

**DECENTRALISATION IN EDUCATION AND THE ENHANCEMENT OF
SECONDARY SCHOOL TEACHERS' WELFARE IN TANZANIA: A CASE OF
KOROGWE TOWN COUNCIL**

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

CERTIFICATION

I, the undersigned certify that I have read and hereby recommends for acceptance by The Open University of Tanzania (OUT) a dissertation entitled decentralisation system in secondary education level in Tanzania and the enhancement of secondary teachers' welfare" A case of Korogwe Town Council in partial fulfilment of the requirements for the Master Degree of Administration, Planning and Policy Studies, of The Open University of Tanzania.

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Date

DECLARATION

I, **Shamte Khatib Shamte**, do hereby declare to The Open University of Tanzania that this dissertation is an original work produced by me and to the best of my knowledge, has never been presented to The Open University Tanzania or to any other institution for any award, where necessary I have acknowledged the all authors whose books and articles I have cited.

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DEDICATION

I dedicate this dissertation to the orphans who grow and study under poor conditions until they attain their targets. I also dedicate this dissertation to my mother Sharifa Nassor and my late father Khatib Shamte for their paternal love, spiritual and moral support, without their love, and concern, I never would have achieved this level.

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ABSTRACT

The purpose of the study was to investigate the decentralisation system in secondary education in Tanzania and enhancement of secondary teachers' welfare in Korogwe Town Council. The major objective of the study was to investigate how the decentralisation system has addressed the problems of secondary schools teachers' welfares in Korogwe Town Council. The study used both primary and secondary data to determine how decentralisation enhances secondary school teachers' welfare. The primary data was collected through questionnaires and interviews through secondary school teachers, secondary education officer and secretaries of TSD and TTU of Korogwe district, while secondary data was gathered through documentary survey of relevant sources. The findings of the this study have indicated that even though decentralisation in Tanzania has improved some issues like cost, time and service to be near to the population, on the other hand decentralisation has created challenges like poor accountability of council officers, poor seriousness of the officers, the use of hash language, dictatorship leadership and poor provision of funds, have been noted to hinder the improvement of teachers welfare in their centre. The recommendations of this study are, there should be an adequate power under local government in order to implement their plan, there is need to strength laws concerning to the local government duties, and local government should have adequate financial powers and other sources of finance which will help to reduce overdependence of fund from the central government.

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LIST OF ABBREVIATIONS

ADB	Asian Developing Bank
DFID	Department for International Development
DSEO	District/Council Secondary Education Officer
LGA	Local Government Authority
MOEVT	Ministry of Education and Vocational Training
REPOA	Research on Poverty Alleviation
SEDP	Secondary Education Development Programme
SPSS	Statistical Package for Social Scientists
SUMATRA	Surface and Marine Transport Regulatory Authority
TDV	Tanzania Development Vision
TGTS	Tanzania Government Teachers Scale
TSD	Teachers' Service Department
TTU	Teachers Trade Union
URT	United Republic of Tanzania
WB	World bank

CHAPTER ONE

INTRODUCTION

1.1 General Introduction

This section will give a background of the study, the statement of the problem, general objectives, research questions as well as significance of the study. The definition of key terms and an account of the organisation of the study also will be discussed in this chapter.

1.2 Background of the Study

Generally, the concept of decentralisation in the world is not young and new; it has long descending history for many years ago. According to URT (2005) it is stated that, the world has embarked on decentralisation programmes, for political, economic and governance considerations. Developing countries adopted decentralisation in local level so as to deliver quality services to the people in effective and transparent way since local authorities are directly accountable to the local people.

Winkler (1993), Karlsen (2000), and Luyten, Maslowski, Raf and Scheerens (2007) (as cited in Haug, 2009) have argued that, there has been a global trend of decentralizing education systems over the last couple of decades. Most countries are experimenting with or considering some form of educational decentralisation which implies delegation of power and authority from the central government to the regional or local levels, or to schools.

It seems that system of decentralizing in education is not model for only Tanzania government but worldwide as a general whole. It is true that many countries in the world adopted decentralisation under different intention as it has been stated. Also it has witnessed in above report of Haug (2009) that, decentralisation has been initiated in many

developing countries, Tanzania had no option but to opt for decentralisation in which it passed through different forms.

This has been discussed clearly by United Republic of Tanzania Act of 1982 that, the early form of decentralisation was chiefdoms and sub-chiefdoms system under colonisation. In 1972 the decentralisation system was abolished to favour of centralized government system and line of ministries were put in charge to administer the basic government services at all the local level, including education. Then the Local governments system were re-introduced again by the Local Government Acts of 1982 (URT 2005).

Copper and Florestal (1997) on discussing the characteristics and nature of decentralisation have indicated that, decentralized system has been characterized by the exercise of substantial power at the local level on many aspects, including education, due the subject of some limited control by the central government. Responsibility decentralized to a region, a province, a district, a town, or an individual school or a group of schools is to transfer the power and authority from the centre to sub-regions and it is clear that, most of central governments showed limited control over the wide functions in their respective countries in the world, which result the poor effectiveness and efficiency of service delivery in different sectors including the educational sector, because of the wideness of any country.

Although, decentralisation can be defined in different ways but in common, there are three main definitions of decentralisation which are decocentralisation, delegation and devolution. White (1992) on trying to define the decocentralisation, delegation and devolution has said that decocentralisation is a process in which the central government disperses responsibilities for certain services to regional branch offices without any

transfer of authority, while on delegation, the central government transfers the responsibility for decision making and administration of public functions to local government. On the other hand, devolution happens when, the central government transfers the authority for decision making, finance and administrative management to quasi-autonomous units of local government (as cited in Brandao, 1995). When it comes to make comparison, between decocentralisation, delegation and devolution; it may said that, devolution is the best means of decentralisation. Because it is known that devolution decentralisation is the best system of decentralisation in the world, Tanzania government adapted the policy of decentralisation by devolution (D by D) in 1998, in which the central government remains fully committed to that policy and to addressing the implementation difficulties experienced so far (URT 2009). White (1992) reported the intention of decentralisation was to decentralize administration and policy-making from central level to district level to give the administrators power to participate on policymaking on various issues of services including education, as the preferred approach for improving service delivery (as cited in Brandao, 1995).

As it has been noted here among the objective of decentralisation in a country is to give the local governors like education officers and directors the role of planning and policy making and at the same time to the community participatory role in school running. Golola (as cited in Muriisa, 2003) explained that “the process of decentralisation in sub-Saharan Africa has coincided, and perhaps even dictated by globalization which has played a major role in the decentralisation movement, so decentralisation comes, as a response to the global demand for equity, accountability and efficient service delivery” (p.256). It seems that some countries especially in Sub-Saharan Africa did not accept decentralisation as the first priority but there were forces inserted by wealth countries under the umbrella of globalization to make every country under the same slogan.

Even though, there were external forces which were behind the decentralisation process, there was also expected improvement in education after the introduction of decentralisation in the particular country. According to White (2011) the main objective of decentralisation is to create the most efficient and accountable form of government possible, to offset a problem that has caused dissatisfaction with central system, to limit conflicts and protect minority right and to improve public service delivery.

It was also necessary to improve education sector. This is because the teaching profession seemed to be among the last and least career for prospective new teacher. Donaldson, Harrison and Johnson (2005) in their work have revealed that teaching has become a less attractive career among both prospective and new teachers; which result in high rate of turnover among new teachers, being influenced, by good salary benefits, public recognition for one's accomplishments, or being chosen to take on special responsibilities in other professions.

So it was believed that there is direct connection between decentralisation system and the teacher's welfare improvement. This is because according to Denga, Nwagwu, Joshua, Ossai, Salmi and Ubom (as cited in Ololube, 2008) then cited in by Ngimbudzi (2009) found that, there is a cry of teachers towards poor administration, promotion, working conditions, and salary adjustment within their job.

1.3 Statement of the Problem

The objectives of decentralisation entails the transfer of powers, functional responsibilities and resources from central government to local government authorities with strong and effective institutions underpinned by possession of resources "both human and financial" and authority to perform their roles and functions. It has also been

perceived that the centralized bureaucracy has failed to deliver good quality service, to build a public service which is lean, transparent, accountable, and above all effectiveness and efficient. The perception of decentralisation states that administrative responsibilities must be exercised by the lowest level of government unless a strong and convincing care can be made for higher level assignment. In the same case, the secondary teachers' welfares in Tanzania now are addressed by the laws of decentralisation.

The studies of Haug (2009), Winkler (2003), Bray and Mukundan (2003) had found that there are weaknesses in decentralisation and implemented hastily because there is no evidence to improve services in educational trend in other part of the world. So there is slightly positive improvement in decentralisation. The expectation of Tanzania government to decentralize secondary education was to increase improvement of education at all levels. There are no studies however which have been conducted to investigate about decentralisation and the enhancement of secondary teachers' welfare in Tanzania at large, particularly in Korogwe Town Council.

This study therefore investigated the extent to decentralisation of secondary education at Korogwe town council has enabled to reduce the number of secondary school teachers welfare related problems like the teachers' new grades, the right person and place to go to when problems arise, promotions delay, salaries adjustment from time they have been approved.

1.4 General Objective

The general objective of this research was to investigate the decentralisation system in Tanzania enhances secondary school teachers' welfare.

1.4.1 Specific objectives

The specific objectives of the study were;

- i. To investigate how decentralisation has reduced the problems of secondary schools teachers welfares in Korogwe Town Council.
- ii. To examine to what extent Korogwe Town Council officers affected teachers' welfare under decentralisation appropriately.
- iii. To investigate how the administrators and other workers in Korogwe Town council attend to the secondary teachers' welfare related problems.

1.5 Research Questions

The study will be guided by the following three key research questions:

Question 1

To what extent the decentralisation system has been reduced the problems of secondary schools teachers' welfare?

Question 2

To what extent Korogwe Town council officer under decentralisation system are attending teachers' welfare appropriately?

Question 3

Do administrators and other workers in Korogwe Town council's treat the treat appropriately when dealing with secondary school teachers problems related to their welfare?

1.6 Significance of Study

The study is expected to help different number of people and organizations and other stakeholders of education and the decentralisation system as a whole.

First this study will help the government and policy makers to improve Tanzania policies especial policy of decentralisation in order to fit the current situation in service delivery, specifically related to the teachers' welfare.

Second, this study will remind the central government, if it wants the local government to implement the decentralisation it should locate enough budgets to the LGAs. Both, the central government and Local governments should look the suitable way on the way to increase other source of fund of their own in order to implement their plans.

Third, this study will help all local government role players like educational officers, mayors, directors and other officers to be committed with their position so as to accomplish the expected aims of providing effective and efficiency services in education and other sector.

Fourth, the study will add more knowledge to all educational holders to matters of educational decentralisation and the way which it has helped to enhance secondary teachers' welfare in Korogwe Town Council and Tanzania at large.

Finally, it is expected that this study will open up the doors for other researchers to see where they can investigate on the issue of decentralisation and the improvement of services.

1.7 Limitation of the Study

This study was faced by the following delimitations. This study dealt with only education sector and specifically on secondary schools cadre. Since this study did not include other sectors like agriculture and health to mention a few and other councils apart from Korogwe Town Council in Tanzania, therefore the generalisation of the results from this

study may not be applicable and not serve the purposes to the other councils and other professions. The researcher because has used two instruments namely questionnaire and interview, and leave other instrument like observation, focus group discussion and document analysis, this may be affected to uncover other findings about this study.

Furthermore, due to the lack financial ability of the researcher for issue like typing to there was no sponsor for this study. This situation affected a lot the researcher in one way another quality of this study.

Finally, this study was done while the researcher continued with work commitment of work. Therefore researcher was required to balance between his job commitments and designing, conducting and produce report of this study on right time. This situation somehow was no easy task to focus on two different points, so to some extent has affected the quality of the study.

1.8 Delimitation of the Study

This study was done at Korogwe Town Council. The study sought the responses of secondary school teachers concerning the decentralisation in education and the enhancement of their welfare on one side and views of secondary education officer, TTU and TSD secretaries concerning the enhancement of secondary school teachers' welfare.

1.9 Definition of Key Terms

The following are the key terms that guided this study concerning the decentralisation of secondary education.

Teacher:

Teacher is someone whose job is to teach in a school or college.

Secondary school teacher:

Secondary teacher is as a person, who teaches, educates or trains the people, or who provides professional education services in secondary school. Or secondary school teacher is a teacher who is teaching in all levels secondary schools, including lower secondary schools and higher secondary schools.

Welfare:

There is no specific definition of welfare but it may be said as a general term for the condition of an individual or group, for example their economic and psychological needs. So according to this study welfare are all right for teachers like promotion, motivation, leave allowance and respect as a teacher.

1.10 The Organisation of the Study Report

This study has five chapters. Chapter one deals with introduction to the problem, background of the study, statement of the problem, objective of the study and significance of the study. The chapter also presents the research questions, delimitation and limitation, definition of key terms and organisation of the study.

Chapter two presents review of related literature while research methodology is dealt in chapter three. Chapter four deeply, deals with data presentation, analysis and discussion. Summary of the study, conclusion and recommendation are covered in chapter five.

CHAPTER TWO

REVIEWING OF LITERATURE

2.1 Introduction

This chapter focuses on the theoretical and empirical literature about decentralisation. It starts by theories about the study then surveys different research study focus decentralisation for empirical evidences. There the knowledge gap was identified.

2.1 Theories in Management and Public Issues

This study uses two theories, namely Daming Theory of Management which suggest how the management should be towards the workers and Public-choice Theories which advocate on how to speed up service delivery at any government level.

2.1.1 Daming Theory of Management

The first theory which has been used in this study is Daming Theory of Management.

This theory advocates that for the good job done by the worker is that they deserve respect from their employer. In support of the above theory, Hayward, Myron and Tribus (n.d) believed that all people want to do a good job and they deserve respect in return. So from the above statement even the secondary school teachers not only want to do their job effectively, but also they want to be respected by their employer and the community. The way teachers respond to educational decentralisation managerial actions is crucial to the success of quality decentralisation management, and it is believed that under the decentralisation system, the teachers' status and happiness may be obtained.

2.1.2 Public-choice Theory

The second theory in this study is the Public-choice Theory. The assumption is that,

decentralisation, as a mode of governance will enhance speedy delivery of social services. Klugman (1994) (as cited in Mutumba, 2005) has argued that; the states should offer those services that correspond to local needs and information as important factors bearing on social service delivery. When there is insufficient information or not produced on time, it is difficult for any government decision-makers' to predict the strengths and weaknesses of their decisions.

Also Allen (1987) and Klugman (1994) (as cited in Mutumba, 2005) have added further under the public theory of choice by saying that “decentralisation reduced the unit cost of providing public services. That it tends to lower unit costs, through simpler delivery procedures and building upon existing local resources, knowledge, technology and institutional capacities” (p.10).

The argument here is that under the decentralisation system, the service provided may reduce the cost for provider as well as the receiver of that service. Also it means that, secondary teachers under the decentralisation may be benefited by reducing the burden on cost of financial and time. For example in Tanzania situation before decentralisation system teachers had to travel to headquarter (Dar es Salaam) to follow services basing on their welfare like promotion but after the introduction of devolution decentralisation system, has helped to cut off the travelling cost.

2.2 Conceptual Framework

This study is regarding that decentralisation as new system which will help to meet the expectation of secondary teachers' welfare and improve their working condition. So that, this system which the services and other welfare now, are near to the teachers and the local government, is now the primary agent and authority bearer instead of central

government. The researcher of this study has created two conceptual frameworks namely teacher expectation in Figure 2.1 and the part of employer performance toward teachers' welfare in Figure 2.2 respectively.

2.2.1 Teachers expectation

Figure 2.I, below tries to express some expectation of secondary school teachers after their authority bearer has changed from the central government to the local government, since now their problems are well known by local government.

