

**THE CHALLENGES FACING THE PUBLIC PRIMARY SCHOOL
TEACHERS IN THEIR TEACHING CAREER IN TANZANIA. A CASE
OF MBOGWE DISTRICT, GEITA REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTERS DEGREE OF EDUCATION,
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CERTIFICATION

The undersigned certifies that he has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled: “Challenges Facing the Public Primary School Teachers in their Teaching Career in Tanzania: A Case of Mbogwe District, Geita, in partial fulfilment of the requirements for the Masters of Education, Administration Planning and Policy Studies (MED APPS).

.....

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Date

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DECLARATION

I, Makene Obadia Mayaru, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

The dissertation is dedicated to the Obadia Family.

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I have great honour to state that this work has been a result of the contributions of many people who I cannot mention all as the list will be longer. However, I have to mention a few for the purpose of academic. First, is the Supervisor Dr Rwejuna Zacharia for his criticism and comments that shaped this work the way it is. Second, to the member of the family who tirelessly encouraged me to go on with the studies even at the time when I experienced difficulties and third, the friends at the work who supported me morally and mentally.

ABSTRACT

This study focused on the challenges facing the public primary school teachers in teaching career in Mbogwe District. Specifically the study aimed at investigating the causes of the challenges that face the primary school teachers in their teaching career. The specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary school pupils. Lastly, strategies education authorities employed to improve the working conditions of the primary school teachers and realize quality education to primary school pupils in Mbogwe District. The study employed qualitative design. Study employed interviews, focused group discussions and documentary reviews as method of data collection. The results showed that the poor National Health Insurance (NHIF), poor promotion management among teachers and delays of payment of the arrears and poor incentive policy and allowances were the core causes of the challenges that affect the teachers working environment in Mbogwe District. Further, the results showed that the teachers were paid low salaries that hindered their ability to meet the basic needs of life like food and paying rent houses. This situation influenced the teachers to do other petty business which affected their attention toward lesson preparations. The result furthermore showed that the teachers faced the challenge of poor health services that caused them use their own funds as a result their income were eroded by double contributions, Finally, they were not given rent allowance this affected their living conditions and this situation increased their transport charges. Lastly, the results showed that, improving NHIF policy to allow the teachers to access better medical services. Recommendations for the study are attached.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
TABLE	xiv
FIGURE	xv
LIST OF ABBREVIATIONS AND ACRONYMS	xvi
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Background of the Problem	1
1.2 Statement of Problem	5
1.3 Purpose of the Study	6
1.4 Specific Objectives of the Study	7
1.5 Research Question.....	7
1.6 Significance of the Study	7
1.7 Limitation of the Study	8
1.8 Delimitation of the Study	9
1.9 Definitions of Terms	9
1.10 Conceptual Framework	10
1.11 Organization of the Study	11

CHAPTER TWO	12
2.0 LITERATURE REVIEW	12
2.1 Introduction	12
2.1.1 The Concept of Primary School Teacher	12
2.2 Teachers and Work Conditions.....	14
2.3 The Importance of Teachers.....	15
2.4 Educational Policies and Teaching Services.....	16
2.5 Factors Associated with Job Satisfaction	18
2.6 Strategies the Education Authorities Employed To Improve the Working Condition of the Primary School Teachers	19
2.6.1 Motivation of Teachers	19
2.6.2 The Importance of Motivation	20
2.6.3 Promotion Ladders	21
2.6.4 Primary Education Development Programme	22
2.6.5 School Infrastructure	22
2.7 Theoretical Framework of the Study.....	22
2.8 Research Gap	24
CHAPTER THREE	25
3.0 RESEARCH METHODOLOGY	25
3.1 Introduction	25
3.2 Research Design.....	25
3.3 Qualitative Research Design	26
3.3.1 Meaning of Qualitative Research Design	26
3.3.2 Advantages of Qualitative Research Design.....	26

3.3.3	Limitations of Qualitative Research Design	27
3.4	Geographical Location of the Study	28
3.4.1	Reasons for Selecting Mbogwe District.....	28
3.5	Targeted Population	29
3.6	The Study Sample and Sampling Techniques.....	30
3.6.1	The Study Sample	30
3.6.2	The Sampling Techniques.....	30
3.6.3	Justification of the Participants Selected	31
3.7	Methods of Data Collection	32
3.7.1	Open ended Interviews.....	33
3.7.2	Justification on Uses of Semi-Structured Interviews (Open Ended Interviews).....	34
3.7.3	Issues Covered in the Semi-Structured Interviews	35
3.7.4	Administration of the Semi- Structured Interviews	35
3.7.5	Recording of Semi-Structured Interviews.....	36
3.7.6	Focus Group Discussions	37
3.7.7	Justification for Using Focused Group Discussions	37
3.7.8	Issues covered in the Focus Group Discussions	38
3.7.9	Administration of the Focus Group Discussions	38
3.7.10	Recording of Focus Group Discussions	38
3.7.11	Documentary Reviews	39
3.7.12	Justification on uses of Documentary Reviews	39
3.8	Validity and Reliability of the Instruments.....	39
3.8.1	Triangulation	40

3.9	Data Analysis Plan	40
3.10	Ethical Considerations	41
3.10.1	Observed Protocol	41
3.10.2	Informed Consent.....	42
3.10.3	Confidentiality	42
	CHAPTER FOUR.....	44
4.0	DATA PRESENTATION AND ANALYSIS	44
4.1	Introduction	44
4.2	The Causes of the Challenges that Face the Primary School Teachers in Their Teaching in Mbogwe District.....	44
4.2.1	Teacher Incentive Scheme as a Cause of the Teachers’ Problems in the Teaching in Mbogwe District.....	44
4.2.2	The National Health Insurance Funds Policy (NHIF) as a Cause to the Teachers’ Problem in Mbogwe District	46
4.2.3	Teachers’ Promotion Policy as a Cause of the Teachers’ Problems in Mbogwe District	46
4.3	Challenges Facing Teachers and its Effects to Students’ Learning in Mbogwe District Primary Schools	47
4.3.1	Low Salary and Absence of Incentives.....	48
4.3.2	Poor Health Services	49
4.3.3	Delayed Promotion.....	50
4.3.4	Rent Allowance.....	51
4.4	Ways to Overcome Challenges Facing Teachers in Their Teaching Carrier in Mbogwe Primary Schools.....	52

4.5	NHIF Policy	52
4.5.1	To Improve the Salary and Incentives	53
4.5.2	To Provide Rent Allowance	54
4.5.3	Improving Promotion for Teachers	56
CHAPTER FIVE.....		59
5.0	DISCUSSION OF THE FINDINGS.....	59
5.1	Introduction	59
5.2	The Causes of the Challenges that Face the Primary School Teachers in Their Teaching in Mbogwe District	59
5.2.1	Unfavorable Teachers Incentive Scheme	59
5.2.2	The National Health Insurance Funds Policy (NHIF) as a Cause to the Teachers' Problem in Mbogwe District	60
5.2.3	Teachers' Promotion Policy as a Cause of the Teachers' Problems in Mbogwe District	62
5.2.4	Conclusion on Research Question 1	63
5.3	Challenges Facing Teachers and its Effects to Students' Learning in Mbogwe District Primary Schools	64
5.3.1	Low Salary and Absence of Incentives	64
5.3.2	Poor Health Services	65
5.3.3	Delayed Promotion.....	66
5.3.4	Rent Allowance	67
5.3.5	Conclusion on Research Question 2	69
5.4	Ways to Improve Teachers Condition in Mbogwe District	69

5.4.1	To Improve the National Health Insurance Funds Policy (NHIF) as a Cause of the Teachers' Problem in Mbogwe District	70
5.4.2	To Improve the Salary and Incentives for Teachers	71
5.4.3	To Provide transport and Rent Allowance	73
5.4.4	Improving Promotion	75
5.4.5	Conclusion on Research Question 3	75
	CHAPTER SIX	76
6.0	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	76
6.1	Introduction	76
6.2	Summary of the Study.....	76
6.2.1	Implications of the Findings	78
6.3	Conclusions for the Study	79
6.3.1	Recommendations to the Government	81
6.3.2	6.4.2 Recommendations to the Mbogwe District.....	82
6.4	6.5 Areas for Further Research	82
	REFFERENCES	84
	APPENDICES	91

TABLE

Table 3.1 Samples of the Study..... 31

FIGURE

Figure 1.1: Conceptual Framework for Studying the Problems Facing Teachers
in Their Teaching Career in Mbogwe District, Geita 10

LIST OF ABBREVIATIONS AND ACRONYMS

DAO	District Academic Officer
DEO	District Education Officer
ESDP	Education Sector Development Programme
ETP	Education Training Policy
MoEVT	Ministry of Education and Vocational Training
NHIF	National Health Insurance Funds
PEDP	Primary Education Development Programme
SAP	Structural Adjustment Programme
SEDP	Secondary Education Development Plan
TDMS	Teacher Development and Management Strategy
TSD	Teachers Services Department
TTU	Teachers Trade Union
URT	United Republic of Tanzania
WEC	Ward Education Coordinator

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

In Tanzania, majority of teachers in government schools are suffering from various challenges. One among those challenges is concerning with payments. Teachers are entitled to be paid salary, leave allowances and arrears when they get promotion. Teachers' payment problem emerged since the government started to implement Structural Adjustment Programme (SAPs) conditional ties particularly in the mid of 1980s. Prior to the implement action of SAPs conditional ties teachers were paid salaries, leave allowances, transport allowance, rent allowance and teaching allowance. One of the conditional ties imposed by World Bank and IMF through SAPS was the reduction in public spending on social services including education at all levels (Brock Utne, 2006). The reduction of public social services affected teachers' payments which lead to the challenges to the teachers as follow, rent allowance; motivation, transport allowance and teaching allowances were no longer provided.

