

**CONTRIBUTIONS OF RELOCATED PUBLIC SECONDARY SCHOOL  
TEACHERS TO THE ACADEMIC PERFORMANCE OF PUBLIC  
PRIMARY SCHOOLS IN BUKOBA MUNICIPALITY FROM 2018-2023**

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**2025**

## CERTIFICATION

The undersigned certifies that, she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled; **“Contributions of Relocated Public Secondary School Teachers to the Academic Performance of Public Primary Schools in Bukoba Municipality from 2018-2023”** in partial fulfilment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

.....  
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Date

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I, **Richard Bwirukilo**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other peoples' works have been used, references have been provided. It is in this regard that, I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies.

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Signature

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Date

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## ABSTRACT

This study aimed at assessing the contributions of relocated public secondary school teachers to the academic performance of public primary schools in Bukoba municipality from 2018-2023. It comprised of three specific objectives. Guided by the Bertalanffy Input-Process-Output Systems Theory and a pragmatic research paradigm, the study used a mixed-methods approach with an explanatory sequential design. Convenience sampling technique was used to get 71 participants (21 head teachers and 50 relocated teachers). Questionnaires, interviews and documentary reviews were the methods for collecting data. Quantitative data were analysed by the descriptive statistics (mean scores and standard deviations) and inferentially analysed by the help of the Statistical Package for Social Sciences version 28.0. Qualitative data were analysed thematically. The findings show that, the availability of relocated teachers significantly related with students' academic performance. Relocated teachers had negative attitudes of teaching in primary schools, faced delayed transfer allowances and living away from their families. The school administration experienced lateness to school, reluctance to teach according to the school time-table and regular truancy from relocated teachers. It is recommended that, the government should consider that, all public primary schools have adequate and trained teachers instead of relocating them.

**Keywords:** *Contributions, Relocated Public Secondary School Teachers, Academic Performance, Public Primary Schools.*

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### **LIST OF ABBREVIATIONS AND ACRONYMS**

ATSAP	Availability of Teachers on Students' Academic Performance
CERT	Challenges Encountered by Relocated Teachers
CESA	Challenges Encountered by the School Administration
CSEE	Certificate of Secondary Education Examination
DPGS	Directorate of Post graduate Studies of the Open University of Tanzania
DV	Dependent Variable
HTs	Head Teachers
IVs	Independent Variables
KCSE	Kenya Certificate of Secondary Education
NECTA	National Examinations Council of Tanzania
PORALG	President's Office, Regional and Local Government
PSLE	Primary School Leaving Examination
RTs	Relocated Teachers
SAPI	Students' Academic Performance Indicators
SAPI	Students' Academic Performance Inventory
SPSS	Statistical Package for Social Sciences computer program
UNESCO	United Nations Educational, Science and Cultural Organisation
URT	United Republic of Tanzania
USA	United States of America

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter introduces the study about the contributions of relocated public secondary school teachers to the academic performance of public primary schools in Bukoba municipality from 2018-2023. The chapter is organised into the following subsections: background to the study, statement of the problem, research objectives and research questions; others are delimitation and rationale of the study, significance, operational definitions of keys terms, and finally, organisation of the study.

#### **1.2 Background to the Study**

According to Aspan, Azmi, Gistituati and Hadiyanto (2020), teaching connotes a process where one person instructs another person. Aydin and Aslan (2016) defined teaching as the "process of paying attention to people's needs, values, attitudes, behaviours, experiences and feelings, and intervening so that they learn certain skills" furthermore, Macelo (2017) defined teaching in a classroom setting as the tendency of guiding, directing and encouraging learners with a variety of activities so that they can apply that knowledge or concepts in their daily life.

It is on this basis, effective teaching cannot be thoroughly fulfilled without a teacher Nyamubi (2017). According to Din, Malik, and Afzal (2019), effective teaching and learning requires teachers to actively participate with positive attitudes. To this end, it should be ensured that, teachers are thoroughly supported in order to provide

quality education (Bantwini, 2018). Som, Ghani, Jamaluddin, Ali, and Seman (2020) were of the views that, teachers are persons who take charge in enhancing the whole school and students' academic achievements; implement curriculum transition in order to build the human capital that will be a position to face various global changes and challenges, and how to solve them. Evidence established that, teacher's effectiveness not only depends on his/her competence but on both academic and pedagogical, correlation between his/her training and skills as well as his/her position, workload and work encouragement, all of which influence students' academic achievements (UNESCO, 2018).

García and Weiss (2019) argued that, the shortage of teachers in primary schools has been a global crisis caused by several reasons such as insufficient and unqualified teachers, staff instabilities, high teacher turnover and leaving teaching profession by terminating job contracts or retirements; others are voluntary and involuntary transfers, unequal recruitment and selection, poor allocations of teachers, and many others. For example, in the USA, between 2015-2016 school years, there was a shortage of 64,000 primary school teachers (Sutcher, Darling-Hammond, & Carver-Thomas, 2016); in England, up to 2016, there was a shortage of 6,000 public primary schools (Department for Education Report, 2016); similarly in the Netherlands, about 9,100 (Paudal, 2022), in France about 4,000 (Albert, Weider, Hivert, Bonnel, & Morin, 2022) and in Japan, about 2,558 (Takahama & Ujioka, 2022). In the academic year of 2020/2021 in Eritrea, there was a shortage of 1,050 (7.5%) public primary teachers (Fessehatsion & Peng, 2021). In Kenya, there was a shortage of 28,000 public primary schools in 2016 (Abdia & Kharbiryimbaib, 2019). In Zambia, up to 2021, there was a shortage of 24,971 primary school teachers.

The available evidence shows that, shortage of teachers in schools has negative results not only to students and teachers but also to the whole public education system. The state of insufficient and unqualified teachers threatens students' abilities to learn. It reduces teachers' effectiveness because the available ones become burdened with high workload. It causes teachers' high turnover which, in turn, negatively affects school administrators' time, financial resources, students' learning and academic performance (Boniface, 2016; Carver-Thomas & Darling-Hammond, 2017, 2019; Hussein, 2016; Ladd & Sorensen, 2016; Sorensen & Ladd, 2018; Talley, 2017).

Due to teachers' shortage in schools all over the world, studies indicate that, some countries have taken several steps to rectify the situation. For instance, in the USA, García and Mishel (2016) argued that, public primary schools struggled and retained highly qualified teachers in high-poverty areas. In England, Sibieta (2020) posited that, the primary school teachers' shortage was handled by demanding for new hires and recruiting new teachers from teacher training colleges. In Turkey, clear policies regarded teachers' transfers and/or relocations from one school to another or from a certain level of an education system to another where teachers voluntarily changed schools of their choices (Kazak, 2021).

In Sri-Lanka, teachers were at liberty to be transferred or relocated at after 10 years of continuous service in a given school. This system was also applied in the Netherlands, France and Japan (Wijayatunga, 2018). In Kenya, schools facing a shortage of teachers implemented various coping mechanisms, such as hiring temporary teachers funded by parents and involving former outstanding students.



Additional strategies included increasing the workload of existing teachers, combining classes, and overcrowding classrooms (Nyaundi, 2019). In Zambia, the school administration alleviated teachers' shortage by employing form six-leavers and part-time teachers as well as introducing remedial class sessions (Tembo, 2022).

Tanzania is not immune of the shortages of teachers in her schools especially and specifically in public primary schools. Evidence showed that, up to 2017, there was the shortage of 85 000 primary school teachers all over the country (PORALG, 2018). Again, in 2017, the government made a significant verification of excessive 7 463 teachers teaching Arts subjects in public secondary schools which was thought to be a misuse of human resources and government funds (Mang'oha, 2018). To solve the problem, in 2018, the government decided, among other efforts, to transfer and relocate about 7 463 teachers from her public secondary schools who had insufficient workload to public primary schools (Mohamed, 2020; Mulei, Waita, Mueni, Mutune, & Author, 2016).