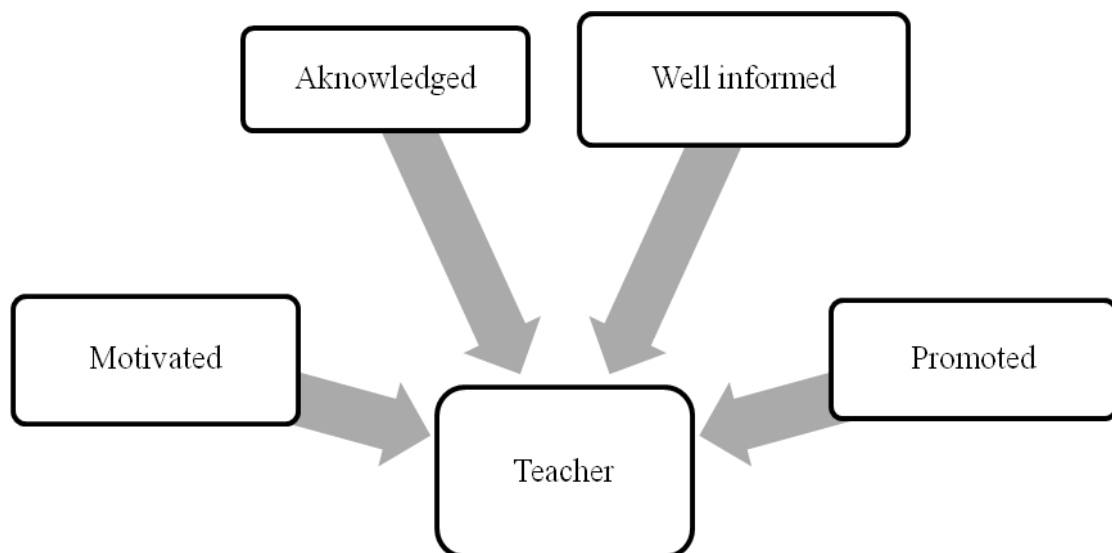


Figure 2.1: Secondary school teachers' expectation

Source: Researcher creation

Figure 2.1 suggests that, the authority of local governments under decentralisation have to work orderly to give secondary school teachers, their welfare like promotion, to acknowledge them. At the same time they should inform the teachers about their rights, because services are delivered under the decentralisation which is near to them, so it is expected that their welfare will be improved. In order to meet the above teachers' expectation from the Figure 2.1 the officials are also expected to motivated teachers.

2.2.2 Parts of decentralisation performance

The following Figure 2.2 tries to support the Daming Management Theory which suggests that the workers who have authorities under decentralisation have the necessity to accomplish their duties. Since the local governments have the authority to implement their duties, their duties are to deliver services to the local communities including secondary school teachers as well as to improve them.



Figure 2.2: Some of responsibilities of employer toward the teachers

Source: Researcher creation

Figure 2.2, tries to show the way and the expectations which could help to manage and implement decentralisation reformation. The administrators and directors in their respective councils are expected to work transparently and on time towards the welfare of the teachers. This is because under decentralisation system, the services delivery are expected to improve, which include the welfare of teachers, in order to avoid battles with their managers and administrators.

2.3 The goals and objectives of decentralisation

The goals and objectives of decentralisation in all agencies and ministerial areas have been clearly stated by the speech of president of united Republic of Hon. Dr Jakaya Mrisho Kikwete that, Tanzania is implementing decentralisation system in political,

administrative and financial decision making powers so as to reduce poverty through improved service delivery at the local level. The Local Government Authorities (LGAs) were required to provide improved local public services in an efficient, transparent, accountable and equitable manner, substantial improvements. The intergovernmental legal, institutional and fiscal structure and in terms of the financial and human resource management capacity at the central and local levels expected to be improved to ensure effective, empowered LGAs, because local governments are the primary and accountable lead actors of public service delivery in their areas of authority. It is known that decentralisation will impose challenges and constraints to the government and its bodies, to attack those challenges will contribute to the attainment of these goals (URT 2009).

So here it is observed that, adaptation of decentralisation system in Tanzania, there were specific objectives that expected to be attained, because it is known that Tanzania is a wide country, the central government cannot know the problems of people from everywhere. Among the objective of devolution decentralisation in Tanzania was to make the local government to be primary service provider to the local people.

The united republic of Tanzania presented the important steps and date in which the transformation process of decentralisation has passed in Tanzania. The steps and dates has been presented in Table 2.1

Tanzania government towards the local government's processes under the decentralisation system has passed through different stages. According to the above speech of Hon Dr. Jakaya M. Kikwete decentralisation has passed from the local government phase one and now it is in second phase.

Table 2.1: Important dates toward decentralisation in Tanzania

Date	Policy Environment	Local Government Reform Program (LGRP)
Early 1990s	Civil Service Reform Programme	
1997	Endorsement of Local Government Reform Agenda Reconstruction of regional tier	Conception LGRP
1999	Local Government Laws, Miscellaneous amendments act No.6	
January 2000		Start LGRP Introduction of ZRTs
October 2000	Poverty Reduction Strategy Paper	
July 2000	Public Sector Reform Programme	
2005	Start of Local Government Capital Development Grants (LGCDG)	MTP 2005-2008
February 2007		Joint evaluation
July 2008		Start of LGRP II (D by D) preparatory phase (2008-2009)
January 2009		LGCDG MOU (2008-2013)
July 2009		Start of LGRP II (D by D) (2009-2014)

Source: URT (2009) Local Government Reform Programme II

2.4 The Challenges Facing Teachers Basing on Their Welfare

There are different reports which have explained the challenges which are confronting teachers in Tanzania basing on their welfare. For example Bennell and Mukyanuzi (2005) have reported that, different newspaper articles and other media reports regularly highlight

the troubles of teachers in Tanzania. Numerous official documents over the last decade or so have also increasingly drawn attention to the vulnerability of teacher welfare in the country. For example, the Report on the Education Sector Towards 2000 has noted that ‘since 1962, the different schemes of service for teachers have not reflected to the reflected outcome due recognition of the heavy demands of society upon teachers nor the crucial contribution of the latter in moulding the future citizens of society. This attitude has greatly discouraged academically able young men and women from enrolling in teacher training courses. Many dedicated teachers have gone to more caring employers.

World Bank (1990) in a similar element, the 1990 World Bank report on teachers’ conditions of service concluded that in the absence good welfare to perform better, many teachers are currently providing much less and lower quality education than they are capable. The poor welfare of teachers is a major contributory factor to the terribly poor learning achievements of primary and secondary students (as cited in Bennell and Mukyanuzi, 2005).

2.5. Empirical Literature Review on Decentralisation system

Various studies in the world have been conducted to investigate about the strengths and weaknesses of decentralisation. Those studies that researcher has found were based on education, and health sectors. This part wants to survey various studies in order to get empirical evidences.

2.5.1 Strengths of decentralisation

On discussing education decentralisation system and management of teachers, the various studies have been found that are related to the study. Any system unity include decentralisation system is like a saw, it goes forward and backward, because it presents a

combination of significant improvements as well as striking challenges and contradictions, even when improvements have been made; in turn they create new challenges.

Starting with the matter of appreciation toward decentralisation Galiwango (2008) found that in Uganda many people regard decentralisation to be useful and performing its duties well since it had improved service delivery and reduced the distance to education service centres contrasting to the earlier situation before when all services were dominated by central government. This statement shows that people in Uganda had appreciated that decentralisation in their country is doing well.

For example, Sikayile (2011) in his study in Zambia has found in his study that decentralisation in education has increased accountability as well as access to education. These achievements are due to the shared responsibility, improved administrative and efficiency in the use of resources. This is the evidence that the aim of decentralisation in Zambia has met the people expectation. Haug (2009) on the other hand has investigated about how decentralisation in Australia, Canada, Finland, Norway and Sweden has helped autonomy in the school areas. So he has observed that schools in those five countries have fully autonomy in the issues of hiring and firing of teachers, establishing teachers' salaries and determining salary increases.

In the case of accountability, Fiske (1996) conducted research about accountability on teachers' welfare, he found that decentralisation led to teachers being paid on time in Mexico and improved efficiency due to training of staff at sub-national levels while Muniisa (2008) conducted a study in Uganda in health sector under decentralisation and found that, the immunisation programme showed a marked success through decentralisation.

More recently, after reviewing different studies published since the late-1990s, Shah, Thompson and Zou (2004) found evidences that “decentralisation has in some cases improved, and in others worsened, service delivery” (as cited in Faguet and Sanchez, 2007, p.4). The evidence so far suggests that decentralisation has improved the targeting of public services as well. But stronger evidence is needed if we are to reach firm conclusion on education decentralisation and the enhancement on teachers’ welfare in Tanzania.

2.5.2 Weaknesses of decentralisation

In getting clear about weaknesses about decentralisation various studies have showed proves on it decentralisation. In discussing it Mukwena (2001) in his study on decentralisation has started to indicate fears when he said that, many countries especially developing countries are implemented decentralisation system which was dominated by political reasons rather than administrative reasons as he has said that. This is because certain governments wanted to adopt decentralisation reforms, for improving administrative performance but there are unstated political reasons that are more paramount than the administrative performance (as cited in Sikayile, 2011). It means that some of decentralisation in the world has been adopted under political forces which reduce the performance of administration level on service delivery.

Also Haug (2009) in his study about effectiveness on decentralisation said that the mechanism of decentralisation to perform well in its governance activities depends on strength and power of the participants in the process of governance. The effectiveness of decentralisation from other countries may result poor administrative or technical capacity and services being delivered to become less efficiently and effectively in other countries, thus a promising reform might be unsuccessful because of improper implementation.

Winkler (1993), Karlsen (2000) and Bray (2003) (as cited in Haug, 2009) have found that “decentralisation reform is implemented too hastily, often based on educational trends, swinging back and forth between different ideologies, rather than evidence” (p.95). From that statement it can be said that sometime in order for a country to implement certain governance, it could be better to do pilot study to evaluate effectiveness and weaknesses of decentralisation system, in order to avoid swinging back as has mentioned in the above statement.

Rondinelli, Cheema and Nellis (1983) (cited in Faguet and Sanchez, 2007, p.4) have come with data that show “...Most developing countries implementing decentralisation experienced serious administrative problems. Although few comprehensive evaluations of the benefits and costs of decentralisation efforts have been conducted, those that were attempted indicate limited success in some countries”.

For the cases of improvement of personnel welfare, study by Acom (2005) from her study conducted in Uganda, Azfar, Kahkonen and Meagher (2001) from their study conducted in Philippines and Uganda, Alinio (2008) from Philippines, Ngimbudzi (2009) the study conducted in Njombe in Tanzania, Bennell and Mukyanuzi (2005) the study conducted in Tanzania, found that, there are poor chances of teachers to be promoted, some of them, since they joined the school, the situation which can cause teachers turnover to another profession, also they did not satisfied and are unhappy with decentralisation service and the welfare programmes.

Accountability of officials in many local governments was faced by personal interest of the officers. For examples Azfar et al. (2001) from their study conducted in Philippines and Uganda, Bennell (2004) the study conducted in Tanzania and Onzima (2013) the his

study conducted in Uganda, found the cases of bribery, nepotism, ethnic discrimination, political connection, family ties, and religion, gender and personal gains.

Many local governments perform poorly due to the poor self-governing and intervening cases from the central government. To prove this Ahmad, Devarajan, Khemani and Shah (2005), Azfar, Kahkonen, Lanyi, Meagher and Rutherford, (1999) from their literatures, Malik (2007) the study conducted in Pakistan found that, LGs of developing countries have little autonomy in preparing their budgets and dependent on central governmental fiscal transfers. This is a difficult for these countries to improve services.

Finally, it seemed that technical skills and experiences of personnel are among the shortcoming of many LGs. Most of LGs have given authority without being equipped with training to implement decentralisation reformation. Edquist (2005) in his report, indicated that the generally, competence of the officials in Vietnam was not sufficient as they often lacked specific knowledge, however some of governmental bodies provided in-service training, but the quality of this training could be questioned.

Generally, many decentralisations have showed the improvement of certain services but on other hand most of them are faced by many challenges and many constrains that hinder the improvement of services in those areas that have investigated.

2.6 Decentralisation Systems in Tanzania

Tanzania is implementing an ambitious of local government reform programme since the end of the 1990s. The reforms started to pick up past in the mid-1990s. The legislations are being amended to reflect the Government's policy of decentralisation by devolution. Many of the reforms effecting local self-government are being generated through national

and sector-specific development strategies and programmes, and the legislative amendments are not always up-to-date with these reforms.

The reform process is still ongoing. In addition, all reform policies have to take into consideration Tanzania's long-term development framework, which is laid down in Tanzania Development Vision 2025 published in 1998, and the medium-term development framework and policy, which is guided by Tanzania's poverty reduction strategy. Tanzania's Constitution recognizes LGs as autonomous bodies with legal status with unrestricted powers over local affairs within the unitary system Research on Poverty Alleviation (REPOA, 2008). Rationales for decentralisation processes in Tanzania is the need to address the difficulties of trying to coordinate unequal activities from a central location, to reduce the time required, as well as to increase the likelihood that decisions, to an increase the welfare of local populations by allowing services to be more in line with the services that local populations value more highly, Hutchinson (2002).

Since then in Tanzania there is an increased central government, with scarce resources cannot rely on top-down service delivery responsibilities to bring about meaningful development. So the local government has been seen as changing from that of acting as the principal vehicle for bringing about service and facilitating development, Baker, Nazar, Obama and Wallevik (2002).

2.7 Decentralisation in Education

Copper and Florestal (1997) has reported that the countries in the world decentralize education systems for a variety of reasons, such reasons include to save money, improve management efficiency and flexibility, to transfer responsibility to the most capable level of government, to conform with a wider administrative reform or with the general

principle that administrative responsibility should be vested in the lowest capable level of government, to give users a greater voice in decisions that affect them and to define the objectives of decentralisation at the outset, so that they can act as measures of its success. Therkildsen and Tidemand (2007) reported that, decentralisation management must help staff career diagnosis, and working conditions as significant important motivating factors.

To increase efficiency and responsiveness in the delivery of secondary education has been achieved through devolving the management and supervision of secondary schools from the Central Government to the Local Government Authorities in 2008, with the respect of the following strategies. First for strengthening the secondary education coordination between the MOEVT and the LGAs the in 2007 Tanzania government aimed to appoint District Secondary Education Coordinators. In May 2009, District/Council Secondary Education Officers (DSEO) were appointed to replace the Coordinators, with the Academic Officer to work with the DSEO on all issues regarding the operation of Secondary Schools. After that, the numbers of operational activities are done by the LGAs, which include employment of teachers and their transfers, and running schools (URT 2010).

It seemed that education in any country has great importance to bring improvement on different sectors. Tanzania Development Vision 2025 (TDV) inserts high priority to the education sector, which is considered to be fundamental in bringing social and economic transformation. So TDV puts it clear that education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently solve the development challenges which face the Nation. In this light, the education system should be transformed qualitatively with a focus on promoting creativity and problems solving (URT, 2000).

The government of Tanzania with its education, including secondary education, regard education as important factor , because education will play a critical role to develop the nation through continuous production of knowledgeable, creative and problem-solver graduates.

2.8 Decentralizing Teacher Management

Van Deventer (2000) viewed education management as “a process whereby education leaders in charge ... attempt to utilize the services of educators, as well as other resources, as effectively as possible” (as cited in Nesane ,2008, p. 20). Here it can be observed that educational leaders have various functions while attempting to utilize the available resources of teachers.

Prud'homme (1994) said that, “Decentralisation of teacher management does not take place in isolation; usually it is part of a process of educational decentralisation motivated by one or more forces. Gaynor (1998) has stated the role of central ministry and local government by arguing that, most of central government, under decentralisation are responsibilities for setting standards, setting salary and, allocating budget resources to lower levels of administration, while LGAs in those areas with decentralisation pay teachers' salaries, approve teacher appointments, transfer, leave of absence, and dismissal in accordance with the relevant central laws and regulations.

2.9 Research Gap

From literature review most studies were done in both developed and developed countries. Some of them focused on the relationship between decentralisation and enrolment of students while others examined the relationship between decentralisation and service delivery, decentralisation and accountabilities. In Tanzania, the studies were not directly

geared towards determining the relationship between decentralisation and teachers welfare. The researcher of this study did not find any study on decentralisation in education and the enhancement of secondary school teachers' welfare, hence the knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methods which have been used in carrying out the study. It covered the following sub-topics; the study area, study design, population and sample size, sampling techniques, pilot study, methods of data collection and instruments, processing and data analysis plan.

