

**ISSUES TO BE CONSIDERED DURING DISTRIBUTION OF TEACHERS  
IN TANZANIA SECONDARY SCHOOLS: A CASE OF TEMEKE  
MUNICIPAL COUNCIL**

**ELIAS MARTIN MRUTU**

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

**2014**

**CERTIFICATION**

The undersigned certifies that that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: *”Issues to be Considered During Distribution of Teachers in Tanzania Secondary Schools: A Case of Temeke Municipal Council”* in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Dr. Zacharia Reginard Rwejuna

(Supervisor)

.....

Date

## **COPYRIGHT**

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

**DECLARATION**

I, **Elias Martin Mrutu**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be submitted to any other university for a similar or any other award.

.....

Signature

.....

Date

**DEDICATION**

I would like to dedicate this research work to my lovely mother Penina Eliaza Mchomvu her parental care has brought me where I am, also my lovely father Martin Abraham Mrutu for sponsoring my education.

## **ACKNOWLEDGEMENT**

I owe my deep gratitude to the supervisor of this research, Dr. Zacharia Reginard Rwejuna, who is also the current Dean of Students at the Open University of Tanzania. His ideas, criticisms, patience, encouragement and language competency enabled me to accomplish this study. I extend my appreciation to my colleagues at the Open University of Tanzania who encouraged me to continue with my studies despite the difficulties that I encountered during proposal writing.

Secondly, I wish to extend my heartfelt appreciation to the members of my family, starting with my father, Martin Abraham Mrutu who tirelessly encouraged me to heed to the advice of the supervisor in order to complete my studies.

I as well extend my appreciation to my employer, the Temeke Municipal Director, my head teacher of Mtoni Sabasaba primary school and my fellow teachers for providing me congenial environment that enabled me accomplish this study.

**ABSTRACT**

This study sought to identify and analyze issues to be considered during distribution of teachers in Tanzania secondary schools; a case of Temeke district. The data were collected through questionnaire survey, in-depth interview, documentary review, and focus group discussion. A sample of 80 respondents (20 in each school) was obtained using systematic sampling procedures. The quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) Version 20 while qualitative data were analyzed thematically. The findings of the study revealed that the Temeke municipal has various policies and procedures for teachers' allocation in teaching posts such as: transfer by exchange of positions between the rural and the urban teacher and transfer based on the reasons like marriage or health problems. These policies and methods, however, were unable to solve the problem of teachers' distribution in rural and urban Temeke secondary schools. The study further established that availability of supporting services to teachers, social cultural issues, the geographical location, witchcraft beliefs, and superstitious, teacher gender, professional development, and diseases (HIV/AIDS) were issues that were highly associated with teachers' distribution in Temeke. Strategies to redress deployment and imbalance of teachers' distribution among rural and urban in Temeke secondary schools were found to be introduction of incentives for teachers located in rural areas, introduction of financial bonus, incentives, applying forced transfer to teachers, and forced deployment system for teachers. The need to review the policies of teachers' distribution so as to ensure that there is a balance of teachers between rural and urban in Temeke was also suggested in this study.

## TABLE OF CONTENT

<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>xvi</b>
<b>LIST OF FIGURES</b> .....	<b>xviii</b>
<b>LIST OF APPENDICES</b> .....	<b>xix</b>
<b>LISTS OF ABBREVIATIONS</b> .....	<b>xx</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>1.0 INTRODUCTION</b> .....	<b>1</b>
1.1 Background to the Problem .....	1
1.2 Statement of the Problem.....	3
1.3 General Objective .....	5
1.3.1 Specific Objectives .....	5
1.4 Research Questions .....	5
1.5 Significance of the Study.....	5
1.6 Definitions of Key Terms .....	6
1.6.1 Teacher .....	6
1.6.2 Community Secondary School.....	7
1.6.3 Teacher-Student Ratio .....	7



1.6.4	An Urban Area .....	7
1.6.5	A Rural Area .....	8
<b>CHAPTER TWO .....</b>		<b>9</b>
<b>2.0</b>	<b>LITERATURE REVIEW .....</b>	<b>9</b>
2.1	Introduction.....	9
2.2	Theoretical Framework.....	9
2.2.1	Maslow's Hierarchy of Needs Theory .....	9
2.2.2	Physiological Needs .....	9
2.2.3	Safety Needs .....	10
2.2.4	Social Needs.....	10
2.2.5	Ego and Esteem Needs .....	11
2.2.6	Self-actualization Needs .....	11
2.3	Access of Education in Rural Areas .....	13
2.4	The Emphasize of Teachers Distribution .....	14
2.4.1	The Policies of Distribution Teachers .....	15
2.5	Issues to be Considered During Teacher's Distribution .....	16
2.5.1	Availability of Supporting Services .....	16
2.5.2	Social Cultural Issues .....	17
2.5.2.1	The Traditional Issues .....	17
2.5.2.2	The Geographical Location .....	18
2.5.2.3	Witchcraft Beliefs and Superstitious.....	18
2.5.2.4	Marriage as a Factor for Teacher Distribution.....	19
2.5.3	Humanitarian Reasons .....	20
2.5.3.1	Teacher Gender .....	20

2.5.3.2 Professional Development .....	21
2.5.3.3 Diseases HIV/AIDS as Factor for Teacher Distribution .....	21
2.5.3.4 Language and Ethnic Groups.....	23
2.6 Teachers Deployment as Influence to Teachers Distribution.....	23
2.6.1 Teacher Deployment in Mozambique .....	23
2.6.2 Teacher Deployment in Malawi.....	24
2.6.3 Teacher Deployment in Lesotho .....	25
2.7 Teacher Deployment Systems.....	26
2.7.1 Central Planning of Deployment.....	26
2.7.2 The Decentralization Planning of Deployment.....	27
2.7.3 Province Teachers Deployment System .....	28
2.7.4 The Market System Planning of Deployment.....	28
2.8 Strategies to Redress Deployment Imbalances .....	29
2.8.1 Incentives for Teachers Locating In Rural Areas.....	29
2.8.1.1 Financial Bonus.....	29
2.8.1.2 Incentives – Housing .....	31
2.8.2 Forced Transfer of Teachers .....	32
2.8.3 Forced Deployment for Teachers .....	33
2.9 Literature Review Gap.....	35
<b>CHAPTER THREE .....</b>	<b>36</b>
<b>3.0 RESEARCH METHODOLOGY .....</b>	<b>36</b>
3.1 Introduction.....	36
3.2 Research Paradigms .....	36
3.3 Area of the Study.....	37

3.4.1	Mtoni Ward.....	38
3.4.2	Toangoma Ward.....	38
3.4.3	Mjimwema Ward.....	38
3.4.4	Kisarawe II Ward .....	38
3.5	Justifications for Study Area Selected.....	39
3.6	Populations.....	40
3.7	Sampling.....	40
3.7.1	Selection of Respondents.....	41
3.8	Data Collection Instruments .....	41
3.8.1	Semi-structured Interview.....	42
3.8.2	Justification on uses of Semi-Structured Interview.....	42
3.8.3	Recording of Interviews .....	44
3.9.5	Focus Group Discussion .....	44
3.9.6	Documentary Review .....	45
3.10	Quantitative Data Collection Technique .....	46
3.10.1	Questionnaires.....	46
3.10.2	Questionnaire Design .....	47
3.10.3	Piloting of Questionnaires .....	47
3.10.4	Administration of Questionnaires .....	48
3.11	Presentation and Analysis of Qualitative Data .....	48
3.12	Coding and Analysis of Quantitative Data .....	49
3.13	Ethical Issues.....	49
3.13.1	Gaining Consent.....	49
3.14	Reliability and Validity of Data .....	50

3.14.1 Reliability (Dependability) .....	50
3.14.2 Internal Validity (Credibility) of the Data .....	51
3.14.3 External Validity (Transferability) of Data .....	52
3.15 Summary on Research Methodology .....	52
<b>CHAPTER FOUR.....</b>	<b>54</b>
<b>4.0 DATA PRESENTATION AND ANALYSIS.....</b>	<b>54</b>
4.1 Introduction.....	54
4.2 Policies and Procedures for Teachers' Deployment.....	54
4.2.1 Teachers' Allocation Policy in Temeke Considers Marriages Issues .....	55
4.2.2 Teacher's Allocation Policy Allows Teachers who are Sick to Transfer to Urban (Temeke) from Rural for Immediate Medical Attention.....	56
4.2.3 Teachers Allocation Policy Allows Teachers with HIV Status Transfer to Urban to Access ARVs from Urban Centers in Temeke .....	56
4.2.4 A teacher can be Transferred to Temeke Urban Schools if he she wants to Attend the Patient in Urban.....	57
4.2.5 Teacher Deployment Procedures Allow Professional Development Like Evening Programme to be Considered if a Teacher wants to Shift from Rural to Urban Schools in Temeke .....	58
4.3 Issues which Influencing Imbalance of Teachers in Secondary Schools in Temeke .....	58
4.3.1 Young Female Teachers Once Married Transfer from Rural Secondary Schools to the Urban Secondary Schools to Join their Husband in Urban in Temeke.....	59

4.3.2	Rural Areas Teachers with HIV are Transferring to Urban in Temeke to Access the ARVs Mostly Accessible in Urban Clinic .....	60
4.3.4	There are Shortages of Teachers in Rural Temeke Secondary Schools Because the Teachers are Shifting to Urban to Follow Teacher Professional Developments.....	60
4.3.5	Teachers Shift from Rural to Urban Secondary Schools in Temeke Because of Better Social Services Like Banks Services and Market Services.....	61
4.3.6	Chance of Accessing Opportunities for Workshops in Urban of Temeke Attract Rural Secondary School Teachers to Move from Rural Secondary Schools.....	62
4.3.7	Proximity of Teachers to District Education Officers Attract Rural Secondary Teachers to Temeke Urban .....	63
4.3.8	Teachers in Secondary Schools in Temeke Prefer to Teach in Urban Due to the Availability of Teaching and Learning Facilities in Urban Secondary Schools.....	63
4.4	Strategies for Balancing Teachers Distribution in Temeke District.....	64
4.4.1	Forced Deployment Strategy .....	64
4.4.2	Provide Incentives to Teachers in Rural Secondary Schools-Housing .....	65
4.4.3	Market Force Deployment Strategy .....	66
4.4.4	Provision of Hardship Allowance to Rural Secondary School Teachers .....	66
4.4.5	As One Seeking Promotions to Higher Positions Like Deos, Headmaster Must have Worked in Rural Areas for not Less than 2 Years .....	67
4.4.6	Improve Central Deployment System when Employing Teachers .....	68
4.5	Policies and Procedures that are used by the Temeke Education	

Officers to Handle Teachers' Transfers to Various Stations .....	68
4.6 The Issues that Influence the Teachers to Transfer from Rural Secondary Schools to Urban Secondary Schools in Temeke Municipality.....	74
4.7 Strategies to Balance of Teachers' Allocation in Rural and Urban Areas .....	86
<b>CHAPTER FIVE .....</b>	<b>97</b>
<b>5.0 DISCUSSION OF FINDINGS .....</b>	<b>97</b>
5.1 Introduction.....	97
5.2 Policies and Procedures For Teachers' Deployment.....	97
5.2.1 Marriages Issues.....	97
5.2.2 Professional Development .....	98
5.2.3 HIV/AIDS Status.....	99
5.2.4 Attend the Patient in Urban.....	101
5.3 Issues Influencing Imbalance of Teachers in Secondary Schools in Temeke.....	102
5.3.1 Marriages .....	102
5.3.2 Social Services .....	104
5.3.3 Professional Developments.....	105
5.3.4 Infrastructures .....	107
5.3.5 Electricity in Rural Areas .....	107
5.3.6 Accessing Opportunities for Workshops in Urban .....	108
5.3.7 Further Studies and Promotions Follow-up.....	109
5.3.8 Social Issues: Witchcrafts.....	109
5.4 Strategies for Balancing Teacher's Distribution in Temeke District .....	110
5.4.1 Provide Incentives to Teachers in Rural Secondary Schools.....	110

5.4.2	Market Force Deployment Strategy .....	112
5.4.3	Salaries and Incentives .....	112
5.4.4	Promotions Seeking to have Worked in Rural Area .....	114
5.4.5	Improve Central Deployment System when Employing Teachers .....	115
<b>CHAPTER SIX .....</b>		<b>117</b>
<b>6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>		<b>117</b>
6.1	Introduction.....	117
6.2	Overview of the Study.....	117
6.3	The Research Questions Guided this Study were Three .....	118
6.4	Implication for Theories of Teachers' Distribution .....	120
6.5	Implications for Practices .....	124
6.6	Recommendations to the Temeke Municipal Council .....	126
6.7	Recommendations to the Government .....	129
6.8	Areas for Further Research.....	130
<b>REFERENCES .....</b>		<b>131</b>
<b>APPENDICES.....</b>		<b>139</b>

## LIST OF TABLES

Table 1.1: Teachers and Students of Urban and Rural in Temeke Municipal Council.....	4
Table 3.1: Sample of the Study.....	41
Table 4.1: Teachers Allocation Policy in Temeke Considers Marriages Issues.....	55
Table 4.2: Teachers Allocation Policy Allows Teachers who are Sick to Transfer to Urban (Temeke) from Rural for Immediate Medical Attention.....	56
Table 4.3: Teachers' Allocation Policy Allows Teachers with HIV Status Transfer to Urban to Access ARVs from Urban Centers in Temeke .....	57
Table 4.4: A Teacher can be Transferred to Temeke Urban Schools if he she wants to Attend the Patient in Urban.....	57
Table 4.5: Teacher Deployment Procedures Allow Professional Development Like Evening Programme to be Considered if a Teacher wants to Shift From Rural to Urban Schools in Temeke .....	58
Table 4.6: Young Female Teachers Once Married Transfer from Rural Secondary Schools to the Urban Secondary Schools to Join their Husband in Urban in Temeke.....	59
Table 4.7: Rural areas Teachers with HIV are Transferring to Urban in Temeke to Access the ARVs Mostly Accessible in Urban Clinic .....	60
Table 4.8: There are Shortages of Teachers in Rural Temeke Secondary Schools Because the Teachers are Shifting to Urban to Follow Teacher Professional Developments.....	61



Table 4.9: Teachers Shift from Rural to Urban Secondary Schools in Temeke Because of Better Social Services Like Banks Services and Market Services .....	62
Table 4.10: Chance of Accessing Opportunities for Workshops in Urban of Temeke Attract Rural Secondary School Teachers to Move from Rural Secondary Schools .....	62
Table 4.11: Proximity of Teachers to District Education Officers Attract Rural Secondary Teachers to Temeke Urban .....	63
Table 4.12: Teachers in Secondary Schools in Temeke Prefer to Teach in Urban Due to the Availability of Teaching and Learning Facilities in Urban Sec Schools .....	64
Table 4.13: Forced Deployment Strategies .....	65
Table 4.14: Provide Incentives to Teachers in Rural Secondary Schools-Housing ...	65
Table 4.15: Market Force Deployment Strategy (Deploy According to Local Teachers Needs) .....	66
Table 4.16: Provision of Hardship Allowance to Rural Secondary School Teachers .....	67
Table 4.17: An One Seeking Promotions to Higher Positions Like Deos, Headmaster must have Worked in Rural Areas for not Less than 2 Years.....	67
Table 4.18: Improve Central Deployment System when Employing Teachers .....	68

**LIST OF FIGURES**

Figure 2.1: The Abraham Maslow Hierarchy of Motivation .....12

**LIST OF APPENDICES**

Appendix 1: A Consent Note ..... 139

Appendix 2: Interview Guide/Focus Group Discussion-Teachers and Some  
School Board Members ..... 140

Appendix 3: Interview Guide/Focus Group Discussion-Parents..... 141

Appendix 4: Interview Guide -Education Officers..... 142

Appendix 5: Interview Guide –Member of School Body ..... 143

Appendix 6: Questionnaire for Teachers/Administrators ..... 144

Appendix 7: Documentary Reviews ..... 148

**LIST OF ABBREVIATIONS**

DFID	Department for International Development
GOK	Government of Kenya
LDCs	Least Development Countries
LGAs	Local Government Authorities
MOEC	Ministry Of Education and Culture
NGO	Non-Governmental Organization
PEDP	Primary Education Development Programme
PMO-RALG	Prime Minister Office, Regional Administrative and Local Government
REPOA	Research on Poverty Alleviation
SEDP	Secondary Education Development Programme
SLO	Statistics and Logistic Officer
SPSS	Statistical Package for Social Sciences
TPR	Teachers Pupil Ratio
TSR	Teachers Student Ratio

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background to the Problem**

Rural urban location has been found all over the World to be an important indicator of differences in education performance. For examples, Dennis (1973), indicated that through a review of text of intelligence carried out among rural and urban children in USA, school located in rural environment attain lower scores when compared to the urban counterparts.

These differences in performance can be caused by teachers' distribution. The unbalanced distribution of well-qualified teachers to students in the United States is a longstanding issue. Despite federal mandates under the No Child Left behind Act and the use of a range of incentives to attract teachers to high-need schools, the problem remains acute in many states.

Using wage adjustments to control for cost of living differentials, it was found that both overall school funding and teacher salary levels are highly unbalanced both across and within states – generally exhibiting a ratio of 3 to 1 between high- and low-spending jurisdictions.

Furthermore, low-salary districts serve students with higher needs, offer poorer working conditions, and hire teachers with significantly lower qualifications, who typically exhibit higher turnover (Erling E. Boe Dorothy M. Gilford, 1992). The Ethiopian school system indicates that Teachers Pupil Ratio (TPR) in secondary

school was observed to be 40.33 as of 2011. Its highest value over the past 40 years was 47.41 in 2009, while its lowest value was 26.93 in 1972 (UNESCO, 2008). In Uganda education Teachers Pupil Ratio (TPR) in secondary in Uganda was 17.91 as of 2009. Its highest value over the past 39 years was 28.29 in 1974, while its lowest value was 16.19 in 1993.

Tanzania like other countries in the world currently is working hard towards improving the quality of education so that it could suits the future needs of the society and the demands of globalization and intervention through Secondary Education Development Programme (SEDP). The implementation of the programme will be meaningless if Tanzania does not consider providing quality education as it is spelt out in the country education policy (MOEC, 1995). One strategy of attaining quality education is to manage well the distribution of teachers in secondary schools so as to attain well teacher students ratio (TSR).

In 2014, Temeke municipality had 40 secondary schools, with 3,719 streams and the total number of 170,477 pupils. Out of these pupils 84,371 are boys and 86,106 are girls. The ratio of teachers and students in Temeke urban is equal to 1:27 which is better than the national ratio of TPR of 1:40. The schools which have large number of teachers compared to students are Kibasila and Chang'ombe, at Kibasila there is 104 teachers of whom 26 are male and 78 are female. While the students at Kibasila are 1945 of whom 1073 are male and 872 are female. The PTR at Kibasila is 1:18 which shows that there are enough teachers compared to the rural schools (SLO - Temeke, 2014). This means that, there are a high number of students in government schools than private schools.

## **1.2 Statement of the Problem**

For many years now, the government of Tanzania has been investing in teacher education. The government efforts were to ensure equal supply of teachers in schools so as to have a good Teacher Student Ratio of 1:40. Teacher distributions in Tanzania among the community secondary schools and wards secondary schools is done by the central government through the Ministry of Education and Vocational Training (MoEVT). Tanzania government is increasing the number of secondary schools in all areas. The goal is to have at least one school in each ward. Some wards have one secondary school in each village now. This increase of numbers of schools does not match with increase of new teachers supply. However, rural secondary schools are seriously facing lack of teachers than urban. Some have three or four teachers differently from urban areas where there is great concentration of teachers.

There are many issues influencing uneven distribution of teachers in Tanzanian country especially in rural area. The uneven distribution of teachers in secondary schools is shown in Table 1.1, which shows the picture of the problem of unequal teachers' distribution in Temeke Municipal secondary schools. Table I.1 shows the distribution of teachers in Temeke Municipal secondary schools.

Therefore, this study investigated the issues influencing distribution of teachers in secondary schools in Tanzania, the case of Temeke Municipality, by assessing the policies used to allocate the teachers, issues that cause this inequality distribution of teachers in secondary schools and the measures that the government can adopt to improve teachers distributions.

**Table 1.1: Teachers and Students of Urban and Rural in Temeke Municipal Council**

URBAN TEMEKE					RURAL TEMEKE			
	School Name	Number of Teachers	Number of Students	Teacher Student Ratio	School Name	Number of Teachers	Number of Students	Teacher Student Ratio
1.	Azimio	39	1125	<b>1:28</b>	Mizimbini	23	810	<b>1:35</b>
2.	A/Jumbe	46	1125	<b>1:24</b>	Changanyikeni	19	1080	<b>1:57</b>
3.	Chang'ombe	47	559	<b>1:12</b>	Kibada	19	716	<b>1:38</b>
4.	Kibasila	104	1945	<b>1:19</b>	Pendamoyo	46	1424	<b>1:31</b>
5.	Kurasini	41	1641	<b>1:40</b>	B/Mwinyi	28	1191	<b>1:42</b>
6.	Miburani	48	1358	1:28	Kimbiji	17	783	1:46
7.	Mtonirelini	39	1490	1:38	Kisarawe ii	20	901	1:45
8.	Tandika	75	1928	1:26	Buza	31	1502	1:49
9.	Temeke	68	1383	1:20	Chamazi	39	2362	1:61
10.	Wailes	44	1558	1:35	Pembamnazi	8	315	1:44
11.	Minazini	24	591	1:25	Kingugi	22	1078	1:49
12.	Somangila	25	261	1:10	Charambe	29	1250	1:43
13.	Vijibweni	18	428	1:28	Mbagala	54	2181	1:41
14.	Kidete	20	591	1:30	Mbande	28	1870	1:67
15.	Mbagala kuu	44	1277	<b>1:29</b>	Nzasa	32	1452	<b>1:46</b>
16.	Kisota	40	972	1:24	Mikwambe	17	904	1:53
17.	Lumo	52	1268	1:25	Saku	24	1205	1:50
18.	Toangoma	38	978	1:26	-	-	-	-
19.	Tungi	26	609	1:24	-	-	-	-
20.	Malela	31	942	1:31	-	-	-	-
21.	Nguva	15	381	1:26	-	-	-	-
22.	Kibugumo	25	584	1:23	-	-	-	-
23.	Keko	47	1144	1:24	-	-	-	-
	Total	956	24138	23:570	Total	456	21024	17:46
<b>Average teachers students ratio in Urban schools in Temeke</b>				<b>1:25</b>	<b>Average teachers students ratio in rural Secondary schools in Temeke</b>			<b>1:46</b>

Source: SLO Temeke, (2014)



### **1.3 General Objective**

The purpose of this study was to investigate the issues influencing the distribution of teachers in Tanzania with specific reference to Temeke Municipal secondary schools in Dar e salaam.

#### **1.3.1 Specific Objectives**

- (i) To examine the policies and procedures for allocation of teachers in secondary schools in Temeke municipality.
- (ii) To determine the issues causing uneven distribution of teachers in secondary schools in Tanzania with specific reference to Temeke Municipality.
- (iii) To investigate the strategies that should be adopted by education and authorities to bring balance of teachers' distribution in secondary schools in Tanzania a Temeke municipality in particular.

### **1.4 Research Questions**

- (i) What are the policies and procedures for allocation of teachers in secondary schools in Temeke municipality?
- (ii) What are the issues causing uneven distribution of teachers in secondary schools in Temeke municipality?
- (iii) What strategies should be adopted by the responsible authorities to bring about balance in teachers' distribution in secondary schools in Temeke municipality?

### **1.5 Significance of the Study**

The study on the issues that influence distribution of teachers in Temeke secondary school was expected to yield the following:

Provide insights on the operation of the policy and procedures used to allocate teachers and the challenges the education officers face as they implement the policy in allocating teachers in Temeke municipality. The study was expected to provide understanding on the issues that influence teachers' distribution in Temeke municipal. The study was expected to inform why teachers choose to work in urban as opposed to rural located schools. The study was expected to guide policy makers on the strategies that would be used by the education officers to bring about balance in teachers' distribution in Temeke municipal secondary schools.

