

**FACTORS INFLUENCING TEACHER ATTRITION IN TANZANIA:  
A CASE OF PUBLIC SECONDARY SCHOOLS IN KILIMANJARO  
AND MANYARA REGIONS**

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**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY OF MOSHI CO-OPERATIVE  
UNIVERSITY, TANZANIA**

## EXTENDED ABSTRACT

Teacher attrition has attracted many educational practitioners and stakeholders to find mechanism on how best it can be controlled. It takes place when teachers leave the teaching career to take up other jobs and negatively impacts the quality of learning. This study assessed the factors which influence teacher attrition in Tanzania basing on evidence from public secondary schools of Kilimanjaro and Manyara Regions. The specific objectives of the study were to examine: the influence of teachers' education qualification on teacher attrition, the influence of teachers' indiscipline on teacher attrition, the influence of heads of schools leadership styles on teacher attrition and the influence of teachers' working environment on teacher attrition. The study was based on Maslow's theory, Herzberg's two-factor theory McGregor's theory X and Y, Contingency theory and Bronfenbrenner's social-ecological theory. The study adopted cross sectional research design and was guided by mixed approaches. A sample size of 140 respondents was selected and comprised 70 in-service teachers and 70 teachers who had left teaching and eight key informants from Northern Zonal Educational Quality Assurance officers of Kilimanjaro and Manyara Regions. The study adopted simple random sampling and Snow Ball sampling for in-service teachers and for those who had left teaching respectively. The instrument for data collection involved questionnaire and face to face interviews. Data was analysed using thematic analysis for qualitative data and descriptive statistics, index summated scale, and binary logistic regression analysis for quantitative data under the aid of Statistical Package of Social Sciences. On the influence of teacher's education qualification on teacher attrition the findings on omnibus test model of coefficient indicated a statistical significance ( $P < 0.05$ ) with a Chi square 54.899. On the influence of teacher training entry qualifications on teacher attrition the finding proved with Hosmer and Lemeshow test with Chi square of 7.784 that it leads into

teacher attrition with slightly statistically significant ( $P < 0.05$ ). On the influence of teachers' indiscipline on teacher attrition, the findings revealed that, 57.1% of the respondents reported as a factor for attrition. On the influence of heads of schools poor leadership styles on teacher attrition, inferential analysis using binary logistic regression indicated statistically significant ( $P < 0.05$ ). Lastly, on the influence of teachers' working environment on teacher attrition, the finding showed that the extent of prevalence of teacher working and living conditions as a factors for attrition has a mean score of 9.1 (56.9%), and 5.4 (54.4%) which indicated a statistical significance ( $P < 0.05$ ) respectively. The study concludes that teacher attrition in public secondary schools in Tanzania is exacerbated by teacher education qualification, teacher training entry qualification, teacher's indiscipline, heads of schools poor leadership styles and teachers working environment by overall percentage correct of 80. The study recommends to the President's Office Regional Administrative and Local Government (PORALG) to set standard procedures for employment qualifications for all teachers. Policy makers on education should assure that staff pursuing further education should show in their contracts requirement that teachers be at their working station for a specified number of years after finishing their studies. Government should improve to equip Teacher Service Commission (TSC) with all necessary inputs for quality education. Heads of schools should avoid the use of autocratic style of leadership in managing teaching staff and Heads of school designation should be advertized and qualified academicians should apply for the positions followed by interviews. Policy decision of paying extra hours and teaching load allowances should be in place. On the issue of teachers working environment the study recommended to the President's Office Regional Administrative and Local Government and TSC to establish a transformed programme that has a base in Secondary Education Development Programme (SEDP) to be extended to deal with improving other variables of working and living conditions of teachers.

## DECLARATION

**1, RASHID ABDALLAH CHIKOYO**, do hereby declare to the Senate of Moshi Co-operative University that this thesis is my original work done within the period of registration and that it has neither been submitted nor being concurrently submitted in any other higher institution.

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## ACKNOWLEDGEMENTS

I would like to thank the Almighty God for giving me the strength and courage to continue with my studies when my son was in cardiac repair operation at Muhimbili National Hospital at Dar es Salaam. I would like to express my deep gratitude to my supervisors, Dr. Gabriel K. Nzalayaimisi and Dr. Godfrey G. Telli, who were there from the beginning of this study up to this final. Their professional guidance, constructive criticisms and enthusiastic support significantly contributed to making this study a success. I am grateful to my employer, Moshi Co-operative University (MoCU), for sponsoring and granting me a study leave which enabled me to have enough time to concentrate on my study. I thank heads of schools, zonal educational quality assurance officers and all my enumerators for their positive contributions when collecting data for this study.

Special thanks go to my beloved wife Christina Makundi, sons Jamil and Chicco, and my daughter Jamillah. Their love, moral support and prayers created a conducive psychological atmosphere, strength and encouragement for me to concentrate on my study. To you all I say thank you.

I am gratefully indebted to Mr. and Mrs. Hamis Chikoyo and Yasin Chikoyo, Mr. and Mrs. Bakari Baisi, Mrs. Maria Kambona, Mwanaidi Baisi, Sophia Baisi and Victoria Kambona who helped me stabilize psychologically in pursuing this study. It is also my pleasure to thank my friend Mr. Gratian Rwekaza for his undivided attention and unconditional love all the time of this study. Finally, I would like to thank my colleagues at the Department of Community and Rural Development at MoCU particularly and Head

of Department Dr. Cyril K. Komba who updated my data. However, I am responsible for any errors and shortfalls which may be found in this thesis.

## **DEDICATION**

I dedicate this thesis to my parents, relatives and family members particularly my father Mr. Abdallah Mtulla, my mother Salima Chikoyo, my uncle Yustin Kambona, my beloved wife Christina Makundi, my sons Jamil Rashid Chikoyo, Chicco Rashid Chikoyo and my daughter Jamillah Rashid Chikoyo.



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## LIST OF ABBREVIATIONS AND ACRONYMS

BA-Ed	Bachelor in Education
BBC	British Broadcasting Corporation
BEST	Basic Education Statistics
CSEE	Certificate in Secondary Education Examinations
DEO	District Education Officer
Dip-Ed	Diploma in Education
DSEO	District Secondary Education Officer
EFA	Education For All
ESDP	Education Sector Development Programme
GTCE	General Teaching Council for England
HE	<i>HakiElimu</i>
ILO	International Labour Organization
MA-Ed	Master in Education
MDGs	Millennium Development Goals
MKUKUTA	<i>Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania</i>
MoEVT	Ministry of Education and Vocational Training
NACTE	National Council for Technical Education
NCES	National Centre for Education Statistics
NHC	National Housing Corporation
NHIF	National Health Insurance Fund
NSSF	National Social Security Fund
PCE	Postgraduate Certificate in Education
PEDP	Primary Education Development Plan

PGD-Ed	Postgraduate Diploma in Education
PORALG	President's Office Regional Administration and Local Government
PSSSF	Public Service Social Security Fund
QTS	Qualified Teacher Status
SAPs	Structural Adjustment Programmes
SDGs	Sustainable Development Goals
SEDP	Secondary Education Development Plan
SEMP	Secondary Education Master Plan
SPSS	Statistical Package for Social Sciences
TCU	Tanzania Commission of Universities
TDMS	Teacher Development and Management Strategy
TGHS	Tanzania Government Health Operational Salary Scales
TGTS	Tanzania Government Teachers' Salary Scale
TSC	Teachers Service Commission
TSD	Teacher Service Department
TSR	Teacher-students' Ratio
TTU	Tanzania Teachers' Union
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
ZEQAO	Zonal Educational Quality Assurance Office

## CHAPTER ONE

### 1.0 FACTORS INFLUENCING TEACHER ATTRITION IN PUBLIC SECONDARY SCHOOLS IN TANZANIA

#### 1.1 Background to the Study

Teacher in the classroom is the main instrument for providing about qualitative improvement in learning. Teacher attrition in this study is a function of teacher education qualification, teachers' indiscipline, heads of schools leadership styles and teachers' working environment. This chapter presents the context of teacher attrition on the following sub sections: background information, problem statement, general and specific objectives, research questions, justification of the study, organisation of the thesis and limitations of the study.

Concerns and government cries over teacher attrition are reported widely as a global phenomenon (Santiago, 2010). For example even in the time of the great teacher Socrates and others of his time (Grazia and Sohn, 1964), George (2010) and URT (2015) and other studies in context reported attrition as an educational problem across the countries of the world. Countries at different times and levels of socio economic development experienced loss of teachers who were supposed to teach in respective public schools including secondary school level as a result of attrition. In this study attrition means all temporary and permanent loss of teachers due to quitting teaching by any reasons rather than normal retirement without replacement.

According to United Nations Educational Scientific, and Cultural Organization (2014) world statistics of teacher attrition shows that more than two-thirds of the world's

countries have severe teacher shortage which is accounted for by 7.9% teacher attrition rate. This makes a call for 10.3 million teachers to be recruited between 2007 and 2015 globally. Similarly, the United States of America had an annual attrition rate of 8.4 percent in public schools with more female teachers leaving teaching mainly to take care of their children and family responsibilities (Darling-Hammond and Sykes, 2013).

In Sub-Saharan Africa, rates of attrition varied from 3 to 10 percent arising from various reasons. Samples from some of the countries showed the following statistics: Gambia 3 percent, Eritrea 2 percent, Lesotho 10 percent, Liberia 6 percent, Malawi 10 percent, Zambia 9 percent, Tanzania 8 percent and Uganda 6 percent, to mention some of them. This caused loss of experienced teachers with the highest academic qualifications and expertise (George, 2010). A study conducted by Texas Educational Agency (2007) noted that, there is a great need to train and recruit close to 4 million teachers to replace teachers who leave the profession and to deliver quality education to students.

Teacher attrition is a problem facing public secondary schools which negatively impact on the quality of learning (Ronfeldt *et al.*, 2013), especially in classrooms that serve disadvantaged students in high income (Allen *et al.*, 2012) and more in low income countries (Pitsoe and Machaisa, 2012). The problem of teacher attrition in secondary schools cannot be separated with teacher shortage due to the fact that the shortages are not a result of too few teachers being recruited and trained but a result, to a significant extent, of a revolving door, through which secondary school teachers are departing the profession long before their retirement (Ingersoll and Smith, 2003; Kemilembe, 2004).

Tanzania, in early years of independence under Mwl. J. K. Nyerere, witnessed people especially students at schools highly motivated to pursue teaching profession as their

career. For that reason many secondary school graduates joined Teacher Training Colleges and became teachers especially in primary schools. Mushi (2011) and Galabawa (2007) show that during the 1960s and 1970s teacher-students ratio was 1:9. This situation was more improved when the country was implementing the United Nations Declaration on Human Rights on Education for All of 1948, which called for governments, Tanzania included, improving the ratio. Hence, the government in 1976 came up with the strategy known as Universal Primary Education (UPE) under which the government gave teaching license to standard seven leavers who had shown good performance in their studies while at school.

Thus, Galabawa (2007) noted that in the early 1980s teacher students' ratio reached 1:18, and the Tanzanian literacy rate reached 80%. However, in the 1990s and 2000s unevenly teacher students' ratio of 1:56 were witnessed in public secondary schools due to increased in the number of government schools from 828 in 2004 to 3,283 in 2009 most of which were built through community support in their wards and increase in enrolment of Form 1 to 4 from 432,599 in 2004 to 1, 466,402 in 2009 (249% increase) and enrolment of Form 5 and 6 from 31,001 in 2004 to 64,843 in 2009 (109% increase) which creates the challenges in demands of teachers, widen teacher-students ratio, heavy teaching workload, inadequate teaching-learning resources and teacher's housing in the whole country (MoEVT, 2010).

Tanzania Education and Training policy (2014) states that education policy on teacher: students' ratio shall be 1:40 for secondary schools. However, statistics show that, in 2009, 2010 and 2014 teacher: students' ratios reached 1:49, 1:46 and 1:43 respectively as an average national ratio. This ratio implies over crowded classroom which might be due

to shortage of teachers which might be influenced by teacher attrition among other reasons other than retirement, re-distribution of the available teachers to new community secondary schools, medical grounds and death.

Tanzania teacher attrition has been a problem; movement of teachers within and out of the profession is as old as the education system itself (Mgaya 2011; Mrema, 2007). According to Mgaya (2011) and (UNESCO, 2000) teacher attrition in secondary schools in Tanzania can be traced since before independence when the late Mwalimu Julius Kambarage Nyerere taught at Pugu secondary school for three years (1946-1949) and left the teaching profession to be a politician and later on became the first President of Tanganyika. During Arusha Declaration Policy of 1967 most of the private institutions were nationalized; that called for the needs of new employees due to the vacancy created by nationalizing major means of production owned by private institutions.

The new jobs commanded better terms and conditions of services and, in most cases, higher social status than teaching sector. Consequently, teachers left teaching for new jobs (Mulkeen *et al.*, 2007). At the same time, some trained teachers were needed to head other government administrative departments or offices. All these accelerated the problem of teacher attrition in secondary schools (Mgaya, 2011; Kemilembe, 2004).

According to Mgaya (2011), the decentralization policy of 1972 urged the government employees to work anywhere in the United Republic of Tanzania as a means of exercising more power and maximizing democratic participation in government by the masses and enhancing economic development throughout the regions and districts in the country. The implication of the policy resulted into teacher attrition in secondary schools where the number of teachers willingly or accepted other jobs not related to teaching.

Furthermore, the period of the World Bank's Structural Adjustment Program (SAPs) from the mid 1980s involved the adjustment of economy for balancing the payment, reduce fiscal deficits, increase economic efficiency, encourage private sector investment and exports oriented productions. This led to creation of a favourable environment for foreign investments and liberalization policy which empowered the private sector to establish secondary schools further aggravated teacher attrition in public secondary schools (Mgaya, 2011; Lassibille, 2009; Sinyolo, 2007).

During execution of Education Sector Development Programme (ESDP in 2001), Tanzania launched the Primary Education Development Plan (PEDP 2002-2006) that makes government to put more efforts on developing schools infrastructures. PEDP succeeded in increasing pass rate of primary school leavers from 21% to 40% compared to the Pre-PEDP era. In response to this increase, the government introduced Secondary Education Development Plan (SEDP). The plan was developed within the context of the broad Education Sector development programme (ESDP) and the Secondary Education Master Plan (SEMP). However, regardless of all efforts done by government through SEDP, teacher production in these institutions on a yearly basis was still lower than the requirement (Mgaya, 2011).

Likewise, trained teachers who were posted to various posts did not report while others left their work stations after few years. All these resulted into an increase in Teacher-students Ratio (TSR) from 1:26 in 2005 to 1:49 in 2009. While the number of secondary schools and students' enrolment increased by 135 percent and 178 percent respectively, the number of secondary school teachers only increased by 81 percent, resulting into doubling the TSR stated in the Education and Training Policy of 1:22 (URT, 2014). Thus, all these signify the persistence of teacher attrition problem in secondary schools



(Oluoch, 2006). Therefore, looking at SEDP still there is slightly significant effort made by government to motivate teachers to remain in their teaching posts, and in the teaching profession, a situation which reflects that in SEDP teachers' motivation and retention does not appear to be the government's priority area.

The United Republic of Tanzania experienced teacher attrition rate account for 8% with the following data 2716 in 2009, 3579 in 2010, 4439 in 2011, 5276 in 2012, 6112 in 2013, 6112 in 2014, 7716 in 2015 these teachers are of different education qualifications ranging from undergraduate degree holders to licensed teachers whom left teaching for various reasons other than retirement and death (URT, 2016). These data justifies that government secondary schools need to recruit 35,950 teachers to improve the number of teachers in the educational system countrywide. This implies that government secondary schools still facing shortage of teachers which lower educational quality.

Practically, many regions in the country Manyara in particular required 3,497 teachers who were expected to serve in 135 public secondary schools. In this regard, Manyara region further reported to have only 2,739 teachers for the same year. This implied that 758 teachers were more needed to teach in public secondary schools in that region. At the same time Kilimanjaro Region required 5,418 secondary school teachers to teach in its 216 secondary schools while the available teachers are 4,941 which call for 477 teachers to be recruited (URT, 2015).

Based on this data the national teacher-student ratio was not met in these regions as it has been the case in many regions of the country which requires one teacher to teach 40 students only. However, teacher students' ratio in Manyara and Kilimanjaro regions has

persisted to be slightly high with an average of 1:53 though other schools in the same regions have higher than that. This implies that the regions experienced shortages of teachers by any reason. Primary reasons for teacher attrition in the study area were availability of Non Governmental Organizations employments, entrepreneurial activities and private secondary schools employments whereby teachers who left teaching normally join in these areas of expertise other than normal retirement and medical ground. However, on the issue of education qualifications, heads of school leadership styles, indiscipline behaviour and working environment the researcher is far proving if teachers might leave teaching due to these reasons.

To address the problem, government made efforts to improve the motivational factors to attract qualified teachers by recruitment of 28,100 teachers between 2005 and 2008 among whom 6,350 were licensed teachers. Also, the government increases the number of universities, university colleges and colleges for teacher training amounting to more than 10 institutions by 2009 and hiring of foreign science and mathematics teachers (MoEVT, 2010). Despite such positive efforts of training and recruiting more teachers to teach in public secondary schools, still there is a shortage of teachers. Some primary reasons for teacher attrition challenge to exist in the country are the existence of non government organizations, availability of entrepreneurial activities and private secondary schools to mention a few. These reasons might cause teacher attrition in the study area other than medical ground and retirement (URT, 2015).

Following absence of the reasons for teacher attrition and changing employment, it is evident that teacher attrition in secondary schools exists and needs investigation. Therefore, in light of this background, it is evident that teacher attrition in public

secondary schools is a problem. This necessitates the purpose of this study to assess the factors influencing teacher attrition in public secondary schools in Tanzania, specifically Kilimanjaro and Manyara Regions.

## **1.2 Statement of the Problem**

Throughout the history of education in Tanzania, teacher attrition has been a challenge at all levels of education including public secondary schools. This challenge creates a shortage of teaching staff which brought serious consequences for the quality education that students receive in secondary schools where students are prepared for higher learning institutions to take over various courses which will expose them to various professions (Mgaya, 2011).

According to URT (2015) noted that 12 773 teachers left the teaching employment in Tanzania, which hindered service delivery, syllabi completion, disrupted teaching and negatively affected the students' performance in the national examinations. Among other reasons, teacher attrition is a cause of student's failure. For instance, in 2013; 320 842 students sat for national examination but only 194 879 students passed the exams (NECTA, 2013).

This is a challenge for the schools, Ministry of Education, Science and Technology and the other stakeholders, especially the students and their parents, since teachers had been reported to quit/leave teaching in the regions. This entire situation may be attributed to teacher's education qualification, teacher disobedience or indiscipline, heads of schools leadership style or managerial problem, engaging on entrepreneurial activities includes petty business and or unattractive working environment.

The attrition of teachers is a major challenge for both the government and the respective schools which have resulted in employing new qualified, licensed teachers and hiring foreign teachers to counter the shortage or try to replace those who had already left teaching. In some cases some schools employed former leavers and untrained individuals to teach. Loss of teachers and pouring more teachers into the system through these recruitment efforts are often worthwhile but, unfortunately, they have not solved the retention and staffing problem that secondary schools face, simply because high attrition rate that is seen as a bigger influence on shortages than insufficient supply of new teachers (Ingersoll and Smith, 2003).

Policy makers have responded to the problem of teacher shortage created by secondary schools teacher attrition by increasing the supply of teachers through shortening teacher training courses, recruiting teachers from other professionals and from other countries and hiring licensed teachers (URT, 2015; Mgaya, 2011). Government made efforts to recruit more teachers for example, between 2005 and 2008, at least 28,100 teachers were employed; among these 6,350 were licensed teachers. In the same vein, there was increase in the number of teacher training institutions by 2009 and hiring of foreign science and mathematics teachers (MoEVT, 2010).

Despite the government's efforts to curb the challenge by employing different initiatives and measures, teachers continue to leave their teaching stations. Therefore, this study assessed the factors influencing teacher attrition and gave recommendations on possible remedies to control the problem in public secondary schools in Tanzania, particularly Kilimanjaro and Manyara regions.

### **1.3 Research Objectives**

#### **1.3.1 Overall objective**

The overall objective of this study was to assess the factors influencing teacher attrition in public secondary schools in Tanzania with special reference to Manyara and Kilimanjaro regions.

#### **1.3.2 Specific objectives**

The study specifically, aimed to examine;

- i. The influence of teachers' education qualification on teacher attrition in public secondary schools in the study regions.
- ii. The influence of teachers' indiscipline on teacher attrition.
- iii. The influence of heads of schools leadership styles on teacher attrition.
- iv. The influence of teacher's working environment on teacher attrition.

#### **1.3.3 Research questions**

Four specific questions were used to guide this study:

- i. To what extent does teacher's education qualification influence teacher attrition?
- ii. To what extent does teacher's indiscipline influence their exit from secondary school teaching in the study area?
- iii. To what extent do the heads of schools' leadership styles influence teacher attrition?
- iv. To what extent does working environment influence teacher to leave teaching at public secondary schools in the study area?

### **1.4 Significance of the Study**

The study will add knowledge to the education practitioners since education is among the important sectors in the economy of Tanzania. However, the sector faces challenges,

teacher attrition being factors for poor academic performance in national examinations. The study becomes important and timely to educational stakeholders includes Ministry of Education, Science and technology, parents and community at large in debating about the teaching profession in Tanzania as it affects quality of education while causing decrease in number of teachers available to secondary schools, potentially exacerbating localized teacher shortages especially if the most able teachers are the most likely to leave.

This study will add to the body of knowledge about teacher attrition in the country and start a new body of knowledge on the same for Manyara and Kilimanjaro Regions which at the moment are inadequate. Thus the study could be used as a starting point for more inclusive and in-depth studies in the area of teacher attrition in the country. This is an area in which few studies have been conducted regarding the factors influencing attrition of practicing teachers in public secondary schools, especially in the aspects stipulated in specific objectives.

Also, this study will shed light through the findings to the government and other educational stakeholders to have better initiatives and interventions in retaining qualified teachers teaching in the public secondary schools in the country and achieve the Tanzania Development Vision 2025, the Education for All. Also, the study will respond to MKUKUTA that calls for extension of education service delivery through PEDP and SEDP. These programme require increase in teachers by numbers and improve school infrastructure. The study will add knowledge to show the existing situation of teacher attrition that will call for MKUKUTA implementers to take immediate action.

Furthermore, the study is expected to serve as a theoretical base for future studies of the same nature with regard to understanding all but importantly, the most factors that

influence teacher attrition. The factors for teacher attrition to be examined and the study recommendations for solving them will as well help the Ministry of Education, Science and Technology via President's Office Regional Administrative and Local Government Authority to plan strategies, solve the problem of teachers' shortages in public secondary schools in the country.

Moreover, the study is significant to the President's Office Regional Administrative and Local Government Authority which is the sole mandated body in the country in training, recruiting, placing and retaining teacher in public secondary schools by designing suitable teacher education programmes that will increase the number of teachers in public secondary schools to lessen or curb shortage of teachers as a result of attrition.

## **1.5 Theoretical Foundation**

The study was guided by Maslow's hierarchy of needs (1954), Herzberg's two-factor theory (1959), Contingency theory (Fielder's theory), McGregor theory X and Y and Bronfenbrenner's social-ecological theory (1977). The study benefited from these theories because they all focus on the needs fulfilment and satisfaction of an individual in a context. The studies employed these theories and confirmed that there is a very strong connection between job satisfaction and needs fulfillment that compel workers including teachers to leave or stay from the profession.

### **1.5.1 Maslow's hierarchy of needs**

Maslow (1954) assumes that every individual requires the fulfilment of five kinds of needs which are physiological needs, safety needs, belonging needs, esteem needs and self-actualization needs. Maslow illustrates that the fulfilment of one type of needs

persuades an individual to desire the needs of the next level. Referring to the factors identified in the reviewed literature, physical needs such as adequate salary and better working conditions are some of the factors that affect the physiological need level. If teachers do not have their basic needs fulfilled, they will seek other opportunities. However, if teachers have their basic needs fulfilled, as Maslow pointed out they will think about other factors such as a safe and protective environment, fair management and job security.

Moreover, social factors of fostering positive and strong relationship with others-teachers, students and community-fulfill their needs to be loved, and accepted. Teachers develop the sense of belonging and care with others, and such strong social connections help them stay longer in the profession. However, if employer which in this respects the government does not fulfill teachers needs at different levels and time could opt to quit teaching. This theory complements well the Herzberg's two Factor Theory discussed below.

### **1.5.2 Herzberg's two factor Theory**

Herzberg's (1959) proposed that fulfilment of needs highly depends on individual satisfaction. He divides the factors of need satisfaction into two categories namely hygiene factors that do not satisfy the individual needs but cause dissatisfaction exemplified by job benefits, working environment, job security, and salary. The factors of Herzberg theory precisely portray the importance of these factors as specified in the literature review of teacher attrition related factors. According to Herzberg, individuals are not content with the satisfaction of lower-order needs at work; for example, those needs associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification of higher-level psychological needs having



to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. If such factors are not met accordingly, they cause dissatisfaction which result in teacher attrition. However, if the factors are satisfied, they could positively impact the teachers' decision to stay in the profession.

### **1.5.3 Contingency theory (Fielder's theory)**

The Contingency theory of leadership (Fielder's theory) was used to describe leadership in terms of groups of leaders (Marshall, 2014; Ross and Gray, 2008). Where leadership depends upon a proper match between a leadership style of interacting with subordinates and the degree to which the situation gives control and influence to the leader. The theory was used in examining the influence of heads of schools leadership styles on teacher attrition. The theory is strong by having three steps in the model; identifying leadership styles, defining the situation, and matching leaders and situations. Also the contingency theory in school focuses on applying management principles and processes as dictated by the unique characteristics (Ibrahim, 2014; Johansson, 2013). It emphasis that there is no best way to manage and it depends on various situational factors such as characteristics of the heads of schools and subordinates. The contingency theory, posits that leader motivate follower and make better performance. Contingency theory deals with this additional aspect of leadership effectiveness studies. However, the theory does not state specifically the kind of motivation needed by subordinates.

### **1.5.4 McGregor theory X and Y**

The study adopted McGregor theory X and Y to study teacher's perception on the applicability of leadership traits, it is where heads of schools applies theory X by controlling the deviant behaviour among teachers who do not work and wait for external stimulus. This

theory develops a positive style to institutional management development (Okumbe, 2008; Boimanda, 2004). The McGregor theory Y, the organization is trying to create the most symbiotic relationship between manager (head of school) and workers (teaching staff). The head of school needs to promote the optimum workplace through morality, creativity, naturalness, problem solving and acceptance of facts (Lamb, 2013). This promotes self esteem, confidence, achievement, respect of subordinated and respect by others. McGregor X-Y theory is strong in the sense that it reminded heads of schools on natural rules for managing teachers, which under the pressure of day to day business are all too easily forgotten. Many heads of schools tend towards theory X (authoritarian management style) of which people must be forced with the threat of punishment to work towards organizational objectives, and generally get poor results (teacher attrition). On the other hand, enlightened heads of schools use theory Y (participative management style), by applying self control and self direction. Theory Y is in the pursuit of organizational objectives without external control or the threat of punishment which allows people to grow and develop (teacher retention). The choice of these theories to this study is because it remain a valid basic principles from which to develop positive management style and techniques and remains central to organizational development, and to improve organizational culture as it create symbiotic relationship between managers (Heads of schools) and workers (Teachers) which relates to Maslow's hierarchy of needs of Self Actualization and Esteem.