3.2 Study Area

This study was conducted in Korogwe Town Council, which is one of the two Councils of Korogwe district. Korogwe district is one of the eight districts in Region. Korogwe District has a total area of 3,756 square kilometres; whereas the Tanga Korogwe District Council covers 3,544 square kilometres while Korogwe Town

Council covered about 212 square kilometres. Korogwe Town Council is small in size but most of administration offices are concentrated in Korogwe town. Those offices are TSD office, Korogwe Town Council office, Korogwe District office, Korogwe district hospital (Magunga hospital), District Commissioner's office and Korogwe Police office. The map of Tanga region which include Korogwe district is shown Figure 3.1

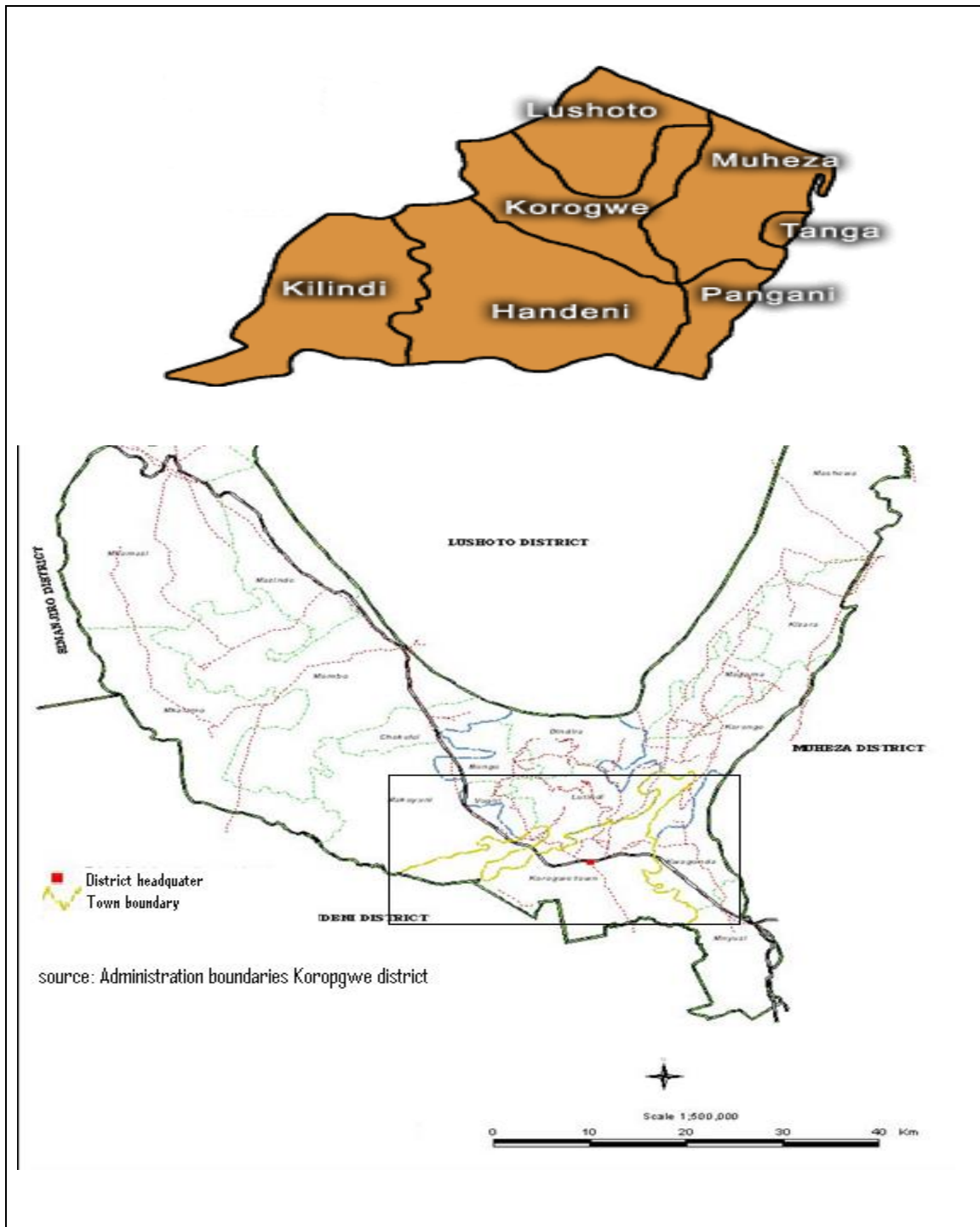


Figure 3.1: Maps of Tanga and Korogwe

3.3 Research Design

This study used a mixed research design, which is a procedure for collecting, analyzing

and “mixing” both quantitative and qualitative data at some stage of the research process within a single study. Green, Caracelli and Graham (1989), Tashakkori and Teddlie (1998), have indicated in their work that, the rationale for mixing; quantitative or qualitative method is to capture the trends and details of a situation.

When used in combination, quantitative and Qualitative methods complement each other and allow for more complete analysis, (cited in Ivankova, 2002). Charles and Mertler (2002), have also reported that, in quantitative research, most of time a researcher relies on numerical data, while qualitative research as an inquiry process of understanding, the researcher develops a complex, holistic picture, analyzes words, reports, detailed views of informants, and conducts the study in a natural setting (cited in Ivankova, 2002).

Denzin (1978) and Jick (1979) (cited in Johnson, Onwuegbuzie and Turner, 2007) have mentioned and contended that in utilizing mixed methods, the bias inherent in any particular data source can be cancelled out when used in conjunction with the other methods. The results meet the truth about some social phenomenon. Furthermore mixed design allows researchers to be more confident of their results. It stimulates the development of creative ways of collecting data, lead to thicker and richer data, lead to the synthesis or integration of theories, uncover contradictions, and by virtue of its comprehensiveness, it may serve as the litmus test for competing theories.

Creswell, Plano, Guttman and Hanson (2003), Tashakkori and Teddlie (1998) said that, the quantitative, numeric, data was collected and analysed then the qualitative, text, data was collected and analysed in sequence to help explanation and elaboration on the quantitative results obtained. The quantitative data and results provide a general picture of the research problem, on other hand the qualitative data and its analysis refine and

explain those statistical results by exploring the participants' views regarding their persistence in more depth (cited in Ivankova and Stick, 2007).

3.4 Population and Sample size

3.4.1 Population

Best and Khan (1995) has defined population as any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population of this study comprised secondary schools teachers in Korogwe town council, who have at least an experience of three years in their work under decentralisation. The teachers were only government secondary schools because the teachers from government schools are the ones who are under the administration of local government of Korogwe town council. The total number of government secondary schools was 9 with about 300 teachers. So the researcher expected to get a total number of about 70 teachers with three years of experience and above from the eight schools out of the nine schools of Korogwe Town Council. This is because one school has already been used in the pilot study.

The target population was government secondary school teachers, who met the mentioned criterion of being in teaching for three years and above, regardless of the categories of being Head of school, deputy heads teacher of schools, and classroom teachers from secondary schools at Korogwe Town Council. Other population in this study were district secretaries of Teachers' Trade Union (TTU) and Teachers Services Department (TSD) of Korogwe district and the Secondary Education Officer from Korogwe town council.

3.4.2 Sample and sample size

Oloyede, Okon, Okonkwo and Salawu (2011) have defined a sample as a small proportion of a population selected for observation and analysis. These respondents in the sample are

not selected haphazardly, they are chosen in a systematically way, so that chance or the operation of probability can be utilised. Therefore, the sample in this study comprised of 70 secondary school teachers, one TSD secretary of Korogwe district, one secretary of TTU of Korogwe district office and Secondary School Education Officer from Korogwe town council. The categories and sample size is summarised and presented accordingly in Table 3.1.

Table 3.1: Category and number of respondents

This Table 3. 1 shows the kind and distribution of sample basing on their characteristics.

Table 3.1: Category and number of respondents

Kind of respondents	Number of respondents
School A	6
School B	10
School C	22
School D	5
School E	7
School F	8
School G	5
School H	7
Education officer	1
TSD secretary	1
TTU secretary	1

Source: Researcher creation

3.4.3 Sampling techniques

Kombo and Tromp (2006) have defined sampling techniques as the procedure a researcher uses to select the needed study sample (as cited in Nabukenya, 2007). This

study used two sampling techniques namely, simple random sampling and purposive sampling. In research report of Nabukenya (2007) has defined simple random sampling as a “process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected” (p.32). This was used to select 70 teachers from eight schools out of nine schools in Korogwe town council. The researcher in this study used eight schools, as one school has been used in a pilot study. Therefore all remained eight schools were included in study to select teachers to fill questionnaires.

The second sampling technique was purposive sampling which is the way of selecting sample purposefully (Nabukenya, 2007). In addition, Gay (1996) has stated that although purposive sampling technique may not necessarily be a representative sample; it enables the researcher to acquire an in-depth understanding of the problem from the selected respondents, (cited in Nabukenya 2007). This technique was used to select the secretary of TSD in Korogwe district, Secondary Education Officer from Korogwe town council and the secretary of TTU of Korogwe district.

3.5 Participant Selection Procedures

Participants were carefully selected for the study. The researcher requested the head of schools to provide the names of teachers who had an experience in teaching of three years and above in their schools. After that, the researcher compiled together all names of teachers in their respective schools. At this stage, the researcher was in the position to get 70 teachers as the sample of study for data collection. On the other hand, in order to select other respondents of the study, the researcher applied purposive techniques to get TSD secretary of Korogwe district, secretary of TTU of Korogwe district and secondary education officer from Korogwe town council. This is because they were believed to provided rich information; there was need for doing purposive sampling.

3.6 Data Collection Instruments

This study used the following study instruments for data collection purposes namely; questionnaires and interviews.

3.6.1 Questionnaires instrument

A self-administered structured questionnaire was used to collect relevant standardised data from all secondary school teachers. Cohen, Manion and Keith (2007) have suggested that one should often consider open-ended questions, which enable the respondents to respond freely on their own terms. The open-ended questions gave the respondents a chance to explain what they truly felt on the subject matter, while the closed helped the researchers to analyse the data easily. These questions were prepared based on the objectives of the study.

The questionnaire technique was chosen because it has several advantages. Close ended items are open to statistical data analysis with minimal manipulation of raw data and can access a large sample. They place minimal demands on explanation, and can be totally anonymous. Also the questionnaire technique permits wider coverage of respondents who are geographically dispersed, and questions are standardised and can easily be scored and coded. A questionnaire is cost effectiveness, ease of completion and provides quantification of data, and timeliness of responses (as cited in Kusereka, 2003).

Furthermore, Phellas, Bloch and Seale (2011) have explained about the advantages and disadvantages of questionnaires. The questionnaires are cheap to administer, the cost associated with printing, postage is minimal. They allow for a greater geographical coverage with dispersed populations. Questionnaires reduce biasing error compared to biases caused by the used an interview and the questionnaires provide greater secrecy for the respondents, especial if the topic of the research is sensitive.

However questionnaires encounter several disadvantages. The questionnaire can lead to misinterpretations of the questions by the respondents (Kusereka, 2003). There is also no control over who fills in the questionnaire. Those with low levels of literacy are excluded from the study. Response rates tend to be low and it is difficult to know the characteristics of those who have not filled in the questionnaire and how their non-response will affect the findings (Phellas, Bloch and Seale, 2011).

The questionnaires were only administered to the teachers. Questionnaires were handed to the teachers of secondary schools in Korogwe Town council, depending on the number from the selected sample in each school. All questions were in English. The questionnaire that filled by secondary school teachers are found in Appendix A.

3.6.2 Interviews

According to Onzima (2013) in-depth interview are conversations between two people that are the interviewer and the interviewee. Yin (2009) argues that the researcher can ask the informant about the facts of a matter as well as their opinions about events. However Yin (2009) cautions that the researcher should avoid over depending on the informants. In order to obtain detailed information in an attempt to find explanation of teachers' welfare in Korogwe Town Council, secondary education office, TSD and TTU secretaries were also interviewed.

Interview has both theoretical and practical challenges which the researcher may encounter like biases due to poorly articulated questions and in accuracies due to poor recording among others (Yin, 2009). Researcher tried his best to ensure proper articulation of questions and clarification where necessary to avoiding the biases.

This method also allows greater flexibility because it enables the interviewer to restructure questions and repeat them since it is face-to-face (Kothari, 2005, Thakur, 1998, Wilkinson, 2002, Young, 2001, and Kumur, 1997). Furthermore, the same questions are administered to every respondent in the same manner to ensure that the findings are comparable (cited in Galiwango, 2008).

Koskinen et al. (2005), Ryan et al. (2002), Lillis (2006), and McKinnon (1988) have argued that, in the inaccurate and unsystematic interview questions and inaccurate transcriptions and failure to tape-record or take notes on the spot may increase random errors and not having a comprehensive research plan (as cited in Ihantola and Kihni, 2011).

Furthermore Phellas, Bloch and Seale (2011) have commented about the usefulness of an interview by explaining the advantages and limitations. The following are advantages of using interview in the study. It allows more scope to ask questions because respondents are not required to write their answers, the interviewer can pick up on non-verbal clues. Sometimes visual aids can also be used in the face-to-face situation. The interviewer can control the context and the environment in which the interview may take place. For instance, the interviewer can make sure that the questions are asked and answered in the correct order and that the interview takes place in an appropriate setting which is conducive to accurate responses. On the other side, an interview has some limitations which may distort the processes of data. Some limitation of interview methods are, the cost associated with interviews can be limited by the size and geographical coverage of the survey. The interviewers sometimes can introduce bias, which will affect the reliability of the responses, which might emerge from the way in which questions are asked, or in the personal characteristics of the interviewer, or in respondents' wish to give socially

desirable responses. Interviews generally can be longer than the expected time, since the interviewees can ask clarification on certain questions, Phellas and Seale (2011).

Two interview protocols were administered to the TSD, TTU and District education officer in Korogwe Town Council; this is because they were few to be administered by using interview. Permission was asked from interviewees to be tolerant on note taking since the researcher did not use a tape recorder during all the interviews process, because the researcher failed to get portable tape recorder. The interview guides for secondary education officer is found in appendix B, the interview for TSD secretary is found in appendix C and in appendixes D is the TTU interview respectively.

3.6.3 Documentary Reviews

The researcher in this study also employed secondary data from documentary sources available concerning the information of the decentralisation in education and the enhancement of secondary school teachers' welfare. Secondary sources used were reports from Surface and Marine Transport Regulatory Authority (SUMATRA) basing on fare and distance from Korogwe to Dar es Salaam. The rationale for using documentary review was that, documents are stable in that they can be reviewed repeatedly to provide the same information.

3.7 Data Quality Control

In order to balance the weaknesses in mixed research method, the researcher data quality control. "When doing mixed methods research, it is important to seek to compensate the weaknesses of one method with the strengths of another method" Ihantola and Kihni (2011, p.5).

By carefully structuring the questions in the interview, the interviewer was allowed the interviewees to elaborate on what they wanted to say, the use of extended closed questions helped to bring the conversation back to the main idea, when they got off of the objectives. The researcher made sure that each interviewee understood the questions; without changing the word of the questions.

3.8 Data Analysis and Interpretation Procedures

The collected data sorted, coded and organized in tables to reveal the analysed and processed by using both qualitative and quantitative analyses.

3.8.1 Qualitative data analysis

The researcher edited the field notes, the interviews and discussions to ensure accuracy and consistence; and to make thorough assessment on the respondents' views, the percentage scores of the different study outcome. After that, collected data researcher identified important ideas; categorized them in order to condense them. Then the important ideas were codified and organized into themes.

3.8.2 Quantitative data analysis

For the quantitative data analysis, the researcher interpreted the field-based meanings of the collected data, and made it verbal, then turned into frequency counts, frequency tables and bars. The responses of subjects from opinion of questionnaires were computerized into frequency counts and percentages. Later, were summarized and tabulated for easy presentation, assessment, analyses and interpretation.

3.8.3 Data reduction

Data reduction refers to the process of selecting, focusing, simplifying and transforming the data in the field notes, transcriptions and questionnaires. Writing a summary of each

individual's interview transcription was necessary because it helped the researcher to identify the themes and the individual differences of the responses; then wrote a composite summary of the interviews. After the researcher went through every sentence of the interview transcriptions systematically, each response was coded by the researcher, by using special codes. Clustering the different codes helped to reduce and organize the amount of data.

To reduce the data from the questionnaires, similarities in the data were identified, coded and grouped together according to themes. Cohen et al. (2006) suggested that, questionnaires should be checked prior to coding, which is referred as "editing". Doing this for questionnaires prior to coding was very helpful, because it helped with analyzing the data later on, as well as data reduction and eliminating irrelevant data to improve the validity of the data. The mistakes were identified from the respondents in the questionnaires which influenced the validity of the research, like ticking the wrong box, questions not filled in, and irrelevant answers that had nothing to do with the research.

3.8.4 Data display

The data from the interviews and the questionnaires were organized into different categories so as to be displayed in graphs and tables to make the data more presentable. A display in this sense was organized, compressed assembly of information that permits conclusions to be drawn. After counting the data from the closed questions in the questionnaires, the researcher then transferred the results onto appropriate graphs. Open-ended questions were analyzed by creating positive, negative and neutral answers.

3.9 Validity

The researcher ensured that, the content validity of the instruments were related to the

study in the conceptual frame work and the interviews, with regard to the minority opinions of respondents, which run counter to the general themes of the majority.

3.9 Reliability

Oloyede (2007) defined reliability as the consistency with which a test result measures what it has been designed to measure cited in by Oloyede et al (2011). To ensure the integrity in this study, the researcher considered the study mandatory by stating clearly and definitively the specifications of the measuring instrument. The reliability of the questionnaire was improved by random sampling for questionnaire and by balancing of positive and negative items.

3.10 Research ethics

In this study, the rules of ethics were followed and observed. The study did not bear participants' names or names of their respective schools. Also, the survey instrument did not require anybody to provide information that would make anybody reading the report to identify the data sources.

3.10.1 Informed consent

Soon after the proposal approval, the researcher started to request clearance letter from The Open University of Tanzania. After the researcher got the research clearance letter, the researcher consulted Tanga regional director to get introductory letter.

After that researcher wrote requesting letter to Korogwe Town Council director through Korogwe Town Education officer, an official permission letter was obtained on July 2014 to collect data for this research. The research clearance letter from the Open University of Tanzania, the letter introductory letter from Tanga regional director, the request letter from

researcher to Korogwe Town Council director and the permission letter from Korogwe Town Council are found in Appendices E, F, G and H respectively.