The available empirical evidence indicated that, despite teachers' relocation, the students' academic performance has continually to be poor. For example, Zacharia and Otieno (2022) posited that, the relocation of teachers in Hanang' district influenced their work performances because they felt despaired and demoted. This situation led to students' poor academic achievements. Similarly, Baruani (2020) revealed that, their relocation in Kigoma municipality, resulted to some teachers' disruption because of leaving away from their homes and families. Furthermore, some teachers thought that, they were demoralised, the situation which led to the

decline of their teaching morale and commitment. To this end, the established evidence above was used as a yardstick to assess the contributions of relocated public secondary school teachers to the academic performance of public primary schools in Bukoba municipality from 2018-2023.

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

Following the 2014 Policy of Fee Free Education in public primary schools in Tanzania, there was and still is a tremendous increase of enrolment of students. This increase did not go hand in hand with the increase of the teaching staff; hence, the school administrations took several steps to mitigate the problem by overloading pre-existing teachers, merging and congesting classrooms (Godda, 2018). As stated earlier, teaching and learning in public primary schools cannot be effectively performed without sufficient and qualified teachers (Din *et al.*, 2019; Nyamubi, 2017). Availability of the same improves students' academic perform (Zacharia & Otieno, 2022).

Evidence in Tanzania continues to show that, students in primary schools are continuing to perform poorly in their studies due to teacher shortages and poor teaching capabilities. For instance, in Sengerema district, Mwanza (Charles & Mkulu, 2020), in Newala town (Eliezar, 2017), in Loliondo and Sale Divisions, Ngorongoro district (Kangu, 2017). However, little is known in Bukoba municipality. Based on the facts above, this study assessed the contributions of relocated public secondary school teachers to the academic performance of public primary schools in Bukoba municipality from 2018-2023.

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The general objective of the study was to assess the contributions of relocated public secondary school teachers to the academic performance of public primary schools from 2018-2023 in Tanzania.

### **1.4.2 Specific Objectives**

Specifically, this study was to:

1. Examine the relationship between the availability of relocated teachers and students' academic performance in public primary schools in Bukoba municipality.
2. Identify challenges likely to be encountered by the relocated teachers which affect their teaching morale in public primary schools in Bukoba municipality.
3. Investigate challenges likely to be encountered by the school administration in respect of relocated teachers in public primary schools in Bukoba municipality.

## **1.5 Research Questions**

To address the overarching aim of the research, the subsequent inquiries were developed:-

1. Is there any significant relationship between the availability of relocated teachers and students' academic performance in public primary schools in Bukoba municipality?

2. Which challenges are likely to be encountered by the relocated teachers which affect their teaching morale in public primary schools in Bukoba municipality?
3. Which challenges are likely to be encountered by the school administration in respect of relocated teachers in public primary schools in Bukoba municipality?

### **1.6 Delimitation of the Study**

This study was delimited and carried out in Bukoba municipality focusing only on public primary schools by assessing the contributions of relocated public secondary school teachers to the academic performance of public primary schools from 2018-2023. Ideally, the researcher could have examined every public primary school in the municipal but the choices of objectives, research questions, variables of interests were some of the factors that delimited the study.

### **1.7 Rationale of the Study**

The main objective of transferring Arts teachers from public secondary schools and relocating them to public primary schools in Tanzania was to reduce teachers' shortage in public primary schools. This meant that, before the relocation of the same, teaching and learning in public primary schools was expected to be ineffective and their academic performances would be unconvincing. This situation animated the researcher to assess the contributions of relocated public secondary school teachers to the academic performance of public primary schools in Bukoba municipality from 2018-2023.

### **1.8 Significance of the Study**

This study would be beneficial to policymakers, schools' management and administrators, and prospective researchers. To policy makers, it would help to make effective plans on recruitment and selection of adequate teachers so as to avoid ad hoc and unnecessary transfers which might cause many challenges to the school administration, transferred and relocated teachers themselves, students and the whole school community at large. To the school management and administrators, the study would get to know how teachers' transfers affect the whole school and be in a position to appropriately advise the government before they are made. The study would also serve as a guide and future academic reference and would sensitise other researchers to investigate more on the challenges and effects of ad hoc teacher transfers in other districts and municipalities.

### **1.9 Operational Definitions of Key Terms**

The following definitions of terms were operationally used in this study.

**Academic Performance:** Refers to all scores acquired by a student in various subjects taught at school and improved subject's progress.

**Public Primary Schools:** Entail all schools controlled by the government and which provide education to students with the ages between 5 to 14 years; and after the completion of their studies, students are provided with a certificate of Primary School Leaving Examination (PSLE).

**Public Secondary School:** Refers to all schools controlled by the government and which provide education to students from 15 to 19 years; and after the completion of their studies, students are provided with certificates (CSEE).

**Relocation:** Refers to as transferring of teachers who were trained for teaching in public secondary schools to public primary schools.

### **1.10 Organisation of the Study**

This dissertation, titled “Contributions of Relocated Public Secondary School Teachers to the Academic Performance of Public Primary Schools in Bukoba Municipality from 2018-2023,” consists of five chapters. The first chapter provides an overview of the study’s background, articulates the problem statement, outlines the research objectives and questions, and discusses delimitations, significance, and operational definitions of key terms. The second chapter focuses on the literature review, encompassing both theoretical and empirical analyses, as well as identifying research gaps and presenting a conceptual framework. Chapter three details the research methodology, including the research paradigm, approach, and design; it also covers the study area, target population, sampling procedures, data collection methods, validity and reliability of research instruments, data analysis procedures, and ethical considerations. Chapter four presents findings and discussions, while chapter five summarises the study’s conclusions and offers recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literatures related to studies that investigated the contributions of relocated public secondary school teachers to the academic performance of public primary schools. The reviewed literature is organised into: theoretical and empirical literature reviews, research gaps, and lastly, the conceptual framework.

#### **2.2 Theoretical Literature Review**

This study adopted the Bertalanffy's Input-Process-Output Systems Theory (1940). According to Nkhata (2019), this theory considers that, a school is regarded as a social system in which individuals (inputs) are constantly interacting. These inputs can include students, teachers, resources, administrators and non-teaching staffs; The inputs facilitate various processes, including education and ongoing professional development, which ultimately yield the desired outcomes. These outcomes may consist of well-informed and skilled graduates who possess values and attitudes pertinent to the advancement of society. These can include knowledgeable and skillful school leavers with values and attitudes relevant to the societies' development.

According to Iqbal (2021), in this whole process, a teacher is the key and the system cannot effectively function without him/her. In the same vein, if teachers become inadequately supplied, then, there is a big possibility that, the whole education system would fail to achieve its educational goals (improved students' academic performance). This theory deemed appropriate to this study because teachers' shortage in schools negatively affects the whole system hence leading to poor

students' academic performance (Charles & Mkulu, 2020; Eliezar, 2017; Kangu, 2017). Additionally, Sidik (2022) used this theory when he was examining the quality of educational institutions for quality generation. Iqbal (2021) employed this theory when he was examining its scope in teaching economics and Arab *et al.*, (2020) employed it when they were analysing the extent boardroom education impacted internal controls. In the upshot, this theory, in this study, gauged the contributions of relocated public secondary school teachers to the academic performance of public primary schools in Tanzania.

## **2.3 Review of Empirical Literature**

### **2.3.1 Availability of Relocated Teachers and Students' Academic Performance**

In USA, Castro (2023) assessed how teacher shortages impacted the principal's leadership practices in elementary schools. This study used a qualitative approach with a case study design. The methods for gathering information were interviews. The results indicated that, shortage of teachers had negative effects on the quality of instructions and students' academic achievements. Dijkslag (2019) carried a study in the Netherlands on how "teacher shortages harmed students." This study employed a quantitative approach supported by a descriptive survey design. Structured questions were the only tools for collecting data. The results showed that, teachers' shortage negatively affected students' test scores and their academic performance at large.

