics, compensation, work environment and job security where by job satisfaction acts as a link between independent variable and dependent variable. This independent variable and dependent variable association were used to justify the objectives started in the study.

### **2.8.1 Operationalisation of Variables**

In this study of teacher retention, some concepts may be found ambiguous. Therefore, to reduce misunderstanding, such terms have been defined on the basis of the context of the study as follows.

**Teacher personal characteristics:** Teacher personal characteristics included age, gender, experience (more than five years) and marriage as well as education qualification.

**Job security:** This refers to teachers' assurance or confidence that in current job/professional.

**Compensation:** Monetary remunerating for services provided. Actually, compensation may take in many forms. In the context is restricted in fiscal elements as salary.

**Work Environment:** The term is used to describe the astounding conditions in which teachers operates. This includes workload, class size as well as unavailability and adequacy teaching facilities.

**Job satisfaction:** The feeling of pleasure and achievement that someone experience in his/her job when he/she knows that his/her job is doing great or the extent to which his/her work gives a feeling of not deciding to leave it.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides detailed explanation on methodologies used to execute this study. The specific sections in this chapter include data collection methods, study design, target population and sampling techniques, data analysis and data presentation techniques.

#### **3.2 Research Paradigms and Philosophy**

This study adopted post positivism rather than the positivism paradigm. The opted philosophy guiding this study is interpretive. The rationales for choice of the post positivists' paradigm were two. The first rationale or reason for choosing the post positivism paradigm was because of the nature of this study, which was about the research participants' perception over the motives behind teacher's retention variable that could be measured by ordinal and nominal scales. As such, no hard statistics were required to accomplish the study on people' views. The rationale for opting the interpretive philosophy along the post positivism paradigm, was because of the researchers' assumptions that teachers' belief in interpretive philosophy of the researcher by seeking subjective views supported by the post positivists' rather than objectivism of the positivists.

The need to begin with paradigm of choice of the post positivism in this study is supported by various authors, since the research paradigm plays a fundamental role

in science, it is the best science it describes the whole system of thinking (Newman, 2011).

### **3.3 Research Design**

Research design is putting together conditions to specify relationships among variable. A process of controlling effects of in applicable variables, plan for selecting the resources and types of information to be used, in answering the research questions (Ndunguru, 2007). This study used a case study research design. A case study research design is an empirical investigation that finds out a contemporary event within its real-life context especially when the line between event and context are not clearly observed (Yin 2009). Yin added that for the *case study*, it is when a “how” or why” question is being asked about a contemporary set of events and the researcher has little or no control over the investigation. The unique advantage of the case study inquiry is an ability to deal with a full variety of evidence documents, interviews, artifacts, and observations. The case study allows an inquiry to hold the integrated and meaningful characteristics of real-life phenomena such as individual life cycles, management and leadership processes, and accommodation of change, international relations and the organization development.

### **3.4 Research Approach**

Research employed qualitative research approach. Qualitative research is the constructivist paradigm that emphasizes on the social construction nature of reality. It is all about recording, analyzing and trying to realize the deeper meaning and importance of human behavior and experience, including, beliefs, behaviors and

emotions which contradicting the society. This approach is associated with a move from the specific to the general and it is sometimes known as a bottom-up approach (Alzheimer Europe, 2009). Qualitative approach was used to obtain data through in-depth interviews toward the existing situation.

### **3.5 Area of the Study**

The study was conducted in Ruvuma region specifically in Namtumbo district one of the six local government authorities (LGA) that make up the Ruvuma region namely: Songea Municipal, Songea District, Tunduru, Mbinga, Namtumbo and Nyasa. SongeaNamtumbo lies within Longitudes  $35^{\circ} 40'$  to  $35^{\circ} 45'$  East and Latitude  $10^{\circ} 35' 10$  to  $45^{\circ}$  south of equator. Namtumbo district shares borders with Songea District to the East and by Songea District to the North, West and South.

### **3.6 Target Population of the Study**

The targeted population of this study was all public primary school in Tanzania, but particular in Namtumbo District council in Ruvuma region, implying that all primary schools had a chance to be studied. The district council has 1208 teachers from 112 public primary schools in Namtumbo district council and 14 non-teaching staff (associated officials) that made the grand total of 1265 targeted population for this study. However, due to limitation of resources the accessible population of the study was carried out in 5 primary schools at Namtumbo district council. (That is Namtumbo, Lusenti, Mkapa, Mwenge and Migelegele) since they are not scattered thus their proximity was favored the researcher to move from one school to another

as well as sharing of common characteristics. Therefore, the targeted population of the study included the following units/department as illustrated in Table 3.1

**Table 3.1: Units of Inquiry (n=1265)**

No	Department/Unit	Number of Staff
1.	Human Resource Department	04
2.	Teachers Service Department	03
3.	District Education Officers	06
4.	Tanzania Teachers Union secretary	01
5.	Ward Education Coordinator	21
6.	Head Teachers	22
7.	Teachers	1208
<b>Total</b>		<b>1265</b>

**Source:** Field data, 2020

### 3.7 Sample Size

A sample is a finite of part of a statistical population whose characteristics are studied to acquire information about the entire population. When dealing with people, it can be explained as a set of respondents selected from a larger population for the intention of a survey (Webster, 1985 cited in Mug, 2002).

The sample size of this study was 47 primary schools' teacher from 5 public primary schools of the Namtumbo District and 09 Educational Leaders and Officers that made the grand total of 56 respondents. Therefore, the sample size of the study included the following units/department as illustrated in Table 3.2.

Deeper with a smaller sample size when seeking broad information. The validity, significance and comprehension general generated from qualitative research have more to do with the information affluence of the cases selected and the analytical abilities of the researcher than with sample size (Mugo, 2002) Economist (1997) in



Saunders et al. (2000) suggest a minimum of the 30 to 50 items to be selected to form a sample. Therefore, for the case of this research the sample size was 56 respondents.

**Table 3.2: Units of Inquiry (n=56)**

No	Department/Unit	Number of Staff
1.	Human Resource Department	01
2.	Teachers Service Department	01
3.	District Education Officer	01
4.	Tanzania Teachers Union	01
5.	Ward Education Coordinator	02
6.	Head Teachers	03
7.	Teachers	47
<b>Total</b>		<b>56</b>

**Source:** Field data, 2020.

### **3.8 Sampling Techniques and Sampling**

#### **3.8.1 Purposive or Judgmental Sampling**

This method was used to select about 9 participants that compose the sample size due to their importance in this study and therefore, they were not left behind. These included 1 education officers from Namtumbo District council in education department that is (District Education Officer), and from HR department 1 Officer selected, Teachers Services Commission 1 selected, 1 from Tanzania Teachers Union (TTU) Also the method used to select 2 ward education coordinators from Rwinga and Namtumbo as well as 3 Head teachers from primary schools in these two wards.

#### **3.8.2 Stratified Sampling**

These Techniques used to identify the number of participants from each school to be included from the sample size, in this study, the primary schools considered as strata in which teachers obtain to complete the sample size.

### **3.8.3 Simple Random Sampling**

In this technique the number participants were proposed for each school were selected randomly. This sampling technique was used to select the names of 10 participants excluding those who were already selected through purposive sampling. In each school the names of all teachers were written on pieces of paper, mixed together and the required number picked randomly. This minimized biasness or favoritism occurrence during the biasness or favoritism occurrence during the process.

## **3.9 Data Collection Methods and Tools**

### **3.9.1 Interview**

An interview is conversation between two or more people where questions are asked for an interviewer to acquire facts from the interviewee. Interview is a standard part of qualitative research. Interviews take many forms, some very informal and other more structured. These forms as tools include structured interview, unstructured interview and group interview (McLeod, 2014).

*Structured interview* is sometimes is known as a formal interview. Its questions are set in a standardized order; the interviewer cannot deviate from the interview schedule but can predict answers received.

*Unstructured interviews* are sometimes called as ‘discovery interviews or informal interviews; the interview is just guiding the conversation than in a strict structured interview. An interview schedule not must to be used but if happens to be used open

ended questions will be asked, not orderly, some questions might be added or missed during the progress of this interview type.

In this study, also both structured and unstructured interview was administered to ensure validity is increased regarding the pre- set specific objectives of study and generated qualitative data using of open questions. Structured interview was applied to 9 participants (That is 1 DEO, 2 WEOs, 1 HRO, 1 TTU, 1TSC and 3 HTs) as in most cases their time was limited while having worth-full data for this study. As long as duties and responsibilities and status of these respondent differ from one group to another thus needed flexibility during interviewing them. Unstructured interview was applied to 10 participants so as to obtain more and worthy information for the study. The data was collected via note taking and audio recording for further reference during data analysis.

### **3.9.2 Documentary Review**

In this section a researcher gathered data from secondary sources, secondary data includes published books, manuscripts, articles and journals, research reports, newspaper and other unpublished literally work (Ndunguru, 2007). It involves gathering data that already has been collected by someone else. For the purpose of this study, council teacher's recruitment and selection reports, teachers' turnover reports and internet materials; Human resources manuals, ELRA No.6 of 2004, HakiElimu Report 2011 and Education and Training Policy of 1995 of 2010. Tanzania Employment &Labour Laws and Regulations covers common issues in employment and labour laws and regulations-terms and conditions of employment,

employee representation and industrial relations, discrimination, maternity and family leave rights and business sales in 51 jurisdiction (Labour relation act, 1995). These articles, acts, decrees and seculars reviewed for complementary of data obtained from interview method for the success of this study.

### **3.10 Data Collection Instruments Procedure**

Data obtained from primary and secondary sources were presented and analyzed in a manner that provides answers to research objectives, questions and conceptual framework. Data were organized and analyzed statistically through simple tablets, graph and percentage analysis. Simply, the obtained data was cleaned, coded and discoursed.

#### **3.10.1 Data Coding**

Coding is the process of labeling and organizing your qualitative data to identify different themes and the relationships between them. In this study a researcher coded respondents feedback by assigning labels to words or phrases that represent important (and recurring) themes in each response. These labels are words, phrases, and numbers. It is recommendation using words phrases because they're easier to remember, skim, and organize.

#### **3.10.2 Data Cleaning**

Data cleaning also is referred as data cleansing is the process of detecting and correcting (removing) corrupt or inaccurate records (Dudovsky, 2016). In this study, data cleaning was done through administering a single theme to many respondents

and record their responses. Then inaccurate data was omitted in regard of the responses and support from documentary review so as to get accurate data.

### **3.10.3 Data Discourse/Thematic Analysis**

From a study, it is argued that participants' interpretations are much more context-dependent and variable than normally recognized, and that this has important implications for the use of interview data. Instead of producing definitive versions of participants' action or beliefs, interview data may be used to reveal regular interpretative practices through which participants construct versions of actions, cognitive processes, and other phenomena. This method does not take the individual as the principal unit of analysis, but strives to recognize cultural regularities in participants' accounts in order to examine the phenomena studied at a macro sociological level.

### **3.11 Ethical Considerations**

Ethical issue is often deemed to be resolved by procedures such as voluntary participation, informed consent, absence of risk or harm and confidentiality (Bassey, 2002). This study followed ethical issues as governed by research ethics by;

*Securing the introductory letter*, the researcher was secured the introductory letter from Open University of Tanzania which was directed to Namtumbo District Council introduced a researcher and the purpose of the study.

*Consent of participants*, the data collection from the participants was done by their consent. No participant forced to answer interview questions.

*Privacy and Confidentiality*, the researcher was guaranteed participants confidentiality so as the information that obtained from the study was used for the purpose of the study.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This chapter presents demographic characteristic of the respondents involved in the study as well as the findings and its reliability measures. The data collected were analyzed using SPSS then interpretation and discussion were done. In most cases, descriptive statistics are presented through frequency table and figures. Essentially the analysis and discussion of field data based on the research question are the analysis and discussion of field data based on the research question are presented in the form of table pie charts and bar charts. Moreover, direct quotations were used to show what exactly the participants explained about the issue under investigation.

#### **4.2 Demographic Characteristics of Respondents**

In the examination of the respondents, the following are the demographic characteristics which focused on gender, age, qualification and experience. These characteristics are important because they show the nature of respondents and possible reasons of the responses given by them. Then the findings were discussed.

##### **4.2.1 Gender Distribution of Respondents**

The findings indicate that 20 respondents (36%) are male and 36 respondents (64%) are female. This means that the average of respondents by sex, females is more than males as interpreted in the Table 4.1.