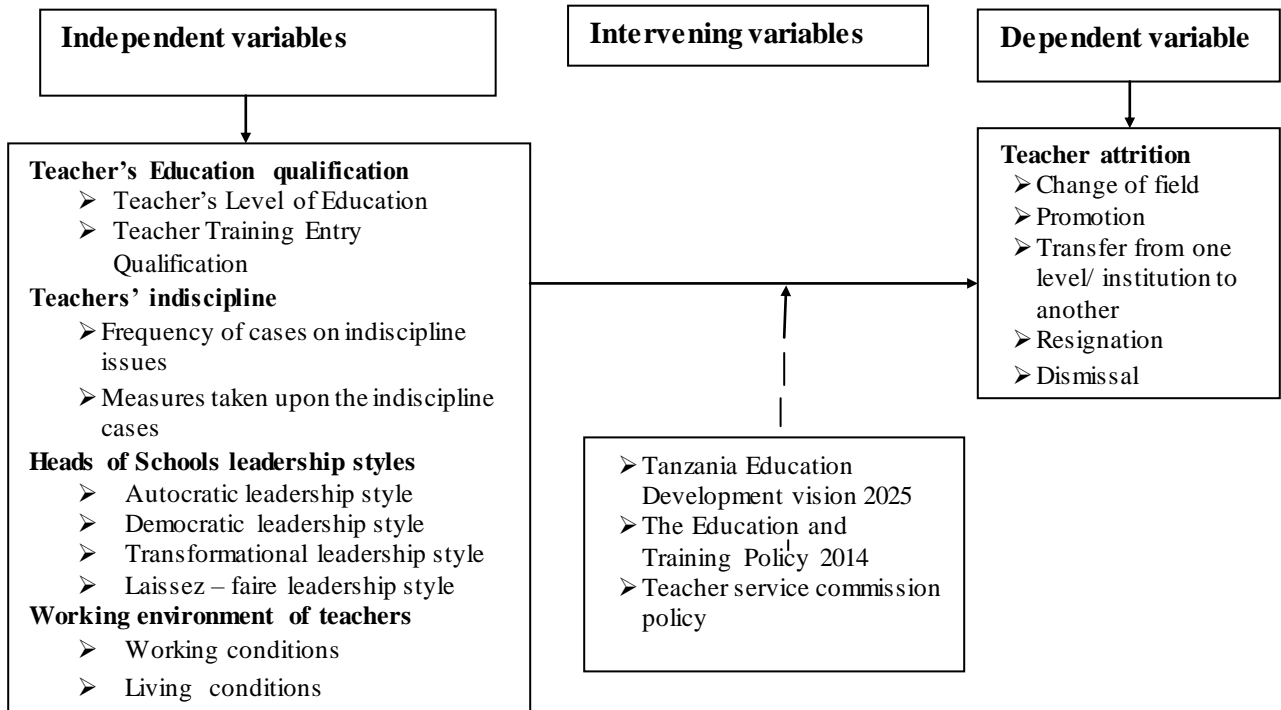
### **1.5.5 Bronfenbrenner's social-ecological theory**

The Bronfenbrenner's social-ecological theory developed by Bronfenbrenner (1977) was used to emphasize the complex environmental system whereby people live and operate. This theory is a systems approach that carefully defines the multilayered environment in which individual actions occur. The theory was used to describe working environment on

how it can cause teachers to stay or quit the job. The theory was used to emphasize the complex and dynamic nature of the environment where people live and work. Bronfenbrenner's depicts the working environment through subsystems, each subsystem nested within the other. This approach allows interactions between the individual and subsystem (Harney, 2007). Social-ecological theory is a useful tool for the study of working environment i.e. schools because of the complex hierarchy in which schools exist.

## **1.6 Conceptual Framework**

The conceptual framework for this study shows the anticipated independent variables and dependent variable. In this study independent variables were teacher's education qualification, teacher's indiscipline, heads of schools leadership styles and teacher's working environment. On the other hand, dependent variable was teacher attrition, which is a decision to quit teaching due to Change of field, Promotion, Transfer from one level/ institution to another, resignation, and dismissal in the profession.



**Figure 1: Conceptual framework on factors influencing teacher attrition in public secondary schools in Kilimanjaro and Manyara Regions, Tanzania**

The independent variables involved teacher's education qualification with indicators of teacher's education qualification and teacher training entry qualification. This leads to teacher's attrition whereby increase in level of education makes teachers feel not fitting in the previous post. Also, the training entry qualifications should follow the optimum requirement for teaching post leads to teacher to leave the teaching post.

On the teacher's indiscipline which was based on frequency of cases on indiscipline and measures taken upon the indiscipline cases. The measures lead to termination or demotion that causes individual teachers to leave the employment. Moreover, heads of schools leadership styles which were assessed are autocratic leadership style, democratic leadership style, transformational leadership style, and laissez-faire leadership style. Misuse of this leadership styles makes teaching environment to become uncomfortable to

teachers especially when school heads institute basing on dictatorship, it leads to teacher attrition.

Lastly, but not least, working environment of teachers which was assessed based on working conditions and living conditions, these two factors cause teacher attrition if the working environment on these variables are not well attained by teachers. However, teacher attrition can be influenced by the Tanzania Education Development vision 2025, The Education and Training Policy (URT, 2014) and Teacher Service Commission Policy (2016). These can avoid teacher attrition if executed accordingly, but might cause teacher attrition if not well implemented.

### **1.7 Organisation of the Thesis**

This thesis is organized in six chapters. The first chapter consists of introduction and background to the study; it offers a description of the commonality of concepts presented in separate papers. Chapter two, three, four and five contains a series of originally publishable papers in different journals, and the last chapter presents theoretical implications, conclusion and recommendations of the study.

### **1.8 Delimitation of the Study**

The study was delimited to assessing factors influencing teacher attrition in public secondary schools in Tanzania. A case of Kilimanjaro and Manyara regions, where views given by different educational stakeholders (DSEO, TSD secretary, and TTU secretary, Heads of schools and teachers) were examined.

Public secondary school teachers who had left teaching to other professions were included in the study though it was somehow difficult to locate them due to poor record

keeping by the district educational offices. Basically, the study was confined to six districts (Rombo, Same, Hai, Babati, Mbulu and Hanang districts) out of 11 districts of Kilimanjaro and Manyara regions from which 24 out of 352 public secondary schools in both regions were assessed. Therefore, the findings and conclusions can be generalized to some extent.

### **1.9 Limitation of the Study**

The researcher encountered significant limitations: firstly, there were poor keeping of records for teachers who left jobs at District and Regional Educational Officers. This was encountered by triangulation which enabled collection of data from teachers who left their jobs through telephone interview and from schools management where teachers who left teaching used to teach.

Secondly, some of the key informants, especially District Secondary Educational Officers (DSEOs), Teachers Service Commission (TSC) secretary, and Tanzania Teachers Union (TTU) secretary were very busy with other official responsibilities. However, follow up of appointment by the researcher made the fulfilment of the appointment, despite of interrupting the researcher time schedule.

Also, it was difficult for those teachers who had left teaching to be transparent on the reasons which made them to quit the job. Some of them states very general reasons for quitting the job like am not in good terms with my head of school of which the researcher tried his level best to stretch mind to get the proper reasons for left teaching during data collection. Lastly, but not least, secondary school teachers who had left teaching were not easy to obtain. However, the researcher used telephone interview to get data relevant.

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## CHAPTER TWO

### 2.0 THE INFLUENCE OF TEACHERS' EDUCATION QUALIFICATIONS ON TEACHER ATTRITION IN PUBLIC SECONDARY SCHOOLS OF KILIMANJARO AND MANYARA REGIONS, TANZANIA

#### 2.1 Abstract

Teacher education qualifications give a teacher authority to teach at different education levels. Education qualifications on teacher attrition affect labour stability in educational institutions. The purpose of the paper was to assess the influence of education qualifications on teacher attrition in public secondary schools in Kilimanjaro and Manyara Regions. Specifically, the study aimed to examine the influence of teacher's education qualification and teacher's training entry qualification on teacher attrition. The study was based on Maslow's and Herzberg's two factors theory. The study was conducted in three districts of Kilimanjaro and Manyara Regions. The study adopted cross sectional research design. The sample size for the study was 140 respondents. The study adopted simple random and snowball sampling. Data collection instrument involved questionnaires administration, and telephone interview. Quantitative data were analysed using descriptive statistics and binary logistic regression. Qualitative data were thematically analyzed. The study found that bachelor degree education qualification had statistically significant influence on attrition  $P < 0.05$ . The influence of teacher training entry qualification found slightly statistical significant with  $P < 0.05$ . The study concluded that the mean score for both categories of teachers were above 50 percent indicating that teacher education qualifications and teacher's training entry qualification influence teacher attrition. The study recommends to the Presidents' Office Regional

Administration and Local Government to set standards on student teacher training entry qualification to all teachers training institutions and or colleges, regardless of the institution's ownership. Educational Policy makers should assure that teaching staff that need to pursue further education must be at their working stations for a specified number of years after finishing their study. Also, the Ministry of Education, Science and Technology should provide guidelines for teachers who have undergone teacher's education courses before venturing into the teaching profession.

**Key words:** *Teachers' education qualifications, Teachers' training entry qualification, teacher attrition.*

## 2.2 Introduction

Globally, teachers' education qualifications have great impact on student achievement in schools where education qualifications for teaching secondary school levels differ from one country to another (Ingersoll *et al.*, 2014; Voluntary Service Organisation, 2007). Teacher's education qualifications give teachers authority to teach at different levels of education and grades in pre-schools, primary and secondary education in different countries. Education qualification is among the fundamentals for academic professional that enables a person to become registered as a teacher in teaching professionalism (Salahu and Aminu, 2010).

According to Asare *et al.* (2012), all children need teachers that are well trained, motivated, who can ensure that all children are learning particularly at the basic education level and staffed with qualified teachers, Similarly, provision of teachers with teaching-learning incentives and policies that would both motivate and retain them in their jobs. The current awareness on the importance of education sector for national

development has globally expanded and become one of the greatest social services of the time (Salahu and Aminu, 2010). According to Salahu and Aminu (2010) the rapid growth in education can be seen practically in ever-multiplying schools, student's enrolment and the increasing number of teaching staff in different school levels.

The importance of qualified teachers in the teaching profession has become noticeable in control of teacher attrition (Preston, 2000). Many qualified and experienced teachers quit the teaching profession and job after a short period with various reasons. Teachers' education qualification might have a great influence on teacher's attrition where education qualification becomes a factor for employee decision to stay or to quit teaching (Huling-Austin, 2006; Lambert, 2004).

Teachers' attrition means shifting of labour in and out of an education system of which it is a component of teacher turnover (Loock *et al.*, 2006; Darling-Hammond, 2003). According to Ingersoll and Strong (2011), teacher attrition is taken to mean teachers who leave the teaching career to take up other jobs. In this study teacher attrition is considered to include all teachers who leave the classroom and do not continue teaching, whether for short or long periods of time regardless of the reasons behind it.

This movement is a handicap for schools academic performance because it leads to the reduction in skills and efficiency in schools. Croasmum *et al.* (2007); Koontz and Weihnrich (2005) argue that stable organizations are characterized by low employee attrition rate and abilities to retain their customers and employees. This can only be attained if the organizational roles and the entire process of leadership are based on

management, a practice that enriches the job satisfaction and motivation of the employee to stay in the job, otherwise, they quit.

Teacher attrition is regarded by scholars as an influence of important determinant factors caused by lack of education qualification which is a result of ineffectiveness, low performance, escapism caused by rise on teacher student ratio and overcrowded classrooms (Ingersoll *et al.*, 2014; Croasmum *et al.*, 2007) or lack of quality in contemporary education (Hahs- Vaughn and Scherff, 2008).

In the United States of America research shows that teacher education qualification varies by state: the teacher qualification and mastering of the core courses becomes fundamental in curbing teacher attrition. However, the normal bachelor's degree with a major in their certifiable area (science, math, etc.) is a minimum requirement (Hobson *et al.*, 2014). This is done along with rigorous coursework in pedagogical methods and practical field experiences as student teachers (United States of America Departmental of Education, 2012).

On the other hand, the studies done in England indicated that teachers in the maintained sector must have gained Qualified Teacher Status (QTS) and be registered with the General Teaching Council for England (GTCE) (Hobson *et al.*, 2014). To become a teacher a person must have completed a first degree and then a Postgraduate Certificate in Education (PCE). All qualified teachers must serve, after training, a statutory one year induction period that must be passed in order to remain a registered teacher. These education qualification prerequisites enable the teacher to remain in their teaching professions.



In some countries of Sub Sahara Africa education plans have been addressed to improve teaching quality by setting higher qualification standards for teachers (Muhammad and Maka, 2015). Ghana in particular, Diploma in Education (Dip-Ed) replaced a three year Certificate with a new structure that requires pre-service students to spend their last year of training on practical teaching attachment in schools; this provides trainees with hands-on experience in professional teaching (Wilson *et al.*, 2014).

Similarly, Senegal, following the reform of its teacher education in 2010, the government extended the duration of pre-service training from six to nine months, stopped the recruitment of volunteer teachers and insisted on the college bachelor's degree and diploma as minimum qualification for candidates (Muhammad and Maka, 2015; Wang and Odell, 2002). This qualification is similarly practiced in Tanzania, though teachers who hold Master Degree in education are also authorized to teach in secondary schools.

In Tanzania, teaching qualifications for secondary education are Diploma in Education (Dip-Ed), Bachelor in Education (BA-Ed), Postgraduate Diploma in Education (PGD-Ed) and Master in Education (MA-Ed) which is most commonly provided by Higher Education Institutions (MoEVT, 2009). The basic education qualifications for secondary schools teachers' in Tanzania are holder of diploma and or bachelor in education.

However, different upgrading Programmes have been undertaken in order to improve the general quality of basic education in terms of improving teachers' proficiency for capacity building to retain teachers (Hardman, 2009; World Bank Education Reforms, 2007; Voluntary Service Organisation (2007). This program includes; in-service training in competence based teaching methodology and licensed teacher in 2006. Yet, teacher

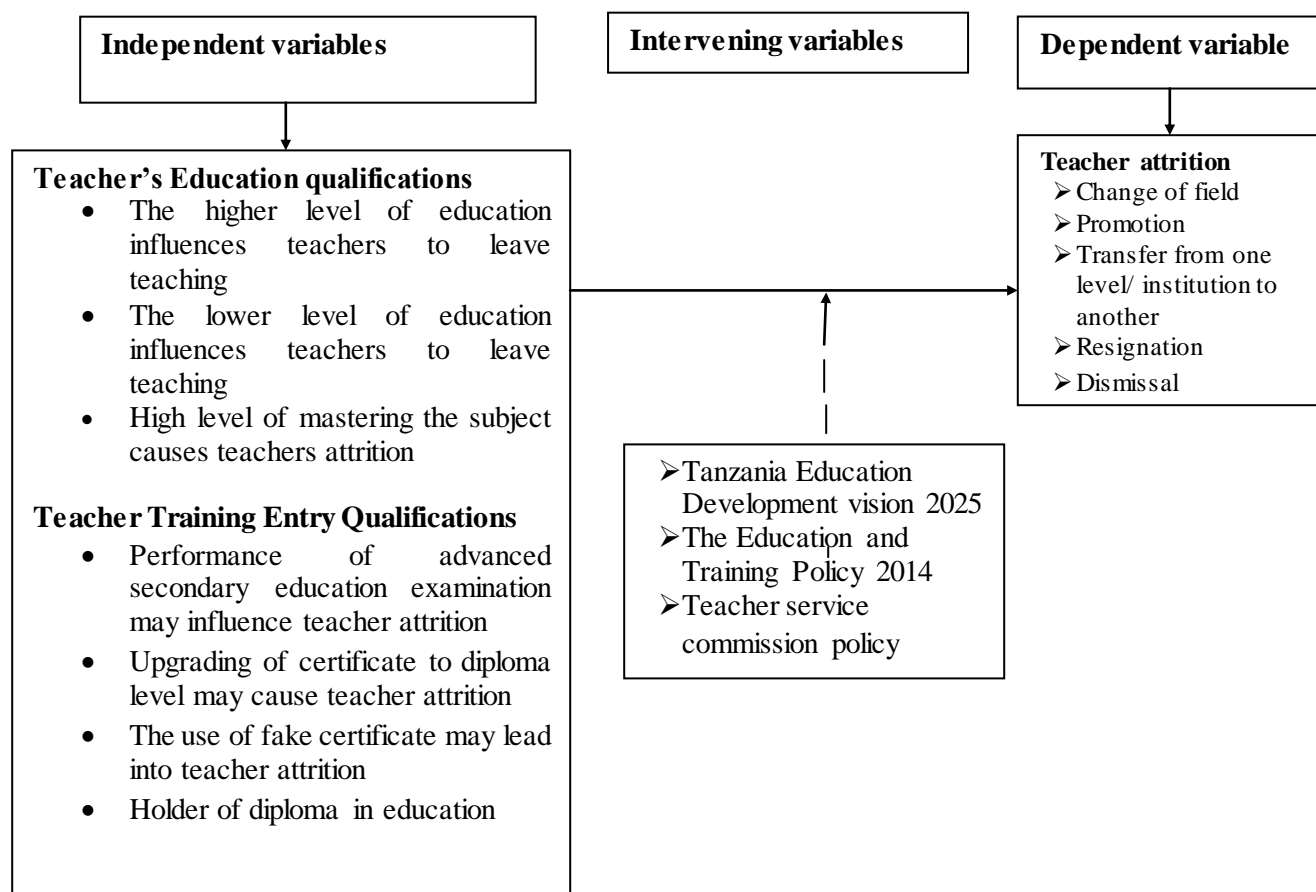
attrition rates become noticeable in public secondary schools in Tanzania. Teachers leave the teaching post to seek careers within and outside education sector resulting in loss of qualified teachers that would be potential in raising student performance.

Literature, specifically in addressing teachers' education qualifications and teacher training entry qualification on teacher attrition in public secondary schools in Tanzania is scanty. The available studies provide little information that addresses how teachers' education qualifications and training entry qualification are contributing factors to teacher attrition in public secondary schools in Tanzania. Malisa (2015) in his study assessed teachers' retention strategies in secondary schools in Tanzania and the study concluded that the success for teachers' retention depends upon strategies employed and how teachers perceive them. Hardman (2009) assessed on teacher education in Tanzania and the potential for closer links between pre-service and in-service teachers and Kyando (2010) assessed secondary school teacher attrition: response of stakeholders in Iringa Rural District and Municipality.

The aims of this paper were to assess the influence of teachers' education qualifications on teacher attrition in the Public Secondary Schools in Kilimanjaro and Manyara Regions. Specifically, the study examined the influence of teachers' education qualification and teacher training entry qualification on teacher attrition. The paper was guided by Maslow Theory that based on esteem needs which were the main theories of the paper. Also, Herzberg's two factors theory that describes individual fulfilment of needs are highly dependent on individual satisfaction. The theories were divided into two categories namely; job satisfaction and job dissatisfaction. The satisfaction factors will cause employee retention while dissatisfaction will cause attrition.

### **2.3 Conceptual Framework of the Study of the Paper**

The conceptual framework illustrates the key variables in teacher education qualification and teacher training entry qualification that might influence teacher attrition positively or negatively. In this paper independent variables were teacher education qualification and teacher training entry qualifications while the dependent variable was teacher attrition. Teacher level of education qualifications include Diploma in Education, Bachelor Degree in Education, Postgraduate Degree in Education, Master Degree in Education and Doctor of Philosophy Degree in Education. These education qualifications as independent variables might influence teacher attrition in the following aspects: higher level of education influences teachers to leave teaching; lower level of education influences teachers to quit teaching, high level of mastering the subject causes teachers attrition, re-categorization after attaining certain level of education qualification leads to attrition, teachers promotion may lead to attrition, availability of opportunities for further studies may influence teacher attrition and availability of financial accessibility for funding further studies may lead into teacher attrition. On the other hand, teacher training entry qualifications indicators are performance of advanced secondary education examination, upgrading of certificate to diploma level, the use of fake certificate to enter in teachers' training college and graduate teacher without teacher training skills. The dependent variable is teacher attrition which includes change of field, promotion, transfer from one level/ institution to another, resignation and dismissal from teaching profession. It suggests that these variables might influence teacher attrition as a dependent variable and the context in which they attempt to be in a negative side have significant effects on teacher quit teaching which will positively impact student academic achievement. The variables identified by the conceptual framework are a reflector of the Herzberg two factors theory.



**Figure 2: Conceptual framework on the influence of education qualifications related factors on teacher attrition in public secondary schools in Kilimanjaro and Manyara Regions, Tanzania.**

## 2.4 Research Methods

The study was conducted in Kilimanjaro and Manyara Regions. The Regions were chosen based on the following reasons; appreciable large number of public secondary schools they had 216 and 135 in Kilimanjaro and Manyara Regions respectively. The regions also had high students enrolment which leads to high teacher-students Ratios (TSR) i.e. 97323 and 43234 (2015) with 1:53 and 1:51 TSR against are standard ratio of 1:40 in Kilimanjaro and Manyara Regions respectively. Likely, in the regions schools recorded to have inadequately staff classrooms with qualified teachers from the demand for teachers caused by a “revolving door” of teachers leaving their jobs “for reasons other

than retirement (URT, 2016). In addition, these regions are vulnerable of younger teachers (20-30 years) leaving teaching, and the workload is heavy making some of the teachers unable to construct new examinations which led into administering past examinations to students (TSC,2016).

The study was carried out in three districts of each Region. The districts in Kilimanjaro Region were Rombo, Same and Hai, and that of Manyara Region were Mbulu, Babati and Hanang. Purposive sampling technique was used to sample six districts in both regions based on number of public secondary schools. According to Basic Education Statistics of public secondary schools, Rombo and Babati, Same, Hanang, Mbulu, and Hai districts had 41, 36, 33, 30 and 29 public secondary schools respectively (URT, 2016).

The study adopted a cross-sectional research design with mixed approaches by employing qualitative and quantitative strategies. Within the context of a cross sectional study, information is collected on the entire study population at a single point of time which can encompass a broad scale of information. The sample size for the study was 140 respondents determined by the formula  $n = N / (1 + Ne^2)$  (Ryan, 2013): Whereby n, N, and e stand for a number of respondents, total population of the teachers and margin of error which is assumed to be 5% respectively. Out of the 140 respondents, 70 were in-service teachers and 70 respondents were teachers who had left teaching. The in-service teachers were obtained by using simple random sampling; in each district four schools were purposively chosen based on the number of teachers, and in each school 5 respondents were selected using lottery methods. The teachers who left teaching were obtained through snowball sampling.

The units of analysis for the study were in-service teachers and teachers who had left teaching from whom quantitative data were collected. Data was collected using questionnaires administration for both categories of respondents. However, telephone interview was used for teachers who had left teaching and were not physically reached during data collection. Quantitative data especially socio-demographic characteristics were analyzed using descriptive statistics such as frequency and percentages under the aid of Statistical Package for Social Sciences (SPSS) version 21.

In analyzing the influence of teacher's education qualifications and teacher's training entry qualifications on teacher attrition, binary logistic regression was used. Qualitative data from two Zonal Educational Quality Assurance Officers as key informants was obtained through face to face interviews.

The interviews were conducted to assess the extent of teacher's education qualifications and teacher training entry qualifications influences teacher attrition by using a checklist. The Zonal Educational Quality Assurance Officers provided in-depth data on annual teacher attrition. The data was analyzed thematically where information was grouped into themes and placed in the appropriate themes to support and counter argue the qualitative data.

## **2.5 Findings and Discussion**

### **2.5.1 Socio-demographic characteristics of respondents**

Teacher's education qualifications and teacher training entry qualifications had been used to recruit talented and qualified teachers in public secondary schools in Tanzania. Teacher's education qualification has great impact on student achievement in schools

where a government gives teacher authorization to teach at different levels of education and grades in pre-schools, primary and secondary education in different countries. Before examining the objectives of the study, the researcher had to analyze social demographic characteristics of the respondents basing on age, sex, family size, marital status, education qualification and working experience for both categories of teachers and the findings were presented in Table 1.

Table 1 shows response descriptive statistics on social demographic characteristics of 70 in-service teachers and 70 teachers who left teaching.

**Table 1: Distributions of respondents by social demographic characteristics**

Items	Characteristics	In-service teachers (n=70)		Teacher who left teaching (n=70)	
			%		%
Age (Years)	20-30		47.0		40.0
	31-40		47.0		54.3
	41-50		6.0		5.7
Sex	Male		51.5		65.7
	Female		48.5		34.3
Marital status	Married		62.1		59.3
	Unmarried		37.9		40.7
Family size	Small family 1-2 children		49.3		56.4
	Large family 3-5 children		50.7		43.6
Education qualifications	Diploma in education		27.7		17.1
	Bachelor in education		67.0		75.7
	Postgraduate diploma in education		9.0		7.2
	Master in education		1.9		0.0
Working experience	4 years		75.8		28.6
	5 years		24.2		71.4

### 2.5.1.1 Sex of the respondents

The descriptive statistics in Table 1 show that 65.7% of all respondents who left teaching were males, energetic (at the age between 20 to 40 years) and are the holders of Diploma and Bachelor degree, and had a working experience of five years. This implies that teachers who had left teaching mostly were males (92.8%) which are qualified one for teaching secondary schools. This was proved by binary logistic regression which found

that education qualification characteristic had an influence to teacher attrition with indicated statistically significant  $P < 0.05$  compared to their counterpart which are postgraduate diploma in education and master in education.

#### **2.5.1.2 Age of the respondents**

The findings revealed that only a small fraction of teachers reach retirement age while still serving in the teaching profession. These findings found that teachers with 21-50 years old are the one who left teaching which is statistically significant  $P < 0.01$  as a variable in the logistic regression. The finding suggests that most of the teachers might have quit the profession before retirement age. These findings concur with the findings of Barnett *et al.* (2008), who note that most teachers are likely to quit the profession if they find the job unrewarding.

#### **2.5.1.3 Marital status of the respondents**

The respondents were required to indicate whether they were, married or not married. Fifty seven of the respondents (40.7%) indicated that they were not married. The remaining 59.3% indicated that they were married for those categories of teacher who had left teaching. This implies that there are some association of marital status with teacher attrition in the study area which indicated statistically significant  $P < 0.01$ .

#### **2.5.1.4 Working experience of the respondents**

The majority of the respondents (71.4%) who left teaching indicated that they had 5 years of teaching experience. On the other hand, 75.8% of in-service teachers had 4 years experience. These findings reflect that the majority of the teachers, who are in the education system, are young and experienced teachers to some extent compared to those



who had quit teaching profession presumably for other more rewarding jobs. These findings concur with the findings of Futernick (2007), who notes that teachers retire or quit the teaching profession for greener pastures as a result of poor remuneration.

#### **2.5.1.5 Family size of the respondents**

Family size might influence teacher attrition in one way or another. Looking on the findings it is revealed that teachers with small family size of 1-2 children had left teaching compared to in-service teachers. The finding implies that the possibility of teachers left teaching in their working station is associated with family size, the small the family size the possibility the teacher left teaching as it is very easy to move from one station to another looking for job satisfaction which is proved statistically significant with p-value 0.000.