In Sierra-Leone, Karim and Zoker (2023) assessed the "role of teachers in the academic performance of pupils in the national primary school examinations." This study used a mixed-methods approach supported by a descriptive survey design. Data collection methods were questionnaires, interviews and checklists. Findings



indicated that, the availability of teachers enhanced students' academic performance. Olusegun, Ihuoma, Oluchi, and Dauda (2022) carried a study on the “influence of teacher demand and supply on students’ academic performance in the upper basic schools in Nigeria.” This study adopted a quantitative approach supported by a descriptive survey design. The methods for collecting data were questionnaires and the Students’ Academic Performance Inventory (SAPI). The study unveiled that, teachers' supply significantly and positively related with the students’ academic achievements.

In Zambia, Tembo (2022) examined the “effects of the shortage of teachers in primary schools.” This study utilised a mixed-methods approach. Questionnaires and interviews were used for collecting data. The results uncovered that, teachers' shortage was the major factor hindering improved students’ academic performance since some subjects were not effectively taught or at all.

Musyoka, Cheloti, and Maithya (2018) in Kenya evaluated the “influence of teacher adequacy on students’ performance in the KCSE in public secondary schools.” This study used a quantitative approach supported by a descriptive survey design. The methods for collecting data were questionnaires. The study unveiled that, teacher adequacy in public secondary schools positively and significantly influenced students’ academic performances. Likewise, Angote, Yambo, and Sika (2023) conducted a study on the “perception of teachers towards their transfers on students’ academic achievement in public primary schools in Kakamega County.” This study employed a mixed-methods approach with a descriptive survey design. The methods for collecting data were questionnaires, checklists and interviews. The results

revealed that, forced transfers of teachers affected students' academic achievements. In Tanzania, Charles and Mkulu (2020) carried a study in Sengerema district, Mwanza, on the "management challenges facing school administrators and pupils' academic performance in public primary schools." This study employed a mixed-methods approach supported by a convergent parallel design. Questionnaires and interviews were the methods for data collections. Findings portrayed that, the shortage of teachers accelerated students' absenteeism and negatively affected the schools' and students' academic achievements.

Empirical literatures in this aspect showed a positive and significant relationship between the availability or adequacy of teachers in schools and students' academic performance. Most of them were conducted in primary schools (Nigeria, Zambia and Tanzania) except one which was conducted in secondary schools in Kenya. Those which were conducted in Nigeria and Kenya employed a quantitative approaches and descriptive survey designs. In using a single approach, the study may lack some important and deep information. Again, the one which was carried in Tanzania's public primary schools was not conducted in Bukoba municipality. To that end, the current study filled in a notable gap in public primary schools in Bukoba municipality by employing a mixed methods approach supported by an explanatory sequential design. In employing a mixed-methods approach, the researcher believed he built the strengths of the collected data.

### **2.3.2 Challenges Encountered by the Relocated Teachers on their Teaching Morale**

Recently in Brazil, Elacqua and Rosa (2023) carried a study on "teacher transfers and the disruption of teacher staffing." This study used a quantitative approach in

conjunction with a descriptive survey design. The results uncovered that, transferred teachers encountered long distances from their homes to the schools they were transferred to, the situation which negatively affected their working morale. Kazak (2021) conducted a study in Turkey on the “reasons and consequences of changing school for teachers.” This study used a qualitative approach with a case study design. The methods for collecting data were questionnaires. Relocated teachers were challenged with difficulties in adapting to new schools and unhappy because they were separated with their families.

Dickens and Bronney (2023) investigated “teacher transfers and teachers’ performance in public primary schools in Uganda.” This study utilised a mixed-methods approach together with a descriptive survey design. Questionnaires and interviews were the methods for collecting data. Findings showed that, transferred teachers from secondary schools to primary schools experienced long distances from their residences to the workplaces, the situation which interfered with their participation in school activities, hated the teaching profession for failure to adopting new environments and were worried of their families which were left behind.

In South Africa, Nkengbeza, Mbuzi, and Chainda (2022) assessed the “challenges faced by primary school English teachers in the teaching and learning of English.” This study used a qualitative approach supported by a case study design. The methods collecting data were interviews and observation. The results established that, transferred teachers from secondary schools to primary schools lacked important skills and training in technology while teaching English, the situation that demotivated them. Wanjala (2019) conducted a study on the “staffing practices of

the teachers' service commission and academic performance in public primary schools in Kenya." This study utilised a quantitative approach with a descriptive survey design. Questionnaires were used for collecting data. The results unveiled that, relocated teachers were unhappy because of the delays in approving their allowances, the situation which decreased their teaching morale.

In Tanzania, Baruani (2020) carried a study in Kigoma municipality on the "teachers' perspectives on transfer of teachers from secondary to primary schools." This study adopted a qualitative approach. The methods for collecting data were interviews. The study uncovered that, teachers were disrupted because some of them lived far away from their homes and families. Furthermore, others thought that, they were demoralised leading to the decline of their teaching morale and commitments.

The literatures in this area identified various challenges encountered by the relocated teachers, which in turn, affected their teaching morale in schools. They were all conducted in primary schools. The one which was carried in Tanzania was not carried in secondary schools in Kigoma municipality. It also used a qualitative approach. The proposed study filled in gaps in public primary schools in Bukoba municipality and it employed a mixed methods approach supported by an explanatory sequential design. Furthermore, the methods for collecting data were questionnaires, interviews and checklists. In employing mixed-methods approach, the researcher believed he built the strengths of the collected data.

### **2.3.3 Challenges Affecting the School Administration due to Relocated Teachers**

Giménez, Sáncheza, Floresa, and Luque (2023) conducted a study on "teachers' opinions about the teaching of reading in elementary schools in Spain." This study

employed a quantitative approach in conjunction with a descriptive survey design. Data collection methods were questionnaires. The results indicated that, the school administrators faced inconsistent and limited knowledge of effective reading instructions to students from transferred teachers.

In Sri-Lanka, Wijayatunga (2018) carried a study on the “management and performance of overstayed teachers transferred in public schools.” The study utilised a mixed-methods approach with a descriptive survey design. Data were collected through questionnaires and interviews. The results showed that, involuntary relocated teachers terminated their teaching contracts and left their profession. Others created prolonged sickness, truancy and absenteeism. Baxter and Ehren (2023) assessed the “factors contributing to and detracting from relational trust in leadership of primary schools in South Africa.” The study adopted a qualitative approach. The methods for collecting data were interviews. The study unveiled that, transferred teachers showed mistrust with principals and poor communication among their fellow teachers.

In Ethiopia, Feyisa and Edosa (2023) carried a study on the “instructional leadership practices and challenges of primary school principals.” This study utilised a mixed-methods approach with a descriptive survey design. Questionnaires, interviews and checklists were used to gather data of the study. The results revealed that, instructional leaders had inadequate communication with the transferred teachers. Ekeh and Ramsaroop (2022) conducted a study in Nigeria on “Mathematics subject supervisors’ role in ensuring quality teaching in pre-primary and primary schools.” This study adopted a quantitative approach together with a descriptive survey design.

The methods for collecting data were questionnaires. The findings indicated that, transferred mathematics teachers did not enhance quality teaching; furthermore, they showed low teaching morale and low learner motivation for mathematics.

In Uganda, Hassan, Bisaso, Ssekanyo, and Kantono (2020) The research examined the “factors contributing to inadequate academic performance at the Islamic University primary school.” Employing a qualitative methodology alongside a case study framework, data collection was conducted through interviews, checklists, and observational methods. The findings revealed that the relocated educators exhibited negative attitudes towards the Islamic University primary school, with some expressing a desire for a second transfer following their relocation, which consequently impacted students’ learning outcomes.

In Tanzania, Chiwamba and Kigobe (2022) carried a study in Lindi region on the “challenges encountered by school heads in carrying out instructional supervisory activities in public primary schools.” The study used mixed-methods approach with a descriptive survey design. Questionnaires, focus group discussion and interviews were the methods for collecting data. Findings indicated that, some transferred teachers were resistant to supervisory activities, missed their regular teaching routine and had poor communication skills among teachers.