The removal of the above mentioned allowances led to financial constraint to teachers, they were forced to depend solely on their salary. This situation affected their standard of living and causes multiple socio-economic problems which have adverse result on students' learning. Millman (1985) argues that when the teachers who arrive at schools and are insecure about health protection, financial security for their families, and work in poor and cramped working conditions, they are in poor

condition to demonstrate their highest level of proficiency. Similarly, Bakahwemama (2010) noted that the motivation for teaching comes from good payment. A good salary helps teachers to meet their basic needs and concentrate on teaching activities while low salary discourages teachers to teach effectively.

In a study done by Sylvia and Hutchinson (1985) in the USA, among 167 teachers, found that teacher motivation is due to freedom to try out new ideas, assignment of appropriate responsibility levels and intrinsic work elements. The study shows that true job satisfaction is derived from the gratification of higher-order needs rather than lower-order needs that lead to handle their various problems.

According to United Nations (1948) Human rights article 26 of the universal Declaration states that “Everyone has equal right to education regardless of his/her sex, race color, religion and nation”. This statement seemed to be meaningless with the absence of motivation to teachers. Teachers are not paid enough salaries compared to the workload and the duration they stay in the office as the result their morale decline and hence failure of fulfilling educational objectives as well as education policies. When the problems become acute teachers decide to boycott and withdraw entering in the classrooms.

Studies conducted by Glewwe et al (2003) indicate that absenteeism of teachers in Kenya ranks 20%. Uganda’s absenteeism of teachers is as higher as 26% and Madagascar suffers from the same difficulties. Teacher motivation has become an essential issue given their responsibility to impart knowledge and skills to learners.

Studies revealed that the performance of teachers was good regardless of the fact that their motivation was inadequate.

In addition, a number of teachers do their activities with high morale such as reporting early to school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions mention a few. In order to improve teacher challenges and performance at work, the study recommended the increase of salary for primary school teachers to match with the increasing cost of living standard of life, providing of accommodation to teachers, strengthening of management as well as giving prizes for good performance among teachers.

Sumra (2003) who claims that “teachers are facing many and complex problems in Tanzania. These problems range from low salaries to low status”. Teachers feel that their concerns are not addressed. Since these concerns remain uncertain then teachers feel demoralized and the quality of education including students’ learning is bound to suffer.

John (2010) indicates that: Government schools do not offer quality education because teachers are demoralized to work effectively due to low salaries they get, uncertainty system for promotion and poor treatment they are getting from the government. Also the school environment does not motivate students to learn, and the status of the classrooms is not attractive at all this implies that teachers’ commitment to teach effectively is much affected by their payments. However, Fry (2003), researched on ‘What makes teachers Tick’ his findings revealed that the

expenditure of teachers per month are not equal to their salary. HakiElimu and TTU (2004) conducted a study to investigate teachers' payment in Tanzania and realized the teachers are earning less than what is required for their human survival. On the other hand John (2010), Bakahwemama (2010) and Davidson, (2005), pointed out the issue of teachers' payment is one among the factors which motivated teachers to work effectively.

Moreover, the initiatives of Education Training Policy (ETP) in 1995, Education Sector Development Programme (ESDP) in 2001 and Primary Education Development Programme (PEDP) in 2002 aimed to assist to offer formal education for Tanzania children, improving teaching and learning environment and improving teacher's motivation (MOEVT, 2009). Generally, structure of teacher's payment shares most of the pervasive characteristics of public sector payment systems in developing countries. In particular, formal education and professional education mainly determine salary levels. The salary scales for both primary and secondary schools teachers are often very flat with very small salary increments awarded on the basis of seniority or experience, with little or no link with actual job performance (Akyeampong et al., 2007).

To address the problem of teachers and education in the country, some national efforts and strategies have been put in place; for example, in the years 1999, 2005 and 2010 the government implemented Salary/Pay Reform which aimed at increasing salaries among the servants (Lambert, 2004; Mutahaba, 2005; United Republic of Tanzania [URT], 2010). It was hoped that an increase of salary would

lead to the improvement of performance in the education sector (World Bank, 1990). In 2007, the Teacher Development and Management Strategy (TDMS) was also developed to provide a comprehensive, holistic, and an all-encompassing strategy to deal with, among other issues, teachers' training and recruitment, deployment and motivation (TDMS, 2007). Moreover, in 1997 Education Sector Development Programme (ESDP) was developed, and also Secondary Education Development Plan (SEDP) for the period 2004 – 2009 and Primary Education Development Plan (PEDP) for the period 2001 – 2006, 2007 – 2011 were also developed, all with the same purpose of improving the education sector by increasing access, improve equity and quality of primary and secondary schools in Tanzania (URT, 2007).

Under these programmes, the emphasis has been on increasing enrollment, construction of school buildings as well as teaching and learning facilities schools. In order to cater for the evident shortage of teachers in schools, the government made an initiative to increase the number of teachers in both primary and secondary schools. But the means of accommodating Teachers' problems were not well affirmed (HakiElimu, 2007).

Therefore, this study seeks to assess the challenges facing the public primary school teachers in their teaching career together with the ways it affects teaching profession as well as students' learning in Tanzania, a case of Mbogwe district in Geita.

1.2 Statement of Problem

In Tanzania teachers have complained of government inability to satisfy their needs. Teachers are not adequately taken care, with regards to normal and on time payment

of their salaries and other entitlements. In fact, the primary schools teachers are the last motivated human resources. Their salaries are not paid when month ends on time, their promotion is delayed and when implemented the financial participation is not paid from the time promotion took place.

Teachers cannot perform their duties of implementation of the curriculum to realize the quality education to the primary school students. These challenges which face the primary school teachers are also observed in Mbogwe District Council in Geita region. These challenges made many of the primary schools pupils in Tanzania to fail to realize the philosophy of education for all (EFA) of 1995 and Dakar education framework for action of (2000); which hold that education is the right of every individual and it should be accessed by all costs and the education provided should be of quality to produce the graduates who are well developed in terms of cognitive skills (academic achievements), creative, royal and innovative.

To address the challenges that the primary school teachers face in their teaching career in Mbogwe District, there is need of undertaking research to establish the causes of these challenges, the specific challenges facing the teachers in their teaching career and suggest the strategies to improve the teaching condition of the primary school teachers in Mbogwe District.

1.3 Purpose of the Study

The purpose of this study was to assess the challenges that face the primary school teachers in their teaching career in Mbogwe District in Geita.

1.4 Specific Objectives of the Study

The specific objectives of the study were as follows;

- To investigate the causes of the challenges that faces the primary school teachers in their teaching career in Mbogwe District.
- To examine the specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils in Mbogwe District.
- To analyze the strategies the education authorities employ to improve the working conditions of the primary school teachers in Mbogwe District to realize quality education to primary school pupils.

1.5 Research Question

Basing on the research objectives, the following research questions were developed to guide the study.

- What are the causes of the challenges that face the primary school teachers in their teaching career in Mbogwe District?
- What are the specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils in Mbogwe District?
- What strategies do education authorities can employ to improve the working condition of the primary school teachers in Mbogwe District to realize quality education to primary school pupils?

1.6 Significance of the Study

This study helped to inform audience on knowledge and skills about the causes of the challenges that faces the primary school teachers in their teaching career. The study

exposed specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils. Further the study established strategies that can be employed by education authorities to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils. Moreover the study provided information by giving more reference materials to the interested people, stake holder and other researchers to get deep into this topic by using other approach to overcome the challenges.

1.7 Limitation of the Study

The researcher experienced the following problem when conducted this study. Firstly, uncertainty structure of promotion as challenges that related to financial matters, always are not openly and are associated with individual life, therefore it was difficult for the respondents especially primary school teachers and other stakeholders administrator to respond directly hence was difficult to expose collect data and information. The nature of this study involved inquiring almost all primary and other education stakeholders. Therefore, the sufficient collection of data needed efficient and effective finance, hence limiting the study.

Secondly, the time was limited and some of the respondents were not ready to respond some questions as they thought that the research information was just unnecessary. Again it was projected that some of respondents as interviewed were not participated fully and therefore decreased the number of the expected sample. Use of token for transport for the volunteered respondents and the familiarity in the

area assisted me to minimize these limitations and thus I was able to get data for the study.

1.8 Delimitation of the Study

This study was conducted in Mbogwe District council, Geita Region. The researcher assessed the challenges facing the public primary school teachers in their teaching careers in Tanzania especially in Mbogwe District. The study was limited to the causes of the challenges affecting the teachers in their teaching, the specific causes of the teachers' problems and the strategies that could be used to improve the teachers' condition in Mbogwe District. Therefore, the results of this study were not generalized to other districts or other Tanzania regions.

1.9 Definitions of Terms

Primary school teacher is a person who imparts knowledge to the learner in primary schools using professional skills.

Public schools in this study, these are schools that are highly owned by community and supported by the government in terms of salary of the teachers and supplying teaching-learning facilities like books (URT, 2010).

Career is something a little more than a job; it is a profession for some one that wants to be a part of society, who becomes competent in their chosen sector through training, maintains their skill through continuing professional development and commits to behaving ethically, to protect the interests of the public.

Promotion is a move to more important job or rank in the organization/ company.

1.10 Conceptual Framework

The conceptual framework of this study takes the context that there are primary school teachers who are employed in schools and as these teachers perform their duties they are affected by different challenges which hinder their performances in schools. Understanding the challenges that affect the teachers from doing their duties effectively would be possible if the current researcher would assess the variable of the cause of the challenges, the actual challenges and how they affect the teaching and the ways in which the teachers' condition could be improved to bring about good performance of the teachers in primary schools in Mbogwe District.