3.10.2 Privacy

The researcher verified to the respondents that, the information obtained would not be disclosed. Respondents were also assured that their right to remain unidentified has to be respected. In addition to that, respondents were assured that, they were free to withdraw from the research project if needed, and the researcher would not interfere with the informants' private life. Participation in this study was voluntary and that secrecy was protected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the main findings of this study. The objective of this study was to explore the decentralisation system in secondary education in Tanzania and the improvement of secondary teachers' welfare in Korogwe Town Council. The results and discussion were done basing on the objectives of the research and research questions.

All sub-sections are divided to answer the research questions stated in chapter one. This chapter presents the views of the informants who took part in the study based on the findings from questionnaires and interviews. The informants were grouped into four categories; these were secondary school teachers of public schools in Korogwe Town Council, the secondary education officer of Korogwe Town Council respectively. Other respondents were TSD and TTU secretaries of Korogwe District respectively. Based on the results generated from the study a number of themes emerged from the study.

4.2 Demographic of Secondary School Teachers and Other Officials

In this study of the decentralisation system in secondary education and the enhancement of secondary school teachers' welfare, the participants were asked to provide information on the various issues which included the first appointment. The following are the demographic data obtained. The total of 70 questionnaires were distributed to secondary school teachers from schools in Korogwe Town Council and 70 (N=70), that is 100 % of the questionnaires were received (Table 4.1). All the 70 teachers who completed questionnaires met the criteria of having three years of working experience.

Table 4.1: Questionnaires sent and received from each secondary school

List of schools	Frequency	Percentage	Valid Percentage	Cumulative Percentage
School A	6	8.7	8.7	8.7
School B	10	14.3	14.3	22.9
School C	22	31.4	31.4	54.3
School D	5	7.1	7.1	61.4
School E	7	10.0	10.0	71.4
School F	8	11.4	11.4	82.9
School G	5	7.1	7.1	90.0
School H	7	10.0	10.0	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

The above Table 4.1 shows that, 6 questionnaires were sent and received from school A, which was 8.7%; the 10 questionnaires were sent and received from school B, which were 14.3%. Moreover, the 7 questionnaires were sent and received from school E and H which that were making 10%, while the 5 questionnaires were sent and received from school D and G respectively. Finally, from school C, 22 questionnaires were sent and received which made 31.4% and from school F 8 questionnaires were sent and received which made 11.4% to complete 70 questionnaires for 100% respectively.

The process of sending questionnaires was based on the pre-survey done by the researcher in order to get exactly number of teachers who had completed at least 3 years of working experience in Korogwe Town Council. The researcher found that different schools in Korogwe Town Council there were many teachers in secondary schools but majority of them have been employed 2012 onward, who had not met the criteria to be involved in

the study even though they have right to get other services from their Korogwe Town Council officials.

Other respondents of this study were Secondary Educational Officer, TSD Secretary and TTU Secretary of Korogwe district respectively. The researcher in which interviewed these three respondents at different times. Thank God; all respondents were obtained and responded to the study although in different time.

4.3 Teachers' Years in Their Professional

In this section the researcher presents the findings of the working experience of teachers. The researcher wanted to know the whole working experience of responded teachers in teaching field in order to make an analysis and comparison of different teachers and the way they have been treated in dealing with their welfare. The findings have been presented and summarised in Table 4.2

Table 4.2: Working experience of teachers

Teachers and their teaching experience	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Between 20-30 years	4	5.7	5.7	5.7
Between 10-19 years	8	11.4	11.4	17.1
Between 7-9 years	15	21.5	21.5	38.7
Between 4-6 years	33	47.1	47.1	85.7
3 years	10	14.3	14.3	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

The result in Table 4.2, showed that, 4 teachers (5.7%) have 20-30 years of experience in teaching professional, 8 teachers (11.4 %) have 10-19 years of working experience, 15

teachers (21.5 %) have 7-9 years of teaching experience, 33 teachers (47.1%) have 4-6 years experience of working experience in teaching field and 10 teachers have 3 years of experience in teaching professional respectively.

These results imply that, in Korogwe Town Council there is small number of teachers with years between 20-30 years and above than those with below 20 years in the work. It means that it will come a time that, the government may stop employment for new teachers or reduce teachers' employment opportunity, this is because teachers who are employed are large than those who will retire within few years to come. The large number of teachers is between 3 and 9 years of experience who were employed from 2004 to date in order to implement SEDP I and II (2004-2009/2010-2015).

This study also may say that, the majority of government secondary schools are dominated by a large number of young generations as it is seen in Table 4.2, which is more mobile, they could move from teaching professional to other professional. For example Nabukenya (2007) also in her study in Uganda, found that, the teachers who have 1-10 years of teaching experience comprise 58.9% compare to the teachers who are above this group.

Also the results may justify that, the government secondary schools in Korogwe Town council has the advantage of getting good performance for the students, because many teachers are still young, strong, energetic and therefore they are capable of adequately performing well their duties for long term in teaching. It can be concluded that this is a good number of schools in Korogwe town Council who will be in-service for long time to about twenty years to come.

4.3 Historical Background Information of teachers under decentralisation In Korogwe Town Council

It was necessary for the researcher to collect background information of the respondents. This is due to the fact that, such information helped the researcher to know the working experience of the respondents under the decentralisation by devolution (D by D) system in Korogwe Town Council. The data on the background information also enabled the researcher as much information as possible to know working experience of teachers in the teaching field under Korogwe Town Council and services teacher obtained from the officers of Korogwe Town Council on their welfare. For the case of the secondary education officer and for the TSD secretary the researcher sought their experience on decentralisation and the way they could become well enough in technical knowledge to fulfil the expectation of secondary school teachers basing on the teachers' welfare. The researcher requested the secondary school teachers to indicate their teaching experience under the authority of Korogwe Town Council as the new employer, the findings presented and summarised in Table 4.3

Table 4.3: Experience of teachers under Korogwe Town Council

Teachers' experience in under decentralisation	Frequency	Percentage	Valid Percentage	Cumulative Percentage
7 years	18	25.7	25.7	25.7
Between 5-6 years	38	54.3	54.3	80.0
3 years	12	17.1	17.1	97.1
4 years	2	2.9	2.9	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

The results in Table 4.3 indicate that all the respondents have met the criteria of having at least three years of teaching experience. The data shows that about 18 teachers (25.7%) had more than 7 years experience in teaching at Korogwe Town Council, 38 teachers (54.3%) had years between 5-6 years in the work under Korogwe Town Council, 2 teachers (2.9%) had 4 years net and 12 teachers (17.1%) had 3 years in the service under Korogwe Town Council who had 3 years net of working experience.

These results imply that Korogwe Town Council has also been dominated by a group of teachers with the experience of 5-6 years. The group had high experience in getting services from the officials in Korogwe Town Council on teachers' welfare. Also the interview which was conducted with Korogwe Town education secondary officer, the researcher found that she had 5 years of experience under decentralisation, she said: "... I have five years of experience under this post as education officer..." (5th August 2014).

It also implies that secondary education officer has enough experiences in dealing with teachers' welfare under decentralisation. Furthermore the TSD secretary responded to the researcher that he has adequate experience in dealing with teachers' welfare from his current post as a TSD secretary. He reported that "...as a Korogwe TSD district secretary I have been in this post for four years now since October 2010 to date.. "(10th July 2014) Furthermore, this implies that before 2010 there was another secretary who was dealing with teachers' welfare, but the current secretary has long experience since he promoted to that post as a TSD secretary.

4.4 Effect of Devolution Decentralisation and Improvement of Teachers' Welfare

In this section the researcher presents the information related to how the decentralisation has helped to promote the welfare of secondary school teachers. This was done by

presenting the results of the study with regard to the first research question, which wanted to know if decentralisation system has helped to reduce the problems of secondary schools teachers' welfares. The findings below came from the questionnaire that integrated as much as possible to the themes suggested by the research questions. Among the expectation of decentralisation is improvement of services including teachers' welfare. Thus, the findings presented, represent the teachers' responses pertaining to the decentralisation and their expectations in relation to their welfare.

4.4.1 Expectations of teachers toward decentralisation

This section explored teacher expectation which was investigated using specific question, question number four. The question focused on what teachers did expect after being decentralised from central government to LGA. Findings obtained from teacher, their expectations are presented in Table 4.4.

Table 4.4: Teachers' expectations towards new employer

Teachers expectation	Frequency	Percent	Valid Percent	Cumulative Percent
To be promoted on time and quickly	23	32.9	32.9	32.9
Problems to solved on time	31	44.2	44.2	77.1
Salary to be adjusted on time	2	2.9	2.9	80.0
Good treatment from respective officer	14	20.0	20.0	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

According to the findings in Table 4.4, 23 of the teachers (32.9%) were expected to be promoted on time, 31 of the teachers (44.2%) were expected their problems related to their welfare to be solved on time, 2 teachers (2.9%) expected to get their salary to be adjusted

on time, after promotion and 14 teachers (20.0%) were expected to get good treatment from respective officers.

Therefore from the above findings in Table 4.4, the one of the most expectation of Korogwe Town Council secondary school teachers were to get their problems to be solved on time which was responded by 31 teachers out of 70. It means that secondary school teachers have so many problems related to their welfare, which did not get solution for long time before decentralisation.

The promotion from one rank to another was another expectation which responded by 23 teachers. This may imply that promotion did not improve for secondary school teachers for long time, it may be before decentralisation. To get good treatments from Korogwe Town Council officers was another issue of expectation which responded by 14 teachers. Only 2 teachers responded that wanted their salary to be adjusted after being promoted, which imply that the salary adjustment in Korogwe Town Council is not a big issue nowadays, this may be there were few teachers who got promotion in this of this study was conducted or there were few teachers who did not adjusted by respective officers.

To support this study, researcher had found many studies, which have conducted by different researchers in different countries, like Aftab, Mezzera and Yusuf (2001) in Pakistan, Akin, Hutchinson and Strumpf (2001) in Uganda and Winkler (2003) in Africa have indicated that, people in many countries expected that, decentralisation will meet the expectations the needs of local people. As the researcher has found from teachers, they expected to be promoted from one grade to another, problems related to their welfare to be solved on time and good treatment from the respective officials in Korogwe Town Council after decentralised from central government to Local Government.

At the same time the researcher wanted to get the responses from TSD secretary of Korogwe district, secondary education officer of Korogwe Town Council and TTU secretary of Korogwe district about the responsibility of their offices toward teachers' welfare.

The interview that was done with the Korogwe Town secondary education officer, TSD and TTU secretaries of Korogwe district, the researcher found that they know their responsibilities toward teachers' welfare.

According to secondary education officer reported that, many responsibility of her office is supervision, to educate teachers about their rights etc, as it is seen here bellow from her explanation. "...The responsibilities of my office toward teachers' welfare are to supervise their teaching, to ensure they get their salaries/remuneration on time, to give them education about their welfare etc..." (5th August 2014). This implied that among the responsibilities of secondary education officer is to supervise teachers whether they are performing their duties or not, to make sure that teachers get their salaries and on time, to give teachers education in order to understand their rights related to their welfare from their employer. It implies that, the office of secondary education in Korogwe Town Council is doing valuable work to give teachers education to understand their rights about the welfare and to make sure that every teacher in Korogwe got their salary on time.

TSD secretary tried to enumerate all responsibilities of his office toward teachers' welfare, according to him there are six clear responsibilities as he narrated as follow:

"...TSD responsibilities toward teachers welfare (1) to register all new teachers, (2) to confirm all new teachers after their probation period, (3) to promote teachers, (4) to make arrangement for teachers retirement, (4) to promote teachers through categorisation and

(6) to maintain the teachers professional code of conduct and exercise their discipline...”
(10th July 2014).

The above responses from TSD secretary show that, TSD is the office that particularly deals with teachers. It has been given the authority to deal with teachers’ welfare and teachers’ code of conducts. It means that this office acts as caregiver, and it is the one among the pillar which deals with teachers basing on their welfare like promotions, confirmations and categorizes them in their category as well as to punish them when they go astray of code of conduct.

While according the TTU secretary, said that among the responsibilities of his office toward teachers’ welfare are to make follow-up to the teachers rights, to defend the teachers, when they maltreated, to educate teachers about their welfare and to coordinate their welfare.

Here, it seems that most of officials in Korogwe Town Councils who deals with teachers’ welfare understand their roles and responsibilities toward teachers’ welfare and practising them. To conclude this part, almost all teachers have mentioned many expectations because they know their rights because the educational office of Korogwe Town and TTU secretary gave them education about their right toward their welfare. On other hand both TSD secretary and secondary education officer know their office responsibilities toward teachers’ welfare.

4.4.2 Promotion from One Rank to Another

This section explores findings on teacher ranking in their working position from one grade to another which was investigated using three questions. The first question was about their

current grade, the next question wanted to find out when the teacher had been promoted on that grade and the last question was what the interval between promotions and salary adjustment was. Findings on teacher current grade are presented in Table 4.5, as follow.

Table 4.5: Ranking of teachers with their current TGTS

Teachers with their TGTS	Frequency	Percentage	Valid Percentage	Cumulative Percentage
G	1	1.4	1.4	1.4
F	4	5.7	5.7	7.1
E	10	14.3	14.3	21.4
D	41	58.6	58.6	80.0
C	14	20.0	20.0	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

According to findings in Table 4.5, one teacher (1.4%) was in Tanzania Grade Teachers' Scale (TGTS) G, 4 teachers (5.7%) were in TGTS F, 10 teachers (14.3%) were in TGTS E, 14 teachers (20.0%) were in TGTS C and 41 teachers (58.6%) were in TGTS D. This implies that the large numbers of Korogwe Town teachers are in TGTS D compare to other ranks of TGTS like H, G, F, E and C. Also it implies that large number of Korogwe Town Council teachers have concentrated in the TGTS E, D, and C compared to other TGTS, like H, G and F. The same picture may be observed, if the same study will be conducted in other regions in Tanzania at large. This situation may be caused the central government and it's sub-ordinate to slow down to increment and promote teachers from year to year, there fore many teachers have overcrowded in certain TGTS, so the government may fear to spend large amount of money for teachers' promotion.

The researcher wanted to find out for how long the Korogwe Town Council secondary school teachers have spent with their current TGTS. The findings have presented and summarised in Table 4.6

Table 4.6: Time spent by teacher within TGTS

Duration spent within one TGTS	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Before decentralisation in Korogwe	3	4.3	4.3	4.3
5-7 years ago	12	17.1	17.1	21.4
4 years ago	27	38.6	38.6	60.0
3 years ago	28	40.0	40.0	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

Basing on the findings in Table 4.6, the illustration revealed that 3 (4.3%) teachers were promoted before 2008, 12 (17.1%) teachers had spent between 5 to 7 years within the same TGTS, 27 (38.6%) teachers had spent 4 years within the same grade and 28 (40.0%) teachers had already spent 3 years in their current TGTS.

From the above findings, in Table 4.6, it implied the majority of teacher over 60% did not promoted, some of them since were joined the work. This situation may demoralize teachers in performing their duties.

On the same theme, Acom (2010) in Uganda had found that, only (4.3%) teachers had a chance for promotion since they joined the school compared to (68.2%) who were believed that they didn't have any chance for promotion. Bennell and Mukyanuzi (2005)

also in their study conducted in Njombe district in Tanzania found that, promotions were often seriously delayed without obvious reason and were inequitably awarded among teachers.

The problem of delaying in Tanzania may not be discussed as a specific case for particular, for example and Korogwe Town Council but it may be applicable in other councils in Tanzania. In addition to that, promotion is a problem in education in Tanzania and Uganda if not in all East Africa Countries and developing countries in general.

The interview conducted between researcher and secondary education officer, the responses from her showed that all teachers who have right to be promoted, were promoted. Education officer said that "...My office promoted all teachers except those who were not promoted by Ministry of Education and Vocational Training (MOEVT), nowadays no accelerate promotion..." (5th August 2014)

On other hand, TSD secretary responded differed with the secondary education when he reported that between 2012/2013 no secondary school teachers were promoted. He said that. "...The budget of 2012/2013 the primary school teachers in Korogwe Town Council were promoted but there were no secondary teachers who were promoted by secondary officer through his office..." (10th July 2014)

The above findings in Table 4.6 from the teachers showed that some of the teachers did not have a chance to get promotion since they joined the school. Others had used four to five years without being promoted. Acom (2010) also found that delay of promotion in Uganda has caused teachers to opt to apply other kind of employment where they can be able to progress and leave teaching profession. This situation of quit the teaching

profession and look other field also may appear in Korogwe Town Council or result may lead absenteeism in the schools, missing teaching periods, finally may result poor performance to the students as well as to the school.

On the other hand, the education officer said that, all teachers who have right to be promoted have been promoted on time except those who are under MOEVT, while TSD secretary of Korogwe District said that primary school teachers had promoted in the financial year of 2012/2013 but there was no teacher of secondary schools who had promoted on that year. Here when researcher did comparison between the responses of secondary teachers, TSD secretary and secondary educational officer, he noted something was wrong, one officer was not ready to give true information, but this is not the responsibility of the researcher to say which one was not.