## **2.4 Research Gaps**

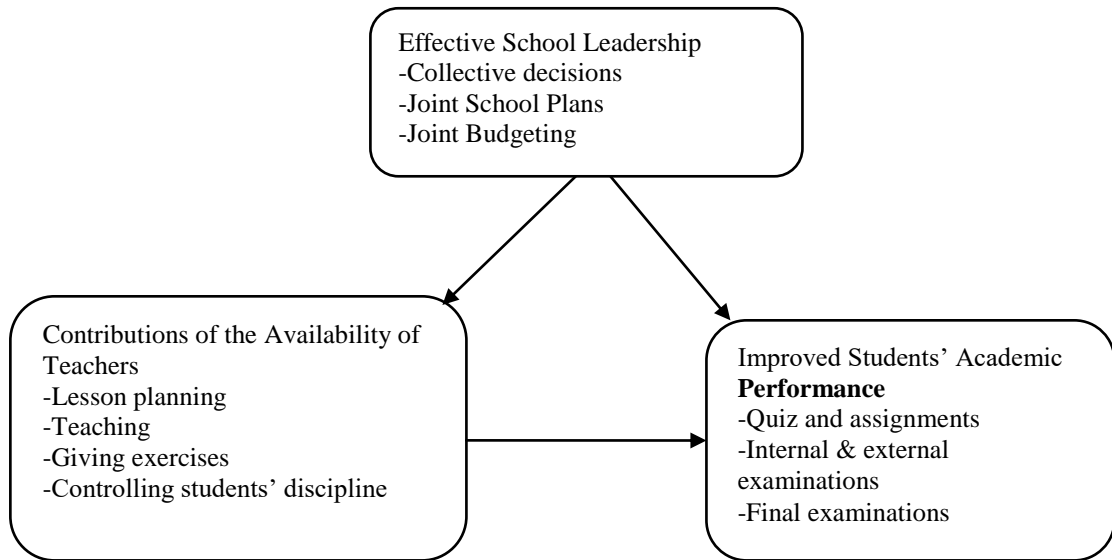
The reviewed empirical literature was on three aspects: relationship between availability of teachers and students’ academic performance, challenges encountered by the relocated teachers which affect their teaching morale and challenges faced by

the school administration in respect of relocated teachers. The majority of the literature examined utilized a singular methodology, either qualitative (for instance, Baruani, 2020; Hassan *et al.*, 2022; Olusegun *et al.*, 2022) or quantitative (such as Kazak, 2021; Musyoka *et al.*, 2018; Wanjala, 2019). By relying solely on one approach, the research may miss out on significant and nuanced insights that could be gained from integrating both qualitative and quantitative techniques, which can enhance and enrich the findings.

Again, most of the reviewed literatures were internationally (e.g. in Sri-Lanka and Turkey) and regionally (e.g. in Kenya) conducted in public primary schools. However, the ones which were carried in Tanzania (e.g. in Kigoma municipality and Sengerema district) were not carried in Bukoba municipality and yet, they did not directly investigate the contributions of relocated public secondary school teachers to the academic performance of public primary schools. Thus, the proposed study filled in a gap in this area by employing both qualitative and quantitative approaches to build the knowledge and strengths of the collected data.

## **2.5 Conceptual Framework**

The conceptual framework of the study was guided by independent and dependent variables as shown in Figure 2.1.



**Figure 2.1: Conceptual Framework Diagram**

**Source:** The researcher (2025).

Figure 2.1 above illustrated the contributions of relocated public secondary school teachers to the academic performance of public primary schools. The independent variables were the contributions of the availability of relocated teachers while the dependent variable was improved students' academic performance. The researcher believed that, the independent and dependent variables had a relationship. The assumption was that, in order for any school to get improved students' academic performance, its leadership should ensure the availability of teachers. The contributions of the availability of teachers included: effective lesson planning, teaching, giving exercises, controlling students' discipline and others. Based on the assumptions above, it was concluded that, if teachers were available and effectively performed their work under effective leadership, students' academic performance would also be improved.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methodology employed in the proposed study. It details the research paradigm, approach, and design, as well as the study area, target population, sample size, and sampling techniques. Additionally, it discusses the methods for data collection, considerations of validity and reliability, data analysis procedures, and logistical and ethical factors.

#### **3.2 Research Paradigm**

This study adopted the pragmatic paradigm. This paradigm balances both positivist and interpretivist paradigms (Tanlaka, Ewashen, and King-Shier, 2019). According to Tanlaka *et al.*, (2019), the positivist research paradigm employs experimental and quasi-experimental methodologies where data are collected in a form of numbers (quantitative); and the interpretivist research paradigm collects data qualitatively through various methods where the researcher probes into thoughts, values, prejudices, perceptions, views, feelings and perspectives of the interviewees.

According to the Canadian Institutes of Health Research (2019), pragmatic paradigm has several benefits. It allows a researcher to choose either quantitative or qualitative approach when conducting a study (CIHR, 2019). By using multiple approaches, it enables the researcher to examine a problem from multiple angles, thereby reducing the inherent bias of using only a single approach (CIHR, 2019). Despite its benefits and strengths, pragmatic research paradigm has its limitations too. Reed (2018) argued that, it promotes relativism and it is too costly. In spite of having some

limitations, the researcher decided to employ this research paradigm because it allowed the researcher to use both qualitative and quantitative approaches in this study.

### **3.3 Research Approach**

This research utilised a mixed-methods strategy. This strategy was chosen due to its adaptability in rectifying mistakes and reducing bias. Furthermore, the limitations of one method were compensated for by the advantages of another (Hoque, Kenayathulla, Subramaniam, & Islam, 2020). With this approach, the participants were in a situation to describe their everyday experiences (Hoque, *et al.*, 2020) relating to the contributions of relocated public secondary school teachers to the academic performance of public primary schools in Bukoba municipality, Kagera, Tanzania.

### **3.4 Research Design**

This study adopted an explanatory sequential design. According to Molina-Azorin, *et al.*, (2018), an explanatory sequential design involves initially gathering and analysing quantitative data, which is subsequently followed by the collection of qualitative data. This research methodology was chosen because the characteristics of the quantitative participants informed the purposeful sampling for the qualitative phase (Demir & Pismek, 2018) concerning the connection between teacher availability and students' academic performance, challenges likely to be encountered by the relocated teachers which affect their teaching morale and challenges likely to be encountered by the school administration in respect of relocated teachers in public primary schools in Bukoba municipality.

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

This study was carried in Bukoba municipality. According to the United Republic of Tanzania (2022), this area consists of 44 primary schools (25 public primary schools while 19 being private owned). The researcher selected this area because it is among the districts/municipals in which public secondary school teachers were relocated to public primary schools. On the other hand, little was known about their contributions to the academic performance of public primary schools in Bukoba municipality. This situation sensitised the researcher to carry out this study.

### **3.6 Targeted Population**

The targeted population for this study were all 25 head teachers (HTs) and all relocated teachers (RTs) in all public primary schools in Bukoba municipality. According to the personal communication with the Bukoba Municipal Primary School Education Office (2025), public primary schools were relocated with 50 Arts' teachers from public secondary schools. Head teachers were selected for their being supervisors and who could be in the position to avail information regarding the relocated teachers' availability on students' academic performance. They also shared with the researcher on the challenges they were likely to encounter in respect of relocated teachers.

Relocated teachers were selected to answer questions pertaining to the relationship between the availability of teachers and students' academic performance, and the challenges they were likely to encounter which affected their teaching morale in public primary schools in Bukoba municipality.

### 3.7 Sample Size and Sampling Techniques

#### 3.7.1 Sample Size

A sample of 71 respondents participated in the study. It included 21 head teachers and 50 relocated teachers. Table 3.1 summarises the total sample size of this study.