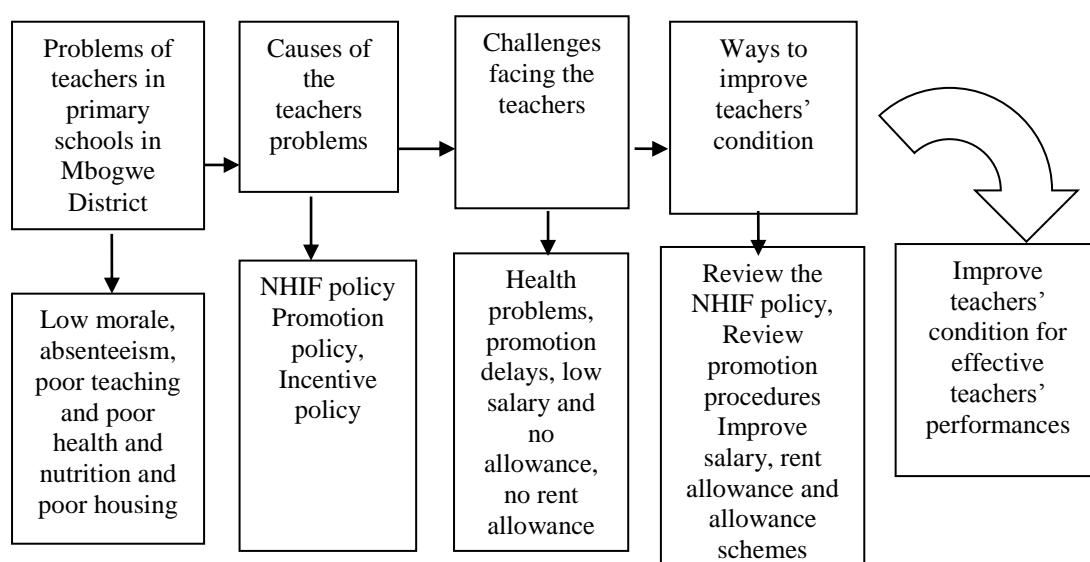


Figure 1.1: Conceptual Framework for Studying the Problems Facing Teachers in Their Teaching Career in Mbogwe District, Geita

1.11 Organization of the Study

The study was organized into six chapters. Chapter one contains the background of the problem, the statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, definition of terms, organization of the dissertation and conceptual framework. Chapter two covers the literature review and the research gap. Chapter three presents the research methodology, while chapter four is about data presentation analysis and discussions. Chapter five presents analysis and discussion of the findings. Chapter six gives a summary of the study, recommendations and conclusions basing on the findings. The last section provides the list of selected references and appendices.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents various review of literature related to this study. This review of literature is divided into following subsections. The concept of primary school teacher, teachers and work condition, education policy and teaching services, factors associated with job satisfaction, strategies the education authorities employ to improve the working condition of the primary school teacher, motivation of teachers, promotion ladders, primary education development programme, school infrastructure, theoretical framework of the study and the knowledge gap.

2.1.1 The Concept of Primary School Teacher

Students who do not qualify to join the Advanced Level Secondary Education (Senior Secondary Education) are admitted in teacher colleges where they pursue a two-year teacher certificate course (Dershimer, 2002). Having completed the course, they qualify to teach in Primary Schools and such teachers become Grade IIIA teachers. According to MOEC (1995), “the minimum qualifications for primary school teacher shall be to possession of a valid Grade, A” Teacher Education Certificate”.

There are two basic teacher grades in primary schools. Grade IIIB/C teachers were first recruited during the UPE campaign in the mid 1970s. Initially, nearly all of them were primary school leavers, but during the 1980s, some were recruited after

completing Form II. They attended teacher-training college for one year and completed a second year of training based in schools.

Grade IIIA teachers must have a minimum of four years of secondary schooling and at least a Grade 3 pass in the national school certificate examination. However, over the years, these minimum education requirements have frequently been ignored and, as recently as 2003, many school leavers were still being recruited with Grade 4 passes. Up until 2002, pre-service primary school teacher trainees spent two years at the TTCs. This has now been changed to a 1+1 system where trainees spend only one year attending college. During the second year, trainees are posted to fill substantive teaching positions in schools and undertake supervised on the job training (Haki Elimu, 2004).

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

Moreover, a teacher is also defined as an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is

capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society” (Senge, 2000).

2.2 Teachers and Work Conditions

Lambert (2004) comments that during the last three decades teachers’ morale salaries had been regularly declining throughout most low- income countries particularly in Africa. The question on whether this decline was a favorable evaluation or whether it could jeopardize the attainment of the Education for All (EFA) objectives is not that easily answer on the one hand, when salaries are too high most of the already scarce resources of the education sector are decanted to their payment to the detriment of either wider coverage of the education system or better provision of complementary inputs such as text books. If teachers compensation becomes too low it can be feared that teachers’ commitment to their work would be affected and that the quality of schooling would experience the cost of this loss of motivation.

According to UNESCO (2003) suggests that, an averaging of the characteristics of the education systems of various countries that seem to be under way to reach EFA targets, that a reasonable level for an average teachers’ salary would be about 3.5 units per capital GDP this level was to be aimed at most African countries would certainly have to carry on decreasing salaries paid to their teachers. This supported by UNICEF (2000) who points that low wages drive teachers into other activities to the detriment of teaching. An also low salary is the most harmful factor for the education sector in general (African Development Bank, 1998).

2.3 The Importance of Teachers

The expansion of primary schools in developing countries had created a demand for an increase of primary teachers. Some governments introduced distance education and in-service education as one way of expanding the supply of trained teachers (Negashi, 1994). Untrained group of primary school teachers in Tanzania upgraded to secondary level of education, currently evaluation pointed the need for teachers support and significantly utilized teacher's solutions to learning needs that they themselves had identified. After Arusha declaration Tanzania had a considerably number of primary schools, however rural areas were often understaffed and had few grade "A" teachers than the urban areas.

The power of teachers was addressed by Nyerere (1968) when asserts that, the truth is that it is the teachers more than any other single group of people who determine these attitudes and who shape the ideas and aspiration of the nation. Whether, the people who have opportunity to shape these infants who have that power are the teachers in our schools. We are what we are in large partly because of the attitudes and ideas we observe to the exposure from teachers.

The importance of teachers is indicated with Sumra (2004) when pointing that, the group of professionals who have help and serve the nation loyally, with sacrifice, dedication and without complaints, it is the countries teachers in primary, secondary and colleges. So teachers participate fully in literacy education campaigns and in removing people from superstition. Also they had been and continue to be the alarm troopers in the nation movement for cultural regeneration and political development.

In particular they work for countries economic independence and participate in its cultural rehabilitation.

The MOEC (1995) shows the importance of teachers in Tanzania through pointing out that, the teacher in the classroom is the main instrument for bringing about qualitative improvement in learning. Such quality is maximized where there is an enabling and supportive environment, where learners participate actively in the process and where pupils, teachers, and schools have opportunities for personal and institutional growth.

However, Ishumi (1979) posits that without education there is no development, without development there can be no further national progress. It is concluded that the personality development and adjustment of children depends very significantly on teachers. The child is under the care of teachers for nine months in a year. Therefore, the influence of the teachers upon the child out weights the influence of other individuals.

2.4 Educational Policies and Teaching Services

The Government of Tanzania tries to resolve teachers' problem by adopting paper number I of the 1960 which stated that government is aware of a desire that there should be established as soon as possible a unified teaching services for all locally appointed teachers in accordance with the committee recommendations.

In 1961 the government of Tanganyika implementing the policy through the commission called Tanganyika service of 1961 under the chairmanship of Adu. This

commission came up with the recommendations that the teaching sector should be recognized by establishing a unified teaching service which would provide for common terms and conditions of employment to all teachers irrespective of whether they were in public or voluntary agencies.

The government of Tanzania agreed with Adu's report of 1961 and established the UTS in the following year. UTS was enacted and came into force with the publication of the government Notice Number 541 on the 18th September 1964. The aim of UTS stated that there shall be and is hereby established a body to be known as the unified teaching service (UTS) to which subject to the provision of any regulations, made under section "B" all teachers shall belong.

The Teacher Service Commission (TSC) was established by an act of parliament No.1 of 1989 as a government effort to "make better provisions relating to terms and conditions of service relating to teachers to repeal the UTS Act. No.6 of 1962 and other matters incidental there to connect with the purpose" (Act. No 1.of 1989). The establishment of TSC was deemed to be an important action by Government to stimulate teacher's morale by taking care of their welfare. For a long period teacher working and living conditions are unsatisfactory. In Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload and status within their communities. These poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner (Davidson, 2005, HakiElimu, 2005).

The Ministry of Labour and Manpower Development (1988) report to the president points out that education sector in the country continues to encounter a lot of serious problems ranging from the shortage of teachers which led to over work in teaching, if not supported by any incentives, turns out to a punishment. Good working conditions included minimal working hours and workload supported by incentives or any motivational package.

However, Musoma resolutions also launched the Universal Primary Education (UPE) in 1974. The policy concerning with this programme emphasized the right of every child to acquire primary education. The policy required the building of classrooms to the responsibility of the parents and provision of teachers should remain the responsibility of the government. Although the government policies are created in order to make sure that problems facing teachers are solved, still the implementation of such policies is poor. The reason behind is lack of seriousness of implementers.

2.5 Factors Associated with Job Satisfaction

Previous studies that were conducted in various countries on the phenomenon of job satisfaction reveal different factors affecting teacher performance. According to Spector (1997), the aspects or dimension of job satisfaction are divided into two principal groups and these are as follows. “First, the job environment itself and factors that are associated with job are important influences of job satisfaction. This includes how people are treated, the nature of job tasks, relations with other people in the work place, and rewards. Second, there are individual factors that the person brings to the job.”