On top of that, Korogwe Town Council and the central government have burden on their shoulders because there are large number of teachers who have completed more than 3 years in their current TGTS and for the coming years the government budget will have to be increased because that large number of teachers, who will need to be promoted will increase.

To conclude discussion on Table 4.6, it can be said that in Korogwe Town Council there is problem of promotion of many secondary school teachers. This is because there are teachers who have spent more than five years without being promoted while other had stayed in one grade for four years, based on responses from teachers and the TSD secretary, this situation should be taken into consideration and if possible suitable measures should be taken, secondary education officer however had said that the office had promoted all teachers who have right to be promoted, except those who under

MOEVT. Here researcher may say that, the secondary education officer might have the wrong information as it is TSD secretary showed those teachers who had been promoted.

Table 4.7: Interval between promotion and salary adjustment

Time spent by teachers within one TGTS	Frequency	Percentage	Valid Percentage	Cumulative Percentage
More than 2 years	5	7.1	7.2	7.2
Within 2 years	19	27.1	27.5	34.7
Within a year	26	37.1	37.8	72.5
Within months	19	27.1	27.5	100.0
Total	69	98.6	100.0	
Missing	1	1.4		
Total	70	100.0		

Source: Researcher findings 2014

Lastly, the findings in Table 4.7 reveal that 2 teachers (7.2%) had been promoted after had spent more than 2 years their salary were adjusted, 19 teachers (27.5%) after promotion stayed with the same salary within 2 years without adjustment and 26 teachers (37.8%) got promotion but waited for a year to get salary adjustment when compare to 19 teachers (27.5%) who got new salaries within a month.

This study has found that, the majority of the teachers more than 64.4% were promoted to new grade without their salary being adjusted to be similar with new grade of promotion. On the same issue, Bennell and Mukyanuzi (2005) found that, in Njombe District once promotions are approved it still takes two-three years for salaries to be adjusted.

According to this findings in Table 4.7, the salary adjustment in Korogwe Town Council and other parts in Tanzanian like Njombe district is still a problem, did not get appropriate solution. The public personnel like teachers, who have meagre allowances and who depend mostly on monthly salary, the situation of getting promotion, but to wait in the same scale of salary without being adjusted is useless. It may be noted that those teachers who got their salary adjustment within a month are those teachers who have employed in the employment in the same year.

In this study, the researcher found that there are problem towards teachers' welfare on promotion and salary adjustment; because the teachers may get the letters of promotion but they can stay for the number of years without their salary being changed. The consequence of this, in the long run, is to lead the government to be owed by teachers of billions of Tanzania shillings.

4.4.3 Ability of LGA to Solve Teachers' Problems Welfare

This section presents result on performance of Korogwe Town Council officials to deals with teachers' welfare. The finding was investigated by using three questions, one question wanted to know if the current employer (Korogwe Town Council) has helped to meet teachers' welfare expectations, the two consecutive questions were looking to justify the finding of first question. The findings were summarised and presented in Table 4.8 as follow.

The findings in Table 4.8, were obtained from all 70 teachers in those eight schools and findings were 20 (28.6%) teachers approved that the current employer (Korogwe Town Council) had helped them to meet their expectations while 50 (71.4) teachers said that the current employer had not helped them to meet their expectations.

Table 4.8: Ability of LGA to deals with teachers' welfare

The performance of current employer	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	20	28.6	28.6	28.6
No	50	71.4	71.4	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

In the same matter, the Korogwe Town Council education officer of secondary school teachers agreed that her office doesn't meet the teachers' welfare expectation as she said:

“...The responsibilities to deals with teachers' welfare are not an easy task because there is some limitation especially when it comes to pay teachers salary arrears since the office has no such fund...” (5th August 2014)

Furthermore, TSD secretary added weight on it by saying that, his office didn't help to attend the teachers' expectations on right time due to some limitation, he said that:

“...in fact TSD doesn't attend teachers on the right time due to the fact that teachers have so many articles deals with them such as employer, ministry (MOEVT), the Ministry of Prime Minister and Local Government Authority and TSD regulation doesn't allow any one of them to have last decision, they depend to each other ...”(10th July 2014)

Acom (2010) from Uganda also found that, the majority of teachers agreed that were not satisfactory with services compared to minority who agree. Moreover, she found that, majority of teachers were not happy with their welfare programme in compared to minority who were happy with their welfare programme. Furthermore Ngimbudzi (2009) in Njombe in Tanzania found that, the majority of the teacher indicated low satisfaction with, promotion opportunities, promotion process and procedures, opportunities for

professional growth opportunities In-service training, seminars and workshops, rewards and appreciation from the employer.

This result proves that, the majority of the teachers are not happy with their welfare programme in their areas of work and their expectation had not met by their current employer. The matter of fact is that, the lack of satisfactory welfare programme may lead to increase in labour turnover.

The researcher wanted to investigate more, about the areas that, the current employer had not met in relation to the secondary school teachers' welfare expectation. The findings are presented and summarised in 4.9.

Table 4.9: Number of teachers who approve the ability of new employer

The areas that met by current employer	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Promotion on time	5	7.1	25.0	25.0
Problems solved on time and quickly	14	20.0	70.0	95.0
There is transparency	1	1.4	5.0	100.0
Total	20	28.6	100.0	
Missing System	50	71.4		
Total	70	100.0		

Source: Researcher findings 2014

The findings in Table 4.9 showed that 20 teachers who have proved that the current employer has helped to meet their welfare expectation, 5 teachers of them (7.1%) revealed that had got promotion on time while 14 teachers (20.0%) responded that, they had solved

their problems related to their welfare on time and 1 teacher (1.4%) revealed that there is transparency in doing the council duties.

On the other hand, the group of teachers who said the current employer did not meet their expectation, the researcher wanted to know areas that had not met by the current employer, the findings presented and summarised in Table 4.10

Table 4.10: Teachers who disapprove the ability of new employer

The areas that current employer did not meet toward teachers' welfare	Frequency	Percentage	Valid Percentage	Cumulative Percent
Promotions are not on time	26	37.1	51.0	51.0
Problems are not solved on time	18	25.7	35.3	86.3
There is no transparency	7	10.0	13.7	100.0
Total	51	72.9	100.0	
Missing System	19	27.1		
Total	70	100.0		

Source: Researcher findings 2014

The findings in Table 4.10 showed that the 50 teachers who said that the current employer had not helped them to meet their expectation, 26 teachers (37.1%) revealed that there is no promotion on time, 18 teachers (25.7%) responded that the problems that related to their are not solved on time and 7 teachers (10.0%) noted that there is no transparency in the council in doing its work.

On the same findings also have been found in Uganda by Acom (2010) and in Tanzania by Bennell and Mukyanuzi (2005). In these studies the teachers showed that, they were not happy and unsatisfactory because the current employer did not meet their expectations of

being promoted. It means that teachers are not promoted and their problems are not solved on time but at the same time they did not informed why they did not promoted or solved their problems. The state of keeping silence to the teachers' welfare is insupportable action.

To conclude in this part, it has been seen that, the current employer (Korogwe Town Council) should find the alternative to improve service delivery toward public personnel welfare; including the welfare of secondary school teachers, this will help to increase morale of work, increase psychological and mental peace to the workers. Otherwise, the poor performance of this decentralisation system could be stated that, there is no any remarkable change and progressive from centralisation to decentralisation.

4.5 Service Improvement in Korogwe Town Council to Meet

Teacher's Welfare

This part represents findings about the improvement of service delivered from different officers who are responsible to deal with teachers' welfare in Korogwe Town Council. The finding was investigated by using three questions, one question asked the responses of teachers if the services have improved and two questions wanted to justify about the responses responded by teachers from the first question about that services . Also the researcher investigated the same findings from secondary education officer of Korogwe Town Council, TSD secretary and TTU secretary of Korogwe district. The results represented and summarised below Table 4.11. The findings in Table 4.11 showed that, majority of teachers responded that, in Korogwe Town Council there was not improvement of service since the services were decentralised. The findings showed that, 42 teachers (60%) responded that, there was no improvement of services in relation to their welfare while 28 teachers (40%) said there is improvement.

Table 4.11: Improvement of decentralisation since 2008 to recent

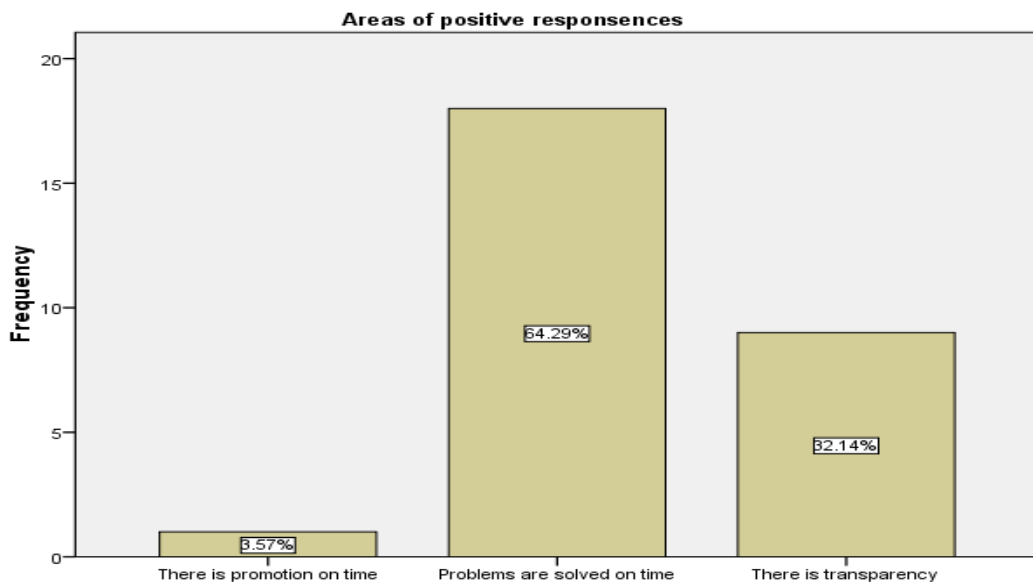
Source: Researcher findings 2014

The researcher wanted to justify about the findings from the Table 4.11. Those teachers

The improvement of service after decentralisation	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	28	40.0	40.0	40.0
No	42	60.0	60.0	100.0
Total	70	100.0	100.0	

who said that there is improvement; their responses are presented and summarised in

Figure 4.1

**Figure 4.1: Suggested Areas of improvement in Korogwe Town Council**

Source: Researcher findings 2014

Basing on cost effectiveness, decentralisation has cut off the cost of travelling from different regions to headquarter where there is ministry of education. According to the

Sumatra document , before decentralisation secondary school teachers were expected to travel more than 295 kilometres and to use more than 10000/= Tanzania shillings from Korogwe to Dar es Salaam to send their documents relating to their welfare (Sumatra 2013).

On the other hand, the responses of teachers who said that, there were no improvements in Korogwe Town Council are presented and summarised in Figure 4.2.

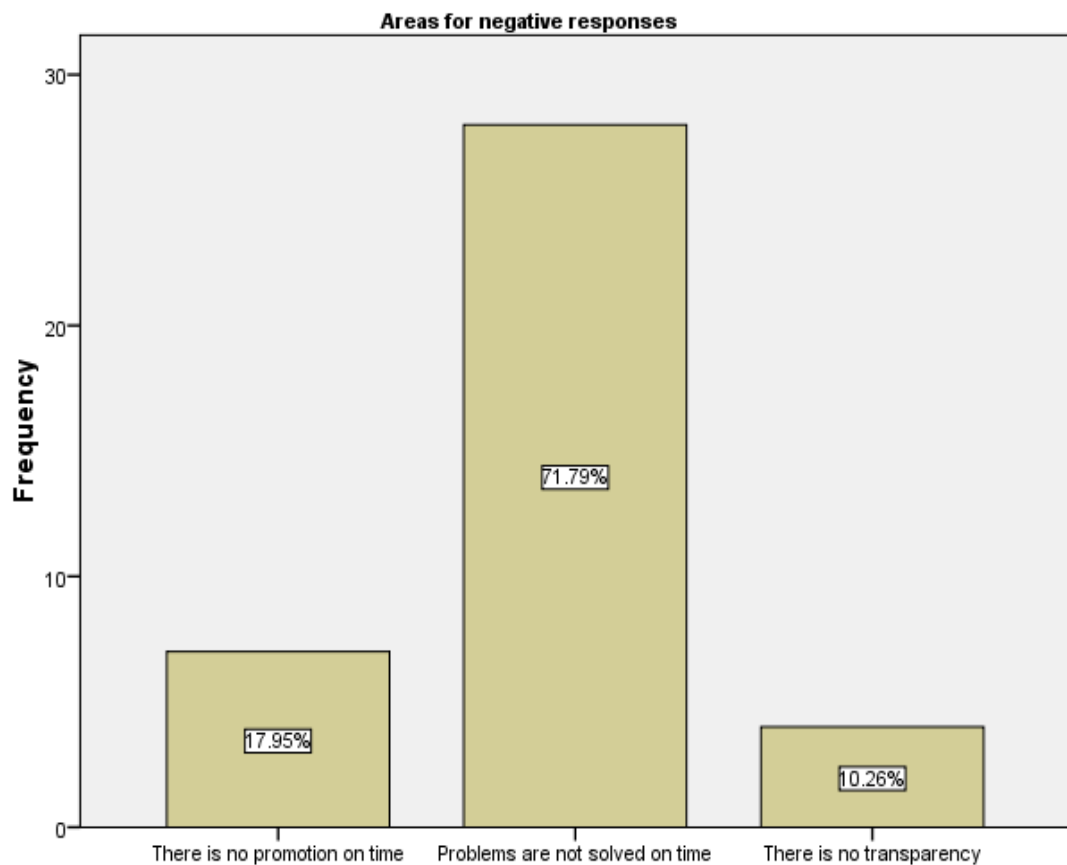


Figure 4.2: Areas with Poor Improvement in Korogwe Town Council

Source: researcher findings 2014

Findings in Figure 4.2 indicates that majority of the teachers who said that, there was no improvement, (71.79%) of teachers said that, the problems related to their welfare were

not solved on time, (17.95%) of teachers said there was no promotion and (10.26%) of teachers indicated that there was no transparency.

To add more on the issue of the decentralisation and the improvement of teachers' welfare, the researcher investigated more about it, from other respondents like TSD and TTU secretaries of Korogwe district and secondary education officer of Korogwe Town Council. The researcher found the following responses. According to secondary education officer she said that, there was improvement of services under decentralisation system after the services were fully decentralised to date. She said that: "...There is real improvement of services, for example teachers are promoted on time, get fare for leave..." (5th August 2014). This statement shows that there was improvement of teachers' welfare in Korogwe Town Council, according to her teachers was promoted on time; they got their fare leave on time.

According to TSD secretary also agreed that there was improvement to some extent on some issues even though there were weaknesses in some areas as he said:

"... In few cases there are improvements but in many cases of teachers welfare in Korogwe Town Council were not improved, this is caused by some leaders who think that they had last decision on teachers' welfare but when it comes to real improvement they don't have the right of doing it..." (10th July 2014)

Here the researcher found that there were few cases in which decentralisation had improved basing on service delivery in relation to the teachers welfare, but in many cases there were no improvement. The reason was that, according to the responses of TSD secretary is, other officials who deals with teachers' welfare didn't follow the advices from other officials, also it may be said that in Korogwe Town Council there was no good communication and agreement between the officials who deals with teachers' welfare.

In addition to that matter of improvement of services under decentralisation the, TTU secretary of Korogwe district also said that, there were some improvements of decentralisation toward teachers' welfare like leave allowance transport of their loads after retirement, medical assistances, but teachers were faced by problems of promotion, poor working condition. Here the researcher also found that, to some extent there was improvement of some issues but other issues were still delaying for example promotion.

These results showed that majority of teachers, TTU and TSD secretaries have indicated that, there were weaknesses in some service delivery towards teachers' welfare especial promotion , even though secondary education officer and few teachers in their minority have indicated that, they were happy with improvement on obtaining their welfare.

Furthermore, the same problems of teachers' promotion had investigated by other researchers and reports showed that many teachers were not promoted on time or promotions were delayed. For example the findings that had been reported by Acom (2010) the study which conducted in Uganda, Bennell and Mukyanuzi (2005) and Ngimbudzi (2009) the studies conducted in Tanzania respectively, showed that there was low chances for teachers to be promoted.

Also Azfar, Kahkonen and Meagher , from their study conducted study (2001) between Uganda and Philippines had found that, in order for the staffs (teachers and doctors) to be promoted there should be a political connections, family ties, bribery, bribes and ethnicity, religion, gender. In addition to that Onzima (2013) in Uganda had found that, there was a personal interest that must come at the forefront for the officials to be accountable for personnel welfare. The officials were more accountable for certain issues if his/her personal benefits met and gained.

