

Factors Influencing Teacher Attrition in Tanzania; A Case of Public Secondary Schools in Kilimanjaro and Manyara Regions

BY

Rashid A.Chikoyo

PhD. Moshi Co-operative University (MoCU), 2018

Abstract

Teacher's attrition has attracted many educational experts and stakeholders to trace the best mechanism on how to control it. Attrition is leaving the teaching job and take part to another job. This situation affects negatively the quality of learning and teaching in government public schools. The history of teacher's attrition is traced back during the time of Mwalimu Nyerere when he left teaching to a political position and since then some significant numbers of teachers have been quitting teaching to some other activities. This attrition has hindered service delivery, syllabi completion, it has negatively affected the students' performance in the National examinations as well.

The objectives of this study were to;

- Assess the influence of teacher's education qualifications on teacher's attrition in public secondary schools
- Examine the influence of teacher's indiscipline on teacher's attrition
- Determine the influence of heads of school's leadership styles on teacher's attrition
- Determine the influence of teacher's working environment on teachers' attrition

On the use of the theories, this study assumed that there is strong connection between job satisfaction and needs fulfilment that induce workers including teachers to leave the teaching jobs. Thus, the study was guided by the following theories

Maslow's hierarchy theory of needs

- Maslow's explained that that every huma being needs fulfilment of basic needs such as physiological, safety, belongness, self-esteem needs and self-actualization needs. Maslow's indicates once an individual fulfils the lower needs the higher needs also arise. In contrast to this study salary promotion and better living condition are needs to be fulfilled to teachers before running to the other better paying jobs. However, if basic teachers need will be met, the other need such safety and protective environment, fair management and job security will arise.

Contingency theory

- The contingency theory of leadership was used to define leadership in terms of group of leaders. The theory was used to describe heads of school's leadership styles as the contributing reason for the teacher's attrition. The theory is divided into the three steps which are identifying leadership styles, defining the situation and marching leaders with the situation. The theory does not indicate the motivation needed by the lower-level staffs that is leadership styles which when combined with other situation makes it difficult for teacher to sustain and hence attrition.

McGregor Theory X and Y

- The theory is based on the teacher's perception on the applicability of leadership talents. This theory draws the symbolic relationship between manager and workers. Managers and school heads need to promote morality, creativity, and problem-solving skills

among workers. It helps head of schools on natural justice rule in managing and directing school and its management to execute the day-to-day activities.

Bronfenbrenner's social-ecological theory

- This is a socio ecological theory that portrays complex environment where individual live and operate. The theory describe environment in macro and macro level where teachers do work and live. In relation to the teacher's attrition this theory does link teacher's welfare and development to whole living condition that range from culture, hygiene and housing condition. In relation to this study, most of the public secondary schools are located in a remote area where the roads and telephone are not well developed to attract the decent staying of teachers.

The cross-sectional design was adopted with mixed method approach. A sample size of 140 respondents was selected and compiled from the following categories; -

- In service teachers
- Teachers who had left teaching
- Zonal education quality assurance officers both from Kilimanjaro and Manyata Regions.

The study employed simple random sampling and snow-ball sampling for in service teachers and snow-ball for those who had left teaching jobs.

The study collected data by using questionnaires and face to face interviews. Data was coded and analysed by using thematic analysis for qualitative data and descriptive statistics, index summated scale, and binary logistics regression analysis.

Regarding the influence of teacher's education qualifications on teacher's attrition in public secondary schools, the study found that; -

- The level of teacher's education is the main reason for teacher's attrition. It was found that teachers with master's level of education if not well motivated may quite to other better paying jobs or join in the private schools for the better payments.
- Further, some private teaching colleges admit student teachers with very low qualifications that at the end leads to teacher's attrition

Influence of teacher's indiscipline on teacher's attrition

- The study indicated that, about 55.7% of teacher's indiscipline cases has been related to attrition
- About 78.6% of all teachers reported to be affected by examination malpractice cases, this also lead to attrition
- About 68.5% cases were reported on truancy and drunkenness during working hours which led to dismissal of teachers as civil servant.

Influence of heads of school's leadership styles on teacher's attrition.

- About 85.7% of the respondents indicated that heads of schools had the tendency of rejecting signing or forwarding official letters from their subordinate to higher authority for the decision without apparent reasons.
- The study also indicated that 66.4 % off all head of schools were found in conflict with other teachers because of managing daily activities, managing financial and physical resources and selection of board members.
- Other teachers who left teaching jobs reported that, the opportunity for better teaching assignment makes them to quit teaching in their working stations.

- The head of the school who manage their subordinates using autocratic and lazier-affair do influence teaching staffs to quit their jobs

Influence of teachers' working environment on teachers' attrition.

- Working environment in term of rights to promotion had significant contribution to teacher's attrition.
- The study indicates that 51 % of teachers lamented on the location of the school as the contributing factor for the teacher's attrition. Most of the public schools are located in a remote area where transports infrastructures are not well developed.
- The findings showed that 38.6% of the respondents suggested that teacher's attrition is mainly caused by teaching work load.
- Additionally, the study discovered that,77.1 % of the respondent's teachers turn over mostly influenced by the poor living standards of teachers.
- Furthermore, Lack of in-service training among the public secondary schools' teachers do contribute for their attrition.

Conclusion

- Different stakeholders have spoken about the importance of teachers in National and International Development. The paradox is that, there are no relationship between the situation of teachers in terms of living conditions and the demand that have been outspoken by the different development actors. This study concluded that there is the clear evidence between teacher's attrition and their living conditions'. Moreover, there are deficiencies in working and living condition of teachers in Tanzania, including lack of in-service trainings, promotion, shortage of teaching and learning materials; all these hinder high level of satisfaction among public secondary schools' teachers.

The study provided the following recommendations;

- Standards should be set on employment qualifications to all recruited teachers including
- The government should promote teachers sooner once they complete their studies and come back to their teaching posts, this is the case for in-service teachers.
- District education officer should focus on mentoring session for the new teaching graduate who are recently graduated.
- Government through the ministry of education should enforce laws and regulations that will compel teachers to abide with the best practices and good conducts.
- Schools' heads must consistently enforce discipline to the offender and there should be no double standards
- Autocratic leadership style in the management of schools should not be used in order to allow teachers to give their best ideas for education development
- District education officers should change the procedures of appointing heads of schools
- Teachers service commission should promote teachers as per required standards and career incentives such as accelerated promotion for teachers without delay
- The study recommends to head of schools to follow the education and training policy 2014 that indicate of having average of 20 teaching workloads hours per week and class size should not exceed 40 students
- The study recommends that, the government to initiate the memorandum of understanding with National Housing Cooperation to build houses for teachers and rent them at the decent price.