**Table 4.1: Respondents distribution by gender (N=56)**

<b>Gender of Respondents</b>	<b>Participants (n)</b>	<b>Percentage (%)</b>
Male	20	36
Female	36	64
<b>Total</b>	<b>56</b>	<b>100</b>

**Source:** Field Data

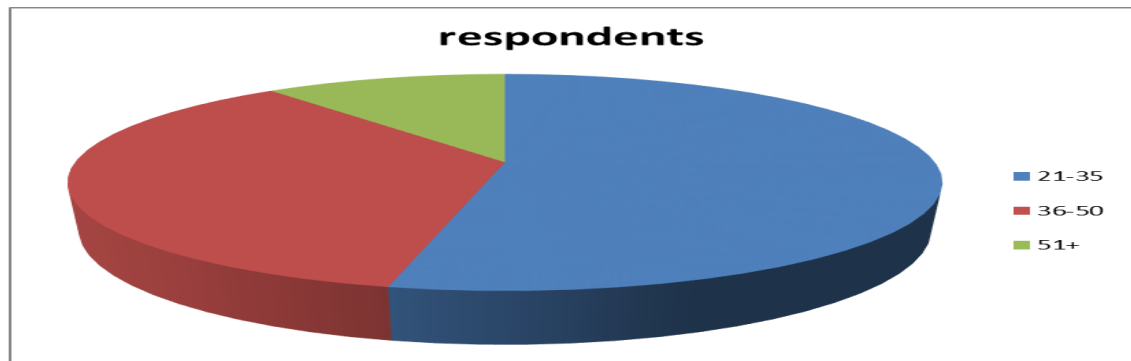
As indicated in figure 4.1, the number of female's respondents in a population is higher (36) respondents which is 64% compared to 20 males which represents 36% of all respondents. This data aimed to identify gender distribution of respondents since it was very important to find out their gender in order to have balanced views between men and women. Though the percentage of respondents differs in terms of their sex but it had no negative impacts on the research as both sexes are included in the study, and their opinions manipulated equally in spite of their difference in gender.

#### **4.2.2 Age Distribution of Respondents**

Figure 4.1 shows the classification of the respondents by age into three class intervals; 21-35 years, 36-50 years and 50+ years. 30 respondents are aged 21-35 which makes up 54%, 20 respondents are aged between 36-50 which makes up 36% and 06 respondents are aged 50+ which makes up 10%.

It was important at least to know age range of the respondents because of the assumption that the age of respondents would affect their decision to stay in the teaching professional.





**Figure 4.1: Age distribution of respondents**

#### 4.2.3 Distribution of Respondents by level of Education

The education level of participants was categorized into three groups; Certificate holders, Diploma holders, and Degree holders, the findings are summarized in the table below.

**Table 4.2: Education level of participants (N=56)**

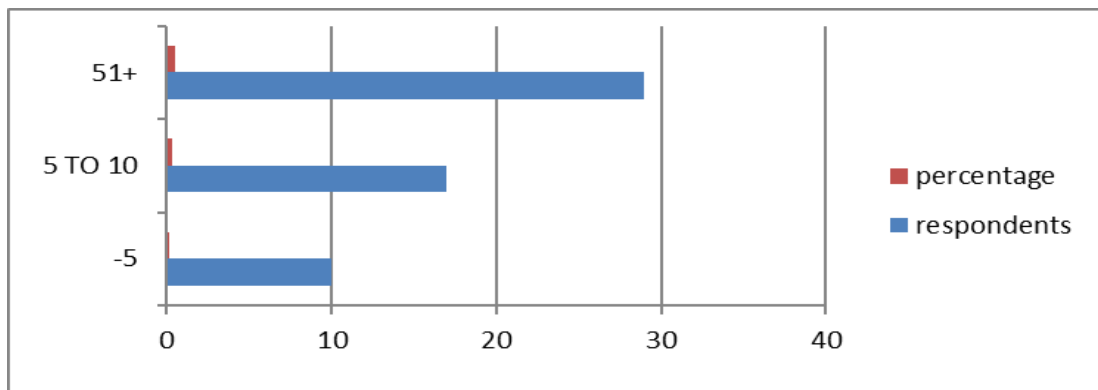
Education Level	Participants (n)	Percent (%)
Certificate holders	39	69.7
Diploma holders	09	16.1
Degree holders	08	14.2
<b>Total</b>	<b>56</b>	<b>100.00</b>

**Source:** Field data 2020

As reflected in the Table 4.2 that 39 respondents (69.64%) had certificate of education, 9 participants (16.07) are holding diploma and 8 respondents (14.28%) are degree holders. This means that in this study most of the participants were certificate holders. Moreover, this aimed at helping the researcher to know teachers' awareness on retention issues in terms of knowledge and skill as education level concerns. The motive behind this aspect was simply to find out the influence of education level toward decision to stay in the teaching professional.

#### 4.2.4 Experience of Respondents

The findings show that 10 respondents out of 56 respondents (17.85%) have been in teaching profession for less than five years. Other group of 17 respondents (30.35%) has served the public in their career for duration of 5 years to 10 years. Up to 51.78% of respondents (29 respondents) have been in teaching for more than 10 years as interpreted in the figure 4.2.



**Figure 4.2: experiences of respondents**

**Source:** Field data, 2020

There was a need to know how long these respondents were in teaching so as to understand if the perception about teachers' retention decision is influenced by working duration one has spent in his/her career. The findings demonstrate that those who have been in teaching for more than 10 years are many compared to other age groups in the study.

### 4.3 Stakeholders' Perception on Teacher's Working Conditions in Tanzanian Public Schools

Having established the research participants' contextual the researcher proceeded to present other field data related to the first specific objective for this study, which was

to evaluate stakeholders perceived understanding on teachers working conditions in Tanzanian public schools. Its research questions inquired were; How do stakeholders perceive teachers' working conditions in Tanzanian public schools?

#### **4.3.1 Sharing a Good Experience of a Person working as a Teacher in Tanzanian's Public Schools**

Teaching is the exceptional and important professional in the world since almost all other professional are found on the womb of teaching professional. The aim of the question was to share a good experience of a person working as a teacher in Tanzanian's public schools.

The findings on this aspect are presented in the subsequent subsection through interview with District HRO, DEO, TTU, TSC, WEOs and teachers responded on this summarized and presented in table 4.3.

**Table 4.3: Good Experiences of a person working as a teacher in Tanzania's public schools (F=56)**

<b>Common Good Experience of a Teacher</b>	<b>Frequency</b>	<b>Percent (%)</b>
Paying salary on time	12	21
Improvement of school infrastructure	10	18
The presence of loans	14	25
Improvement of T/L materials	11	20
Community involvement in schools matters	09	16
<b>Total</b>	<b>56</b>	<b>100</b>

**Source:** Field Data, 2020

Data in table 4.3 suggest that, there are various good experiences in teaching professional in public schools. When speaking to the participants about good

experiences in teaching professional in public schools, it was clear that many participants are aware with good experiences in teaching professional in public schools.

From the study, respondents had the following to say about the good experiences in teaching professional in public schools.

*“.....in recent years teaching professional in public schools is good compared to the previous year’s especially before 2000s. The issues such as paying salary on time, availability of capitation on time and the presence of various seminars such as 3r, s for pre-primary, standard I and standard II as the assistance from USAID motivate the teachers in public schools.....”*(EL&O<sub>1</sub>, 2020).

Another respondent supported the previous argument by saying that;

*“.... although there are some challenges facing teachers working in public schools but there are many positive issues which encourage teachers to work in public schools. The presence of teaching and learning materials such as books for pre-primary, standard I and standard II as the assistance from USAID, the increase of performance in national examinations to both standard IV, VII Form II and IV, improvement of school’s infrastructure and the presence of teacher’s service commission which helps to reduce teachers’ problems raise job satisfaction to teachers in public schools....”* (EL&O<sub>2</sub>, 2020).

When the same question posed to another respondent, she commented that;

*“.....I feel proud to be a teacher especially in public schools because the government tried to construct the schools near by the community so this reduce school-home distance to pupils increase the probability of many children attending the school, free education reduced a burden to the community, good student-book ratio especially for 3rs is 1:1 while standard IV-VII is 1:3, good timetable to teachers and payment of various teachers demands such as leave allowance and assistance of education to teachers who pursuing further education. These are few to mention....”* (EL&O<sub>8</sub>, 2020).

Respondent TD<sub>2</sub> said the following about the good experience of teachers teaching in public schools;

*“.....working as a teacher in public schools makes me comfortable due good working condition such as good cooperation with parents 100% in school’s matters such as WJE, UWAWA which made with tusomepamoja programme under USAID and school’s committee, teacher’s permission for personal and family issues is not a problem, good evaluation in both primary and secondary, in-service training for teachers, presence of loans to the teachers which reduce teachers hardship of life, the presence of applicable curriculum in all levels and the payment of a good pension to the teacher. It is not a case to see a young teacher in public school own a good car, good house, large business and other development activities, this show how teaching in public schools is good....” (TD<sub>2</sub>, 2020).*

Teaching gives a teacher a platform to share his/her passion and expertise with others. As you study to become a teacher, you’ll also have the opportunity to further hone your skills and develop advanced training. The findings from interviews are supported by the findings from Kovach, (1995) who have long found out that sometimes employees may have interest with their job, hence get satisfied even without considering higher pay. Becoming a teacher in public schools allow you to play an active role of inspiring others.

Being a teacher means you help enrich children’s lives, not just through core educational skills like mathematics, reading, and science, but also responsibility, analytical skills, and building self-confidence.

Nothing makes a teacher prouder than seeing their students succeed, knowing they have helped give kids the skills they need for the future. You’ll find that many public teachers relish in their teaching careers due to the rewarding aspects of the job (Morgan, 1998).

### 4.3.2 Sharing a Bad Experience for a Person working as a Teacher in Tanzanian's Public Schools

In this section the respondents were asked to answer the question what do you know as a bad experience for a person working as a teacher in Tanzanian's public schools. Through interview done with the respondents the following summary was obtained as shown in table 4.4 bellow.

**Table 4.4: Bad experiences of a person working as a teacher in Tanzania's public schools (F=56)**

Common Bad Experience of a Teacher	Frequency	Percent (%)
Low salary	09	18
Lack/rate of increments and promotions	06	12
Heavy teaching burden	05	10
The lack of T/L materials	06	12
Poor/shortage infrastructure	05	10
Unfulfilled promises	06	12
Interferences of politics in education	04	08
Home to school distance	04	08
Poor community/parents' engagement	05	10
<b>Total</b>	<b>56</b>	<b>100</b>

**Source:** Field Data, 2020

Data in table 4.4 suggest that, large number of respondents (09) explain low salary as the common bad experiences of a person working as a teacher in Tanzania's public schools.

Concerning a bad experience in teaching professional working in public school's EL&O<sub>2</sub> contributed by saying that;

*"...teaching professional in public schools is not good to such extent because it is faced with many bad experiences like low salary compared to private schools, the rate or absence of annual increment and promotion, the absence of annual leave payment and sickness*

*allowance, the shortage of infrastructure which led to overpopulated classes and regularly absenteeism to the pupils especially in villages....” (EL&O<sub>2</sub>,2020).*

EL&O<sub>3</sub> supported the above agreement by saying that;

*“...it seems teaching is the one among the few respectable professional in the world but in Tanzania the situation is contrary especially in public schools. Teachers in public schools experienced bad conditions such as poor teaching and leaving environment such as houses with no water and electricity, unfulfilled promises, the interference of politics in educational matters, lack of respect to the teachers from the top officials and community at all, the absence of in-service training and other many....” (EL&O<sub>3</sub>,2020).*

Also, EL&O<sub>5</sub> shared his bad experience in teaching professional by saying that;

*“.... teachers in public schools are facing with a lot of challenges in and out of the school which led to underperformance in the work. According to my experience there are a number of constraints which facing teachers but the common are; teachers are doing extra task without any training such as bursar and store keeping, there is no priority to the teachers in various services such as in social services like water and health services, the absence of lunch to both teachers and pupils who are coming far from the school, school-home distance to both teachers and pupils and imbalanced ratio of teachers between rural and urban” ....(EL&O<sub>5</sub>,2020).*

The same issue was contributed by EL&O<sub>6</sub> who said that;

*“.... public school’s teachers in Tanzania are counted as the one among the lower occupation since most of the teachers are faced with a lot of problems which affects their performance in job and daily life. The lack or absence of incentives such as cheap loans like car and house loans, low and rate of pension, teachers leaving in a single station for a long time for example am living here for more than 15 years now, the absence of payment for extra/remedial classes, the lack of security, inclusion education also is a challenge to the teachers, young pupils (bellow 5 years) entering in schools, division of teachers did not consider the subjects demand and lastly the curriculum challenge since the curriculum did not prepare a child to become an entrepreneur or self dependant...”(EL&O<sub>6</sub> ,2020).*

Another respondent supported by saying that;

*“... we are facing with a lot of problems in our teaching professional because the government did not employ teachers on time although there is a shortage of teachers in village areas, the absence of sports and games in our schools due to the absence of the sports ground and sports gears and low participation of teachers in curriculum modification...” (TD<sub>6</sub>, 2020).*

Also, TC<sub>4</sub> commended by saying that;

*“...What we do teachers is not equivalent to the salaries we receive. It is real demoralizing. I teach English language from standard three to seven. I am always occupied. However, when it comes to payments, it makes you rethink of whether this is the right choice of the profession. The pay is very little. Worse still, I have to service my loans through salary seductions. What remains after a loan’s deduction cannot support me even for ten days. I think one cannot get far in this teaching profession...”(TC<sub>4</sub>, 2020).*

Also, TA<sub>3</sub> contributed by saying that;

*“...the take home salary cannot take me home. The salary cannot make ends meet and does not commensurate my qualification and workload compared to my colleagues in other sectors are earning higher...” (TA<sub>3</sub>,2020).*

From the findings, teachers were lowly paid. Low payment decreases workers morale. A teacher who is not satisfied with the payment he/she receives as a professional can hardly be motivated. The education management at their relevant areas of jurisdiction should make such policies and procedures which increase employee’s satisfaction and motivation through, among other things, paying good salaries. Paying good salaries to teachers will make them feel satisfied, hence raise their working morale. Also, Majanga, (2010) in his research based on the influence of class size on classroom interaction in the wake of Free Primary Education (FPE), they found that FPE created increased class sizes, shortage of teachers, heavy



teachers' working load and lack of teacher motivation. They further found that teachers were demoralized with heavy workloads, handling many lessons, many pupils and work for long hours.