2.6 Strategies the Education Authorities Employed To Improve the Working Condition of the Primary School Teachers

2.6.1 Motivation of Teachers

There is a broad range of views concerning teacher motivation in different countries especially Africa and South Asia, most of which differ from one country to another. However, this appears to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a mixture of lower morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sections. Bennell (2004) noted that poor teacher motivation is colossal problem, which is seriously compounded by political interference.

According to Analoui, (2000) posits that, low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising time on task is low and falling and teaching practices are characterized by limited effort with heavy reliance on traditional teacher centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation and marking. Teacher morale is reasonably high, only 13 percent of teacher respondents indicate that they did not enjoy teaching although nearly one third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers (Acheampong et al, 2003). Moreover, Babyegeya (2007) points that, in other situation teachers are asked to use weekends

and after school hours of profession development but there is no motivation for them. This will lead to discouragement of other people from joining this field due to dissatisfaction in the teaching career.

2.6.2 The Importance of Motivation

Motivation is one of the most crucial factors that determine efficiency and effectiveness of an organization (Gupta, 2008). Motivation has the following advantages; higher efficiency, optimum utilization of resources and reduction in labour turnover, better industrial relations, easier selection of staff and facilities change (Amstrong, 2007).

Adams in Gupta (2008) formulated equity theory of motivation. The theory based on the assumption that members of organization expect justice, balance and fairness in treatment by their employers. There are two main variables in this theory that is input and outcomes. Inputs are the contribution that the individual perceives that he puts into his job.

Outcomes are the rewards which the individual receives from the organization and from his job. Inputs include the employee's training, experience, special knowledge, personal characteristics. Then, outcomes includes of pay, promotion, status and fringe benefits. Inputs and outcomes are thus important in the exchange of relationship between the organization and its members. If the employer feels that he she has offered the skills to an organization and the organization has recognized its contribution, then the employer will happy and satisfied.

2.6.3 Promotion Ladders

Gibbons, (1997) posits that promotion assign workers to jobs better suiting their abilities and quickly move up talented workers. These are other purpose of promotions. In addition Savych, (2005) asserts that the simplest form of incentive pay is a promotion ladder. This requires recruits to accept lower paid port -of- entry jobs. This early period of employment is a screening process, good performance leads to promotion. The prospect of promotion encourages the good workers to stay and invest in specific human capital. Job seekers will self-select by limiting their applications to the type of jobs where they expect to succeed and be promoted out of the less well paid port-of -entry jobs.

Older workers may have reached a career peak in their wages and accumulated human capital. This may reduce their access to jobs that use promotions as incentives. Promotions as motivators for additional effort may not be as effective for older workers because they may not wish to wait in lower paid port-of- entry jobs that are the precursor to some promotions once performance is proven. Gupta (2008) found evidence that older workers passed over for promotion were given promotions while younger. They observed lower wage growth via promotion ladders had already occurred earlier in their working lives, and their lifetime incomes and output may have greater because of this pattern of delayed compensation, staged promotions and high levels of work effort and whole of career wages.

To the extent the role of promotion is designed to encourage employees to spend in specific person resources, promotion ladders may not work as effectively with

workers shorter benefits horizons on new skill reserves and who have a preference for harvesting their existing person resources. This may reduce access to jobs that use promotions to reward investments in specific resources.

2.6.4 Primary Education Development Programme

The 2008 PEDP II Report mentions that teacher recruitment strategies are being put in place to solve the teacher shortage situation. However, it also seems necessary that local authorities need training on teacher deployment to ensure teachers are allocated in the most effective manner. This is investigated more in the Capacity Building section of this report.

2.6.5 School Infrastructure

To support increased access and equity to primary education, availability of an adequate number of classrooms, teachers' houses, pit latrines, and furniture is of major concern. Providing teachers with houses is a positive incentive and motivation for retaining them in their working areas (HakiElimu, 2007).

2.7 Theoretical Framework of the Study

This study was guided by hierarchy of needs theory by Abraham Maslow (1943). The theories of human nature as demonstrated on the Maslow's hierarchy of needs advocates that was contributed to the employees self respect, recognition, status and economic power. Human needs are arranged in a series of levels, hierarchy of importance. The needs on the hierarchy includes, Physiological needs followed by safety needs, social needs and esteem to the need for self actualization at the highest

level. Physiological needs include satisfaction of hunger and thirst, needs of oxygen, to maintain temperature regulation and sexual desires, safety needs includes freedom from the pain or threat from physical attack and protection against danger. Love needs sometimes, friendship, esteem needs or ego needs includes self respect such as desire for confidence. They needs differ from one individual to another but they are what human can be.

According to Maslow, once a lower need has been satisfied, it no longer acts as motivator. The need of next high level in the hierarchy demands satisfaction and becomes a motivator. Only unsatisfied needs motivate people. This theory very useful to management approaches to motivations and design of organization strategies so as to satisfy difference individual needs.

With regards to this theory it argues that lower needs take priority. They must be fulfilled before the others are activated. There is some basic common sense here; it's useless to worry about whether a given color looks good on you when you are dying hunger, or being threatened with your life. There are some basic needs that take priority over all else or at least rationally should, if people were rational. Therefore this hierarchy of needs theory assumes that needs as source of motivation, behavior develops because of interaction between needs and the environment. The environment can either facilitate or be a barrier to satisfaction of needs.

A good or bad school environment is one of the factors that affect teaching and learning process. School environment is referred to all characteristics found in school

that results largely from actions taken consciously or unconsciously by school community members which affects pupil's academic performance. Such characteristics include intellectual condition of the institution, the method of teaching and learning, the nature of staff, student relationship and overall teacher's motivation (Bloom, 1976). In addition he comment that, major factor that influence a teachers decision to participate in school activities included pay, promotional practice, school size, immediate environment (for example supervisory style and group interaction patterns), autonomy role, clarity and personal detail (age, nature, personality and vocational interest). Also Tears (1977) argue that if employee are not promoted to remain with contribution, then the question of effectiveness become academic teachers motivation is normally reflected in their attachments and committed to school activities. Attachments were expressed in reduce turn over, absenteeism and other forms of withdrawal and increased time spend on the work environment.

2.8 Research Gap

Various reports have presented the challenges facing the teachers in the teaching career. The reports have been both internal and external. In those reports the issues and challenges that face the public primary school teachers in Mbogwe District did not feature in. Therefore, to be able to understand on the nature of the problems the public primary school teachers face in their career, there is need of doing research to identify the cause of the challenges facing the teachers in their teaching career, the specific cause of the challenges and how they affect the students' learning, and lastly, the strategies that the educational leaders can employ to improve the primary school teachers conditions in Mbogwe district.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of presentation and discussion of the methods and procedures used in research study. This section includes: (1) research approach, (2) study area, (3) study population, (4) sample and sampling procedures, (5) methods of data collection, (6) data analysis plan, (7) validity and reliability of instruments and (8) ethical considerations.

3.2 Research Design

Research design is the arrangement of condition for collection and analysis of data which aim to combine the relevance of research purpose with the economy procedure (Kothari, 1990). It is a plan showing the approach and strategy of investigation conceived by a researcher in order to obtain relevant data which fulfill the research objectives (Kothari, 2004).

Kombo and Tromp (2006) have defined research approach as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. There are about three research designs; qualitative research design the one that generates words as data for analysis (Creswell, 1998), quantitative research design is the one that generates numbers as data for analysis (Patton and Cochran, 2002), and a mixed-method design comprises both qualitative and quantitative research designs.

3.3 Qualitative Research Design

3.3.1 Meaning of Qualitative Research Design

This study used qualitative research design. Creswell (1998) defined qualitative design as an inquiry process of understanding a social or human problem based on building holistic picture formed with words, reporting views of informants and conducted in natural setting. Patton et al (2002) argued that qualitative design is characterized by research aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis.

3.3.2 Advantages of Qualitative Research Design

The approach was thought to be an appropriate in this study due to the following reasons: Qualitative design is flexible. Qualitative research design allowed researcher to change according to the conditions of the respondents and ask open ended questions during interviews (Kombo et al., 2006). During the interview and focused group discussion some respondents mixed questions.

The researcher twisted the questions so as to get the intended information basing on the objectives of the study in assessing the challenges facing the public primary school teachers in their teaching careers together with the way it affects teaching profession as well as students' learning and means to improve it. Qualitative design develops in-depth knowledge. Laws, Harper and Marcus (2003) pointed out that if the researcher wants to develop in-depth knowledge about a certain phenomenon, the use of qualitative method is recommended especially interviews method and focused group discussions. The researcher managed to get views and experiences of the

respondents based on the study objectives. For example, respondents provided their experiences on challenges facing the public primary school teachers in their teaching careers.

Also, qualitative design allowed researcher to make description of the data. In qualitative research design, the researcher allowed to put explanation on the data that was collected from the field (Patton et al., 2002). The researcher used qualitative design because the design allowed him to make thick description on the challenges facing the public primary school teachers in their teaching careers and the way affected students' academic performance. Also the researcher explained recommended strategies in the study according to the response of the respondents to what they have said and not said by looking their feelings during the interviews.

3.3.3 Limitations of Qualitative Research Design

Qualitative research finding are not representative (Laws et al, 2002 and Patton et al, 2003). Data that obtained and presented in this study should be representative or generalized to the area where the study has been conducted. Hence, findings about the challenges facing the public primary school teachers in their teaching career and affect academic performance of pupils. Also, the study found strategies to realize the education authorities employed to improve the working condition of the primary school teachers that applicable in Mbogwe District in Geita.