## **1.6 Definitions of Key Terms**

### **1.6.1 Teacher**

Nyerere on defining who is a teacher, he said a teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Teachers are capable of living and molding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children for a long time and hence they are capable of imparting knowledge, skills and values that cannot be easily challenged by the society (Nyerere, 1966).

Also, a teacher is an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact

well in the society (Senge, 2000). This study will be adopting the definition of teacher developed by Mbise, (2008) who said that, a teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor.

### **1.6.2 Community Secondary School**

For the purpose of this study, community secondary schools is used to refer to those schools build in each ward for the effort of Community while the government assists in running them by supplying teachers, and school facilities like laboratory, books and teaching aids.

### **1.6.3 Teacher-Student Ratio**

In this study “Teacher- Student Ratio” has been used as the number of students who attend a school or university divided by the number of teachers in the institution. For example, a student–teacher ratio of 10:1 indicates that there are 10 students for every one teacher. The term can also be reversed to create a teacher–student ratio (Blatchford et al., 2011). For the purpose of this study, Teachers Pupil Ratio (TPR) is the number of pupils enrolled in primary school divided by the number of primary school teachers.

### **1.6.4 An Urban Area**

In this study the word “An urban area” has been characterized by higher population density and vast human features in comparison to the areas surrounding it. Urban areas may be cities, urban or conurbations, but the term is not commonly extended to rural settlements such as villages and hamlets. [ 6[http://www2.census.gov/geo/ua/ua\\_list\\_ua.xls](http://www2.census.gov/geo/ua/ua_list_ua.xls) 2010] Census Urban Area List. Retrieved May 7, 2013.

### **1.6.5 A Rural Area**

In this study the word “A rural area” has been used as a geographic area that is located outside cities and urban. Wordnetweb.princeton.edu. Retrieved 2013-04-25.

"All population, housing, and territory not included within an urban area. Whatever is not urban is considered rural." Hrsa.gov. Retrieved 2013-04-25.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

Under this Chapter, two main sections were reviewed. The first is the theory that attempts to understand teachers with their needs as they are working and making choices in various teaching stations. The second section reviews the issues that influence teachers' choice in their teaching stations. The last section establishes the gap.

#### **2.2 Theoretical Framework**

##### **2.2.1 Maslow's Hierarchy of Needs Theory**

This study was guided by Maslow theory; a researcher used Maslow theory as it touches human needs that are used for satisfaction or dissatisfaction of job. Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions, that is: people always want more and people arrange their needs in order of importance (Smith and Cronje, 1992). Maslow (1970) and Schultz et al. (2003) discussed five levels of human needs that are also important on job satisfaction or dissatisfaction. These are as follows:

##### **2.2.2 Physiological Needs**

This is the basic need known as the biological needs such as the need for water, food, rest, exercise and sex. Once these needs are met, they no longer influence behavior.

An example of this would be trade unions ensuring that their members' basic needs are met because they negotiate for better wages for their members (Smith and Cronje, 1992). This implies that, if teachers are supplied with well equipped offices, residence and good salaries may be satisfied with the teaching profession and teach effectively even if they are in rural areas.

### **2.2.3 Safety Needs**

Once the first need is satisfied then the security needs assume precedence. These include the need for job security, insurance and medical aid and the need to feel protected against physical and emotional harm (Smith and Cronje, 1992). Safety needs of teacher include security of the residence, offices, neighbors and environment free from diseases, so teachers will always want to live in the areas where there security of life and their properties and free from diseases. The urban areas have these features than rural areas.

### **2.2.4 Social Needs**

This third level of needs is activated once the second level of needs has been adequately met. People have a need for love, friendship, acceptance and understanding from other people. Employees have a tendency to join groups that fulfils their social needs. Managers can play an important part by encouraging people to interact with one another and make sure that the social needs of subordinates are met (Smith and Cronje, 1992). This implies that, teachers need good relationship among themselves, their head teachers and employers by having get together party, field trips, material and moral support when one is in problem.

### **2.2.5 Ego and Esteem Needs**

The fourth level of needs is the need for self-respect, recognition by others, confidence and achievement. In school context employers or supervisors can play an active role in satisfying the needs of their employees by recognizing and rewarding high achievers for good performance (Smith and Cronje, 1992). This implies that teachers who teach effectively will assure academic achievement of their pupils; hence the DEO has to reward teachers and school to recognize their contribution.

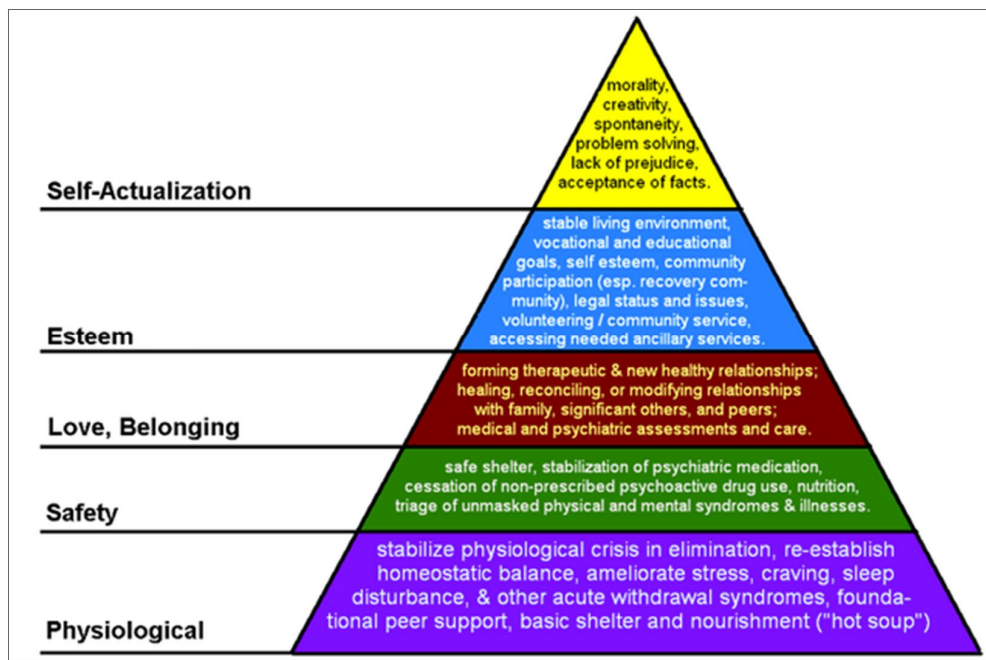
### **2.2.6 Self-actualization Needs**

This is the highest level of Maslow's hierarchy of needs, and leads to the full development of a person's potential. It is a need where individuals reach full potential and what they want to become, to utilize all talents well, and to be creative (Glueck, 1974). The other way is also true. Teachers in rural areas compare less in terms of confidence, happiness and see that they are isolated and disregarded as those of urban, this is the reason why many teachers avoid rural posting.

Practicing managers have given Maslow's need theory a wide recognition, which they ascribe to the theory's intuitive logic and ease of understanding human needs in levels and hence be able to predict the human behaviors based on their needs. However, Robbins et al., (2003) argue that research does not validate the theory, since Maslow does not provide any empirical substantiation, and that a number of studies that were seeking validation for the theories have similarly not found support for it. The Abraham Maslow hierarchy of motivation is presented in Figure 2.1.

It is true that recruiting and retaining adequate numbers of qualified teachers for the remote rural schools may not be an easy task; given that many newly appointed

teachers are often unfortunately placed in the position of accepting a job in a location they do not find desirable (Lauricella, 2005), but simply accept the job in order to gain employment. White (2003), may therefore be justified, that many young teachers appointed to rural schools begin planning where they will move to, shortly after their arrival in such placements.



**Figure 2.1: The Abraham Maslow Hierarchy of Motivation**

**Source: Research Data (2014)**

The problem of teachers is often considered as a problem of teacher numbers. While there is no doubt that many countries face challenges of teacher supply, there are equally serious challenges of teacher deployment. In many African countries there are qualified teachers in urban areas who are unemployed, while there are unfilled posts in rural areas. This pattern of simultaneous surplus and shortage is strong evidence that the problem of teachers for rural schools will not be solved simply by



providing more teachers. There is a need for policies that will ensure that the teacher reach the schools where they are needed.

### **2.3 Access of Education in Rural Areas**

Mulkeen (2006), in a paper *Teachers for Rural Schools; A challenge for Africa* discussed that, African countries have made substantial progress towards widening access to primary education over the last decade. Regionally, the Gross Enrollment Rate (GER) increased from 78% in 1998, to 91% in 2002.

However, enrollment has increased more rapidly in urban areas than in rural areas, and increasingly the majority of African children out of school are rural children. Many issues contribute to lower educational participation in rural areas. On the demand side, rural children may be less interested in attending school.

First, the opportunity costs of attending schools are often higher in rural areas (Lockheed and Verspoor, 1991). Many rural households are dependent on their children for help at busy times of the agricultural year such as harvest time. Schools are usually designed to follow rigid schedule both in terms of time of the day and term dates, and often expect children to be in school during busy periods in the agricultural calendar (Taylor and Mulhall, 2001).

Second, parents in rural areas often have a lower level of education, and may attach a lower value to schooling. The perceived lack of relevance of schooling may be enhanced by a rigid curriculum, often designed for a context (and sometimes culture) removed from that in rural areas. Rural schools rarely adapt the curriculum to make

use of local examples, or to link the curriculum to local needs (Taylor and Mulhall, 2001, Salum, 2014).

Third, even where parents place a value on schooling, they may be less able to help their children learning. Parents in rural areas are less likely to be educated themselves, and so have less ability to provide support for their children. Some report that they are embarrassed to discuss school topics with their children, because of their own lack of knowledge. Further, homes in rural areas are often ill-equipped to meet the needs of children to study, and often lack facilities like electricity (Taylor and Mulhall, 2001).

#### **2.4 The Emphasize of Teachers Distribution**

Traditionally, the training and distribution of teachers in Tanzania was conducted by the Ministry of Education and Culture up to 2002. In 2001 there were introduction of Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP) to intervene the education and training policy ETP (1995). Many teachers were trained for a short period of one year for training courses for primary teacher certificate in 2002-2004. Six weeks for secondary school teachers was also used as strategy for teacher training in Tanzania in 2006-2007. Through there were an increase of teachers to a substantial level of meeting the teaching needs in secondary schools in Tanzania, the question of these teacher distribution between the rural and urban secondary schools in Tanzania remained unequal and a critical problem.

The Dakar Framework for Action of 26-28 April 2000, goal number 6 states that, 'Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency. Meeting and realizing the EFA goals cannot happen where there is uneven supply of teachers in schools as the curriculum will go without being implemented in schools.

#### **2.4.1 The Policies of Distribution Teachers**

The teacher distribution in Tanzania is guided by the policy of Education and Training Policy (1995), and the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA). In this case the distribution of teachers is guided by the needs and priorities. From 2008 the criteria for teaching post is the applicant to show in writing that they will be ready to work in all disadvantages areas like Kigoma, Manyara, Kilwa, Simiyu, Rukwa and to any rural areas available in Tanzania.

Although most of them who are posted to such areas refuses to go and others are going for a short period and then they join higher learning institutions and changing the course/professional (SLO Temeke, 2014). The Temeke Municipal official in the secondary education Department explained:

*“...currently we are using the Education and Training Policy (ETP) of 1995 which do not explain clearly about teachers’ distribution. It just mentions teacher’s needs and priorities. There was a micro policies and intervention through SEDP of 2002. ....” [MOEVT official].*

It was found that lack of a clear policy on teachers' distribution as well as lack of a copy of the guideline in most Districts and Municipals stems from the Ministry of Education and vocational training (MOEVT).

## **2.5 Issues to be Considered During Teacher's Distribution**

Traditionally, teacher's distribution is done by the central government under the Ministry of Education and Vocational Training. In Tanzania, the teacher's distribution was done by the Ministry of Education and Vocational Training. With the introduction of devolution system under decentralization process, the teacher distribution is done by the Prime Minister's Office, Regional Administrative and Local Government (PMO-RALG).

The issues influencing the distribution of teachers are discussed below in brief. Teacher distribution are due to many reasons which are; humanitarian (marriages, medical services, professional development, gender issues), Services/recreations, and Deployment systems (central deployment system, market system, and local deployment system).

### **2.5.1 Availability of Supporting Services**

Dakar Framework for Action (2000) recommended that, education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving Education for All (EFA) goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.

Similarly, the report shows the widening gap of the Teachers Pupil Ratio (TPR) has been widen for past five years as a result of PEDP program where number of children enrolled in schools were increasing so the projection of the staff were irregular. Mulkeen and Chen (2008), show that, there are quite a few constraints on teacher distribution in government schools. The rural-urban divide in living conditions is one of the major constraints in attracting teachers in rural areas. Many countries report that teachers express a strong preference for urban postings because living conditions in general are so much better in urban than in rural areas. Rural teachers often have less access to support services than their urban counterparts, and fewer opportunities to attend in-service courses. In some cases they also have difficulty in accessing books and materials. In rural areas there are lack of supporting services like Banks/ATM, electricity, market, hospitals, phones network, magazine and newspapers; also poor infrastructure such as roads which threaten transport to other places. Teachers in rural areas often express concerns about the quality of accommodations, the working environments, including classroom facilities and school resources, and access to leisure activities and public facilities.

## **2.5.2 Social Cultural Issues**

### **2.5.2.1 The Traditional Issues**

Traditionally, people prefer to work in their area of origin as the matter of traditional and customs which leads to refuse post to other regions in Africa and Tanzania in particular. Also other societies believe those females are supposed to work nearby home rather than men who believe to work in any environmental condition (Ehrenberg, 2001). Females' teachers may be even less willing to accept rural

posting than male counterparts, and rural areas may have fewer female teachers than urban areas Gottelmann-Direct et al. (1998). In some cases posting single women to unfamiliar areas may cause cultural difficulties and they even are unsafe (Rust and Dalin, 1990: VSO, 2002). For unmarried women posting an isolated rural area may also been to limit marriage prospect (Hedges, 2000). In some countries such as Ghana, they are not posted to rural areas as matter of policy. Hedges, (2002). For married women, rural posting may mean separation from her family, as the husband may not move for cultural or economic reasons Gaynor (1998).

#### **2.5.2.2 The Geographical Location**

HakiElimu has analyzed the regional distribution of new teachers for primary education and discovered that, besides the Teacher Student Ration reach 1:44 from 1:40, 12 regions (48 percent), for region of Lake Victoria (Mwanza, Shinyanga, Geita, Simiyu, Mara and Kagera regions) and regions of region western (Rukwa, Kigoma and Tabora) teachers availability has not improved much in rural areas. Data on the results of the test to finish primary education show that the regions of Shinyanga, Kigoma, Tabora and Singida have acute supply of teachers been doing poorly in PSLE (BEST 2012, 2013). The regions with high numbers of teachers are fevered with geographical issues like good climatic condition which influence agricultural activities, which motivate teachers to engage in agricultural activities while continuing to teach in rural areas.

#### **2.5.2.3 Witchcraft Beliefs and Superstitious**

In Tanzania like other country in Africa is believed to have badly believes about witchcraft in most of regions like Kigoma, Rukwa, Tanga and Manyara. The term

witchcraft covers a wide range of beliefs and practices that can vary massively from place to place, even within a single community (Nelson, 2007). “It is a controversial and ambiguous practice covered in secrecy leading people to do things they do not understand (Mohammed, 2007).

However, it can be defined as the practice of using supernatural powers to achieve a personal goal (Hallie, 2003); basing on those superstitious teachers from other regions refuses to work on those regions for fearing of witchcraft. Teachers who are refuses the post to those regions create the uneven number of teachers in that regions, hence causing poor performance due to the fact that the number of teachers compared to students will be lower than the national ratio of 1:40 (CSA, 2005).

The social services offered to that region of Manyara, Kigoma, Rukwa will be poor than that of (Coast, Dar es Salaam, Morogoro, Kilimanjaro, Tanga and Arusha). even other sectors are relatively poor due to the historical factor that even investors are not willing to invest in that region except that of the government.

#### **2.5.2.4 Marriage as a Factor for Teacher Distribution**

Traditionally, in Africa countries and Tanzania in particular marriage is done as the agreement of man and woman but a female is supposed to follow a male. Once the teachers were deployed, teachers were able to request transfers to other areas. It is not commonly for male teacher to find transfer to follow his wife. For female teachers, transfer is often requested on the basis of marriage, and there were even some reports of women faking a marriage in order to get a transfer. It is rare to find female teachers in rural areas, unless they are with their husbands (if, for example,

both are teachers). Male teachers were sometimes able to get a transfer on the basis of doing further study, and so needing access to electricity. Teacher illness is another major justification for movement.

In some cases teachers have been able to get a transfer, even where there is no vacancy in the school to which they are moving. As a result, some urban schools are significantly over-staffed and teachers have relatively light workloads. As there is constant teacher-initiated movement, and no regular supply of new teachers, there is an oversupply of teachers in the desirable areas, and a shortage in the less desirable areas. In one extreme example, a school in Blantyre had 20 classrooms and 111 teachers, of whom 90 were female. Female teachers are highly over-represented in urban areas, possibly reflecting the ability to transfer on the grounds of husband's location. In urban areas, 82% of the teachers are female, compared with only 31% of teachers in rural areas. However, there is little to suggest that teachers in rural areas are less educated.

### **2.5.3 Humanitarian Reasons**

#### **2.5.3.1 Teacher Gender**

Female teachers may be even less willing to accept a rural posting than their male counterparts, and rural areas may have fewer female teachers than urban areas (Gottelmann-Duret et al., 1998). In some cases posting single women to unfamiliar areas may cause cultural difficulties, and may even be unsafe (Rust and Dalin, 1990; VSO, 2002). For unmarried women, posting to an isolated rural area may also be seen to limit marriage prospects (Hedges, 2000). In Ghana, they are not posted to rural areas as a matter of policy (Hedges, 2002). For married women, a rural posting



may mean separation from her family, as the husband may not move for cultural or economic reasons (Gaynor 1998). Where women have been posted to rural areas they may come to see themselves as having been treated unfairly by the system and thus seek early transfers (Hedges, 2002).

### **2.5.3.2 Professional Development**

Teachers may also see rural areas as offering fewer opportunities for professional advancement. Urban areas offer easier access to further education (Hedges, 2000). In addition, teachers in rural areas are less likely to have opportunities to engage other developmental activities, or in national consultation or representative organizations. Teachers in rural areas may even find it more difficult to secure their entitlements from regional educational administrations, sometimes to the extent of having to put up with obstacles or corruption by officials. The problem is further exacerbated where the majority of student teachers come from a different background. In Ghana, teachers tend to come from a higher socio-economic background than average for the country as a whole (Akyeampong et al., 2002) and to be disproportionately from urban areas. Hedges (2002) describe their reluctance to accept a rural position:

*“There is a profound fear among newly trained teachers with a modern individualistic outlook that if you spend too much time in an isolated village without access to further education, you become ‘a village man’, a term which strongly conveys the perceived ignorance of rural dwellers in the eyes of some urban educated Ghanaians”*

### **2.5.3.3 Diseases HIV/AIDS as Factor for Teacher Distribution**

Health concerns are other major issue for teacher’s distribution in Africa countries and Tanzania in particular. Teachers may perceive that living in rural areas involves a greater risk of disease (Akyeampong et al., 2002), and less access to healthcare

(Towse et al, 2002). Although HIV/AIDS is a threat in all areas, it is becoming a greater threat in rural areas than in cities. More than two thirds of the populations of the 25 most-affected African countries live in rural areas (FAO, 2005). Furthermore, information and health services are less available in rural areas than in cities. Rural people are therefore less likely to know how to protect themselves from HIV and, if they fall ill, less likely to get care (FAO, 2005).

The prevalence of AIDS in rural areas and the lack of medical facilities have made rural postings even less attractive to teachers (Smith and McDonagh, 2003). Across Africa, an estimated 260,000 teachers, 9.4% of the total employed in 1999, could die of AIDS related illnesses over the next decade (Bennell, Hyde and Swainson, 2002). In South Africa, HIV testing of over 17,000 teachers revealed that 12.7% were HIV positive, and the prevalence rates were higher among rural teachers and among younger and less experienced teachers (CSA, 2005).

In some cases ill teachers are posted to urban centers to allow them access to medical services. Although they do little to enhance the teaching in urban areas, their absence from the rural areas further enhances the rural urban divide (Kelly, 2000). In Ghana, for example, poor health is the most common reason given for early transfer (Hedges 2002). In Uganda, the policy is that teachers with health problems should be posted to schools near to medical facilities. Mozambique is considering a similar policy. In Malawi, ARVs are available free to people with HIV, but only a limited number of hospitals can dispense them, or even diagnose HIV. There is no formal arrangement to allow sick teachers to move to areas near hospitals. However, for compassionate reasons district education managers often allow a transfer.

#### **2.5.3.4 Language and Ethnic Groups**

Deployment is further complicated where there are multiple ethnic or linguistic groups within a country. Teachers may be reluctant to locate in an area where the first language is different from their own. In Malawi, student teachers belong to a variety of tribes and have a variety of first languages, which can pose problems for their deployment in areas with a different dominant language group. Similarly in Ghana first language is not a criterion in teacher posting but may be very relevant to the experience of teachers (Coultras and Lewin, 2002). Where a teacher is not fluent in the language spoken locally, he/she may be isolated, professionally and socially in the area (Brodie et al., 2002).

### **2.6 Teachers Deployment as Influence to Teachers Distribution**

#### **2.6.1 Teacher Deployment in Mozambique**

In Mozambique, teacher deployment is done at provincial level and each province trains, recruits and deploys its own teachers. The general principle is that the graduates from each provincial teacher training college are required to teach in that province. Recruitment of newly qualified teachers is normally automatic, but in some cases, provinces have had insufficient funds to recruit all of the newly qualified teachers. Teacher training capacity is unevenly distributed. Maputo City district trains more teachers than it requires, and there is a system that allows teachers to volunteer for transfer to another province.

However, only 107 teachers agreed to transfer in 2004. This imbalance is reflected in striking differences between the provinces. In Maputo city, only 8% of EP1 (early primary) teachers were untrained, compared with 62% in Niassa. Rural provinces

have both a higher pupil teacher ratio (PTR), and a higher ratio of pupils to qualified teachers (PQTR). This reflects a greater number of posts unfilled, and a greater proportion of untrained teacher in rural areas.

### **2.6.2 Teacher Deployment in Malawi**

Since the introduction of Free Primary Education in 1994, teacher recruitment has been done by hiring untrained temporary teachers, who are later trained through the Malawi II Teacher Education Policy (MIITEP) programme. This recruitment was done centrally, and the teachers were deployed to schools on the basis of needs. Candidates are not recruited for specific locations, and there were no specific recruitment policies to select teachers for rural areas. There has been high demand for places in teacher training, and the entry qualifications have been rising.

Under the MIITEP system, the deployment of teachers was done at the point of recruitment. The intention was to deploy teachers to the rural schools where the need was greatest. However, many teachers, particularly female teachers, found reasons to argue that they should not be sent to rural areas. For female teachers, they often made the argument based on marriage. If a woman's husband is located in an urban area, the ministry will not normally force the woman to leave the area.

Once the teachers were deployed, teachers were able to request transfers to other areas (Mulkeen, 2006). For female teachers, transfer was often requested on the basis of marriage, and there were even some reports of women faking a marriage in order to get a transfer. It is rare to find female teachers in rural areas, unless they are with their husbands (if, for example, both are teachers). Male teachers were sometimes

able to get a transfer on the basis of doing further study, and so needing access to electricity (Mulkeen, 2006).

### **2.6.3 Teacher Deployment in Lesotho**

Lesotho has some very mountainous areas where travel is difficult. Infrastructure is poor and the climate inhospitable. Given the dispersed population, schools in mountain areas are generally smaller than those in urban areas (Patrick, 1999). Teacher deployment is based on local hiring of teachers. The Ministry “grants” teachers to schools in response to school population and budget considerations. Once the school is granted a post, the school management committee can select the teacher. Once the teacher is identified, the papers are sent to the Teacher Service Commission (TSC) for ratification, and ultimate payment of salaries by the government. This local hire system has a number of implications. Teachers are not sent to schools. Instead, they apply to schools where they would be willing to work. Schools do not have a problem with teachers refusing postings individuals unwilling to work in rural areas do not apply for posts in those areas (Mulkeen, 2006). The local hire system is more open to local influence than a central deployment system. Although posts are advertised, many schools have a person in mind before they begin the selection process. In some cases this results in a local person being appointed in preference to an outsider.