#### **2.5.2 The influence of teachers' education qualifications on teacher attrition**

Croasmum *et al.* (2007) and Voluntary Service Organisation (2007) relate the teachers' level of education to the rate of attrition. Their conclusions agree partially with an earlier research by Johnson and Birkeland (2003) in respect to the relationship between the levels of education qualifications on attrition, whether a teacher received two-year teachers' college training or holders' of bachelor degree, was not related to retention. However, teachers who completed graduate studies or obtained Master's degrees continued to teach longer compared to those without Master Degree. This finding suggests that the professional level of training in education produces greater commitment to teaching hence less attrition. In assessing teachers' level of education qualifications on the influence of teacher attrition (Table 2), six items were used and each of the items was assigned number which are zero and one. The items were analyzed using binary logistic regression.

**Table 2: The influence of teachers' education qualification on teacher attrition**

Respondent responses	B	S.E	Wald	Sig
The lower level of education influences teachers to leave teaching	22.812	28421.516	.000	.999
Re-categorization as shifting in teaching profession leads to attrition.	19.593	16408.712	.000	.999
Teachers Promotion may lead into attrition.	1.558	1.119	1.940	.164
Availability of opportunities for further studies may influence Teacher attrition.	-22.812	16408.712	.000	.999
The higher level of education influences teachers to leave the profession.	1.124	.792	2.015	.156
High level of mastering the subject causes teacher attrition.	20.510	28421.516	.000	.999
Omnibus tests of model coefficient and Hosmer and Lemeshow Test with Chi square value of 19.222				
-2 Log likelihood	174.602			0.004
Cox & Snell R Square	.128			
Nagelkerke R Square	.171			

Inferential statistics using binary logistic regression the findings show that the extent of prevalence of teacher education qualifications as a factor for teacher attrition from the response in Table 2 indicated that high level of mastering the subject, higher level of education and teachers Promotion lead into teacher attrition which is statistically significant  $P < 0.1$  with overall percentage of 60. Also the finding show that Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test were statistically significant  $P < 0.004$  with Chi square value 19.222. All these tests justifies that the three variables under teacher's education qualifications influence teacher attrition. The findings revealed that teachers' education qualification influence teacher attrition in public secondary schools.

The Maslow hierarch of needs is in line with esteem needs by Maslow theory. In Maslow theory the likelihood is where as individual gets higher education over and above the previous, is more likely to find for respectable status different from the former. Nambundunga (2016) noted that the higher the level of education in teaching profession, the higher individual quitting the previous job searching for self-esteems.

The finding revealed that teachers who had left teaching due to higher education qualification in Kilimanjaro region, some of them joined private secondary schools and non government organizations which are presumably paying organizations.

These reasons have higher influence on teacher attrition than other variables. The teacher with such reasons has a revolving door to private schools or other related profession. The study revealed that two respondents in Manyara Region told the researcher that they had left teaching after mastering and experienced on how to stand in front of students in the classroom of which it is related to preaching profession, and therefore their intentions is to be a pastor.

On the other hand, in Kilimanjaro Region, four respondents left teaching and becomes the journalist the profession which is similar to teaching profession of which notes are prepared. The other five teachers joined private secondary schools. This was supported by the quotations from a key informant who was the educational quality assurance officer: he indicated that some of the teachers go on study leave but when they finish their studies, they do not come back with the argument that:

*“It’s unfortunate that most of the young and promising teachers do not come back to teach in the rural areas after finishing their studies. When a teacher goes on study leave, the next you hear that they have left the profession or they have transferred to private urban school.”*

Teachers felt that with improved qualifications they will become more qualified and marketable especially to private sector organizations that at the end they quit teaching and join other jobs. Also, another Educational Quality Assurance Officer from Babati

District indicated that some teachers left teaching due to lack of promotional incentives with the argument that;

*“...Because of limited career progression possibilities in the teaching field, teachers who are ambitious don’t last long because they leave for the corporate careers where they have more possibilities of progression unlike in the teaching field.*

Basing on that argument, the Educational Quality Assurance Officer agreed that the new graduates compared themselves with their counterparts who are working in the private sector where there are more chances of being promoted than in the public sector. The Educational Quality Assurance Officer admitted that the teaching profession had limited advancement or promotion opportunities: considering the large number of teachers and only a few managerial positions available in the profession. All two Educational Quality Assurance Officers agreed that despite limited promotion posts, few teachers who had advanced qualifications such as Master degrees and post-graduate diplomas in education were still teaching. This was supported by Educational Quality Assurance Officer from Rombo District with the argument that:

*“...Those who continued teaching after acquiring their advanced degrees did so because they had not yet found an alternative job, otherwise only a very limited number of teachers furthered studies because of the love of the profession.”*

Basing on the arguments provided above, most of teachers pursue teaching profession as a prerequisite to go for other professions and high posts this leads to teacher attrition

since teachers left teaching professional and go for other career after pursuing further studies.

The Herzberg's two factor theory describes teacher attrition as influenced by teacher's education qualifications where Herzberg's (1959) proposed that fulfilment of needs highly depends on individual satisfaction: in dissatisfaction attrition is inevitable. He divides the factors of need satisfaction into two categories namely factor that do not satisfy the individual needs but cause dissatisfaction exemplified by job benefits, working environment, job security, and salary: where all these factors is determined by increase level of education qualification for an employees. According to Nambundunga (2016) and Wang and dell (2002) argued that if satisfied factors are not met accordingly, they cause dissatisfaction which result in teacher attrition. However, if the factors are satisfied, teacher decides to stay in the profession.

### 2.5.3 The Influence of Teacher Training Entry Qualification on teacher attrition

In analyzing teacher training entry qualifications on teacher attrition, the researcher measured four items in the matrix using binary logistic regression. The findings are presented in Table 3.

**Table 3: Entry Qualification in Teacher Training institutions on attrition**

Respondent's responses	Variables on the logistic regression (n=140)			
	B	S.E	Wald	Sig
Performance of advanced secondary education examination	-1.157	.913	1.607	.205
Upgrading from certificate to diploma level	.207	.497	.173	.677
Holder of diploma in education.	-1.680	.868	3.749	.053
The use of fake certificate	-1.046	.943	1.231	.267
Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test with chi square value 4.652				0.00
-2 Log likelihood	174.602			
Cox & Snell R Square	.128			
Nagelkerke R Square	.171			

Findings on teacher training entry qualifications on teacher attrition are reported in Table 3. The findings show that the use of fake certificate scored 66.4% can lead into teacher attrition indicated by -1.046 which is slightly statistically significant  $P < 0.260$ . This implies that the presence of student teachers in teacher training institutions with fake certificate can influence teacher attrition once the government caught them which will into dismissal. The performance of advanced secondary education examinations also scored 66.4% can predict teacher attrition by -1.157 which is slightly statistically significant  $P < 0.20$  while Upgrading from certificate to diploma level scored 48.6%. This implies that the extent of prevalence of teacher training entry qualification on teacher attrition can be influenced by the three variables as stipulated above by percentage wise. If the performance of advanced secondary education examinations is good, an individual is likely to join teacher training institution which in turn left the previous job if he/she was a teacher with low education qualification. This is applied to those teachers who provided with teaching license. On the issue of Upgrading from certificate to diploma level, an individual after been upgraded from lower level of education to upper level he/she might quit teaching public secondary schools and join private secondary schools, that is attrition proxy public secondary schools. On the use of fake certificate to join teacher training institution, an individual can join the college, later if the government vetting their civil servants and if that individual happened to be caught like what happened in Tanzania 2017 such teacher will be out of the educational system due to dismissal from the work place which considered as part of teacher attrition Respondents responded on these three aspects positively and the findings analyzed using binary logistic regression proved statistically significant under Omnibus Tests of Model Coefficients, Hosmer and Lemeshow Test with Chi square value of 4.652 which is significant  $p < 0.1$  while the overall percentage is 56.4. This indicates that, the variables

presented in Table 3 as an entry qualification in teacher training institutions influence teacher attrition in public secondary schools by 56.4%.

In both teachers' categories they scored above 50% and it revealed that teacher training entry qualification were similar and are in accordance to government criteria pertaining to teacher training at different levels (Nzalayaimisi, 1993).

The study found that teachers with diploma in education were slightly lower attrition compared to those with high education qualification. This implies that employment to teach in public secondary schools is best and suitable for those with at least bachelor degree in education. Yet, the study finding suggests that with regard to teacher attrition, the level of teacher education qualification is cutting across to each group though with slight difference. Such a difference could be attributed to the salary scheme of teachers' of public secondary schools between graduate and non graduate teachers (MoEVT, 2001), thus all could be dissatisfied and quit teaching in public secondary schools. According to Malisa (2015), some people focus on teaching profession as a last resort activity; such a feeling cause influx of employees in the teaching profession who is not committed to stay in the profession leads into teacher attrition due to reasons other than retirement.

Other variables were not statistically significant. This implies that from the opinion of the respondents; teacher entry qualification in teacher training institutions has an influence on teacher attrition. However, the results from responses of in-service teachers using non parametric tests using independent sample t-test indicated t score of 105.74. The result indicated that all variables were statistically significant with a p-value of 0.000. This

implies that from the opinions of the teachers who had left the teaching; teacher training entry qualification in teacher training institutions contributes to teacher attrition.

According to Nambundunga (2016), if teachers do not have their basic needs fulfilled, they will seek other opportunities. In many countries, the teaching profession provides people with a secure and stable job. Many people have joined the teaching profession because of security and stability as Maslow termed them as esteem needs (Dembo, 2014). On the need for belonging, Steyn and Van-Niekerk (2012) agrees with Maslow theory that a teacher need to know and understand teaching and its responsibilities before joining teaching courses and at the end join the professional, if that understanding are not satisfied and supported the teacher would not feel comfortable to remain in the teaching profession.

Zonal Educational Quality Assurance Officers stated that some teachers joined the teaching profession as a last resort in being employed by the government as an alternative after failing to be employed in lucrative employment sectors offered by local and international private organizations. One of them said:

*“The Ministry of Education, Science and Technology needs therefore to scrutinize applicants of teacher education training rather than depend on the passes one gets in the National Examinations that are used to admit a person in a teacher education program which at the end will make the applicant be a qualified teacher but not a teacher indeed. ”*

Another added that:

*“The other reason as to why some teachers quit the teaching profession in secondary schools is that some private teacher training colleges lower the entry*



*qualification in order to attract more admission of students to teacher education programs. Any individual who missed the government criteria for admission in government Teacher Training Colleges run to these institutions and get admitted. At the end, one graduates but not qualified for the teaching profession”*

Basing on the argument rose above, it implies that some private teachers training institutions admits teachers with low entry qualifications, that at the end leads to teacher attrition. This is due to having graduates that are not competent on the teaching subjects. Zonal Educational Quality Assurance Officers indicated that some teachers joined the teaching profession as a last resort and they often used teaching as a bridge to other lucrative professions in the parastatals and private sector. The Zonal Educational Quality Assurance Officers felt that the entry requirements for degrees and diploma teachers were the most attainable, such that those who failed to qualify for other training programmes ended up taking teaching as a last resort.

Zonal Educational Quality Assurance Officers lamented that such people would not stay long in the profession but would leave as soon as they obtained other jobs. They emphasized that such teachers left the profession within the first five years of entering the profession, which resulted in an unreasonably attrition of teachers in the early years of training. Researcher found that teacher training entry qualification in the educational institutions must have common and clear criteria in order to stop the hangover that teaching is a common professional and therefore those who think that teaching activities is a last resort will never get a chance to call that.

This is in line with government policy 2014 through Ministry of Education, Science and Technology stipulated that the entry qualification for certificate level candidate must

have four passed subject at grade “D”, to join university qualified candidate must have Grade Point Average of 3.0 (MoEVT, 2007). These are stipulated by the government through Ministry host in order to add value education quality.

## **2.5.4 Conclusion and Recommendations**

### **2.5.4.1 Conclusion**

Based on the findings the study concludes that teacher education qualifications and teacher training entry qualifications influences teacher attrition for those who entered in the teachers’ education programmes than those who went into the programmes with weak qualification though the programmes demanded all teachers in different teacher education programmes to have good entry qualifications.

Furthermore, it is concluded that teachers who graduated from colleges that used government entry qualifications, some left teaching by joining to other lucrative jobs easily compared to those who graduated from private colleges which are assumed to have weak candidates. On the issue of competent graduate teacher, one could leave teaching due to availability of private schools which are paid better than public owned schools.

### **2.5.4.2 Recommendations**

Based on the influence of teacher education qualification on teacher attrition,

This study recommends to the Presidents’ Office Regional Administration and Local Government (PORALG) that:

Teacher education qualification in the educational institutions in the country must have common and clear criteria of employment in order to stop the hangover that teaching is a common professional.

To set standard on employment qualifications to all recruited teachers following interview regardless of which educational institutions the candidates graduated, unlike current procedure for secondary school teachers' employment which does not insist any sort of interview to employees.

To avoid recruitment of graduate teachers without teacher training because teacher who lacks teachers training courses lacks commitment to the profession, the study recommends that, the host Ministry should provide guideline to all teachers to have undergone teacher's training courses before venturing into teachers' professions.

Teacher's expectations on having higher education level are to get higher pay and other working benefits which were not the case on the surveyed areas. The study recommends to the government that salary increment and promotions should be executed to those who completed their studies.

Teachers should be paid a salary bonus, depending on the location of the school and qualification. The rural bonus payments should be attractive and they depend on both location and on teacher education qualification. Ingersoll and Smith (2007) reveal that in Lesotho, teachers in rural areas receive a hardship allowance paid as a flat fee of M275 per month. The hardship allowance was equivalent to 20% of the salary for a qualified teacher to attract highly qualified teachers to remote areas and this may more likely to reduce the attrition.

The researcher recommends that Regional Education Officers of the surveyed regions should establish mentoring programmes for novice teachers aimed at encouraging and

empowering teachers to focus on personal development, their students' achievements and on meeting higher goals and standards. Mentorship could make new graduate teachers feel safe, respected, valued and part of a team. This is very important for improving the retention of newly graduated teachers.

**On teacher training entry qualification as a factor for teacher attrition;**

The study recommend to Presidents' Office Regional Administration and Local Government (PORALG);

Enrolment of student teachers' to the teacher training institution (s) should adhere to public entry qualification regardless of the institution ownership as it has applied in other public sectors in order to come up with committed teachers.

Establishment of alternative certification programme which is partly attracting more talented candidates to the teaching profession and partly in reaction to current and anticipated shortage of teachers in Tanzania. The programme would attract a different population of participants than traditional programmes. Most candidates in alternative programmes were older than those in the traditional programmes, and most of them had already earned college degrees. Older candidates tend to bring with them more life experiences and greater maturity, which would benefit them as teachers. Barnett *et al.* (2008) believed that individuals, who had already earned their college degrees, were more likely to be more focused on learning to teach than their undergraduate counterparts, who must often fit in their education course requirements along with the many other requirements necessary to complete their degrees.

This is supported by Croasmum *et al.* (2007) who noted that there was a need to address the problem of a shrinking pool of education graduates, and many teacher education

programmes had begun to recruit new teachers by developing an alternative route to teacher certification like some states in America. These programmes allow prospective teachers to obtain certification without following the traditional entry route of going through teachers' colleges. Barnett *et al.* (2008) indicated that an alternative teacher certification programme would attract a different population of participants than traditional programmes. Most candidates in alternative programmes were older than those in the traditional programmes, and most of them had already earned college degrees.

Also, Croasmum *et al.* (2007) note that entry into the profession and retention was basic to placing good teachers in America's classrooms. Today, nearly 40% of the resources devoted to teacher preparation are used on individuals who never enter teaching and an additional 30% are used on individuals who teach less than five years. The study recommends that in Tanzania imitation should be in practice of which if the scarce resources we have were applied to the preparation of good candidates, who enter the profession and remain in teaching more than five years, we could expect a significant improvement in the quality of teacher preparation. Quality teacher preparation would make the teachers more attached to their profession and hence lower the rate of attrition.

Attrition that has been due to availability of fake certificates among teachers: the study recommend to education quality control institutions (i.e. NACTE, TCU, and NECTA) should create a database of all candidates with their respective colleges/schools and continue scrutinizing and inspecting of the teaching applicants before joining the colleges and universities.

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## CHAPTER THREE

### **3.0 THE INFLUENCE OF INDISCIPLINE ON TEACHER ATTRITION IN PUBLIC SECONDARY SCHOOLS IN KILIMANJARO AND MANYARA REGIONS, TANZANIA**

#### **3.1 Abstract**

Discipline is important aspect in any education institutions to all staff. Discipline is guided by code of ethics and code of conduct which were designed to control the indiscipline behaviour of teachers. The purpose of the paper was to assess the influence of indiscipline on teacher attrition in public secondary schools in Kilimanjaro and Manyara regions. Specifically, the paper was aimed at examining the indiscipline cases that cause teachers' attrition; examine the frequency of cases on indiscipline issues; and measures taken upon the indiscipline cases. The paper was guided by McGregor's theory based on conduct for efficient management and administration of punishment to violators. The study employed cross section research design with mixed approaches. The sample size of the study was 140 respondents. Simple random and snow ball sampling was used to in-service and teachers who left teaching respectively. Quantitative data were analyzed using descriptive and binary logistic regression. The findings revealed that examination malpractices, student sex harassment and truancy influenced teacher attrition. Among the measures taken were: transfer, summary dismissal and reduction in salary that led to teachers quitting teaching. The study concluded that teachers in secondary schools still behave unprofessionally in spite the strong measures taken upon offended teachers. The study recommends to the President's Office Regional Administration and Local Government to improve teachers discipline by equipping Teacher Service Commission staff with all necessary inputs to supervise accordingly,

Government should execute the law number 3 of 1972 for teachers who engaged in examination divulge, and impose severe punishment to offenders including 30 years imprisonment which should be executed effectively.

**Key words:** *Teacher's discipline, Teacher's indiscipline, Teacher attrition.*

### 3.2 Introduction

Discipline among teacher as a leader has a long history, in the Holy Bible, Exodus (20:1-17), Deuteronomy (5:1-21) and Quran, Surat AI-Baqarah (83-86) respectively, God gave Moses the Ten Commandments. These commandments were designed to control the behaviour of the Israelites toward God and among themselves. Failure to follow any of the ten laws is a sin and subjected to punishment. The control of societal activities today follows the Ten Commandments, hence every organisation for a successful execution of programmes established rules and regulations, which direct and protect the operations of the organizational system. Any act or behaviour contrary to approved rules and regulations is known as indiscipline.

Teachers must follow rules, regulations and code of ethics due to the fact that they are the transmitters of knowledge who ensure that children learn, and in most communities teachers are the most educated and respected persons (Patrinos and Kagia, 2008). They are at the front line of developing pupils' understanding, skills, learning and core values.

Discipline to teachers is important at any education institutions; they are guided by code of ethics and code of conduct in all teaching institutions. The role of management to address disciplinary problems is important. According to Anangisy (2010) and Masekoameng (2010) most educators lack management skills suitable for today's democratic society and for ensuring discipline at schools.

Teacher's discipline is among the key components in ensuring good working environment for enabling student learning. According to Ingersoll *et al.* (2014) and Okumbe (1998), discipline is the action by management to enforce organizational standards. Asare *et al.* (2012) and Mfaume (2012) define discipline as a means to bring control, train to obedience and order or drill.

Ramharia (2006) and Cotton (2000) emphasize that school discipline is a form of discipline appropriate to regulate teachers and maintenance of order in the school. In this study discipline is the action of executing code of ethics, employment laws and regulations to enhance quality education to learners. The repercussion of not adhere to codes of ethics and alike laws and regulations might be subjected to disciplinary action summary dismissal being among punishment i.e. attrition proxy.

According to Best and Khan (2006), disciplinary measures are expected to suppress unwanted response during the time teachers are under their school authority's observation. This opinion is also shared by Jerome (2014) and Cotton (2000), who said that in a school system it is expected to provide regulations to teachers that direct their behaviors and the outcome or accountability for their mistakes. Fussy (2012); Ruto, (2010); TSC (2010) also argued that with well-behaved teachers, teaching could be among the most wonderful jobs in the world. However what really occurs on the ground is that unwanted behaviors increase despite the presence of these disciplinary measures.

Indiscipline among teachers affects effective teaching, learning and administration of the school (Agih, 2013). Common indiscipline behaviour by teachers include; absenteeism from school and lesson, alcoholism, sexual harassment, misappropriation of school funds, desertion of duty, drug abuse, teacher's dress code, theft, unethical communication

among teachers, examination malpractices and illegal collection of funds from parent and students (Mfaume and Bilinga, 2016; Croasmum *et al.*, 2007; Koontz and Weihrich, 2005).

These are serious threat to all level of our educational system, because teachers are expected professionals, entrusted with the responsibility to conserve the future and destiny of the nation (Okeke, 2014). The teacher belongs to a special class (sub-group) saddled with" the responsibility of molding the child into a functional adult that will contribute to national development with the following qualities; knowledge of the subject matter being taught far ahead of that of the pupils; professional skill or know-how to awaken a child's interest in what is being taught and to enkindle in his pupils a love of learning and a good moral character (Hahs- Vaughn and Scherff, 2008; Anyamebo, 2005).

The concept of teacher attrition has been defined by different scholars, Loock *et al.* (2006); Darling-Hammond, 2003 argued that teacher attrition means shifting of labour in and out of an education system. According to Ingersoll and Strong (2011) teacher attrition is taken to mean teachers who leave the teaching career to take up other jobs. In this study, teacher attrition refers to all teachers who leave the classroom and do not continue teaching, whether for short or long periods of time regardless of the reasons behind it which resulted into ineffectiveness, low performance, rise on teacher student ratio and overcrowded classrooms.

In North America, United States of America in particular, some incidences of educators' sexual indiscipline such as sexual touching, request for sexual favour and unwelcome sexual advance have been revealed by students in various parts of the country

(Shakeshaft, 2004). Similarly, European countries experience several problems related to teacher unethical practices (Boimanda, 2004).

In Germany, some teachers are involved in selling examination questions and marks, selling front-row seats to students in large classes and forcing students to buy certain materials or additional materials to take private lessons (Chapman, 2002). In Asian countries, China and Bangladesh in particular, the rate of teacher indiscipline has been increasing tremendously. Teachers are reported to engage in selling examination papers or allowing someone else to take the examination for a certain candidate (Transparency International, 2007; Bray, 2003; Bray, 1999).

In Sub-Saharan Africa, countries experience problems of professional indiscipline among teachers and other educational administrators. Teacher indiscipline and unprofessionalism, together with corruption among education administrators threatens to undermine the current initiatives to improve educational quality in many low-income countries including most of Sub-Saharan Africa (Anangisye and Barrett, 2006).

In Tanzania, the incidents of teacher indiscipline can be traced through various studies which were previously done in the country. Boimanda (2004), Anangisye (2006), Mfaume and Bilinga (2016) unveil teachers' professional malpractices that are commonly practiced by teachers. These include immoral conduct, absenteeism, corruption, private tuition, unethical dressing, examination malpractice, and sexual harassment. Similarly, mass media such as radios, televisions, and newspapers reveal several forms of misconduct committed by teachers in different parts of the country. Male teachers are accused of having sexual relationships with their female students (Kuleana, 1999).



The Ministry of Education and Vocational Training provides guidelines through Teachers Service Department (TSD) to ensure teachers abide with code of ethics and abide with rules and regulations. According to Mkumbo (2012) schools rules and regulations are among the strategies designed to instill good conduct of teachers: this is in line with Public Service Act, 2002 and Regulations 2003 of the United Republic of Tanzania.

Further, the persistent of teacher's indiscipline in the question of absenteeism, lateness, the former Bukoba District Commissioner ordered 19 teachers to be caned publicly (BBC News, February 13, 2009). Also, District Executive Director of Longido 2017 fired 16 secondary schools teachers due to issues related to truancy. In the same vein, the Teachers' Services Department (TSD) in Tanzania that deals with teachers' disciplinary issues related to professional misconduct dismisses 200 to 300 teachers every year due to professional indiscipline (TSD, 2011). Teachers' indiscipline disturbs the implementation of the planned interventions, particularly the correct functioning of the teaching and learning process (Van-Nuland and Khandelwal, 2006).

Some female teachers have personal relationship or affairs with school heads'. Such teachers are not regular in school and in lessons (Asare *et al.*, 2012; Scarpa, 2005; Fafunwa, 2009). They use school period for their personal business at the detriment of the students. Most of them do not take active part in extra-curricular activities of the school and are not instructionally effective and efficient, that is attrition proxy. This research aimed to justify whether indiscipline cases of teachers might influence teacher to quit teaching.

The habit of teachers selling of items during the school hours make the teacher not to perform very well in his or her teaching profession, increase in dropout rate hence

students they roam about in the street involves in trendy activities, drug abuse and agents of the politicians, and increase in examination malpractice and corruption with the teachers and the invigilators, they give money to their teachers to allow them copy from unauthorized materials during the examinations (Scarpa, 2005).

Literature shows that a number of teachers and other educational administrators have been engaging in different indiscipline behaviours in Tanzania in relation to teacher attrition and across the world (Porres, 2016; Oziambo, 2013; Oghuvbu, 2006 and Kuleana, 1999). These studies remain silent to whether the convicted persons have been into punishment, and whether they had left teaching after the penalty.

Therefore this study was aimed at assessing the influence of teacher's indiscipline on attrition in public secondary schools in Kilimanjaro and Manyara Regions. Specifically, the study aimed to examine teacher's indiscipline cases that might influence teacher attrition; to examine the frequency of cases on indiscipline issues; and measures taken upon the indiscipline cases.

Further, the study aimed to answer three research questions which are; what are the indisciplinary cases practiced in the study areas which might cause teacher attrition?, at what frequency does those indiscipline cases occurs that could lead into teacher attrition? And what are the disciplinary measures taken by the authority to eliminate indiscipline challenges which ultimately might cause teacher attrition?

### **3.2 Statement of the Problem**

Teachers play a vital role in the attainment of goals in education in any nation. They are responsible for high standards in education, transmission of national values and norms to

their students by teaching them and/or being role models to students. Teachers are, therefore, the most important elements in producing quality education, thus, they are expected to abide by the professional code of ethics. Teacher's indiscipline has been reported on issues such as absenteeism, lateness, professional misconduct, personal relationship or affairs with school heads, doing personal business at school. Also, others were: private tuition, unethical dressing, examination malpractice, and sexual harassment (Porres, 2016; Oziambo, 2013; BBC News, February 13, 2009; TSD, 2008; Scarpa, 2005).

The Tanzania legal framework has provided measures on indiscipline issues among the employees through Tanzania civil servant code of ethics stipulated in the Tanzania Standing Orders URT (2009); URT (2002), URT (2004) Tanzania Employment and Labour Relations Act (2004). Teachers were provided with the establishment of Teachers Service Commission to deal with any raised issues of unprofessional code of conduct. Measures to be taken upon teacher's misconduct were drawn from those laws provision and assessed on the applicability among teachers to the extent they are applied and causes attrition.

Despite the efforts to eliminate indiscipline behaviours through formulation of professional codes of conducts to civil servants and measures to be taken upon misconduct, community members still witness secondary schools teachers engaged in indiscipline cases of examination divulge, sexual harassment to female students and other indiscipline of the same weight. Therefore this study was aimed at assessing the influence of teacher's indiscipline on teacher attrition in public secondary schools in Kilimanjaro and Manyara Regions.