In order to understand teacher attrition, it is important to know what teachers cite as their decision to remain in teaching or to leave the field. While job satisfaction is a determinant of teacher attrition, defining job satisfaction is a difficult construct as studies of teacher satisfaction reveal wide- ranging difference in what contributes to job satisfaction. The measurement of teacher satisfaction may be problematic as source of teacher satisfaction vary according to gender, experience and position. A number of aspects of job satisfaction have been linked to teacher attrition including satisfaction with principal leadership and support, salary, mentors, emotional support and satisfaction in general. New teachers 'explanation for their decision not to stay in the profession included lack of administrative support, assignment to the most-difficult-to students, and inundation with extracurricular duties, placement in context areas outside of their field of expertise and isolation from colleagues (Hope 1999). All of these explanations can be linked to attribute of job satisfaction and in turn job commitment. Another area of concern in teacher satisfaction is parent-teacher relationship. While teacher –parent relationship ranked highest of job satisfaction and in turn job commitment. Another area of concern in teacher satisfaction is parent-teacher relationships. While teacher-pupil relationships ranked highest overall in terms of important and satisfaction, teachers were least satisfied with parent-teacher relationships found that the strongest influence on job satisfaction was principal

support. Teacher attrition studies consistently show job satisfaction is a determinant of teacher attrition.

From collected data, the analyzed data suggest that the studied teachers were not satisfied with the current pay. Thus, current pay, heavy teaching burden, poor working environment, poor living was found to be de motivating factor in decreasing the morale among teachers in studied public secondary schools in Namtumbo district.

#### **4.3.3 Perception on Teacher's Working Conditions in Tanzanian's Public Schools**

Another question which was posed to the respondents was; how do you perceive teaching working environment in Tanzanian public schools? The table 4.5 shows the response of the respondents.

**Table 4.5: Perception on teacher's working conditions in Tanzanian's public schools (F=56)**

<b>Respondents' Perception</b>	<b>Frequency</b>	<b>Percent (%)</b>
Lower class professional	18	32
Working in a poor condition	10	18
Voiceless professionals	10	18
Heavy teaching burden	08	14
Faced with home to school distance	10	18
<b>Total</b>	<b>56</b>	<b>100</b>

**Source:** Field Data, 2020

The tables 4.5 indicate that, most of the respondents perceive teachers' especially working in Tanzanian's public schools as the lower professional and they have no alternatives than entering in teaching professional.

In interview done with EL&O<sub>2</sub> about teacher's working conditions in Tanzanian's public schools, he said that;

*"...teachers working environment and conditions are taken as lower class comparing with other jobs in Tanzania such as treasurers, doctors and soldiers...."* (EL&O<sub>2</sub>,2020).

EL&O<sub>6</sub> also had the following to say upon teacher's working conditions in Tanzanian's public schools;

*"...we as teachers we perceived schools' working conditions and environment will be very good but it is negatively and it is the most significant predictors of beginning teacher's morale, career choice commitment and plans to stay in teaching..."* (EL&O<sub>6</sub> 2020).

Also, TA<sub>2</sub> had the following to say;

*"...many people in the society perceive teaching professional as the people working in a poor condition and living in a poor environment. Also, it is perceived that teacher especially in public schools are faced with heavy burden due to overcrowded classrooms and are coming a distance from home due to the scarcity of teachers houses in many schools..."* (TA<sub>2</sub>, 2020).

The findings from the interview also were supported by (Scout, 2001) who insists that, in the field of teaching, general working conditions can be a quiet ideal. In fact, the working conditions of teachers including the convenience of most school hours and having summers off have always contributed to the appeal of teaching professional. However, many people perceive there is downside to the working conditions in public schools which impacted the job satisfaction and job performance but still teaching is the one among the valuable occupation in the world.

Being a teacher in public schools can be a stressful occupational. That's because a good portion of what you're trying to cultivate in your students such as good work

habits, a healthy attitude, and the intrinsic motivation to succeed is ultimately beyond your control. Teachers are faced with intense work cycles, there are certain times of the year when your job is much more intense, like during the first few weeks of school when you are working to set up your lesson plan. In, addition, the weeks just before reports cards come out are also very intense, as in the end of the school year, when you have a lot of work to do cleaning up (Taylor, 1998).

#### **4.3.4 Comments on Teachers Working Conditions in Tanzanian's Public Schools**

In order to understand the comments on teacher's working conditions in Tanzanian's public schools the question was formulated and stated that; what is your comments on teacher's working conditions in Tanzanian's public schools? The findings of this aspect are presented in the following table 4.6.

**Table 4.6: Teachers working conditions in Tanzanian's public schools (F=128)**

<b>Respondents' Perception</b>	<b>Frequency</b>	<b>Percent (%)</b>
Increase of salary	18	14
Annual increment	16	13
Promotion on time	14	11
Improvement of T/L materials	12	09
Improvement of T/L environment	12	09
Improvement of accommodation	14	11
Provision of soft loans	10	08
Reducing home to school distance	10	08
Incentives and motivation	12	09
Separation of education and politics	10	08
<b>Total</b>	<b>128</b>	<b>100</b>

**Source:** Field Data, 2020.

The findings from table 4.6 indicate that, a lot of respondent's comments on the measures such as increase of salary (14%) which is the large number compared to

other measures such as annual increment, promotion on time, improvement of teaching and learning materials, improvements of accommodation etc.

EL&O<sub>2</sub> contributed on the aspect by saying that;

*“...my comments to the government and other stakeholders is that, the teaching professional especially in public schools should be esteemed like other occupational by improving teachers requirements such as salary and accommodation, promotion and annual increment on time, teacher’s suggestions should be considered, governmental leaders especially those dealing with education should be close with teachers and there should be a good teacher students ratio 1:45 so as to reduce a burden to a teacher....”*(EL&O<sub>2</sub>,2020).

The above statement was backed up by a TA<sub>9</sub>who insisted that;

*“... public school’s teachers do not need a lot of incentives so as to be happy but there are some small measures which will make them happy. The issues such as provision of lunch to teachers and pupils, payment of arrears, payment for remedial or extra time, presence of enough teaching and learning materials, improvement of infrastructure and professional workers such as bursars and store keepers should be employed so as to reduce risk and burden to teachers....”* (TA<sub>9</sub>,2020).

Also, EL&O<sub>4</sub> commented the following about the working conditions in public schools;

*“... for the improvement of teacher’s working conditions in public schools, the government, community, NGO’s and other stakeholders should make sure that, the government and community should consider teaching as the one among the extremely valued professional in Tanzania, teachers should be listened and treated well, there should be a guidance and counseling unit in education, the curriculum should be up dated and match with the globalized world....”* (EL&O<sub>4</sub>,2020).

TE<sub>6</sub> had the following words to say;

*“...What we do teachers is not equivalent to the salaries we receive. It is real demoralizing. I teach English language in standard three to standard seven. I am always occupied. However, when it comes to payments, it makes you rethink of whether this is the right choice of the profession. The pay is very little. Worse still, I have to service my loans*

*through salary seductions. What remains after loans a deduction cannot support me even for ten days. I think one cannot get far in this teaching profession...” (TE<sub>6</sub>, 2020).*

From the findings, it is argued that the work environment and condition have a significant impact upon employees' performance and productivity. By work environment, it means those processes, systems, structures tools or conditions at the work place that impact on individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions. Croome (2000) asserts that, environment in which people work affects job performance and job satisfaction, the tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology.

The NCTAF states that teacher retention is necessary for effective schools to exist. They offer several guidelines for retaining good teachers. Based on the fact that their report cites workplace conditions as the number one reason teachers leave, their jobs, the suggestions made by the NCTAF report deal largely with areas related to job satisfaction. The report state that the days of teaching in isolation are over and that collegiality and shared decision-making must be a part of effective schools. The following are suggestion made by the commission as to how to create a teaching environment that promotes teacher retention. Recommendation by NCTAF (20030 include; (1) sound induction, mentoring, and peer-review processes; (2) professional development that support sustained growth; (3) effective use of time and technology; and (4) better pay and a better pay system.

#### **4.4 Teachers Experiences in Working Environment and Conditions in Tanzanian Public Schools**

The second research objective was to examine teacher's experiences in working conditions and environment in Tanzanian public schools. Teachers are experiencing different conditions and environment in their work in public schools. These experiences are categorized into positive and negative experience and depend on different factors such as location, size of the school, teachers-community relation etc. Under this objective the questions posed were;

##### **4.4.1 Stakeholder's Perception on Teacher's Working Environment and Conditions in Tanzanian Public Schools**

To come up with the findings of this aspect the question posed was, according to your experience, what is the stakeholder's perception on teacher's working environment and conditions in Tanzanian public schools? The responded have various views concerning the question as indicated in the table 4.7.

**Table 4.7: Stakeholder's perception on teacher's working environment and conditions in Tanzanian public schools (F=56)**

<b>Respondents' Perception</b>	<b>Frequency</b>	<b>Percent (%)</b>
Lower class professional	14	25
Low paid	10	18
Poor living condition	10	18
Heavy teaching burden	08	14
Faced with home to school distance	08	14
Less differ from other careers	06	11
<b>Total</b>	<b>56</b>	<b>100</b>

**Source:** Field Data, 2020.

The table 4.7 above indicates that stakeholder's perception on teacher's working environment and conditions in Tanzanian public schools as the lowest occupational compared to other professionals like doctors and lawyers of the same qualification. Concerning the stakeholder's perception on teacher's working environment and conditions in Tanzanian public schools TA<sub>6</sub> said that;

*"...stakeholders perceive teaching professional as the rigid and worthless occupational and the people select teaching professional when they have no alternative, also the teachers are the peoples who got bad performance compared to other professional like doctors and lawyers..."* (TA<sub>6</sub>,2020).

Also, TE<sub>3</sub> contributed by saying that;

*"...many people perceive teaching professional especially in public schools in a negative way and demoralize many teachers especially young/upcoming teachers. Also, they perceive teachers as the person who is able to work in all conditions (bad and good) and low paid..."* (TE<sub>3</sub>,2020).

Another respondent EL&O<sub>9</sub> supported by saying that;

*"...teaching professional in public schools in Tanzania is lower class occupational and usually is done by people who come from poor families, teachers are working in a bad condition especially in villages where by the physical infrastructure is very old and scarce..."* (EL&O<sub>9</sub>, 2020).

TB<sub>4</sub> also argued by saying that;

*"...in recent years stakeholders perceived teaching professional in public schools is a good occupational which is not different from other public works because modern teachers are very smart physically, socially and economically. Also, teachers are getting good salary on time and other allowances such as leave allowances. On my side stakeholder's perception on teachers is not bad..."* (TB<sub>4</sub>, 2020).



The teachers do not enter the profession with dream of getting rich, but the important of salary cannot be ignored. Decision to work in the same school 16 districts the following year was negatively related to property wealth of the community and positively related to salary Theobald (1990). Shen (1998) used this information to draw the conclusion that teacher seemed to be economically rational decision-makers. Therefore, the impact of notably small salaries in the education field needs to be measured in terms of teachers' attrition. Denlinger (2002) argues that if salaries in education increased, shortage would disappear. Further, findings of an organization study of new teacher suggest that they are demoralized by the salary scale that change little over time and offer no increase for specialized experience or entrepreneurial effort Sing, 1996. Expert continue to dispute whether money matter to good teacher, but Ballou (1998) pointed out that the link between income and professional status in the United States cannot be ignored. Research has shown that both school transfer and attrition declined systematically and substantially with increase salary level. Therefore, salary is the strongest and most reliable relationship between a workplace variable and attrition.

Teachers are the role example and are leaving near almost toall people since the schools are located in the community. Snook (2013), many people in the world particularly Africans believed teaching is the professional for the poor people who are coming from rural areas. Many peasant's sons and daughters are deciding to opt education for the main three reasons, first they didn't reach far in their education so having certificate of education is still worthy for them, second, they deciding to engage in teaching career because it is easy to get job compared to other occupation

such as lawyers and legal officers and lastly because it is believed that teaching course in colleges is very easy for any person to prosper.

It is common to observe people are blaming to their children when they failing in their studies by saying “you are very stupid, you failed even to get a pass which will help you to inter in teaching professional”. This is the indication that teaching is the professional for the people who failed and have no alternatives. Also, stakeholders seem teaching in a large class, long school-home distance and leaving in poor houses is not a problem (they deserve) due to their qualification.