One effect of this system is that most teaching posts are filled, and there is relatively little variation in pupil teacher ratio between rural and urban areas. However, qualified teachers can more easily compete for the jobs in urban areas, and so many of the rural schools recruit unqualified teachers. The school census data reveals that

only 24% of teachers in lowland areas are unqualified, compared with 51% in mountain areas.

## **2.7 Teacher Deployment Systems**

These cases are illustrative of the main methods of teacher deployment. In practice, two main systems exist, either deployment by a central authority, or deployment by a “market system” (Lewin, 2000). In Tanzania, Mozambique and Malawi, deployment is centrally planned. In Malawi, this is done at national level, and in Mozambique it is done at provincial level. In Lesotho there is a market system in operation where schools are free to select their own teachers, and teachers select the schools to which they apply to teach.

### **2.7.1 Central Planning of Deployment**

Centralized deployment has been a long-standing model in many countries in sub-Saharan Africa, and is widely believed to allow rational deployment of teachers (Penrose, 1998). Central planning has the advantage of distance from local pressures, and can be more easily made fair and transparent. However, highly centralized systems are dependent on the quality of information they receive from schools, and tend to suffer from congested decision making and inattention to the individual needs of education staff (Gottelmann-Duret and Hogan, 1998; Rust and Dalin, 1990).

The major weakness of the centralized systems is that they are often undermined in practice by an inability to implement rational deployment. Teachers may circumvent Ministry of Education’s posting policy by claiming fictitious health problems, exploiting poor record keeping, and or just failing to take their assigned posting

(Hedges, 2000). Teachers who fail to take up a rural posting present a difficulty for policy makers. If they are later allowed to take up a desirable post, they undermine the posting system. If they are not, then the system loses the resource of a trained teacher.

*Example, "If two teachers, A and B, would like to work in an urban area, but are posted to a rural area Teacher A accepts the post and moves to the rural area. B refuses the post, and remains unemployed. Later, a position appears in a desirable location, and both teachers apply. This presents a difficult choice. If the post is given to A, the rural post becomes vacant, and is difficult to fill. If the post is given to B, then B has achieved the goal more quickly than A by refusing the rural post. The message is observed by others, and any teacher who can afford a period of unemployment quickly understands that the fastest way to the desired post is by rejecting offers of rural postings."*

The inability to implement planned deployment has serious consequences. In Ghana, a recent survey of 262 newly trained teachers posted to four rural districts, showed that 115 failed to arrive at their teaching post. This widespread failure to accept rural posts undermines the rational posting system (Hedges, 2000), and contributes to a lack of conviction among administrators that significant progress can be made in addressing patterns of unbalanced deployment (Gottelmann-Duret et al., 1998).

### **2.7.2 The Decentralization Planning of Deployment**

In terms of teacher deployment, decentralization brings both benefits and risks. The more local the system, the more likely it is to be able to keep in touch with the needs of the schools, to respond quickly and flexibly to needs. However, a local structure may also open up a greater possibility of undue influence being exerted by powerful individuals on deployment decisions, especially in countries with a weak administrative capacity at district and local levels (Hallak, 1990). In many instances in Africa, administrators operating at the local level are exposed to the pressure of

influential personalities in local communities, and it is not unusual to see their decisions being biased. Improved systems of 'checks and balances' are needed to ensure countrywide equity, justice and efficiency in teacher's deployment (Gottelmann-Duret, 1998)

### **2.7.3 Province Teachers Deployment System**

Further teacher deployment issues arise within provinces. Newly qualified teachers are assigned to schools, based on needs identified at the provincial level. Many teachers are happy to work in provincial urban, but reluctant to work in the more isolated areas within a province Craig et al. (1998). Ministry officials report that female teachers, in particular, are unwilling to accept rural posts. Teachers assigned to isolated schools frequently refuse to take up the posting. Teachers who refuse a posting are not employed, but often later apply for other posts that become vacant.

It is clear that the current deployment system is not working effectively. Although the system is designed to ensure an adequate supply in each province, there are inequalities in distribution both between provinces and within provinces. The logical distribution of teachers within provinces is undermined by an inability to enforce deployment. Teachers, Ministry of Education Mozambique, Annual School Survey 2004 who are given undesirable deployments can refuse the post, and can later apply for, and get, posts in urban areas.

### **2.7.4 The Market System Planning of Deployment**

In the market system, teachers are not sent to schools, but apply for posts in specific schools. This system removes the burden of deploying teachers from the central



authorities. In effect, teachers deploy themselves by searching for jobs. It gives each school more autonomy in selecting their teachers. Schools are more likely to select teachers who will accept the position, and often recruit local people. However, “market effects” occur, and the most desirable teachers (best qualified), tend to get the most desirable jobs. In Lesotho the practical effect of the market system is that most schools are able to fill their teaching posts, but that more of the teachers in isolated schools have lower qualifications.

## **2.8 Strategies to Redress Deployment Imbalances**

In Africa and Tanzania in particular each country has their own strategies/methods of redress teacher’s deployment system. Policy makers in all countries should try a number of strategies to redress the imbalances in teacher deployment, but the main strategies can be categorized as: Incentives for teachers locating in rural areas, Forced transfer of teachers, and Targeted recruitment

### **2.8.1 Incentives for Teachers Locating In Rural Areas**

#### **2.8.1.1 Financial Bonus**

Some countries have attempted to make working in rural areas more attractive through the use of incentives. In some cases these may be financial incentives, in the form of a hardship allowance, travel allowance, or subsidized housing. In other areas the incentives may be non-monetary, including, for example, special study leave or better training opportunities (Gaynor, 1998; Craig, Kraft & Plessis, 1998).

In Mozambique, there is a system of financial bonuses for teachers who locate in rural areas. Schools are classified into four location categories, ranging from urban

schools to the most isolated schools, and teachers are paid a salary bonus depending on the location of the school. Although the bonus payments appear attractive, they are weakened by two issues: First, the payment depends on both location and on teacher qualification. For the teachers with low qualifications (the bulk of primary teachers) there is no bonus at all. For teachers with a mid-level qualification, the difference between teaching in a provincial urban and a remote school is relatively small (only 14% of salary). Second, teachers who teach two shifts receive a bonus of 60% of their basic salary. Two shift schools are found more frequently in the areas of a high population density, and so teachers in urban and cities are more likely to have the option of additional earnings from this source (Rust, V. & Dalin, P. (Eds.) 1990).

In Lesotho there is a hardship allowance paid as a flat fee of M275 per month. This is equivalent to 20% of salary for an unqualified teacher, but only 10% of salary for a teacher with a diploma qualification. This is generally acknowledged to be too small to encourage the more highly qualified teachers to locate in remote areas. As one DRT explained, even the cost of travel to collect the monthly cheque, and the cost of commodities, especially fuel, could outweigh the value of this bonus. In addition, the hardship allowance is determined by very general classifications of schools. Teachers in remote rural schools in the lowlands do not receive the allowance, while teachers in urban in mountain districts do. (Gaynor, 1998; Craig, Kraft & Plessis, 1998)

In Tanzania, most primary teachers do not get any additional payment to move to rural areas. Currently for locating in rural areas, possibilities' being considered Education Management Information System (EMIS) data shows strong correlation between housing & female teachers hardship allowance of 20% of salary for 'hard-

to-reach' areas. There have been difficulties in deciding which are hard to reach schools. To have one in the 1980's but abolished in 1990's. PEDP stated priority to rural teacher housing, but in practice not implemented. These cases highlight two general lessons concerning the use of incentives. First, the incentives need to be substantial to outweigh the social and economic costs of living in an isolated area. Second, incentive systems require a fair system of classification of schools.

In Mozambique, urban schools are more likely to offer two-shift teaching, which carries a salary bonus. In other countries, schools in richer communities are able to raise money from parents through voluntary contributions or parent teacher associations. These extra resources can be used to provide additional benefits, or even additional salary, for teachers.

#### **2.8.1.2 Incentives – Housing**

A second major incentive for teachers to locate in rural areas is the provision of teacher housing. Where teachers cannot live near the school, they are likely to spend a lot of time traveling, often to the detriment of their school work. Housing is particularly important for female teachers. In Malawi, the EMIS data reveals a strong association between the availability of housing in an area and the presence of female teachers in the school Garson, P. (1998).

Similarly in Uganda, a recent Study on Primary School Teachers Attrition considered provision of housing to be a key factor in ensuring teacher retention especially in rural areas. Currently 15% of the School Facilities Grants (SFG) is allocated to the construction of teachers' houses.

In Mozambique, the Ministry does not normally provide housing although the practice has been to put a director's house at some schools. In addition, some NGO's and even local communities have constructed teacher housing in an attempt to make rural locations more attractive. In Lesotho too, teacher housing is not normally provided, but some NGOs and community groups have provided accommodation.

Although good quality housing near the school can be a significant incentive for teachers, and particularly for female teachers, it can be expensive to provide, especially if the government is also responsible for ongoing maintenance of the property (Hedges, 2002). There may also be difficulties in repossessing a house for use by a new teacher, particularly where this would leave a family in hardship as a result of teacher illness or death.

### **2.8.2 Forced Transfer of Teachers**

There have also been attempts to address the issue by forcing teachers to relocate to rural areas (Gottelmann-Duret et al., 1998). While this strategy has little financial cost, it may damage teacher morale and lead to a high turnover of staff. In South Africa, an effort to force the redeployment of teachers to poorer, rural areas was unsuccessful. South Africa's predominately female teaching force was not mobile enough to respond to school staffing needs. When strongly encouraged to relocate, large numbers of key science and mathematics teachers left teaching (Garson, 1998). As a consequence, there was a significant drop in the number of school leavers choosing to apply to teacher training colleges because teaching was seen as an embattled profession, "where one is likely to be redeployed or moved" (Samuel, 2002).

In some countries, such as Malawi and Zambia, forced relocation to rural areas is sometimes used as a punishment for teachers who misbehave. While this has a certain sense of natural justice, it runs the risk of locating the teachers who have caused trouble in the schools that are furthest from supervision (VSO, 2002). Some countries have used models where deployment to rural areas is related to career progression. Typically, these require that newly trained teachers work for a number of years in a rural area, or that teachers seeking promotion work for a period in a rural area (Gottelmann-Duret et al., 1998). Successful implementation of such systems depends on careful management. Even if successful, this would result in a concentration of the least experienced teachers in the rural areas.

There is some evidence that young, newly qualified teachers have more difficulties in rural areas, and achieve poorer results (Daun, 1997). Despite these difficulties, systems where a defined period in a rural area is required may be an effective strategy for getting qualified teachers *in* rural schools. Teachers may be more likely to accept a rural post if they see it as temporary, and as a path to a more desirable job.

### **2.8.3 Forced Deployment for Teachers**

An alternative strategy may be to seek to recruit student teachers from within each region, in the hope that personal history and family connections will entice them to return to teach in their home area after they attain their teacher certification. The presumption is that those individuals will have family roots in these rural areas and be more willing to return and remain in these rural settings (Craig, Kraft and Plessis, 1998). One of the attractions of this approach is that if teachers become established

within their own community, they may gain extra benefits from the proximity of relatives, which may help to ensure long term stability. Working close to ones' extended family may provide some level of financial support and subsidy (Black et al., 1999). However some countries, such as Malawi, report that teachers do not want to work in their own village, because there may be too many demands on them from family. Some people from rural areas would prefer to be in their home district, but not actually in their home village.

It should be noted that the assumption that teachers recruited from a rural area would want to return to their own communities has been challenged by a number of researchers (Rust and Dalin, 1990; Azam, 2001). Educated members of a disadvantaged minority group may view their education as a means of social mobility, and may have no desire to remain in the community once qualified (Azam, 2001).

In Lesotho, for example, it was reported that "it is hard to attract people to rural areas, as the conditions are difficult... Young people, even those from rural areas, want to come down from the highlands as soon as they can. Even those who come on study leave, try hard to stay in Maseru". The targeted recruitment strategy is most frequently used to recruit teachers from specific geographical regions or ethnic-linguistic groups. However, it may also be possible to focus teacher recruitment on teachers from particular socio-economic backgrounds. Hedges (2002) raises an interesting possibility in reporting that teachers from poorer backgrounds were more likely to value the relative security of the teaching profession and take up their postings. However, this strategy often involves a trade-off between entry

qualifications for rural roots (Lewin, 2002). If it is necessary to adjust the teacher recruitment system to favor teachers from a particular area, and if the system was a merit based system, then the adjustment entails recruiting teacher of lower quality that before.

## **2.9 Literature Review Gap**

The experience of teachers deployment in various countries like Ghana, Uganda, Malawi and Lesotho do not significantly differ with that of Tanzania, For example, Ghana still uses the central deployment system where the teachers are recruited from the central government and posted to the regions and some of these may not report to the station resulting to teachers shortages in the rural areas. This scenario data cannot be fully relied upon as time has passed since, for example, the report on the shortages of teachers was developed in 2006; hence a new study is need to establish the specific issues that affect teacher distribution in Tanzania, in Temeke municipal, in particular.

## CHAPTER THREE

### 3.0 RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter contains presentations and discussions of various methodological issues related to the study. Issues covered in this chapter include research paradigms, research design, research sites, the population, sampling procedures and sample used for the study. Other issues are data collection methods and techniques, data recording, data analysis and ethical issues, reliability and validity issues were also examined. At the end of this chapter, a summary of the methodological issues is presented.

#### 3.2 Research Paradigms

In educational research two paradigms exist, namely interpretivism and positivism (Creswell, 2005; Gatsha, 2010). Interpretivists claim that reality exists within people and by questioning them one could construct the reality of a phenomenon. The interpretivists seek to understand experience, behavior and opinion of individuals in a natural setting through naturalistic inquiry as advocated by Patton (2004).

The interpretivists seek to understand the nature of an issue in its natural setting. To the contrary, positivists bank on developing theories, and scientific laws based on statistical hypotheses and testing. This paradigm claims to use statistical methods to generate conclusion using wider sample as opposed to interpretivist (Creswell, 2005, Gatsha, 2010, Rwejuna, 2013). It is common for researchers to use those interpretivist paradigms (qualitative) to lead and investigate complimented by



quantitative methods. This was because there is no method that is best for all times for all situations. For example, the qualitative approach lacks definite data analysis and has loose design which may result into difficulty in analyzing data (Miles and Heberman, 1994; Patton, 2004). Another weakness of this approach is that data collection may take a long time as the interview processes often take longer to be completed. This is due to the fact that the respondents sometimes need to recognize information on the questions raised and sometimes the respondents' memory is lost. The last shortfall of qualitative research is that it may be associated with researcher bias.

In this study, it was considered reasonable to combine qualitative and quantitative approaches for the purpose of reducing the weakness of each method. It was also important to combine the approaches so as to generate better understanding of the researched topic (Creswell, 2003). This means that quantitative data provided basic research evidence on issues influencing teachers' distribution in secondary schools in Temeke Municipality; and qualitative data provide in-depth explanation of the influence of the issues for uneven teachers' distribution in Temeke Municipality's secondary schools. The combining of research paradigms is known as mixed methods (MM) paradigm as popularly presented by Tashakkori and Teddlie, (2009). MM paradigm is elaborated in the following section.

### **3.3 Area of the Study**

In this study, different schools involved in the study were from Dar es Salaam region, Temeke municipal. These areas were Mtoni and Toangoma wards, they were selected to provide information a urban based experiences. Kisarawe II and

Mjimwema ward at Kigamboni divisions were selected to provide information on semi-urban and rural experiences. These research sites are further discussed as follows.

#### **3.4.1 Mtoni Ward**

The researcher selected Mtoni ward because it was easier to reach the place when compared to other wards. This ward has only one secondary school which is Mtoni relini secondary.

#### **3.4.2 Toangoma Ward**

The second study area was Toangoma ward in Kigamboni division. The researcher met with respondents. Toangoma ward has four secondary schools. These are Toangoma, Changanyikeni, Mikwambe secondary and Malela secondary school. The researcher was dealt with only one secondary school which was Toangoma secondary school. The researcher selected Toangoma secondary school because the school had high population of teachers compared with other secondary schools within Toangoma ward.

#### **3.4.3 Mjimwema Ward**

The third site was Mjimwema ward in Kigamboni division; the researcher met with respondents. Mjimwema had a secondary known as Aboud Jumbe secondary which represents rural areas.

#### **3.4.4 Kisarawe II Ward**

In Kisarawe II at kigamboni division where nearby Dar es Salaam zoo, 10 kilometers from Kibada junction. The researcher travelled from Mtoni to Mbagala, then from

Mbagala to Kongowe, from Kongowe through Toangoma, Mikwambe, Kibada to Chekeni Mwasonga about 27 kilometers from Kongowe.

### **3.5 Justifications for Study Area Selected**

Temeke with its three divisions Chang'ombe, Mbagala and Kigamboni, were selected as the area of study because they are the areas which represent urban and semi urban in Temeke district, hence many teachers especially with higher qualification refused to work. Mtoni ward represent urban area and Toangoma ward represent semi urban areas. Mtoni ward with Mtonirelini and Indian secondary is 3 kilometers from District council and nearby city center of Dar es Salaam and Toangoma ward with Toangoma, Malela, Mikwambe and Changanyikeni secondary schools is 15 kilometers from Temeke Municipal council.

This would facilitate a researcher to meet with many respondents (teachers) to participate in the study either the interview or respond to the questionnaire. Generally, at Mtoni and Toangoma wards there is concentration of teachers, so availability of variety respondents attracted the researcher to choose these areas as the key/focal research study area as the area was anticipated to be richer in information.

Also, Mjimwema and Kisarawe II were selected to obtain experiences of rural based teachers. Their selection intended to examine how schools with rural teachers and students experienced the problem of teacher's retention. Teachers involved in this situation included teachers from Aboud Jumbe secondary school about 17 kilometers from Mjimwema ward office and Kisarawe II secondary about 10 Kilometers from

Kibada the junction of Kongowe road and Kigamboni road 9 kilometers from the ward office were selected as sites for this study. The researcher selected these areas because has the long history of having problems of shortage of teachers.

### **3.6 Populations**

This study used experiences of (80) eighty teachers from Mtoni, Toangoma, Mjimwema and Kisarawe II. The researcher decided to use the larger sample of respondent's population so as to reduce sampling error.

### **3.7 Sampling**

Mixed methods research design (MM) allows collection of data and analysis of data, using a combination of qualitative and quantitative approaches and generates results being integrated in a single study or programme of inquiry, Teddlie et al., (2009). The design used the probability sampling such as random sampling where the respondents are selected on the assumption that every respondent has equal chance of being selected to represent the population (Gray, 2009), Teddlie et al., (2009). The random sampling falls under the quantitative approach.

Further, the mixed methods design uses the qualitative sampling method such as purposive sampling where the respondents are selected by the researcher on the basis that the selected sample reflects the knowledge a researcher is searching. The purposive sampling technique falls under the qualitative approach. This study, therefore, used these two types of sampling techniques in a single study. This typical sampling used in this study, which is mixed method design, is known as parallel mixed methods sampling (Tashakkori and Teddlie, 2009). The parallel mixed

methods sampling permits researchers to triangulate results from the separate qualitative and quantities components of their research thereby allowing them to confirm, cross-validate or corroborate findings with a single study, Teddlie, et al. (2009) and Creswell, (2003).

### 3.7.1 Selection of Respondents

Since the selected sampling used was parallel mixed methods sampling; it was this parallel mixed methods sampling that guided selection of the two types of samples. The sample that involved into the study would be teachers who had been interviewed making a total of eighty respondents. All respondents were selected to the study due to the fact that they were considered that they could respond well to the research questions of the study. The total sample of the study was therefore eighty respondents as indicated in Table 3.1.

**Table 3.1: Sample of the Study**

S/N	Respondents	Expected	Interview	Question	Total
1	Education officers	02	1	1	02
2	School Board member	04	2	2	04
3	Head of schools	04	4	-	04
4	Teachers	70	10	60	80
	<b>Total</b>	<b>80</b>	<b>17</b>	<b>63</b>	<b>90</b>

Source: Field Data (2014)

### 3.8 Data Collection Instruments

In this study, three data collection instruments were used to collect qualitative information and data. These include semi-structured interview, focused group discussion, and documentary review.

### **3.8.1 Semi-structured Interview**

Gray (2009) explains that semi-structured interview comprises of non-standardized questions often used in qualitative data collection. The techniques were used by the researcher during the interview by having a list of issues and questions to be discussed. All questions may not be asked in a single interview. In this technique, the order of questions may also change depending on what direction the interview takes. Additional questions may be asked to seek further clarification of issue emerging not estimated at the start of the interview. Data was being recorded by note taking or by tape-recording when the interview was in progresses. Questioning would be possible as a researcher would need more information or clarification about certain issues from interviewees.

Open questions were given to respondents who participated in the study. Before the researcher administered the interview, the researcher considered developing a positive relationship with the respondents. Gray (2009) holds that to develop relationship the following would be needed to be observed. First, was explaining how the interview would last, and then explaining the purpose of the interview. Thereafter, a researcher needed to ask the permission to tape the respondents and explain how the information provided by the volunteers would be kept confidential where necessary.

### **3.8.2 Justification on uses of Semi-Structured Interview**

The choice of a data collection technique would depend on the purposes of the research and the research questions directing investigation (Creswell, 2003 and Onwuegbuzie et al., 2006, Tashakkori, 1998). Hence the interview would be

considered as the appropriate method which can capture *what* and the *how experience*. This is because interviews have power to bring out responses focusing on nature of opinions, experiences and believes.

This is due to the ability of the interviews to accommodate flexible questions during the interviewing process. Interview would allow the researcher to gather in-depth information on the phenomenon (Silverman, 2006, Gray, 2009). It was for these reasons, the inter technique would be selected and would be supported by other methods namely, focus group discussion and documents review.

Gray (2009) holds that an interview can serve a number of distinct purposes such as gathering information about person's knowledge, values, preferences and attitudes. In this study person's knowledge based on staff knowledge to understanding issues that influence teachers' distribution in secondary schools in Temeke municipal. So the interviews in this study were used to guide the researcher towards capturing person's knowledge on issues of Distribution of Teachers in Temeke Secondary Schools.

Another reason which influenced the researcher to choose interview is the nature of the research. The research report intends to develop narration on the teacher's distribution to be able to get person's experiences. On these constructs the researcher would require the most effective method that could collect wide information to allow depth description. The method captured wide description of challenges inhibiting teachers' distribution. This was because the method is flexible in terms of allowing no-predetermined question and using investigates questions to obtain more

information and data from respondents. Questioning is a skill that comes from knowing what to look for in the interview, listening carefully to what is said and what is not said and being sensitive to feedback (Patton, 2002).

### **3.8.3 Recording of Interviews**

Two instruments were used to record data during the interview namely tape recorder and notebook. The use of the two devices would be in accordance with recommendations given by Gray (2004); Merriam (2002) that they complement each other in recording the data. For example, at the time of interview, the note book would be used for recording key points given by the respondents; while at the time of proof from the field the recorded sounds would be used to confirm words that may have wrongly been written through note taking. In order to get more reliable data the researcher recorded all discussions during interviews and during focus group discussions. The recorded sounds were be developed into records files by transferring them from disc to the researcher's computer for safe storage and used in developing clear narrations of data. Respondents' views were retrieved in the form of sounds, and clear field notes were generated for preparing good transcripts so that the evidence of what respondents said were available electronically and helped the researcher to develop narrative data for this study.