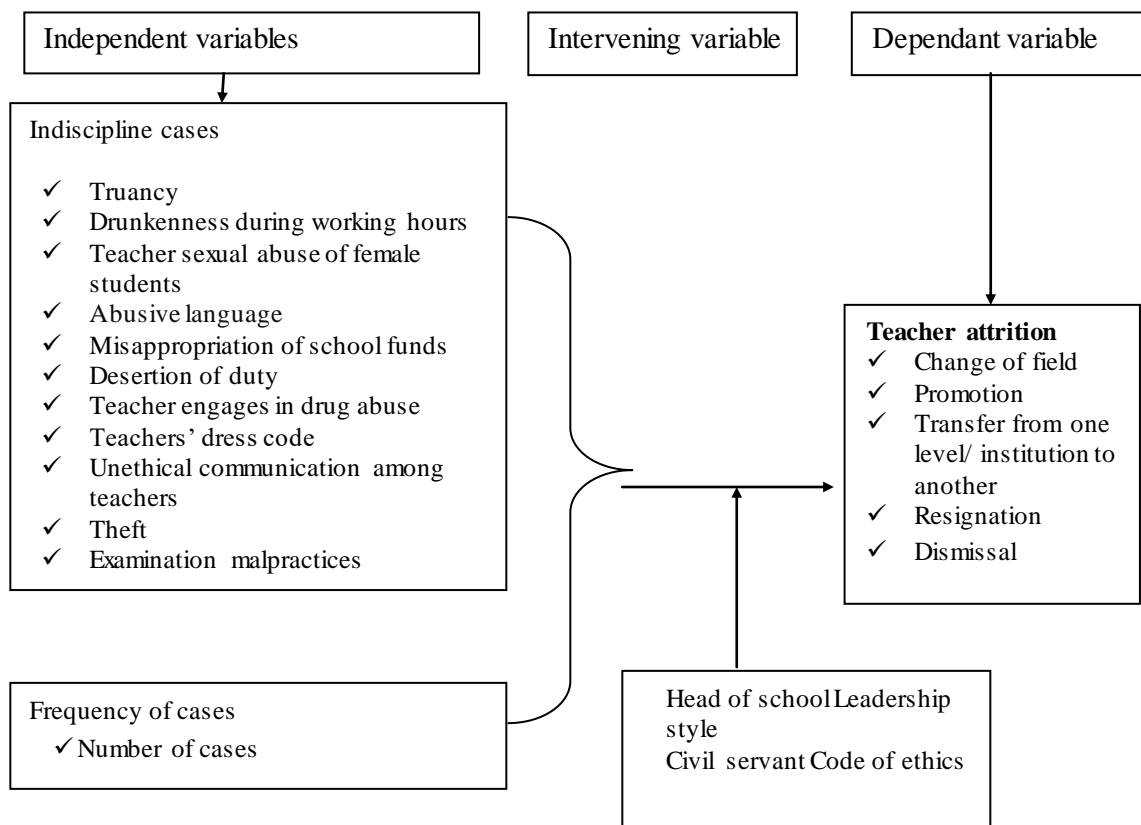
The significance of this paper is to assist Presidents' Office Regional Administration and Local Government Authority with the development of strategies to address teacher indiscipline challenges as it might influence teacher attrition in public secondary schools in the study Regions. Also the paper fits other educational stakeholders to measure, recognize, and respond to the direct effect of indiscipline behaviour like examination divulge which might end up with unqualified graduates, but at the same time those who engage in misconduct might be out of the educational system which is ultimately shortage of teachers. Therefore, the paper is relevant as indiscipline behaviours are continue to happen despite the presence of rules, regulations, code of ethics and strong measures stipulated on the government documents.

### **3.3 Theoretical Foundations**

This paper adopted McGregor's theory X and Y which is the classical organizations theory of Max Weber (Okumbe, 1998). In this study, the application of theory X viewed a school as an organization composed of different categories of people namely teachers, students and community. All these groups of people need discipline as a means of achieving the desired organizational goals and objectives through setting rules and regulations and once broken to be followed by prescribed punishments. Theory Y on the other hand was viewed as school administration with a head teacher, school board, other administrative authorities where teachers are accountable to Tanzania Service Department (TSD) and Presidents' Office Regional Administration and Local Government (PORALG); these are able to apply leadership control mechanism to ensure teachers abide with code of conduct and ethics in any misconduct through the use of rules and regulations set by management (Boimanda, 2004; Okumbe, 1998). The fundamental concepts in McGregor's Theory X and Y are rules and regulations, disciplinary actions mainly punishments and time management especially when administering punishments are expected to change the behaviour.

### 3.4 Conceptual Framework

The conceptual framework of this paper is guided by independent variable which is Indiscipline cases and Frequency of cases. In the indiscipline case variables used were; truancy, drunkenness during working hours, teacher sexual abuse of female students and abusive language. Also, other variables were misappropriation of school funds, desertion of duty; teacher engages in drug abuse, teachers' dress code, unethical communication among teachers, theft and examination malpractices. In the Frequency of cases the study examined number of cases; all these leads to teacher attrition. However, these variables in the conceptual framework can be affected by Head of school leadership style and civil servant code of ethics.



**Figure 3: Conceptual framework - on the influence of teacher's indiscipline on teacher attrition in Public Secondary Schools**

### 3.5 Research Methods

The study was conducted in Kilimanjaro and Manyara Regions. The regions were chosen based on the following reasons; appreciable large number of public secondary schools they had 216 and 135 in Kilimanjaro and Manyara Regions respectively. The Regions had high students enrolment which leads to high teacher-students Ratios (TSR) i.e. 97323 and 43234 (2015) with 1:53 and 1:51 TSR against standard ratio of 1:40 in Kilimanjaro and Manyara in Regions respectively. Likely, in the regions schools recorded to have inadequately staff classrooms with qualified teachers from the demand for teachers caused by a “revolving door” of teachers leaving their jobs “for reasons other than retirement (URT, 2016). In addition, these Regions are vulnerable of younger teachers (20-30 years) leaving teaching, and the teaching workload is heavy making some of the teachers unable to construct new examinations which led into administering past examinations to students (TSC, 2016).

The study was carried out in three districts of each Region. The districts in Kilimanjaro Region were Rombo, Same and Hai, and that of Manyara Region were Mbulu, Babati and Hanang. The districts obtained through purposive sampling based on the number of public secondary schools they have. According to Basic Education Statistics of public secondary schools, Rombo and Babati, Same, Hanang, Mbulu, and Hai districts had 41, 36, 33, 30 and 29 public secondary schools respectively (URT, 2016).

The study adopted a cross-sectional research design with mixed approaches by employing qualitative and quantitative strategies. Within the context of a cross sectional study, information is collected on the entire study population at a single point of time which can encompass a broad scale of information. The sample size for the study was

334 respondents determined by the formula  $n=N/(1+Ne^2)$  (Ryan, 2013): Whereby n, N, and e stands for a number of respondents, total population of the teachers and margin of error which is assumed to be 5% respectively. Out of 140 respondents, 70 were in-service teachers and the other 70 respondents were teachers who left teaching. The in-service teachers were obtained by using simple random sampling; in each district four schools were chosen based on the number of teachers, and in each school at least 5 respondents were selected using rotary methods. The teachers who left teaching were obtained through snowball sampling.

Data was collected using questionnaires administration for both categories of respondents. However, telephone conversation was used for teachers who left teaching and for those who were not physically reached during data collection. Quantitative data especially socio-demographic characteristics were analyzed using descriptive statistics such as frequency and percentages under the aid of Statistical Package for Social Sciences (SPSS) version 21. In examining the influence of indiscipline behaviour on teacher attrition the binary logistic regression analysis was used. In measuring teacher's indiscipline eleven variables was placed in the list for the respondents to choose. The respondents were required to choose more than one variables.

The frequency of occurrence of indiscipline among teachers as a result of non-compliance with rules and regulations among teachers were assessed by providing items and respondents were assessed whether they occur or not. Nine variables were measured with minimum value of one (1) when an action of offence happened and zero (0) if the action does not occur. These indexes were aimed at measuring the extent of frequency to examine which item had the most occurrences of indiscipline using binary logistic

regression. Measures to be taken upon teacher's misconduct were drawn from those laws provision and assessed on the applicability among teachers to the extent they are applied and influences teacher attrition.

Qualitative data from two Zonal Educational Quality Assurance officers as key informants was obtained through face to face interviews. The interviews were conducted to assess the extent of teacher's indiscipline as it influences attrition by using an interview guide. The Zonal Educational Quality Assurance officers provided in-depth data on annual teacher attrition and reports on actual number of teachers who had quitted teaching as results of indiscipline cases. The data was analyzed thematically where information were grouped into themes and placed in the appropriate themes to support and counter argue the qualitative data.

### **3.6 Findings and Discussion**

#### **3.6.1 Socio-demographic characteristics of respondents**

Teachers are part of government employees due to the fact that they are the transmitters of knowledge to students of which these students have to imitate what their teacher taught to be good citizens. In Tanzania, the incidents of teacher indiscipline had been indicated on unveil teachers' professional malpractices include immoral conduct, absenteeism, corruption, private tuition, unethical dressing, examination malpractices, and sexual harassment to mention a few. Table 4 shows response statistics on social demographic characteristics of 70 in-service teachers and 70 teachers who left teaching.



**Table 4: Distribution of respondents by socio-demographic characteristics**

Items	Characteristics	In-service teachers (n=70) %	Teacher who left teaching (n=70) %
Age (Years)	20-30	47.0	40.0
	31-40	47.0	54.3
	41-50	6.0	5.7
Sex	Male	51.5	65.7
	Female	48.5	34.3
Marital status	Married	62.1	59.3
	Unmarried	37.9	40.7
Family size	Small family 1-2 children	49.3	56.4
	Large family 3-5 children	50.7	43.6
Education qualifications	Diploma in education	27.7	17.1
	Bachelor in education	67.0	75.7
	Postgraduate diploma in education	9.0	7.2
	Master in education	1.9	0.0
Working experience	4 years	75.8	28.6
	5 years	24.2	71.4

### 3.6.1.1 Sex of the respondents

The descriptive statistics in Table 4 show that 65.7% of all respondents who left teaching were males, energetic (at the age between 20 to 40 years) and are the holders of Diploma and Bachelor degree, and had a working experience of five years. This implies that teachers who had left teaching mostly were males (92.8%) which are qualified one for teaching secondary schools. This was proved by binary logistic regression which found that education qualification characteristic had an influence to teacher attrition with indicated statistically significant  $P < 0.043$  compared to their counterpart which are postgraduate diploma in education and master in education.

### 3.6.1.2 Age of the respondents

The findings revealed that only a small fraction of teachers reach retirement age while still serving in the teaching profession. These findings found that teachers with 21-50 years old are the one who left teaching which is statistically significant  $P < 0.006$  as a variable in the logistic regression. The finding suggests that most of the teachers might

have quit the profession before retirement age. These findings concur with the findings of Barnett *et al.* (2008), who note that most teachers are likely to quit the profession if they find the job unrewarding.

### **3.6.1.3 Marital status of the respondents**

The respondents were required to indicate whether they were, married or not married. Fifty seven of the respondents (40.7%) indicated that they were not married. The remaining 59.3% indicated that they were married for those categories of teacher who had left teaching. This implies that there are some association of marital status with teacher attrition in the study area which indicated statistically significant  $P < 0.000$ .

### **3.6.1.4 Working experience of the respondents**

The majority of the respondents (71.4%) who left teaching indicated that they had 5 years of teaching experience. On the other hand, 75.8% of in-service teachers had 4 years experience. These findings reflect that the majority of the teachers, who are in the education system, are young and experienced teachers to some extent compared to those who had quit teaching profession presumably for other more rewarding jobs. These findings concur with the findings of Futernick (2007), who notes that teachers retire or quit the teaching profession for greener pastures as a result of poor remuneration.

### **3.6.1.5 Family size of the respondents**

Family size might influence teacher attrition in one way or another. Looking on the findings it is revealed that teachers with small family size of 1-2 children had left teaching compared to in-service teachers. The finding implies that the possibility of teachers left teaching in their working station is associated with family size, the small the

family size the possibility the teacher left teaching as it is very easy to move from one station to another looking for job satisfaction which is proved statistically significant with  $P < 0.000$ .

### 3.7 The Influence of Teacher's Indiscipline Cases on Teacher Attrition

Teachers discipline is among the key components in ensuring good working environment for enabling student learning. The Ministry of Education and Vocational Training provides guidelines through Teachers Service Commission (TSC) to ensure teachers abide by code of ethics and abide by rules and regulations. In determining number of teachers who left teaching due to indiscipline cases in the study area, secondary data was used which was obtained from Regional educational offices as in Kilimanjaro region ten teachers left teaching due to indiscipline cases while in Manyara Region fifteen teachers quitted teaching job due to indiscipline associated cases. About 47 and 52 teachers left teaching in public secondary schools for the period 2012-2016 in Kilimanjaro and Manyara Region respectively for various reasons other than normal retirement, medical grounds and death (URT, 2016).

**Table 5: The influence of indiscipline cases on teacher attrition in both Regions (n=140)**

<b>Indiscipline cases</b>	<b>B</b>	<b>S.E</b>	<b>Wald</b>	<b>Sig.</b>	<b>%</b>
Truancy	-2.234	1.198	3.478	.062	68.5
Drunkness during working hours	1.723	1.262	1.863	.172	62.8
Teacher sexual abuse of female students	-2.021	1.009	.621	.375	58.5
Examination malpractice	.556	.654	.723	.658	78.6
Desertion from duty	-.208	.468	.196	.453	28.5
Drug abuse	.431	.768	.315	.575	56.4
Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test with Chi square					
	6.049			.302	
-2 Log likelihood	187.775				
Cox & Snell R Square	.042				
Nagelkerke R Square	.056				

The findings indicated that indiscipline cases influence teacher attrition by 55.7 % basing on analysis done using binary logistic regression. Examinations malpractice being the first indiscipline case which influence teacher attrition by 78.6% which is statistically significant. The findings suggested that truancy and drunkenness during working hours which accounts 68.5% and 62.8% respectively influence attrition which is statistically significant as presented in Table 5. The findings were proved statistically significant using Omnibus tests for model coefficient and Hosmer and Lemeshow Tests with a Chi square of 6.046 which explain that there is association between the variables and teacher attrition which is goodness of fit. According to the respondent's response, these variables are the most indiscipline cases that teachers are engaged in public secondary schools. These cases influence teacher attrition as when an individual been convicted, disciplinary actions must be in place includes warning and or other actions. If the frequency of the behaviour increased then is where the authority could decide otherwise, by doing so the teacher might be out of the system and that is attrition proxy.

From the Tanzania standing orders published 2009, stated that, any employee who is found absent for three days consecutively without reasons is subjected to summary dismissal. This implies that attrition to teacher due to truancy cases were found to be the reasons that were reported by the respondents. HakiElimu (2010) revealed that in the visited secondary schools the rate of teacher absenteeism was 10%. Teacher absenteeism was viewed by respondents as leading to failure to complete curriculum implementation and poor academic performance amongst students. This finding is in line with Barrett (2004) who points out that in Tanzania teacher absenteeism tends to increase when teachers run out of money.

The issue of teacher's sexual abuse with female students, the finding shows that this variable influence teacher attrition which implies that if the sexual abuse with female student case could be reduced by the amount scored in logistic regression teacher attrition could be not influenced by teacher sexual harassment to female students. Otherwise the variable is statistically significant influence teacher to quit teaching by escaping to be caught by the law for that offence. This is with response to Presidents' order which states that for anyone being found guilty of having sexual relations with secondary school students shall be to jail for 30 years of imprisonment. On the other hand examination malpractice score 78.6% whereby teachers are engaged in examination divulge as a source of personal income from parents and or students. The implication is, if an individual caught in examination divulge using government law of 1972 number 3, that person should be imprisonment for 30 years which automatically is teacher attrition. The response from Educational quality assurance officer during interview in Manyara Region said that

*".....examination malpractices and truancy is a major problem that affects the majority of teachers in most of schools ... Most of them have forgotten their professional roles and fallen into examination malpractices and truancy. They use most of their time in planning how to engage in examination divulge ... Some of them have established their network to collude examinations when the session is nearly to start and or during the exams!"*

The above quote indicates that examination malpractices and truancy problem is rampant among teachers, thus affecting teachers' professional behaviour, hence lead to dismissal of teachers as a civil servants. Upon dismissal the government loses qualified teachers, hence, students have disadvantage in terms of academic achievement. This

finding concurs with Barrett (2004) who estimates that as many as 1 in 7 male teachers at rural schools were found in truancy cases.

According to McGregor's theory X and Y, teachers who were found to have indiscipline cases had been subjected to theory X that explains; individual worker dislike work and due to such dislike, the rules and regulations were made to control the deviant behaviour. The opinion of the respondents on the indiscipline behaviour that were found to be inherent with teachers such as examination malpractices, truancy and desertion of duty to mention the few, needs a control mechanism to control the behaviour of teachers.

### **3.7.1 Examine the frequency of occurrence of indiscipline cases on teacher attrition**

According to Mkumbo (2012), school rules and regulations are among the strategies designed to instill good conduct of teachers. This is in line with Public Service Act, 2002 and Regulations 2003 of the United Republic of Tanzania. The frequency of occurrence of indiscipline among teachers as a result of non-compliance with rules and regulations among teachers were examined by providing items and respondents were assessed whether they occur or not occurs. Six variables were measured with maximum value of one (1) when an action of offence happened and minimum of zero when indiscipline behaviour does not happen. These indexes were aimed at measuring the extent of frequency to examine which item had the most occurrences as indiscipline cases using normal frequency and inferential statistic of which binary logistic regression were computed. The findings were presented in Table 6.

**Table 6: The influence of frequency of indiscipline cases occurrence on teacher attrition (n=140)**

<b>Categorical Variables Coding.</b>				
		<b>Frequency</b>	<b>Parameter coding</b>	<b>%</b>
<b>n=140</b>				
Teacher engages in drug abuse	no	61	.000	43.6
	yes	79	1.000	56.4
Drunkenness during working hours	no	52	.000	37.1
	yes	88	1.000	62.9
Teacher sexual abuse of female students	no	52	.000	37.1
	yes	88	1.000	62.9
Examination malpractice	no	30	.000	21.4
	yes	110	1.000	78.6
Desertion of duty	no	90	.000	64.3
	yes	50	1.000	35.7
Truancy	no	44	.000	31.4
	yes	96	1.000	68.6
Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Tests with Chi square 6.049				
-2 Log likelihood 187.775				
Cox & Snell R Square .042				
Nagelkerke R Square .056				

The results of inferential analysis using logistic regression presented in Table 6 show that the respondents' responses on frequency of cases on indiscipline issues has a means percentage of 55.7. This implies that the extent of prevalence of indiscipline cases was justifiable by Hosmer and Lemeshow Tests of goodness of fit with Chi square 6.049 which is statistically significant to influence teacher attrition in the study areas. From the Table 6; the indiscipline cases occurrence were examinations malpractice, truancy, drunkenness during working hours, teacher sexual abuse of female students, teacher engages in drug abuse, and desertion of duty which arranged in order of magnitude. The researcher noted that in both categories of teachers the mean score are above 50% and it revealed that the frequency of cases on indiscipline issues among teacher were higher in both categories which influence teacher attrition.

This revealed that the frequency of the occurrence of indiscipline cases in the study areas were feasible. According to these finding it proved that the frequency of the occurrence

of indiscipline cases influences teacher attrition. Also, the findings in Table 6 indicated that the opinion of the respondents were reported that examination malpractices, truancy and Teacher-students sexual abuse with their percentage scored were said by most of the respondents. Truancy case being prevalent in both public urban and rural secondary schools which was reported by more than 50% of the respondents in both categories of teachers indicated that truancy was a problem which influences attrition. This implies that, these variables had the highest frequency of occurrence and they are among the highest indiscipline cases conducted by the teachers. In other countries the question of indiscipline had been reported differently by different writers. According to Cotton (2000), lack of discipline is the most serious problem facing the education system in Americas' schools with many educators and students gravely concerned about disorder and dangers school environment.

Similarly, during interviews held with head of schools' it was reported that teachers spent few work hours at school and used the rest of their time in private businesses. Truancy was attributable to low income due to low salaries. As a result, teachers used official hours to engage in private activities to supplement their meager income. This finding is in line with Barrett (2004) who points out that in Tanzania teacher truancy tends to increase when teachers run out of money. This implies that rules and regulations that abide teachers to follow best practices and good conduct are required to direct their eyes on these most repeated cases.

The finding is in line with Ramharia (2006) who argued that teachers' indiscipline in Mauritius secondary schools deteriorating students discipline resulted into low quality academic achievement which requires urgent attention. As in Tanzania, the teachers'



indiscipline if not seriously handled, might result in low academic achievement for the students which resulted into citizens with poor education.

Also, these findings are in line with Oziambo (2013) who reported that teachers' sexual abuse and truancy cases are common in urban schools only. More than half of the respondents in urban settings indicated that, teachers' sexual abuse with female students and truancy were common practice among teachers in their schools which if disciplinary measures were taken might influence teacher attrition.

On the extent of Teacher-students sexual abuse cases was supported by the information obtained from the teachers service commission (TSC) Kilimanjaro Regional office that,

*".....Most of the complaints and cases relating to sexual relations that I get from heads of schools' involve male teachers who behave unprofessionally. Only in few occasions I receive cases related to female. For instance, in 2016 out of 16 cases of various indiscipline behaviours, 8 involved male teacher's sex abuse"*

From that quotation it revealed that male teachers were quick to be committed to female student's sexual abuse cases compared to their counterpart female teachers.

Also, a study by Kiggundu (2009) indicates that drug abuse problem existed among teachers in rural based schools especially the use of Marijuana-*Cannabis sativa* due to the fact that most of the indigenous people in rural areas used to grow and smoke marijuana. Teachers adopted such misconduct as they interacted and established friendship with various groups of people who used to smoke marijuana and some were also native to local community having grown up in that environment.

### 3.7.2 Measures taken upon the indisciplinary cases in surveyed areas

The Tanzania legal framework has provided measures on indiscipline issues among the employees through Tanzania civil servant code of ethics stipulated in the Tanzania Standing orders (2009), Tanzania Teacher's Code of Ethics (2002), Tanzania Employment and Labour Relations Act (2004) of the United Republic of Tanzania. Teachers were provided with the establishment of Teachers service department to deal with any raised issues of unprofessional code of conduct. Measures to be taken upon teacher's misconduct were drawn from those laws provision and assessed on the applicability among teachers to the extent they are applied and influence teacher attrition. The respondents were analyzed through a multiple response, variables placed on the table for each respondent to choose more than one answer, and the findings were presented in Table 7.

**Table 7: Measures taken upon teacher's indiscipline cases**

Measures	Teachers who left teaching (n=140)	
	Responses	
	f	%
Oral warning	47	17.9
Written warning	40	15.2
Reduction in rank	26	9.9
Reduction in salary	46	17.5
Re-categorization	14	5.3
Transfer to remote schools	51	19.4
Negotiation	17	6.5
Summary dismissal	22	8.4
<b>Total</b>	<b>263</b>	<b>100.0</b>

The findings in Table 7 presents measures taken upon teacher's indiscipline cases which shows that transfer to remote schools being famous measure against indiscipline teachers' which accounts 19.4%, followed by oral warning, reduction in salary and written warning as presented in Table 7. This implies that when teachers are transferred to remote areas as a result of being found with indiscipline cases some teachers decide to

quit the job. Also, reduction in salary influence teacher to quit the job since their usual income being reduced, they fail to meet the normal expenditure patterns, and hence teachers decide to quit the job which is an attrition proxy. However, reduction in rank and summary dismissal influence teacher attrition to some extent. The above measures influence teacher attrition in a sense that if applied frequently the challenge of teacher attrition will be inevitable. This implies that, some teachers quit teaching as a result of summary dismissal from indiscipline cases. However, other measures placed in the model received low responses percentages such as negotiations (5.2%) and re-categorization had 5.3% as factors influence teacher attrition.

According to Best and Khan (2006), disciplinary measures are expected to suppress unwanted response during the time teachers are under their school authority's observation. This opinion is also shared by Jerome (2014) and Cotton (2000), who said that in a school system it is expected to provide regulations to teachers that direct their behaviors and the outcome or accountability for their mistakes. Fussy (2012) also argued that with well-behaved teachers, teaching could be among the most wonderful jobs in the world. However what really occurs on the ground is that unwanted behaviors increase despite the presence of these disciplinary measures.

Similarly, Ruto (2010) and TSC (2010) noted that about 500 teachers in Kenya were fired as a punitive measure for being involved in gross misconduct such as sexual abuse of school going age children in 2010. There were other cases of indiscipline leading to interdictions, suspensions, summary dismissal among other punitive measures. These measures were taken after the teachers violated the Teachers Code of conduct which outlines the guidelines for teacher conduct while working at the station and how to relate

with the other teachers and the students. The McGregor's' theory requires to award punishment to those who do not like to abide with working conditions. Therefore, to have measures on indiscipline cases becomes unavoidable mechanisms among teachers who fail to abide with work obligations, rules and regulations.

### **3.8 Conclusion and Recommendations**

#### **3.8.1 Conclusion**

Teachers as facilitators in the teaching and learning process play a vital role in the attainment of goals in education in any nation. According to the findings shown in Table 6 examination malpractices, truancy and teacher sexual abuse of female students were among the leading in disciplines among teachers; despite the efforts taken by the government and the Teacher's Service Commission to promote discipline in the teaching profession. Teacher's indiscipline is still a problem of great concern country-wide. The problem affects the teaching and learning processes, the entire teaching profession and the wider community. According to McGregor's theory that found employees to possess un-controllable behaviour characterized on theory X need a control mechanism; it is where legal and procedures are established to manage this misconduct. Therefore, government and community at large require collaboration as a remedy to ensure that national educational goals are realized.

The finding presented in Table 6 concerning the frequency of occurrence of indiscipline among teachers as a result of non-compliance with rules and regulation among teachers in the survey area it revealed that teacher attrition were influenced by disciplinary procedures subjected to teachers who were found engaged in those cases that were found to be highly repeated. The finding concluded that Teachers were highly engaged in drug

abuse, teacher-students sexual harassment, examination malpractices, and truancy cases that had highest frequency of occurrence and they are among the highest indiscipline cases conducted by some teachers.

Basing on measures taken upon indiscipline cases from the findings discussed in Table 7 the study concluded that summary dismissal, oral warning, teacher transferred to remote areas were the most measures taken against offended persons. Hence teachers quit the job, and that is attrition proxy. Teacher indiscipline is a problem of great concern in both rural and urban public secondary schools that affects teachers' work performance, the teaching and learning process, and the quality of education at large. This situation brings an implication that more effort by educational administrators at both institutional and regional levels is needed to address the problem of teacher misconduct in their respective areas. The impact of attrition could be summarized with the proverb that when two elephants fight it is the grass that suffers. The grass is our students who by so doing will receive poor quality education in this circumstance.

### **3.8.2 Recommendations**

For effective and successful promotion of teacher ethics with the aim of achieving educational goals; this study recommends to the President's Office Regional Administration and Local Government Authority to equip Teacher Service Commission (TSC) with all necessary inputs in particular funds, manpower and transport facilities to deal with teachers discipline in public secondary schools by providing awareness programmes on teachers code of ethics and their remedies before indiscipline cases.