The intention of devolution decentralisation process was transfer the authority to the lower level in order to improve service delivery and the welfare of workers. However in this study had not found high improvement of services in Korogwe Town Council, but the study that had been done by Galiwango (2008) had found that, in Uganda the dominant view was that, people considered decentralisation to be useful and performing well, since it had improved service delivery and reduced the distance to education service centre.

Although, in this study researcher did not investigate about the cases of personal interest of officials to give the service, but personal interest and corruption were among the issues which other researchers had mentioned in their studies. For example the study that had been conducted by Azfar, Kahkonen and Meagher (2001) in Uganda and Philippines and Onzima (2013) in Uganda had reported the cases of personal interest and corruption. So, because personal interest and corruption were practised by officers in their areas of decentralisation, the researcher of this study may fear about corruption and personal interest to appear in Korogwe Town Council because, Korogwe Town Council is among the area of decentralisation and many personnel may see that to give corruption to the official is the suitable means and easiest means for them to get their welfare.

In this study, researcher also had found that, in Korogwe Town Council there was over domination of the authority and power by certain offices, the situation which may have caused poor implementation of decentralisation and result some of personnels to miss their welfare as it had been shown by TSD secretary that some of officers thought that they have whole authorities and power on deciding towards teachers' welfare.

However in this study researcher also had found that, in Korogwe Town Council there was transparency for council in doing their duties. This is because majority of teachers 32.14%

have indicated that there was transparency compare to minority 10.26% of teachers who have indicated that there was no transparency. It means that teachers got information basing on their welfare from the respective officials. This issue also had been mentioned by Onzima (2013) in his study that, in Uganda Municipals, the detailed information about each department was free to be obtained; sometimes they used notice boards to give information to the ones who need, even though he found that some kinds of information were not made public.

To conclude in these findings, the researcher may say that, Council of Korogwe Town there were some issues like promotions were not improved and other problems in relation to the teachers' welfare are not solve on time accordingly, there was poor coordination between offices basing on information, some offices did not follow the procedures to practice good authorities. However there was improvement of offices' transparency.

4.5.1 The ways Korogwe Town Council Deals with Individual Teachers

This section presents finding about the way the Korogwe Town Council solved the problems of individual personal teachers. The researcher investigated this findings because most previous questions did not specify to the particular teacher, so the teachers may be responded to those questions from the experience of other teachers, thus why this question focused from their personal experiences.

The findings in this part was obtained by asking teachers to respond the question by indicating how the Korogwe Town officers solved the teachers' personal problems and whether those problems were solved or did not solve on time by respective officer(s) appropriately. The first question was if personal teacher problem(s) related to his/her welfare had been solved on time by respective officers appropriately, the second question

was if the answer was no what were expected causes of any delay of problems being not solved. The findings had been presented and summarised in Table 4.12

Table 4.12: Way Korogwe Town Council solve personal teacher's problem

The ability of officers to solve problems	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	13	18.6	18.6	18.6
No	57	81.4	81.4	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

From the findings in Table 4.12 that researcher collected, showed that, the majority of teachers 57 (81.43%) responded that their personal problems were not solved by respective officer(s) in Korogwe Town Council compared to the minority teachers 13 (18.57%) who responded that, their problems were solved by respective officers.

These findings imply that in Korogwe Town Council, the services towards teachers' welfare were good. This is because findings showed that, the individual personal teacher's problems in relation to teacher's welfare did not get solution on right time.

However, the deep interview that was done by the researcher with education officer, she responded that her office attends the teacher effectively when the need arose; she said that, because there was no complain from the teacher, the education officer said:

“...the teachers problems are solved because there is no complain against her office except those teachers who do not follow the procedures e.g. abscond from their duties and they complain when the measures are taken against teachers who go against work professional conduct e.g. teachers who abscond from their work leading to the employer withholding their salaries complain a lot...” (5th August 2014)”.

According to these responds from the education officer, the researcher found that teachers got their welfare on time and the education officer dealt well with the teachers' welfare. The situation which had reduced teachers' complains towards her office.

On the other hand, it may reveal that because there were cases of hash language from certain officers from Korogwe Town Council, this may make teachers to withhold their complaints related to the problems in relation to their welfare. To support this statement that, teachers did not lodge their comments at secondary education officer due the certain reasons, the TTU secretary of Korogwe district said that The Korogwe Town Council teachers were cowardice to report some of their problems related to their welfare; he said: "...the Korogwe Town Council teachers are cowardice; they don't report to us some of their problems..." (9th July 2014)

The interview also conducted between researcher and TSD secretary, he said that there were some cases of individual teachers which had been solved but others were not solve, he said that:

"...some cases have been solved e.g. confirmation matters have been solved by allowing all teachers to collect their confirmation letters in TSD office direct since TSD office is responsible n writing those letters, but for promotion letters are still problem since TSD office have no right to write such a letter, the regulation need the employer to write them even though TSD is the one who promote them. This is because many teachers lodge and raise their complaints on promotion, confirmation matters, salaries and discipline matters..." (10th July 2014).

Due to these findings, the cases of confirmation to some extent was not a big problem; because writing confirmation letters does not need much fund, does not involve many offices, many officials and long procedure which need to be follow.

The promotion issues, on the other hand involved many offices like secondary education office which suggests names of teachers to be promoted, TSD office promotes the teacher

by confirming their promotion, the employer officer under decentralisation (director) who writes promotion letters, the human resource officer enters their name in the payment system and the central government pay. In real sense this is long procedures and very complicated. Researcher then wanted to know why the teachers' problems in relation to their welfare were not solved on time by respective officer. The findings showed many causes that delayed their welfare; the following Table 4.13 represents causes as had been indicated by respondents.

Table 4.13: Causes/ sources of teachers' problems in Korogwe Town Council

Delay causes of services improvement	Frequency	Percentage	Valid Percentage	Cumulative Percent
seriousness of the officer	10	15.2	15.2	15.2
poor system language	9	13.6	13.6	28.8
confidence of officers	2	3.0	3.0	31.8
hash language	2	3.0	3.0	34.8
carelessness of the officer(s)	14	21.2	21.2	56.1
poor accountability	12	18.2	18.2	74.2
poor transparency	2	3.0	3.0	77.3
lack of knowledge	3	4.5	4.5	81.8
lack of enough budget	4	6.1	6.1	87.9
bureaucracy	5	7.6	7.6	95.5
misplacement of files	3	4.6	4.6	100.0
Total	66	100.0	100.0	

Source: Researcher findings 2014

Poor accountability was another cause which had been mentioned 12 times (18.18%) by teachers. Many researchers had reported that Accountability was a problem in many countries. For example in Uganda Onzima (2013), had found that, in order for an officer to be an accountable depends on who was able to enforce sanctions. It means that those who

were in power enforce their subordinate; this makes the subordinates to be more loyalty to their authority and fear the sanctions. There were also personal interests that came at the forefront some official to be accountable.

On the same issue of accountability Bennell (2004) had reported that, and lack of accountability resulted high levels of teachers absenteeism in their working places in many developing countries like Bangladesh, India, Indonesia, Ethiopia, Uganda, Ecuador and Peru. Due to the above findings of researcher and the studies of Onzima (2013) in Uganda and Bennell report (2004) about the accountability, it implies that in many developing countries there was no pure accountability, because it seemed that many officials became accountable because they feared punishment from their authority, or there was personal interest, but not because it was their duty or obligatory to do so. Also it may be said that poor of accountability of the officials some time may cause teachers absenteeism which result poor school and teachers performance.

Furthermore, other cause which took third position in this research, according to the responses of Korogwe Town Council was poor seriousness of the officers. According to the respondents, the seriousness of the officers was very low. It implies that, the Korogwe Town Council officers took the secondary teachers welfare as a simple thing for simple people; this situation may disappoint the teachers in their working morale. It may be agreed that, the seriousness of the officials is very important matter for teachers' welfare improvement in any place of work. However Azfar, Kahkonen and Meagher (2001) in their study found that, in Uganda, many officials were serious and very committed in their work.

Another proposed cause that researcher found as a cause, was poor decentralise system which limit the Korogwe Town Council to provide service to ones who were need. This cause somehow has connection with central government. Most of sub governments in Tanzania provide services not only to the teachers but other field of professionals. This is because Tanzania government has decided to establish devolution decentralisation in which the LGAs have given the authority to deliver the service but due to the poor system of decentralisation by devolution (D by D) many LGAs fail to give services.

For example the study that conducted by Asian Developing Bank, (ADB), Beg, Department for International Development (DFID), Sattar, Usman and World Bank (WB) (2004) found that in Pakistan, the decentralisation by devolution faced by double standard of long standing, in which the service delivery were demonstrably failing, and the evidence shows that neither economic growth nor increased public expenditures were likely to have significant remedial impact. Furthermore, the study that conducted by Alinio (2008) had found that, the duplication of functions and responsibilities were weak coordination and creating difficulty in distinguishing individual functions to be performed. In addition to the above findings, Sharma (2010) had reported that many African countries are faced by vague, ill defined, unclear and uncertain laws. Also many African countries did not prepare well with decentralisation reform, lack trained and inexperienced personnel.

Due to these findings, the researcher found that many countries including Tanzania are faced by poor system of decentralisation, like double standard, in which there was unclear demarcation between the central government and sub-government. For example, Tanzania adopted decentralisation devolution but still central government hinders the functions of LGAs like Korogwe Town Council.

Moreover, researcher found that, other suggested causes that delayed the teachers' welfare in Korogwe Town Council was the lack of enough budgets and many officials are not well enough in technical Knowledge. These findings were not only found in this study, but there were other studies found the same issue. For example Sharma (2010) reported that many local governments did not receive adequate share from national resource which leave LGAs in difficult situation, followed by lack of trained and experienced personnel.

Furthermore, Malik (2007) had found that, the councils in Pakistan lacked financial autonomy; the implication of this was that, the responsiveness of the councils to look towards central governments directives. Also Schou (2000), (cited in by Malik 2007) the study conducted in Tanzania and Zimbabwe found that, that selected councils were not responsive to local needs, because the degree of financial autonomy from central governments affected the councils' responsiveness.

In addition to the above findings, the report presented by Azfar, Kahkonen, Lanyi, Meagher and Rutherford (1999), the study conducted by Azfar, Kahkonen and Meagher (2001) in Uganda and Philippines, Ahmad, Devarajan, Khemani and Shah (2005) in Pakistan and Sharma (2010) report found that, lack of resource, soft-budget constraint and fiscal decentralisation, resulted the services delivery in local governments to mismatch with the theoretical expectation, failed the decentralisation capability and incomplete processes. So here it was observed that many local government in many countries in the world, failed to delivery qualitative services include teachers' welfare due to the constraints of fund and lack trained and experience personnel.

However Azfar, Kahkonen and Meagher (2001) in Uganda found that there was high staff competence and many employees understood their tasks and functions, committed to their

work, were well trained and competent. Also Onzima (2013) found that, the personnel in Uganda had the requisite qualifications in the technical fields.

Minor causes which have been mentioned by respondents were bureaucracy, misplacement of files, hash language, lack of officials' confidence and poor transparency, which were affecting the services delivery, which need to address on time. Even though these causes have been indicated by few teachers but they may have great impacts in the whole processes of service delivery towards teachers' welfare. For example bureaucracy is common procedure in places in the world but for the officials who don't care about the welfare of others, bureaucracy may act as hindrance for service development.

The case of misplacing the teachers' files in the respective office, also can delay the teachers welfare for many days. Many offices do their duties and deliver services basing on reports from documents and the documents of the teachers are stored in their files. So, if the officials decided to misplace the teachers, it may lead the teacher personal problems related to his/her welfare not regarded. In addition to that, the case of hash languages from the respective officers also can cause conflict between teachers and their officer in Korogwe Town council. This is because hash language some cause anger, that may result enmity between teachers and respective officer.

To conclude findings, it has been seen that, in Korogwe Town Council and other Councils in Tanzania and other part of the world are affected by many factors For example poor accountability, lack of fund and lack of trained and experienced personnel, the reasons that always delay personnel's welfare including teachers. It is better to find the solutions for those causes of problems in order to faster service.

4.6 The Quality of Services Delivered in Korogwe Town Council

In this part the researcher represents finding about the quality of services and treatment got teachers in Korogwe Town Council toward their welfare. The findings have been presented and summarised in Table 4.14

Table 4.14: Quality of services delivered to teachers in Korogwe Town Council

The quality of services	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Very well	2	2.9	2.9	2.9
Good	12	17.1	17.1	20.0
Average	42	60.0	60.0	80.0
Poor	14	20.0	20.0	100.0
Total	70	100.0	100.0	

Source: Researcher finding 2014

From the Table 4.14, the researcher found that 2 teachers 2.9% indicated that the service they were given by officers in Korogwe Town Council was very well, 12 teachers (17.14%) indicated that the service was good, 42 teachers (60.00%) said the service was average and 14 teachers (20.00%) said the service was poor. So the majority of teachers responded that the services delivered by different the officers who deals with teachers' welfare in Korogwe Town Council were average. It means that the services were neither good nor bad.

Furthermore the researcher wanted to get more verification on how the officers' treat teachers when they do follow up for their problems related to their welfare. The findings have been presented in Table 4.15

Table 4.15: Treatment that are Given the Secondary school Teachers by Korogwe Town Officers

Nature of treatment got teachers	Frequenc y	Percentag e	Valid Percentage	Cumulative Percentage
Very well	3	4.3	4.3	4.3
Good	18	25.7	25.7	30.0
Fairly	21	30.0	30.0	60.0
Poorly	28	40.0	40.0	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

The findings in Table 4.15, study found that 3 teachers (4.29%) indicated that they were treated very well, 18 teachers (25.71%) indicated that they were treated in good way, 21 teachers (30.00%) responded that they were treated fairly and 28 teachers (40.00%) indicated that they were treated poorly. These findings also showed that, the majority of teachers in Korogwe Town officers were treated poorly by their officers.

Furthermore, the researcher wanted to get responses from the teachers, who said that they were treated very well, who treated was treated them very well. The findings showed that, the officer who treated them very well was secondary education officer. To come up with specific office that performs poorly to the teachers problems related to their welfare, the researcher sought more responses from secondary school teachers; the Table 4.16 presented and summarise the findings.

Table 4.16: Offices that perform poorly in Korogwe Town

List of offices that perform poorly toward teachers' welfare	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Secondary Education Officer	45	45.0	45.0	45.0
Reception Officer	30	30.0	30.0	75.0
Human Resource Officer	15	15.0	15.0	90.0
Director Officer	10	10.0	10.0	100.0
Total	100	100.0	100.0	

Source: Researcher findings 2014

The findings in Table 4.16, showed that, the majority of teachers who indicated that, they were treated poorly in Table 4.15 in Korogwe Town Council, responsible officer was secondary education officer, who has appeared 45 times (45%), followed by reception officer which has been indicated 30 times (30%), then human resource officer's office which appeared 15 times (15%) and finally was director, who has been mentioned 10 times (10%).

To conclude about these findings, in Korogwe Town Council, the leading officer that treated teachers poorly, basing on their welfare was secondary education officer. Another officer who treated poorly teachers was reception officer, in this office. The last officers in Korogwe Town Council that treated poorly teachers were human resource officer and director of Korogwe Town Council in minor percentage. These findings imply that secondary education officer and reception officer did not give secondary school teachers good treatments on the issues related to their welfare, either sometime forget their responsibilities towards teachers' welfare or ignore them.

4.7 Time Taken to Deals with Some Problems

In this section of this study represents the findings about the time that are taken to deals with some problems facing teachers on their welfare in Korogwe Town Council. The researcher investigated these findings by using one question with parts (a) and (b). The findings presented and summarised in the Table 4.17 and Table 4.18 respectively.

Table 4.17: Time that are taken to sign a leave permission form

Time that is taken to sign teachers' permission forms	Frequency	Percentage	Valid Percentage	Cumulative Percentage
A month	24	34.3	34.3	34.3
A week	36	51.4	51.4	85.7
A day	10	14.3	14.3	100.0
Total	70	100.0	100.0	

Source: Researcher findings 2014

The findings in Table 4.17 showed that, 10 teachers (14.3%) responded that they were signed their permission forms within a day, 24 teachers (34.3%) spent a moth to get their form signed and majority of 36 teachers indicated that they used a week to get sign for their forms by respective office. Furthermore, the researcher wanted to responses about how long secondary school teaches were signed their by respective officers, the findings are presented and summarised Table 4.18

The findings in Table 4.18, showed that 12 teachers (17.1%) have indicated that, they were signed their forms within a day, 17 teachers (24.3%) within a month and the rest signed their forms within a week. These imply that teachers get services in reasonable time because the majority of teachers got services about the leave forms and loans forms within a week. From the above findings showed that, the Korogwe Town Council use

reasonable time to respond with teachers demands for example to sign their leave and loans forms. This is because the majority of teachers responded that their officials signed their loan and permission forms within a week.