**Table 3.1: Distribution of Respondents (n=71)**

Respondents' Category	Sample Size	Percentage (%)	Sampling Technique
Head Teachers (HTs)	21	29.6	Purposive Sampling
Relocated Teachers (RTs)	50	70.4	Purposive Sampling
Total	71	100.0	

**Source:** The researcher (2025).

#### 3.7.2 Sampling Techniques

This study used purposive sampling technique.

##### 3.7.2.1 Purposive Sampling Technique

This technique was used to select 21 HTs and 50 RTs. According to personal communication with the Bukoba Municipal Primary School Education Office (2025), there were only 21 public primary schools which were relocated with 50 teachers from public secondary schools. Due to this fact, the researcher purposively selected all head teachers who received relocated teachers from public secondary schools in Bukoba municipality and all 50 relocated teachers because they were availed with the information intended to be investigated in this study. All 21 HTs and 50 RTs were selected because the number was manageable, finite and it was possible to measure every entity in the population (Lakens, 2022).

#### 3.7.3 Relocated Teachers in Public Primary Schools

Table 3.2 presents the distribution of 50 teachers who were relocated in each public primary school in Bukoba municipality.

**Table 3.2: Distribution of Relocated Teachers (n=50)**

S/N	Public Primary School	Relocated Teachers
1.	Ihungo	-
2.	Kashai	-
3.	Tumaini	2
4.	Kashenge	-
5.	Nshambya	-
6.	Byabato	1
7.	Rumuli	2
8.	Tumaini	2
9.	Zamzam	2
10.	Bilele	3
11.	Kashabo	3
12.	Kahororo	2
13.	Mugeza Mseto	2
14.	Mugeza Viziwi	2
15.	Kibeta	2
16.	Rwemishasha A	3
17.	Rwemishasha B	3
18.	Bugambakamo	3
19.	Kyakailabwa	2
20.	Mafumbo	2
21.	Buyekera	3
22.	Rwamishenye	2
23.	Kitendagulo	3
24.	Bunena	2
25.	Nyamukazi	3
Total		50

**Source:** Bukoba Municipal Primary School Education Office (2025).

### 3.8 Data Collection Methods

Questionnaires, interviews and documentary review were employed for data collection under the study.

#### 3.8.1 Questionnaires

This method helped to gather quantitative data from the research participants (RTs), structured questions were administered to a sample of 50 individuals. The participants were instructed to select their responses using a Likert rating scale. In each subsection, they were required to indicate their choice by marking a single item

with a tick (✓). This rating scale comprised of five options: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree. The utilisation of this five-point Likert scale was chosen because the researcher aimed to capture opinions and experiences related to how the availability of relocated teachers impacts students' academic performance; and the challenges teachers' faced which affected their teaching morale in Bukoba municipality. Due to the quantitative nature of the study, the questionnaires were adopted from various literature and studies. This method was employed because it helped to collect information from a large group of people and in a very short time (Etikan & Bala, 2017).

### **3.8.2 Interviews**

The semi-structured interview facilitated the collection of qualitative data from the head teachers. The perspectives of the participants were documented using a notebook and an audio recorder, with the session lasting just 45 minutes. These tools were chosen because they enabled the researcher to obtain more comprehensive information (Ruslin, Rasak, Alhabsyi, & Syam, 2022) which questionnaires could not offer. Kiswahili language was used because it is a language commonly used by Tanzanians.

### **3.8.3 Documentary Reviews**

This study also used documentary review. According to Regina-de-Andrade, Schmitt, Storck, Piccoli, & Ruoff (2018), documentary review is a procedure which deals with the identifying, verifying and considering documents related to the object investigated. In this case, the researcher made reviews on the documents concerning students' academic performances from NECTA/PSLE results for 6 years (2018-

2023).

### **3.9 Validity and Reliability of Research Instruments**

#### **3.9.1 Validity**

The validity of the instruments was established by the use of face validity where several experts like supervisor, researcher's fellow students, academicians were consulted by the researcher. Furthermore, piloting was also used. The insights provided by these specialists aided the researcher in refining the tools prior to the actual data collection phase (Mohajan, 2017). Qualitative data were evaluated based on criteria such as credibility, transferability, dependability, and confirmability (Denzin & Lincoln, 2018). For this reason, a pilot study of 36 participants (4 HTs and 32 normal teachers) was conducted from 4 public primary schools. These schools were Ihungu, Kashenge, Nshambya and Kashai, all in Bukoba municipality. The pilot respondents were not included in this study. The collected data from the pilot study were used to improve the instruments appropriately.

#### **3.9.2 Reliability**

A preliminary study allowed the researcher to evaluate the reliability of the measurement tools by employing Cronbach's Alpha coefficient. Schrepp (2020) states that, a scale with a Cronbach's Alpha of .70 or higher is regarded as satisfactory and acceptable.

#### **3.9.3 Reliability Scale Results**

In this research, the internal consistencies of three independent variables and one dependent variable were evaluated using Cronbach's Alpha. The Cronbach's Alpha

for the availability of teachers, assessed through 5 items, was .964, indicating a very good and acceptable level of consistency. For the challenges that relocated teachers may face which impact their teaching morale, measured with 6 items, the Cronbach's Alpha was .969, also reflecting a very good and acceptable level. The Cronbach's Alpha for the challenges likely faced by school administration concerning relocated teachers, based on 6 items, was .829, which is considered good and acceptable. Lastly, the academic performance indicators of students, evaluated with 5 items, yielded a Cronbach's Alpha of .963, signifying a very good and acceptable level.

**Table 3.3: Reliability Scale Results**

S/N	Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	No. of Items	Strength of Association
1.	ATSAP	.964	.964	5	Very good and acceptable
2.	CERT	.882	.892	5	Good and acceptable
3.	CESA	.969	.969	6	Very good and acceptable
4.	SAPI	.963	.963	5	Very good and acceptable

ATSAP=Availability of Teachers on Students' Academic Performance, CERT =Challenges Encountered by Relocated Teachers, CESA=Challenges Encountered by the School Administration, SAPI=Students' Academic Performance Indicators

**Source:** Data Analysis (2025).

Reliability for qualitative data from interviews were ensured through replicability of audio recordings and full transcriptions in the note book (Maguire & Delahunt, 2017).

### 3.10 Data Analysis

The quantitative data were examined through descriptive statistics, including mean scores and standard deviations, alongside simple linear regression analysis



conducted using version 28.0 of the Statistical Package for Social Sciences (SPSS). The mean scores were favored as they reflected individual responses, while the standard deviations illustrated the extent to which each individual's responses varied from the mean. The simple linear regression analysis was performed to illustrate the correlation between teacher availability and student academic performance. Qualitative data obtained from semi-structured interviews were analysed thematically and presented using direct quotations. narrations (Daniel, 2016). The participants' responses which were answered in Kiswahili were analysed and presented in English.

### **3.11 Ethical Issues and Considerations**

Before collecting data, the researcher first sought for the clearance and permission letters from the Directorate of Post-Graduate Studies (DPGS) of the Open University of Tanzania and the Bukoba Municipal Director. Thereafter, the researcher visited the schools, explained the purpose of study and asked for the participants' free consent. The participants were explained that, their confidentiality were to be maintained.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter discusses the findings from the study that investigated about the contributions of relocated public secondary school teachers to the academic performance of public primary schools in Bukoba municipality from 2018 to 2023. The results were organised into: the availability of teachers on students' academic performance, challenges likely to be encountered by the relocated teachers which affect their teaching morale and challenges likely to be encountered by the school administration in respect of relocated teachers.

In this study, questionnaires were distributed to 50 respondents and the same were completed and returned. The response rate was 100 percent capable for statistical analysis. According to Akram *et al.*, (2023), a response rate of more than 70 percent is considered an excellent one. This response rate of 100 percent was considered excellent for providing information for the analysis and developing conclusion. Where the mean scores and standard deviations were used, the interpretation scale was as follows: 1.00–2.59 disagree, 2.60–3.39 undecided and 3.40–5.00 agree.