Some respondents (DEO and TSD Officers) decided to hide information during interview since they are causal to some problems like leave allowances, the scheme

used for promotion and arrears when they get promotion. But the researcher decided to use other respondents especially teachers who revealed the problem that they were engaged into various challenges.

In relationship to that, there is personal bias in the process of data collection (Patton et al, 2002). Sometimes researcher decided to take note on some issues of own interests and leave other issues in relation to the challenges facing the public primary school teachers in their teaching careers. But during the process of data collection the researcher used note taking and tape recording. In the process of data presentation, this was helpful since information that missed in the transcripts were revised through listening recorded voices.

3.4 Geographical Location of the Study

The study was conducted at Mbogwe District based in Geita region. In Mbogwe district the study involved three wards namely:- Masumbwe, Iponya, and Nyakafulu wards.

3.4.1 Reasons for Selecting Mbogwe District

There was rapport between the researcher and respondents; currently the researcher is working at Mbogwe District. This was a huge privilege because first, it was easier for the process of getting information from the respondents since they were familiar with researcher. Literatures show that some respondents were worried to attend or during the process of collecting information especially when the researcher is unfamiliar to them. Patton et al., 2002) hold that people want to attend focused group

discussions depending on how involved the researchers or their organization are relating with the community. Thus, this technique helped the researcher to get enough and relevant information from the respondents.

Furthermore; basing on literature that was accessed by the researcher, the area had not been researched on challenges facing the public primary school teachers in their teaching careers. This provided grounds to the researcher to allocate the area to conduct such a research and established on challenges facing the public primary school teachers in their teaching carries; also, to explore strategies to address challenges facing the public primary school teachers in their teaching career.

Finally, the researcher wanted to easier the process of getting permit; working at Mbogwe district, the researcher thought that the process of getting permit was easy. During the process of getting permit, the researcher obtained permit in the simplest way because agreed with employer to keep on collecting information and stayed with the responsibility at his working station. During data collection the researcher went into sites and continued to handle responsibility at his station as he was instructed by the employer.

3.5 Targeted Population

A population is the group of individuals from which study samples are taken for measurement. A population should have at least one thing in common (Kombo et al., 2006). This study used 1 DEO and 1 Academic Officer, 1 Teachers Service Department Secretary, 3 Ward Education Officers, 12 head Teachers and 36 Primary

school teachers. These numbers of respondents were enough because in qualitative research even a single respondent is enough for a researcher to generate findings (Patton et al., 2002). It is from this population that sample of study was drawn for the rich investigation of the challenges facing the public primary school teachers in their teaching career.

3.6 The Study Sample and Sampling Techniques

3.6.1 The Study Sample

Sample refers to a small group selected from the identified population from which generalization are made (Keya, 1989). A sample was selected to help a researcher in observation and analysis. Information that gained from the sample represented total population (Cohen, Manion and Keith, 2007).

3.6.2 The Sampling Techniques

Sampling refers to the procedure a researcher uses to gather people, place and things to study (Kombo et al., 2006). Number of people selected in the population should have characteristics that are found in the entire population (Orodho, 2003). In this study, the researcher used non-probability sampling technique especially purposive sampling technique in the selection of District Primary Education Officer (DPEOs), District Academic Primary Officer (DAO), Teachers Service Department Secretary (TSD), Ward Education Officers (WEOs), Head of Teachers HTs), and teachers. According to Kombo et al (2006) argued that purposive sampling is used to target a group of people believed to be reliable for the study. Patton et al, (2002) hold that, in purposive sampling participants are selected because they are likely to generate

useful data for the project. All respondents (DPEO, DAO, WEOs, TSD and HTs and teachers) were selected in this study since they were stakeholders of the challenges facing the public primary school teachers in their teaching careers in Mbogwe and were assumed to be dependable sources of information. During data collection, they generated wealth information on the way challenges facing the public primary school teachers in their teaching careers and means to improve.

Table 3.1 Samples of the Study

S/N	Category	Expected Number of Participants		
		Male	Female	Total
1	District Education Officer and academic officer.			2
2	Teachers Service Department Secretary (TSD)			1
3	Ward Education Coordinators			3
4	Head Teachers			12
5	Primary School Teachers			36
6	Total			54

Source: Field Data, 2014

3.6.3 Justification of the Participants Selected

The District Primary Educational Officers (DPEO) (DAO), Teacher Service Department (TSD) and Primary academic officer at Mbogwe district, these hoped to be vital in the study because they were responsible to plan, monitor, supervise and implement policies pertaining education matters at district level. Therefore, He expected to provide information about the way teachers responded to challenges facing the public primary school teachers in their teaching career.

Also they expected to be able to suggest ways to improve challenges facing the public primary school teachers in their teaching career.

Ward Educational Officers (WEOs) in the selected wards Mbogwe district. They thought to be crucial in the study because they were responsible in implementations of education policies and programmes, monitor and supervise educational matters at ward level. Researcher thought to get enough information from them. During data collection, they informed the researcher about the way teacher challenges facing the public primary school teachers in their teaching careers and affect negatively the performance to the students.

Head Teachers of Primary School (HTSs) in the selected wards secondary in primary schools. These were anticipated to be potential because they were responsible to implement education policy, monitor education matters and supervise education issues and plan at school level. Selection of primary school teachers in Mbogwe District. These expected to be useful source of data because they had a lot of experience since they save various positions like class teachers, counselors, discipline masters and teachers on duty. Furthermore, they recommended the strategies to improve challenges facing the public primary school teachers in their teaching career.

3.7 Methods of Data Collection

Selection of the research methods depends on the purpose of the research and the research questions for the investigation (Seidman, 1991). Under this study, the research questions investigated on the variables of challenges facing the public primary school teachers in their teaching career. Furthermore, the research questions explored strategies to improve challenges facing the public primary school teachers

in their teaching career. By no means, the research questions intended to seek thick data description on the cause of the teachers challenges in the teaching career, the challenges facing the teachers and how they affect the students' learning and the strategies that could be employed to improve the teachers condition, so the methods appropriate to allow this nature of data are interview and focus group discussion as they allow depth data to be collected from the respondents using the probe questions (Patton, 2009). Hence, the data collection methods employed was interviews and focus group discussion complemented by documents.

3.7.1 Open ended Interviews

Interviews are questions that are asked orally (Kombo et al., 2006). In the interview a series of questions are addressed to the informants and the responses are recorded (Laws et al, 2003). Laws et al (2003) they further stretched that, in interviews the researcher may decide to interview every respondent separately or as a group. This method is potential especially when someone intends to know people's experiences, collect information from few people, deals with sensitive issues and need to know issues that respondents could not explain in questionnaires. Patton et al (2002) hold that interview resembles every day conversations, although they are focused on the researchers needs for data. He also argued that, interview differs from everyday conversation because we are normally conducted in a very rigorous way in order to ensure reliability and validity.

They further pointed types of interview including semi-structure and unstructured interviews. The researcher used semi-structured interview. Patton et al (2002) define

semi-structured interview as the type of interview that are conducted on the basis of a loose structure made up of open-ended questions. Kombo et al., (2006) defined semi-structure interview as an interview based on the use of interview guide-list of questions that need to be covered by the interview. Rwejuna (2013) holds that semi-structured interview technique allows additional questions to be asked to explore further clarifications on emerging issues not expected at a start of the interview. He further explained that, in this technique the order of the questions may change depending on directions of the interview session.

3.7.2 Justification on Uses of Semi-Structured Interviews (Open Ended Interviews)

Flexibility of the semi-structured interview; the researcher planned to use it because this type of interviews allowed the researcher to change according to the directions of the respondents during the process of data collection (Laws et al., 2003). The study aimed to gather in-depth information on challenges facing the public primary school teachers in their teaching careers. Also the researcher desired to explore means to examine the specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils.

Together with the strategies the education authorities employed to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils. Hence, semi-structured interview thought appropriate because they could allow depth information on the investigated information under the study.

The study depended on only small number of respondents. Laws et al., (2003) hold that the researcher can use interview if he or she wants to rely the information from a small number of respondents. The method was well applicable because the respondents were few, since a single session of interview was took up to an hour. The method was relevant since the respondents were only 56 in the study.

3.7.3 Issues Covered in the Semi-Structured Interviews

Semi-structured interview were administered to Ward Education Officers, Head teachers, and teachers. Open -ended questions were used to ask for information. The respondents were able to display their experience from themselves and from the society they live on the bases of research questions and research objectives.

3.7.4 Administration of the Semi- Structured Interviews

Researcher went to stations where respondents are found and conducted interviews. Ward Education Officers and Head teachers were interviewed in their offices. In this study the researcher (interviewer) approached the interviewees and obtained their consent to participate in the interview by telling them the aim, significances, and the way how the challenges face the teachers in their teaching career and how do they affect the teaching of the primary pupils as well as the means to improve.

Also, the interviewer ensured confidentiality to the respondents so that to allow them to provide their information without fear. Laws et al (2003) argued that researcher should give opportunity to the respondents to withdraw their consent if they think that they will not benefit directly from participating in the research. Further, the

researcher briefed the participants that each interview session will last for not more than an hour and asked permission of taping the interview to those who agreed to volunteer. Hence, the interviewer went slowly by following each idea of the volunteer by jotting down clues.

The shortest interview session ended after 45 minutes and the longest went up to an hour. Open-end interview questions were posed to the WEOs and HTs and teachers individually. The volunteers responded freely on the challenges face the teachers in their teaching career and how do they affect the teaching of the primary pupils in Mbogwe district.

3.7.5 Recording of Semi-Structured Interviews

Researcher used two methods in recording the interviews. On one side; the researcher used notebook in taking notes while the interview was on session. On the other side the researcher used electronic instrument especially lap top by using web cam. Literature recommends the use of the multiple instruments so that the limitation that may emerge from the usage of one instrument can be complemented by the other one (Patton, 2002).