#### **4.4.2 To Relate Teacher’s Working Environment and Conditions in Tanzanian’s Public Schools with the Other Public Jobs in Tanzania**

In order to deal with this topic a researcher posed a question which stated that, how can you relate teacher’s working environment and conditions in Tanzanian’s public schools with the other public jobs in Tanzania? The question directed to district EL&O<sub>1</sub>, EL&O<sub>2</sub>, EL&O<sub>3</sub>, EL&O<sub>4</sub>, EL&O<sub>5</sub>, EL&O<sub>6</sub>, EL&O<sub>7</sub>, EL&O<sub>8</sub>, EL&O<sub>9</sub>, and T and the response is shown in the table 4.8 bellow.

**Table 4.8: Relation of teacher’s working environment and conditions with the other public jobs in Tanzania (F=80)**

<b>Respondents’ Perception</b>	<b>Frequency</b>	<b>Percent (%)</b>
Teachers are living primitive life	18	22.5
Teachers is unrespectable career	18	22.5
Teachers are poorly accommodated	16	20.0
Teachers are working in poor condition	18	22.5
There is small differences between teacher’s and other public jobs	10	12.5
<b>Total</b>	<b>80</b>	<b>100</b>

**Source:** Field Data, 2020

The findings from table 4.8 indicate that, the majority of the respondents argue teaching professional especially in public schools is subjected as the lower class occupational due to its poor working conditions and environment compared to other public works.

About the relationship between teacher's working environment and conditions with other public jobs in Tanzanian's public schools in Namtumbo EL&O<sub>2</sub> said that;

*"...teacher's working environment and conditions in Tanzanian's public schools is very rigid compared to other jobs because it seems like the low level and unrespectable occupational, teaching and learning environment and condition is unfavorable compared to other public jobs..."* (EL&O<sub>2</sub>, 2020).

This also was insisted by EL&O<sub>1</sub> who said that:

*"...according to my experience there is some differences between teachers and other public workers in several areas such as, the living condition especially those accommodated by the government is very primitive to the teachers when you compare with other occupational such as medical, legal and other public workers. Also, teachers in public schools are subjected to poor working environments such as the absence of latrines, offices and water services is very common in many public schools. In short, teacher's working in public schools most of them are associated with bad working conditions and environment..."* (EL&O<sub>1</sub>, 2020).

The above statement is backed up EL&O<sub>3</sub> who insists that;

*"...teacher's working environment is not favorable compared to another professional especially in public schools where by teachers are working in poor condition, poor accommodation and are subjected in poor working environment such as Semeni primary which is positioned in interior area bad rough road ,during rain season no communication, ,also wild animals are living beside the village , also Selous secondary school is in national reserve which wild animals are living beside the school ..."* (EL&O<sub>3</sub>, 2020).

Also, EL&O<sub>9</sub> said that:

*“...in recent years public schools head teachers are enjoying the national cake and feel we are not far from other public occupational since we are getting administrative allowances each month which reduce the hardship of life. Also, there are some motivations such as the payment of salary on time although there is a great problem of increment and promotions to teachers but I think this is the problem to all public workers...” (EL&O<sub>9</sub>,2020).*

About the relationship between teacher’s working environment and conditions in Tanzanian’s public schools with the other public jobs in Tanzania TC<sub>8</sub> contributed by saying that;

*“...I think teacher’s working environment and conditions in public schools is not diverse from other public jobs because the teacher’s salary scale is a smaller amount the same with other professional and both are getting salary on the same date. Also, other allowances like leave and transfer allowance are given equally to both teachers and other occupational...” (TC<sub>8</sub>,2020).*

Also, TE<sub>10</sub> said that,

*“...in general teaching professional in public schools is not good compared to other workers in other public professionals such as nurses, doctors, veterinaries etc. We are living and working in a very poor environment. Can you imagine that is the teacher’s residence but it is very small with no enough ventilation, no water no electricity. This makes teaching is unrespected in the society compared to other public job...” (TE<sub>10</sub>,2020).*

The work environment and environment have a significant impact upon employees’ performance and productivity. By work environment, it means those processes, systems, structures tools or conditions at the work place that impact on individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions. Croome

(2000) asserts that, environment in which people work affects job performance and job satisfaction, the tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology.

Companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employees' health and aspects of physical environment at work such as indoor air quality and lighting. Contemporary literature on stress at working environment has focused on psychosocial factors that affect job performance, strain and employees' health. Some theoretical models of stress at work have included physical environment as a factor.

However, in many cases, studies referring to physical environment factors tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. As researches on job strain and other aspects of stress at work tend not to address the environmental psychology at workplace, the purpose of that study was to create a link between these two fields of endeavor. It is important for management 's effort to create a working environment where everyone is highly motivated and feels valued. The author adds that if staff look after their health, they will be better in their own lives and in the business (Macfie, 2002).

#### 4.4.3 Availability of Teaching and Learning Resources

The study also revealed that, the sufficient or insufficient learning resources because it has the direct or indirect impacts towards teacher's retention in their professional. In understanding if the schools have sufficient teaching and learning resources the researcher posed the following question, do you think teaching and learning resources are sufficient in your school. If NO, what are the common deficiencies in teaching and learning resources? The table 4.9 indicates the common deficiencies in teaching and learning materials.

**Table 4.9: Common deficiencies teaching and learning resources (F=76)**

<b>Common Deficiencies</b>	<b>Frequency</b>	<b>Percent (%)</b>
Shortage of books	12	16
Shortage of Toilets	12	16
Shortage of classrooms	10	13
Shortage of teacher's offices	12	16
Absence of library	12	16
Absence of laboratory	06	07
Absence of computers	12	16
<b>Total</b>	<b>76</b>	<b>100</b>

**Source:** Field Data, 2020

The table 4.9 indicates that, almost all researched schools are faced with the challenges of deficiencies in teaching and learning materials which many of them are the common deficiencies in researched schools.

About the availability of teaching and learning resources TA<sub>9</sub> had the following to state;

*“...NO, we have no sufficient learning and teaching resources in our school and the common deficiencies are the lack of classrooms, offices,*

*toilets, libraries, sports grounds and sports gears, chairs, tables and other teaching and learning infrastructure... ” (TA<sub>9</sub>,2020).*

On the same issue a teacher from school TB<sub>4</sub> contributed by saying that;

*“...NO, our school lacked many teaching and learning resources but the common are the lack of books where by the contemporary ratio is 1:4, teaching and learning aids also is a problem, the absence of computers, printers, photocopy machines and other supporting instruments... ” (TB<sub>4</sub>,2020).*

Also, TE<sub>8</sub> said that,

*“...YES, to some extent the teaching and learning resources are sufficient in some classes such as books for standard i-ii are not a problem because the ratio is 1:1 due to the assistance from USAID. Good performance of Namtumbo District for the recent 3 years is the direct impact of TUSOME PAMOJA program aided by USAIDS which aimed to improve primary education for the 5 years from 2015-20120 in five regions which are Ruvuma, Iringa, Morogoro, Mtwara and Zanzibar. The programme also aimed in improving 3R’s. Also, the programme uses a lot of techniques in improving education such as improving teaching and learning techniques, improving administrative skills, increasing teaching and learning facilities, community and parent’s participation in education for example UWaWa [Ushirikiano wa Wazazi na Walimu] and WJE, [Wahamasishaji Jamii wa Elimu] provision of training to the school committee’s member (Kamati za Shule). Also, other facilities like chairs, desks and tables are not sufficient but it is not a big problem... ” (TE<sub>8</sub>,2020).*

According to Jessey (2002), teaching without resources is like trying to build a house without power tools. Teaching and learning resources are very essential to both teachers and learners in teaching and learning since acts as the supporting tools. Simply, there is no teaching and learning without T/L resources. There are various types of T/L such as visual, audio, printed, non-printed and other many types.

The findings and the research done by Mwanjesa (2003) who argued that teaching and learning resources in public schools is a very serious problem since almost all

public schools have scarce teaching and learning resources. The scarcity of teaching and learning materials differ from one school to another but the common are scarcity of books and electrical devices such as computers, printers, scanners and other electrical related devices. The proposed book ratio is 1:1 but it is usual to observe the ratio of 1:10. This reduces efficiency and effectiveness in teaching and learning.

Teaching and learning condition in many schools were found to be in a bad condition. The permanent buildings such as classrooms, laboratories were not enough and in poor conditions. Schools do not have enough furniture (chairs and tables), including students' desks. Teachers are equally complaining of heavy teaching loads in these schools. Moreover, they show concern about the deterioration discipline among students. Poor teaching and learning condition in these schools are associated with mass failure, especially in mathematics, science and languages, which has been a song of the day in many remote schools. However, in return, much blame is cast back on teachers as being non-innovative, ineffective and incapable in teaching properly. This discourages teachers causing psychological torture and minimizing their motivation and satisfaction with the profession and is associated with their tendency to shift to other schools with relatively good facilities and better performance. While a good number of teachers (56) who responded to this question did not describe teaching and learning condition as a big problem to teacher retention, this factor is found to be ranked third. It could be argued that not all teachers think that student's failure is a big issue to them as long as the governments fail to provide relative teaching and learning resources or students are undisciplined. Therefore, it is reasonable that other teachers would regard this as less important to



them, perhaps comparison with the lack of housing and basic services and the presence of conflicts at school.

#### **4.4.4 Comment on Teacher's Working Environment and Conditions in Tanzanian's Public Schools with those working in Private Schools**

In this section a researcher wanted to understand the respondents' comments on teacher's working environment and conditions in Tanzanian's public schools with those working in private schools. In this section the question posed was, what is your comment on teacher's working environment and conditions in Tanzanian's public schools with those working in private schools? The findings from the research are summarized in the table 4.10 bellow.

**Table 4.10: Common differences on teacher's working environment and conditions in Tanzanian's public schools with those working in private schools (F=104)**

<b>Common difference public vs private teachers</b>	<b>Frequency</b>	<b>Percent (%)</b>
In public salary is low	18	17.0
In public motivation is very low	16	15.5
In public school there is a heavy burden	18	17.0
In public school's T/L materials is scarce	20	19.5
In public schools are faced with absenteeism	16	15.5
In private schools they lack job security	16	15.5
<b>Total</b>	<b>104</b>	<b>100</b>

**Source:** Field Data, 2020

The findings in table 4.10 indicate that, the most respondents' comments that the teachers from public schools are faced with a lot problem on working environment and conditions compared to those working in private schools.

About comment on teacher's working environment and conditions in Tanzanian's public schools with those working in private schools EL<sub>6</sub> said that;

*"...teacher's working environment and conditions in Tanzanian's public schools is not good compared with those working in private school in different ways such as motivation in public schools is very low, low salary, poor living and working environment and harassment from top officials and politicians..." (EL<sub>6</sub>, 2020).*

When the same question posed to TA<sub>7</sub> she commented that;

*"...public schools' teachers are faced with a lot of working environment and conditions when you compare with private schools' teachers. We as public teachers we are facing with a heavy burden of pupils in a class compared to the private schools. Teaching and learning materials also are a big problem in our schools. Not only that but students' absentees and the lack of parent's involvement in school matters also is a serious problem compared to private schools" ... (TA<sub>7</sub>, 2020).*

On the same issue TE<sub>7</sub> contributed by saying that;

*"...private school's teachers are not stable compared to public schools' teachers because they are lacking job security and they are not able to engage in some issues such as application of loans in some financial institutions. Also, private schools' teachers are faced with frequently redundancy and salary fluctuations where by their salary depend on the financial ability of the institutions, and extra motivation depends on personal ability of doing work..." (TE<sub>7</sub>, 2020).*

Education in Tanzania is provided by both the public and private sector although the majority of schools are public owned. The teacher's working environment and conditions in Tanzanian's public schools with those working in private schools is quite different where by private schools are well equipped because they are business oriented compared to the public schools which aimed in rendering of services to the community.

Morgan (1998) many public schools' teachers are working in a poor condition such as heavy work load such as marking of students exercises and preparation of a lesson due to a large number of students which brought a large burden. Also, teachers in public schools are subjected to poor environment such as the absence of offices, toilets and water services which is quiet difference from private schools.

Motivation, incentives and rewards are very common to public teachers where by the school management based on situation and context are supposing to motivate their teachers so as to improve the school performance which encourage the students and parents who are the main clients in their educational business. This is why private schools are performing well min their competitive exams such as mock and national exams. The main challenge which faces private schools' teacher is just the issue of job security where by their existence in a vacancy depends on their performance compared to pensionable work in the government.

Further evidence shows that, whereas agreeing on allowance to motivate teacher in remote areas has been not a big issue, their operationalization, however, has normally failed due to final difficulties (Bennell & Akyeampong, 2007; Pitsoe, 2013). Consequently, many counties have continued to experience difficult in getting teacher in rural schools because those inducements are too insignificant to outweigh the cost of living in remote areas, and are neither targeting nor financially sustainable. That aligns' well with mounting evidence that in most cases financial incentives have had a limited success only in attracting and rectifying urban-rural teacher's imbalances in many African countries (Mulkeen, 2010); Bennell

\$Akyeampong,2007; Pitsoe 2013). In the few cases of success, financial incentives seem to have attracted teachers already in rural regions to transfer to hardship schools within the same region (Mulkeen, 2010. Mulkeen (ibid) fail to mark any indication where such allowances have been able to draw urban teachers to remote schools. However, other schemes such as paid study leave' which could be part of the incentive, tend to unintentionally promote a steady flow of teachers.