Table 4.18: Time that are spent to sign a loan form

Time that is taken to sign teachers' loan forms	Frequency	Percent	Valid Percent	Cumulative Percent
A month	17	24.3	24.3	24.3
A week	41	58.6	58.6	82.9
A day	12	17.1	17.1	100.0
Total	70	100.0	100.0	

Source: researcher findings 2014

4. 8.Teachers' Satisfaction about the Accountability of Korogwe Town Council

This part the researcher presents the responses about the satisfaction of secondary school teachers about the accountability of Korogwe Town officers basing on their welfare. Researcher collected these data about the accountability by using three questions, one question was closed question which asked the respondents to respond either yes or no if they were happy about the accountability of Korogwe Town Council officers. Other two questions wanted justify why they were happy or not happy. The findings were presented in the Table 4.19.

The findings in Table 4.19 showed that, 12 teachers (17.39%) out of 70 teachers were happy with the accountability of Korogwe Town Council officers while 57 teachers (82.61%) were not with accountability of their officers basing on the way they were dealt with their welfare.

Table 4.19: Satisfaction with officers accountability related to their welfare

Teachers' acceptance toward officers' accountability	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	12	17.1	17.4	17.4
No	57	81.4	82.6	100.0
Total	69	98.6	100.0	
Missing System	1	1.4		
Total	70	100.0		

Source: Researcher findings 2014

The teachers who indicated that they were happy, 6 teachers (46.15%) responded that, they were happy because the problems related to their welfare were solved on time, 3 teachers (23.08%) responded that, they were happy because there was accountability and 2 groups of teachers 2 teachers each (15.38%) indicated that they were happy because there were communication and transparency from the respective officers respectively.

On other side those teachers who indicated that they were not happy, 20 teachers (35.09%) responded that, they were not happy because they were not promoted on time, 16 teachers (28.07%) responded that, they were not happy because their problems related to their welfare were not solve on time, 15 teachers (26.32%) were not happy because the council was not accountable toward teachers welfare, 2 teachers (3.51%) were not happy because didn't get good communication from the respective officer(s) and other 2 teachers (3.51%) were not happy because there no transparency in Korogwe Town Council.

These findings imply that, the services in Korogwe Town Council were not conducive that make many secondary school teachers to be unhappy. The same findings were reported by Acom (2010) from Uganda, Azfar et al (1999), Azfar et al (2001) in Philippines and

Uganda, and Onzima (2013) in Uganda by reporting that, majority of the respondents were not satisfied with the services from their Local government.

4.9 The Areas that were Affecting Secondary School Teachers Negatively

This section represents findings about the areas that were affecting many secondary school teachers in Korogwe Town Council. This study used one question to investigate and each teacher required to respond at least three areas. Therefore all teachers responded positively to this question. The findings represented and summarised in Figure 4.3.

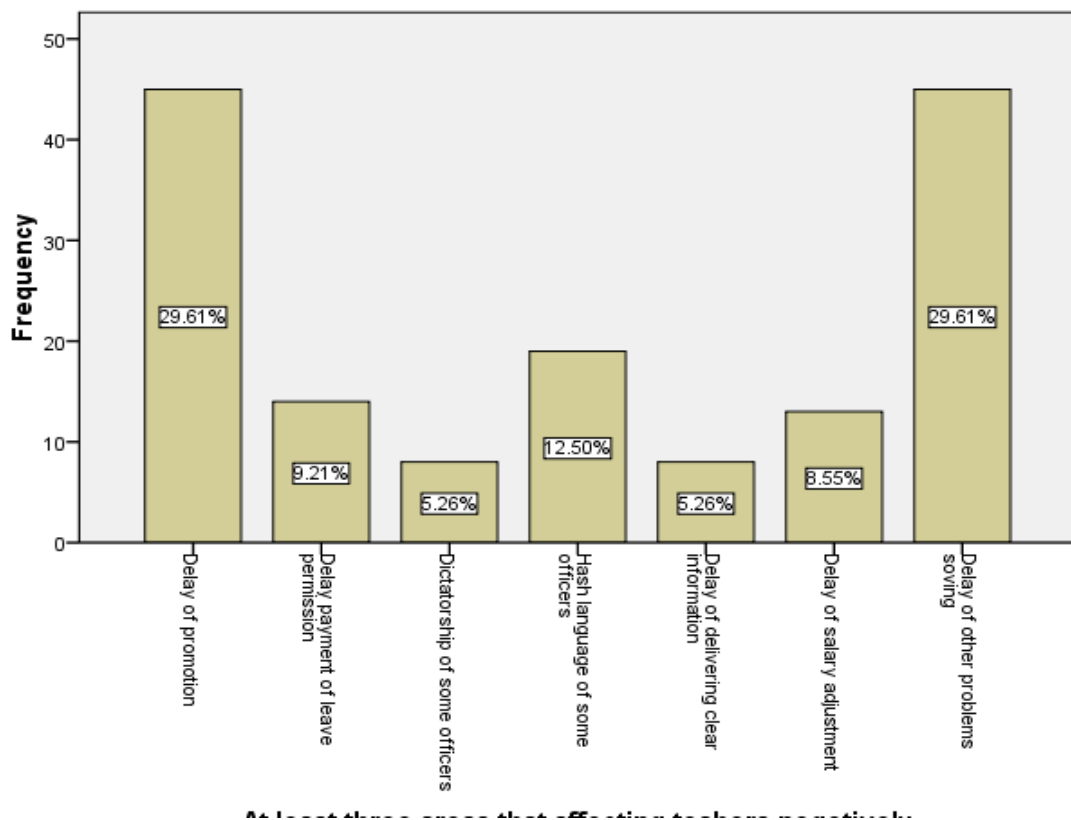


Figure 4.3: Areas that were affecting teachers negatively and caused by their Officers

Source: researcher findings 2014

The findings in Figure 4.3, researcher found that there were many areas that were affected secondary school teachers negatively in Korogwe Town Council, that were needed

concrete solution. The leading area which was affected teachers negatively was delay of promotion. It means that, promotion delay in Korogwe Town Council was a big problem and current offers failed to find suitable solution for promotion delay. The same findings of promotion delay had been found by Acom (2010) Uganda, Alinio (2008) in Philippines, Azfar et al (1999) report, Azfar et al (2001) in Philippines and Uganda, Bennell and Mukyanuzi (2005), Ngimbudzi (2009) and Uganda by Onzima (2013) in their studies found that teachers and other personnel's promotion were delayed.

Another area that affected teachers was delay of problems solving related to the teachers' welfare which mentioned 45 times (29.61%) from 70 teachers. This showed that there were many problems which were related to the teachers' welfare did not get solution in right time. For example the issues of invigilation of examination, not all teachers got the chance to invigilate.

Another area that indicated by teachers as an area that affected them negatively was hash and unpleasant language from some of the officers in Korogwe Town Council which mentioned 19 times (12.50%). It implies that, some officers used hash language in their offices towards the teachers because they regard teachers as valueless people. Also it showed that some officers had not humanity behaviour, the situation which made them to use unpleasant language towards the teachers. Apart from this study, researcher did not find other study elsewhere about hash language. It may imply that in other areas, the officers did not use hash language towards their subordinate.

The fourth area that affected teachers was delay of payment leave allowance in which teachers has responded 14 times (9.21%). Delay of payment leave allowance in Korogwe Town Council may be caused by shortage of fund , misallocations of the required budged,

because most time leave allowance budgeted is planned according to number of personnel who will take leaves, or delay of payment leave may be caused by the teachers themselves to submit the their request on right time.

Fifth area that affected teachers was a salary adjustment which has responded 13 times (8.55%). This problem may be caused by double standard between the local government and central government, because according to the decentralisation and payment systems of Tanzania, both local and central governments are responsible in salary payment. Therefore, delay of salary adjustment may be caused, when central government fails to pay the actual amount of salary due to the lack of enough budgets or the local government fails to submit the required information about the workers.

Furthermore the sixth area that affected teachers negatively was dictatorship that was practiced by officers in Korogwe Town Council. Normally, there are laws and regulation which govern the whole duties in working place, which instructs both workers and manager the role of each one towards each other. But researcher thought that, in Korogwe Town Council, the manager enforce law and regulation to see that, teachers were doing their responsibilities without consider the welfare of teacher, thus why teachers commented that there was dictatorship in Korogwe Town Council.

Seventh area that affected teachers negatively was delaying of delivering clear information from respective officers toward teacher. This issue has been responded 8 times (5.26%). This implies that the officers in Korogwe Town Council didn't know that, the teachers have the right to informed about their welfare or they didn't inform teachers purposely to secrete their weaknesses or to make teachers unaware to certain issues. Things were different in Uganda according to Galiwango (2008) information were publicised for every one, even though some information was not publicised.

4.10 Suggested solutions to improve performance of service delivery in Korogwe

Town Council

This part presents the findings about the solutions which may help to improve performance and quality of service delivery in Korogwe Town Council as well as to improve secondary teachers' welfare. The researcher requested teachers to suggest the possible ways which may improve the service delivery in order to improve their welfare.

The findings represented and summarised in figure 4.4

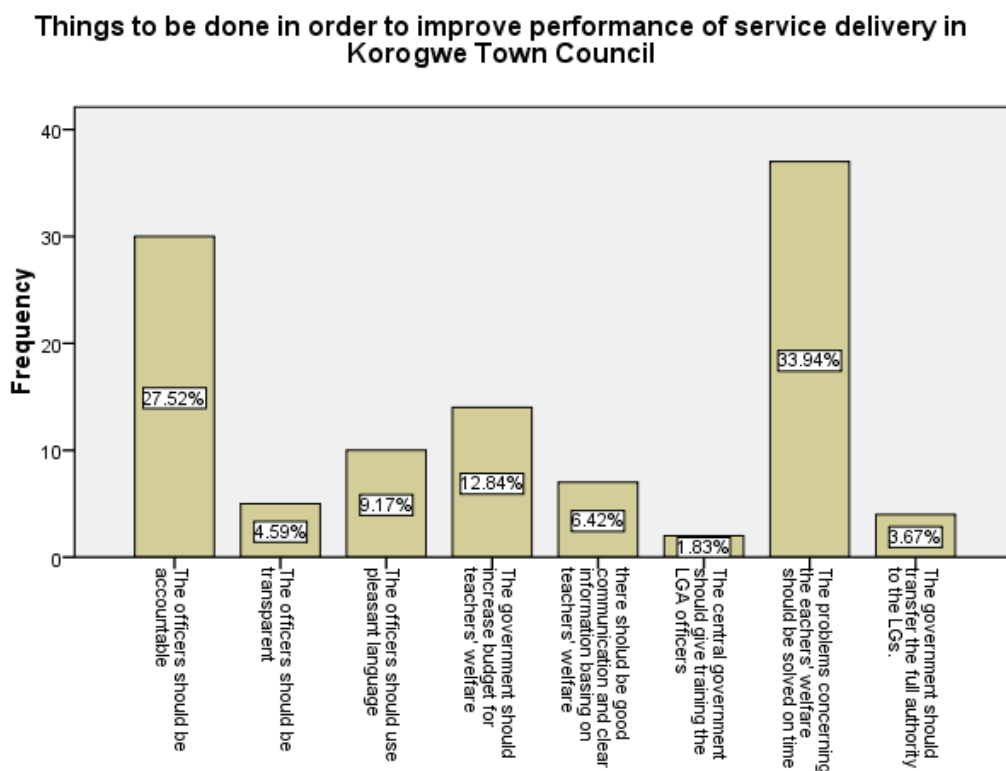


Figure 4.4: Suggested strategies that can improve the service delivery toward Teachers' Welfare in Korogwe Town Council

Source: Researcher findings 2014

The findings in Figure 4.4 showed that, the teachers suggested eight measures. The first measure which was suggested 37 times (33.94%) by teachers was all the problems related the teachers welfare which include promotion, leave payment, salary arrears , salary

adjustment to mention a few should be solved on time by respective officer(s). If the teachers' problems related to the welfare got permanent solution, also may help to make to increase performance in their work.

Second measure which also took highest percentage was the accountability of the Korogwe Town Council officers who included secondary education officer, office of reception, human resource officer and to minor extent Korogwe Town Council director should be accountable, this measure was suggested 30 times (27.52%). If the respective officer will increase the accountabilities in their duties, the normal problems for example misplacement of file, teachers will get their welfare on right time.

The secondary school teachers also suggested that, the central government should increase the budget which will be used towards teachers' welfare. This was mentioned 14 times (12.84%). The problems like promotion and leave allowances depend mostly on financial resources. If the government will direct enough budgets, promotion delay, salary adjustment and other teachers' allowances will become history.

Furthermore, teachers suggested that, Korogwe Town council officers should use pleasant language and treat them well by using humanly language. The issue of pleasant language took fourth rank which was appeared 10 times (9.17%). It means secondary school teachers got bad treatment by using language, and they were dishonoured, since because they are teacher.

Apart from that, other measure which was suggested by Korogwe Town secondary school teachers was clear information from the employer, which appeared 7 times (6.42%). This implies that, secondary school teachers want to be informed about their welfare. When

critical issue emerge the employer should inform teacher. For example one teacher said that, there was information about loans from central government, which was delivered to teachers on the last day. For this case how teacher will be benefited from that opportunity, if the information publicised on its last day.

In addition to that, the secondary school teachers suggested that, the central government should transfer fully devolution decentralisation toward the Local Government Authorities, which was suggested by 4 times (3.67%). This implies that, if possible the central authority should delegate fully authority and power towards the local governments and should not interfere the decision made by the officers in the local areas.

Last with equally important measures was, the Local Authority officers should be trained and sharpened their technical knowledge in order to make them up to date with this reform of decentralisation system and to be in good position in providing good services towards the local personnel including secondary school teachers.

On other hand secondary educational officer, TSD and TTU secretaries suggested different ways which will help to improve services in Korogwe Town Council.

Secondary education officer said the government should ensure the office is well equipped with the needed staffs, funds and facilities.

Also TSD secretary said in order to improve the devolution decentralisation and improve teachers' welfare, teachers should have only one organ which will deals with teachers' welfare. It implies that nowadays there are many organs and ministries which deal with teachers for example the ministry of education, the Prime minister of under the local government, the ministry oh human resource and the ministry of finance.

Furthermore, teachers should unite to fight for their welfare on their own; no one will fight for teachers except themselves. This is because many teachers were coward and disorganised. They should organise together and TTU should organise teachers, in order to have one statement. It seemed that, teachers' ideologies differ.

In addition to that TTU secretary of Korogwe district told researcher that, commitments officers is very important one side and teachers also should be committed to their work to another side, in order to keep balance between responsibilities and rights, and the law and regulation should be strengthened, in order to improve the status of teachers and officers in the local areas.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

The aim of this study was to investigate how decentralisation system in secondary education level in Tanzania enhances of secondary school teachers' welfare, in Korogwe town council. The previous chapters showed the various aspects on the research. Chapter one dealt with the background of the problem, the review of related literature on chapter two, chapter three was concerned with the research methodology that addressed the objectives in chapter one and , in chapter four the research findings were presented, analyzed and discussed. This chapter provides a summary, conclusions and recommendations of the study.

5.2 Summary of the Study

The purpose of this study was to investigate the decentralisation system in secondary education level in Tanzania and the enhancement of secondary teachers' welfare, in Korogwe town council. The researcher created two conceptual frame works which based on the expectations of teachers towards their welfare from the employer as well as the responsibilities of LGAs as employer towards teachers' welfare. The review of the literature covered issues related to the objectives, theoretical frameworks, empirical evidences on strengths and weaknesses of decentralisation system, decentralisation system in the Tanzania context.

Based on the study the following generalization made; decentralisation in most developing countries including Tanzania, has not improved promotion of teachers and some area there are cases of corruption, political connection, religions etc.

Also there is poor accountability for many officers in many developing countries which delay service delivery, delay to solve teachers' problems related to their welfare and sometime practice accountability for interest of personal affairs.

In addition to that, many local governments don't do well because of poor financial resources, this is because most of them, if not all depend directly toward central government for recurrent and development budget.

Researcher to accomplish his purpose, employed mixed research method, for the purpose that to have wide range of data collection by using different research method. There were 73 respondents who were 70 secondary school teachers, secondary school educational officer of Korogwe Town Council, Secretary of TSD and TTU of Korogwe district. Relevant information was sought through interviews, and questionnaires. Quantitative data was analysed by SPSS program and presented by table and figures while qualitative data was analysed both manually.

5.2.1 The Major Findings of the Study

The study came out with the main findings. They were as follows;

5.2.1.1 Teachers expectations toward decentralisation system

The results showed that teachers have a lot of expectation toward decentralisation system, but most expectation of teachers was to get their problems to be solved on time, to get their promotion from one rank to another, to get good treatments from their council officers and they wanted their salary to be adjusted. Also all officers include secondary education officer of Korogwe Town Council, TSD and TTU secretaries of Korogwe district, the researcher found that they know their responsibilities toward teachers welfare and teachers expectation.