The multiple instruments technique helped since spelling errors made during note taking were later corrected through sounds record from the interview during data analysis. During the interview the interviewer used to record key points by note taking but after data collection the interviewer produced data. Wherever there were misunderstandings the researcher used sound recorded to review what actually had been said by the interviewees.

3.7.6 Focus Group Discussions

Focused Group Discussion (FGD) is another method used in data collection. Focused group discussion is the group interview where by 6 to 10 people are brought together for a discussion (Patton et al, 2002). Kombo et al (2006) hold that focused group discussion comprises of 6 to 8 individuals. Focus group discussions comprised of people who share certain characteristics which are relevant for a study (Kombo et al, 2006). The group includes teachers who were stakeholders in education. In focus group discussion, the researcher clarified topic to be discussed to the participants and prepared open-ended questions and the discussion focused on the topic presented (Kombo et al, 2006).

3.7.7 Justification for Using Focused Group Discussions

First of all, the researcher used focus group discussions because in-depth information was required. Laws et al (2003) pointed that focused group discussion (FGD) is used when the researcher needs to have in-depth information about how people think about a phenomenon. Researcher planned to use focused group discussions because in-depth information was needed on the challenges facing the teachers in their teaching career and how do they affect the teaching of the primary pupils.

Patton et al (2002) hold that focused group discussions (FGDs) are advantageous since the researcher accessed to how people talk to each other. The researcher used FGDs to supplement information from the semi-structured interviews since some respondents may hide information on the challenges face the teachers in their teaching career and how do they affect the teaching of the primary pupils during

interviews. FGD was helpful to the researcher since respondents were free to provide their experience from themselves and from the society.

3.7.8 Issues covered in the Focus Group Discussions

Respondents were gathered in the focused group discussion to share exchange and develop knowledge on the challenges face the teachers in their teaching career and how do they affect the teaching of the primary pupils.

3.7.9 Administration of the Focus Group Discussions

When using this method the role of the researcher changed to that of the moderator and recorder of the group interactions (Patton et al, 2002 and Kombo et al, 2006). Focused group discussion was conducted into five schools. The researcher traveled to these schools and discusses the intention of the researcher with the head teachers that made arrangement on when to go and administer the FGD with teachers.

3.7.10 Recording of Focus Group Discussions

Patton et al (2002) argued that, it is useful to have full transcripts available to analyze the group discussion, so wherever possible use tape recorders. Researcher used multiple instruments: In one hand; researcher used note-taking to develop transcripts on what had been said by the respondents. In other hand, electronic device especially laptop through webcam program was used to record responses on the challenges face the teachers in their teaching career and how do they affect the teaching of the primary pupils.

3.7.11 Documentary Reviews

Study of documentary sources is central in research; it can be used by itself or in combination with other methods (Laws et al, 2003). Documentary sources has advantages of providing vast amount of information, it is cost effective and provide data that are permanent and available in form that can be seen by others (Laws et al, 2003). Limitations of using documentary sources, particularly secondary sources are produced for the purpose other than that of the study (Descombe, 2003). But the researcher made sure that the data collections from the documents were those that are relevant with the study objectives. Hence the payroll for teachers, promotion records for teachers, list of the teachers paid arrears and salary scheme for teachers were reviewed to see the claims from the teachers on the actual income they get.

3.7.12 Justification on uses of Documentary Reviews

The researcher used documentary sources since the researcher was thought to be important providing insights on the problem investigation. For example, from them the researcher obtained evidences on the challenges face the teachers in their teaching career and how do they affect the teaching of the primary pupils. In additional to those, documents helped researcher to explore strategies to improve the challenges face the teachers in their teaching career and working condition of the primary school teachers.

3.8 Validity and Reliability of the Instruments

Kombo et al (2006) defines validity as a measure how well a test measures what is supposed to measure; and reliability is a measure of how consistent the results from

the test are. Therefore, validity concern with the way research question yield information that are intended by the study on the base of research objectives while the reliability is about the way responses from various respondents bare the same. This study employed the use of triangulation as strategies for improving validity and reliability of the instruments.

3.8.1 Triangulation

Patton et al (2002) insist the use of more than one method in collection of data. Therefore, to validate the study, the researcher triangulated methods by using interviews, focused group discussions and documentary review methods on one side. On the other side, the researcher used various respondents including District Education Officer, District Academic Officer, District Teachers Service Department Secretary Ward Education Officers, teachers and head teachers. The researcher aimed to compare and complement the gaps that found from other participants as well as methods.

3.9 Data Analysis Plan

This study used thematic data analysis. Patton et al (2002) defined thematic analysis of data as one that looks across all the data to identify the common issues that recur, and identify the main themes that summarize all the views you have collected. Basing on the research objectives the researcher used four stages in analyzing data as Patton developed: First of all; the researcher read and annotate transcripts (Patton, 2002). Researcher read research transcripts extensively to make mare observation of the data was obtained from the field. This helped the research to see the way data

from the field fall in various objectives of the study in accordance to the research questions were given to the respondents. Then, the researcher identified themes from the transcripts (Patton, 2002). In this stage the researcher read keenly the detail of the data and identifies themes. Themes were grouped into subtopics in accordance to objectives of the study. Also in this stage the researcher summarized the data obtain from the transcripts by writing what the respondents had been referring to.

In addition to that; the researcher developed coding schema (Patton, 2002). In this stage the researcher read the data basing into subtopics (research objectives) and made decision what to take and what to leave basing into its usefulness in the study. Later, the researcher coded the data (Patton, 2002). The researcher wrote narratives in each subtopic including quotes from the interviews and focus group discussions. Finally, the researcher interpreted narratives to generate meaning.

3.10 Ethical Considerations

In the process of data collection, ethical issues are highly recommended. Without research ethics data validity and trustworthiness will be questionable (Rwejuna, 2013). Researchers like Patton et al (2002) point out ethical rules like informed consent and confidentiality as the key rules to be followed during data collection process.

3.10.1 Observed Protocol

Kombo et al (2002) argued that “a researcher needs a research permits before embarking on the study”. Thus, during the process the researcher received

satisfactory letter from supervisor for Vice Chancellor requesting research clearance. Deputy Vice Chancellor (Academic) of The Open University of Tanzania issued Research Clearance to District Executive Director (DED) of Mbogwe District asked for a permit to conduct research. Endorsed letter from DED was submitted to the DPEO, DAO, TSD, WEO and Head Teachers and teachers for permission to conduct research.

3.10.2 Informed Consent

Patton et al (2002) argue that ‘informant is not persuading or coercing people to take part’ therefore the researcher made sure the respondents are well informed about the study and allowed them to participate voluntary. First of all; Ward Education Officers and Head Teachers of Schools and teachers, were informed on aims, significance of the research, duration of interviews and focus group discussions. Secondly, the respondents were informed on who know the results, and the kind of feedback to expect. Lastly, the researcher informed the respondents that the participants in this study are voluntary and they were free to terminate their consent at any time even during session (Kombo et al, 2006). Those who were ready to participate were interviewed and participate in the focused group discussions.

3.10.3 Confidentiality

In this study, the researcher ensured confidentiality of the respondents by ensuring anonymity. Patton et al (2002) argued that “it is essential to protect the identity of the person from whom you gather information since it is not possible to measure the dangers of a certain context to a given population”. Kombo et al (2006) hold that,

researcher should maintain confidentiality at all times. In particular, the names of respondents were given codes to reduce fear of the respondents and protect respondents from any harm. During data collection, to the great extent, the respondents were free to express their feelings and provide critical ideas on the challenges face the teachers in their teaching career and how do they affect the teaching of the primary pupils. In the data presentation and discussion the respondents were given codes to protect them from any harmful consequences of their participation.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

Data were collected by using semi-structured interview, focused group discussion and documentary reviews. This qualitative data are presented as derived from the semi- structured interview, focused group discussion and documentary review on the bases of three themes: first of all, to investigate the causes of the challenges that faces the primary school teachers in their teaching career. Secondly, the specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils. Finally, to analyze the strategies education authorities employed to improve the working condition of the primary school teachers and realize quality education to primary school pupils in Mbogwe district, Geita.

4.2 The Causes of the Challenges that Face the Primary School Teachers in Their Teaching in Mbogwe District

This section presents the data that cover the causes of the challenges that face the teachers in their teaching career in Mbogwe district. This includes the Teachers' Incentive Scheme, the National Health Insurance Fund (NHIF) and the Teachers Promotion Policy.

4.2.1 Teacher Incentive Scheme as a Cause of the Teachers' Problems in the Teaching in Mbogwe District

The documents reviewed at Mbogwe district on the teachers' salary showed that the teachers were paid using various scales ranging from 370,000 TGTS B to TGTS I

2,550,000. One would therefore believe that the teachers are paid a good and satisfactory amount of salary if you page the majority of teacher at TGTS H and TGTS I. This is not true because the scheme is there but many of the teachers are paged at TGTS D and E which their salary is less than a million per month (820,000).The teacher apart from being paid little pay, their salaries was full of deductions that made their take home be very little. One teacher said that:

We are required to contribute one percent of the salary to Chama Cha Waalimu (CWT).We are sometimes required to contribute to the national torch, the teachers who took loan from various banks their funds are deducted, we are paying for the NHIF every month. This is terrible.

Another teacher showed concern on the payment scheme of teachers by saying that:

Teachers works long hours example in the week end, they supervise the students in the extra working hours like during evening activities, remedial classes, shamba work, sport activities but they are not considered for any extra pay. During the Ali Hasan Mwinyi era (1990's) the teachers were paid responsibility allowance and the teaching allowance at the rate of fifty percent, but the current practice is not responding to this.