#### **4.2 Availability of Relocated Teachers and Students' Academic Performance**

The first specific objective of the current study examined the availability of relocated teachers on students' academic performance in public primary schools. Data analysis was carried out using descriptive statistics. The findings are summarised in Table 4.1.

**Table 4.1: The Results for the Availability of Relocated Teachers on Students' Academic Performance**

Responses	N	Mean	Std. Deviation
Availability of teachers will enhance high student's academic performance in their examinations	50	3.92	1.259
Availability of teachers will help students to develop high writing skills	50	3.86	1.262
Adequate teachers will help learners to develop high reading skills	50	3.82	1.289
Availability of teachers lessens teaching workload	50	3.72	1.294
Reduced workload will help teachers to effectively mark students' homework and exercises	50	3.54	1.313
Valid N (listwise)	50		

**Source:** Data analysis (2025).

The findings in Table 4.1 show that, most relocated teachers agreed that, their availability would enhance high student's academic performance in their examinations (M=3.92, SD=1.259). Qualitative data from interviews with head teachers indicated a similar understanding. Most HTs considered that, the availability of teachers fosters improved students' academic performance not only in the national examinations but also internal ones. For instance, one of the HTs noted:

*“Generally speaking, availability of teachers improves students' academic performance in all internal and external examinations...”*  
(HT-1, 21 May, 2024, 8.30 A.M).

Furthermore, quantitative data show that, availability of relocated teachers would help students to develop high writing and reading skills (M=3.86, SD=1.262) and (M=3.82, SD=1.289) respectively. Additionally, they also agreed that, availability of teachers lessened teaching workload (M=3.72, SD=1.294) and the reduced workload would help them to effectively mark students' homework and exercises (M=3.54, SD=1.313). These observations align with those of the interviews from the HTs who

opined that, the relocated teachers from public secondary schools reduce the previous teachers' workload. One of the HTs commented:

*“At my school, there was a scarcity of teachers who could teach students arithmetic skills; but the two transferred teachers helped to relieve the burden from the previous teachers....”* (HT-3, 21 May, 2024, 01:30, P.M).

Another HTs noted:

*“At my school, I got a teacher from secondary school who was very good at teaching reading and writing skills than before. Students now a days have good handwriting and can read proficiently.....”* (HT-2, 21 May, 2024, 9.00 A.M).

Additionally, the researcher performed a linear regression analysis to ascertain a statistical relationship between the availability of teachers and students' academic performance in Bukoba municipality. The out results were as presented below:-

#### **4.2.1 Simple Linear Regression Analysis**

Under this study, simple linear linear regression analysis was computed aimed at showing the effect of the predictor on dependent variable. The output results are presented below.

##### **4.2.1.1 Model Summary**

Table 4.2 presents the model summary showing the influence of the independent variable on dependent variable. The output findings show that, the R value was 0.936 equivalent to 93.6%. This implied that, there was a strong relationship between the studied variables. Additionally, the output shows that, the R square was 0.876 which explained that, the independent variable explained 87.6% of the variation in students' academic performance. The unexplained 12.4% variance was a

result of other variables not in the model. The adjusted R square was 0.873 equivalent to 87.3% implying that, the change in students' academic performance was influenced by the change in the availability of teachers.

**Table 4.2: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.936 <sup>a</sup>	.876	.873	.444	.876	339.341	1	48	.000

a. Predictors: (Constant), Availability of Relocated Teachers

b. Dependent Variable: Students' Academic Performance

**Source:** Data analysis (2025).

#### 4.2.2.2 Regression coefficients

The output results in Table 4.3 revealed that, relocated teachers' availability has a statistically positive and significant relationship with students' academic performance in public primary schools in Bukoba municipality ( $X_1 = 0.936$ ,  $p = 0.000 < 0.05$ ). Furthermore, the findings indicated that, a change of one unit in the availability of relocated teachers, would lead to an increase of 0.936 in students' academic performance in Bukoba municipality if other factors were held constant.

**Table 4.3: Regression Coefficients**

Model	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	-.425	.209		-2.033	.048
Availability of Teachers	.975	.053	.936	18.421	.000

a. Dependent Variable: Students' Academic Performance

**Source:** Data analysis (2025).

### 4.3 Challenges Encountered by the Relocated Teachers on their Teaching Morale

The second specific objective of the study identified challenges encountered by the relocated teachers which affected their teaching morale. Data analysis was carried out using descriptive statistics. Table 4.4 summarises the challenges encountered by the relocated teachers which affected their teaching morale.

**Table 4.4: Results for the Challenges Encountered by the Relocated Teachers**

Responses	N	Mean	Std. Deviation
They are unhappy because they have negative attitude of teaching in primary schools	50	3.84	1.218
They are faced with delayed transfer allowances	50	3.74	1.242
They faced with disruption because of they live away from their families	50	3.62	1.338
They are faced with lack of cooperation from their fellow teachers	50	2.50	1.474
They are faced with lack of cooperation from the school administration	50	2.46	1.487
Valid N (listwise)	50		

**Source:** Data analysis (2025).

In regard to the challenges encountered by the relocated teachers and which affected their teaching morale, quantitative data in Table 4.4 shows that, they experienced negative attitude of teaching in primary schools ( $M=3.84$ ,  $SD=1.218$ ). During the interview sessions, some HTs noted that, some relocated teachers from public secondary schools had negative attitude of teaching in public primary schools because they thought they demoralised and degraded. One of HTs noted:

*“One of the teachers at my school is always lamenting that, he is not supposed to teach primary school students because he has a Master degree in computer science, the degree which is not regarded or utilised by the authority. He blames that, he was degraded..”* (HT-4, 21 May, 2024, 2.05 P.M).

Quantitative data from the current study showed that, relocated teachers faced delayed transfer allowances ( $M=3.74$ ,  $SD=1.242$ ) and they were disrupted because of living away from their families ( $M=3.62$ ,  $SD=1.338$ ). Through interview sessions,

some of the HTs opined that, some teachers are demotivated because since they have transferred some of them had not been paid their transfer payments and they are living away from their families the situation which discourages them. This observation is supported by one of HTs who noted:

*“At my school, there is a teacher who has been lamenting that, she had never been paid her disturbance or subsistence allowances to date. She is married but she never leaves with her husband because her inmate is also a civil servant. She always blames her authority for forced transfer.....”* (HT-5, 23 May, 2024, 8.05 A.M).

A similar finding was observed from another HT. She commented:

*“At my school, there is one female teacher who always laments that, the forced transfer separated her with her family and the burden of nouturing children has remained hers instead of of both spouses....She never felt happy.”* (HT-6, 24 May, 2024, 8.15 A.M).

#### 4.4 Challenges by the School Administration due to Relocated Teachers

The last specific objective of the study investigated the challenges faced by the school administration in respect of the relocated teachers. The quantitative data from the relocated teachers’ descriptive statistics regarding this aspect are summarised in Table 4.5.

**Table 4.5: Results for the Challenges Encountered by the School Administration**

Responses	N	Mean	Std. Deviation
Some come late to school	50	3.72	1.262
Some are reluctant to teach according to the school time-table	50	3.64	1.352
Some are truants	50	3.62	1.276
Some show disrespect to the school administration	50	3.52	1.266
Some refuse to give feedback on students’ work on time	50	3.52	1.266
Some terminate their employment contracts	50	2.48	1.297
Valid N (listwise)	50		

**Source:** Data analysis (2025)

The results in Table 4.5 indicated that, the school administration encountered several challenges in respect of relocated teachers. Quantitative data showed that, some relocated teachers came late school ( $M=3.72$ ,  $SD=1.262$ ), became reluctant to teach according to the school time-table ( $M=3.64$ ,  $SD=1.352$ ) and some were truants ( $M=3.62$ ,  $SD=1.276$ ). These findings were also supported by the data from interview sessions. For instance, one HT commented:

*“At the school I am supervising, the relocated two teachers are so reluctant. They do not teach according to the time or give provide sufficient exercises to students. When you ask them why they do so, they say they don’t feel comfortable to teach primary school students....”* (HT-7, 24 May, 2024, 1.15 P.M).