### **3.9.5 Focus Group Discussion (FGD)**

Focus group discussions (FGD) were used in gathering data from the field study. This method was conducting in accordance with Patton (2002) who held that focus group discussion is an interview involving a small group of people who discuss on a specific topic for an hour or more. Normally, in focus group discussion, six to eight



people are brought together and encouraged to talk about the subject of interest. It has been a famous method to search opinions for social science surveys particularly regarding people's interest in the prices and market forces (Guba and Lincoln, 1995). Focus group discussion (FGD) were adopted as a means of data collection for the study because, the method has the ability to collect data for the study relatively quicker than one to one interview (Silverman, 2004). This is enforced by Ketzinger (1995) who holds that focus group discussion (FGD) can encourage contributions from people who felt they have nothing to say or who are deemed feeling patients but engage in the discussion generated by other group members.

Furthermore, Silverman (2004) contends that focus group discussion allows the respondents to react to and build up on the responses of other group members as well as allow one to disclose information more freely than in the one to one interview. The use focus group allowed respondents to build confidence and also feel free to speak on the teacher's distribution issues at Temeke Municipal council. When using this method the role of the researcher to be a moderator, monitor and recorder of the group interaction (Krueger, 2003; Punch, 2005; and Patton, 2004). The focus group discussions conducted in four wards in Temeke Municipal.

### **3.9.6 Documentary Review (DR)**

According to Patton (2002) learning to study and understand using documents files is part of the data collection skills needed for qualitative analysis. The review of these documents providing insights on the problem investigated. The researcher reviewed the files containing the number of teachers from the selected schools for the past three years to see the teacher distribution of those schools. These data were obtained

from headmaster/mistress, or statistic and logistic officer (SLO) of Temeke municipal.

### **3.10 Quantitative Data Collection Technique**

The questionnaire was the main instruments used to collect the quantitative data in the field. The instrument to used were questionnaires

#### **3.10.1 Questionnaires**

In collecting data Gray (2009) points out that the questionnaire has the following advantages, the questionnaires can be sent to hundreds or even thousands of respondents at relatively little cost hence reduce resources involved in collection of data. But the low response of teachers/staff to questionnaire as a result of negligence or not seeing the importance of the questionnaire itself worried the researcher and decided to administer the questionnaire to respondents physically. Questionnaire ware distributed in the morning and follow up was made on the same day or the next day. This strategy discouraged respondents to stay with the questionnaires too long before misplacing them or failing to return them.

Gray (2009) states the advantages of the questionnaires as being simple to analyze and assurance of anonymity of the respondents. Gray (ibid) furthermore says that the questionnaire allows data to be captured from many people at once and it is this strategy that would make a researcher manage to capture the responses from respondents at a short time using both internal attachments sent and personal administration of the questionnaires as recommended, (Gray, 2009; Creswell, 2003).

### **3.10.2 Questionnaire Design**

The researcher designed a questionnaire covering the three themes of the study objectives. The questions were 18, the focus of the study covered the policies and procedure used by the education officers to control the transfer of teachers in Temeke municipal secondary schools. Another question were designed to seek opinion the respondents have over the issues that influence the teachers to transfer from rural to urban secondary schools in Temeke municipal. The last sets of question were constructed to allow respondents to opine on the strategies the Ministry could employ to improve distribution of teachers between the rural and urban secondary schools in Temeke municipal.

### **3.10.3 Piloting of Questionnaires**

Gray (2009) and Creswell (2003) both held the same view that there is a need for the researcher to test the instruments before their full excursion in the field. This is because not all respondents will have same understanding as they attempt to fill the questionnaire. This would lead to poor responses that would limit the tool to collect as much data as possible to address the objectives of the study.

The pre testing involved group of three teachers. Some corrections were made after pre testing the instrument. The pre testing results included, shortening some of the questions, rephrasing some questions to reflect the required content and some repeated questions were deleted from the list of questions. Pre test result also condensing questions but still would maintaining the questions in relation to the objectives of the study.

#### **3.10.4 Administration of Questionnaires**

Questionnaires were administered into two groups. The first group was a group which comprised teachers and the second group was of administrative staff like headmaster/mistress, academic master, and discipline master. The first type of teachers was rank and files, who were attending the schools as normal during the data collection. Care was taken not to breach ethics of the respondents, so these teachers were asked to fill in the questionnaires after their meeting.

#### **3.11 Presentation and Analysis of Qualitative Data**

According to Patton (2002) the challenge of qualitative data analysis lies in making sense out of massive amount of data. This involves reading volumes of raw information, sorting trivial from significant, identifying patterns and constructing a framework of communicating the spirit of what the data disclose. Patton (ibid) further explains that there are no absolute rules for qualitative data analysis; however, one needs to do the best with full intelligence to fairly represent the data and communicate what it reveals given the purpose of the study. Bogdan and Biklen (1992) explain that data analysis is a systematic process involving working with data, organizing and breaking them into manageable units, synthesizing them, searching for patens, discovering what is important and what is to be learned and deciding what to tell others.

The data collected through interviews, focus group discussion and documentary review were read to get the whole picture. Then it was filtered to get patterns of significant themes. After the identification of themes, the data was grouped in two categories targeting the research questions and objectives. Analysis continued by

presenting respondents 'descriptions and quotations under themes and with the support from the literature review and the findings were presented in narration. The whole work of qualitative data analysis was done manually.

### **3.12 Coding and Analysis of Quantitative Data**

The researcher used SPSS Version 20 statistics to process the quantitative data. After the researcher collected the questionnaires from respondents, the first step was to review the questionnaires and see how the respondents generally filled the questionnaires. The researcher would identify some questionnaires that would not be suitable for the data processing as they would mislead the results. With the assistance of the supervisor the current researcher managed to code data which were later transformed into frequencies and tables. From tables and percentages the quantitative data analysis was developed and presented.

### **3.13 Ethical Issues**

These involved gaining consent and anonymity. A brief elaboration is provided below.

#### **3.13.1 Gaining Consent**

Patton (2002) and Gray (2004) argued that the use of the principle of informed permission is necessary for a fair research. In respect of this principle, respondents will be informed about the request for them to participate in the research. Those who will agree to participate in the research will be included in the study. No dishonesty will be exercised by a researcher to force respondents to be involved in this research (Gray, 2009). The researcher therefore developed an informed consent to ask

respondents to participate in the research project while promising them to keep all information from respondents highly confidential. It is based on this principle of informed permission that the teachers who preparing for their classroom activities or who would be teaching/learning sessions would not be approached for research activities.

### **3.14 Reliability and Validity of Data**

#### **3.14.1 Reliability (Dependability)**

Merriam (1995) holds that in qualitative research reliability is concerned with how far the results found in the study will be consistent. This is different from the way the reliability is conceived in positivism; where the reliability strives to see how findings obtained in the first round of the study can be similar to those of the following two or three rounds. In non positivism-qualitative approach, the reliability is conceived as how far the findings are consistent with the data. Merriam (1995) recommended on the ways to increase consistency in qualitative research. The recommended ways are triangulation, peer examination, and audit trail.

In this study the researcher adopted these strategies. For example, under the triangulation the researcher used a number of methods like interview, documents and focus group discussion. The similarity of information across the methods assisted a researcher to confirm the consistency of information in the investigation. The researcher also asked the peers to review the research document at various stages of the investigation. This helped a researcher to receive the necessary inputs for improving the study. The last way that improved the reliability of the research as

recommended by Merriam (1995) was the use of audit trial. This involved checking of the correctness of the procedures used to develop categories and collect data for the investigation and the inputs that were expected from those groups.

### **3.14.2 Internal Validity (Credibility) of the Data**

Merriam (1995) advocates that internal validity involves asking the question; to what extent the information one claims to be true is true? In qualitative research the truth is difficult to achieve as the knowledge is with the people and it is changing and not static as Merriam (ibid) puts it that reality is multi-dimensional; and over-changing and as such there is no such thing as single absolute reality waiting to be observed and measured. Thus the interpretation is in the sense of the individuals. However, Guba and Lincoln (1981); Merriam 1988 and Patton (1991) suggest various strategies to improve the internal validity of the study. These include; triangulation (by use of multiple investigators; multiple sources of data; or multiple methods to confirm the emerging findings (Denzin, 1970) Mathison,1988).for example if different sources of information brought common pattern of information then a researcher was confident that there is a certain level of truth in those sources.

Another strategy to achieve internal validity is to use member checks. This will be achieved by a researcher after making his own interpretation, asking the people from whom the information will be deriving to do interpretation to see if they were reasonable, sound and precise. A researcher from time to time will look closely to assist in ascertaining the interpretations and comments as a way of improving the study findings.

### **3.14.3 External Validity (Transferability) of Data**

The concept connotes how the findings obtained in the study might be applicable beyond the study area itself. This principle is mainly used in the quantitative approach where the purpose of the study is to generate findings. In qualitative research however, the purpose is to study a small sample and the purpose of investigation is to develop understanding, insight, and clarification on the social issues (Patton, 2004).

According to this principle, external validity for a qualitative research becomes how far the knowledge gained in the studied case can be used to develop insight, clarification and understanding on the related issue beyond the study itself; hence knowledge validity (Merriam, 2002; Mulengeki, 2011). To improve external validity a researcher used the different sample (sampling within) approach (Merriam, 1995). For example, the sample of this study reflected a different number of participants like teachers, second master/mistress and head of schools lecturers. Some other ways which will be used to enhance internal validity for these studies will thick description and multiple study area (Mtoni, Toangoma, Mjimwema and Kisarawe II Wards).

### **3.15 Summary on Research Methodology**

Chapter three presented the research methodology used for this research starting with research paradigms. The Chapter further delineates the choice of Mixed Methods design (MM) which guided the study. The sample selected followed the sampling techniques used in the methods design, which for this case was parallel mixed methods sampling. This study used two types of sampling techniques which were parallel. The first was random sampling for the quantitative techniques and second



was purposive sampling for qualitative techniques. The selections of research locations were stated and justified. The tools for the data collection were mainly questionnaire, interviews, focus group discussions and documentary reviews .The SPSS statistics 20 was used for analysis of quantitative data, while qualitative data used thematic approach. The Chapter ended with the validity and reliability issues.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

The main objectives of the study were to;

- (i) Examine the policies and procedures for allocation of teachers in secondary schools in Temeke municipality
- (ii) Identify the issues causing uneven distribution of teachers between rural and urban places in secondary schools in Temeke municipality
- (iii) Suggest the strategies that should be adopted by education authorities to bring balance of teachers' distribution in secondary schools in Temeke municipality.

Interviews, questionnaire, focus group discussions, and documentary reviews were used to capture information.

#### 4.2 Policies and Procedures for Teachers' Deployment

The policies and procedures for teachers' distribution in teaching posts are such as transfer by exchange of positions between one region and other region, and transfer based on the reasons like marriages or health problems. According to the policy of teachers' distribution under the ministry of education and vocational training MOEVT, the number of teachers in stream school should much with the ratio of student.

For example by taking number of student to be taught and divide by number of teachers you get the Teachers Student Ratio (TSR). The Educational and Training

Policy (ETP) of 1995 section 6 shows that the ratio of teachers to students in secondary schools do not exceed 1:40. The subject priorities was recommended that the secondary school teachers should not exceed 25 periods per week

The general policies the teacher allocation is that teachers are allocated by considering needs and priorities in terms of filling the posts and the given subjects in the given schools.

#### 4.2.1 Teachers' Allocation Policy in Temeke Considers Marriages Issues

Results of the questionnaire in Table 4.1 showed that 61.8 % of the respondents in Temeke consider marriages issues (female teachers to transfer to urban to follow their couples), whereas, only 29.1% of the respondents disagreed with the statement and 9.1% of the respondents were undecided.

**Table 4.1: Teachers Allocation Policy in Temeke Considers Marriages Issues**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	17	28.3	30.9	30.9
	Agree	17	28.3	30.9	61.8
	Undecided	5	8.3	9.1	70.9
	Disagree	10	16.7	18.2	89.1
	Strongly disagree	6	10	10.9	<b>100.0</b>
	Total	<b>55</b>	<b>91.7</b>	<b>100</b>	
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

**Source:** Research Data (2014)

#### 4.2.2 Teacher's Allocation Policy Allows Teachers who are Sick to Transfer to Urban (Temeke) from Rural for Immediate Medical Attention

Results of the questionnaire in Table 4.2 showed that 67.2% of the respondents agreed with that Teachers allocation policy allow Teachers who are sick to transfer to urban (Temeke) from rural for immediate medical attention, whereas, only 16.4% of the respondents disagreed with the statement and 16.4% of the respondents were undecided.

**Table 4.2: Teachers Allocation Policy Allows Teachers who are Sick to Transfer to Urban (Temeke) from Rural for Immediate Medical Attention**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	13	21.7	23.6	23.6
	Agree	24	40	43.6	67.3
	Undecided	9	15	16.4	83.6
	Disagree	4	6.7	7.3	90.9
	Strongly disagree	5	8.3	9.1	100.0
	Total	55	91.6	100.0	
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.2.3 Teachers Allocation Policy Allows Teachers with HIV Status Transfer to Urban to Access ARVs from Urban Centers in Temeke

Results of the questionnaire in Table 4.3 showed that 63.7% of the respondents agreed with that Teachers allocation policy allows Teachers with HIV status transfer to urban to access ARVs from urban centers in Temeke, whereas, only 21.8 % of the respondents disagreed with the statement and 14.5% of the respondents were undecided.

**Table 4.3: Teachers' Allocation Policy Allows Teachers with HIV Status  
Transfer to Urban to Access ARVs from Urban Centers in Temeke**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	10	16.7	18.2	18.2
	Agree	25	41.7	45.5	63.7
	Undecided	8	13.3	14.5	78.2
	Disagree	8	13.3	14.5	92.7
	Strongly disagree	4	6.7	7.3	100.0
	<b>Total</b>	<b>55</b>	<b>91.7</b>	<b>100</b>	
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.2.4 A teacher can be Transferred to Temeke Urban Schools if he she wants to Attend the Patient in Urban

Results of the questionnaire in Table 4.4 showed that 25.5% of the respondents agreed with that A teacher can be transferred to Temeke urban schools if he she wants to attend the patient in urban, whereas, only 50.9% of the respondents disagreed with the statement and 23.6% of the respondents were undecided.

**Table 4.4: A Teacher can be Transferred to Temeke Urban Schools if he she  
wants to Attend the Patient in Urban**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	4	6.7	7.3	7.3
	Agree	10	16.7	18.2	25.5
	Undecided	13	21.7	23.6	49.1
	Disagree	17	28.3	30.9	80
	Strongly disagree	11	18.3	20	100.0
	<b>Total</b>	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.2.5 Teacher Deployment Procedures Allow Professional Development Like Evening Programme to be Considered if a Teacher wants to Shift from Rural to Urban Schools in Temeke

Results of the questionnaire in Table 4.5 showed that 29.1% of the respondents agreed with that Teacher deployment procedures allow professional development like evening programme to be considered if a teacher wants to shift from rural to urban schools in Temeke, whereas, only 45.4 % of the respondents disagreed with the statement and 25.5% of the respondents were undecided.

**Table 4.5: Teacher Deployment Procedures Allow Professional Development Like Evening Programme to be Considered if a Teacher wants to Shift From Rural to Urban Schools in Temeke**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	3	5	5.5	5.5
	Agree	13	21.7	23.6	29.1
	Undecided	14	23.3	25.5	54.6
	Disagree	15	25	27.3	81.9
	Strongly disagree	10	17.7	18.1	<b>100.0</b>
	<b>Total</b>	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.3 Issues which Influencing Imbalance of Teachers in Secondary Schools in Temeke

The questionnaire responses below covered the issues to be considered during distribution of teachers of secondary schools in Temeke. The analysis is presented in

Table 4.6 - 4.12. The questionnaire analysis included also the open-ended questions about other issues influencing imbalance of Teachers in Rural Secondary Schools in Temeke municipal council.

#### **4.3.1 Young Female Teachers Once Married Transfer from Rural Secondary Schools to the Urban Secondary Schools to Join their Husband in Urban in Temeke**

Results of the questionnaire in Table 4.6 showed that 61.8% of the respondents agreed with that Young female teachers once married transfer from rural secondary schools to the urban secondary schools to join their husband in Urban in Temeke, whereas, only 27.3% of the respondents disagreed with the statement and 10.9% of the respondents were undecided.

**Table 4.6: Young Female Teachers Once Married Transfer from Rural Secondary Schools to the Urban Secondary Schools to Join their Husband in Urban in Temeke**

		<b>Frequenc y</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
Valid	Strongly agree	19	31.7	34.5	34.5
	Agree	15	25	27.3	61.8
	Undecided	06	10	10.9	72.7
	Disagree	09	15	16.4	89.1
	Strongly disagree	06	10	10.9	<b>100</b>
	<b>Total</b>	<b>55</b>	<b>91.7</b>	<b>100</b>	
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

**Source:** Research Data (2014)

#### 4.3.2 Rural Areas Teachers with HIV are Transferring to Urban in Temeke to Access the ARVs Mostly Accessible in Urban Clinic

Results of the questionnaire in Table 4.7 showed that 47.3% of the respondents agreed with that rural areas Teachers with HIV are transferring to urban in Temeke to access the ARVs mostly accessible in urban clinic, whereas, only 32.7% of the respondents disagreed with the statement and 20% of the respondents were undecided.

**Table 4.7: Rural areas Teachers with HIV are Transferring to Urban in Temeke to Access the ARVs Mostly Accessible in Urban Clinic**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	06	10	10.9	10.9
	Agree	20	33.3	36.4	47.3
	Undecided	11	18.3	20	67.3
	Disagree	13	21.7	23.6	90.9
	Strongly disagree	05	8.3	9.1	<b>100.0</b>
	Total	<b>55</b>	<b>91.7</b>	<b>100</b>	
Missing	system	5	8.3		
Total		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.3.4 There are Shortages of Teachers in Rural Temeke Secondary Schools

##### Because the Teachers are Shifting to Urban to Follow Teacher Professional Developments

Results of the questionnaire in Table 4.8 showed that 52.7% of the respondents agreed with that there are shortages of teachers in rural Temeke secondary schools



because the teachers are shifting to urban to follow teacher professional developments, whereas, only 27.3% of the respondents disagreed with the statement and 20% of the respondents were undecided.

**Table 4.8: There are Shortages of Teachers in Rural Temeke Secondary Schools Because the Teachers are Shifting to Urban to Follow Teacher Professional Developments**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	14	23.3	25.5	25.5
	Agree	15	25	27.2	52.7
	Undecided	11	18.3	20	72.5
	Disagree	09	15	16.4	89.1
	Strongly disagree	06	10	10.9	<b>100.0</b>
	<b>Total</b>	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
Total		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### **4.3.5 Teachers Shift from Rural to Urban Secondary Schools in Temeke Because of Better Social Services Like Banks Services and Market Services**

Results of the questionnaire in Table 4.9 showed that 72.7% of the respondents agreed with those Teachers shift from rural to urban secondary schools in Temeke because of better social services like banks services and market services, whereas, only 18.2% of the respondents disagreed with the statement and 9.1% of the respondents were undecided.

**Table 4.9: Teachers Shift from Rural to Urban Secondary Schools in Temeke Because of Better Social Services Like Banks Services and Market Services**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	18	30	32.7	32.7
	Agree	22	36.7	40	72.7
	Undecided	05	8.3	9.1	81.8
	Disagree	09	15	16.4	98.2
	Strongly disagree	01	1.7	1.8	<b>100.0</b>
	Total	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
Total		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.3.6 Chance of Accessing Opportunities for Workshops in Urban of Temeke

##### Attract Rural Secondary School Teachers to Move from Rural Secondary Schools

Results of the questionnaire in Table 4.10 showed that 69.1% of the respondents agreed with that Chance of accessing opportunities for workshops in Urban of Temeke attract rural secondary school teachers to move from rural secondary schools, whereas, only 18.1% of the respondents disagreed with the statement and 12.7% of the respondents were undecided.

**Table 4.10: Chance of Accessing Opportunities for Workshops in Urban of Temeke Attract Rural Secondary School Teachers to Move from Rural Secondary Schools**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	15	25	27.3	27.3
	Agree	23	38.3	41.8	69.1
	Undecided	07	11.7	12.7	81.9
	Disagree	08	13.3	14.5	96.3
	Strongly disagree	02	3.3	3.6	<b>100.0</b>
	Total	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
Total		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.3.7 Proximity of Teachers to District Education Officers Attract Rural

##### Secondary Teachers to Temeke Urban

Results of the questionnaire in Table 4.11 showed that 56.3% of the respondents agreed with that Proximity of teachers to district education officers attract rural secondary teachers to Temeke urban, whereas, only 25.5% of the respondents disagreed with the statement and 18.2% of the respondents were undecided.

**Table 4.11: Proximity of Teachers to District Education Officers Attract Rural  
Secondary Teachers to Temeke Urban**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	07	11.7	12.7	12.7
	Agree	24	40	43.6	56.4
	Undecided	10	16.7	18.2	74.5
	Disagree	11	18.3	20	94.5
	Strongly disagree	03	5	5.5	<b>100.0</b>
	<b>Total</b>	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
Total		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.3.8 Teachers in Secondary Schools in Temeke Prefer to Teach in Urban Due to the Availability of Teaching and Learning Facilities in Urban Secondary Schools

Results of the questionnaire in Table 4.12 showed that 61.8% of the respondents agreed with those Teachers in secondary Schools in Temeke prefer to teach in urban due to the availability of teaching and learning facilities in urban sec schools, whereas, only 16.3% of the respondents disagreed with the statement and 21.8% of the respondents were undecided.

**Table 4.12: Teachers in Secondary Schools in Temeke Prefer to Teach in Urban  
Due to the Availability of Teaching and Learning Facilities in Urban  
Sec Schools**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
Valid	Strongly agree	16	26.7	29.1	29.1
	Agree	18	30	32.7	61.8
	Undecided	12	20	21.8	83.6
	Disagree	08	13.3	14.5	98.1
	Strongly disagree	01	1.7	1.8	<b>100.0</b>
	Total	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

**Source:** Research Data (2014)

#### **4.4 Strategies for Balancing Teachers Distribution in Temeke District**

The questionnaire responses below covered the Strategies for balancing Teachers Distribution in Temeke District. The analysis is presented in Table 4.13 - 4.18. The questionnaire analysis included also the open-ended questions about other issues strategies for balancing teachers' distribution in Temeke District.

##### **4.4.1 Forced Deployment Strategy**

Results of the questionnaire in Table 4.13 showed that 43.6% of the respondents agreed with that Forced deployment strategy (forced transfer to village schools for miss-behaving teachers), whereas, only 43.7% of the respondents disagreed with the statement and 12.7% of the respondents were undecided.

**Table 4.13: Forced Deployment Strategies**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	12	20	21.8	21.8
	Agree	12	20	21.8	43.6
	Undecided	07	11.7	12.7	56.3
	Disagree	14	23.3	25.5	81.8
	Strongly disagree	10	16.7	18.2	<b>100.0</b>
	Total	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
Total		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.4.2 Provide Incentives to Teachers in Rural Secondary Schools-Housing

Results of the questionnaire in Table 4.14 showed that 85.5% of the respondents agreed with that Provide incentives to teachers in rural secondary schools-housing, whereas, only 5.4% of the respondents disagreed with the statement and 9.1% of the respondents were undecided.

**Table 4.14: Provide Incentives to Teachers in Rural Secondary Schools-Housing**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	26	43.3	47.3	47.3
	Agree	21	35	38.2	85.5
	Undecided	05	8.3	9.1	94.6
	Disagree	02	3.3	3.6	98.2
	Strongly disagree	01	1.7	1.8	<b>100.0</b>
	Total	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
Total		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.4.3 Market Force Deployment Strategy

Results of the questionnaire in Table 4.15 showed that 75.6% of the respondents agreed with that Market force deployment strategy (deploy according to local teachers needs), whereas, only 14.5 % of the respondents disagreed with the statement and 9.1% of the respondents were undecided.

**Table 4.15: Market Force Deployment Strategy (Deploy According to Local Teachers Needs)**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	17	28.3	30.9	30.9
	Agree	25	41.7	45.5	76.4
	Undecided	05	8.3	9.1	85.5
	Disagree	07	11.7	12.7	98.2
	Strongly disagree	01	1.7	1.8	<b>100.0</b>
	<b>Total</b>		<b>55</b>	<b>91.7</b>	<b>100.0</b>
Missing	system	5	8.3		
Total		<b>60</b>	<b>100.3</b>		

**Source:** Research Data (2014)

#### 4.4.4 Provision of Hardship Allowance to Rural Secondary School Teachers

Results of the questionnaire in Table 4.16 showed that 74.5% of the respondents agreed with that Provision o hardship allowance to rural secondary school teachers, whereas, only 16.4% of the respondents disagreed with the statement and 9.1% of the respondents were undecided.