The focused group discussion at Mbogwe from Lubeho primary school showed that the teachers were very unpleasant with the way they are paid. The teacher showed that they are paid very little salary, they don't have extra allowance for the work they do. They said that their salary does not include house allowance and they said that the allowance is paid to only few senior staff and it is not coming regularly.

4.2.2 The National Health Insurance Funds Policy (NHIF) as a Cause to the Teachers' Problem in Mbogwe District

The interview revealed that a majority of the teachers in Mbogwe primary school teachers were not happy about the NHIF because the scheme was not supporting them to maintain their health during employment. The scheme deducts the funds every month at the rate of three percent but when the teachers ask for the services, they are not getting satisfactory services. The respondents revealed that the NHIF has put categories of the diseases that they can sponsor if the teachers want to be treated by using the NHIF. This has made teachers who suffer from eyes problems to buy eyes optics at their own cost. To mention a few, major surgeries are not covered by NHIF. This causes many teachers in Mbogwe district primary school fail to meet the health demands and they are confused with the policy.

4.2.3 Teachers' Promotion Policy as a Cause of the Teachers' Problems in Mbogwe District

The interview revealed that the teachers' **promotion was not consistent** and this caused a lot of the dissatisfaction among the primary teachers in Mbogwe district. The DEO during interviews said that:

...there many stages that need to be considered before the teacher is promoted. One is the performance appraisal known as OPRAS. This is the contract which the teacher signs with the head of the school. In this the teacher is required to set targets and at the end he / she are required to be evaluated against the set targets. Second is the time the teacher has used in the service, this is usually 3yeras. Given the data keeping manual, poor culture to follow directives among teachers and the

government's bureaucracies in funding new promotions payment; the process of promotion is poorly coordinated causing many teachers not to be promoted on time.

The promotion status of the primary school teachers is also done by the teachers' services department. There emerging nepotism and corruptions in the promotion exercise causing some other teachers to be promoted timely while other not being promoted on time. The primary school teachers at Shenda School reveled this in relation to the promotion problem in Mbogwe District:

I have attained the diploma qualification; I was expecting to be promoted after working for 4 years. But this is not the case; I am in the fifth year without moving to next promotion. I am not happy with this situation. I don't think if next year I will continue with teaching.

The focused group discussion showed that the teachers were not happy the way the government handled their promotions. The discussant revealed that it was funny to see that some teachers were promoted for more than two to three years but they were not paid their arrears. This discouraged the teachers to work with high morale in Mbogwe primary schools.

4.3 Challenges Facing Teachers and its Effects to Students' Learning in Mbogwe District Primary Schools

The section covers challenges facing the primary school teachers in Mbogwe district and their effect on the student learning. The aspects are: low salary and absence of incentives, poor health services, delayed promotion and rent allowance.

4.3.1 Low Salary and Absence of Incentives

The interview results showed that the teachers faced many challenges in their teaching career. For example, one primary school teacher said that the salary she gets is not enough to meet the basic life demands like buying food, buying school uniform for her kids and to meet the medical charges. So she is forced to prepare some business and go with them at school. She goes with the ice cream at school and so she has to plan to ensure that she sells the entire product before the school hours to enable her to get some money to meet the basic needs at home.

During interview the teacher reflected that the school environment does not give them chance to get any extra pay for meeting the basic needs than the salary which is usually small. The teacher said that:

This is the school where we work, there is no over time, there is no extra pay no bonus of any type. The teachers are solely depending on their salaries and life is very tough here. This is causing many teachers to be demoralized in their teaching. No one can therefore, be dedicated to student work if the situation is like this.

The researcher deeply asked that interviewees to mention their payment in categories to maintain the confidentiality of the information. Many of the teachers who were both the diploma and certificate had been placed at TGTS D and E salary scales. This means that they were getting less than a million per month. So due to this low pay the teachers had their system of improving their income like *kucheza vibati*. This is the system of giving money to the members in rotation. The DEO of Mbogwe had this to say in relation to the teachers' pay in his schools. Many teachers are not

getting enough money due to the fact that they are paid low salaries. They have borrowed money from the banks and thus they get small take home to meet the deduction of the banks. In other cases the teachers' salaries are deducted and they don't fulfill the deductions. This makes the teachers basic needs to be in jeopardy.

The discussants in the focus group discussion showed that the teachers are not paid any allowance like the police or military staff. The teachers revealed that in the past they were paid teaching allowance at the rate of 50 percent but since the end of the Ali Hassan Mwinyi era the allowance ended and when teachers asked they were told that the allowances have been combined in their salaries.

4.3.2 Poor Health Services

The interviewed teachers in Mbogwe district were not happy with the way the NHIF scheme was supporting their life and protecting from the health risks as they had to use again their incomes to meet the medical charges. One teacher said that:

The NHIF are thieves they collect our money for the purpose of consolidating funds to carter for the teachers medical services. What is learned from this fund is that when one gets sick it takes long time to get treatment, the services we get is not satisfactory and thus we are forced to get another fund to meet the medical charges. I have done several times to my wife whom is having spine cord problem.

The focused group discussion revealed that the rural area like Mbogwe district the medical services are not good, so when the teachers are required to get the referral

treatment on the acute diseases they are not allowed because the NHIF does not cover the diseases like peptic ulcers. They are required to use their own money to meet the medical charges. This is the double payment. The primary school teachers were very furious about this status of NHIF in Mbogwe district. The teachers have been sometimes queuing at the DEO's office to ask for the medical assistance and this has negative impact to the students' learning time in schools.

4.3.3 Delayed Promotion

The interview at Mbogwe among the primary school teachers showed that the teachers are working in the difficult situation and they are demoralized because they are not promoted even after undergoing professional development. One teacher had this to say in relation to the challenges of promotion at Mbogwe district.

I have completed diploma at Butimba in 2010. When I reported to the DEO I was hoping that in 2013 I could be promoted based on the number of years and the performance observed in the OPRAS. This is not the case, till 2014 I had not received my promotion only I got it when I pressed hard at the teacher service department.

Another senior teacher at Nyerere primary school showed concern that she has worked at the school for more than ten years without promotion. She only got it after pressing hard at the DEO's office. When the promotion came she could not immediately get the arrears. She had to use a lot of time following the payment at the DEO's office.

4.3.4 Rent Allowance

The discussant in the group focus discussion showed that the primary school teachers were not enjoying the rent allowance to meet the housing needs in the residence areas.

One discussant lamented that:

The employer is not offering any rent assistance or housing allowance as they do for the few senior officers like DEO's. The employer knows that we don't have school house to accommodate us but it ignores the payments. We are forced to rent house at our own cost and it is expensive. The house owner charges the room at the rate of 60,000 per month and we are forced to pay the annual rent.

One teacher said this in relation to the problem of teachers' houses.

We were told that the PEDP would assist the schools to build some houses in schools. The school houses were not built and thus not enough at Mbogwe district and the teachers are forced to look for accommodation far from the schools and this increases the cost due to the fact that teachers are to pay for the transport costs to and from the schools.

Another teacher said this in relation to the problem of housing in Mbogwe district.

The houses are expensive in Mbogwe, and we don't get any support from the government. Some of us we are forced to rent a single room to live with the family. We have kids who are grown up we face the challenge and we cannot manage to even get space to prepare the lessons.

4.4 Ways to Overcome Challenges Facing Teachers in Their Teaching Career in Mbogwe Primary Schools

The third research objective of this study was to examine efforts made by the government to improve teachers' problems. What strategies the education authorities can employ to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils? To address this research question, teachers and HTs, District Education Officer, TSD, WEO and DAO were interviewed to give their opinions on what efforts they considered to be made by the government to improve teachers' condition in Mbogwe district.

4.5 NHIF Policy

The interview revealed that a majority of the teachers in Mbogwe primary schools suggested improving NHIF because the scheme was not supporting them to maintain their health during employment. The scheme deducts the funds every month at the rate of three percent but when the teachers ask for the services, they should get satisfactory services.

The respondents revealed that the NHIF has to remove categories of the diseases that they can sponsor if the teachers want to be treated by using the NHIF. This helps teachers who suffer to be treated equally and accordingly without discrimination of any disease and other services which are not covered by NHIF. This may cause teachers in Mbogwe district primary school be happy and meet the health demands with that health policy.

One of the interviewed teachers from Nyakafuru primary school said:

The government should improve the shortage of essential medicines, medical supplies and equipment is mainly attributed to shortage of funds for health sector. The budget allocated for provision of public health services should be sufficient and a medical supply at MSD should be simple and well known procedures rather than late supply of the medicines. This will lead all patients to be treated equally without discrimination.

In a way of improving of health services interviewed teacher from Uhuru primary school said:

There should be active opening of different buildings in each village and ward as school constructed there for providing health services. The NHIF building must offer essential medicines and drugs to people rather than a shortage of the essential medicine and drugs persists. This can reduce teachers and other workers living under difficult circumstances to lack medicines and essential drugs.

4.5.1 To Improve the Salary and Incentives

The interview results showed that teachers faced many challenges in their teaching career. For example, one primary school teacher said that the salary she gets is not enough to meet the basic life demands like buying food, paying school fees, buying school uniform for her kids and to meet the medical charges. So she is forced to prepare some business and go with them at school. Therefore in order to improve this situation the TSD interviewed teacher revealed that:

The strategy to pursue is not only to increase teachers' salaries, but to examine the way salaries are organized, how the teachers are being paid, and their promotion

structure that will determine the increase in salaries over time. The idea is to review the general salary system, remuneration patterns and appreciation of teachers' role. This should necessarily include the design of a special salary scale for teachers which will take into consideration their qualification and experience.