Also, teachers being members of the society, and worships of whatever religious denomination preaches community members to evade with the issue of indiscipline in

the society. The study recommended to Priests, Pastors and Sheikhs to continue reminding community members, teachers among on mores of which Gods' want us to be. This can reduce cases found to be highly committed among teachers such as drug abuse, teacher-students sexual harassment, examination malpractices and truancy cases.

On the other hand, Government should enforce more in rules and regulations that abide teachers to follow best practices and good conduct to those cases that repeated mostly in study findings. For example in drug abuse teachers should be examined on regular bases on their teaching post and to make medical checkup to those who are engaged in drug abuse on their previous days.

On teacher-students sexual harassment, those teachers whom engaged should be subjected to imprisonment for 30 years which is typical teacher attrition for 30 years and once the teacher finished his/her jail time will be no longer a civil servant. Also, on truancy cases the study recommends to the President's Office Regional Administration and Local Government Authority to fix signing in and out biometric machine to each secondary school, this will reduce forge signing in and out among teachers who used to sign on behalf of others.

The study also recommend to the Ministry of Education, Science and Technology should insists in all teachers' training colleges and universities regardless of the ownership, to have a curriculum that has teachers attitudes and ethics as a training subject course that should be taught to all student teachers. As of to date the code of ethics in teaching programme is taught in one teaching course as a topic within

foundation of education. With that teaching course both trainee and graduate teachers will become good teachers on abiding with the good conduct within and outside the college premises which will enhance demonstrate exemplary behaviour at the working place.

As emphasized in McGregor's theory, teachers as employees they need a control mechanism (theory X); this call for a necessity of having school administration and government agency that controls the misconduct of the employees. The school heads should take disciplinary action which is relevant to the teachers' behaviour. Most importantly the teacher must know the reason for meeting out punishment for him or she and the punishment must follow immediately.

Furthermore, the study recommends to the Ministry of Education, Science and Technology through school heads' to practice fair in their punishment. They must establish the reasons clearly for punishing any offender. If teachers are punished for offence without exhibit, the teachers usually become more aggressive and antagonistic, hence attrition. On the same vein, school heads' must be consistent in enforcing discipline to the offender and there should be no double standards punishment.

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## CHAPTER FOUR

### 4.0 THE INFLUENCE OF HEADS OF SCHOOLS' LEADERSHIP STYLES ON TEACHER ATTRITION IN PUBLIC SECONDARY SCHOOLS IN KILIMANJARO AND MANYARA REGIONS, TANZANIA

#### 4.1 Abstract

Educational leadership style plays an important role in the educational institutions with the intention to maintain the goals of institutions by making teaching and learning more effective to give quality education to students around the world. This paper assessed the influence of heads of schools' leadership styles on teacher attrition in public secondary schools in Kilimanjaro and Manyara Regions. Specifically, the study aimed at examining the influence of heads of schools' responsibilities and the influence of heads of schools' leadership styles on teacher attrition. The study was guided by McGregor's theory and contingency theory. The study adopted cross-sectional research design. The sample size of this study was 140 respondents. The study adopted simple random and snowball sampling for in-service teachers and those who had left teaching respectively. Data collection involved questionnaires administration. However, telephone interview was used for respondents who had left teaching and could not be physically reached during data collection. Quantitative data was analysed using descriptive and binary logistic regression for both objectives. Qualitative data were thematically analyzed. The study revealed that autocratic leadership style with its characteristics had much influence on teacher attrition followed by Laissez-faire leadership style in the study areas ( $P < 0.05$ ). Also, the study found that heads of schools' responsibilities influences teacher attrition justified by Hosmer and Lemeshow Test which is statistically significant ( $P < 0.05$ ). The study concluded that some of the heads of schools' responsibilities and leadership styles



influence teacher attrition. The study recommends that heads of schools should avoid the use of autocratic leadership style in managing teaching staff. The head of school position should be advertised and qualified academicians should apply for the position followed by interview. Also, a specialized management and leadership training course for heads of schools' within the country should be developed and attended by all schools heads'.

**Key words:** *Leadership, leadership style, teacher attrition*

## 4.2 Introduction

Globally, leadership, and the study of it, has roots in the beginning of civilization. Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common- leadership (Antonakis *et al.*, 2013). In the Holy Bible, leadership is going back to 7<sup>th</sup> century when God appears to Moses (teacher) as burning bush on Mount Sinai and honoured him as a leader among Jews as the lawgiver of Israel (Exodus 20:22-23:19), on the other hand, the Holy Quran states that Moses was sent by God to the Pharaoh of Egypt and the Israelites for guidance and warning, he was specially chosen from the right side of Mount Sinai to receive and deliver law to Israelites (Surat Maryam 19:51-53). This argument wanted to justify that the issues of leading people is not a new phenomenon, and the leaders should guide through stipulated code of professional to motivate and satisfy subordinates.

Leadership in educational institutions is necessary for a variety of reasons. On a supervisory level, it is required to complement effective organizational systems and societal functioning and to enhance subordinate motivation, effectiveness, and satisfaction (Antonakis *et al.*, 2013). In leading teaching staff a certain leadership style

has to be practiced. According to Horng *et al.* (2010), leadership style is the manner and approach of providing direction, implementing plans and motivating people. In this paper leadership style is a management of employees in the educational institution taking into consideration that they are matured, educated and servant of the same employer. Leadership styles assessed in this study were democratic, autocratic, laissez- faire and transformational and their influence on teacher attrition.

Educational leadership style play important role in the educational institutions to maintain the goals of institutions by making teaching and learning more effective and to give quality education to students around the world (Swathi, 2013; Hirsch *et al.*, 2013; Oyetunyi, 2012). School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents achieving common educational aims (Machumu and Mafwimbo, 2014). This term is often used synonymously with educational leadership in the United States of America and has supplanted educational management in the United Kingdom (Wanjiru, 2016).

Chepkonga *et al.* (2015) identified different leadership style including; autocratic, democratic, transformational and laissez-faire leadership. Their study revealed that achievements in schools are dependent on four identifiable Leadership styles. Leadership styles such as Autocratic appear generally self-centered and allow minimum participation of the subordinates in decision making. The democratic style is rather people oriented and counts on the participatory contribution of the subordinates (Mgbodile, 2012).

Leadership style practiced by heads of schools depends on the leaders assumptions about human being, human nature and human learning. These assumptions

consciously and unconsciously are the main foundation for decision making in choosing a leadership style which might be a teacher retention strategy (Machumu and Mafwimbo, 2014; Swathi, 2013).

Autocratic leadership style has prevailed in Mexico and Taiwan heads of schools, while democratic style is dominant in South Korea and United States of America. According to Dickson *et al.* (2013) only democratic leadership style had a direct and significant affiliation with performance in United States of America schools. Ibrahim (2014) noted that transformational leadership style pays particular attention to the subordinates' needs for growth and achievement and thus leaders who use this style are proactive leaders. Laissez-faire leadership style refers to the approach which allows free contributions of ideas or opinions without interference by the leader (Chepkonga *et al.*, 2015). This leadership style works only when the employees are skilled, loyal, experienced and intellectual. In relation to teacher attrition, laissez-faire style does not fit as the employees are skilled and intellectual of which on absent of leader, workers may do whatever they think appropriate for personal benefits including truancy from a work place.

In Sub Saharan African countries, Nigeria in particular, democratic leadership style was the predominant used by principals of secondary schools (John and Taylor, 2011). The democratic leadership style enhances teacher retention. In Tanzania, transformational leadership styles motivate secondary school teachers to remain in their working station hence creating positive relationship between heads of schools and their teachers which will avoid teacher attrition (Nguni *et al.*, 2014).

This study focused on influence of heads of schools' leadership style on teacher attrition. Teacher attrition means shifting of labour in and out of an education system of which it is a component of teacher turnover (Nambundunga, 2016; Looock *et al.*, 2014; Darling-Hammond, 2013). According to Ingersoll and Strong (2011) teacher attrition is taken to mean teachers who leave the teaching career to take up other jobs. In this study teacher attrition is considered to include all teachers who leave the classroom and do not continue teaching, whether for short or long periods of time and for whatever reason behind it without replacement.

Literature, specifically in addressing heads of schools' leadership style and responsibilities in relation to teacher attrition in public secondary schools in Tanzania is inadequate. Even the available studies do provide little information that addresses how heads of schools' leadership style and responsibilities might influence secondary schools teacher attrition. For instance, Mrema (2007) in her study based on factors contributing to primary school teacher attrition in Tanzania, Elias (2014) was based on teachers attrition in community secondary schools in Tanzania, looking on influential factors and its effects on syllabus coverage and teachers' workload, the study concluded that teacher attrition causes the incomplete coverage of syllabus which affects students during examinations with the probability of the topic which was not taught might happen in the examinations paper.

Mgaya (2011) was based on salary and non salary related factors for teacher attrition in mainland Tanzania, the study concluded that Teachers' attrition in secondary schools is a problem of great concern in both government and private secondary schools chiefly influenced by differentials in both salary and non-salary incentives as teachers make

economic decisions about their career and seek better paid work where they can. In so doing, teachers engage in movement within and out of the profession.

Joel (2014) was based on roles of motivation on teacher turnover in public secondary school in Tanzania, and Boniface (2016) was based on teacher retention in Tanzania remote secondary school perceived challenges and support, the study concluded that teachers in remote public secondary schools are vulnerable to teacher attrition as the working environment were not improved. With the above mentioned studies, however, the paper on the influence of heads of schools' responsibilities and leadership style on teacher attrition has been little evidenced. Therefore, this paper assessed the influence of heads of schools' responsibilities and leadership style on teacher attrition decision. The paper was guided by two specific research objectives which were; to examine the influence of heads of schools' responsibilities on teacher attrition, and to examine the influence of heads of schools' leadership styles on teacher attrition. The paper attempted to answer the research questions which are to what extent heads of school responsibilities influence teacher attrition does, and to what extent does heads of schools' leadership styles influence teacher attrition in the study regions.

The paper is timely because it adds on empirical literature on leadership styles and their influence on teacher attrition in public secondary school; this is due to the global competitiveness among organizations that made employees attrition to become a topic of discussion. Also, the finding of this study might be of help to policymakers in designing necessary interventions 'to address the problem of teachers leaving schools. Furthermore, the results of this study can help school leaders to appraise their commitment and to understand its effect on the level of teacher attrition and school performance.

### **4.3 Statement of the Problem**

Common observations in the school system show that teachers in public secondary schools are moving away from the teaching profession to other professions and others have early retirement. Many reasons might have been responsible for this development. Among these reasons may be the perceived low level of teachers' welfare and the conditions of service which seem not to be comparable with the conditions of service of their colleagues in the civil service (Fan, 2009).

According to URT (2016), 86 teachers had left teaching for a period of 2012-2016 due to various reasons other than normal retirement, perhaps due to leadership style used by some of heads of schools' in the administration of their schools. However, the relationship between heads of schools' leadership styles and teacher attrition has been a subject of controversy by many educational researchers which was centered on whether or not leadership styles of heads of schools' in performing daily responsibilities influence teacher attrition (Wanjiru, 2016; Machumu and Mafwimbo, 2014; Kinyanjui, 2014; Nadarasa, 2014; Ibrahim, 2014; Ajuoga, 2013).

Some heads of schools in public secondary schools believe that their responsibilities are to provide the instructions and directives to the teaching staff. And the role of teaching staff is to obey the instructions. When teaching staff react on the directives from head of school resulted into low teacher's morale.

Kinyanjui (2014) emphasized that the problem of teacher attrition is a result of poor leadership styles among other reasons practiced by heads of schools' in Kenya; however, the study does not categorize leadership styles that influence teacher

attrition. The government of Tanzania through Presidents Office Ministry of Regional Administrative and Local Government (PORALG) stipulated that heads of schools' should have at least bachelor degree in education due to the fact that heads of schools' might happen to lead subordinates of the same education qualification or above. The bachelor degree in education shall enable heads of schools' with educational management and school administration to efficiently and effectively managing their subordinates. In addition, Ministry of education and vocational training in 2012 provided administrative guide with clear responsibilities to heads of schools' to avoid some of the staff leaving the manager due to mismanagement. Nadarasa (2014) noted that to stay in teaching, teachers need school management which practice appropriately leadership styles including democratic, transformational, autocratic and laissez-faire.

Despite these efforts, teacher attrition challenge still persists in public secondary schools in Tanzania, particularly Kilimanjaro and Manyara regions. This was evidenced by a researcher who met with journalist who left teaching 2016 in Moshi district which was not a district of the study. Therefore, this study aimed at examining the influence of heads of schools' leadership styles on teacher attrition in public secondary schools in Tanzania using selected districts and schools in Kilimanjaro and Manyara Regions.

#### **4.4 Theoretical Foundation of the Study**

The paper adopted Contingency theory (Fielder's theory) and McGregor theory X and Y. The Contingency theory of leadership (Fielder's theory) describes leadership in terms of groups of leaders (Marshall, 2014; Ross and Gray, 2008). Where leadership depends upon

a proper match between a leadership style of interacting with subordinates and the degree to which the situation gives control and influence to the leader. The theory is strong by having three steps in the model: identifying leadership style, defining the situation, and matching leaders and situations. Also the contingency theory in school focuses on applying management principles and processes as dictated by the unique characteristics (Ibrahim, 2014; Johansson, 2013). The theory emphasizes that there is no best way to manage and it depends on various situational factors such as characteristics of the heads of schools and subordinates. The theory posits that leaders motivate followers and make better performance. The theory deals with this additional aspect of leadership effectiveness studies. However, the theory does not state specifically the kind of motivation needed by subordinates.

On the other hand, the study adopted McGregor theory X and Y where this theory develops a positive style to institutional management development (Okumbe, 2008; Boimanda, 2004). Based on McGregor theory Y, the organization tries to create the most symbiotic relationship between manager (head of school) and workers (teaching staff).

The head of school needs to promote the optimum workplace through morality, creativity, naturalness, problem solving and acceptance of facts (Lamb, 2013). This promotes self esteem, confidence, achievement, respect of subordinates and respect by others. McGregor X-Y theory is strong in the sense that it reminds heads of schools on natural rules for managing teachers, which under the pressure of day to day business are all too easily forgotten. On one hand, many heads of schools practice theory X (authoritarian management style) of which people must be forced with the threat of punishment to work towards organizational objectives, and generally get poor results (teacher attrition).

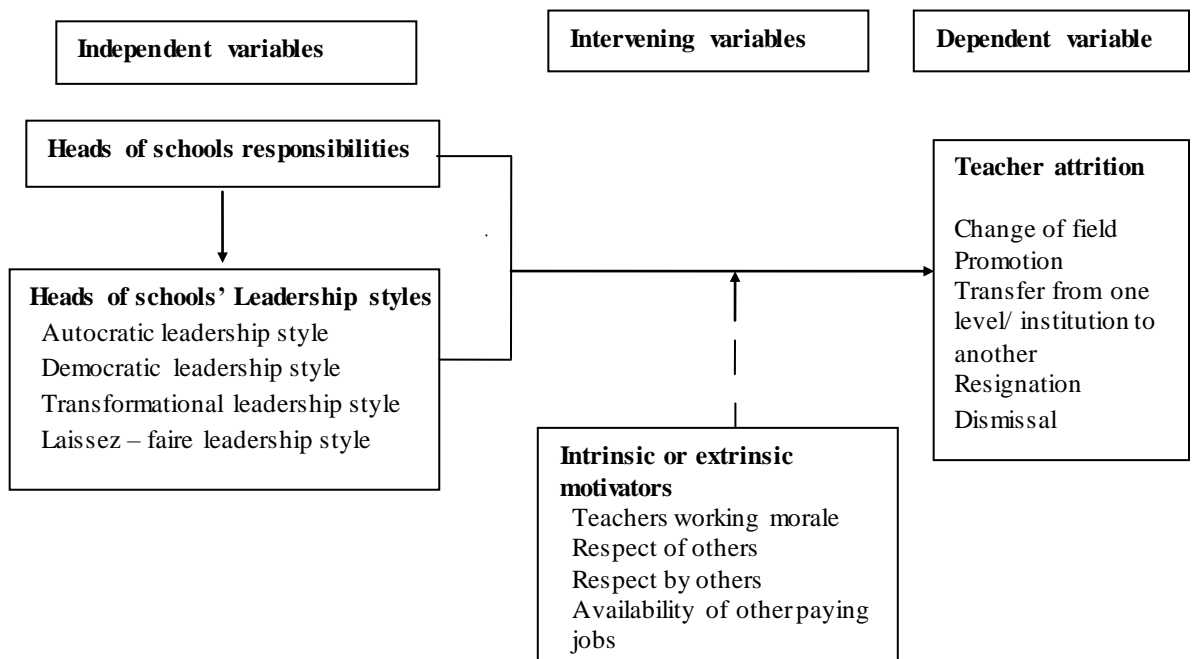
However, enlightened heads of schools use theory Y (participative management style) by applying self control and self direction. Theory Y is in the pursuit of organizational



objectives without external control or the threat of punishment which allows people to grow and develop (teacher retention). The choice of these theories remain valid and central to organizational development as a basic theories from which to develop positive management styles and techniques to improve organizational culture as they create symbiotic relationship between managers (Heads of schools) and workers (Teachers) which relates to Maslow's hierarchy of needs of Self Actualization and Esteem.

#### 4.5 Conceptual Framework

The conceptual framework shows that leadership style employed by heads of schools in implementing their day to day duties is an independent variable and has an influence on the teacher attrition which is a dependent variable. Intervening variables such as intrinsic and extrinsic motivators also might influence teacher to quit teaching. However, the leadership styles applied by heads of schools might influence teacher attrition.



**Figure 4: The Conceptual Framework - on the Influence of Heads of Schools'**

#### **Leadership Styles on Teacher Attrition**

Indicators for Heads of schools' responsibilities which are stipulated in the Heads of schools' administrative guide are:

- a) To ensure effective and efficiency administering of the government funds at school
- b) To manage and maintain school assets
- c) To ensure managing subordinate teachers and other allied workers as well as students
- d) To act as mediator between school community, local government leaders, parents and institutions
- e) To manage school daily activities
- f) To appoint the second master and other leaders at the school
- g) To forward letters from subordinate teachers and parents, and shall not reject forwarding letters
- h) To propose board members to the regional secretariat
- i) To ensure availability of school governing instruments as they will be provided
- j) To ensure accessibility of competent and skilled teachers as well as their residences for accomplishing of school objectives

Indicators for heads of schools' leadership styles are autocratic, democratic, transformational and laissez – faire leadership styles. Some traits of these leadership styles lead to teacher attrition. The research assessed these leadership styles on their influence to teacher attrition in public secondary schools in Tanzania. With that assessment it can be identified which leadership styles can influence teacher retention as opposed to teacher attrition. However, these leadership styles can be affected by variables such as teachers working morale, respect of others, respect by others and availability of greener pasture that can have influence on teacher attrition.

#### 4.6 Research Methods

The study was conducted in Kilimanjaro and Manyara Regions. The Regions were chosen based on the following reasons; appreciable large number of public secondary schools which are 216 and 135 in Kilimanjaro and Manyara Regions respectively. The Regions also has high students enrolment which leads to high teacher-students Ratios (TSR) i.e. 97323 and 43234 (2015) with 1:53 and 1:51 TSR against standard ratio of 1:40 in Kilimanjaro and Manyara Regions respectively. Likely, in the regions schools recorded to have inadequately qualified teaching staff from the demand for teachers caused by a “revolving door” of teachers leaving their jobs “for reasons other than retirement (URT, 2016). In addition, these regions are vulnerable of younger teachers (20-30 years) leaving teaching, and the workload is heavy making some of the teachers unable to construct new examinations which led into administering past examinations to students (TSC, 2016).

The paper was carried out in three districts of each Region. The districts in Kilimanjaro Region were Rombo, Same and Hai, and that of Manyara Region were Mbulu, Babati and Hanang. According to Basic Education Statistics of public secondary schools, Rombo and Babati, Same, Hanang, Mbulu, and Hai districts had 41, 36, 33, 30 and 29 public secondary schools respectively (URT, 2016).

The paper adopted a cross-sectional research design with mixed approaches by employing qualitative and quantitative strategies. Within the context of a cross sectional study, information is collected on the entire study population at a single point of time which can encompass a broad scale of information. The sample size for the study was 140 respondents determined by the formula  $n=N/(1+Ne^2)$  (Ryan, 2013): Whereby n, N, and e stands for a number of respondents, total population of the teachers and margin of

error which is assumed to be 5% respectively. Out of 140 respondents, 70 were in-service teachers and 70 respondents were teachers who left teaching. The in-service teachers were obtained by using simple random sampling; in each district four schools were chosen based on the number of teachers, and in each school 5 respondents were selected using rotary methods. The teachers who left teaching were obtained through snowball sampling.

The units of analysis for the study were in-service teachers and teachers who left teaching from whom quantitative data were collected. Data was collected using questionnaires administration for both categories of respondents. However, telephone interview was used for teachers who left teaching and for those who were not physically reached during data collection. Quantitative data especially socio-demographic characteristics were analyzed using descriptive statistics such as frequency and percentages under the aid of Statistical Package for Social Sciences (SPSS) version 21. In analyzing the influence of heads of schools' responsibilities and heads of schools' leadership styles on teacher attrition, inferential statistics using logistic regression analysis was used to check the association of heads of schools' responsibilities and leadership styles on teacher attrition.

Qualitative data from two Zonal Educational Quality Assurance officers as key informants was obtained through face to face interviews. The interviews were conducted to assess the extent of heads of schools leadership styles influences teacher attrition by using a checklist. The Zonal Educational Quality Assurance officers provided in-depth data on annual teacher attrition. The data was analyzed thematically where information was grouped into themes and placed in the appropriate themes to support and counter argue the qualitative data.

## 4.7 Findings and Discussion

### 4.7.1 Socio-demographic characteristics of respondents

Leadership style in public secondary schools had been used by different administrators to manage responsibilities and resources of the organizations. This paper examined two objectives which were: to examine the influence of heads of schools responsibilities on teacher attrition; and the influence of heads of schools' leadership style on teacher attrition.

Before examining the objectives of the study, the researcher had to analyze social demographic characteristics of the respondents basing on age, sex, family size, marital status, education qualification and working experience for both categories of teachers and the findings were presented in Table 8.

**Table 8: Distributions of respondents by social demographic characteristics**

Items	Characteristics	In-service teachers	Teacher who left teaching
		(n=70) %	(n=70) %
Age (Years)	20-30	47.0	40.0
	31-40	47.0	54.3
	41-50	6.0	5.7
Sex	Male	51.5	65.7
	Female	48.5	34.3
Marital status	Married	62.1	59.3
	Unmarried	37.9	40.7
Family size	Small family 1-2 children	49.3	56.4
	Large family 3-5 children	50.7	43.6
Education qualifications	Diploma in education	27.7	17.1
	Bachelor in education	67.0	75.7
	Postgraduate diploma in education	9.0	7.2
	Master in education	1.9	0.0
Working experience	4 years	75.8	28.6
	5 years	24.2	71.4

#### 4.7.1.1 Sex of the respondents

The descriptive statistics in Table 8 show that 65.7% of all respondents who left teaching were males, energetic (at the age between 20 to 40 years) and are the holders of Diploma

and Bachelor degree, and had a working experience of five years. This implies that teachers who had left teaching mostly were males (92.8%) which are qualified teacher to teach public secondary schools. This was proved using Hosmer and Lemeshow test which found that education qualification characteristic had an influence to teacher attrition with indicated statistically significant  $P < 0.05$ .

#### **4.7.1.2 Age of the respondents**

The findings revealed that only a small fraction of teachers reach retirement age while still serving in the teaching profession. These findings found that teachers with 21-50 years old are the one who left teaching which is statistically significant  $P < 0.05$  as a variable in the logistic regression. The finding suggests that most of the teachers might have quit the profession before retirement age. These findings concur with the findings of Barnett *et al.* (2008), who note that most teachers are likely to quit the profession if they find the job unrewarding.

#### **4.7.1.3 Marital status of the respondents**

The respondents were required to indicate whether they were, married or not married. Fifty seven respondents (40.7%) indicated that they were not married. The remaining 59.3% indicated that they were married for those categories of teacher who had left teaching. This implies that there are some association of marital status with teacher attrition in the study area which indicated statistically significant  $P < 0.05$ .

#### **4.7.1.4 Working experience of the respondents**

The majority of the respondents (71.4%) who left teaching indicated that they had 5 years of teaching experience. On the other hand, 75.8% of in-service teachers had 4 years

experience. These findings reflect that the majority of the teachers, who are in the education system, are young and experienced teachers to some extent compared to those who had quit teaching profession presumably for other more rewarding jobs. These findings concur with the findings of Futernick (2007), who notes that teachers retire or quit the teaching profession for greener pastures as a result of poor remuneration.

#### **4.7.1.5 Family size of the respondents**

Family size might influence teacher attrition in one way or another. Looking on the findings it is revealed that teachers with small family size of 1-2 children had left teaching compared to in-service teachers. The finding implies that the possibility of teachers left teaching in their working station is associated with family size, the small the family size the possibility the teacher left teaching as it is very easy to move from one station to another looking for job satisfaction which is proved statistically significant with  $P < 0.05$ .

#### **4.7.2 The influence of heads of schools' responsibilities on teacher attrition**

Inability to fulfill responsibilities by heads of schools' might lead to teacher attrition. The Heads of schools' in performing their duties can enhance the engagement or can create an atmosphere where a teacher can become disengaged from the work place. School teachers' belief in the ability of leadership style to undertake administrative responsibilities might lead the institution in the right direction and openly communicate the state of the school as a key in driving teachers' retention. In the modern work it is found that the employee leaves the manager not the institution (Moller, 2011).

With the Heads of schools leadership style embedded in discharging duties towards their subordinates they might influence teacher attrition. This section examines the influence

of Heads of schools' responsibilities on teacher attrition. Heads of schools duties were taken from "Kiongozi cha Mkuu wa Shule ya Sekondari" of 2012.

This is government directive document which directing secondary school heads on their responsibilities. The assessment was analyzed using inferential statistics of which logistic regression was used examine the extent to which these responsibilities have an influence on teacher attrition decisions.

**Table 9: Heads of schools' responsibilities and their influence on teacher attrition**

Categorical Variables	Parameter			
	coding	Frequency	%	Sig
		<b>n=140</b>		
Not ensure accessibility of competent and skilled teachers as well as their residences for accomplishing of school objectives	no	64		
	yes	76	54.3	1.000 <sup>NS</sup>
Not manage and maintain school assets	no	86		
	yes	54	38.6	.999 <sup>NS</sup>
Not ensure managing subordinate teachers and other allied workers as well as students	no	74		
	yes	66	47.1	1.879 <sup>NS</sup>
Not act as mediator between school community, local government leaders, parents and institutions	no	111		
	yes	29	20.7	.018
Not appoint the second master/mistress and other leaders at the school	no	102		
	yes	38	27.1	.740 <sup>NS</sup>
Not forward letters from subordinate teachers to higher authority, and shall not reject to forward any letters	no	20		
	yes	120	85.7	.010
Not ensure availability of school governing instruments as they will be provided	no	123		
	yes	17	12.1	.365 <sup>NS</sup>
Bias propose board members to the regional secretariat	no	47		
	yes	93	66.4	.013
Not ensure effective and efficiency administering of the government funds at the school	no	75		
	yes	65	46.4	.780
Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test $X^2$ 25.05 sig 0.003				
-2 Log likelihood 168.774				
Cox & Snell R Square .164				
Nagelkerke R Square .219				

**NOTE: NS means Not Significant.**



The findings in Table 9 reveal that the extent of prevalence of heads of schools' responsibilities on the influence of teacher attrition contributes by 65% as an overall percentage in surveyed public secondary schools which is statistically significant at p-value 0.003. The finding implies that heads of schools' responsibilities have an influence on teacher attrition by 65%. On the other hand, the inferential analysis using Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test  $X^2$  25.05 sig 0.003 which is statistically significant. The findings suggested that heads of schools' duties if not performed accordingly can lead into teacher attrition.