**Table 4.16: Provision of Hardship Allowance to Rural Secondary School Teachers**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	20	33.3	36.4	36.4
	Agree	21	35	38.1	74.5
	Undecided	05	8.3	9.1	83.6
	Disagree	05	8.3	9.1	92.7
	Strongly disagree	04	6.7	7.3	100.0
	<b>Total</b>		<b>55</b>	<b>91.7</b>	<b>100.0</b>
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.4.5 As One Seeking Promotions to Higher Positions Like Deos, Headmaster

##### Must have Worked in Rural Areas for not Less than 2 Years

Results of the questionnaire in Table 4.17 showed that 50.9% of the respondents agreed with that as one seeking promotions to higher positions like DEOs, headmaster must have worked in rural areas for not less than 2 years, whereas, only 32.7% of the respondents disagreed with the statement and 16.4% of the respondents were undecided.

**Table 4.17: An One Seeking Promotions to Higher Positions Like Deos, Headmaster must have Worked in Rural Areas for not Less than 2 Years**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	13	21.7	23.6	23.6
	Agree	15	25	27.3	50.9
	Undecided	09	15	16.4	67.3
	Disagree	12	20	21.8	89.1
	Strongly disagree	06	10	10.9	100.0
	<b>Total</b>		<b>55</b>	<b>91.7</b>	<b>100.0</b>
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.4.6 Improve Central Deployment System when Employing Teachers

Results of the questionnaire in Table 4.18 showed that 70.9% of the respondents agreed with that Improve central deployment system when employing teachers, whereas, only 16.3% of the respondents disagreed with the statement and 12.7% of the respondents were undecided.

**Table 4.18: Improve Central Deployment System when Employing Teachers**

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly agree	22	36.7	40	40
	Agree	17	28.3	30.9	70.9
	Undecided	07	11.7	12.7	83.6
	Disagree	07	11.7	12.7	96.3
	Strongly disagree	02	3.3	3.6	<b>100.0</b>
	<b>Total</b>	<b>55</b>	<b>91.7</b>	<b>100.0</b>	
Missing	system	5	8.3		
<b>Total</b>		<b>60</b>	<b>100.0</b>		

Source: Research Data (2014)

#### 4.5 Policies and Procedures that are used by the Temeke Education Officers to Handle Teachers' Transfers to Various Stations

The interviews revealed that in Temeke there are various policies and procedures that are used by the Temeke education officers to handle teachers' transfers to various point especially from the rural secondary school to urban secondary schools. Some of these polices include teacher's allocation policy in Temeke which considers marriages issues. Another policy guidance involves teachers who are sick to transfer to urban from rural for immediate medical attention and teachers' allocation policy



allows teachers with HIV status transfer to urban to access ARVs from urban centers in Temeke.

Respondent one responding to the interview (question one) on policies and procedures that are used by the Temeke education officers to handle teachers transfers to various point especially from the rural secondary school to urban secondary schools, said that:

*“In Temeke teachers’ transfer from one point to various points especially from the rural secondary schools to urban secondary schools is guided by the teacher who wishes to transfer to find **vacant position** to replace a teacher from urban. Otherwise no transfer shall be affected”.*

Also the first respondent continued by saying that the second procedures is to find other teachers whom you can exchange with him or her in order to get transfer especially for those who need to transfer from rural to urban secondary schools. This is done purposely in order to make sure that there will be replacement of teachers who will transfer from rural secondary schools to urban secondary schools. Respondent one further explained also on the distribution of teachers in Temeke district council. He cited an example that;

*“When I was teaching at Kipalang’anda secondary school, I wrote a letter to find permission to transfer to Temeke urban, after presenting it to educational officer, the education officer told me that, in order to get permission I have to find other teacher from Temeke urban to exchange with me. I found them for 2 years and I got him three month ago, thus why I’m here now”.*

Respondent one responding to question one during the interview had this to say:

*Teacher’s allocation policy allows teachers who are sick to transfer to urban from rural for immediate medical attention. For those teachers who are sick and required to be nearby regional or referral hospitals which are available in city center are allowed to transfer and teaching in urban secondary schools either temporarily or*

*permanent. As a result rural secondary schools remain with few teachers.*

Respondent one during interviews further narrated the following in relation to the policies that are used to allocate teachers in Temeke municipality:

*“Temeke education officers handle teachers transfers to various point especially from the rural secondary school to urban secondary schools by considering Teachers with HIV status transfer to urban to access ARVs from urban centers in Temeke. This is after realizing that the services are not available nearby the secondary schools and failure to do so will results to effects to the individual teachers”.*

Respondent one concluded on the policies and procedures that are used by the Temeke education officers to handle teachers’ transfers to various point especially from the rural secondary school to urban secondary schools by saying that the policy considers marriages issues for those who are already working for not less than two years in rural secondary schools. Also consideration is done after gating a proof of wedding certificate as well as the assurance that their couples are working at Temeke Urban or city center. Teachers who are also sick are allowed to transfer to urban from rural for immediate medical attention when there is assurance/proof that their problem will be for long period of time and to remain at rural schools will be danger to them.

Another responded responding to the interview question one said that, the procedures for managing teachers transfer involve writing an application letter with supporting evidence so that will allow them to get transfer from rural schools to urban schools. After analysis of their supporting evidence and proof that are valid and there is no other alternative, the district education office writes transfer letters and sends them

though ward education coordinators and head of schools so as to allow teachers to transfer to urban schools.

Respondent two responding to above question revealed that, one policy/factor for allocation of teachers considers marriages issues. He said that female teachers or male teachers to be far from their couples will be in the risk of HIV/AIDS, family separation as well as failure to manage families due to the facts that other responsibility will not be done well due to living separately. So it is true that some young teachers have been allowed to transfer to the urban centers on the basis of marriage grounds.

Respondent two during interviews said that teachers' distribution/allocation policy allows teachers who are sick to transfer to urban from rural for immediate medical attention. This is done under humanitarian reasons that in order to have better human recourses, all workers should be well/free from diseases and physical and mental fitness.

Respondent two continued narrating on the issue of teachers' allocation policies in Temeke and said that:

*“The process of transfer of teachers' from rural to urban and from urban to rural schools involves different procedures such as to exchange with other teachers who need to transfer from urban to rural and from rural to urban schools. In order a teacher to get permission to transfer from rural schools to urban schools, their supposed to find other teachers who need to transfer especially from urban schools to rural schools where most of teachers are not likely to work.*

Respondent two continued to respond to question one that another policy for teachers transfer involves:

*The deliberate efforts that the municipal takes to increase the teachers availability in rural areas is to transfer the teachers to fill the vacant positions in rural places that have been left by the teachers who have retired from services or the deceased teachers.*

Respondent two ended by saying that, teacher's allocation policy in Tanzania considers marriages issues, sickness in different categories like those teachers and other civil servants with HIV status transfer to urban to access ARVs from urban centers when they realize that are not available in rural areas or available in small extents.

During the interview interviewee reflected that the Temeke municipal has a regulation that requires the teachers to work in the rural areas for some few years before they can be considered to be transferred to the urban centers. This was evidenced by one official at the education office who said that:

*“We are now facing the tendency of every teacher who start work come to the office to ask for the transfer. Our office has put clearly that no transfer shall be affected for the teachers who has worked in the rural areas in less than three years”.*

Another respondent during interviews said that to handle teachers' transfer they consider teachers with the health problems like referrals cases or who attend clinic at higher hospitals like Muhimbili or Temeke hospital.

Traditionally, in Africa, Tanzania in particular, females have the responsibility to follow their husband to where their living whether in rural or in urban. In Temeke municipal council most of teachers who find transfers from rural secondary schools to follow their couples in urban secondary schools and from urban schools to rural schools.

Respondent four explained that the education officer and statistics and logistic officer (S.L.O) collects the annual data and reports on the numbers of teachers required in each secondary school in Temeke both in rural and urban secondary schools. After that they analyze the needs and priorities of required teachers both in rural and urban, and priorities postings according to the given subjects, for instance science and mathematics teachers.

Another procedures reported by respondent four is that, the district education department each year sends their needs of teachers to the two responsible authorities which are Ministry of Education and Vocational Training which responsible teachers preparations, secular delivery, preparations of curriculum and syllabus for primary schools, secondary schools, and colleges which are not under Tanzania Commission of Universities (TCU) and National Council for Technical Education (NACTE) (MoEVT) and Prime Minister's Office, Regional Administrative and Local Government (PMO-RALG), which deals with teacher's allocation/distributions in Tanzania. Those authorities reserves demands from all districts all over the country and making schedule for teachers allocation in order that when they reserve pre-service from various Universities and colleges they distribute to all districts according to the needs and priorities.

Respondent four commented that the teachers after completing their courses are allocated to the various districts depending to the needs and priorities. Many teachers are needed in rural schools than in urban secondary schools. According to the Municipal Secondary Education Officer (MSEO), and Statistics and Logistic Officer

(SLO), the schools which have higher demands are Mizimbini, Changanyikeni, Kibada, Pendamoyo, B/Mwinyi, Kimbiji, Kisarawe ii, Buza, Chamazi, Pembamnazi, Kingugi, Charambe, Mbagala, Mbande, Nzasa, Mikwambe, and Saku which are purely situating at Temeke rural schools.

#### **4.6 The Issues that Influence the Teachers to Transfer from Rural Secondary Schools to Urban Secondary Schools in Temeke Municipality**

Respondent one responding to the interview (question two) said that the issues that influence the teachers to transfer from rural secondary schools to urban secondary schools in Temeke district are so many. The issues differ from one individual to another and from one geographical location to other geographical locations, due to the facts that other teachers are moving from rural schools to urban schools while others are moving from urban schools to rural schools. The transfer of teachers from both rural to urban and urban to rural are caused by the government in one side and caused by teachers themselves in another side. This was reflected in the interview response put forward by one teacher who said that

*“It has been a very awaiting moment from the government who promised to construct houses for its teachers in rural secondary schools like here in Kisarawe but none of the houses have been built through the PEDP. Can you expect the teacher to stay in rural if we have poor accommodation in our schools”?*

Respondent one responding to the question two by narrating that, diseases is among of the issues for teachers to transfer from rural to urban by saying that, other teachers who are suffering from various diseases such as HIV/AIDS are required to get ARV's which are dispensing by urban hospitals which cause most of teachers to shift to be nearby hospitals. Others are attending physiotherapy in regional or referral

hospital once, two or three times per week which cause them to be nearby hospital so as to reduce cost involved in travel. For example from Kisarawe II to Muhimbili National Hospital (MNH) to attend physiotherapy three times per week is impossible. Even from Gezaulole, Pembamnazi, Kimbiji, Vumilia ukooni and Nguva to attend Physiotherapy two or three times per week is impossible even to those with private car. But other teachers are moving from urban to rural so as to get assistance from their families due to suffering from different diseases. Furthermore, services are less available in rural areas than in cities. Rural people are therefore less likely to know how to protect themselves from HIV and, if they fall ill, less likely to get care, the respondent concluded.

Respondent one continued to respond to question two; he pointed marriages to influence teacher to transfer to urban to follow couples (husband/wife), for married female teachers with their husband who are living in rural are demanding transfer to follow their husbands in urban. Also married husband even is not common but others are finding transfer to follow their partners in urban

Also the first respondent continued by saying that teachers who are about to retire from services transfer from rural to urban schools and others from urban schools to rural schools. Most of teachers believed that to retire in the place which is very remote from families will cause disturbance to their families to follow up their rights and other requirements. Other teachers believed that at retirement period they will have better chance to make investment at urban areas hence they demand transfer from rural to urban schools.

Respondent one further explained that green pasture is another factor which causes teachers to transfer from rural to urban schools; in this factor it is traditionally that many people of different occupational have the dream to be in urban areas where all supporting services are available into the great extents. For example in Dar es Salaam all social services like schools, hospitals, water, electricity, foods and better infrastructures attract Tanzanians from all regions regardless their position to find the chance to enter, live and work in the city of Dar es Salaam compared to other cities like Mwanza, Arusha, Tanga and Mbeya. Teachers who are living in rural areas in Temeke schools thought that living nearby city center is better that living far away from city center due to that reasons that staying nearby city center it is easy to get many opportunity to earn more capital than those who are remote area.

Respondent one said that another factor is conflict with surrounding community. According to the respondents is that in rural areas there is no educational support from parents due to the facts that parents have no chance to educate themselves which cause conflicts with teachers when they try to make follow up of their children education. Most of conflicts may arise due to the facts that education calendar are differ from busy calendar like during agricultural activities which make parents to be busy for the whole days while their children are staying at schools for the whole days without helping their parents and guardians to perform agricultural activities and other economic activities in rural areas.

The school's curriculum does not much with the economic activities available in rural areas, for instance for pastoralist community, fisheries communities and other economic activities may see that their children stay at schools for the whole days



without helping them during the busy periods is a problem and rise a conflicts with teachers in the given communities.

Respondent one ended by saying that, according to the Tanzania witchcraft laws Cap 18, of 1928 (RE 1982), witchcraft is stated as the culture of the given societies in Tanzania, but practicing such traditional to harm others is punishable in the court of the law. Only is allowed for healing of peoples who are sick. But in other hand witchcraft is conducted by supernatural which cannot be seen by human eyes and cannot be proved scientifically. In that case other teachers who are not familiar with the given community are not safe to work in such environment.

Respondent two responding to the interview (question two) that the issues that influence the teachers to transfer from rural secondary schools to urban secondary schools in Temeke district shows that among of the issues are like seeking medicine to the referral hospitals which are available in urbans only. For example for those who are working in remote areas like Kimbiji, Kisarawe II, Nguva, Pembamnazi have no enough medical facilities to help them or to make them to stay there.

For those who are required to attend emergency case at Muhimbili National Hospital (MNH), Temeke, Amana, Ilala and to other Designated hospitals like Tumaini hospital, Regency health center, Hindu Mandal hospital, Aga Khan hospital TMJ hospital, a Hubert Kairuki hospital and other health centers and services which available at the city center of Dar es salaam, have no other alternative rather than to transfer to the nearest urban schools so as to reduce cost and unnecessary disturbance. Others who are suppose to attend physiotherapy clinics two or three

times per week cannot do so when their working at rural schools of Temeke Municipal Council.

According to respondent two interviews (question two) with other issues like HIV/AIDS that for those teachers who are affected by HIV/AIDS are supposed to use ARV's which are dispensed at urban hospitals and other health centers in the city of Dar es salaam. Other are fear to be known by others that their using ARV's in rural areas due to the facts that at rural areas there are few peoples compared to urban where there are concentration of many people in which it is impossible for them to be known by everyone.

The second respondents continued with other factor which is Maternal Health Care in such a way that the better health care are available in urban hospitals compared to rural clinic or health centers. Other female have problems during birth and are supposed to be admitted to hospital for a certain month in which such Intensive care health are mostly available at urban compare to rural areas which used as the reasons for transfer of teachers to follow intensive health care.

Respondent two responded to the interview on question two, other factor which is accident of the given teachers who are required to be treated in the hospital where there are more specialist of Orthopedic, neural care, physiotherapy, and other health care which are suitable for them. Those kinds of services in Tanzania and Dar es Salaam in particular are available in Muhimbili Orthopedic Institute (MOI) in Muhimbili National Hospital at city center of Dar es Salaam. Now days due to increase of science and technology the accidents increases in to great extent and

causing by motor vehicles and other are caused by motor cycle (BODABODA) which now days are used in a great extents for transportation in both rural and urban areas.

Respondent two continued with narrations on the interview in question two by stating that, other factor is transfer of officers from rural to urban is another factor for teachers transfer from rural to urban, in Temeke for example the transfer of Ward Education Coordinators (WEC) and head teachers may cause to transfer with their families from one geographical location to another geographical location and causing if the partner of officers are teachers to move from rural to urban or from urban to rural schools. Also if the officers are not teachers but their wife or husband are teachers may cause them to transfer together and causing uneven distribution of teachers from the area they were working formally and causing large number of teachers to where they will shift to.

Respondent two continued to report on other factor which is death of one of the family members like wife or husband may cause teachers to transfer from one geographical location to other geographical location provided that one of the remaining family members are teachers. Traditionally, in Tanzania wife is the one who suppose to shift to the husband house or location whether is in rural or in urban. Hence if a husband will die and her wife may shift to live nearby families so as to get assistance or to help their families who were depending on died husband. In this case most of teachers may shift from rural areas to urban areas and vice versa and causing uneven teachers distribution between rural and urban schools in Tanzania, and Temeke in particular.

Respondent two continued to report on interview question two that, other factor which is promotion of the given teachers in Temeke municipal council and other districts/municipalities. In Temeke most of teachers who are getting promotion like to be Statistic and Logistic Officers (SLO) are supposed to work at district education office which is available at city center, Academic Education Officers, Educational Officers and Educational Inspectors are required to work in District/Municipal Offices which are at urban. Hence by getting promotion make the teachers who are promoted to shift to the urban areas to take their positions and if their wives/husband were teachers at rural schools also will be transferred to urban schools to follow their couples.

Furthermore, respondent two continued with other factor which is shift of the land use like from village to small urban, from small urban to urban ship authority like Kigamboni which were under Temeke Municipal Council but now days is expecting to be Modern City in Tanzania in which many schools and settlements should move to allow the establishment of modern city of Kigamboni with new kind of infrastructures leads many teachers to transfer from Kigamboni which currently is rural to Temeke which is in urban areas in Temeke Municipal Council.

The infrastructure which will be established at Kigamboni even if will involve three wards among of 9 wards but those teachers and other workers and people who are living there, they will be shifting to other wards in which others will shift to rural wards like Kisarawe II, Kimbiji, Pembamnazi, Gezaulole and others will shift to other wards like Toangoma, Kongowe ward, Mbagala, Mbande, Makangarawe,

Mjimwema and others to urban wards like Chang'ombe, Mtoni, Miburani, Tandika, Temeke, Keko, Kurasini and Sandali which are nearby city centre.

Respondent two as other respondents, ended by saying that, apart from the issues explained above, also from the questionnaires questions also are among of the issues for teachers transfer from rural secondary schools to urban secondary schools. Those issues are; Young female teachers once married transfer from rural secondary schools to the urban secondary schools to join their husband in Urban in Temeke, other teachers are shifting to urban to follow teacher professional development, Teachers shift from rural to urban secondary schools in Temeke because of better social services like banks services and market services, Chance of accessing opportunities for workshops in Urban of Temeke attract rural secondary school teachers to move from rural secondary schools. Proximity of teachers to district education officers attracts rural secondary teachers to Temeke urban. Teachers in secondary Schools in Temeke prefer to teach in urban due to the availability of teaching and learning facilities in urban sec schools

Respondent three responded to the interview (question two) that, the issues that influence the teachers to transfer from rural secondary schools to urban secondary schools in Temeke district. The respondent explained the actual influence of teachers transfer from rural to urban as follows: Transportation problem, social services, Infrastructures, Unfriendly environment, Lack of electricity, and investment opportunity. Respondent three explained that, Transportation problem is among of the issues that influence teachers transfer to urban areas. Traditionally, no one who likes any disturbance regardless their position held in rural and urban areas. Likewise

teachers dislike and unnecessary disturbance like having hostile environment/unfriendly environments.

In rural areas there is no good transportation system and the roads are not in good conditions to enable teachers and other peoples who are living in that environment to run their daily life like those who are living in urban areas. For instance in Kisarawe II which represents rural areas there are no formal transportations system and there is no transportation schedule. To transport from Kibada the junction of Kongowe road and Kigamboni road, the transport to Chekeni Mwasonga and Kisarawe II is about 2000/= Tsh due to the facts that the roads are not in a good condition, and there is no SUMATRA transport schedule which cause any one to make arrangement of transport fear as they like. Even by BODABODA is about 10,000/=, and from Chekeni Mwasonga to Kimbiji is about 12,000/= by BODABODA due to the reason that the roads are not in a good conditions to allow motor vehicles transportation. Those teachers who are living at Kigamboni and Mjimwema ward and working at Kisarawe II secondary are reaching the schools about 10:00 am and departure about 1:30 pm due to transportation problems from Kigamboni to Chekeni Mwasonga and from Chekeni Mwasonga to Kigamboni during the afternoon. Likewise in other places like Kimbiji, Pembamnazi and Nguva secondary transportation system is a problem.

Another factor reported by respondent three is that, availability of poor social services in rural areas in Temeke is another factor which pushes teachers to transfer to urban schools. The supporting services like hospitals, water, markets, better schools is another problem facing rural areas in Temeke like other rural areas in

Tanzania. The absence of those supporting services in rural areas make teachers to dislike to work in those areas for fearing that they may be in a bad condition of getting those services and causing them to die or to be affected physically and psychological.

The third issues stated by respondent three is that, Infrastructures are not enough to support them in rural areas, in such that housing are not enough for them, and also the housing which surrounding them are not in a good condition for them to hire. The poor infrastructure caused them to live in a remote areas from schools and other attend schools two to three times per week and causing students to get few periods per day and per week and leads to deceleration of education performance in rural schools compared to urban schools in Temeke.

Respondent four commented that, Unfriendly environment in rural areas is another factor which caused teachers to transfer from rural schools to urban schools. Traditionally any human being after working for a certain periods they need to refresh in a different ways depending on the individual differences of the given human being. Others needs to play music while there are no electricity, others needs to drink beer after working hour but there is no good environments for them to do so.

Respondent three further said that, another issues that influence teachers distribution is, Lack of electricity in rural areas, which make teachers to dislike to work in rural schools, Temeke rural schools have no electricity which make the environment to lose opportunity to invest, most of teachers like to have home utilities which uses electricity like refrigerator, TV, radio, music, system, saloon, and other utensils

which may assist them to work in a good ways. Refrigerator enables them to store their foods and vegetable for a certain periods without undergo bad in a short period of time. For those with young children needs to store milks and foods for their kids but without electricity they can't do so. The electricity from Kigamboni junction of the roads from Kigamboni ferry to Kongowe and from Kongowe to Kigamboni ferry ends up at Dar fresh milk industry (MILKCOM) nearby Dar es Salaam zoo. The rest have no electricity from TANESCO. Those with electricity are using solar powers which have low running capacity compared to TANESCO electricity. So investment in small industries so as to process agricultural products is impossible without enough power.

Finally respondent three reported that, investment opportunity is another factor proposed by a researcher that causes teachers to transfer from rural schools to urban schools in Temeke municipal. In this case many dwellers in rural areas depends much in small agriculture and they grow crops like cassava, coconut, palm nut, cash nuts and fruits like watermelon, cucumbers, oranges and vegetables like spinach, Chinese, Tembele and cereal crops as well as beans of different kinds. Those crops are grown in a small scale.

Other peoples engage in fishing activities in Indian ocean while others involves in selling fishes but have no ability to process it because there is no currents electricity to support small industries. Hence other crops are rotten away before reaching the market places likewise fisherman has no any opportunity to make investment due to the fact that they have no any means of storage their products even for 24 hours without undergo bad. Without investment opportunities even to those with dreams to



invest they can't do so, others needs to open stationary but there is no currents electricity which could enable them to do so.

Respondent four continued to respond to the interview question two that among of the issues is infrastructure, with the improvements of infrastructures in rural Temeke, more teachers will be willing to work in rural schools provided that most of the push factor to urban will be available in those rural areas. Most of teachers are moving to urban due to the factor that the infrastructures in rural schools are not conducive to support them to work comfortably.

Respondent four explained that, Changing environment is another factor which influencing rural teachers to transfer to urban schools. Most of teachers feeling that working in rural schools for the whole of their life were to be in the position of changing their life by changing the environment. For those who are workings in rural schools think that in urban many people enjoy better life compared to those who are working in rural areas.

Respondent four furthermore explained that, Access of materials for the different purposes was another factor suggested by the respondents. They continued that the unavailability of enough teaching/learning materials in rural schools discourages teachers to work in those schools. Also materials for other purpose like further studies and learning for other benefits.