5.3.1.2 Teachers' welfare in Korogwe Town Council and promotion

Researcher found that high concentration of Korogwe Town teachers is in TGTS D compare to other ranks of TGTS H, G, F, E and C. Also found that it implies that large number of teachers is concentrated in the TGTS E, D, and C compare to other TGTS, this may show the same picture in Tanzania at large, if the same nature of survey will be taken.

Furthermore researcher found that the period of transition from one rank to another in promotion, majority of teachers spent between 4 to 7 years within the same TGTS, compared to those who spent 3 years within the same rank. This case was not only in Korogwe Town but there other part like Njombe district in Tanzania, Uganda and Philippines according Bennell and Mukyanuzi (2003) and Azfar et al. (2001)

The access to promotion due to the introduction of new reform of decentralisation was not improved. However some of the officers fore example secondary education officer noted that, all teachers who have the right to be promoted, have been promoted in Korogwe Town Council. In addition to that, there are long interval between promotion and salary adjustment; lastly it was found that, the majority of the secondary school teachers more than 64.4% were not solved their problems related to the teachers' welfare.

5.3.3 Ability of LGA to address teachers' problems related to their welfare

The researcher findings, have indicated that, in Korogwe Town Council has little ability to solve some of the problems, related to the teachers' welfare like to sign loan forms, permission leaves forms, but the problems like promotion, salary adjustment are not solved, the situation that makes the majority of the secondary school teachers to be unhappy with their welfare programme in their areas of work. The study found out the expected causes, which delayed teachers' welfare and the leading cause was carelessness of the officers, followed by poor accountability, then seriousness of the officers.

Another expected causes the researcher found, was poor system which limited the Korogwe Town Council to provide services to ones who were in need. This cause somehow has connection with central government, lack of enough budgets and many officials are not well enough in technical Knowledge. This is not only study found that and lack of trained and experienced personnel. Minor causes were bureaucracy, misplacement of files, hash language, lack of officials' confidence and poor transparency, delay of payment leave allowance and salary adjustment. On other hand, other causes which have mentioned by educational officer, TTU and TSD secretary are poor budget, lack of staff, lack of trained personnel and some leaders are ignorant in some rules and regulation of decentralisation.

5.4 Conclusion

In light of the findings in the research the following conclusions are made:

First, the decentralisation system still did not satisfy many secondary school teachers.

Second, some officers lack knowledge and training o how to practice decentralisation which causes poor performance on service delivery, especial teachers' welfare.

Third, Tanzania government decided to establish decentralisation reformation, to bring service near local people like secondary school teachers for the sake of solving their problem.

Fourth, the decentralisation system has created double standard environment, in which some services could not accomplished without the participation of central government.

Fifth, the local governments have poor performance on services delivery due to the shortage of financial resources in the local areas.

Sixth, under decentralisation, some of officers look themselves as the godfathers to their fellow workers especial teachers.

5.5 New Development Knowledge to the world of researchers

Any study conducted in the world is done for the purpose of generating new knowledge. This research provides an understanding decentralisation in Tanzania has improved some issues to some extent, but on another door has created new steep hill to be climbed, which is an obstacle to the teachers to get fully their welfare. Also it has showed the way for Tanzania leaders to see and provides an understanding about the working environment facing secondary teachers in Korogwe Town Council and other part in Tanzania and to find the alternative solutions on the problem of teachers from their officers and the problems facing the local governments, caused by poor decentralisation system in Korogwe Town Council, Korogwe district as well as in Tanzania at large.

5.6 Recommendations

The purpose of this study was to investigate decentralisation system in secondary education level in Tanzania and the enhancement of secondary teachers' welfare, in Korogwe town council. Descriptive statistical technique revealed that majority of teachers is not satisfied with welfare and accountability of their officials. These results suggest that central government and local government need to pay special attention to the improvement of the teachers' welfare under decentralisation include promotion opportunities, promotion process and procedures, good treatment and appreciation.

The results suggest that the key players, the central governments and local government need to make deliberate efforts to improve teachers' welfare, in order to make teachers psychological comfortable, this is because majority teachers are affected negatively by poor improvement of their welfare.

5.6.1 Recommendations for immediate action

The local authorities cannot implement decentralisation by their own, because they face shortage of technical expertise and resources, therefore the central government should assist the local authority by providing subsidies both in terms of expertise and resources in time.

The adequate distribution of powers and tasks between the centre and the local governments should be addressed in order to avoid inconsistency of the principle between local government and central government.

The issue of the shortage of technical, qualified and competent staff at the local level, the central government should attract financial and promotion incentive to attract talented and competent staff to work in the local government.

For a successful decentralisation, all officers in decentralise government actors should accept same values and pursue same objectives of decentralisation.

The central government should make clarity among key stakeholders regarding their roles, responsibilities and legal mandates applicable to the relationship between central government and local governments with respect to the interaction between offices to another within Local Governments.

For accountability to be effective, the central government should strengthen the laws related to accountability of personnel in order to enforce compliance. Measures should be put in place to improve transparency and accountability. To strengthen accountability in local government, the central government should establish the laws in order to enforce those officials who will cause any delay of providing services to citizens or welfare or

mistreat his/her subordinates he should be accountable for that delayed service or maltreatment or repay delayed welfare from his/her salary. This will help to fulfil their roles in an ethical and accountable manner.

5.6.2 Recommendations for future studies

The study applied only two instruments for data collection, namely questionnaire and interview. The future studies on this topic it is better to employ more than questionnaire and interview like focus group discussion, observation and document analysis. These instruments will help researcher to get opportunities to collect various data about the decentralisation and the enhancement of teachers' welfare.

Additionally, this study used only secondary school teachers as the sample for this study. Thus, future studies should include other groups like primary school teachers, health staffs, agriculture extensional officers to get more information about decentralisation and the enhancement of workers welfare.

Also this study was conducted only in Korogwe Town Council, the researcher advises that the future studies can be done in Korogwe District Council in Korogwe and other part of Tanzania.

Moreover, the current study involves teachers, secondary educational officer, and TSD and TTU secretaries of Korogwe district. Future studies should involve other officers like directors, human resources officers and other leaders in local government.

Lastly, teacher welfare wide phenomenon, the research did not touch every corner of welfare. Future research should include aspects like, workload, retirement benefit, leadership style and many others.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

I am a student of **The Open University of Tanzania** and I am doing a research on

“Decentralisation system in secondary education level in Tanzania and the enhancement of secondary school teachers’ welfare in Korogwe town council”. I am humbly seeking for your consent to assist me in providing relevant information on this study. The answers given are for academic purposes and confidentiality will be maintained to any responses you give.

Instructions:

Please kindly fill in or tick the appropriate answer.

1. What was your first appointment?.....
2. How long have you been in service under Korogwe town council?.....
3. Can you explain briefly what were you expected in relation to your welfare to be under Korogwe Town Council as your new employer?.....
.....
.....
4. What is your current TGTS?.....
5. Since when were you promoted to that current TGTS by Korogwe Town Council?.....
6. How long did it take for your salary to be adjusted?.....
7. Has the current employer helped to fulfil your welfare expectation?
(a) Yes.... (b) No.....
8. If yes, in what ways s/he has helped to fulfil your welfare expectations?
.....

.....
9. If no, why not?

.....
10. Is your welfare under decentralisation system has improved?

(a) Yes... (b) No.....

11. If yes, how.....
.....

12. If no, why not.....
.....

13. Have your problem in relation to your welfare been solved on officers appropriately by respective officer?

(a) Yes..... (b) No.....

14. If no what are the expected causes of any delay of your problems not being solved, list them down.....
.....

15. How would you rate services provided to you by the respective worker in Korogwe Town Council? (a) Excellent.... (b) Very well.....(c) Good..... (d) Average..... (e) Poor.....

16. How do Korogwe town council officers treat you when you go for issues related to your welfare?

(a) Excellent	(b)Very well	(c)Good	(d)Fairly	(e)Poorly

17. If excellent or very well in what office (s) do you get such treatment?

(a)DEO	(b)Reception office	(c)Human resource office	(d) Council director's
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			Office

18. If poorly in which office(s)?

(a)DEO	(b)Reception office	(c)Human resource office	(d)Council director's Office

19. How long can you spend (a) to sign loan form? (b) To sign leave permission forms?.....

20. Are you happy with accountability of Korogwe Town Council personnel related to your welfare? (a) Yes(b) No....

21. If yes, why.....
.....

22. If no, how.....
.....

23. Can you describe at least 3 areas that are affecting you negatively on issues related to your welfare as a teacher?.....
.....

24. What do you suggest to improve performance on related issues on your welfare as a teacher at Korogwe Town Council
.....
.....
.....

Thank you for your kindness

APPENDIX B: INTERVIEW GUIDE FOR SECONDARY EDUCATION OFFICER

I am a student of **The Open University of Tanzania**, I am doing research on **Decentralisation system in secondary education level in Tanzania and the enhancement of secondary school teachers' welfare, in Korogwe town council**. I am humbly seeking for your consent to assist in providing the relevant information on this study. The answers given are for academic purposes and confidentiality will be given to any response given.

This interview would like to seek information from Education officer about decentralisation of education in relation to teachers' welfare.

1. How long have you been in this post?
2. What is your office responsibility for towards teachers' welfare?
3. When did your council start fully to deal with teachers' welfare?
4. How often does your council attend teachers per week for their welfare?
5. Is there improvement of teachers' welfare since your office started fully to deal with teachers?
6. How often do teachers complain about your office on their welfares?
7. If there are complain, on what matters are such complains based on?
8. Have your office promoted the teachers who have the right to be promoted?
9. What have been the challenges in dealing with teachers' welfare?
10. How far does your office fulfil the responsibilities for basic operation toward teachers' welfare?
11. What things are hindering you in service provision in relation to the teachers' welfare?

12. What are your suggestions to solve that challenges for service provision on teachers' welfare?

Thank you for your participation

APPENDIX C: INTERVIEW GUIDE FOR TSD SECRETARY OF KOROGWE DISTRICT

I am a student of **The Open University of Tanzania**, I am doing research on **Decentralisation system in secondary education level in Tanzania and the enhancement of secondary school teachers' welfare, in Korogwe town council**. I am humbly seeking for your consent to assist in providing the relevant information on this study. The answers given are for academic purposes and confidentiality will be given to any response given.

This interview would like to seek information from TSD officers about education decentralisation and teachers' welfare.

1. How long have you been in this post?
2. What is your office responsibility towards teachers' welfare?
3. When did your office fully start to deal with teachers' welfare?
4. Does your office attend teachers on right time appropriately?
5. How often do you attend the teachers for their welfare per week?
6. Are there improvements of teachers' welfare in Korogwe Town Council?
7. How can you justify your answer?
8. How many times do teachers come to lodge their complaints about Korogwe Town Council in relation to their welfare?
9. If it is, on what matters do these teachers raised their complains?
10. How do you respond to such matters?
11. What challenges is your office facing towards helping teachers?
12. Does your office fulfil the responsibilities to help teachers?
13. If Yes, how far have you scheduled in fulfilling your responsibilities

14. If no why don't you fulfilling your responsibilities?
15. What are your suggestions in order to improve this system of decentralisation towards addressing teachers' welfare?

Thank you for your participation

APPENDIX D: INTERVIEW GUIDE FOR THE SECRETARY OF TTU OF KOROGWE DISTRICT

I am a student of **The Open University of Tanzania**, I am doing research on **Decentralisation system in secondary education level in Tanzania and enhancement of secondary school teachers' welfare, in Korogwe town council**. I am humbly seeking for your consent to assist in providing the relevant information on this study. The answers given are for academic purposes and confidentiality will be given to any response given. This interview would like to seek information from TTU secretary about education decentralisation and teachers' welfare

Instructions:

Please kindly answer my question to the highest to your knowledge

1. How long have you been in this post?
2. What are your office responsibilities for towards teachers' welfare?
3. How often do you attend the teachers for their welfare?
4. Is there improvement of teachers' welfare in Korogwe Town council?
5. How many times do teachers come to your office to lodge their complain on official from Korogwe Town Council basing on their welfares?
6. If it is so, on what matters are usually being complained about?
7. How does your office respond towards that matters being complained about teachers' welfare?
8. What challenges is your office facing in helping teachers?
9. Does your office fulfil the responsibilities to help teachers?
10. If Yes how far
11. If no why?

12. What are your suggestions on how to improve this system of decentralisation system in Korogwe Town Council in helping teachers?

Thank you for your kindness

APPENDIX E: RESEARCH CLEARANCE LETTER FROM THE OPEN UNIVERSITY OF TANZANIA

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



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

Ref. No. HD/E/430/T.11

Date: 23rd June, 2014

Regional Administrative Secretary,
Tanga Regional
P. O. Box Tanga
TANGA

RE: RESEARCH CLEARANCE

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

To facilitate the research function, the Vice Chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the Government of Tanzania and the Tanzania Commission for Science and Technology.

The purpose of this letter is to introduce to you **Mr. Shamte Khatib Shamte** a Masters' Studies student at the Open University of Tanzania **Registration No. HD/E/430/T.11**. By this letter **Mr. Shamte Khatib Shamte** has been granted clearance to conduct research in the country. The title of his research is **"Decentralization System in Secondary Education Level in Tanzania and the Enhancement of Secondary Teachers' Welfare."** The research will be conducted in Tanga District.

The period which this permission has been granted is from the 6th July, 2014 to 8th August, 2014.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P. O. Box 23409,
Dar Es Salaam
Tel: 022 2 2668820

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

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Prof. S. Mbogo
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

APPENDIX F: INTRODUCTION LETTER FROM TANGA REGIONAL DIRECTOR

The Open University of Tanzania
Directorate of Regional Centre
P. O. Box 5467
Tanga
Tel: (+255)-27-2644348



Chuo Kikuu Huria cha Tanzania
Mkurugenzi wa Kituo cha Mkoa
S. L. P. 5467
Tanga
Simu: (+255)-27-2644348

TANGA REGIONAL CENTRE

OUT/TAN/SG/Vol II

27th JUNE 2014

TO WHOM IT MAY CONCERN

RE: DATA COLLECTION

Mr. Shamte Khatib Shamte is a 3rd year student at the Open University of Tanzania, Tanga regional centre with Reg. No. HD/E/430/T.11. He is pursuing Master of Education in Administration Planning and Policy Studies. He is currently required to conduct a research as a fulfillment for award of his degree.

The purpose of this letter is to introduce to you Mr. Shamte Khatib Shamte who has been granted clearance to conduct research in the country. The title of his research is **"Decentralization System in Secondary Education Level in Tanzania and the Enhancement of Secondary Teachers' Welfare"**. The research will be conducted in **Korogwe Town Council**.

The period which this permission has been granted is from the 6th July, 2014 to 8th August, 2014.

In case you need any further information please contact:

The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P.O. Box 23409
Dar es Salaam
Tel: 022 2668820

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

Yours sincerely,

Rahma Mohamed

Ag. DIRECTOR

OUT-TANGA CENTER
Box 5467, Tanga

**APPENDIX G: LETTER FOR ASKING PERMISSION TO KOROGWE TOWN
COUNCIL DIRECTOR**

P.O.BOX 155,
KOROGWE.
27/06/2014

DIRECTOR,
KOROGWE TOWN COUNCIL,
P.O.BOX 615.
KOROGWE.

Ref. SECONDARY EDUCATIONAL OFFICER,
KOROGWE TOWN COUNCIL,
P.O.BOX 615.
KOROGWE.

**RE: REQUEST OF PERMISSION LETTER FOR DATA COLLECTION IN KOROGWE
TOWN COUNCIL**

Please be concerned with the above heading.

I am, **Shamte Khatib Shamte**, the student of **The Open University of Tanzania**, I am doing Master of Education in Administration, Planning and Policy Studies.

Now, I am on stage of data collection for the research title "**Decentralization system in Secondary Education Level in Tanzania and Enhancement of Secondary Teachers' Welfare**". The case study will be at Korogwe Town Council.

So, I request permission letter for data collection which will be collected **between 6th July to 8th of August 2014**.

I would like to attach a copy of letter of permission for data collection from Director of the open university of Tanga Region.

I would like to thank you in advance for the cooperation to facilitate this research process.

Your national builder



Shamte Khatib Shamte

APPENDIX H: PERMISSION LETTER FROM KOROGWE TOWN COUNCIL**DIRECTOR****KOROGWE TOWN COUNCIL**

P.O.BOX 615, PHONE NO: - 027 2650050, FAX NO;027-2650075
KOROGWE – TANGA, TANZANIA

REF;KTC/TSEO/PF.721/22

16/07/2014

Mwl.Shamte Khatibu Shamte,
Korogwe Girls Secondary School.

**RE: REQUEST OF PERMISSION FOR DATA COLLECTION IN KOROGWE
TOWN COUNCIL.**

Reference is made on your letter of June 27, 2014 on the above heading.

I would like to inform you that the request for permission of data collection in Korogwe Town Council from 6th July to 8th August is granted.

I wish you all the best in your data collection.


Meinrad Komba. FOR TOWN DIRECTOR
For Town Director,
KOROGWE TOWN COUNCIL.

Cc;

- Town Director,
KOROGWE TOWN COUNCIL.(For information)