On the individual categorical variables, (not forwarding official letters from subordinate teachers to higher authority for decision, and shall not reject to forward any letters) the finding indicated that this variable scored 85.7% with p-value 0.010 which is statistically significant, this implies that heads of schools' have a tendency of rejecting signing and forwarding official letters from their subordinates' to higher authority for decision with no genuine reasons. This cause teacher attrition due to the fact that teachers are not satisfied with the way heads of schools' acts. This enhances demotivation and poor working morale in the work place and lead into quit teaching. Teachers have many demands that require their official letters of claims and proceedings to be passed by the heads of schools', when rejected they decide to quit the job emotionally. Also, the heads of schools' responsibilities such as Bias propose board members to the regional secretariat scored 66.4% with p-value 0.030 which is statistically significant is among the variable which cause teacher attrition. This is due to the fact that, during managing of daily activities such as appointing supporting leaders, managing financial and physical resources heads of schools' were found engaged with quarrels with their subordinates due to bias in selecting board members to regional

secretariat, hence can influence teacher attrition due to double standard decisions. This was in line with the response from the Zonal Educational Quality Assurance officer who was a key informant in Manyara Region and who said;

*".....Most of the complaints and cases relating to denials in signing of letters of their subordinates for various issues that I get from in-service teachers involve the head of school who behave unprofessionally in terms of management style. And real it has costs implication to the district's teaching staff shortage which need to ask the District Executive Director every now and then for teaching staff replacement"*

This implies that there are some heads of schools do not follow the guideline stipulated by government circulars, standing orders, policy guide and other given administrative tools; thus failure to abide by that leads to teacher attrition.

Basing on Contingency theory, posts three dimensions that define the key situational factors which are leader-member relations which is the degree of confidence, trust, and respect, members have in the leader, task structure that defines the degree to which the job assignments are procedurized and position power that presents the degree of influence a leader has over power variables such as hiring, firing, promotion. In managing schools, heads of schools' have the responsibilities of ensuring that they manage school daily activities. In so doing contingency theory need to be applied based on situation at hand that would ensure teachers are comfortable on their teaching stations.

These findings were in line with the study by Newmark (2008) which revealed that in the 2003-2004 school year, 37.2% of public school teachers who moved to a different

school said that dissatisfaction with support from administrators was extremely important in their decision to change schools. Other teachers who left teaching responded that, the opportunity for a better teaching assignment makes them to quit teaching in their working stations.

Ingersoll and Strong (2011) argued that greater assistance to new teachers, less conflict and strife, and more employees' inputs into school significantly decrease a teacher likelihood of leaving a school. Also, it was reported that, administrative support for all teachers, not just new teachers, are important which is teacher retention strategy.

#### **4.7.3 The influence of school heads leadership style on teacher attrition**

School leadership plays a key role in improving school outcomes by influencing the motivation and capacities of teachers as well as the school climate and environment (Bush, 2013). According to Mutula (2012), the heads of schools' must employ inclusive kind of leadership style where they will involve other people as a team. This team gets a deliberate opportunity to contribute duties to create the opportunities to make this happen and teachers partly determine the leadership styles of the heads of schools.

According to Barker (2011) and Fernandez (2012), the leaders (Heads of schools') who are effective and committed motivate their teachers and learners; retain professional academic staff and improve environment in their institutions. This study examines the influence of leadership styles on teacher attrition which were; autocratic, democratic, transformational and laissez-faire leadership styles.

Data were analysed using descriptive whereby by frequency and percentage was computed. Inferential analysis was performed using binary logistic regression to

examine the extent of leadership styles on teacher attrition. The findings were presented in Table 10.

**Table 10: The influence of Heads of schools' leadership styles on teacher attrition (n=140)**

Leadership styles		f	%	Sig	B
Transformational	no	111	79.3		
	yes	29	21.7	.061 <sup>NS</sup>	0.241
Democratic	no	85	60.7	.299	
	yes	55	39.3	.271 <sup>NS</sup>	-0.547
Laissez faire	no	43	30.7		
	yes	97	69.3	.0027	0.959
Autocratic	no	51	36.4		
	yes	89	63.6	.0043	-0.862
Hosmer and Lemeshow Test					
Omnibus test of model coefficient Chi square					
3.169					
-2 Log likelihood					
190.655					
Cox & Snell R Square .022					
Nagelkerke R Square .030					

The findings from Table 10 basing on respondents' response on categorical variables parameter coding using logistic regression scored 69.3% with p value of 0.002 for Laissez-faire leadership style, 63.6% with p value of 0.004 for autocratic leadership style, 39.3% with p value of 0.271 for democratic leadership style and 21.7% with p value of 0.061 for transformational kind of leadership style. The finding revealed that the heads of schools' who manage their subordinates using autocratic and laissez-faire influences teaching staff to quit the job is statistically significant on the influence of teacher attrition, as these two leadership style either impose unnecessary power of the authority or let the subordinates do what they think regardless the organizational goals and objectives met.

Teaching staff were not satisfied with the way a manager managing his/her staff of which on the presence of dissatisfaction teacher attrition is inevitable. The finding implies that laissez-faire leadership style with its characteristics had much influence on teacher attrition. Continued use of laissez-faire leadership style will lead to increased teacher attrition. This is due to the fact that, when teachers are left to administer themselves, they are likely to perform outside the professional misconduct such as absenteeism and facility mismanagement hence leads to be subjected to disciplinary actions when followed it becomes paramount.

This was followed by autocratic leadership style where the findings imply that when the heads of schools leadership style does not allows subordinates contribute or participate on some aspects of decision making under maximum supervision, some of the teacher might opt to quit the job..

The extent of heads of schools' leadership style reported by respondents was supported by the information obtained from the Zonal Educational Quality Assurer (a key informant) from Kilimanjaro Regional office who argued that,

*"...heads of schools' somehow are the major challenges that affect teacher to quit their job in most of schools ... Most of them have forgotten their professional duties stipulated by Government and fallen into managing teaching staff as if they are children. They use most of their time in using angry words and instructions towards achieving school targets.... Some of them have established their leadership style which is contrary to the government expectation of being head of school...!"*

This implies that heads of schools' use their own ways of managing schools which are not in line with the provided guidelines. Teachers, when undertaking courses in their academic professional programmes, were taught on all these management styles. However, they were found using autocratic and laissez-faire that are detrimental to their schools, leading to teacher attrition.

Mulford (2008) emphasizes, on one hand, the role of various school administration characteristics including school leadership. On the other hand, he explores the hypothesis that attrition is influenced by how well a school is run. The survey results support the proposition that administration characteristics matter. Teachers say that school leadership and teacher empowerment are important factors in deciding whether to stay or quit, and teachers with low attrition at schools tend to be more satisfied with their working conditions than unsatisfied teachers which lead to attrition at schools (Harris and Muijs, 2016; Hirsch *et al.*, 2013; Johnson and Birkeland, 2013; Johansson, 2013; Hickcox, 2012). Based on these literatures, it is revealed that teacher attrition in public secondary schools is caused by poor administrative leadership style among others factors.

Fiedler theory believes that a key factor in leadership success is the individual's basic leadership style after knowing the leadership styles and defining all the situations, the theory chose the leader who will fit for the situation. Two ways in which to improve leader effectiveness are change the leader to fit the situation and change the situation to fit the leader. The autocratic and laissez-faire leadership styles focus on changing the leader to fit the situation; democratic and transformational leadership styles advocate changing the situation to fit the leader. Conversely, according to McGregor X-Y theory,

where theory X is characterized by lacks flexibility, controlling and demanding “carrot and stick” approach as well as focusing solely on productivity. Theory X requires the heads of schools to use dictatorship mechanism by engaging punishment that leads to teacher attrition. While theory Y is based on democratic and transformational mechanisms which are based on people oriented management focusing on encouraging subordinates, organizing followers and creating a paternalistic atmosphere.

An autocratic leadership style is also known as authoritative leadership. This leadership style centralizes power authority and decision making (Okumbe, 2008). It involves issuing detailed instructions and close supervision of subordinates in work stations. Relationships between managers and their subordinates are highly formal and sanctions which are imposed if subordinates underperform. Workers are not expected to exercise initiative. Leaders dictate to their employees what they want to be done and how they want it to accomplished without getting the advice of their followers. From the findings presented in Table 10, it is evident that autocratic leadership style is a cause of teacher attrition. This is in line with a research by Iqbal (2012) on comparative study of the impact of principals’ leadership styles on job satisfaction of teachers in Pakistan which revealed that teachers working under an autocratic style of leadership were less satisfied than teachers working under a democratic style of leadership. The result is unsatisfied teachers opted to quit teaching. This also concurred with a study by Kariuki (2012) on teachers’ perception of the leadership style behaviour of headmistress in secondary schools. The study found that headmistress was perceived to be autocratic; hence this can lead to teacher attrition. Also, Mutuku (2014) observed that autocratic leaders formulate policy alone and assign duties without consultation and issue directives expecting people to follow them without questions. The study further reveals that this system might lead to teacher attrition. Such leaders use the term ‘my school’.

Also, Laissez-Faire leadership style was found to be among leadership style that leads to teacher attrition (as seen in Table 10). In laissez-faire leadership, the leader tends to avoid power and authority; the leader depends largely on the group to establish goals and means for achieving progress and success (Okumbe, 2008).

In this study, laissez-faire leadership style indicated that it is associated with the highest rates of truancy and delinquency and with the slowest modification in performance which lead to unproductive attitudes and disempowerment of subordinates. The findings of this study concur with Nadarasa (2014) on the impact of Laissez-faire leadership style on teachers' job satisfaction in secondary schools in Somalia. The study revealed that laissez-faire leadership style makes teachers' satisfaction but leads to teacher not following work ethics; hence they were subjected to disciplinary action and lead to dismissal i.e. attrition proxy. Nsubuga (2013) study revealed that there is a relationship between laissez-faire leadership style and the academic performance in secondary schools. It established that the heads of schools who uses the laissez-faire leadership style tend to fail to follow guides upon those they have delegated tasks to and consequently performance declines. Nthuni (2012) established that teachers who were led by heads of schools who practiced laissez-faire style of leadership were demotivated to a large extent based on leadership factors singled out by the researcher. The laissez faire leadership style was the least applied by the heads of school in secondary school toward job satisfaction in Kenya (Kasinga, 2014).

However, democratic and transformational leadership styles were found to have minimal influence on teacher attrition as presented in Table 10 (which are not statistically significant) since the respondents were of the opinion that, these two leadership styles



are applied by most of the heads of schools' governed by Government. In a democratic leadership style basing on school management refers to the head of school leadership styles where power and authority are derived from his or her subordinates. This brings an environment of working together as a team which in turn leads to teacher retention strategy. This is in line with study by Iqbal (2012) on the impact of principals' leadership styles on teacher attrition in the province of Punjab, Pakistan which revealed that democratic leadership style prevails over autocratic style. Teachers working under democratic style of leadership are more satisfied than teachers working under other styles of leadership.

Also, Rad and Yarmohammadian (2011) revealed that democratic leadership style was the predominant leadership style used by principals of secondary in Ondo state, Nigeria. The findings agree with findings made by Ibrahim *et al* , (2013) who reported that the democratic leadership style was the commonest leadership style used by head teachers of primary schools in Ekiti state, Nigeria.

The finding indicates that a moderate level of job satisfaction in the schools is motivated by leadership style. The study is in line with (Marshall, 2014; Jones, 2008). On the other hand, Nsubuga (2013) established that academic performance in public secondary schools in Uganda is positively related to the democratic leadership style employed by heads of schools' and that the democratic leadership style encourages everybody to participate in the affairs of the school as a whole. The staff feels they are part of the school and hence they are part of the leadership of the school.

This study also established that there is a strong association between democratic leadership style of heads of schools' and school performance. Most schools would

improve their performance by becoming more collaborative and democratic. The study therefore suggested that the heads of schools' in public secondary schools in particular be encouraged to use democratic leadership style in their management.

Similarly, Ross and Gray (2008) made a study on the effects of leadership styles on performance in Kenya Certificate of Secondary Education in Nairobi and revealed that democratic head teachers produced higher mean score grades as compared to autocratic head teachers. Kasinga (2014) indicated that the democratic style of leadership was the most applied one by principals in secondary schools in the same province.

On the other hand, Transformational leadership style in the context of school management refers to a heads of schools' leadership style that inspires and motivates the staff under them to achieve a given goal as presented in Table 10. This leadership style makes the subordinates and the leader to set goals and strategies on how to achieve. It has also based on characteristics of working together that maintains teacher since they become as part of the organisation. This is in line with the argument raised by Eric (2012) on principals of leadership styles and teacher attrition in South Carolina which revealed that teachers preferred transformational leadership that includes them in decision making and makes them feel like valuable members of the team.

Also, Nguni *et al.* (2014) studied the effects of transformational leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship in schools in Tanzania; where their findings revealed that transformational leadership styles of the head teachers in Tanzania did impact on teachers' value commitment, organizational citizenship behaviour, job satisfaction, and commitment to stay to varying degrees of

environment. The transformational leadership behaviours had stronger positive effects on the outcome variables than did the transactional behaviours. Furthermore, Nthuni (2012) on factors that influence motivation of pre-school teachers in public pre-schools in Embu North District of Kenya revealed that there was need to adopt a transformational leadership style in order to enhance motivation of pre-school teachers in public pre-schools and improve their working environment by involving them in decision making and in school policy formulation.

Nevertheless, Kibue (2015) study on transformational leadership style on public secondary schools in Kirinyaga County revealed that most principals and teachers do not understand or use the transformational leadership style in schools. The researcher concluded that there was need for teachers to be trained on leadership style in order to properly manage their human resources.

## **4.8 Conclusion and Recommendation**

### **4.8.1 Conclusion**

Leadership styles that the heads of schools' uses were democratic, autocratic, laissez- faire and or transformational leadership styles. On the influence of heads of schools' responsibilities on teacher attrition the study concluded that transformational and democratic leadership styles were of important for teachers to be engaged in their schools during executing daily activities. Basing on the directives given by the government through "*Kiongozi cha Mkuu wa Shule ya Sekondari*" of 2012 it is more important to have a good leader who can create a healthy, friendly, supportive and developing environment to subordinates. On the other hand, on the influence of heads of schools' leadership styles on teacher attrition; the general understanding of this study

informs practitioners that leadership styles can influence on creating teacher retention or attrition. The paper also concludes that the concept of engaging the employee in decision making somehow had a significant contribution on employee's commitment to the organization hence teacher retention. Further, the research concludes that teaching staff who are in-service believe that transformational and democratic leadership styles has brought about teacher retention, and they criticize the autocratic and laissez-faire to be used as predominant leadership styles in day to day life at the working stations.

#### **4.8.2 Recommendations**

On the influence of heads of schools' responsibilities on teacher attrition which is statistically significant to teacher attrition the study recommends to Regional Educational Officer to establish mentoring program for newly appointed and underperforming heads of schools'. Such programs may identify mentors from experienced and knowledgeable serving heads of schools', and invitation of retired heads of schools' with a proven track record of success and thus promote and encourage the use of transformational leadership style in the school systems.

Moreover, the study recommends to the Regional Educational Officer that, any heads of schools' that will be found guilty of not signing and or forwarding teacher's official letters to the higher authority for decision making should be demoted from the designation, and he/she should remain at the same school as a normal teaching staff.

For those heads of schools' who use autocratic kind of leadership the study recommend that they should avoid the use of autocratic leadership style in the management as it does not allow teachers to give off their best ideas.

School leaders should offer support to teachers, communicate expectations and set the tone for discipline, decide how much autonomy teachers will have to run their classrooms.

On the influence of heads of schools' leadership style on teacher attrition the study recommends that; Regional Educational Officer should change the procedure of appointing head of school by using suggested procedure of appointing head of school including advertisement of the post, of which applicant should apply to the appointing authority, thereafter all applicants should be interviewed based on how best they can democratically manage the school to alleviate teacher attrition together with other educational background criteria.

Finally, a specialized management and leadership training course should be designed for heads of schools to attend. Teachers and heads of schools should undergo in-service and refresher courses on the modern rudiments of leadership styles. Furthermore, it is recommended that school managers should avoid the laissez-faire leadership style which permits total delegation of responsibility to teachers.

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## CHAPTER FIVE

### 5.0 THE INFLUENCE OF WORKING ENVIRONMENT ON TEACHER ATTRITION IN PUBLIC SECONDARY SCHOOLS IN KILIMANJARO AND MANYARA REGIONS, TANZANIA

#### 5.1 Abstract

Working environment is the key factor in determining the teaching and learning in schools worldwide. The purpose of the paper was to assess the influence of working environment on teacher attrition in Public Secondary School in Kilimanjaro and Manyara Regions. Specifically, the paper aimed to examine the influence of working conditions on teacher attrition; and to examine the living conditions of teachers that influence their attrition. The paper was premised on the theories of Herzberg's two factor theory and Bronfenbrenner's social-ecological theory. The paper adopted cross-sectional research design with mixed approaches. The sample size of this study was 140 respondents. The study adopted simple random and snowball sampling for in-service teachers and those who had left teaching respectively. The instruments for data collection were questionnaire administration and interviews. Data was analysed using descriptive and inferential statistics using binary logistic regression. The study found that working conditions related factors has statistically significant influence on teacher attrition ( $P < 0.01$ ) with 55.7%. Also, on the influence of living conditions on teacher attrition, the finding revealed that 52.1% of the living conditions related factors influence teacher attrition with p-value of 0.002 which is statistically significant. The study therefore concluded that teacher attrition was exacerbated by unimproved working and living conditions related factors. The study recommends to Presidents' Office Regional Administration and Local Government the introduction of special education fund to

subsidize and improve education budget. Also, there is a need to make a policy decision of paying extra hours and teaching load allowances and provision of funds for identification and mentoring programmes.

**Key words:** *Working conditions, living conditions, teacher attrition*

## 5.2 Introduction

The teacher in the classroom is the main instrument for bringing about qualitative improvement in learning. Such quality is maximised where there is an enabling and supportive working environment, where the learners participate actively in the process, and where students, teachers, and schools have opportunities for personal and institutional growth (NCES, 2010; Sykes, 2008).

This argument was affirmed by the Late Father of our Nation, Mwalimu J.K. Nyerere who said;

*“.....The fact is, therefore, that those who have the responsibility to work with the young have a power which is second to none in relation to the future of our society. That power is shared by two groups; parents and teachers. That is what I meant when I said earlier that the assumption that teachers are not powerful is one of the biggest fallacies of our society. For teachers can make or ruin our society. As a group they have power which is second to none.... It is they, the teachers now at work and now going through Training College, who are shaping what Tanzania will become, much more than we who pass laws, make rules, and make speeches (Nyerere, 1972, 223-228pp).*

From the above submission, teachers play significant role of transferring knowledge and skills to students and prepare them to be good citizens and work in different professions.



With that role, teachers need improved working environment in order to avoid attrition. Improved teachers' working environment is important because it affects how much individual attention can be given to one's assigned responsibilities (Choy, 2016; McLaughlin and Talbert, 2011; Ma and MacMillan, 2008; Lunenburg, 2010; Johnson, 2016) hence teacher retention. The government recruits teachers and posts them to schools. However, it is one thing to recruit professional and talented teachers and it is another to create favourable working environment necessary for their success and their long-term retention in schools (Thompson *et al.*, 2014; Kuncoro and Dardiri, 2017).

Globally, research has been done to understand the relationship between work environment on teacher attrition in different contexts over the years (Harris and Muijs, 2014). The working environment consists of two broader dimensions such as work and context. Work dimension includes all the different characteristics of the job like the way job is carried out and completed, training, control on one's own job related activities, a sense of achievement from work, and the intrinsic value for a task. The second dimension is context that comprises working and living conditions which is generally termed as working environment (Bauch and Goldring, 2012; Berry and Fuller 2008; Sousa-Poza and Sousa-Poza, 2006) of which this study focused on. In this study working conditions include availability of classrooms, availability of teaching-learning resources, workload, class size, location of schools, in-service training, transfer, and issues of promotion. On the other hand, living conditions are concerned with salaries, housing, health insurance, respect from the community members and deployment of teachers to remote schools.

Educational researchers demonstrate the importance of addressing physical working and living conditions to improve teacher retention (Buckley, Schneider and Shang, 2015; Fuller

*et al.*, 2014; Tye and O'Brien, 2012; Lee, Dedrick and Smith, 2011). Working and living conditions are strong predictors of teacher's decisions about where to teach and whether to stay (Alyaha and Mbogo, 2017). Teacher attrition is one of the driving contributors to the shortage of effective teachers internationally (Berg *et al.*, 2015). The common factors that spur teachers worldwide to leave the profession might include poor working and living conditions among other factors (Kuncoro and Dardiri, 2017). Attrition of a qualified teacher, even for one year, can put a student at an educational disadvantage for many years (Darling-Hammond and Sykes, 2013).

Teacher attrition means shifting of labour in and out of an education system of which it is a component of teacher turnover (Nambundunga, 2016; Loock *et al.*, 2014; Darling-Hammond, 2013). According to Ingersoll and Strong (2011) teacher attrition is taken to mean teachers who leave the teaching career to take up other jobs. In this study, teacher attrition is considered to include all teachers who leave the classroom and do not continue teaching, whether for short or long periods of time for whatever reasons.

For instance, in Mainland Tanzania about 337,771 secondary school teachers have been enrolled and trained in educational institutions between 2002-2012, yet, by 2013, only 73,407 teachers could be traced in the educational system countrywide (BEST, 2014). This implies that the remaining teachers must have gone somewhere else due to various reasons other than retirement. In the same year nearly 2,000 out of 9,000 newly qualified recruited teachers refused to be posted to their assigned schools (UNESCO, 2015) due to unspecified reasons, which are attrition proxies.

Literature indicates that most of the studies related to working environment on teacher attrition were conducted in developed countries such as United States of America, United

Kingdom, Canada and New Zealand but very few were undertaken in the developing countries (Hanushek and Rivkin, 2013; LaHuffman, 2009; Ngimbudzi, 2009). In Tanzania, studies that address the influence of working environment on teacher attrition in Public Secondary Schools are inadequate. The available studies do provide little information that addresses how working environment influences teacher attrition in Public Secondary Schools in Tanzania. Studies by Ballou (2016); Malisa (2015); Joel (2014); Ngimbudzi (2009) were based on teacher retention strategies in public secondary schools while those of Shonje (2016); Nyagaya (2015) focused on working conditions on job satisfaction. Hardman (2009) study was based on teacher's education in Tanzania and the potential for closer links between pre-service and in-service teachers.

In developed countries, United States of America in particular, a survey of 2,000 educators from California found that 28 per cent of teachers who left before retirement indicated that they quitted teaching profession due to unimproved working and living conditions. Monetary incentives were found to be less effective in luring them back (Hanushek and Rivkin, 2013). Also, Rosenholtz (2011) pointed out that highly accomplished teachers and their career preferences indicate that working conditions matter more than salary when it comes to deciding where they will teach.

In Sub Saharan Africa, South Sudan country in particular, the movement of teachers out of the teaching profession could be attributed to the facts that, working conditions in schools are no longer friendly to teachers (Mading, 2015). In Kenya, 59 per cent of the teachers who quit teaching profession were due to poor working conditions at their workplace (Adhiambo, 2012).

In Tanzania, improving working and living conditions for teachers to offer quality education is considered a fundamental goal towards implementing Education for All

(UNESCO, 2015). However, the working and living conditions of teachers have not improved significantly in public secondary schools (Sumra, 2016). Therefore, to what extent does the working environment influence teacher attrition in the study area is not covered adequately; thus this study focused on the assessment of the influence of working environment on teacher attrition in the surveyed regions.

The study specifically aimed at examining working conditions related factors that influence teachers to quit the profession. Besides, the study aimed at examining the living conditions related factors that might influence teacher attrition. The study was guided by two research questions which were: to what degree do working conditions related factors influence teacher attrition? And to what extent do living conditions related factors influence teacher attrition?

A significance of this study is to assist Presidents' Office Regional Administration and Local Government Authority with the development of strategies to address teacher attrition related to working environment in public secondary schools in the study Regions.

Also, the study fits other educational stakeholders to measure, recognize, and respond to the direct effect of working environment on teacher attrition and, ultimately, student achievement.

### **5.3 Statement of the Problem**

Tanzanian public secondary schools are facing the challenge of dynamic nature of working environment which causes increase in the number of transfer requests to the

Regional Educational Offices and teachers quitting the teaching profession. This might be an indicator that teachers are not satisfied with the working environment. A study conducted in Tanzania revealed that 25 per cent of teachers leave their profession only one year of their employment due to shying away from environmental dynamics (Malanie *et al.*, 2013). Halpert (2014) pointed out that employees prefer pleasant working conditions due to their desire for physical comfort and for conditions that facilitate work goals attainment.

The government of Tanzania has implemented Millennium Development Goals on education as per Dakar Framework for Action, Education for All by 2015 (UNESCO, 2015) through the Secondary Education Development Plan 2005 to 2009 (SEDP) that is meant to increase the accessibility of secondary education to its citizens and improving working and living conditions for teachers (Oluoch, 2016).

Despite the government's efforts to improve the working environment for teachers, however, the extent of improvement of working and living conditions for public secondary school teachers might be inadequate which leads to some of the teachers quitting the profession to seek careers within and outside the education sector, resulting in loss of qualified teachers that would be potential in achieving high academic standards for students. Nonetheless, to what extent does the working environment influence a teacher to quit the profession in the study area is not adequately covered. Therefore, this paper assessed the influence of working environment on teacher attrition in Kilimanjaro and Manyara Regions.

#### **5.4 Theoretical Foundation to the Study**

The paper adopted two theories which are Herzberg's two factor theory (1959) and Bronfenbrenner's social-ecological theory (1977). Generally, these theories emphasise that when people are deprived of their needs, they become deficient in something that they consider important to their wellbeing. Herzberg's two factor theory describes that individual fulfillment of needs highly depends on individual satisfaction. The theory divides the factors into two categories, namely job satisfaction and job dissatisfaction. The satisfaction factor will cause employee retention while dissatisfaction will cause attrition.

The strength of the two-factor theory stands on helping employees to find their worth with respect to value given to them by organisation. The theory related to the current study as it can increase motivational level of employees which will ultimately raise internal happiness of employees and that the internal happiness will cause satisfaction which leads to teacher retention. Herzberg's two-factor theory is criticised due to the fact that the theory can only cause external happiness but it is not powerful enough to convert dissatisfaction into satisfaction but still its presence is so much important (Stello, 2016; Heinz, 2016; Gellerman, 2011).