Also, the results from the proposed study show that, some of them showed disrespect to the school administration ( $M=3.52$ ,  $SD=1.266$ ) and some refused to give feedback on students’ work on time ( $M=3.52$ ,  $SD=1.266$ ). This finding is in line with the observations from the interviews with the HTs when one noted that:

*“At my school, most teachers are diploma holders. One of the relocated has been dispising and disrespecting all of us because he is a master degree holder...”* (HT-8, 24 May, 2024, 2.0 P.M).

#### 4.5 Contributions of Relocated Teachers on Students’ Academic Performance

This study set several indicators which indicated the contributions of relocated public secondary school teachers to the academic performance in Bukoba municipality from 2018 to 2023.

**Table 4.6: Results for the Contributions of Relocated Teachers**

Responses	N	Mean	Std. Deviation
Students excelled in national examinations	50	3.58	1.326
Students acquired counting skills	50	3.52	1.328
Students excelled in their internal examinations	50	3.48	1.446
Students excelled in their homework and exercises	50	3.40	1.294
All students competed with their Primary School Leaving Education	50	2.28	1.294
Valid N (listwise)	50		

**Source:** Data Analysis (2024)



Quantitative data in Table 4.6 indicate that, students excelled in their national examinations ( $M=3.58$ ,  $SD=1.326$ ) and the same acquired counting skills ( $M=3.52$ ,  $SD=1.328$ ). They also agreed that, students excelled in their internal examinations ( $M=3.48$ ,  $SD=1.446$ ) and in their homework and exercises ( $M=3.40$ ,  $SD=1.294$ ). These observations concur with those some HTs when they were interviewed at different times. They agreed that, availability of teachers improves students' academic performance because their availability reduces teaching workload as one of the HTs opined.

*“.....the two relocated teachers helped to improve students' academic performance in all internal examinations...”* (HT-9, 27 May, 2024, 8.30 A.M).

Another HT commented:

*“At my school, the relocated teacher is very good at teaching reading skills among students. She is using songs and the classes she is teaching are 'talking classes'.....”* (HT-10, 29 May, 2024, 01: 30, P.M).

## **4.6 Discussion**

The discussion bases on the generated information from data analysis by comparing or contrasting with the previous related studies. By doing so, it helps to give a deep understanding of the contributions of relocated public secondary school teachers to the academic performance of public primary schools.

### **4.6.1 Availability of Relocated Teachers and Students' Academic Performance**

Both quantitative and qualitative results established that, the availability of relocated teachers enhanced high student's academic performance in their examinations. This observation concurs with those of Castro (2023), Karim and Zoker (2023), Tembo

(2022) and Dijkslag (2019) who reported that, shortage of teachers had negative effects on the quality of instructions, students' test scores and students' academic performance. Additionally, findings indicated that, their availability helped students to develop high writing and reading skills.

Furthermore, they also agreed that, availability of teachers lessened teaching workload and the reduced workload would help them to effectively mark students' homework and exercises. These observations resemble those of Angote *et al.*, (2023), and Charles and Mkulu (2020) who reported that, the availability of teachers reduced teaching workload which helped them to effectively mark students' exercises; furthermore, teachers' availability lessens students' absenteeism improves and students' academic performances. Furthermore, through simple linear regression analysis, the findings established that, the availability of teachers positively and significantly related with the students' academic performance. This finding aligns with that of Musyoka *et al.*, (2018) who informed that, teacher adequacy in schools positively and significantly related with students' academic achievements. This is also supported by Ihuoma *et al.*, (2022) who informed that, teachers' supply positively and significantly inter-related with the students' academic achievements in schools.

However, relocated teachers disagreed that, they faced lack of cooperation from their fellow teachers or from the school administration. These findings differ to those of Baxter and Ehren (2023), and Feyisa and Edosa (2023) who observed that, transferred teachers showed mistrust with principals, poor communication among their fellow teachers and the school administration.

#### **4.6.2 Challenges Affecting the Teaching Morale of the Relocated Teachers**

Both quantitative and qualitative findings showed that, relocated teachers experienced negative attitude by teaching in primary schools, this observation resembles that of Nkengbeza *et al.*, (2022) who reported that, relocated teachers lacked necessary skills and training in technology while teaching English, the situation that demotivated them. This is also supported by Baruani (2020) who reported that, relocated teachers thought that, they were demoralized when they were transferred to public primary schools the situation which led to the decline of their teaching morale and commitments.

Hassan, *et al.*, (2020) also supported that, the relocated teachers had negative attitudes towards the Islamic university primary school and some of them sought a second transfer immediately they were relocated to that school, hence affecting students' learning. Furthermore, quantitative data showed that, relocated teachers faced delayed transfer allowances. This finding is in line with that of Wanjala (2019) who informed that, relocated teachers were unhappy because there were delays in approving their allowances which decreased their teaching morale. Quantitative findings from the proposed study also showed that, relocated teachers were disrupted because of living away from their families.

This finding resembles that of Elacqua and Rosa (2023) who observed that, transferred teachers encountered long distances from their homes to the schools they were transferred to, the situation which negatively affected their working morale. This is also supported by Kazak (2021) who also reported that, relocated teachers were challenged with difficulties in adapting to new schools and unhappy because

they were separated with their families. Additionally, Dickens and Bronney (2023) also observed that, transferred teachers from secondary schools to primary schools experienced long distances from their residences to the workplaces. This situation interfered with their participation in school activities, hated the teaching profession for failure to adopting new environments and were worried of their families which were left behind.

#### **4.6.3 Challenges Affecting the School Administration due to Relocated Teachers**

Both quantitative and qualitative data showed that, some relocated teachers came late school, truants and became reluctant to teach according to the school time-table. These observations resemble with those of Wijayatunga (2018) who asserted that, relocated teachers created prolonged sickness, truancy and absenteeism. Additionally, Chiwamba and Kigobe (2022) reported that, some transferred teachers were resistant to supervisory activities, missed their regular teaching routine and had poor communication skills among teachers. Also, the results of the proposed study indicated that, some relocated teachers showed disrespect to the school administration and some refused to give feedback on students' work on time. This observation resembles that of Ekeh and Ramsaroop (2022) who posited that, transferred teachers did not enhance quality teaching, showed low teaching morale and low learner motivation.

However, relocated teachers denied that, they terminated their employment contracts. This finding is contrary to the observations of Wijayatunga (2018) who informed that, involuntary relocated teachers terminated their teaching contracts and left their profession.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter provides the summary of the study, major key findings, conclusions, recommendations and limitations of the study.

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

The main objective of this study was to assess the contributions of relocated public secondary school teachers to the academic performance of public primary schools from in Tanzania from 2018 to 2023. The study consisted of three specific objectives which were to be achieved. These were to: examine the availability of relocated teachers on students' academic performance, identify challenges likely to be encountered by the relocated teachers which affect their teaching morale and investigate challenges likely to be encountered by the school administration in respect of relocated teachers in public primary schools in Bukoba municipality.

These specific objectives of this study were achieved by the use of a mixed-methods approach in conjunction with an explanatory sequential design. The study had a sample size of 71 (50 relocated teachers and 21 head teachers). The sample of this study was selected through purposive sampling technique. The mean scores and standard deviations were used to analyse quantitative data whereas thematic analysis was used for qualitative data.

##### **5.2.1 Major Key Findings of the Study**

###### **5.2.1.1 Availability of Relocated Teachers and Students' Academic Performance**

Findings from both quantitative and qualitative data revealed that, there was a

statistical positive and significant relationship between the availability of teachers and students' academic performance. This is why they enhanced high student's academic performance in their examinations, helped students to develop high writing and reading skills. Furthermore, findings showed that, availability of teachers lessened their teaching workload which later helped to effectively mark students' homework and exercises.