#### **4.4.5 Measures to be Taken to Improve Teachers Working Condition in Tanzanian's Public Schools**

The study as well wanted to understand the measures which should be taken to improve teachers working condition in Tanzanian's public schools. The question posed was, what are the measures to be taken to improve teachers working condition in Tanzanian's public schools? The respondents pointed out various measures to be taken as summarized in the table 4.11.

**Table 4.11: Measures to improve teachers working condition in Tanzanian's public schools (F=178)**

<b>Common Measures</b>	<b>Frequency</b>	<b>Percent (%)</b>
Increase of salary	22	12
Promotion on time	20	11
Improvement of working condition	22	12
Improvement of living condition	20	11
Reducing teachers work load	18	10
Presence of annual increment	16	09
Construction of schools' infrastructure	16	09
Presence of incentives and motivation	14	08
Provision of enough grants on time	14	08
Awareness to the society and students	16	10
<b>Total</b>	<b>178</b>	<b>100</b>

**Source:** Field data, 2020

The findings from table 4.11 above indicate that there are various measures to be taken to improve teachers working condition in Tanzanian's public schools but most of the respondents mentioned increase of salary and improvement of working condition.

In interview with TB<sub>10</sub> he contributed the above argument by saying that;

*"...the government should increase teacher's salary, uploading teacher's salary on time, presence of annual increment, payment of salary and other allowances on time this will help to reduce teachers blame to the government..."* (TB<sub>10</sub>, 2020).

In addition, the interview done EL&O<sub>10</sub> on the same issue he replied that:

*"...in general teachers working environment and conditions are not good and need improvement. Government should review and make improvement particularly in remunerations and other allowances such as hardship allowances...."* (EL&O<sub>7</sub>, 2020.)

In conversation TE<sub>2</sub>, he said that;

*"...the government should work together with the society/community and other stakeholders in improving the school's environment such as construction of classes, teacher's houses, dormitories, latrines, libraries and other important facilities for both teachers and pupils. This will help to advance teachers working conditions and boost spirits..."* (TE<sub>2</sub>, 2020).

About measures to be taken TD<sub>9</sub> declared that;

*"...if the government want to improve the teachers working conditions it should employ the new teachers especially in rural areas because teachers in urban areas are enough. Also, the government should disburse the capitation grants on time and there should be good teacher-students ratio and student-book ratio..."* (TD<sub>9</sub>, 2020).

TA<sub>8</sub> also contributed by saying that,

*"...the government, parents, community and other stakeholders should be conscious with the significance of education by supporting the*

*teacher's either by giving morale or by financial support or any other kind of support. The government should allocate enough budgets in education, conducting in-service training, the separation of education and politics. Also, the community should involve in education matters such as UWAWA, WJE and school board and school committee..."* (TA<sub>8</sub>,2020).

Many measures have been found to improve teachers working condition. Payment of incentives, for example, has been reported found to be unsuccessful in increasing motivation. In a study done by Sylvia and Hutchinson, (1985) in the USA, it revealed that among 167 teachers, responded that teacher's motivation is due to several factors in particular they mentioned freedom to try out new ideas, being assigned appropriate responsibilities as well as accessing intrinsic work element.

In order to improve teachers working condition a number of strategies target should be set. First in order to attract and retain an adequate number of teachers, the strategies are to create an environment for the development of a well- grounded motivation and committed teaching force. To archive this strategy, a number of targets should be set, including: first creating and supporting a conducive environment for teachers through community sensitization and mobilization; second, establishing and operatizing a reward system for good practice for teachers and students teachers in a science , mathematics and language subject; third, reviving and strengthening the teacher parent relationship, school committees board to support teacher especially in remote rural and difficult areas by July 2009; four, introducing fee exemption for candidates studying science and mathematics by July 2009; five strengthening continues career guidance and counseling, for schools and colleges by

July 2009 and six , introducing an attractive incentive package for teachers at all level with special consideration of those in difficult environments.

#### **4.5 Exploration of the Issues Affecting Retention of Teachers in Tanzanian Public Schools**

The third research objective was to explore issues affecting retention of teachers in Tanzanian public schools. There are many issues which affect retention of teachers, it has been argued that teachers with higher level of human capital tend to be more effective and are more likely to remain in their jobs, as they possess the skills and knowledge to cope with demands of their position (Boyd *et al*,2005).

##### **4.5.1 Observation of the Cases of Teachers Attrition in Namtumbo District**

In understanding the cases in district level, the following question was posed to district officials responsible with education, have you observed any cases of teacher's attrition in your district? If YES, how many cases of teacher's attrition observed in your district for eight (08) recent years?

Concerning the cases of retention to teachers in Namtumbo District for eight (08) years and EL&O<sub>1</sub> responded by saying that;

*"...YES, for the eight (08) recent consecutive years there are eight (08) cases of teachers drop out in public schools in Namtumbo District Council..."* (EL&O<sub>1</sub> ,2020).

The EL&O<sub>1</sub> findings was backed up by the official documents as presented in Table 4.12 below

**Table 4.12: Teachers Turnover in Namtumbo District Council in recent eight years (N=310)**

S/N	Years	Appointed Teachers (n)	Teachers Dropped Out
1.	2019	21	--
2.	2018	52	03
3.	2017	--	--
4.	2016	--	--
5.	2015	--	--
6.	2014	76	05
7.	2013	58	--
8.	2012	103	--
<b>Total</b>		<b>310</b>	<b>08</b>

**Source:** Field Data 2020

The findings indicate that, in eight consecutive years (i.e 2012-2019,) 310 teachers were employed in the public primary schools but about 8 (2.6%) of these teachers dropped out from the profession for the various reasons and 310 (97.4%) still existing in teaching profession (Namtumbo District council 2019).

In understanding the cases in school level, the following question was posed to teachers, have you observed any cases of teachers drop out in your district? If YES, how many cases of teacher's attrition observed in your district for five (05) recent years?

TA<sub>7</sub> responded on the issue of teachers drop out by saying that;

*"... NO, I didn't observe any case of teachers drop out in my school for five (05) recent years..." (TA<sub>7</sub>, 2020).*

Also, TB<sub>8</sub> contributed on the same issue by saying that;

*"...YES, I observed a case of teachers drop out in my school. In recent five (05) years two teachers dropped out in my school (one male and one female) ..."* (Interview TE<sub>8</sub>, march 2020).



When the same question posed to TC<sub>6</sub> she commented that;

*“...YES, there are some cases of teachers drop out in my school. For example, in recent five (05) years two teacher give up the job in my school due to different factors...” (TC<sub>6</sub>,2020).*

Teacher's turnover is steady decrease in membership of an organization by way of retirement, resignation or death. The problem of turnover is impossible whether in the education sector or any other profession, some is inevitable. This is because, some teachers will retire, some others will quit for reasons that are personal, and some others will be dismissed from their jobs at the same time as some others are encouraged to leave the profession. Henke et al. (2001) found that about 50 percent of those engage as classroom instructor quit within a five years period, and the best and brightest teachers are often the first to leave. This happening has encouraged the concern of why teachers leave their jobs within few years of entering the professional. Teacher's turnover is important challenges that cannot be underestimated because it results in reduce of personnel in schools. This is more evidence in the fact that most of new teachers quit the job in less than five years of starting. However, some of the challenges of the teacher turnover may be linked to career progression of the people involve, in this case, turnover could not be said to be bad. Nevertheless, majority of the reasons that result to teacher's turnover is viewed from variable such as poor remuneration, lack of management encouragement, not too conducive work atmosphere, issues connected to students, and collegiality with peers, there is need to understand thoroughly the factors that contribute to teacher turnover so as to be able to provide a conducive work environment for them. The study identified many causes of teacher attribution recent years such as due to

dissatisfaction of works with current job, unsatisfactory conditions of work and inadequate remuneration, not enough support from family member, management challenges and the public, discipline, challenges of attendance, rising size of classes, inadequate encouragement of students and inadequate opportunities for teachers to partake in important decision that affects their schools.

#### **4.5.2 Issues Affecting Retention of Teachers in Tanzanian Public Schools**

The researcher wanted to share experience on the issues affecting teachers in Tanzanian public schools and the question posed was, according to your experience, what are the issues affecting retention of teachers in Tanzanian public schools. The respondents contributed as shown in the table 4.13 below.

**Table 4.13: Issues affecting retention to teachers (F=104)**

<b>Issues Affecting Retention of Teachers</b>	<b>Frequency</b>	<b>Percent (%)</b>
Scarcity of job in another sector	18	14
Job security in public schools is very high	16	13
Presence of incentives	12	09
Paying salary on time	14	11
Current improvement of working condition	14	11
Married	10	08
Age	10	08
Education	12	09
Family background	10	08
Fear/lack of confidence	12	09
<b>Total</b>	<b>104</b>	<b>100</b>

**Source:** Field Data

The findings from table 4.13 indicate that there are many issues affecting retention of teachers in Tanzanian public schools but the most mentioned issue was the scarcity of vacancy in other sector within the government and the lack of teaching job in private sector.

When the question concerning issues affecting retention of teachers in public schools posed to EL&O<sub>4</sub>, he contributed by saying that;

*“...in recent years to get job in public sector is very difficult so many teachers decided to remain in their teaching career in public schools. Job security is very high in public schools compared to private schools; many teachers are coming from poor families so; it is difficult for them to quit the job. Also, the presence of motivation such as health insurance and loans from various financial institutions push the teachers to remain teaching in public schools...”* (EL&O<sub>4</sub>, 2020).

Also, a teacher from school TA<sub>3</sub> contributed by saying;

*“...the improvement of teaching and learning environment, paying salary on time and good relation in working are some issues which affect teacher’s retention in public schools. The other issues are like being married with employees who is in higher level or businessman who is supportive in family and being satisfied with position especially to headmasters/mistress and head teachers/mistress...”* (TA<sub>3</sub>, 2020).

On the same issue TD<sub>7</sub> also said that;

*“...we are staying in teaching professional in public schools because it is not a dangerous work, teachers are lacked confidence to quit the job, the presence of ample time in doing personal issues especially in week end and evening and also many teachers are married with businessman and officer who are highly paid so make them comfortable in teaching profession...”* (TD<sub>7</sub>, 2020).

Employees in organizations and learning institutions like to feel that someone cares about their work and they are valued (Owens, 2004). Consequently, this motivates them to work more effectively. Owens (2004) describes motivation as the force that causes teachers in public schools to remain in their occupation. This motivation can be either extrinsic or intrinsic (Owens, 2004).

In schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning and who are open to new ideas

and approaches. Teachers' motivation plays an important role in the promotion of teaching and learning excellence motivated teachers are said to be more likely to motivate students to learn and ensure that educational reforms are implemented while feeling satisfied and fulfilled (Jackson, 1997).

#### **4.5.3 Reasons Why Many Teachers Hate Teaching Professional but Only Few Leave the Job**

Concerning the question why many teachers hate teaching professional but only few leaves the job the teachers contributed in various way as indicated in the table 4.14 below.

**Table 4.14: Reasons why many teachers hate teaching profession but only few leave the job (F=112)**

<b>Reasons</b>	<b>Frequency</b>	<b>Percent (%)</b>
High job security	18	16.5
Difficult in breaching the contract	16	14.0
Scarcity of job in another sector	18	16.5
Fear/lack of confidence	16	14.0
Job satisfaction due to poor background	16	14.0
Teachers are not competent in another career	14	12.5
Frequently guidance and counseling	14	12.5
<b>Total</b>	<b>112</b>	<b>100</b>

**Source:** Field data, 2020

The findings from table 4.13 indicate various reasons which pull teachers to remain in teaching professional although they hate the career.

Responding to question in an interview with EL&O<sub>1</sub> said:

*“.... a public servant (including teachers) once breaches the employment contract it takes time to solve the problem due to the fact that the government procedures take a long time to solve the matter as stipulated in the ELRA No. 6 of 2004 and PSA, No. 8 of 2002. This*

*gives the chance to employees to adjust behavior which is contrary to private organizations...*” (EL&O<sub>1</sub>,2020).

In another interview with EL&O<sub>2</sub> on teaches’ retention said that:

*“... employee is hardly to terminate the employment with the public sector because the rate of being fired is very low. Therefore, job security is one of the main factors keeping us in the employment of the public sector...”* (EL&O<sub>2</sub>,2020).

Also explaining this initiative to ensure teachers are retained EL&O<sub>4</sub> stated that,

*“..... One of the most teachers’ quitting factors in the public primary schools is poor working conditions. However, in recent year Tanzania government is trying to improve the working environments to attract and retain teachers in public secondary schools especially the high qualified ones. We observe these in continuing building construction projects around all public primary schools in the country even though are not sufficient, and provisional increase rate of teaching and learning materials such as text books. All these are meant to influence teachers opt to stay in the public schools rather than leaving them ....”* (EL&O<sub>4</sub>,2020).