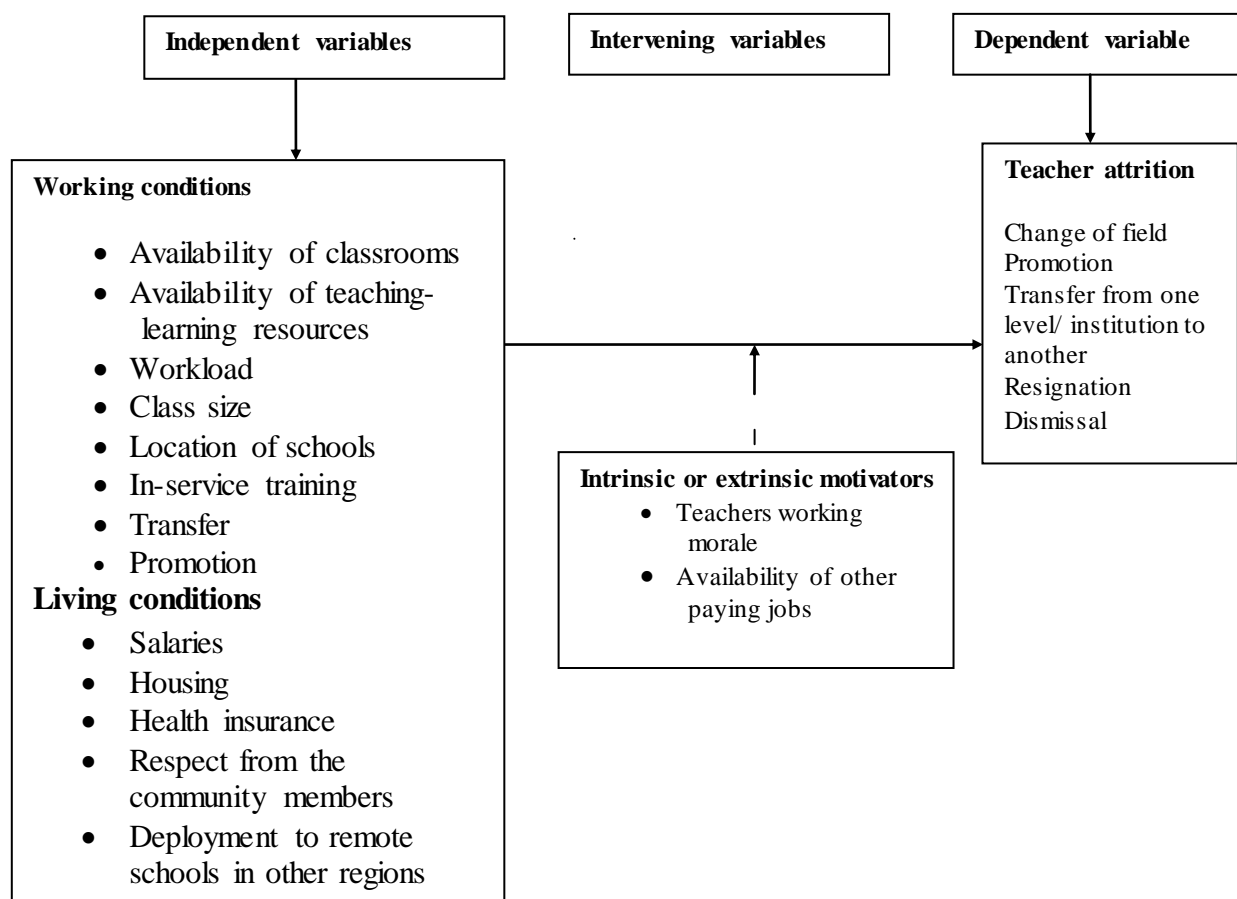
On the other hand, social-ecological theory emphasises the complex environmental system where people live and operate. In essence, social-ecological theory is a systems approach that carefully defines the multilayered environment in which individual actions occur. To emphasise the complex and dynamic nature of the environment where people live and work, Bronfenbrenner depicts the environment through four unique subsystems, each one nested within the other. This approach allows for interactions between the individual and each subsystem and for interactions between subsystems to be studied

(Harney, 2007). Social-ecological theory is a useful tool for the study of schools because of the complex hierarchy in which schools exist. The relationship of both theories and the study stands on environment and job satisfaction or dissatisfaction which might lead into either to stay or quit teaching.

### **5.5 Conceptual Framework of the Paper**

The conceptual framework illustrates the key variables in teacher working environment that might influence teacher attrition positively or negatively. In this case, teacher attrition depends on successful teaching working environment at schools which include both some of the working conditions and living conditions. Working conditions include availability of classrooms, availability of teaching-learning resources, workload, class size, location of schools, in-service training, discipline problem, transfer, and promotion. On the other hand, living conditions comprises salaries, housing, health insurance and respect from the community members as independent variables.

The paper suggests that these variables might influence teacher attrition as a dependent variable and the context in which they attempt to be in a negative side have significant effects on teacher leaving the profession which will positively impact student academic achievement. In other words, if these teachers' working environment conditions are well provided, they will enhance teacher retention. However, between the dependent and the independent variables there are intervening variables such as government policy and means of transport in the study area. These variables mediate between teacher attrition and teachers working environment by influencing teachers level of job satisfaction hence teacher retention, though they may not be solely responsible. The variables identified by the conceptual framework are a reflector of the Herzberg two factors theory.



**Figure 5: Conceptual framework on the influence of working environment on teacher attrition in Public Secondary Schools in Kilimanjaro and Manyara Regions.**

## 5.6 Research Methods

The study was conducted in Kilimanjaro and Manyara Regions. The regions are among the four Regions which constitute the Northern zone of Tanzania. The choice of the Regions was based on the national data on an assessment which indicates that performance of learners in the Certificate of Secondary Education Examinations (CSEE) increased from 77.4 per cent in 2001 to 91.5 per cent in 2004. Thereafter, there was a steady decline until 2013 when the overall performance stood at 58.25 per cent. The decline in learners' performance in the CSEE might have been caused by teacher attrition among other factors (NECTA, 2015). Also, the



Regions have an appreciable large number of public secondary schools i.e. 216 and 135 in Kilimanjaro and Manyara Regions respectively compared to other Regions in the Northern zone of Tanzania.

The paper adopted a cross-sectional research design with mixed methods employing qualitative and quantitative strategies. Based on the available data above, the paper purposively selected three districts from each Region. The districts in Kilimanjaro Region were Rombo, Same and Hai and those of Manyara Region were Babati, Hanang and Mbulu with 41, 36, 29, 41, 33, 30 schools respectively (URT, 2016).

The sample size for the study was 334 respondents determined by Yamane's formula  $n = N / (1 + Ne^2)$  (Ryan, 2013); Where  $n$ ,  $N$  and  $e$  stand for number of respondents, total population of the teachers and margin of error which is assumed to be 5% respectively. Out of 140 respondents, 70 were in-service teachers and 70 were teachers who left teaching service. The in-service teachers were obtained by using simple random sampling where in each school 5 respondents were selected using rotary method. The teachers who left teaching were obtained through snowball sampling.

The units of analysis for the study were in-service teachers and teachers who left teaching on whom quantitative and qualitative data were collected. Data was collected using questionnaire administration and interview for both categories of respondents. Telephone interview was used for teachers who left teaching and for those who could not be physically reached during data collection. Quantitative data particularly socio-demographic characteristics of the respondents was analysed using descriptive statistics and binary logistic regression was used to analyze data of working and living conditions

related factors on teacher attrition under the aid of Statistical Package for Social Sciences (SPSS) version 21.

Qualitative data from teachers and two Zonal Educational Quality Assurance Officers who served as key informants were obtained through face to face interviews. The interviews were conducted to examine the extent to which working and living conditions influence teacher attrition by using a checklist. The Zonal Educational Quality Assurance officer provided in-depth data on teacher attrition related factors. The data was analysed thematically where information was grouped into themes and placed in the appropriate themes to support and counter argue the qualitative data.

## **5.7 Findings and Discussion**

### **5.7.1 Socio-demographic characteristics of respondents**

In assessing the influence of working environment on teacher attrition in public secondary schools, the two objectives were assessed. The first objective was on the influence of working conditions on teacher attrition with variables such as availability of classrooms, inadequate teaching-learning resources, teaching work load, class size, transfer and promotion. The second objective was on the influence of living conditions on teacher attrition using salary, housing, health insurance, deployment to remote secondary school and respectful from community members as variables.

Before examining the objectives of the study, the researcher had to analyze social demographic characteristics of the respondents basing on age, sex, family size, marital status, education qualification and working experience for both categories of teachers and the findings were presented in Table 11.

**Table 11: Distributions of respondents by social demographic characteristics**

Items	Characteristics	In-service teachers	Teacher who left
		(n=70) %	teaching (n=70) %
Age (Years)	20-30	47.0	40.0
	31-40	47.0	54.3
	41-50	6.0	5.7
Sex	Male	51.5	65.7
	Female	48.5	34.3
Marital status	Married	62.1	59.3
	Unmarried	37.9	40.7
Family size	Small family 1-2 children	49.3	56.4
	Large family 3-5 children	50.7	43.6
Education qualifications	Diploma in education	27.7	17.1
	Bachelor in education	67.0	75.7
	Postgraduate diploma in education	9.0	7.2
	Master in education	1.9	0.0
Working experience	4 years	75.8	28.6
	5 years	24.2	71.4

### 5.7.1.1 Sex of the respondents

The descriptive statistics in Table 1 show that 65.7% of all respondents who left teaching were males, energetic (at the age between 20 to 40 years) and are the holders of Diploma and Bachelor degree, and had a working experience of five years. This implies that teachers who had left teaching mostly were males (92.8%) which are qualified one for teaching secondary schools. This was proved by binary logistic regression which found that education qualification characteristic had an influence to teacher attrition with indicated statistically significant  $P < 0.05$  compared to their counterpart which are postgraduate diploma in education and master in education.

### 5.7.1.2 Age of the respondents

The findings revealed that only a small fraction of teachers reach retirement age while still serving in the teaching profession. These findings found that teachers with 21-50 years old are the one who left teaching which is statistically significant  $P < 0.05$  as a variable in the logistic regression. The finding suggests that most of the teachers might

have quit the profession before retirement age. These findings concur with the findings of Barnett *et al.* (2008), who note that most teachers are likely to quit the profession if they find the job unrewarding.

#### **5.7.1.3 Marital status of the respondents**

The respondents were required to indicate whether they were, married or not married. Fifty seven of the respondents (40.7%) indicated that they were not married. The remaining 59.3% indicated that they were married for those categories of teacher who had left teaching. This implies that there are some association of marital status with teacher attrition in the study area which indicated statistically significant  $P < 0.05$ .

#### **5.7.1.4 Working experience of the respondents**

The majority of the respondents (71.4%) who left teaching indicated that they had 5 years of teaching experience. On the other hand, 75.8% of in-service teachers had 4 years experience. These findings reflect that the majority of the teachers, who are in the education system, are young and experienced teachers to some extent compared to those who had quit teaching profession presumably for other more rewarding jobs. These findings concur with the findings of Futernick (2007), who notes that teachers retire or quit the teaching profession for greener pastures as a result of poor remuneration.

#### **5.7.1.5 Family size of the respondents**

Family size might influence teacher attrition in one way or another. Looking on the findings it is revealed that teachers with small family size of 1-2 children had left teaching compared to in-service teachers. The finding implies that the possibility of teachers left teaching in their working station is associated with family size, the small the

family size the possibility the teacher left teaching as it is very easy to move from one station to another looking for job satisfaction which is proved statistically significant with  $P < 0.05$ .

### **5.7.2 The influence of working conditions on Teacher attrition**

On assessing how working conditions influenced teacher attrition in Table 12, eight categorical variables were used, and each item was coded with zero or one. Zero stands for “not influencing teacher attrition and one stands for influencing attrition. Inferential analysis using binary logistic regression was used whereby the respondents were requested to choose which variable might influence teacher attrition. The items assessed include the unavailability of classrooms, inadequate teaching-learning resources, heavy teaching workload, big class size, location of school, availability of in-service training, transfer, and the issue of promotion.

Among the eight categorical variables assessed, all the variables significantly influence teacher attrition with a degree of variation in terms of extent of the influence. However, inadequate teaching-learning resources, big class size, and the issue of promotion were revealed as a working condition related factors influencing teacher attrition, while teaching load, inadequate classrooms and the issue of transfer were declared as the factors for teacher attrition for those who quitted the teaching profession.

**Table 12: Teachers' views on the influence of working conditions on teacher attrition**

Categorical Variables	Par.	f	%	B	Sig
Promotion	no	23			
	yes	117	83.6	21.203	.025
Unavailability of teaching-learning resources	no	112			
	yes	28	20	1.243	.156 <sup>ns</sup>
Teaching load	no	86			
	yes	54	38.6	-.251	.793 <sup>ns</sup>
Big class size	no	77			
	yes	63	45	19.950	.226 <sup>ns</sup>
Location of schools	no	68			
	yes	72	51.4	1.899	.032
Transfer	no	36			
	yes	104	74.3	-1.135	.006
In-service training	no	102			
	yes	38	27.1	-2.351	.321 <sup>ns</sup>
Unavailability of classrooms	no	80			
	yes	60	42.9	1.967	.999 <sup>ns</sup>
Omnibus Tests of Model Coefficients and Hosmer and Lemeshow					0.006
Test $X^2=21.522$					
-2 Log likelihood 172.302					
Cox & Snell R Square .142					
Nagelkerke R Square .190					

NB: ns – not significant

The findings in Table 12 show that the extent of prevalence of teacher working conditions as a factor for teacher attrition from the respondents has an overall of 55.7% with p value 0.006 which is statistically significant. The findings reveal that teachers' working conditions influence teacher attrition in public secondary schools. The study finding is line with two factor theory. The Herzberg's two factor theory describes that teacher attrition is influenced by working conditions where Herzberg's (1959) proposed that fulfillment of needs highly depends on individual satisfaction, while in dissatisfaction attrition is inevitable. He divides the factors of need satisfaction into two categories, namely factors that do not satisfy the individual needs but cause dissatisfaction exemplified by job benefits, working condition, job security, and salary. Also, the Bronfenbrenner's social-ecological theory to the study of teacher attrition, the micro system is the immediate classroom where the teacher works and carries out the

majority of his or her activities. If such environment is not taken care of, it causes teacher attrition (Harney, 2007). Nambundunga (2016) and Wang and Dell (2012) argued that if satisfied factors are not met accordingly, they cause dissatisfaction which result in teacher attrition. However, if the factors are satisfied, a teacher decides to stay in the profession.

On the one hand, from inferential analysis using binary logistic regression, there is association between teacher working conditions on teacher attrition based on the specific categorical variable scored. The finding revealed that promotion issue scored 83.6% with P value 0.025 which is statistically significant at ( $P < 0.05$ ), transfer issue scored 74.3% with p value 0.006 which is statistically significant at ( $P < 0.05$ ) and the third variable which influence teacher attrition is location of the school which scored 51.4% with p value of 0.032 which also statistically significant at ( $P < 0.05$ ). These three categorical variables are the most working conditions related factors which influence teacher attrition in the study areas. This means that working condition has a significant impact on teacher attrition by 0.01 %. Moreover, from the findings presented in Table 12, the researcher concurred with the assertion that promotion, transfer and location of the school influence teacher attrition.

Transfer was among the factors identified in causing teacher attrition. Transferring Government teachers between schools and districts is a common practice in Tanzania depending on need. A teacher is employed on condition that they will work in any place where they are posted. However, most teachers have an adult attitude towards this practice, and agree that it would not be right to let them choose where they work. They argued that teachers should be willing to work anywhere; if they were free to choose there would be schools in the country which will have no teachers.

This implies that teachers requested transfer, but the authority didn't transferred completely or timely as a result the teacher left the working station without notifying the authority which in turn resulted in disciplinary action, sometimes even dismissal from the post, and that is an attrition proxy. One teacher who left teaching during interview in Babati district stated:

*"...I should have freedom to decide where I want to work. Teachers of these days are afraid of asking for transfer as they fear to be put on waiting list. It may take long before one is posted to a school. As a result one has to move without permission, and once the District Education Officer noticed that you are out of the working station, you are subjected to punishment; sometimes reduction of salary which might influence quit the job. In our school two female teachers quitted the job due to transfer issue".*

This statement implies that the issue of delaying transfer to the requested teacher influences attrition. To get transferred from one school to another is a long and cumbersome process. Not only do teachers have to apply for a transfer but they also have to find a teacher who is willing to swap school with them. With such a bureaucracy teachers decide to move from the working station without information.

Furthermore, promotion is important for teachers and recognition of their work. Promotion brings about salary increment and rank increase at the working place. Although, most of the teachers were promoted at least once, a large number of teachers felt that the promotion process was not fair. The problem of absence of promotion was significant for teachers' attrition as indicated in the finding presented in Table 12. This



implies that teachers remain at the same salary scale for quite a long time, by realising so, some teachers opted to quit the job without informing the authority which in turn no replacement was made, and that is attrition proxy.

Location of the school was another causative factor for teacher attrition. The findings from Table 12 justifies that if the school were located in the areas with low hard infrastructure teachers might quit the work. This implies that school location causes teacher to quite the employment if the working condition does not support teachers' needs. The finding is in line with Bronfenbrenner's socio-ecological theory under the micro system whereby the working condition of the teacher basing on the location of the school becomes the factor for staying at school where teachers carry out the majority of their activities; if the condition is not favourable teacher might think of quitting the working place without informing the authority. The impact of location of the school as a factor for teacher attrition was also found during interview with one female teacher who left teaching in Mbulu district; she had this to say:

*“.....I decided to leave teaching after I was posted in a remote area and stayed for three years without being approached with appropriate man for marrying me. That experience forced me to request transfer which was again difficult to be allowed to move from that station; hence I opted to quit teaching in public secondary school and joined private secondary school which located at town centre and now I got the appropriate man”.*

This implies that location of the school might influence some teachers with personal issues to leave the work place without official information, which is attrition proxy. In Kilimanjaro Region, two respondents left teaching and became entrepreneurs of cattle

transportation. This was supported by the quotation from a key informant who was the Educational Quality Assurer: He said that some of the teachers quit teaching and establish groceries for quick income earning.

*“.....It’s unfortunate that most of the young and promising teachers left teaching. When a teacher realised that entrepreneurship pays quickly compared to Tanzania Government Teachers’ Salary scale (TGTS) of monthly payment, the next you hear that they have left the profession”.*

The study finding implies that young teachers need quick monetary life achievement within a short period of years of which is a nightmare in education profession. Teacher attrition affects the quality of education in the surveyed areas. About 47 and 52 teachers left teaching in public secondary schools for the period 2012-2016 in Kilimanjaro and Manyara Region respectively for various reasons other than normal retirement, medical grounds and death (URT, 2016).

In assessing the teaching workload as a factor for teacher attrition, the findings show that 38.6% of the respondents suggested that workload might influence teacher attrition but not statistically significant. A teacher’s working time includes all working hours specified in conditions of service. It includes the statutory hours devoted to actual teaching as well as the statutory hours for teaching related activities such as lesson preparation, correction, staff meetings, student support and extra-curricular activities.

The teaching load is heavier for teachers in rural public secondary schools which counted to nearly 30 periods per week due to shortage of qualified teachers than in urban schools who in turn do not to engage in other income generating activities for their family, hence

they depend only on monthly salary for domestic services, as result some of the teachers quit the job for the sake of looking for green pasture. Average teaching load for public secondary schools is 20 periods per week, which is 13 hours of teaching. There is no reliable data on the amount of time spent on teaching related activities such as marking, correction, lesson preparation, and, extracurricular activities (Sumra, 2016).

The finding is in line with Cooksey (2011) who stated that more rural public secondary school teachers worked above average hours than urban teachers. In Kilimanjaro region seven teachers left teaching due to poor working conditions in particular lack of promotion, while Manyara region, eight teachers left teaching due to transfer issue especially for females teachers who were looking for transfer to their spouses.

One in-service teacher from Hanang district remarked:

*“..... I am teaching history and geography in forms one and two. In all I teach 26 periods per week. The sizes of classes range between 75 and 90. It is extremely difficult with such large number of students to ensure that every student learns. Only few understand what I am teaching. This is a very unsatisfactory situation. Some students, especially those sitting at the back do not listen to you and as a result do not learn anything. Marking so many students, exercise books are another problem which causes our fellow; 3 teachers left teaching. I spend more time on marking than in teaching.*”

This implies that public secondary school teachers perform their job under unsatisfactory conditions with little income gain for their family, hence quitting the profession and look for another career which could pay a decent wage.

### 5.7.3 The influence of living conditions on teacher attrition

On assessing the influence of living conditions on teacher attrition the data was presented in Table 13 whereby five categorical variables were used and each item were valued one and or zero. The inferential analysis using logistic regression was used whereby the respondents were required to choose the best variable which might suggested as a cause of teacher attrition. The items assessed include salaries, housing, health insurance, respect from the community and the issues of deployment to remote schools. Among five items assessed, all variables show to have significantly influenced teacher attrition; though they differ in terms of extent.

Generally, deployment to remote schools, health insurance and salaries for teacher who left teaching were viewed that they influence teacher attrition. On the other hand, salaries, housing and respect from the community for in-service teachers responded that they influence teacher attrition. After running logistic regression the following were found as presented in Table 13.

**Table 13: Teacher's views on the influence of living conditions on teacher attrition**

Categorical variables		f	%	B	sig
Deployment to remote schools in other regions	no	62			
	yes	78	55.7	0.223	.091
Housing	no	52			
	yes	88	62.9	21.404	.000
Health insurance	no	53			
	yes	87	62.1	-21.426	.000
Respect from the community members	no	102			
	yes	38	27.1	-0.427	.431
Salaries	no	32			
	yes	108	77.1	-0.452	.001
Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test $X^2$					0.002
3.639					
-2 Log likelihood	190.185				
Cox & Snell R Square	0.026				
Nagelkerke R Square	0.034				

The findings presented in Table 13 reveals that, the extent of prevalence of teacher living conditions as a factor for teacher attrition scored 52.1% has an overall percentage. The finding implies that teachers' living conditions have impact on teacher attrition in public secondary schools. The study finding is line with two-factor theory. The Herzberg's two-factor theory describes teacher attrition to have been influenced by living conditions where Herzberg's (1959) proposed that fulfillment of needs highly depends on individual satisfaction in his or her profession. In dissatisfaction situation attrition is inevitable. He divides the factors of need satisfaction into two categories, namely factor that do not satisfy the individual needs but cause dissatisfaction exemplified by job benefits, accommodation, job security, and salary. According to Nambundunga (2016) and Wang and Dell (2012), if satisfied factors are not met accordingly, they cause dissatisfaction which result in teacher attrition. However, if the factors are satisfied, a teacher decides to stay in the profession.

Also, according to Bronfenbrenner's social-ecological theory the complex environmental where people live and work has a relations that dictate employees to decide whether to stay or left the job. The social-ecological theory allows for interactions between individuals and environmental subsystems (Harney, 2007). The study uses these subsystems within which the teachers living condition parameters surfaces such as salary, housing, health insurance, deployment to remote secondary school and respectful from community members. In the Bronfenbrenner's social-ecological theory the meso system is the school where the teacher works; the exo system is the larger school district and community where the teacher operates, lives, and interacts with others; and the macro system includes the larger structure of schooling, the various laws and statutes that regulate schools.

From inferential analysis using logistic regression, the finding revealed that the association between teacher's living conditions on teacher attrition based on respondents responses indicated a statistical significance with p-value of 0.002 as it is presented in Table 13 by considering the Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test  $X^2$  3.639 with p value of 0.002 which is statistically significant.

This means that living conditions have a significant impact on teacher attrition by 0.01 %. Moreover, from the findings the researcher concurred with assertion that low salaries, inadequate teacher's houses, health insurance services influence teacher attrition as it scores 77.1% with p value of 0.001, 62.9% with p value of 0.000 and 62.1% with p value of 0.000 respectively. Teachers perceived that living conditions are important factors in deciding whether to stay or quit, and teachers with low attrition at schools tend to be more satisfied with their living conditions than unsatisfied teachers which lead to attrition at schools (Harris and Muijs, 2016; Hirsch *et al.*, 2013; Johnson and Birkeland, 2013; Johansson, 2013; Hickcox, 2012). Basing on this literature it was revealed that teacher attrition in public secondary schools is caused by poor working and living conditions among other factors.

Salary was identified as the leading factor causing teacher attrition. Findings from Table 13 showed that salary is a cause of teacher attrition which is statistically significant with 77.1% (p-value = .000) salary is inadequate commensurate to the work they performed. The finding implies that some teachers quit the profession due to subjective low salary which does not commensurate to the actual work they performed compared to other professions. For instance, Tanzania Teachers' Salary scales 2013/2014 show that monthly salary for Diploma holder in education was ranging between TZS 432 500-1 232 500

while Bachelor's degree holder in education received TZS 589 000-2 306 000 i.e. TGTSD.1 - TGTSH.12. On the other hand, Tanzania Government Health Operational Salary Scales 2013/2014 shows that Diploma holder received a monthly salary of TZS 562 000 up to 1 636 700, while Bachelor's degree holders are paid TZS 821 000-1 993 000 i.e. TGHSC.1- TGHSG.4 (URT, 2015). Though, there is increase of salary, it does not mean that teachers are satisfied with it; still it doesn't meet teachers' expenditures because of intensive increase of cost of living. The finding is in line with Lyimo (2014 and Cooksey *et al.* (2011) in their study who argued that despite the increase of monthly salary for public secondary school teachers, yet low payment remains a major concern for teachers which influences attrition. On the same vein, during interview with teachers in Same District they said;

*”.....our profession of teaching is a respectable profession, but the salary that teachers are paid, makes many people despise teachers. If you are a committed teacher you do not have time to engage in any other activity. For example, once you finish teaching, you are supposed to mark students' exercise books. Then we prepare for the next day. So, we have very little time to do anything else. As we spend a lot of time on our work, the salary that we get should have reflected this. We should at least have been paid a salary that makes us live comfortably”.*

The finding implies that teachers' retention in teaching profession is much affected by their payment. The finding is in line with the study by Fry (2013) who revealed that the expenditure of teachers per month is not equal to their salary. Also, HakiElimu and Tanzanian Teachers Union (2014) realised that teachers are earning less than what is required for their human survival. On the other hand, Bakahwemama (2012) and John

(2011) pointed out that good payment is one of the factors which motivated teachers to remain in their working station.

Housing is another problem faced by nearly all the public secondary school teachers, day public secondary schools in particular. There is inadequacy of school houses by 77% nation wise (Educational and training policy, 2014). This implies that the challenge of accommodation for teachers in public secondary schools is there. Though, housing situation is slightly better for public secondary school teachers working in government boarding schools, despite inadequate number of staff houses.

The findings in Table 13 show that housing related factor has a significant influence on teacher attrition by 62.9% (p-value = .000). The total number of teachers in government secondary schools in the study area is 11800 (URT, 2016). This implies that the number of teachers living in houses provided by schools generally is 2200 which is less than a quarter of teachers in the surveyed area which in turn demotivated to the profession. Teachers who are not provided with houses especially in rural public secondary schools have the problem of finding satisfactory accommodation. Most rented rooms are in inferior locally-built houses. Even where teachers are provided with the school houses, the condition of these houses is far from satisfactory. The finding is in line with motivational theory which emphasises on dissatisfaction factors catalysing attrition and during interview with teachers in Mbulu district, one teacher lamented;

*“.....I am living in a house provided by the school. The house is made of burnt bricks. It has no windows and has a fragile door. During the rainy season, wind*



*blows drizzles into the house. I am quite unhappy living in such a house with my bachelor's degree qualification”.*

This implies that other public secondary schools have accommodation facilities but of poor standard which might in turn cause some teacher to quit the job. Although finding suitable accommodation in urban areas is much easier than in rural areas, teachers in urban areas still struggle to find accommodation near their school. One teacher in Rombo District, Kilimanjaro Region observed:

*”.....the location of the school also creates the problem. There are no teachers' houses at the school. We cannot afford the rent in the centre of the town, near the school. We spend between 30 to 40 minutes walking to school. Sometimes we do travel by public minibus to school with cost implication. 13 teachers out 25 leave 7kilometers away from the school where they find a decent house. Many teachers come late in the morning”.*

This implies that the challenge of housing in a working station is not only for teachers in rural areas. With its persistence teacher attrition is inevitable. The implication is in line with socio-ecological theory under the exo-system whereby the living situation of the teachers within the community where they operate, live, and interact with others should be of the required standard in order to maintain the noble status of the teacher perceived by the community.