#### **5.2.1.2 Challenges Affecting Teaching Morale of the Relocated Teachers**

Both quantitative and qualitative findings revealed that, relocated teachers encountered some challenges at the schools they were allocated. They had negative attitude of teaching in primary schools, faced delayed transfer allowances and disruption because of they living away from their families.

#### **5.2.1.3 Challenges Affecting the School Administration due to Relocated Teachers**

Both quantitative and qualitative data indicated that, the school administration experienced several challenges from relocated teachers. These included lateness to school, reluctance to teach according to the school time-table and regular truancy. Other challenges included disrespect to the school administration and failure to give feedback on students' work on time.

### **5.3 Conclusions**

Based on the findings and discussion, this study concludes that:

- i. Availability of relocated teachers enhanced high student's academic performance in their examinations and helped students to develop high

writing and reading skills. Furthermore, the availability of teachers lessened their teaching workload.

- ii. Relocated teachers were challenged with negative attitude of teaching in primary schools, delayed transfer allowances and living away from their families.
- iii. The school administration faced challenges due to the relocated teachers such as lateness to school, reluctance to teach according to the school time-table, regular truancy, disrespect to the school administration and failure to give feedback on students' work.

#### **5.4 Recommendations**

The recommendations are based on policy, practice and further studies.

##### **5.4.1 Recommendation for Policy**

The central government is recommended in her national education policy in public primary schools to make sure that, all schools have adequate and trained teachers instead of relocating them. This is because the findings have revealed that, relocated teachers develop negative attitude of teaching in primary schools which later decreases their working morale. They also become reluctant to teach according to the school time-table, show disrespect to the school administration and fail to give feedback on students' work on time.

##### **5.4.2 Recommendations for Practice**

The regional administration and local government authorities should ensure that, all required teachers are adequate in public primary schools. This is because, their

availability enhances high student's academic performance in their examinations, helps students to develop high writing and reading skills and lessens their teaching workload.

#### **5.4.3 Recommendations for Further Studies**

The study is about the contributions of relocated public secondary school teachers to the academic performance of public primary schools in Bukoba municipality from 2018-2023. It is advised that, a similar study should also be carried in other remaining districts or municipals so as to get a deep understanding of the phenomenon. Furthermore, it is advised that, a quantitative study can be carried to capture larger sample and broad area of investigation.

#### **5.5 Limitations of the Study**

The study used interviews to gather data from head teachers. One of the barriers was the use of English language as most participants were not comfortable with it. The researcher mitigated this challenge by conducting interviews in Kiswahili language which helped to gather relevant information for this study. Conversely, some head teachers were not cooperative to avail useful information to the researcher for fearing to be victimised by their supervisors. The researcher ensured them that, the information they provided was only meant for the study purposes and not otherwise. In this study, questionnaires were used to gather quantitative data from the relocated teachers. Some teachers were reluctant and failed to submit their responses according to the scheduled time-table. The researcher addressed this limitation by visiting and reminding them in their respective schools for the collection of the same.



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## APPENDICES

### Appendix 1: Questionnaire for Relocated Teachers

#### 1. Introduction

Dear respondent,

My name is **Richard Bwirukilo**, a student of the Open University of Tanzania. This questionnaire intends to collect empirical data of the study. Kindly, choose an item among the items in the table below and assign a tick [√]. Each item deserves a single choice.

#### 2. Questions

**2.1 Is there any significant relationship between the availability of teachers and students' academic performance in public primary schools in Bukoba municipality? ATSAP**

**KEY:** Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Response(s)				
S/N	Item	5	4	3	2	1
1.	Availability of teachers will help students to know how to write well					
2.	Adequate teachers will help learners to know how to read well					
3.	Availability of teachers will help students to excel in their homework and exercises					
4.	Availability of teachers will enhance high student's academic performance in their mock examinations					
5.	Availability of teachers lessens teaching workload					

**2.2 Which challenges are likely to be encountered by the relocated teachers and which affect their teaching morale in public primary schools in Bukoba municipality?**

**KEY:** Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Response(s)				
S/N	Item	5	4	3	2	1
1.	They faced with disruption because of they live away from their families					
2.	They are faced with delayed transfer allowances					
3.	They are faced with lack of cooperation from their fellow teachers					
4.	They are faced with lack of cooperation from the school administration					
5.	They are unhappy because they have negative attitude in teaching primary schools					

**2.3 Which challenges are likely to be faced by the school administration in respect of relocated teachers in public primary schools in Bukoba municipality?**

**KEY:** Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		<b>Response(s)</b>				
<b>S/N</b>	<b>Item</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	They terminate their employment contracts					
2.	They become truants					
3.	They show disrespect to the school administration					
4.	Lateness to school					
5.	Reluctant to teach according to the school time-table					
6.	Refuse to give feedback on students' work on time					

**2.4 What do you think are student's academic indicators due to the availability of teachers in public primary schools in Bukoba municipality?**

**KEY:** Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		<b>Response(s)</b>				
<b>S/N</b>	<b>Item</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Students will know how to count well					
2.	Students will excel in their homework and exercises					
3.	Students will excel in their internal examinations					
4.	Students will excel in their national examinations					
5.	Students will compete with their fellows in other schools					

Thank you for your time

**Appendix 2: Interview Guide for Head Teachers**

**Research:** Contributions of relocated public secondary school teachers to the academic performance of public primary schools in Bukoba municipality from 2018-2023.

**Interview guide: Sample questions**

1. In your own experience, is there any impact between the availability of teachers and students' academic performance Bukoba municipality? If YES, how? If NO, why?
2. Which challenges do you think affect relocated teachers' teaching morale in public primary schools in Bukoba municipality?
3. You as a leader, which challenges do you encounter in respect of relocated teachers?
4. Is there anything you would like to share with me pertaining to headship position at your school?

Thank you for your time

## Appendix 2: Research Clearance Letters



THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
**THE OPEN UNIVERSITY OF TANZANIA**



Ref. No OUT/PG201800479

8<sup>th</sup> May, 2024

Municipal Director,  
Bukoba Municipal Council,  
P.O.Box 284,  
KAGERA.

Dear Director,

**RE: RESEARCH CLEARANCE FOR MR. RICHARD BWIRUKILO, REG  
NO: PG201800479**

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

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Richard Bwirukilo, Reg. No: PG201800479), pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We hereby grant this clearance to conduct a research titled “Contributions of Relocated Public Secondary School Teachers to the Academic Performance of Public Primary Schools in Bukoba

Municipality from 2018-2023”. He will collect her data at your area from 9<sup>th</sup> May to 30<sup>th</sup> June 2024.

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

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Gwahula Raphael Kimamala

For: VICE CHANCELLOR





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



**BUKOB MUNICIPAL COUNCIL**

*(All Correspondences should be directed to the Municipal Director)*

Ref. No. BMC/E.10/19/VOL.XXX/120

31/05/2024

**TO WHOM IT MAY CONCERN**

**RE: RESEARCH PERMIT FOR MR. RICHARD BWIRUKILO PG201800479**

The above heading refers.

2. I hereby introduce to you the above named an apprentice from Open University of Tanzania who is intending to collect data for conducting a research titled **"Contribution of Relocated Public Secondary School Teachers to the Academic Performance of Public Primary Schools in Bukoba Municipality from 2018 - 2023"**. A case of Bukoba Municipal Council.
3. The permit validity until **30/06/2024**.
4. Please accord him any necessary assistance he may need from you.

Yours sincerely,

Humphrey S. Mbise  
For: MUNICIPAL DIRECTOR  
BUKOB MUNICIPAL COUNCIL

CC. Vice Chancellor,  
The Open University of Tanzania,  
Kinondoni Bafra, Kilwa Road;  
P.O. BOX 23409,  
Dar es Salaam