TE<sub>4</sub> also said that;

*“...because teaching in public schools is a permanent and pensionable job, the absence of other jobs in government and public sector and satisfaction of many teachers because they are coming from poor families...”* (TE<sub>4</sub>,2020).

Another respondent TC<sub>8</sub> contributed by saying that;

*“...many teachers hate teaching professional in public schools but they are not quitting the professional because many teachers are not aware with other professional, the teaching education did not prepare teachers to opt another professional and the fear of dropping out while they have no option...”* (TC<sub>8</sub>, 2020).

Also, TA<sub>2</sub> contributed by saying that;

*“...many teachers in public schools hate teaching professional because they didn’t master their professional and heavy burden especially in*

*rural areas but they didn't drop because they have no alternative...*  
 "(TA<sub>2</sub>,2020).

Another Respondent TD<sub>7</sub> replied by saying that;

*"...Although the teaching environment here is not that much good, at least the school administration is doing fine to us teachers. The head of the school is working so close to teachers, trying to make teachers feel as one family. This has made a lot of things possible. For example, it is not surprising that teachers are even ready to conduct remedial classes without pay, they work as a team and think that a problem of the school is actually their problem. This is because the head of the school is using participatory style of leadership (one of the interviewed school teachers)" (TD<sub>7</sub>,2020).*

The views above indicate that if teachers are involved in making decisions about school administration, especially, by the school administration being open and realistic in showing what can be done as well as the limitations so that the common decision on what is possible can be made. As pointed, teachers were even ready to engage in remedial classes without extra pay since they took that as their responsibility.

The findings from interviews are in line with Warr's (1998) views regarding the factors that influence motivation. Warr (1998) shows that feelings for job satisfaction can be influenced by a variety of factors such as the quality of one's relationship with his/her supervisor, the quality of the physical environment in which one works, and the degree of fulfillment in his/her work. Warr (1998) recommends the education stakeholders to bear in mind that promoting teachers' motivation is necessary and possible since it does not always involve money or tangible things but even such things as valuing each other as individuals who matter at the workplace.

The implication of the above analysis is that, school administration should strive to make working environment friendly at least by making teachers feel valued and valuing their opinions in running the school. When this is done, even the problems within the school, be it environmental or otherwise, may be solved or faced together.

Concerning the measures to be taken EL&O<sub>1</sub> declared that;

*“...the government should improve teaching and learning conditions in public schools, promotion of teachers on time and annual increment, presence of incentives especially to teachers who are performing well, the separation of politics and educational matters and in-service training to teacher’s...” (EL&O<sub>1</sub>,2020).*

The above argument also was supported by a ...” (EL&O<sub>3</sub>) officer who argued that;

*“...in order to maintain teacher’s retention the government should increase the number of teachers by employing new teachers especially in the rural areas , improvement of teaching facilities especially books, teachers who are wedded should not leave separately, cooperation between officials and teachers in social activities, there should be frequently meeting at a school and district level so as to solve or reduce teachers challenges and respect to the teachers especially from top officials...” ( EL&O<sub>3</sub>, 2020 )*

Also, EL&O<sub>4</sub> contributed by saying that;

*“...there are a variety of measures which can be taken by government and other stakeholders in order to maintain teacher’s retention in public schools such as there should be a single department dealing with teachers as a substitute of teachers being controlled by different departments such as TSC, HRO, DEO and DED, there should be soft loans to the teachers, there should be time to time orientation to teachers especially young teachers relating to teachers code of conduct and the existence good leadership in education from school/institutional to national level. Also, the government should support the teachers in their social activities such as wedding and funeral...’ ...” (EL&O<sub>4</sub>,2020)*

A teacher from school TD<sub>10</sub> also supported by saying that:

*“...there are diverse of measures which government, NGOs, community, students and teachers can use to maintain teacher’s*

*retention in our public schools. Some measures are like improvements of schools facilities, improving teacher's salary, community involvement in school matters and student's commitment in education..." (TD<sub>10</sub> 2020).*

Also, another teacher from school TB<sub>9</sub> argued that:

*"...financial improvement is the primary measure which will help to maintain teacher's retention especially in public schools, but also social matters such as being trusted and respected by the administration and higher authority worthy enough the teachers and makes them satisfied. I think this will also help to maintain teacher's retention..." (TB<sub>9</sub> 2020).*

Bunley (2008) also revealed that job satisfaction, job security, salary, promotion, attending workshops and seminars, professional development opportunity, the reward system for good work and conducive teaching and learning environment are the Measures which can be used to maintain teacher's retention.

According to Passions (2006), the level of support that teachers receive can make a huge difference in the way they feel about their jobs. A survey from the Center for Teacher Quality, which included responses from 32,000 teachers, revealed that support from colleagues and administrators is one of the most significant factors in a teacher's decision to stay or leave the profession. By ensuring that teachers feel supported and cared for, administrators can keep teachers satisfied in their current positions.

To learn how to best support your teachers, start by giving them more opportunities to express their opinions and concerns. Allowing teachers to have monthly 1-on-1 meetings with administrators and/or the principal is a great way to provide these



opportunities. Studies also suggest that schools should invite teachers to board meetings as well as include them in major district decisions. Once you identify what your teachers need most, such as certain resources or policies, be sure to respond to these needs to further support them.

When teachers dislike their work environment, they may dread going to school as much as students do. A study from the Peabody Journal of Education revealed that the way in which teachers perceive their schools' working conditions and environment "were the most significant predictors of beginning teacher's morale, career choice commitment and plans to stay in teaching." And fortunately, improving your school's work environment doesn't require costly repairs or renovations. One study from Teachers College Record found that when it comes to the school environment, teachers care more about cultural conditions than clean facilities or technology.

To ensure that your teachers have the best working conditions possible, promote a positive school culture where both teachers and students feel safe, trusted, and respected. Your school can cultivate a culture of safety by educating teachers as well as students on essential safety procedures, such as dealing with fires or earthquakes. To promote an environment of trust, give teachers more control over the way in which their classrooms are managed. Finally, establish respect among teachers and students by implementing team-building activities at least once a month and offering opportunities for group decision-making.

Unless schools take action to mitigate teacher turnover, the problems associated with a dwindling teacher population will only intensify in the coming years. Fortunately, recent studies and teacher feedback have revealed proven methods that will improve the likelihood of teacher retention. Along with mitigating the significant costs associated with turnover, these strategies will strengthen the overall fabric of schools by cultivating effective collaboration, increasing teacher success, and improving school culture. As a result, district leaders can create a school environment in which both students and teachers can succeed.

#### **4.6 Analysis of Issues on Teachers Working Conditions as Displayed in Guideline and Policy Documents**

The fourth research objective was to analyze issues on teachers working conditions as displayed in guideline and policy documents.

The objective carried subsections which are;

##### **4.6.1 The Extent in Which the Education Policy is Known to Teachers**

In section the researcher wanted to understand to what extent the education policy is known to teachers. The question posed was, according to your experience, to what extent the education policy is known to teachers? The following are the response of the respondents;

Concerning the extent in which the education policy is known to teachers EL&O<sub>2</sub> contributed that;

*“... the issues and changing trends according to policy guidelines guiding teachers working environment and working condition in public schools is known to teachers at minimum level because the teachers are not concerned in the policy implementation....”*  
(EL&O<sub>2</sub>,2020).

On the interview done with TE<sub>3</sub>, the response was;

*“...according to my experience, education policy is known only to a small number of teachers especially those who loves teaching career but the majority do not know the education policy particular recent education policy of 2014, free education policy and inclusive education policy...”* (TE<sub>3</sub>,2020).

Another respondent TA<sub>6</sub> said that;

*“...education policy is not known to many teachers because now days teachers are very busy with their family and economic activities instead of reading educational policy and other educational directives and seculars...”* (TA<sub>6</sub>,2020).

Also, respondent TC<sub>2</sub> contributed on the same issue by saying that;

*“...only few teachers’ especially in public schools understood educational policy to some extent and not the entire documents. Teachers understood some parts of the policy especially the parts which directly touch their daily practice...”* (TC<sub>2</sub>,2020).

The same question was posed TA<sub>3</sub> and the response was;

*“.... only few teachers about 25% are aware with the current Tanzania education policy particularly me. Most of the teachers are not aware with current Tanzania education policy because there is no enough information on the policy change or review....”* (TA<sub>3</sub>,2020).

Teaching professional like other professional are guided with several policy which teachers should hold on it. The policy guidelines which guide teachers working environment and working condition in public schools differ from one country to another depending on the mission and vision of the country, culture, population, economic status of the country and political influence (Henry, 2008).

Smith (2005), teacher policy concerns have intensified in recent years due to the profound economic and social changes underway and the imperatives for schools to provide the foundations for lifelong learning. All school systems have been engaged in major curriculum reforms, and have placed stronger emphasis on gender equality within schools, the incorporation of information and communication technology, and greater integration of students with special needs. Such development requires re-examination of the role of teachers, their preparation, work and careers. In Tanzania many researches show that many teachers are not aware on issues and changing trends according to policy guidelines guiding teachers working environment and working condition in public schools.

#### **4.6.2 Issues and Changing Trends According to Policy and Guidelines Guiding Teachers**

On issues and changing trends according to policy and guidelines guiding teachers the teachers the question posed was what are the issues and changing trends according to policy and guidelines guiding teachers?

The findings indicate that, some teachers are aware with issues and changing trends according to policy and guidelines guiding teachers in a small extent except free education policy which is common to every teacher.

In regard on the issues and changing trends according to policy and guidelines guiding teachers EL&O<sub>4</sub> said that:

*“...according to my experience as a teacher and educational officer the issue and changing trends according to policy which is known almost to every teacher is current educational policy, I mean free education policy which replaced the cost sharing policy which lasted in 2015. The rest issues and changing trends is familiar only to few teachers especially head teachers and head masters/mistress who are nearby those documents related to policies and other related documents...”* (EL&O<sub>4</sub>, 2020).

Also, TE<sub>7</sub> responded by saying that;

*“...we as teachers we are conscious with issues and changing trends according to policy and guidelines guiding teachers such free education from pre-primary to form four which is regarded as primary education, compulsory pre-primary education before entering primary education (standard one) and introduction of new subjects such as TEHAMA and Haiba na Michezo in primary schools...”* (TE<sub>7</sub>, 2020).

Respondent TD<sub>9</sub> also contributed on the same question by saying;

*“...education policy and guidelines guiding teachers change from time to time due to different factors such as the global change, economic situation of the country and political pressure. The contemporary change in education policy is the cutback of years in primary education from seven years (07-standard seven) to six years (06-standard six) ...”* (TD<sub>9</sub>, 2020).

The history of Tanzania’s educational system is a complex one, and has been driven by many goals, ideologies, intentions, and motives. Yet, understanding the changes and recognizing the similarities across all of the fluctuations and shifts in education in Tanzania can reveal important implications for current and future educational policies. In recent year’s work-oriented education remains an important component of the current Tanzanian educational policy despite a shift in the 1995 Education and Training Policy (ETP). This shift saw policies move away from vocational education to a more general education policy, and it was accompanied by a change in policy emphasis from rural-oriented vocational education to technology education.

The findings show that educational issues and changing trends according to policy and guidelines guiding teachers is not known to many teachers especially in public schools. The teachers are busy in preparation of teaching and learning materials and they have nothing to do with issues and trends according to policy guidelines. The research indicates that almost all respondents are only aware with the free education policy which is common even to illiterates in rural because it acts as the national agenda.

#### **4.6.3 Attending In-service Training Concerning Policies Change to the Teachers**

To understand whether the teachers are attending in-service training the question posed was, are you attending in-service training concerning policies change to the teachers in your school? About attending in-service training concerning policies change to the teachers the teachers answered by a variety of views.

EL&O<sub>1</sub> said that;

*“...there is need to have a well-planned in-service education programmed with clearly defined objectives growth and improvement of instruction and leadership skills. In-service education should be recognized as part of institutional or organizational activities designed by government for staff development and motivation...” (EL&O<sub>1</sub>).*

EL&O<sub>4</sub> contributed on in-service training by saying that;

*“...I didn't observe any teachers attending in-service training in my district for many years although there is frequent transformation in education policy, directive and seculars...” (EL&O<sub>4</sub>, 2020).*

Another respondent TA<sub>6</sub> when asked on the same matter replied by saying that;

*“...some teachers attended seminars, workshop, exhibition and short courses relating to policies change to the teachers such as 3Rs (writing,*

*reading and arithmetic/counting) for pre-primary teachers up to standard two teachers... ” (TA<sub>6</sub>,2020).*

In another interview with TB<sub>4</sub>, she expressed that;

*“...the main aim of in-service training to teachers is to keep them up to date but I didn't attend any seminar concerning educational policy in my working time of 23 years.... ” (TB<sub>4</sub>,2020).*

Also, TC<sub>6</sub> said that;

*“...there is increasing awareness of the impact of social, political and technological changes and of the need for teachers to be conscious of and responsive to such changes. Therefore, in-service training is very essential to teachers... ” (TC<sub>6</sub>, 2020)*

The need for in-service education of teachers cannot be underestimated. It is a necessity in enhancing work performance and motivation of teachers in the field. Absence of in-service training of teachers will retard professional growth of teachers as well as “missing gaps” between demands and actual achievement levels. In-service education allows for such activities that may include seminars, workshops, conferences, classes, and exhibitions etc. that are designed to develop and improve employees in an organization from the initial employment stage to retirement. From the foregoing, it becomes imperative that every attention should be devoted to the in-service education of teachers to promote their professional growth and development. Therefore, the focus of this paper is to have an overview and problems of in-service education of teachers in Tanzania. Finally, relevant suggestions were put forward to achieve a better staff development programmed aimed at helping teachers to update their knowledge, expertise, skills and competence in the teaching profession.