Health insurance is another factor which influences teacher attrition among secondary school teachers. In recent years, the government has put in place a health insurance

scheme for teachers. Teachers contribute 3% of their salaries per month towards the scheme. The rest is contributed by the government. Being a member of this scheme enables teachers and up to four dependants get health care from approved health facilities. Challenges are for teachers with more than four dependants. Again there are issues regarding coverage. Some diseases and operations are not covered by the scheme requiring cost sharing or self payment. Such a situation frustrates teachers of which the solution for them is to quit teaching and start struggling to solicit funds for the sick person or patient.

The findings in Table 13 revealed that Health insurance was significant by scoring 62.9% (p-value = .000). Some of the respondents argued that the current operations of health insurance scheme for teachers is not satisfying which triggers attrition as teachers leave their working stations to solicit funds for both domestic services and medical charges for their family members.

The study finding implies that the existence of health insurance scheme is better only if your family members are sick and the scheme diseases list is able to save the ill person, otherwise it leads into running over other income generating activities soliciting funds for paying medical charges. The movements in turn cause truancy behaviour for teachers which led into disciplinary action ultimately teachers quit the job permanently.

Teachers are unsatisfied with the attitudes of healthcare workers, the lack of medicine, and the coverage of the scheme. This implies the low satisfaction level for in-service teachers in both urban and rural public secondary schools teacher's but more so in urban areas with the complaint that the scheme is facing teething problems. Similarly, the

findings from the interview conducted with teachers in Hai District the following were noted:

*“..The health insurance scheme has not helped teachers. For example, my child was admitted at the government hospital but the care he got was not satisfactory. Some of the laboratory tests were not carried out. People who pay cash for services are treated differently compared to the insurance holders. We are treated as if we are getting the service for free. The hospital did not have the required medicine, which I had to purchase from a nearby pharmacy. I was not refunded for the amount of money I spent. I suggest that staff in hospital be informed on the health insurance scheme”.*

This argument implies that health insurance scheme does not satisfy some of the members which in turn lead to teachers quitting the profession due to monthly salary deduction with poor scheme service.

## **5.8 Conclusions and Recommendations**

### **5.8.1 Conclusions**

Different actors have often pronounced on the importance of teachers in national development. The key question then is, do the working and living conditions of teachers reflect the importance of their role and the expectations of national stakeholders? This study concluded that there is a clear link between teachers’ poor working and living conditions and teacher attrition rate. One of the guiding principles stated in the ILO (2015) that working and living conditions enable teachers to concentrate on their professional task, and promotes effective learning by students.

This study concludes that there are deficiencies in working and living conditions of teachers in the study area, including lack of in-service training, promotion which is high in diminishing the level of teacher retention in their work place. The study has also exposed that teachers were experiencing shortage of facilities for work, thus affecting their performance and productivity and as reflected by the national examination form four 2015 results. Furthermore, the study concluded that there is high level of dissatisfaction among public secondary school teachers with conditions pertaining to their schools; there is mounting evidence that living conditions at the schools can and do affect the attitudes and behaviours of teachers and academic achievement of students. These had led to teachers' dissatisfaction with their job, hence teacher attrition.

The conclusion is in line with target 4.c of the Sustainable Development Goals that calls for: By 2030, substantially increase the supply of qualified teachers, including international cooperation for teacher training in developing countries. Also, the Sustainable Development Goals calls for least developed countries and small-island developing States to increase the supply of qualified teachers. The study concludes that teachers working and living conditions be in line with attainment of the Education Framework for Action of 2030 that requires governments to make teaching an attractive job.

### **5.8.2 Recommendations**

Working conditions in secondary schools were found not favourable for teachers to stay in their teaching post as indicated in Table 12. The study recommends to the President's Office Regional Administrative and Local Government (PORALG) to improve working conditions for teachers in public secondary schools by establishing a transformed

programme that has a base in Secondary Education Development Programme (SEDP). The same should be extended to deal with improving other variables of working conditions that include availability of classrooms, inadequate teaching-learning resources, teaching work load, class size, transfer and promotion.

The issue of promotion in the secondary school was also found to affect teachers' stay as indicated in Table 12. The study recommends to the PORALG, Teachers Service Commission (TSC) to promote teachers as it was remarked in the labour laws guiding promotions. Also, the study recommends to PORALG and TSC that there should be career incentives, such as accelerated promotion for teachers without delay, which will enhance teacher retention.

Teaching workload was among the factors that lead to teacher attritions as indicated in Table 12. The study recommends to the heads of school to follow the Education and training Policy of 2014 that stipulates of having average of 20 teaching workload hours per week and class size should be 40 students. Also, the study recommends to the PORALG to make policy decision of paying extra hours and teaching load allowances in public secondary schools for those teachers who teach more than 20 hours per week and more than 40 students in the class.

The study found teacher attrition to be caused by absence of teaching and learning material at schools as indicated in Table 12. The study recommends to the President's Office Regional Administrative and Local Government to increase efforts to improve the provision of adequate teaching - learning materials and continue re-distributing teachers to schools in order to balance teacher students' ratio which will promote teacher retention.

Similarly, timely promotion was found to be the problem in public secondary schools as indicated in Table 12, the study recommends to the President's Office Regional Administration and Local Government (PORALG) to improve the working conditions of teachers by rewarding exemplary performance, upgrading those who perform in time. Also, Teacher Service Commission (TSC), PORALG and school management should develop the new perspective of teachers' rights that takes into account the actual working conditions and allows for the allocation of appropriate rewards and incentives that are based on the experiences of teachers' working in public secondary schools.

In assessing living condition among teachers, it was found that health insurance by using National Health Insurance Fund (NHIF) does not cater for teacher's health demands as indicated in Table 13. The study recommends to the NHIF and President's Office Regional Administrative and Local Government (PORALG) that they should refund teachers who have incurred expenses for medical treatment outside the recommended hospital due to unavailability of such medicine at the public hospitals.

The major concern of teachers is low salaries that teachers receive as indicated in Table 13. Advocacy by Tanzania Teachers Union (TTU) for higher salaries is difficult as salaries are low for most Tanzanian workers in the public sector. The study recommends to the President's Office Regional Administration and Local Government (PORALG) to increase their salaries by advising the government on its yearly budget for teachers to be paid a decent wage. Also, the study recommends Tanzania Teacher Union (TTU) to continue advice the government for fair salaries for fair work.

Another concern for teachers is accommodation status as indicated in Table 13 especially in rural areas. Although under the SEDP the Government spends large amounts of money to construct teachers' houses, the number of houses constructed still will not meet

demand. The study recommends to the government to initiate memorandum of understanding with National Housing Corporation (NHC), National Social Security Fund (NSSF) Public Service Social Security Fund (PSSSF) to build houses for teachers and rent them at decent price.

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## CHAPTER SIX

### 6.0 CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Conclusions of Major Findings

Teachers' education qualifications were among the important aspect in studying teacher attrition. Teacher entry qualification was a factor to teacher attrition as reported from teachers who left teaching and in-service teachers; the study concluded that as teachers selection criteria in entering in teaching programs continue to take even the lower grades, attrition will prevail due to inability of the teachers to master the subject matter at work place. The teachers' education qualification in secondary schools is from diploma holders and above. Thus the study conclude that teachers' education qualification above diploma level tends to find other employment in order to maintain their educational qualification status, and that is attrition proxy.

On indiscipline cases on teacher attrition, it was found that the teacher as a facilitator in the teaching and learning process plays a vital role in the attainment of goals in education in any nation. The indiscipline cases of examination malpractices, truancy and teacher sexual abuse of female students being among the leading indiscipline acts among teachers; the study concludes that government and the wider community collaboration is required to remedy the problems in order to ensure that national and educational goals are realized. On the frequency of occurrence of indiscipline cases as a result of non-compliance with rules and regulations among teachers, the study concludes that teacher attrition was caused by disciplinary procedures subjected to teachers who were found engaged in those cases that were highly repeated.

Basing on heads of schools leadership on teacher attrition; the leadership styles assessed which heads of schools styles was democratic, autocratic, laissez-faire and transformational.

On the influence of heads of schools activities on teacher attrition, the study concludes that transformational and democratic leadership styles were important for teachers to be engaged in their schools during executing daily activities and can lead to teacher's retention. On the other hand, on the influence of school heads leadership styles on teacher attrition, the general understanding of this study informs practitioners that leadership styles can influence teacher retention or attrition. Further, it is concluded that teaching staff who are in-service believe that transformational and democratic leadership styles have brought about teacher retention, and they criticize the autocratic and laissez-faire to be used as predominant leadership styles in day to day life at the working stations.

On the aspect of working environment on teacher attrition, working environment which was sub-divided into working condition and living condition seems to have an impact on teachers to stay or to quit the job. The study concludes that there is a clear link between teachers' poor working and living conditions that cause teacher attrition. Due to deficiencies in working conditions of teachers in the study area, the study concludes that, as the working condition in terms of promotion, transfer, workload, class size and availability of teaching resources are not administered in defense of improving the working environment, teacher attrition will continue to prevail. In the same vein, living conditions in terms of salaries, housing, health insurance scheme and location of the school factors do not satisfies teacher's expectation in terms of quantity and quality, teachers attrition also will prevail.

The impact of attrition could be summarized with the proverb that "when two elephants fight it is the grass that suffers". The grass is our students who, by so doing, will receive poor quality education in this circumstance.

## **6.2 Theoretical Implication of the Findings**

### **6.2.1 The influence of teachers' education qualifications and attrition**

Maslow (1954) assumes that every individual requires the fulfilment of five kinds of needs which are physiological needs, safety needs, belonging needs, esteem needs and self-actualization needs. Teachers' education qualification level has impact on attrition in secondary schools. This concurs with Maslow's hierarchy of needs; the study found that esteem needs fulfilment or un-fulfilment has an implication on teacher attrition. The likelihood is where as individual gets higher education over and above the previous, is more likely to find for respectable status different from the previous. The findings also agree and strengthen Maslow's theory that a teacher needs to know and understand teaching and other responsibilities of a teacher, otherwise he/she may not feel comfortable with teaching in public secondary schools thus he/she will not remain in the teaching profession. Despite the strength of Maslow's hierarch of needs theory. The theory was found to be limited in terms of explaining the quantification of the needs for making inferences. The theory was based on qualitative analytical bases that cannot be tangible in quantitative approaches.

### **6.2.2 The influence of indiscipline in teacher attrition**

The study adopted McGregor theory X and Y to study teacher's perception on the applicability of leadership traits, it is where heads of school apply theory X by controlling the deviant behaviour among teachers who do not work and wait for external stimulus. According to McGregor's theory X and Y, teachers who were found to have indiscipline cases had been subjected to theory X that explains individual workers dislike work and due to such dislike, the rules and regulations made by the organisation to control the deviant behaviour. The option of the respondents on the indiscipline behaviour that

were found to be inherent with teachers such as examination malpractices, truancy and desertion of duty to mention the few, need a control mechanism to control the behaviour of teachers. The McGregor's' theory requires to punish to those who do not like to abide by working conditions. Therefore, to have measures on indiscipline cases becomes unavoidable mechanisms among teachers who fail to abide by work obligations, rules and regulations. The fundamental concepts in McGregor's Theory X and Y are rules and regulations, disciplinary actions mainly punishments and time management, especially when administering punishments is expected to change the behaviour. However, the theory was found to have weakness on implementing theory X where managers (heads of school) are looking after mistakes to effect punishment that can lead to hostile. On the other hand the amount of punishment is not indicated (in terms of the extent of offence and extent of punishment to be given) that leaves the room to managers to decide. Further, theory Y lacks universal application in terms of uniformity in rewarding the good performers under absence of rule a procedures.

### **6.2.3 The influence of heads of schools leadership on teacher attrition**

The leadership styles assessed were Autocratic, Democratic, Transformational and Laissez-faire. The study assessed these leadership styles basing on Contingency theory. The Contingency theory of leadership (Fielder's theory) was used to describe leadership in terms of groups of leaders; where leadership depends upon a proper match between a leadership style of interacting with subordinates and the degree to which the situation gives control and influence to the leader. With the absence of using contingency theory the respondents were of the opinions that continued use of autocratic leadership will lead to increases in teacher attrition; followed by Laissez-faire leadership style due to the fact that when teachers are left to administer themselves they are likely to perform outside

the professional misconduct such as absenteeism. Contingency theory stipulates that the degree of confidence, trust, and respect, members have in their leaders they could affect teacher to left jobs. The task structure in Contingency theory defines the degree to which the job assignments are procedurized and influence a leader has over power variables. The power variables were such as hiring, firing and promotion that call for the use of Contingency theory. In managing the school, heads of schools have the activities of ensuring that they manage school's daily activities basing on contingency. In so doing contingency theory needs to be applied by basing on situation at hand that would ensure teachers are comfortable on their teaching station. The theory was used in determining the influence of school heads on teacher attrition. The weakness of Contingency theory is basically reactive in nature and not proactive. Therefore school heads are responsible to manage the environment in such a way that they avoid undesirable aspects of environment. With contingency theory that relies on environment for its application becomes complex since the determinants of optimal environment are not established by procedures and standard at hand. It is left to the administrator to decide which environment surface for contingency applicability.

#### **6.2.4 The influence of working environment on teacher attrition**

Herzberg's (1959) two factor of motivation theory describes teacher attrition is influenced by working conditions. The study findings concur with Herzberg's two factor theory where fulfilment of needs is highly dependent on individual satisfaction, while in dissatisfaction attrition is inevitable. Herzberg's divides the factors of need satisfaction into two categories namely factors that do not satisfy the individual needs but cause dissatisfaction exemplified by job benefits, working conditions, job security, and salary. If such factors are not met accordingly, they cause dissatisfaction which result in teacher



attrition. However, if the factors are satisfied, they could positively impact the teachers' decision to stay in the profession. Despite this strength, the two factor theory dependability is unrealizable; this study has to be prepared by the raters. The raters may make a fuse over the conclusions by evaluating similar user in a diverse mode. The theory assumed a connection between satisfaction and productivity. But this study focused on satisfaction and overlooked productivity.

### **6.3 Recommendations**

#### **6.3.1 The influence of teachers' education qualifications and attrition**

In the past years the government sent their staff to pursue further education by incurring costs on the course. Currently, cost sharing and self financing that made teachers embark on taking loans to pursue their study at their own expense de-motivates staff. The study recommends to the Presidents' Office Regional Administrative and Local Government (PORALG) that teachers who pursue further education should sign contracts which require them to be in their working station for specified years after finishing their studies. This might help to retain teachers in the profession.

Teachers with higher education qualification expected to be paid higher salary and other working benefits which were not the case on the surveyed areas. The study recommends to the Presidents' Office Regional Administrative and Local Government (PORALG) that immediate salary increment and promotions should be implemented to those who complete their studies.

Relevant teacher entry qualification in the teaching professional was a factor for teacher attrition; the study recommends to the government through the Presidents' Office

Regional Administrative and Local Government (PORALG) that it should recruit teachers with relevant qualification following interview as it has applied in other public sectors in order to come up with committed teachers.

The researcher recommends that Regional Education Officers should establish mentoring programmes for novice teachers aimed at encouraging and empowering teachers to focus on personal development, their students' achievements and on meeting higher goals and standards. Mentorship could make new graduate teachers feel safe, respected, valued and part of a team. This is very important for improving the retention of newly graduated teachers.

### **6.3.2 The influence of indiscipline in teacher attrition**

For effective and successful promotion of teacher ethics with the aim of achieving educational goals; this study recommends to the Presidents' Office Regional Administrative and Local Government (PORALG) to equip Teachers Service Commission (TSC) with all necessary inputs in particular funds, manpower and transport facilities to deal with teachers discipline in both public and private schools by providing awareness programmes on teachers code of ethics and their remedies before indiscipline cases.

On the other hand, the Presidents' Office Regional Administrative and Local Government (PORALG) and Teachers Service Commission (TSC) should enforce more rules and regulations that bound teachers to follow best practices and good conduct to those cases that repeated mostly in this study. On the issue of drug abuse, teachers should be examined on regular bases on their teaching post and to make

medical checkup to those who were engaged in drug abuse in their previous days. On truancy cases the study recommends the biometric machine should be fixed for signing in and out in public secondary schools. This will reduce signing in and out of teachers who normally sign on behalf of others.

### **6.3.3 The influence of heads of schools leadership on teacher attrition**

On the influence of heads of schools activities on teacher attrition, the study recommends to the Presidents' Office Regional Administrative and Local Government (PORALG) and Teachers Service Commission (TSC) for the establishment of mentoring a programme for newly appointed and underperforming heads of schools. Such programme may identify mentors from experienced and knowledgeable serving heads of schools, and invitation of retired heads of schools with a proven track record of success and thus promote and encourage the use of transformational leadership style in the school systems.

The study recommends to the Regional Educational Officer that any head of schools that will be found alleged with not signing and or forwarding teacher's official letters to the higher authority for decision making should be demoted from the designation, and he/she should remain at the same school as a normal teaching staff.

On the influence of school heads leadership style on teacher attrition, the study recommends that Regional Educational Officer should change the procedure of appointing heads of school by using suggested procedure of appointing heads of school including advertisements of the post for which applicants should apply to the appointing authority. Thereafter all applicants should be interviewed based on how best they can democratically

manage the school to alleviate teacher attrition together with other educational background criteria.

#### **6.3.4 The influence of working environment on teacher attrition**

Working conditions in secondary schools were found not favourable for teachers to stay in their teaching post. The study recommends to the Presidents' Office Regional Administrative and Local Government (PORALG) that improving working conditions for teachers in public secondary schools by establishing a transformed programme that has a base in Secondary Education Development Program (SEDP) to be extended to deal with improving other variables of Working conditions that include availability of classrooms, inadequate teaching-learning resources, teaching work load, class size, transfer and promotion.

The issue of promotion in the secondary schools was also found to affect teachers' stay. The study recommends to the PORALG and TSC that, as the promotion criteria stipulates in the labour laws, guiding promotions that depend on their performance be given on time. The Open Performance Review and Appraisal System (OPRAS) are assessed and teachers be promoted on time. Also, the study recommends to PORALG and TSC that career incentives, such as accelerated promotion for teachers without delay which will enhance teacher retention.

In assessing living conditions to teachers, it was found that health insurance by using National Health Insurance Fund (NHIF) does not cater for teacher's health demands. The study recommends to the NHIF and Presidents' Office Regional Administrative and Local Government (PORALG) to refund teachers who have purchased medical treatment

outside the treated hospital due to unavailable specified health services at the public hospitals.

Another concern for teachers is accommodation status, especially in rural areas. Although under the SEDP the Government spends large amounts of money to construct teachers' houses, the number of houses constructed still will not meet demand. The study recommends to the government to initiate memorandum of understanding with National Social Security Fund (NSSF) Public Service Social Security Fund (PSSSF) to build houses for teachers and rent them at decent price.

#### **6.4 Areas for Further Research**

The overall objective of this study was to assess the factors influencing teacher attrition in public secondary schools in Tanzania with special reference to Manyara and Kilimanjaro regions. Similarly, the study used specific objectives which were to examine the influence of teachers' education qualification on teacher attrition, to determine the influence of teachers' indiscipline on teacher attrition, to examine the influence of heads of schools leadership styles on teacher attrition and to examine the influence of teachers' working environment on teacher attrition; further studies be done on:

- i. A comparative study should be done between public secondary schools and private secondary schools on the factors influencing teacher attrition. This help in coming up with effective measure to address the problem.
- ii. A more comprehensive research should be done on what attracts teachers to remain in the teaching profession despite the low level of motivation and job satisfaction. This may lead to understanding the teacher attrition rate to assist educational planners in recruitment and training the novice teachers.

- iii. Since the study was based on Autocratic, Democratic, Transformational and Laissez-faire; basing on Contingency theory; a comprehensive study be done on assessing the modern leadership styles in managing the school such as entrepreneurial leadership and emotional intelligence leadership.

## APPENDICES

### Appendix 1: Teacher's Survey Questionnaire

A Questionnaire for In-service teachers and those who had left teaching.

*A Research on Teacher Attrition in Public Secondary Schools in Kilimanjaro and  
Manyara Regions*

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#### Section A: Demographic information

1. Gender (1) Male (2) Female
2. Age.....
3. Education qualification  
(1) Diploma (2) Undergraduate (3) Postgraduate Diploma (4) Master degree
4. Working experience in years.....
5. Working station.....

#### SECTION B: Teacher's Education Qualification on their Influence to Quit Teaching Secondary Schools

6. Rate the following items as they relate to teacher's education qualification on their influence to quit teaching secondary schools

Items	YES	NO
1. The higher level of education influences teachers to leave the profession?		
2. The lower level of education influences teachers to leave the profession?		
3. High level of mastering the subject influences teacher attrition		

4. Re-categorization as shifting in teaching profession leads in attrition		
5. Teachers Promotion may influence teacher attrition		
6. Feeling of being unprepared for the job of teaching may cause teacher attrition		
<b>Total score</b>		

**7. Teacher Training Entry qualification on teaching profession as a factor for teacher attrition**

Items	YES	NO
Performance of advanced secondary education examination may influence teacher attrition		
Upgrading of certificate to diploma level may influence teacher attrition?		
Lack of teaching professional may cause teacher attrition		
The use of fake certificate may lead into teacher attrition		
Holding Diploma in education		
Graduate without teacher training		
<b>Total score</b>		

8. List other teachers' academic qualification related factors to attrition

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....

**SECTION C: Teacher's Levels of Indiscipline On their Influence to Exit from Teaching Profession.**

9. Which among the following are disciplinary causes of teachers' attrition? 1=YES; 2=NO

- a) Truancy
- b) Drankness during working hours
- c) Teacher sexual abuse of female students
- d) Professional misconduct
- e) Misappropriation of school funds
- f) Desertion of duty
- g) Teacher engages in drug abuse
- h) Teachers' dress code
- i) Unethical communication among teachers
- j) Theft
- k) Examination divulge
- l) Others (List).....



10. Number of cases in the following indiscipline issues 1=YES; 2=NO

Items	Number of cases
Truancy	
Drankness during working hours	
Teacher-students sexual abuse	
Professional misconduct	
Teacher engages in drug abuse	
Teachers' dress code	
Unethical communication among teachers	
Theft	
Examination divulge	
Others (specify).....	
<b>Total score</b>	

11. Measures taken upon the disciplinary cases 1=YES; 2=NO

- i. Oral warning
- ii. Written warning
- iii. Reduction in rank
- iv. Reduction in salary
- v. Re-categorization
- vi. Transfer
- vii. Negotiation
- viii. Summary dismissal
- ix. Others (specify).....

**Section D: The Heads of Schools' Leadership Styles On Their Influence To Teacher Attrition To Join Other Job**

12. How many teachers have been permanently left teaching in this school for the last five years?

How many of the teachers stated in qn.14 (a) are (1) Males, (2) Females

1. What are the reasons for their decisions to quit teaching

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....

2. How do you assess heads of schools' leadership styles on their influence to teacher attrition? 1=YES; 2=NO

Leadership styles	Tick one or more responses	
	YES	NO
<b>AUTOCRATIC</b>		
Complete command and holdover teachers		
Teachers putting forward their views		

Teachers ability to question leaders		
Head of school getting things done		
Top down decision making system		
<b>Autocratic total score</b>		
<b>DEMOCRATIC</b>		
Encouraging teachers by forming teams on decision making		
Head of school guiding teachers on what to perform and how		
Teachers communicates with head of school their experience and suggestions		
Head of school encourages teachers creativity at the work place		
Teachers participate in decision making at the school		
<b>Democratic total score</b>		
<b>TRANSFORMATIONAL</b>		
Guiding teachers in the direction of established goals		
Insuring teachers to transcend their own self interest for organizational benefit		
Head of school appeal to followers ideals and moral value		
Head of school inspire their teacher to thing about problem in a new way		
Head of school influence teachers through vision, framing and impression management		
<b>Transformational total score</b>		
<b>LAISSEZ-FAIRE</b>		
Head of school totally trusts their teachers to perform the job themselves		
Head of school concentrates on the intellectual aspects of his work		
Teachers are welcomed to share their views and provide suggestion which are best for organization		
Head of school does not focus on the management aspect of his work		
School activities are done without following the established guidelines		
<b>Laissez faire total score</b>		

### SECTION E: The influence of working environment on teacher attrition

15. What among the following determine teacher attrition?

<b>Context dimension of Working Environmental on teacher attrition</b>	<b>Yes</b>	<b>No</b>
<b>WORKING CONDITIONS</b>		
Inadequate classrooms		
Inadequate teaching -Learning resources		
Teaching load		

large class size		
Location of schools		
Transfer issue		
Lack of in-service training		
Promotion issues		
<b>Total Score</b>		
<b>LIVING CONDITIONS</b>		
Salaries		
Housing		
Health insurance		
Respect from community members		
Deployment of teachers to remote schools in other regions		
<b>Total Score</b>		

16. In your opinion, what are the alternative jobs to the teaching profession available in your area? Please tick on the listed jobs.

Alternative jobs	Yes	No
Non-Governmental Organizations (NGOs)		
Private Sector (business or private companies)		
Private schools		
Staying home and taking care of domestic roles		
Pursue higher education		
Engage in entrepreneurship		
Others specify.....		

17. Please provide your recommendations to the following educational stakeholders on the solution on teacher attrition challenge to;

- i. President's Office Regional Administration and Local Government Authority
- ii. Teacher Service Commission
- iii. Regional Education Officer
- iv. School management

## **Appendix 2: Key Informants Interview Guide**

A Research on Factors influencing Teacher Attrition in Public Secondary Schools in Kilimanjaro and Manyara Regions. Rashid Chikoyo is a PhD Student and Assistant Lecturer, Department of Community and Rural Development, Faculty of Community and Cooperative Development, Moshi Cooperative University contact: 0786 292808/0753377600; E-mail [chicco\\_chicoyo@yahoo.com](mailto:chicco_chicoyo@yahoo.com)),

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1. The teachers' academic qualification in relation to factors influencing teacher attrition in secondary schools
2. Educational entry qualification on teaching profession as a factor for teacher attrition
3. What are indiscipline cases among teachers that influence teacher attrition
4. The prevalence of cases in the above mentioned case of indiscipline issues
5. Measures taken upon the disciplinary cases
6. Teachers permanently leaving teaching for the last five year
7. Number of the teachers by gender and the reasons
8. The reasons for their decisions to quit teaching
9. How do you assess heads of schools' leadership styles influence teacher attrition?
10. The reasons/motive behind teachers joins other professions
11. How do working and living conditions influencing teacher attrition
12. The alternative jobs to the teaching profession available
13. Recommendations to stakeholders on the solution on teacher attrition problem
  - a) President's Office Regional Administration and Local Government Authority
  - b) Teacher Service Commission
  - c) Regional Education Officer
  - d) School management