Respondent four continued to explain that further studies were another factor that causes teachers to move to urban schools. Most of teachers prefer to study/upgrading their levels of education but they can't do so due to the facts that many higher

education institutions available in urban areas. Also accessibility of learning materials are at urban compared to that of rural.

Lastly, Respondent four concluded that, Environments in general are not supportive to work infectively in rural areas thus why many teachers dislike working in rural schools. Searching for recreational services like banks, Internet services, Automatic Teller Machine (ATM), telephone network, clean and safe water. Those recreational activities make teachers to shift/transfer from rural schools to urban schools for the purpose of getting the accessibility of those services.

Respondent five responding to the interview (question two) another factor that influence distribution of teachers in Temeke municipal council is that, there is a tendency of many people to think that working in urban secondary schools and other carder will raise their status and working in rural secondary schools will lower their status.

#### **4.7 Strategies to Balance of Teachers' Allocation in Rural and Urban Areas**

Respondent one continued to respond in interview question three, and said Ministry of Education And Vocational Training can bring balance of teachers in both sides location in Tanzania, Temeke in particular if emergency/forced transfer is applied. The respondent one further narrated that in order to balance teachers in both urban and rural areas, Education Officers (MSEO) in Temeke should force teachers to the secondary schools available in rural Temeke due to the facts that many workers are not interested to work in rural areas by referring that there is not friendly environment, such as opportunities to invest, supporting services, having uncivilized

community which may interfere the general working and lifestyle of the teachers and other workers in rural areas.

Lastly, respondents one concluded that all Tanzanians have the right to get equal education like those who are living in urban schools. Also commented that forced transfer/deployments as other ways, and sending teachers who are deployed for the first time to rural schools can help to balance teachers.

Respondent two responded to the strategies that can be used by the Ministry of education And Vocational Training (MEVT) and the Ministry of State, Prime Minister Office, Regional Administrative and Local Government (PMO-RALG) the different strategies that can bring balance of teachers in both sides location. According to the respondents they recommend the following strategies that could help to overcome the problems.

Respondent two added that, availability of social services like Hospital, networks, communications, and housing, shows that among the issues which make rural areas to be unfriendly to teachers is the absence of good social services or having social services which are not satisfactory to them to live as others who are working in urban and semi-urban schools. Hospitals with necessary health services will motivate teachers and other workers to work in rural areas without any problems. Different networks in rural areas also will motivate teachers and other workers to work in rural areas, such network are like telephone network.

Respondent two said that communications also is another strategy which can motivate teachers to work in both areas in Temeke district. Teachers and other

workers need good transport to find better services at other geographical location and to visit their families and other relatives in a short time and without any problems. Better housing for rent is another strategy for teachers to work in rural schools; the houses in rural areas are not conducive for other workers to live with their families and working in a good manner. For example teachers may feel that their isolated by living in the poor housing at rural areas and other schools have no house for teachers in rural schools which force other teachers to live remoteness areas from schools and causing them to travel long distance from home to schools and causing them to start late and finish early their periods every day.

Another strategy reported by respondent four is that, hardship allowance to those who are allocated in remoteness areas like Kimbiji, Gezaulole, Nguva, Kisarawe II, Mkamba, Ungindoni and Pembemnazi in Temeke Municipality. Hardship allowances according to respondent teachers allocated to remote areas may face the problems which needs hardship allowances so as to motivate them to work in those areas. Without doing so no one will be ready to work in those areas.

Lastly, respondent two responds that, provision of home utilities and basic requirements to new employees also is another strategy proposed by respondent. Those teachers who are new in the teachers services especially to the rural areas in order to motivate them to work in rural areas for long period they are supposed to be given home utility and other requirements.

Respondent three stated that, establishment of focal center of learning is another strategy proposed by a respondent. Teachers who are living and working in rural

areas are required to have focal learning centers in order to enable them to study within their geographical locations. For instance Teachers Resources Centers (TRC) are used in many regions in Tanzania for the purpose of enabling teachers to study, but in Temeke only Teachers Resources Center is available at Temeke Wailes nearby Tanzania National Stadium and Municipal Education Office which cannot allow teachers from rural Temeke to use that TRC for learning.

Respondent three continued by saying that, training of local teachers is another strategy proposed by respondent that, in other regions where teachers are not attracted to work the government should train the local people with agreement that they will return to work at their local areas unless their services will be terminated. By doing so, it will help rural areas to have enough teachers compared to the previously periods.

Respondent three added that, provisional of scholarship/professional development to the teachers in order to motivate them to work anywhere, for example to train Grade ‘‘A’’ teachers to have diploma, and those with diploma to be given chances or to be facilitated to have bachelor in order to increase the teachers in rural areas. Provisional of further studying for the cost of the government will motivate for those who benefited with training to work in rural areas.

Respondent four responding to interview question three said that, some of the strategies for balancing teacher’s distribution in Temeke district. The strategies that can be used by the Ministry of education And Vocational Training (MEVT) and The Ministry of State, Prime Minister Office, Regional Administrative and Local

Government (PMO-RALG). The Different Strategies that can bring balance of teachers in both sides location, they respond as follows:

Respondent four said during interviews that: other schools were built as a political agenda and causing the school environment to have limited areas which are not enough for schools building as well as teachers housing. Mtonirelini secondary school at Mtoni ward were built at the Mtoni and Bokorani primary schools playing ground and causing the ground to fail to satisfy even school building and offices, in this case at Mtonirelini secondary there is no even one teachers house even if it is at urban school secondary school situated in Temeke municipal. Also Toangoma and Malela secondary schools have few teachers' houses compared to the number of teachers available in Toangoma, and Malela. For example, at Toangoma secondary there are only three teachers' houses while the school has 39 teachers who are depending on those houses.

Respondent four continued to respond to the interview question three that among of the strategies that can be used by the ministry of education to bring balance of teachers are that, Health centers and other supporting services to be nearby schools. According to respondents, having health center with reasonable medical services will motivate teachers and other workers to live and working in rural schools without any problems. Failure to have such services causes more teachers to move from rural to urban schools. Also they said that, other supporting services are very essentials for teachers and other workers to work in rural areas.

Respondent four commented that, improvement of rural infrastructure also is the area where the ministry of education would make their level best to try to satisfying rural

secondary school teachers. The general infrastructures in rural areas are not in a good condition to allow other economic activities to be conducted efficiently. Infrastructures include roads, houses, schools and other supporting services which requires better infrastructure.

Lastly, respondent four recommended to the ministry of education that every human being is ready to do anything after observing the necessity of doing so. Likewise teachers as other civil servants could work anywhere without any doubt, but due to unfriendly working environments in rural areas, they're not satisfied to work in rural secondary schools. So the government and other stakeholders are required to do the best things that will bring utility to the teachers who are working and who are expected to work in rural secondary schools.

Respondent five contributing on interview question three said that, solar power to the rural schools in another area where respondents suggested that, due to the facts that there is no power electricity from TANESCO in rural schools and surrounding environments, the government through the responsible ministries should invest in solar power in rural schools so as to motivate them to work hard and to stay at rural schools for long periods of time. Solar power even if cannot substitutes of electricity from TANESCO but will help to run some utilities which could be run by electricity such as lamp, iron, refrigerator, TV and radio and phone charging as well as lighting and heating.

Respondent five furthermore explained that, hardship allowances to those teachers working in rural areas is another strategy propose by respondent hardship allowances

will help the teachers accommodate their life in rural areas due to the facts that many needs are available in urban and those which available in rural areas are available in high cost due to transportations cost. The cost of rural teachers to go and buy needs at urban markets and shops may cause them to use a lot of money which could be filled by the hardship allowances.

According to respondent five, in order to get promotion the government through the responsible ministries should put the criteria that working at rural areas should be the prerequisite for teachers to get promotions. By doing so, every teacher will work at rural areas in order to get promotion. The promotion like Head teachers, Ward education coordinator and others like education officers and education inspectors should base on a history of working in rural areas.

Respondent six recommended to the strategies that can be used to balance teachers between rural and urban Temeke by discuss few of them which are, the improvements of infrastructures, housing to rural teachers, electricity, social services, recreational activities, accessibility of materials in a different ways and for the different uses. They continued by discussing each strategy that can be used to balance teachers in Temeke Municipal council.

According to respondent six the housing to rural teachers also will facilitate teachers at rural schools to fill that their teachers like other teachers at urban and semi-urban schools. Housing at schools and at the community that can be used for rents also will enable all teachers at rural schools to have the choice whether to stay at schools for long periods and those who will miss-house at schools will have accessibility to get better houses for rents.



Respondent six commented that, social services like hospitals, market, water, schools are another feature that will motivate rural teachers to remain at rural schools for long period and pull other in urban schools to rural schools. The availability of supporting services in rural areas will enable those workers including teachers to work in rural schools and to pull other who are working in urban areas to go and work at rural areas.

Respondent six contributing on interview question one said that, recreational activities in rural areas will motivate teachers to work for long periods of time and also will encourage others who are at urban schools to have the morale to go to rural schools due to the friendly environment that will support them for different ways. Those recreational of services are available fully in urban areas where there is highly concentration of workers, teachers in particular especially males.

For stance the schools like Kisarawe II, Kimbiji, Pembamnazi and other schools which available in Temeke rural are far from ATM's and other bank services. For those at Chekeni Mwasonga they are going to get bank services at Kigamboni ferry nearby city center while other are going to get those services at Mbagala Rangi tatu where there is low security than at Temeke Sudan and other branches situating at city center like Kariakoo, Lumumba, Old Posta and at Kivukoni as well as water front nearby Tanzania Ports Authority and Dar es Salaam harbors.

Respondent six furthermore explained that, accessibility of materials in a different ways and for the different uses. The unavailability of teaching and learning materials in rural schools make teachers to transfer to urban schools so that they can make

fully accessibility of the given materials. Rural schools have no better libraries which can be used by teachers for searching enough materials or references when they want to study/learn different matters concerning with teaching and learning as well as studding for further studies.

Respondent six concluded explanation on the interview question three and said that another strategies for balancing teachers distribution in Temeke district include forced deployment strategy (forced transfer to village schools for miss-behaving teachers), provide incentives to teachers in rural secondary schools-housing, Market force deployment strategy (deploy according to local teachers needs), Provision o hardship allowance to rural secondary school teachers, an one seeking promotions to higher positions like DEOs, headmaster must have worked in rural areas for not less than 2 years, and Improve central deployment system when employing teachers.

The focus group discussion held at Toangoma secondary school generated the strategies for teacher's distribution at Temeke municipal council. They cited that, the Ministry of Education and Vocational Training (MoEVT) management should decentralize power to the district authority to employ teachers so as to monitor them directly. The respondents advised on the funds which would enable them to make improvements of rural schools environment so as to create friendly environment to teachers.

The discussion appealed for improved working condition for teachers who are teaching at rural secondary schools that, the main strategy is to improve rural environments so as to be attractive in rural areas where rural schools are available

and many Tanzanians are living and working on many economic activities like agriculture, fishing, mining and quarry animal keeping, forestry, timber and logging, and other economic activities which contribute much in the government earnings.

Lastly, discussed at Toangoma advised that, in order to balance the distribution of teachers in both sides of rural and urban secondary schools the ministry of education and vocational training have to make considerations of the improvements of rural infrastructures like that of urban schools will motivate teachers to stay and working in rural areas even for their whole life. Also the availability of good and enough commodities required to support their daily life, marketing system should be improved to the great extent so as to enables the availability of normal goods for their life.

The focus group discussion at Mtoni relini secondary school contributed the following strategies for ensuring that teachers manage to work properly at both environments which are rural and urban secondary schools without any problems. For those who are working in rural areas are supposed to be given hardship allowances in order to motivate them to stay in rural area for long period. Also the improvements of their salary and working were recommended by respondents.

The discussants ended that for those who are moving to urban they find better life and those moving from urban to rural have losing hope of life thus why their moving from urban to rural schools where they can implement their goals depending whether their opportunities available in rural areas. The discussants said that, at Aboud Jumbe secondary school they had discussed that that in order to retain teachers at

rural schools there must be the improvements of the following infrastructures like current electricity in rural schools, or solar power, modern housing with good condition for teachers in rural secondary schools. Others are as places for celebrations (sports), hardship allowances schools transport, roads infrastructures network with good conditions.

Also, commented that at urban schools should have modern houses for free for teachers. Having enough schools buildings with all required facilities will motivate teachers to work in any schools in any regions whether in rural or urban school. The discussants said that, the policy of the teacher's distribution should be examined and should be directed towards serving teachers than primarily covering deployments only without regarding the working environments as well as allowances.

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

The chapter presents discussion of the findings. The findings are structured into three themes. Policies and procedures that are used to allocate teachers in secondary schools in Temeke municipal, the issues influencing teachers to shift to the urban centers and strategies to be used by the education officers to improve teachers distribution in Temeke municipal's secondary schools.

#### **5.2 Policies and Procedures For Teachers' Deployment**

The results showed that Temeke municipal has some policies and procedures that are used to allocate teachers in both rural and urban secondary schools. However, many obstacles from the teachers themselves have affected the implementation of the policy in allocating teachers as follows:

##### **5.2.1 Marriages Issues**

The interview data has shown that most of teachers of the Temeke rural secondary schools face the problems of uneven distribution of teachers and high workload due to the facts that most teachers are transferred to urban schools to follow their couples. The interview findings were further reflected in the questionnaire in (Table 4.1) which showed that 61.8 % of the respondents agreed that teachers' allocation policy in Temeke consider marriages issues (female teachers to transfer to urban to follow their couples). Furthermore, the tradition of Tanzanian is that female once married are supposed to follow heir couples whether in urban or rural areas. Female teachers

or male teachers to be far from their couples will be in the risk of HIV/AIDS, family separation as well as failure to manage families due to the fact that other responsibility will not be done well due to living separately.

Documentary review also indicated that most of transfers of teachers especially from rural schools to urban schools are female teachers compared to male teachers. For instance, at Kisarawe 6 female teachers transferred for the past three year while only 1 male teacher transferred last year (2013). At Toangoma secondary school which is at urban Temeke only 1 male teacher transferred last year (2013) while no female teacher transferred to other schools.

### **5.2.2 Professional Development**

The triangulation methods (interview, focus group discussion, questionnaire and documentary review) showed that Temeke municipal council has a problem of professional development for their teachers especially for rural teachers. Many rural schools have no access of learning materials and centers to support teachers and other civil servant to improve their professionals. The schools like Kisarawe II, Kimbiji, Pembamnazi, Nguva in Temeke rural are very remote from city center where many schools and colleges are situated. Those teachers from rural schools cannot afford to attend evening class programme due to transportation problems.

Also even studying through Open University of Tanzania is an issue due to the fact that the nearby center are available at Temeke in Mwalimu Nyerere Trade faire (Sabasaba international trade faire exhibition), and at Institute of Adult Education (IAE) for Ilala center which are remote from Kigamboni location. The questionnaires

results consolidates the interview findings by showing in Table 4.8 that 52.7% of the respondents agreed with that there are shortages of teachers in rural Temeke secondary schools because the teachers are shifting to urban to follow teacher professional developments. Findings under this study section correlate with the findings of (Hedges, 2000 and Akyeampong, 2002). For example Hedges (2000) says that the rural areas may be providing fewer education opportunities for professional advancement as there are no center for professional development. Akyempong (2002) holds that teachers in rural areas are getting difficulties to secure their entitlements from the regional officers some time being forced to put up obstacles or forced to give corruption to officers to access their rights.

### **5.2.3 HIV/AIDS Status**

Triangulation of methods of interviews and questionnaires and sources showed that teachers with HIV status are allowed to transfer to urban to access ARVs from urban centers in Temeke. Interview data have shown that most of teachers in rural Temeke who are affected with HIV are allowed to transfer to urban schools if they will demand transfer and if approved that the services required are not available in the given rural areas.

Although HIV/AIDS is a threat in all areas, it is becoming a greater threat in rural areas than in cities. More than two thirds of the populations of the 25 most-affected African countries live in rural areas (FAO, 2005). Furthermore, information and health services are less available in rural areas than in cities. Rural people are therefore less likely to know how to protect themselves from HIV and, if they fall ill, less likely to get care (FAO, 2005).

Similar experiences of teachers' prevalence of AIDS in rural areas and the lack of medical facilities have made rural postings even less attractive to teachers (Smith and McDonagh, 2003). The importance of HIV for teachers should not be underestimated. Across Africa, an estimated 260,000 teachers, 9.4% of the total employed in 1999, could die of AIDS related illnesses over the next decade (Bennell, Hyde and Swainson, 2002). In South Africa, HIV testing of over 17,000 teachers revealed that 12.7% were HIV positive, and the prevalence rates were higher among rural teachers and among younger and less experienced teachers (CSA, 2005).

The government's HIV/AIDS secular reference number C/AC.56/221/01/C/62 (Ruth Mollel, 2006) showed that many civil servants were living with HIV/AIDS related diseases. Ruth Mollel, 2006) the former Permanent Secretary of Public Service wrote that, the employer will incur all transport services and allowances to servants with HIV to go to hospital to get treatment and to test for CD4 counts and to get medicine (ARVs).

The arrangements made by the government, in the article J.2 (a) (vi) of Public Service Regulations of 1994 is that employers are advised to be given light duty to workers with HIV in order to make them to proceed with their service in their working stations. But the exceptional of the circular is that all affected teachers with HIV/AIDS should be sent to the schools nearby hospital. In some cases ill teachers are posted to urban centers to allow them access to medical services. Although they do little to enhance the teaching in urban areas, their absence from the rural areas further enhances the rural urban divide (Kelly, 2000).



In Ghana, for example, poor health is the most common reason given for early transfer (Hedges, 2002). In Uganda, the policy is that teachers with health problems should be posted to schools near to medical facilities. Mozambique is considering a similar policy.

#### **5.2.4 Attend the Patient in Urban**

Triangulation of methods of interviews and questionnaires and sources showed that most of teachers transfer from rural secondary schools to urban secondary schools to attend their patients who are either parents, guardians or their relatives who are supposed to be nearby hospital in urbans. They said that under humanitarian reasons it is simple for a teacher to attend teaching and patient for short period if they are living together than living in different geographical locations while attend their patients.

On the other hand, focus group discussion generated information that showed that the transfer of teachers to attend patient is not most common due to the facts that most teachers are given only excused duty for a certain person in order to get chance to go to attend their patients in urbans and back to their schools after their emergence holyday which are given for the period of not less than seven days and not exceed 14 days per year. If teachers will be given more days they will be deducted on approval of annual leave.

However, these study findings from the questionnaire Results in Table 4.4 showed that only 25.5% of the respondents agreed with that a teacher can be transferred to Temeke urban schools if he/ she wants to attend the patient in urban. The number of

teachers given transfer to urban schools to attend their patients in urban are few compared with those who are given only permission to go and after a certain period to go back to their former schools in rural schools, By doing so the period when the teachers will be at urban without working and then return to rural schools, the municipal council gets loss due to the fact that there will be the great effects in curriculum and causing students poor academic performance in rural schools.

Therefore, it is the role of the ministry of education and vocational training (MoEVT), Ministry of State, Prime Minister's Office, Regional Administrative and Local Government (PMO-RALG) and Temeke municipal council to strength both academic supporting services to various schools in rural areas in Tanzania, Temeke in particular in order to make sure that rural schools have enough teachers to retain them. Also the municipal director should make sure that all teachers who are deployed and allocated to rural schools are working properly in order to raise the academic performance in Tanzania. Somehow, in order the teachers to go and working for long time in rural schools, the policies and procedures for distribution of teachers should be reviewed properly in order to make sure that teachers are enough in rural areas and are working comfortably.

### **5.3 Issues Influencing Imbalance of Teachers in Secondary Schools in Temeke**

#### **5.3.1 Marriages**

The interview data indicated that teachers value to leave together as a family members with their couples (wife/husband) that is why young female teachers once married transfer from rural secondary schools to the urban secondary schools to join

their husband in Urban, For married female teachers with their husband who are living in urban are demanding transfer to follow their husband in urban and vice versa. Also married husband even is not common but others are finding transfer to follow their partner in urban and sometimes to follow their partners in rural areas.

Female teachers are highly over-represented in urban areas, possibly reflecting the ability to transfer on the grounds of husband's location. In urban areas 82% of the teachers are female, compared with only 31% of teachers in rural areas. However, there is little to suggest that teachers in rural areas are less educated.

Results of the questionnaire in (Table 4.6) showed that 61.8% of the respondents agreed with that Young female teachers once married transfer from rural secondary schools to the urban secondary schools to join their husband in Urban in Temeke Municipal council.

Furthermore, the research study has shown that there are Alternative models for distribution of teachers. Less conventional solutions have been attempted in some countries. In Ghana, a policy that involved posting newly qualified teachers in pairs seems to work well. Those posted with another teacher, seemed to draw strength from the readymade friendship, especially in hostile communities, even if they had not known each other beforehand (Hedges, 2002). Another strategy in Ghana involved linking rural deployment with a teacher education outreach program, with the aim of helping female teachers to feel safe and have a greater sense of control over their deployment (Hedges, 2000).

### **5.3.2 Social Services**

The interview data has shown that most of the secondary schools in Temeke Rural teachers face the problem of poor social services. This is reflected in the interview responses and it is caused by the fact that the teachers also facing other problems like health problems, lack of clean and safe water, poor schools, lack of electricity, houses for teachers and others for rents, markets and other recreational services like Banks (ATM). Availability of poor social services in rural areas in Temeke pushes teachers to transfer to urban schools. The supporting services like hospitals, water, markets, better schools is another problem facing rural areas in Temeke like other rural areas in Tanzania. The absence of those supporting services in rural areas make teachers to dislike to work in those areas for fearing that they may be in a bad condition of getting those services and causing them to die or to be affected physically and psychological.

The questionnaire responses in (Table 4.2) indicated further that 67.2% of the respondents agreed that teachers who are sick allowed to transfer to urban (Temeke) from rural secondary schools for immediate medical attention which are available in urbans. The government regulations explained in the Public Service Circular number 2 of 2006 (4.1.1, 4.1.2, 4.1.3) showed that the government will provide Supplement Nutrition, transport allowances, free medical services and all required condition to enable them to work well according to their professional.

The circular issued by the Permanent secretary of Public Services towards the end of 2006 directed that the government HIV/AIDS secular reference number (Ruth Mollé, 2006) showed that many civil servants were living with HIV/AIDS related

diseases. (Ruth Mollé, 2006) the former Permanent Secretary of Public Service wrote that, The employer will incur all transport services and allowances to servants with HIV to go to hospital to get treatment and to test the amount of CD4 and to get medicine (ARV), for the arrangements made by the government, in the article J.2 (a) (vi) of Public Service Regulations of 1994. Light duties, Employers are advised to give light duty to workers with HIV.

### **5.3.3 Professional Developments**

The results of the questionnaire in (Table 4.5) showed that 29.1% of the respondents agreed with that teacher deployment procedures allow professional development like evening programme to be considered if a teacher wants to shift from rural to urban secondary schools in Tembeke Municipal council. With that percent it is real that the distribution policy does not allow those who want to study to get transfer as criteria, causing most of teachers to find transfer in order to get chance for further studies/professional developments.

Based on the above findings the Municipal needs to make a follow of career and professional development for teachers, as it noted earlier on one of the challenges teachers in rural school face is that career advancement and opportunities for further studies are often unavailable or very difficult to come in the rural settings, the participants highlighted the need for career development incentives package for rural teachers.

The focus group discussion generated information that showed that, such incentives include scholarships for teachers seeking further their education while working in a

rural area and attain a higher qualification. Apart from scholarships the participants noted that the parent Ministry of education should invest in quality staff development. Research studies have indicated that high-quality staff development programs lead to improved classroom teaching and employee retention, especially in small and rural schools (Lowe, 2006). However it is saddening to note that such efforts are hindered due to a shortage of funding.

The participants noted that they are called upon to implement contemporary educational trends and embrace new ways of delivery therefore the need for them to attend professional development and career advancement courses. By being involved in professional development, the participants noted that it is a way to improve the quality of instruction in classrooms. Borko, Elliott and Uchiyama (2002) have reported changes in teachers' practice that seem to result from their participation in professional development. Contributing to this debate Billingsley (2004a) emphasizes professional development as a method of retention for her targeted group of special education educators.