The teachers are regarded as the hub of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge and interest, subsequent to initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher. As Fisher, R. (2013), has rightly pointed out the skill appropriate for generation ago might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities.

In general, extensive seminar(s) are more likely to be captured by firms if employees are motivated to stay and contribute to the firm 's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments. Organizations with extensive training opportunities should experience lower turnover rates. However, an interesting finding included a positive relationship between training and the discharge rate. Companies that provide more training are concerned about employee skills and performance, and thus experience a high percentage of employee terminations (Walsh and Taylor, 2007).

#### **4.6.4 Suggestions to Overcome the Challenges Which May Lead to Teacher's Turn over in Public Schools Related to Policies**

On the suggestions on the ways to overcome the challenges which may lead to teacher's turnover in public schools related to policies the respondents were required to respond to the question which stated that, what would you suggest to overcome the challenges which may lead to teacher's turnover in public schools related to policies?



In this question the respondents enclose various answers as summarized in the following table 4.15

**Table 4.15: Suggestions to overcome the challenges which may lead to teacher's turnover in public schools related to policies (F=81)**

<b>Suggestion</b>	<b>Frequency</b>	<b>Percent (%)</b>
Provision of time-to-time seminar	18	22
Provision of policies and trends change documents to the teachers	18	22
Day to day teachers staff meeting/discussion	13	16.5
Teachers' participation in policies and trends change	15	18.5
Formulation of reasonable and valid policies	17	21
<b>Total</b>	<b>81</b>	<b>100</b>

**Source:** Field data, 2020

The findings from table 4.16 indicate that the common suggestions to overcome the challenges which may lead to teacher's turnover in public schools related to policies are provision of time-to-time in-service training and provision of policies and trends change to the teachers.

Concerning the common suggestions to overcome the challenges which may lead to teacher's turnover in public schools related to policies EL&O<sub>6</sub> declared that;

*"...the government should improve teaching and learning conditions in public schools, promotion of teachers on time and annual increment, presence of incentives especially to teachers who are performing well, the separation of politics and educational matters and in-service training to teacher's..."* (EL&O<sub>6</sub>,2020).

Concerning the above question EL&O<sub>3</sub> contributed by saying;

*"...the government and other stakeholders should provide time to time seminars relating to educational policy to the teachers so as to keep*

*them conscious and up to date, provision of policies documents to the teachers in every school and advice head teachers and head of schools to have meeting with teachers concerning policies at least once per term... ” (EL&O<sub>3</sub> ,2020).*

The above argument also was supported by EL&O<sub>5</sub> who argued that;

*“...in order to maintain overcome the challenges which may lead to drop out the government should increase the number of teachers by employing new teachers especially in the rural areas , improvement of teaching facilities especially books, teachers who are wedded should not leave separately, cooperation between officials and teachers in social activities, there should be frequently meeting at a school and district level so as to solve or reduce teachers challenges and respect to the teachers especially from top officials... ”( EL&O<sub>5</sub> ,2020).*

Also, a respondent TB<sub>5</sub> contributed by saying that;

*“...there are a variety of measures which can be taken by government and other stakeholders in order to maintain teacher’s retention in public schools such as there should be a single department dealing with teachers as a substitute of teachers being controlled by different departments such as TSC, HRO, DEO and DED, there should be soft loans to the teachers, there should be time to time orientation to teachers especially young teachers relating to teachers code of conduct and the existence good leadership in education from school/institutional to national level. Also, the government should support the teachers in their social activities such as wedding and funeral... ” (TB<sub>5</sub> ,2020)*

Also, another TE<sub>4</sub> argued that:

*“...financial improvement is the primary measure which will help to maintain teacher’s retention especially in public schools, but also social matters such as being trusted and respected by the administration and higher authority worthy enough the teachers and makes them satisfied. I think this will also help to maintain teachers retention... ”(TE<sub>4</sub> ,2020).*

In the interview with the EL&O<sub>2</sub> argued;

*“...here in the council, we have been advising the teachers to have small projects like poultry, garden farming and small business which*

*they can attend at their free time like after working hours, weekends and during holidays. They can have loans from financial institutions in order to have capital to start up their projects. These projects can reduce their dependency on salary which is always not sufficient... (EL&O<sub>2</sub>,2020)*

Also, in the same issue EL&O<sub>4</sub> suggested that;

*“...my suggestions on the ways to overcome the challenges which may lead to teacher’s dropout is that, the government should engage the teachers in the formulation or amendment of the policy so as to encounter the teachers views and perception because the teachers are the main implementers’ of the policy...” (EL&O<sub>4</sub> ,2020).*

When the same question posed to TC<sub>5</sub>, she replied by saying that;

*“...the formulation of fair policies in education such as the presence of contract job instead of permanent job up to 60 years which bound a teacher in a public job, the separation of politics and education policies also will help to overcome the challenges which may lead to teacher’s drop out in public schools...” (TC<sub>5</sub>, 2020).*

Also, TA<sub>9</sub> had the following to contribute:

*“...since policies and changing trends in education is very common, my suggestion is that, the government should form a single permanent organ which will deal with policies change and the organ should consist different educational stakeholders such as educational planners, managers, administrators and teachers from different level. Also, the community should be involved in those changes...” (TA<sub>9</sub>2020).*

According to HakiElimu, approximately 12 percent of teachers will leave the profession within their first five years of teaching. This high turnover in public schools is forcing the government to spend substantial amounts of time and money on recruiting new teachers especially English, Mathematics and Science teachers. Fortunately, government can overcome this expensive and frustrating roadback by increasing teacher retention rates.

But with so many strategies and suggestions out there for increasing teacher retention rates, how are you supposed to know which ones are truly active. Since 2001, Tanzania has taken major initiatives in improving primary and secondary education sectors has taken major initiatives in improving primary and secondary education sector. The Primary Education Development Plan and the Secondary Education Development Plan implemented starting in 2004 have led to important improvements in provision of basic education in the country.

Based on a review an extensive body of research on teacher recruitment and retention, we identify five major factors and related policies, which influence teachers' decision to enter, stay or leave the teaching profession. Those factors are salaries and other compensation, preparation and costs to entry, hiring and personnel management, induction and support for new teachers, working conditions including school leadership, professional collaboration and shared decision-making, accountability systems and resources for teaching and learning.

#### **4.7 Summary of the Findings**

The findings indicate that job security, scarcity of other job in public and private sector and teacher personal characteristics are perceived factors influencing teacher's decision stay in teaching profession. These factors influence teachers differently depending on individuals' influential factor among the others. Although working conditions was described in the conceptual framework in figure 2.1 but was denied by the participants in this study to be one of the factors for teachers' retention decision. Moreover, these are identified initiatives in which the government as

overall employer of the public sector uses to retain high qualified teachers. These initiatives include gradual salary increase, work environment improvement, career development opportunity and promotion.

## **CHAPTER FIVE**

### **SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study. Precisely, the chapter summarized the whole study on the analysis of motive behind teacher's retention with empirical evidence from Namtumbo district. It reviews the summary of the study, which includes the main purpose, specific objectives, literature review especially the party of theories which guide the study and research methods. Further, the chapter gives conclusion of the study and puts forward recommendations basing on the main issues raised from findings and discussion.

#### **5.2 Summary of the Major Findings**

Among the critical sources of school level teachers' low retention are included the lack of decent teachers' housing, social services, poor teaching and learning situations, as well as limited opportunities for teachers to raise their low salaries. Basing on the research findings the following summary can be made.

##### **5.2.1 Stakeholders Perceived on Teachers Working Conditions in Tanzanian Public Schools**

The findings revealed that stakeholders perceived on teachers working conditions in Tanzanian public schools in various ways. The large number of respondents admitted that teachers working conditions in Tanzanian public schools are not good. From findings there are several stakeholders' perception on teachers working conditions in

Tanzanian public schools which is categorized by good experiences such as paying salary on time, improvement of school infrastructure, the presence of loans, improvement of T/L materials and community involvement in schools' matters. Also, there are some bad perceptions on teachers working conditions in Tanzanian public schools which are low salary, lack of annual increments and promotions, heavy teaching burden, the limited supply of T/L materials, poor/shortage of infrastructure, unfulfilled promises, and interference of politics in education, home to school distance and poor community /parental involvements. Generally, stakeholders have an agreement on poor working condition in the teachers working conditions but the mostly perceive it negatively.

### **5.2.2 Teachers Experiences in Working Conditions and Environment in Tanzanian Public Schools**

The findings show that, there are positive and negative experiences in working conditions and environment in Tanzanian public schools. Positively, teachers in public schools are experiencing the increase of salary, improvement of teaching and learning materials, improvement of accommodation, provision of soft loans, reduction of home to school distance, presence of incentives and motivation, and community involvement in schools' matters.

Also, in a negative way the teachers in public schools are experiencing bad working condition and environment such as low salary, lack/rate of increment and promotions, heavy teaching burden, the lack of teaching and learning materials, poor

or shortage of infrastructure, unfulfilled promises, interference of politics in education, home to school distance and poor parents' involvement in education.

### **5.2.3 Issues Affecting Retention of Teachers in Tanzanian Public Schools**

The findings revealed that, there are several issues which affect retention of teachers in public schools in Tanzania. According to the respondents the major issues affecting retention of teachers in public schools are scarcity of job in other sector and job security in public schools is very high. The findings also established other issues such as presence of incentives, paying salary on time, improvement of working condition, married, age, level of education, family background and fear/lack of confidence are among the issues affecting retention of teachers in Tanzanian public schools.

### **5.2.4 Issues on Teachers Working Condition as Displayed in Guideline and Policy Documents**

The fourth research objective was to analyze issues on teachers working conditions as displayed in guideline and policy documents. The findings pointed out that, the issues and changing trends according to policy guidelines guiding teachers working environment and working condition in public schools is known to teachers at minimum level because the teachers are not concerned in the policy formulation. This means that, only few teachers' especially in public schools understood educational policy to some extent and not the entire documents. Teachers understood some parts of the policy especially the parts which directly touch their daily practice, so this affects retention of teachers in Tanzanian public schools.



### 5.3 Conclusions

Teaching profession almost in the world over is becoming a 'profession at risk' if no quick measures are taken to solve teachers' problems in the teaching cadre. In my own view, in the future, teaching may become a 'profession at risk' if no quick measures are taken to redress the situation. Such a conclusion is made from the view that currently, according to Sinyol (2007) teachers have lost the morale to teach and some discourage their own children to become teachers. The government and the authorities are forgetting that schools are more than physical capital such as school buildings, classrooms and offices without well prepared, retained and retrained human capital. The former being significant, it loses its meaning if the latter is overlooked.

Morgan (2002) argued that many teachers are working in hard environment and conditions particularly low payment which decreases teacher's morale. A teacher who is not satisfied with the payment he/she receives as a professional can hardly be motivated. The education management at their relevant areas of jurisdiction should make such policies and procedures which increase employee's satisfaction and motivation through, among other things, paying good salaries. Paying good salaries to teachers will make them feel satisfied, hence raise their working morale. From collected data, the analyzed data suggest that the studied teachers were not satisfied with the current payment. Thus, current pay was found to be de motivating factor in decreasing the morale among teachers in studied public secondary schools in Namtumbo district.

Many teachers in public schools in developing countries are working in a poor environment such as a large class sizes, shortage of teachers, heavy teachers' working load and lack of teacher motivation. They further found that teachers were demoralized with heavy workloads, handling many lessons, many pupils and work for long hours. Also, many teachers are subjected to poor living conditions especially in the rural where they are in danger of wild animals and other calamities (Majanga, 2010).