On the other hand McGlamery and Edick (2004) also recommend professional development as a tool to retain teachers, especially those who are likely to burn out after only two years in the profession. The ministry of Education should thus support additional professional development among its work force. The teachers also highlighted the need to have a cohesive professional body to control and regulate the conduct of teachers in the country just like the other professions such as medicine, finance, banking, accountancy, engineering and law. The participants also noted that this professional body should pay particular attention to the professional works and

activities of teachers and ensure that not just anybody is made to perform the functions of a teacher, especially if the person is not professionally qualified.

#### **5.3.4 Infrastructures**

The findings generated through triangulated methods which involved interview, focus group discussion and questionnaire methods reflected the deployment of teachers in most rural areas is problematic, owing to the following issues: geographic limitations, shortage of housing, poor communication, shortage of clean water, lack of electricity, poor health services, and lack of social amenities such as shopping centers and places for recreation. The need for housing is great, and the government plans to build more houses for teachers in rural areas to foster the deployment of teachers is slow. One of the objectives of SEDP of 2005 was to ensure that secondary schools have good accommodation by having teachers' houses in secondary schools. It is to the surprise that the policy ended without realizing the good accommodation status of the secondary school teacher as the house built are very few compared to the number of teachers in need of the services. Hence there is connection with the teachers' avoidance with the rural postings due to the poor accommodation in rural schools, Temeke municipal in particular.

#### **5.3.5 Electricity in Rural Areas**

Triangulation of methods of interviews and questionnaires and sources showed that there is a problem of poor social services in rural Temeke. Teachers feared that it is risk for them to work in the place where there is no permanent communication network and other amenities like markets and recreational services in rural schools. The questionnaire in Table 4.9 showed that 72.7% of the respondents agreed that

those Teachers shift from rural to urban secondary schools in Temeke because of better social services like banks services and market services, which are not available in rural areas. Banks operation is impossible in area without power.

The above allegations about poor social services were supported by Challenges Facing Rural Education in Zimbabwe. From the school' perspective, Zimbabwean rural areas are characterized by various issues that negatively influence the delivery of quality education. These rural areas are remote and poorly developed consequently many of these rural schools are poor and disadvantaged, lacking basic infrastructure for teaching and learning, roads and other transport, electricity and information communication technologies (ICTs). Thus most rural areas have a poor socioeconomic background which invariably plays a role in quality education. Van den Berg (2008) has noted home background (socioeconomic status) to be an important determinant of educational outcomes, and that education strongly affects earnings. The socio-economic realities of rural areas put the learners at a disadvantage to start with as they lack books and learning materials that they need.

### **5.3.6 Accessing Opportunities for Workshops in Urban**

The Results of the questionnaire in (Table 4.10) showed that 69.1% of the respondents agreed with the statements that accessing opportunities for workshops in Urban of Temeke attract rural secondary school teachers to move from rural secondary schools. Hence causing rural schools remains with few teachers. The urban teachers are said to enjoy more benefits and knowledge on their profession than their counterpart rural secondary school teachers. This has resulted of many of the rural post to struggle to transfer to urban or cities hopping to get these benefits



for training and seminars. The consequence of this is to cause shortages of teachers in rural Temeke Municipal; and thus affecting the curriculum implementation for the few teachers left in rural secondary schools.

### **5.3.7 Further Studies and Promotions Follow-up**

The interview data has shown that, further studies were another factor that causes teachers to move to urban schools. Most of teachers prefer to study/upgrading their levels of education but they can't do so due to the fact that many higher education institutions are available in urban areas. Also accessibility of learning materials are at urban compared to that of rural. Most of rural teachers are discouraged who feels that they isolated by the ministry of education and other education stakeholders.

Hedges (2000) supports the above findings on the further studies and access of materials for the different purposes as a factor for teachers transfer from rural to urban secondary schools. He showed that teachers may also see rural areas as offering fewer opportunities for professional advancement (further studies). Urban areas offer easier access to further education. In addition, teachers in rural areas are less likely to have opportunities to engage other developmental activities, or in national consultation or representative organizations.

### **5.3.8 Social Issues: Witchcrafts**

The triangulated methods (interviews, focus group discussion, questionnaire and documentary review) showed that rural secondary schools have a problem of Witchcrafts and superstitious believes among the dwellers surrounding communities. The respondents tried to mention the areas like Kimbiji and Chekeni Mwasonga in

Temeke rural that has highly witchcraft believes. Chekeni Mwasonga is the rural area where Kisarawe II secondary situated. They commented that witchcraft creates conflict with surrounding community especially with teachers who are not indigenous of those areas.

The witchcraft laws in Tanzania **Cap 18, of 1928 (RE 1982)**, witchcraft is stated as the culture of the given societies in Tanzania, but practicing such traditional to harm others is punishable in the court of the law. Only is allowed for healing of peoples who are sick. But in other hand witchcraft is conducted by supernatural which cannot be seen by human eyes and cannot be proved scientifically. In that case other teachers who are not familiar with the given community are not safe to work in such environment. Therefore, in order the ministry to balance teacher in both rural and urban secondary schools they should make sure that they create friendly environment for teachers posted especially who are not indigenous, to work properly without any fear of being harmed by others.

#### **5.4 Strategies for Balancing Teacher's Distribution in Temeke District**

##### **5.4.1 Provide Incentives to Teachers in Rural Secondary Schools**

Focus group discussion held in Kisarawe II secondary school revealed that incentives (houses, and financial) to rural teachers would encourage them to work for a long period and comfortably. For example, the focus group discussed revealed that, teachers who are not provided with houses in rural areas have the problem of finding satisfactory accommodation. Most rent rooms in inferior locally-built houses. Even where teachers are provided with the school houses, the condition of these houses is far from satisfactory. Also through questionnaire in (Table 4.14) showed that 85.5%

of the respondents agreed that provision of incentives to teachers in rural secondary schools-housing will help to retain teachers in rural schools for a long period of time and raise the student's academic performance.

Gaynor (1998) supports the above findings on the retaining teachers in rural schools. He raises an interesting point in his findings which connect between the teacher's experiences and financial bonus. Some countries have attempted to make working in rural areas more attractive through the use of incentives. In some cases these may be financial incentives, in the form of a hardship allowance, travel allowance, or subsidized housing. In other areas the incentives may be non-monetary, including, for example, special study leave or better training opportunities (Craig, Kraft & Plessis, 1998).

In Mozambique, there is a system of financial bonuses for teachers who are located in rural areas. Schools are classified into four location categories, ranging from urban schools to the most isolated schools, and teachers are paid a salary bonus depending on the location of the school. In Lesotho, there is a hardship allowance paid as a flat fee of M275 per month. This is equivalent to 20% of salary for an unqualified teacher, but only 10% of salary for a teacher with a diploma qualification. This is generally acknowledged to be too small to encourage the more highly qualified teachers to locate in remote areas.

In addition, the hardship allowance is determined by very general classifications of schools. Teachers in remote rural schools in the lowlands do not receive the allowance, while teachers in urban areas in mountain districts do receive incentives to 100% of

salary. Re introduction of the teaching allowance in Tanzania for secondary school teachers would make teachers be interested to teach in rural secondary schools.

#### **5.4.2 Market Force Deployment Strategy**

The results of the questionnaire in (Table 4.15) has showed that about 75.6% of the respondents agreed that market force deployment strategy (deploy according to local teachers needs) will help the ministry of education to utilize the available human resources according to the needs. For example, when the government said that at the certain region they will employ secondary schools teachers for 3-5 years and no any other places will be involved, instead they will go to the place where teachers are needed.

Furthermore, the above findings shows that teachers are not sent to schools, but apply for posts in specific schools. This system removes the burden of deploying teachers from the central authorities. In effect, teachers deploy themselves by searching for jobs. It gives each school more autonomy in selecting their teachers. Schools are more likely to select teachers who will accept the position, and often recruit local people. However, “market effects” occur, and the most desirable teachers (best qualified), tend to get the most desirable jobs. In Lesotho the practical effect of the market system is that most schools are able to fill their teaching posts, but the teachers in isolated schools have lower qualifications.

#### **5.4.3 Salaries and Incentives**

The data generated through focus group discussion in four secondary schools of Mtonirelini, Toangoma, Aboud Jumbe, and Kisarawe II secondary schools showed

that the strategies that can be implemented to improve the working conditions of teachers must focus on teachers' salaries and other financial incentives. Teachers should receive salaries that reflect their efforts in teaching. Furthermore, the results of the questionnaire in (Table 4.16) further showed that 74.5% of the respondents agreed that with the provision of hardship allowance to rural secondary school teachers would have high contribution in their working capacity and their results will be high.

In addition teachers in rural areas should be compensated with additional financial incentives, in the form of hardship allowance and travel allowance higher than their urban counterparts. If teachers are paid an adequate salary they will not leave the teaching profession for better paying jobs. According to Mulkeen, (2005) other countries such as Mozambique does award financial bonuses to teachers who are willing to teach in rural areas. This has to be emulated by the ministry of education in Tanzania.

Lowe (2006) suggests offering incentives, bonuses and salary increases to teachers as a strategy of retaining them. Contributing to this debate, Osterholm, Horn and Johnson (2006) note that one way of improving the working conditions of rural teacher is to offer salaries that are competitive thus motivating individuals to join the teaching profession. The author suggests other financial incentives such as tuition support, loan forgiveness, and signing bonuses are seen as a motivating factor for teachers to accept position in rural areas. The interviewed teachers also suggested a system of retention allowances to be paid every month for teachers teaching in rural areas. The teachers suggested the retention allowance to be pegged at 60% of their

basic salary as this will go a long way in boosting motivation and morale amongst teachers.

As part of the process of improving their working conditions, participants in this study highlighted the need for intrinsic motivators such as esteem and professional satisfaction which call for recognition of teachers as professionals and that they should actively participate in policy making and curriculum development.

#### **5.4.4 Promotions Seeking to have Worked in Rural Area**

Focus group discussion held in two rural schools of Aboud Jumbe secondary school and Kisarawe II secondary school revealed that in order to attract teachers to work in rural secondary schools, the ministry of education should review the promotion policy and putting the criteria that as one seeking promotions to higher positions must have worked experience in rural areas for not less than 2 years. The promotion here is like head teachers/head of schools, ward education coordinator (WEC), Statistic and Logistic Officer (SLO), educational officers showed that most of teachers are not willing to work in rural secondary schools due to the fact that they don't see the importance of working in rural secondary schools, but if the promotion will base on working experience in rural schools, they will see the importance for them to work in rural secondary schools.

The questionnaire results in (Table 4.17) showed further that 50.9% of the respondents agreed that in order for a teacher to seek promotions to higher positions like DEOs, headmaster must have worked in rural areas for not less than 2 years this will motivate teachers to work in rural secondary schools.

#### **5.4.5 Improve Central Deployment System when Employing Teachers**

The interview data has shown that most of the rural teachers who are sent to rural schools refused to go and remained at urban schools without any problem; others are changing their location through using of officers. The discussants from focus group discussion warned that if care will not be taken; rural schools will remain with few teachers for the period of time. The ministry should improve the central deployment system in order to make sure that there is balance of teachers in both rural schools and urban schools.

The questionnaire responses in (Table 4.18) indicated further that 70.9% of the respondents agreed with that improve central deployment system when employing teachers in Tanzania, Temeke in particular. Hence, the system will enable the central government to allocate teachers in all districts all over the country. Penrose (1998) supports the above findings on the improving centralized deployment system when employing teachers. Penrose holds further that centralized deployment has been a long-standing model in many countries in sub-Saharan Africa, and is widely believed to allow rational deployment of teachers. Central planning has the advantage of distance from local pressures, and can be more easily made fair and transparent.

However, highly centralized systems are dependent on the quality of information they receive from schools, and tend to suffer from congested decision making and inattention to the individual needs of education staff (Gottelmann-Duret and Hogan, 1998; Rust and Dalin, 1990). The major weakness of the centralized systems is that they are often undermined in practice by an inability to implement rational deployment. Teachers may circumvent Ministry of Education's posting policy by

claiming fictitious health problems, exploiting poor record keeping, and or just failing to take their assigned posting (Hedges, 2000). Teachers who fail to take up a rural posting present a difficulty for policy makers. If they are later allowed to take up a desirable post, they undermine the posting system. If they are not, then the system loses the resource of a trained teacher.

The inability to implement planned deployment has serious consequences. In Ghana, a recent survey of 262 newly trained teachers posted to four rural districts, showed that 115 failed to arrive at their teaching post. This widespread failure to accept rural posts undermines the rational posting system (Hedges, 2000), and contributes to a lack of conviction among administrators that significant progress can be made in addressing patterns of unbalanced deployment (Gottelmann-Duret et al., 1998). While Tanzania is advised to use this system to improve teachers distribution in the regions of Tanzania, Temeke municipal inclusive, it has to be careful with its benefits and problems.



## **CHAPTER SIX**

### **6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

In this chapter of the study an overview is given, where issues of objectives, research questions, methodology and findings are briefly presented. In addition the chapter presents the implications for these findings based on policy and practices, the recommendations, and finally processes areas for further research and conclusion.

#### **6.2 Overview of the Study**

The study on issues influencing distribution of secondary school teachers In Tanzania Secondary Schools; A Case of Temeke District was conducted in the schools of Mtoni relini, Toangoma, Aboud Jumbe and Kisarawe II secondary schools in Temeke Municipality.

#### **The study was guided by the following three objectives:**

- (i) To examine the policies and procedures for allocation of teachers in secondary schools in Temeke municipality.
- (ii) To determine the issues causing uneven distribution of teachers between rural and urban places in secondary schools in Temeke municipality.
- (iii) To investigate the strategies that should be adopted by education authorities to bring balance of teachers' distribution in secondary schools in Temeke municipality.

The study employed mixed methods design (MM) as recommended by Creswell (2003), Gatsha, 2010, Tashakkori and Teddlie, 2009). One of the advantages of this design is that, the design has the ability to draw divergent views on the studied topic thus increases the understanding of the phenomenon under investigation than if the researcher employs only one design. The employed methods of the mixed methods, being questionnaires, interviews, telephonic, documents and focus group discussions allowed the researcher to pull varied inferences which helped the researcher to build a picture on Issues to be considered during distribution of teachers in Tanzania secondary schools; a case of Temeke district, the inferences which could have not been possible drawn by use of a single design. The parallel samples were used where 20 respondents were used for qualitative and 60 respondents were used for quantitative.

### **6.3 The Research Questions Guided this Study were Three**

- (i) What are the policies and procedures for allocation of teachers in secondary schools in Temeke municipality?
- (ii) What are the issues causing uneven distribution of teachers between rural and urban places in secondary schools in Temeke municipality?
- (iii) What strategies should be adopted by the responsible authorities to bring balance of teachers' distribution in secondary schools in Temeke municipality?

The first research question generated the following findings. It was noted that the municipal has some regulations for allocating teachers however due to various reasons both humanitarian reason such as marriages, and health, and exchange

positions between rural and urban but the policy is difficult to be followed resulting shortages of teachers in rural Temeke.

The second research question revealed that there were various issues influencing imbalance of Teachers in rural secondary schools in Temeke. These issues are marriages for young employed female teachers, social services (health, water, schools, electricity, houses), professional developments, and infrastructures, accessing opportunities for workshops in urban (investment opportunity). Other were further studies, access of materials for the different purposes, and social issues (Witchcrafts and superstitious believes, and Conflict with surrounding community).

The third research question showed that the strategies for balancing teacher's distribution in Temeke District included; forced deployment strategy was the first strategy which will help the government to force teachers to work anywhere inside the country, provide incentives to teachers in rural secondary schools (houses) showed that with the building of enough houses for rural teachers will motivate teachers to work in rural schools due to the facts that it will reduce cost of living for rural teachers.

The research question revealed further that market force deployment strategy (deploy according to local teachers needs) will help to add more teachers in rural secondary schools. Beside, the research question revealed that provision of hardship allowance to rural secondary school teachers will motivate teacher to like working in rural schools, lastly it was suggested that there must be improvement in central deployment system when employing teachers. Finally, to improve teacher allocation

in rural secondary schools teachers seeking promotions to higher positions must have worked in rural areas for not less than 2 years.

#### **6.4 Implication for Theories of Teachers' Distribution**

The study of how teachers are distributed, how they transfer, and how they being motivated is highly influenced by the Abraham Harold Maslow (1971, 1972) in his model postulated that teachers who are working in different locations could only successfully go through if motivation(rate of satisfaction) occurred. Motivation postulated by Abraham Harold Maslow was of two basic levels of needs. The most well-known is Maslow`s theory that argues that everyone seeks to satisfy two basic levels of needs. The first one is the lower level needs (physiological, security, the need for love and belonging).

The second one is the higher level needs (esteem of both self and others and self-actualization or achieving one's full potential). If rural teachers and other teachers are satisfied with the working condition and environment at their secondary schools or rural schools such as marriages, improvement of social services (health, water, schools, electricity, houses), better transportation, professional developments, accessing opportunities for workshops in rural, availability of investment opportunity, given chance for further studies, accessibility of materials for the different purposes, and removing the issues that could cause conflicts with surrounding community. Once any of these needs is met, it becomes important as a motivator. The distribution of these needs is highly hierarchical and the needs are satisfied in predefined order. Maslow`s motivational theory is the first theory of motivation taking into account personal needs as source of motivation.

Even though Maslow's hierarchy has been criticized a lot, he is considered to be a pioneer of theories of motivation, many people are exposed to it and a lot of followers have built their own ideas and theories into it. Having consideration Maslow's theory the lower needs have to be fulfilled in order to meet higher needs. If a teacher/student has not had her/his breakfast before she/he comes to school, she/he will not be concentrating on learning; will be preoccupied with the need for food.

Because there are many children who come to school without a proper breakfast, school systems must meet this need by providing breakfast programs so that these children will be more likely to learn effectively. Or if teacher have no proper room in which to prepare and teach, or classroom without heating, without proper light, one cannot go on without solving first problems with basic needs. How teachers conduct their classrooms is a major factor directing teachers' motivation.

Therefore, it is the responsibility of teachers to know what their teachers' needs are, to understand the concept of Maslow's. Self Actualization Theory, in his last book, *The Farther Reaches of Human Nature* (1971), Maslow describes eight ways in which individuals self-actualize, or eight behaviors leading to self-actualization. It is not a neat, clean, logically tight discussion, but it represents the culmination of Maslow's thinking on self-actualization.

In the hierarchy of needs, physiological urges (hunger, sleep, sex, etc.) must be met before psychological needs. Basic psychological needs are safety (stability, order), love (belonging), esteem (self-respect, recognition), and self-actualization (development of capacities). Needs emerge from and build on the needs before.

People still feel frustrated, even if all their other needs are met, unless they utilize their talents and capacities and experience self-actualization.

On the other hand, self-actualization Theory is related to the teacher's satisfaction in their professional as well as working environment, educational officers and the ministry of education and vocational training. The teachers persist upon being actualized in these theories and if there is no such satisfaction the teachers would transfer to urban secondary schools in Temeke.

Hofstede (2008) emerged with serious disagreement with the Maslow's hierarchy of needs, he failed to illustrate and expand upon the difference between the social and intellectual needs of those raised in individualistic societies and those raised in collectivist societies. The needs and drives of those in individualistic societies tend to be more self-centered than those in collectivist societies, focusing on improvement of the self, with self-actualization being the apex of self-improvement. In collectivist societies, the needs of acceptance and community will outweigh the needs for freedom and individuality. The term "Self-actualization" may not universally convey Maslow's observations; this motivation refers to focusing on becoming the best person that one can possibly strive for in the service of both the self and others. Maslow's term of self-actualization might not properly portray the full extent of this level; quite often, when a person is at the level of self-actualization, much of what they accomplish in general may benefit others or, "the greater self".

Limitations of Maslow's Theory, It is essential to note that not all employees are governed by same set of needs. Different individuals may be driven by different

needs at same point of time. It is always the most powerful unsatisfied need that motivates an individual. The theory is not empirically supported. The theory is not applicable in case of starving artist as even if the artist's basic needs are not satisfied, he will still strive for recognition and achievement. The critiques of Maslow focus primarily on two major points. One was that, Maslow practicing a rigorous scientific study of personality. Many researchers feel that Maslow's work, while important, relied too heavily on case studies, and not enough experimental work was done on the construct of self-actualization. Second, Maslow's recognition of self-actualized individuals was almost exclusively limited to Highly Educated White Males. Can an analysis of personality based upon the upper stratum of the dominant culture truly be a universal description of personality? These critics charge that implicit sexism, racism, and classism stem from Maslow's work and therefore do not represent a valid way of understanding basic human personality.

Leonard Geller (2012) inquiry critically examines the self-actualization theories of Carl Rogers and Abraham Maslow. Neither theory, it is argued, is correct. The fundamental claims of each, especially about the self and the human condition are shown to be radically mistaken. Rogers's theory is unacceptable insofar as his conception of the touchstone or standard of self-actualization is false, incoherent, and unworkable in practice. Maslow's theory must be rejected because of an inadequate anthropology (theory of evil) and ontology.

First, Maslow's explanation of one major form of human diminution, what he calls the "met pathologies" of contemporary life, undermines the normative foundations of his theory. Second, the logic of human development upon which the entire edifice of

his theory rests is shown to be essentially reductionist and radically mistaken. Because of this commitment to reductionist logic, Maslow is unable in principle to offer an adequate account of the origin and nature of the self and human needs. Beyond considerations of truth, each theory is exposed as having a strong ideological character in so far as it expresses and supports relationships of dehumanization. Beyond critiquing Rogers and Maslow, I attempt to establish the general presumption that self-actualization theory as such has very little to offer toward understanding and improving the human condition within late-twentieth-century Western society.

### **6.5 Implications for Practices**

Challenges such as the shortage of teachers in rural secondary schools areas, as far as the physiological needs are concerned, the ministry of education should give employees appropriate salaries to purchase the basic necessities of life. Breaks and eating opportunities should be given to employees. As far as the safety needs are concerned, the ministry of education should provide the employees job security, safe and hygienic work environment, and retirement benefits so as to retain them. As far as social needs are concerned, the management should encourage teamwork and organize social events.

As far as esteem needs are concerned, the ministry of education can appreciate and reward employees on accomplishing and exceeding their targets. The management can give the deserved employee higher job rank / position in the organization. As far as self-actualization needs are concerned, the ministry of education can give the employees challenging jobs in which the employees' skills and competencies are



fully utilized. Moreover, growth opportunities can be given to them so that they can reach the peak. The ministry of education must identify the need level at which the employee is existing and then those needs can be utilized as push for motivation.

Secondly, the policy targeting to motivate more teachers in rural secondary schools should be examined if the Temeke Municipal council would like to continue retaining and distribute teachers to rural secondary schools. Use of bonuses like houses and hardship allowances seems to motivate more teachers to work in rural schools for long periods of time as the data and discussion have revealed.

The implication relating to the distribution of teachers in rural secondary schools is that, as the ministries of education provides the first priorities of rural secondary schools, good environment (motivation) should be provided to help teachers to work well as those who are working in urban schools. Without this regard more teachers would refuse rural posting. More improvement and investment is required in roads, hospitals services and banks and internet centers for teachers wishing to develop theme selves professionally.

Adopting rural working priorities and teachers distribution in Tanzania would require the following from the Ministry of Education in relation with prime minister office, regional administration and local government (PMO-RALG). Working in rural secondary schools for not less than two years as the criteria for higher position promotion would motivate more teachers to accept rural posting and working with highly efficient than before. The ministry needs to improve central deployment system to ensure that all teachers who are located in rural secondary schools are

reporting and working properly. Second, schools inspection should be done and check and balance for teachers in order to ensure that teachers are enough in both working environment (rural and urban). The inspection should not only looking for teaching criteria but also should check if all teachers allocated to rural schools are reporting on time and working, furthermore the improvements of rural working environment so as to attract even those teachers who are working in urban to have a desire to go and working in rural secondary schools.

Lastly, the teachers should not be allowed to work far from the working station to avoid coming late at work and depart early which cause them to teach less by starting late and finish early. Also teachers should not allowed to have high number of students which exceed the national level of 40:1 in order that they can work effectively without disturb the implementation of curriculum.

Finally, while this study had not touched much on the shortages of teachers impact in the curriculum implementations but the study findings suggest that the implementation of the curriculum for the few teachers left in rural villages will be in critical condition. This will inhibit the realization of the objectives of the establishment of the secondary schools in Tanzania and there is no doubt that this will not go without affecting the academic performance of the students studying in rural schools in Temeke municipality.

## **6.6 Recommendations to the Temeke Municipal Council (TMC)**

The mission of the Temeke municipality states that Temeke Municipal council in collaboration with other education stakeholders is committed at providing high

quality education services. The service ranges from pre-primary education, Primary Education, Secondary Education, Vocational Training and Adult Education. The data revealed that rural secondary schools have not providing high quality education services as the teachers are not enough in relation to poor supporting services. The research recommended that, there is a need to develop policies to ensure the efficient utilization of teachers. Guidelines for the appropriate utilization of teachers, and incentives to implement them, could have a significant impact. Transfer of teachers and forced deployment can be done as the main way to force teachers to work in rural secondary schools. Also targeted deployment system in which teachers are deployed for the purpose of some regions, and market system of deployment could help to balance teachers because teachers will be deployed according to the market system, but the problem is for those with highly qualification may refuse to be employed I the market shows that the chance now available is at remoteness schools.

There is little doubt that efficient utilization of teachers in the rural secondary schools will require more money to motivate them to go and working hard. This can clearly work well when teachers are properly trained in the techniques, supported with teaching /learning materials, and allowed flexibility from strict curriculum requirements. Much could be done, in the design of the policy, in the development of distributions, and in the training of teachers, to enable better quality curriculum implementation. The researcher recommended the following:

Requiring newly qualified teachers to serve some time in remote schools before taking up an urban job has some promise. Young, newly qualified teachers may be more mobile than older teachers, and may be willing to move to a remote school,

especially if they see it as a temporary move. If combined with a system of scholarships for teacher training, this may provide a channel for people from poor rural backgrounds to complete teacher training and return to their home areas. However, the operations of such systems depend on good information and management. Requiring teachers to locate in rural schools is likely to be more effective if it is known before teachers enter the training college. In this way, those unwilling to accept rural posts may self-select out of teaching.

Policies that recognize the human preferences in deployment also offer some promise. Some teachers may be more willing to move to their home area, than to other rural areas. This is particularly true where different languages are spoken in different areas. Teachers who are married are likely to value the possibility of postings close together, and even posting newly qualified teachers with a classmate may help the newcomers to settle into an area.

Incentives can have an impact, but they need to be substantial to outweigh the advantages of an urban location. To get the best value from incentives, they need to be carefully targeted on the most remote schools. Policy makers can also reduce the relative disadvantage of a rural location by ensuring that administrative processes do not discriminate against remote schools. Efficient systems of payment (including awarding of increments) and equal access to opportunities for further study, transfer and promotion can reduce the disincentive to locate in a rural area.

The quality of education in rural areas is diminished by poor management and support. At an administrative level, more is needed to ensure proper attendance and

teacher behavior. More challenging is the need to monitor and foster good quality teaching and in particular to guide young and untrained teachers. Existing inspection and support systems are recognized to be insufficient to ensure quality. Transport problems and other logistical constraints mean that visits are infrequent. Some countries strive to achieve annual inspection visits, but even this frequency is too low to make a meaningful difference to quality. Even when inspectors visit, they tend to focus on administrative issues, rather than the quality of teaching and learning, and in some cases they may not have the capacity to adequately address these issues. Local support services offer part of the solution, but they too suffer from patchy coverage, limited transport and infrequent visits.

### **6.7 Recommendations to the Government**

The mission of the ministry of education and vocation training through Temeke Municipal Council (TMC) which states that, to develop and implement education policies which provide equal opportunity to quality education for all Tanzanians and ensure development of a productive quality human resource base through education and training seems to be impeded by limited infrastructures of different kinds like poor working condition in rural schools and uneven distribution of teachers in rural schools. Unfriendly working environments leads to have fewer number of teachers compared to urban teachers.

There is a need to make improvements of rural schools by building enough houses for teachers, strengthen of power supply to enable teachers to access different services using power. Provision of hardship allowances to make rural teachers to have relatively better life is also a good plan. The government is therefore called to

improve (gas and solar) power supply in the rural areas so that rural teachers who require to use power for various activities like lesson preparations can access it. This would eliminate distribution barriers for Temeke rural based teachers.

### **6.8 Areas for Further Research**

1. The study found the challenges of the young married female teachers to negatively influence policy for allocating teachers in Temeke municipal, there is a need for the study to know how this phenomenon affects the teacher human resource in other regions of Tanzania.

2. The study did not establish if teachers who were interested to shift to the urban centers were asked a bribe as to gain favor of transfers. Another study is recommended to assess the influence of corruption on the teachers' allocation in rural schools in Tanzania.

3. While the study suggested on the both systems of employing teachers like central deployment system and the decentralized deployment system, it is not clearer and with informed study that which method is most viable in our context in Tanzania. A new study is recommended on this.

## REFERENCES

- Acedo, C (Ed.) (2002). *Case Studies in Secondary Education Reform*. Washington, D.C.: American Institutes for Research.
- Aidan Mulkeen (2006), Teachers for Rural Schools; A challenge for Africa. *African Region World Bank*.
- Akyeampong, K. & Stephens, D. (2002). Exploring the backgrounds and shaping of beginning student teachers in Ghana: toward greater contextualisation of teacher education. *International Journal of Educational Development* 22(3-4): 262-274.
- Akyeampong, Kwame and Lewin, Keith. (2002). From student teachers to newly qualified teachers in Ghana: insights into becoming a teacher. *International Journal of Educational Development* 22, 339-352.
- BEST (2013) Ministry of education and vocational training Basic Education Statistics in Tanzania 2009 – 2013 National Data, Dar es Salaam.
- Blatchford, P.B, et al (2011). [*Examining the effect of class size on classroom engagement and teacher pupil interaction:* ] site visited on 9/8/2008. Learning and Instruction.
- Charles N, A.(2012). *Towards a Better Ghana-my Humble Thoughts*. The King Aggrey.
- Clive S, Giampietro G .], Jaber F.G and Silverman, D. (2007). *Qualitative Research Practice, Concise Paperback Edition*, SAGE publication limited, London EC1Y 1SP.

- Cohen, L., Manion, L., & Morrison, K., (2007). *Research Methods in Education, 6th ed.* London: Routledge.
- Craig, H.J., Kraft, R.J., & du Plessis, J. (1998). *Teacher development: Making an impact.* Washington, D. C.: U.S. Agency for International Development and The World Bank.
- Cresswell, J. W. 1994. *Research Design: Qualitative & Quantitative Approaches.* California: Sage Publications, Inc.
- Creswell J, W. (2003). *Research design Qualitative, Quantitative, and mixed methods approaches.* Second edition.
- CSA (2005). 'Young, rural teachers most at risk', Report of the Centre for the Study of Aids (South Africa), published online at: [<http://www.csa.za.org/article/view/346/1/1>] site visited on 9/8/2008.
- David Silverman (2013). *Doing qualitative research*, Fourth edition, SAGE Publication ltd. London EC1Y 1SP, London.
- Davidson, E. (2004). *The progress of the Primary Education Development Plan (PEDP) in Tanzania: 2002–2004*, Dar es Salaam, Tanzania.
- Ehrenberg, R. G., Dominic J. Brewer, Adam Gamoran, and J. Douglas W. (2001). "Class size and student achievement." *Psychological Science in the Public Interest* 2, no. 1.
- Ehrenberg, R. G. et al (2001). "Class size and student achievement." *Psychological Science in the Public Interest* 2, no. 1 (May): 1-30;
- Erling E. Boe Dorothy M. Gilford (1992). *Teachers: Supply and demand: United States.* National Academies Press, [ ISBN 0-309-04792-7]. Site visited on 9/8/2008.



- Fragar, R., & Fadiman, J. (2005). *Excerpt from Personality and Personal Growth* (6th ed.) New York: Pearson. Prentice Hall pg.342.
- Garson, P. (1998). Teacher deployment: What went wrong? In K. Fieldgate, (Ed.) *Helping to establish a culture of learning and teaching in South Africa*. Guateng, South Africa: Education Africa.
- Glynis M. Breakwell, Sean (2000). *Research methods in Psychology* (2<sup>nd</sup> edition), SAGE publications.
- Gottelmann-Duret, G. & Hogan, J. (1998). *The Utilization, Deployment and Management of teachers in Botswana, Malawi, South Africa and Uganda*. Paris: UNESCO.
- Government of Ethiopia (2005). *Ministerial Seminar on Education for Rural People in Africa: Policy Lessons, Options and Priorities* Addis Ababa, Ethiopia, 7-9 September 2005.
- Hallak, J. (1990). *Investing in the Future: Setting Educational Priorities in the Developing World*. Paris: UNESCO-IIEP.
- Hedges, J. (2000). *The importance of posting in becoming a teacher in Ghana*. (University of Sussex Centre for International Education MUSTER Discussion Paper No. 13). Retrieved March 22, 2003 from [ <http://www.sussex.ac.uk/usie/muster/reports/MDP%2013-1102.doc>] site visited on 9/8/2008.
- Hedges, John (2002). 'The importance of posting and interaction with the education bureaucracy in becoming a teacher in Ghana' *International Journal of Educational Development*, 22, 353–366. *Journal of Issues and Practice in Education*, Volume 2 No. 2. December 2007 ISSN 1821-5548.

- Kitaev, I (1999) *Private Education in sub-Saharan Africa: a re-examination of concepts and theories in relation to its development and finance*, Paris: International Institute for Educational Planning /UNESCO.
- Kothari C.R. (2004). *Research Methodology; Methods & Techniques*, New Age (p) Ltd, New Delhi, India.
- Leedy, P.D. (1980). *Practical research: Planning and design*. New York: Macmillan Publishing Company Ltd.
- Lockheed, Marlaine and Verspoor, Adriaan (1991). *Improving Primary Education in Developing Countries*. Oxford University Press, World Bank.
- Maslow, A. H. (1965). Self-actualization and beyond. Brookline, MA: Center for the Study of Liberal Education for Adults. Retrieved from ERIC database. (ED012056).
- Mbele, A. & Katabaro, J. (2003). *School Enrollment, Performance and Access to Education in Tanzania*. Research on Poverty of Alleviation. Mkuki and Nyota, Dar es Salaam.
- McEwan, Patrick J. (1999). 'Recruitment of rural teachers in developing countries: an economic analysis'. *Teaching and Teacher Education* 15, 849-859.
- McMillan, J.H. & Schumacher, S. (1993). *Research in Education: A conceptual introduction*. (3<sup>rd</sup> Edition). New York: Longman.
- Ministry of Education and Culture (1995). *Education and training policy*, Dar es Salaam: United Republic of Tanzania.
- Ministry of Education, Republic of Zambia (1996). *Education Our Future*, National Policy on Education.

- Msuha L, F (2007). *Issues Contributing to Lack of Reliable and Sustainable Market for Poultry Product*. UWILL BEU, (PAPER) Musoma municipality.
- Mulkeen, A. (2005). *Teachers for Rural Schools: A Challenge for Africa* Ministerial Seminar on Education for Rural People in Africa; Policy, Lessons, Options and Priorities. Hosted by the Government of Ethiopia. UNESCO: Addis Ababa, Ethiopia.
- Mulkeen, A. (2006). *Effective School and Quality Improvement: Teachers for Rural Schools: A Challenge for Africa* association for the Development of Education in Africa (ADEA) Libreville, Gabon.
- Narman, A. (2004). “*We Have Heard It All Before: The Millennium Goals and Education in Africa*” .
- Njabili, A. F. (1999). *Public Examinations: A Tool for Curriculum Evaluation*, Dares Salaam, Tanzania: Mture Education Publishers.
- Omari I, M (2011). *Concepts and methods in Educational Research*.OUP. Dar es Salaam.
- Patton. M, Q. (2002). *Qualitative research and Evaluation methods*, 3rd edition United States of America.
- Porter, L., & Steers, R. (1973). *Organizational work and personal issues in employee turnover and absenteeism*. Journal of Psychological Bulletin , 80; 76-151.
- Rajani, R. (2003). *Is primary education heading in the right direction? Thinking with Nyerere*, HakiElimu.
- Rwejuna Z.R, (2013). *Issues affecting completion rates at the Open University of Tanzania*, Unpublished doctoral thesis. . A dissertation for award of degree of Doctor of Philosophy (PhD) at Open University of Tanzania, Dar es Salaam, Tanzania. 286pp.

- Schollar, Eric (2001). 'A review of two evaluations of the application of the READ primary schools program in the Eastern Cape Province of South Africa' *International Journal of Educational Research*, 35, 205–216.
- Shila M, H. (2001). *Expansion of tailoring Mart small enterprise for Umoja Women Group* LAWATE, Siha District A dissertation for award of MBA degree at Open University of Tanzania, Dar es Salaam, Tanzania. 103pp.
- Silverman, D (2013). *Doing qualitative research*, Fourth edition, SAGE publication Ltd. London EC1Y 1SP, London.
- SLO Temeke, (2014). *Teacher and students of Temeke community secondary school*. Data of 2013, Temeke Dar es salaam.
- Towse, Peter. Kent, David. Osaki, Funja and Kirua, Noah (2002). Non-graduate teacher recruitment and retention: some issues affecting teacher effectiveness in Tanzania. *Teaching and Teacher Education* 18, 637-652.
- Upali Sedere (2005). *Policy Concerns Relating to Teacher Recruitment and Deployment in Malawi*, Ministry of Education, Lilongwe Malawi.
- URT (United Republic of Tanzania) (2001). *Basic Education Master Plan (BEMP). Medium Term Strategic and Programme Framework 2000- 2005*. Dar es Salaam: Ministry of Education and Culture.
- Verspoor, A. (1998). *A chance to learn: Knowledge and finance for education in Sub-Saharan Africa*. Washington D. C.: The World Bank.
- Verwimp, Philip (1999). 'Measuring The Quality of Education At Two Levels: A Case Study Of Primary Schools In Rural Ethiopia' *International Review of Education*, 45 (2), 167–196.
- Wikipedia, the free encyclopedia

World Education Forum Web-site: [<http://www2.unesco.org/wef/> ] site visited on 9/8/2008.

World Bank (1995). *Priorities and strategies for education: A World Bank review*. Washington D.C.: World Bank.

World Bank (2000). "Lesotho: *Teacher Support Networks*: A district resource teacherprogram".<http://www1.worldbank.org/education/est/resources/case%20studies/> site visited on 9/8/2008.

World Bank (2004). *The Rural Access Initiative: A Review of Activities And Achievements 2001-2004: Shortening The Distance To EFA In The African Sahel*.

World Bank (2005). *Lesotho Education Country Status Report*.

Yarrow, Allan., Ballantyne, Roy., Hansford, Brian., Herschell, Paul and Millwater, Jan. (1999). 'Teaching in Rural and Remote Schools: a literature review', *Teaching and Teacher Education* 15, 1-13.

The Dakar Framework for Action - Education For All: Meeting Our Collective Commitments. [<http://www2.unesco.org/wef/en-conf/dakframeng.shtm>] site visited on 9/8/2008. International Commission on Education for the Twenty-first Century (1996) *Learning: The Treasure within*. Paris: UNESCO. United Nations Educational, Scientific and Cultural Organization. Retrieved 11 Sep 2010.

Nelson Tebbe, *Witchcraft and Statecraft: Liberal Democracy in Africa*, 96 GEO. L.J. 183, 1(2007).

Mohammed A. Diwan ( 2002) *Conflict Between State and Legal Norms and Norms Underlying Popular Beliefs: Witchcraft in Africa as a Case Study*, 14 DUKE J. COMP. & INT'L L. 351, 355.

Hallie Ludsin, *Cultural Denial: What South Africa's Treatment of Witchcraft Says for the Future of Its Customary Law*, 21 BERKELEY J. INT'L L. 62, 74 (2003). [[http://en.wikipedia.org/wiki/Abraham\\_Maslow](http://en.wikipedia.org/wiki/Abraham_Maslow)].

**APPENDICES**

**Appendix 1: A Consent Note**

I **Elias Martin Mrutu** of the open university of Tanzania wish to collect data for my study titled *“Issues to be considered during distribution of teachers in Tanzania secondary schools, a case study of Temeke municipal council”*. I have considered you.....to be useful in assisting me to provide information through interviews. Before you participate i ask you to read the attached consent form for your action.

.....

Elias Martin Mrutu

*Student and researcher*

Response:

I will participate.....(put a tick)

I will not participate.....(put across)

**Appendix 2: Interview Guide/Focus Group Discussion-Teachers and Some  
School Board Members**

*The following question seeks to obtain information on the teacher's deployment In Temeke Municipality. With the intention of advising the Ministry of education on the measures it can take to improve availability of teachers in both rural and urban schools in Temeke. You are requested to answer all questions.*

**Q1** Explain the policies and procedures that are used by the Temeke education officers to handle teacher's transfers to various point especially from the rural secondary school to urban secondary schools.

**Q2** what are the issues that influence the teachers to transfer from rural secondary schools to urban secondary schools in Temeke district?

**Q3**There is a problem of more teachers in urban secondary schools in Temeke and less of the secondary school teachers in rural secondary schools in Temeke. What strategies do you recommend to the Ministry of education so that they can bring balance of teachers in both sides location?



**Appendix 3: Interview Guide/Focus Group Discussion-Parents**

*The following question seeks to obtain information on the teacher's deployment In Temeke Municipality. With the intention of advising the Ministry of education on the measures it can take to improve availability of teachers in both rural and urban schools in Temeke. You are requested to answer all questions.*

**Q1** Explain the policies and procedures that are used by the Temeke education officers to handle teachers transfers to various point especially from the rural secondary school to urban secondary school

**Q2** what are the issues that influence the teachers to transfer from rural secondary schools to urban secondary schools in Temeke district?

**Q3**There is a problem of more teachers in urban secondary schools in Temeke and less of the secondary school teachers in rural secondary schools in Temeke. What strategies do you recommend to the Ministry of education so that they can bring balance of teachers in both sides location?

**Appendix 4: Interview Guide -Education Officers**

*The following question seeks to obtain information on the teacher's deployment In Temeke Municipality. With the intention of advising the Ministry of education on the measures it can take to improve availability of teachers in both rural and urban schools in Temeke. You are requested to answer all questions.*

**Q1** Explain the policies and procedures that are used by the Temeke education officers to handle teachers transfers to various point especially from the rural secondary school to urban secondary schools

**Q2** what are the issues that influence the teachers to transfer from rural secondary schools to urban secondary schools in Temeke district?

**Q3**There is a problem of more teachers in urban secondary schools in Temeke and less of the secondary school teachers in rural secondary schools in Temeke. What strategies do you recommend to the Ministry of education so that they can bring balance of teachers in both sides location?

**Appendix 5: Interview Guide –Member of School Body**

*The following question seeks to obtain information on the teacher's deployment In Temeke Municipality. With the intention of advising the Ministry of education on the measures it can take to improve availability of teachers in both rural and urban schools in Temeke. You are requested to answer all questions.*

**Q1** Explain the policies and procedures that are used by the Temeke education officers to handle teachers transfers to various point especially from the rural secondary school to urban secondary schools

**Q2** what are the issues that influence the teachers to transfer from rural secondary schools to urban secondary schools in Temeke district?

**Q3**There is a problem of more teachers in urban secondary schools in Temeke and less of the secondary school teachers in rural secondary schools in Temeke. What strategies do you recommend to the Ministry of education so that they can bring balance of teachers in both sides location?

## Appendix 6: Questionnaire for Teachers/Administrators

Dear Respondents, My name is **Elias Martin Mrutu**. I'm a teacher from Mtoni sabasaba primary school. Currently, am doing my Masters of Education in Educational Administration, Planning and Policy Studies (**MED-APPS**) at The Open University of Tanzania (OUT). I am doing a study on *“Issues to be considered during distribution of teachers in Tanzania secondary schools, a case study of Temeke municipal council”*. You have been selected to participate in this study because a researcher believes that you will provide the needed information. The provided information will be used for purely academic purposes and will be treated with utmost confidential.

Thank you for your valuable time and cooperation in this study.

### PART I: Background Information

#### Section A: Please tick in the boxes provided Personal data

##### 1. Gender of the respondents

a) Male [     ]     b) Female [     ]

##### 2. Marital status

Married [     ] Single [     ] Divorced [     ] Separated [     ]

##### 3. Respondents level of education

a) Certificate [     ] b) Diploma [     ] c) Degree [     ]  
d) Masters [     ] e) others, specify [     ]

##### 4. Administrative position level

a) Ordinary teacher b) Head of Section c) Head of school d) Education officer

[     ]

##### 5. Age in Years

Between 18-25 [     ] Between 26-35 [     ] Between 36 - 45 [     ]

Between 46 -55 [     ] Above 56 [     ]

## 5. Working experience

a) 0-5 [ ] b) 6-10[ ] c) [ ] and above

**PART II: Answer all questions below****Instruction:**

The following question seeks to obtain information on the teacher's deployment In Temeke Municipality. With the intention of advising the Ministry of education on the measures it can take to improve availability of teachers in both rural and urban schools in Temeke. You are requested to rate against the statement by putting a tick.

Scale SA=STRONGLY AGREE; A =AGREE; U=UNDECIDED; D=DISAGREE AND SD =STRONGLY DISAGREE

	Statement					
<b>Sn</b>	<b>Policies and procedures for teachers deployment</b>	SA	A	U	D	SD
1	Teachers allocation policy in Temeke considers marriages issues (female teachers to transfer to urban to follow their couples)					
2	Teachers allocation policy allows Teachers who are sick to transfer to urban (Temeke) from rural for immediate medical attention					
3	Teachers allocation policy allows Teachers with HIV status transfer to urban to access ARVs from urban centers inTemeke					
4	A teacher can be transferred to Temeke urban schools if he she wants to attend the patient in urban					
5	Teacher deployment procedures allow professional development like evening programme to be considered if a teacher wants to shift from rural to urban schools in Temeke.					

	<b>Issues influencing imbalance of teachers in rural secondary schools in Temeke</b>					
6	Young female teachers once married transfer from rural secondary schools to the urban secondary schools to join their husband in Urban in Temeke					
7	Rural areas Teachers with HIV are transferring to urban in Temeke to access the ARVs mostly accessible in urban clinic					
8	There are shortages of teachers in rural Temeke secondary schools because the teachers are shifting to urban to follow teacher professional developments					
9	Teachers shift from rural to urban secondary schools in Temeke because of better social services like banks services and market services					
10	Chance of accessing opportunities for workshops in Urban of Temeke attract rural secondary school teachers to move from rural secondary schools					
11	Proximity of teachers to district education officers attract rural secondary teachers to Temeke urban					
12	Teachers in secondary Schools in Temeke prefer to teach in urban due to the availability of teaching and learning facilities in urban sec schools					
	<b>Strategies for balancing teachers distribution in Temeke district</b>					
13	Forced deployment strategy (forced transfer to village schools for mis-behaving teachers)					
14	Provide incentives to teachers in rural secondary schools- housing					
15	Market force deployment strategy					
16	Provision o hardship allowance to rural secondary school teachers					

17	Any one seeking promotions to higher positions like DEOs, headmaster must have worked in rural areas					
18	Improve central deployment system when employing teachers					

**Appendix 7: Documentary Reviews**

1. The number of teachers from **Mtoni relini secondary, Toangoma, Aboud Jumbe, and Kisarawe II** schools for the **past three years** to see the teachers' distribution of those schools
2. The number of teachers from all selected four (4) **secondary schools** for the past three **years** from District Education Officer (**DEO**) and Statistic and Logistic Officer (**SLO**) of Temeke Municipal Council.
3. The teachers' distribution policy/secular/document which shows criteria for teachers' distribution in Temeke urban and rural secondary schools.
4. The students' academic performance from four (4) selected secondary schools. These data will be obtained from headmaster/mistress, or statistic and logistic officer (SLO) of Temeke municipal.