There are many policies concerning teachers working conditions and other demands. Most of these policies are financially or economically based, minimal, unsatisfactory, and ineffective ( Anangisy, 2011). Research evidence indicates that monetary-related policies and incentives are difficult to implement in retaining teachers in countries like Tanzania, where such a resource is scarce (Mulkeen et al., 2007; URT, 2012). In Tanzania, the difficulty is evidenced, for instance, in the continuous strikes and confrontations at different times between the teachers' union and the government over the issue of salary and fringe benefits for teachers (Onyango, 2013; Peter, 2012; Rweyemamu, 2013, 2014; Yankami, 2014). The policy explains the financial role of the employer such as annual leave payment, overtime payment and studying cost. Also, the labour relation acts insist on maternity and paternity leave, medical leave especially in serious illness and other related workers' rights. Moreover, policies addressing the shortage of teachers in Tanzania seem to focus more on supply-side solutions, especially enrolment expansion, while paying less attention to the demand side, particularly the 'revolving door' whereby teachers, for various reasons, leave the teaching profession in unprecedented numbers. Hence, though many teachers are

being trained, yet, they cannot be traced in the education system. Thus, getting more teachers into the career pipeline alone cannot address teachers' deficit problem (Pitsoe & Pertunia, 2012). Evidence shows that many teachers immediately after graduation have continued to flee from the teaching profession, instead of going to classroom (Onyango, 2013; Peter, 2012; Rweyemamu, 2013, 2014; URT, 2008; Yankami, 2014). Suggestions such as forcing teacher graduates into classes without proper motivation are even worse. It is likely to generate a negative outcome in practice and in effect.

The other teacher retention policy option considered has been to recruit and/or post teachers from within their local areas of origin. However, evidence indicates that the policy is hardly attainable, as most teachers usually do not want to be posted to their home areas due to the burden of extended family obligations.

#### **5.4 Recommendations**

On the basis of the findings and conclusion of the study, the following recommendations are proposed for the retention of teachers in Namtumbo district council and the country as whole. It was observed teachers' decision to remain in teaching professional start with intrinsic motivation then is accelerated via extrinsic factors such as job security and salary. Therefore, the salary of teachers needs to be increased in reasonable rate reflecting the current living standard condition. Therefore, number of staying teachers in the public sector will be increased more and more as salary being one of the most positive factors for teachers' decision to stay in a teaching professional.

Teachers like other employees need fair and equal treatment regarding employment affairs as stipulated in their contract. Issues like career development opportunities and promotion should be built on fairness and that's why a good communicated and applicable fair policy is needed to be addressed. This is because lack of equity and negative attitude toward some teachers reduces the likelihood to stay in the teaching professional.

Reasons for individual satisfaction that lead to retention decision differ from one person to another; for instance, while some teachers think are more motivated to stay because of the job security a particular job has, others salary or individual characteristics comes first. Therefore, these individual differences in terms of driving forces toward retention decision need to be considered rather than basing on a single factor.

Working conditions such as daily duties and responsibilities adequacy of teaching and learning materials and class size are very crucial aspect for teacher's decision on staying or leaving the teaching professional. Despite of its importance weakness conditions are not impressive at all although there are some efforts carrying out to improve them but it seems like are in vacuum comparing to the real situation. Therefore, deliberate efforts are needed to rescue the situation toward conducive working environment so as to ensure teachers are enjoying hence increases the staying possibilities among teachers in their teaching professional.

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## APPENDICES

### APPENDIX I: Interview Guide Question for Human Resource Officer

1. Name of school.....
2. Gender.....
3. Age.....
4. Level of education.....
5. Years in service/ Experience.....
6. Can you share what you know as a good experience for a person working as a teacher in Tanzanian's public schools?
7. What do you know as a bad experience of a person working as a teacher in Tanzanian's public schools?
8. What is your comment on teacher's working condition in Tanzanian's public schools?
9. According to you experience, what is stakeholder's perception on teachers working environment and condition in Tanzanian public schools with the other public job in Tanzania?
10. What is your comment on teacher's working condition in Tanzanian's public schools with those working in private schools?
11. Have you observed any cases of teacher's turnover in you district? IF YES, how many cases of teacher's turnover reported in your district for the eight (08) recent years?
12. How many you compare the teacher's retention with the other public jobs in your District?

13. According to your experience, what are the issues affecting retention of teachers in Tanzania public schools?
14. Why many teachers hate teaching professional but only few leaves the job?
15. What are issues and changing trends according to policy and guideline guiding teachers?
16. What would you suggest to overcome the challenges which may lead to teacher's turnover in public schools?

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX II: INTERVIEW GUIDE QUESTION FOR EDUCATIONAL  
OFFICER**

**INTERVIEW GUIDE FOR TEACHERS**

1. Name of school.....
2. Gender.....
3. Age.....
4. Level of education.....
5. Years in service/ Experience.....
6. Can you share what you know as a good experience for a person working as a teacher in Tanzanian's public schools?
7. What do you know as a bad experience of a person working as a teacher in Tanzanian's public schools?
8. What is your comment on teacher's working condition in Tanzanian's public schools?
9. According to you experience, what is stakeholder's perception on teachers working environment and condition in Tanzanian public schools with the other public job in Tanzania?
10. How can you relate teacher's working environment and condition in Tanzanian's public schools with the other public job in Tanzania?
11. What is your comment on teacher's working condition in Tanzanian's public schools with those working in private schools?
12. Have you observed any cases of teacher's turnover in you district? IF YES, how many cases of teachers drop out reported in your district for the eight (08) recent years?

13. How many you compare the teacher's retention with the other public jobs in your District?
14. According to your experience, what are the issues affecting retention of teachers in Tanzania public schools?
15. Why many teachers hate teaching professional but only few leaves the job?
16. What measure can be used to maintain teaches' retention in public schools in your District?
17. What are issues and changing trends according to policy and guideline guiding teachers?
18. What would you suggest to overcome the challenges which may lead to teacher's turnover in public schools?

**THANK YOU FOR YOUR COOPERATION**



**APPENDIX III: Interview Guide Question for Teachers' Service Commission  
(TSC)**

**INTERVIEW GUIDE FOR TEACHERS**

1. Name of school.....
2. Gender.....
3. Age.....
4. Level of education.....
5. Years in service/ Experience.....
6. Can you share what you know as a good experience for a person working as a teacher in Tanzanian's public schools?
7. What do you know as a bad experience of a person working as a teacher in Tanzanian's public schools?
8. How do you perceive teaching working condition in your District in public schools?
9. According to you experience, what is stakeholder's perception on teachers working environment and condition in Tanzanian public schools with the other public job in Tanzania?
10. How can you relate teacher's working environment and condition in Tanzanian's public schools with the other public job in Tanzania?
11. What is your comment on teacher's working condition in Tanzanian's public schools with those working in private schools?
12. Have you observed any cases of teachers drop out in you district? IF YES, how many cases of teachers' turnover reported in your district for the eight (08) recent years?

13. How many you compare the teacher's retention with the other public jobs in your District?
14. According to your experience, what are the issues affecting retention of teachers in Tanzania public schools?
15. Why many teachers hate teaching professional but only few leaves the job?
16. What measure can be used to maintain teaches' retention in public schools in your District?
17. What are issues and changing trends according to policy and guideline guiding teachers?
18. What would you suggest to overcome the challenges which may lead to teacher's turnover in public schools?

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX IV: Interview Guide Question for Tanzania Teachers' Union (TTU)**

**INTERVIEW GUIDE FOR TEACHERS**

1. Name of school.....
2. Gender.....
3. Age.....
4. Level of education.....
5. Years in service/ Experience.....
6. Can you share what you know as a good experience for person working as a teacher in Tanzanian's public schools?
7. Can you share what you know as a bad experience of a person working as a teacher in Tanzanian's public schools?
8. How do you perceive teaching working condition in your district in public schools?
9. According to you experience, what is stakeholder's perception on teachers working environment and condition in Tanzanian public schools?
10. How can you relate teacher's working environment and condition in Tanzanian's public schools with the other public job in Tanzania?
11. What is your comment on teacher's working environment and condition in Tanzanian's public schools with those working in private schools?
12. Is the pay given to teachers worth the services they render?
13. Are the teachers promoted on basic of their service and qualification in time?
14. Have you observed any cases of teacher's turnover in you district? IF YES, how many cases of teachers drop out reported in your district for the eight (08) recent years?

15. According to your experience, what are the issues affecting retention of teachers in Tanzania public schools?
16. Why many teachers hate teaching professional but only few leaves the job?
17. What measure can be used to maintain teaches' retention in public schools in your District?
18. According to your experience, to what extent the education policy is known to teachers?
19. What are issues and changing trends according to policy and guidelines guiding teacher?
20. What would you suggest to overcome the challenges which may lead to teacher's turnover in public schools?

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX V: Interview Guide Question for Ward Educational Coordinator**

1. Name of school.....
2. Gender.....
3. Age.....
4. Level of education.....
5. Years in service/ Experience.....
6. Can you share what you know as a good experience for a person working as a teacher in Tanzanian's public schools?
7. What do you know as a bad experience of a person working as a teacher in Tanzanian's public schools?
8. What is your comment on teacher's working condition in Tanzanian's public schools?
9. According to you experience, what is stakeholder's perception on teachers working environment and condition in Tanzanian public schools with the other public job in Tanzania?
10. How can you relate teacher's working environment and condition in Tanzanian's public schools with the other public job in Tanzania?
11. What is your comment on teacher's working condition in Tanzanian's public schools with those working in private schools?
12. Have you observed any cases of turnover in you district? IF YES, how many cases of teacher's turnover reported in your district for the eight (08) recent years?
13. How many you compare the teacher's retention with the other public jobs in your District?

14. According to your experience, what are the issues affecting retention of teachers in Tanzania public schools?
15. Why many teachers hate teaching professional but only few leaves the job?
16. What measure can be used to maintain teaches' retention in public schools in your District?
17. What are issues and changing trends according to policy and guideline guiding teachers?
18. What would you suggest to overcome the challenges which may lead to teacher's turnover in public schools?

**THANK YOU FOR YOUR COOPERATION**

## **APPENDIX VI: Interview Guide Question for Teachers**

### **INTERVIEW GUIDE FOR TEACHERS**

1. Name of school.....
2. Gender.....
3. Age.....
4. Level of education.....
5. Years in service/ Experience.....
6. Can you share a good experience in teaching professional working as a teacher working in public school?
7. Can you share a bad experience in teaching professional working as a teacher working in public school?
8. What is your comment on teacher's working condition in Tanzanian's public schools?
9. According to you experience, what is stakeholder's perception on teachers working environment and condition in Tanzanian public schools especially in you ward?
10. How can you relate teacher's working environment and condition in Tanzanian's public schools with the other public job in Tanzania?
11. What is your comment on teacher's working environment and condition in Tanzanian's public schools with those working in private schools?
12. Do you think teaching and learning resources are sufficient in your school? If NO what are the common deficiencies in teaching and learning environment?
13. What is the measure should be taken to improve teachers working condition in Tanzania's public schools?

14. Have you observed any cases of teacher's turnover in you school? **IF YES**, how many cases of teacher's turnover reported in your school for the five **(05)** recent years?
15. According to your experience, what are the issues affecting retention of teachers in Tanzania public schools especially in your school?
16. Why many teachers hate teaching professional but only few leaves the job?
17. What measure can be used to maintain teaches' retention in public schools?
18. According to your experience t what extent the education policy is known to teachers?
19. What are issues and changing trends according to policy and guidelines guiding teacher?
20. Are you attending any in-service training concerning policy change to the teachers in your school?
21. What would you suggest to overcome the challenges which may lead to teacher's turnover in public schools related to policies?

**THANKS FOR YOUR COOPERATION**



**APPENDIX VII: Ethical Documents**



Fatuma H.Luyagwa  
P.O.BOX 55,  
NAMTUMBO  
06.01.2020

DISTRICT EXECUTIVE DIRECTOR,  
P.O.BOX 55,  
NAMTUMBO

*DADA*  
*ad. [unclear]*  
*[unclear]*  
*DES*  
*07/1/2020*

**REF: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH TITLED EVERY ONE HATES TEACHING PROFESSIONAL BUT ONLY FEW LEAVES THE JOB, THE ANALYSIS OF MOTIVE BEHIND TEACHERS RENTATION WITH EMPIRICAL EVIDENCE FROM NAMTUMBO**

Refer to the heading above it explain, I'm a student pursuing Master of Education in Administration Planning and Policy Studies (MEDPPS). I'm here to ask a permission to conduct the research with the title mentioned above so as to collect data at your area of jurisdiction that is Namtumbo District Council. *from 10.01.2020 to 30.01.2020 in Ntapa Primary, Ngelegale, meye and Lesenki*  
Here I attach with the clearance letter from the College.

Your sincerely  
*[Signature]*  
F.H.Luyagwa.

**Student**

*HROS*  
*mbusika amhisiwe*  
*shule mahsusi atakano*  
*kusinye tamta. Rejes m f. 194*  
*Dano*  
*[Signature]*  
*[Signature]*

**THE OPEN UNIVERSITY OF TANZANIA**

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**Our Ref: PG201701657**

Executive Director,  
Namtumbo Council,  
P.O.Box 55,  
Ruvuma.

**23<sup>rd</sup> Desember 2019**

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Luyagwa, Fatuma Hassan Reg No: PG201701657** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled ***“Everyone hates teaching professional but only few leaves the job. The analysis of motive behind teachers retention with Emperical from Namtumbo.”***

She will collect her data at Namtumbo District in Ruvuma Region from 10<sup>th</sup> January 2019 to 30<sup>th</sup> January 2020.

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

Yours Sincerely,

*[Signature]*  
Prof. Hossea Rwegoshora  
**For: VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**