Again another interviewed teachers at Ilangale primary school pointed out that *The implementation of policy incentives specify the strategy to succeed, the incentives needed to be substantial to outweigh the social and economic costs of living in an isolated area. Second, incentives require a fair system of classifying schools. General classifications may provide bonuses to teachers working in difficult environment, negatively doing pretty business to increase the supply of teachers in the most isolated schools.*

4.5.2 To Provide Rent Allowance

The discussant in the group focus discussion showed that the primary school teachers were not enjoying the rent allowance to meet the housing needs in the residence areas.

One discussant discussed that:

A major incentive for teachers to be located in rural areas is the provision of housing for the teachers. Where teachers cannot live near the school, they are likely to spend a lot of time travelling, often to the detriment of their school work. Housing is particularly important for teachers. In official education data reveal a strong association between the availability of housing in an area and the presence of teachers in the school. Since many rural areas are remote and not easily accessible,

also special transportation allowance to the remote areas should be given to rural teachers.

The TSD when asked in an interview narrated that:

As most of our rural areas do not have good houses with water and electricity to accommodate teachers, most of them would like to remain in towns where there is accessibility of such services however they are available outside school areas for payments. A teacher may find better to pay rent for good house while still remain in town than going to the rural areas where such services are hardly available.

When DEO was interviewed about whether there are any efforts made by the government to address teachers' problems had said that:

Whoever does not see all these efforts the government is doing must be unkind and against to the government. Houses are built all over places for teachers though they are not currently enough. It is because of our low economic ability that the exercise is going at slow pace, and mind you this country is large, but slowly, it will reach a time when you will never hear the problem of lack of houses for teachers.

Moreover the interviewed WEO of Masumbwe ward pointed out that:

Another strategy of improving public school teachers' challenges is through performance based pay, usually called merit pay. Experiences from many countries have, however, shown that if pupils' performance bonus is paid to different teachers,

it reduces overall performance in the schools. It is therefore proposed that such performance bonus be given to schools that significantly improve the performance of their graduating pupils. In this wise, it should be an across the- board payment to all the teachers in that school. This will serve as thrust for different schools to find better ways of improving the teaching and learning activities in their schools.

4.5.3 Improving Promotion for Teachers

The interview at Mbogwe among the primary school teachers showed that the teachers are working in the difficult situation and they are demoralized because they are not promoted even after undergoing professional development. TSD had this to say in relation to adjust the challenges of promotion at Mbogwe district.

The strategy to pursue is not only to increase teachers' salaries, but to examine the way salaries are organized, how the teachers are being paid, and their promotion structure that will determine the increase in salaries over time. The idea is to review the general salary system, remuneration patterns and appreciation of teachers' role. This should necessarily include the design of a special salary scale for teachers which will take into consideration their qualification and experience. Presently, this will reduce patronage as well as corruption to the system.

In an interview with one of the HTs of the selected schools, the following was said

In deed the government has done a lot to address teachers' demands though at slow pace. For example, as you can see (pointing to the unfinished building) houses are built there; soon teachers will get a good place to stay for free. We don't have water here but the Government has built us some tanks for harvesting rain water.

This quote gives a message that there are some efforts made by the government and that the government has good intentions to address teachers' demands for their upkeep through promotion, only that the efforts are very slow as compared to the number of the schools with their corresponding teachers; in other words, the scarcity of fiscal resources to cater for all these teachers needs is what seems to be a major challenge for this case. Again, the same was true to another District officer when asked on the same question in an interview; he had this to say:

The government deserves praise for the efforts it has been making with regards to teachers problems. You are a witness that some of the teachers' claims such as promotion unpaid salary areas have been worked on I am told, and the salary is going to increase very soon at the end of this month (end of July). The District's Councils all over the country are provided with some capitation from the Central Government just for the improvements of schools' conditions, building houses and other education facilities improvement services.

When DAO was interviewed about whether there are any efforts made by the government to address teachers' problems had said that:

Whoever does not see all these efforts the government is doing must be unkind and against to the government. Houses are built all over places for teachers though they are not currently enough. It is because of our low economic ability that the exercise is going at slow pace, and mind you this country is large, but slowly, it will reach a time when you will never hear the problem of lack of houses for teachers.

When the DEO was interviewed had this to say:

The study has also revealed that during interview DAO and teachers' services department promotion transform teachers to high grades of salary and make them eligible for senior position appointment. Promotion improves the well-being and makes public primary school teachers become more effective and efficiency, optimum utilization of resources and reduction in labour turnover due to promotion.

The Teachers Service Department (TSD) during interviews responded that:

Promotion to public primary school teachers become an academic advancement as well as development in the profession, since promoting teachers included teachers' professional development as well as increasing salary. Not only salary increase but also is related to improving teachers life like accommodation, meal, transport and even treatment allowances which are considered to be part and parcel of promotion.

A review of the government documents showed that there are some government's efforts to address teachers' problems. For example, the government's decisions to put in place Teacher Development and Management Strategy (TDMS) which aimed at among other issues to address the existing demand for teachers, while attempting to address challenges related to quality, including teachers' professionalism, management, promotion and motivation (URT, 2008).

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter contains analysis and discussion of the research findings. The analysis and discussion are organized under three themes: To investigate the causes of the challenges that face the primary school teachers in their teaching career. Secondly, the specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils. Finally, to analyze the strategies education authorities can employ to improve the working conditions of the primary school teachers and realize quality education to primary school pupils in Mbogwe district.

5.2 The Causes of the Challenges that Face the Primary School Teachers in Their Teaching in Mbogwe District

5.2.1 Unfavorable Teachers Incentive Scheme

The data from the interview and focused group discussion have shown teacher incentive scheme as the challenges that face the primary school teachers in their teaching in Mbogwe district. The documents reviewed at Mbogwe district on the teacher salary showed that the teachers were paid using various scales ranging from 370,000 TGTS B to TGTS I 2,550,000. One would therefore believe that the teachers are paid a good and satisfactory amount of salary if you page the majority of teacher at TGTS H and I. This is not true because the scheme is there but many of the teachers are paged at TGTS D and E which their salary is less than a million per month (820,000). According to Mulkeen (2005), stated that incentives available in

the 1980s were abolished in the 1990s. In the Primary Education Development Plan, priority is given to housing for rural teachers, but this is not implemented in practice. This is contrary with the policy implemented at the time of *Ali Hasan Mwinyi era (1990's)* the teachers were paid **responsibility allowance** and the **teaching allowance** at the rate of fifty percent, **but the current practice is not responding to this**. This shows the life of teachers to be horrible with none hoping of developing their life.

Generally this can be confirmed that teachers were very unpleasant with the way they are paid, though they are paid very little salary, they don't have extra allowance for the work they do, their salary does not include **house allowance** and they said that the allowance is paid to only few senior staff and it is not coming regularly. These tendencies led to engage into various means to accommodate their life which led to negative effect to their responsibilities that it can happen to lose, scheme, lesson preparation miss lessons and follow the school schedule.-

5.2.2 The National Health Insurance Funds Policy (NHIF) as a Cause to the Teachers' Problem in Mbogwe District

The interview revealed that a majority of the teachers in Mbogwe primary schools were not happy about the NHIF because the scheme was not supporting them to maintain their health during employment. The scheme deducts the funds every month at the rate of three percent but when the teachers ask for the services, they are not getting satisfactory services. The respondents revealed that the NHIF has put categories of the diseases that they can sponsor if the teachers want to be treated by using the NHIF. This has made teachers who suffer from eyes problems to buy eyes

optics at their own cost. To mention a few, major surgeries are not covered by NHIF. This causes many teachers in Mbogwe district primary school fail to meet the health demands and they are confused with the policy.

The Vision of the NHIF and Tanzania National Health Policy (NHP) is to improve the health and well-being of all Tanzanians with a focus on those most at risk, and encourage the health system to be more responsive to the needs of the people (MoHSW, 2003). It is also the aim of the government to put in place mechanisms for risk sharing and cross-subsidization in order to ensure solidarity and equity. In addition, the Tanzania National Strategy for Growth and Reduction of Poverty (NSGRP) places a greater emphasis on equity in the delivery of health and social services so as to improve access for children, women, and the poor and other vulnerable groups especially in rural areas (URT, 2005).

Despite the evidence showing unimprovement service of access for members, it is important to return to the question of persistently low service. If the scheme only save a small proportion and discriminate other diseases of the population then it will be difficult for it to impact on improving equity of access for the health system as addressed by the National Health Policy (NHP) and NHIF. However, in practice, even small contributions can often be too high for the members to pay (Bennett, Kelley et al. 2004). It has to be noted that teaching involves physical movements like standing, reading, demonstrating in the class and supervision of the students' activities, by no means the health of the teachers is central if the government wants them to teach well and effectively, but with the deteriorating health status caused by

the poor health services is a central debate in retarding the capacity of the teachers to teach effectively in the classrooms.

5.2.3 Teachers' Promotion Policy as a Cause of the Teachers' Problems in Mbogwe District

The interview revealed that the teachers' **promotion was not consistent** and this caused a lot of the dissatisfaction among the primary teachers in Mbogwe district. It was seen that there many stages that need to be considered before the teacher is promoted. One is the performance appraisal known as OPRAS. This is the contract which the teacher signs with the head of the school. In this the teacher is required to set targets and at the end he she is required to be evaluated against the set targets. Second is the time the teacher has used in the service, this is usually 3 years.

Given the data keeping manual, poor culture to follow directives among teachers and the government's bureaucracies in funding new promotions payment; the process of promotion is poorly coordinated causing many teachers not to be promoted on time. The promotion status of the primary school teachers is also done by the teachers' services department. There emerging nepotism and corruptions in the promotion exercise causing some other teachers to be promoted timely while other not being promoted on time.

Also, Nhundu and Shumba (2001) postulated that, opportunities for promotion are very slim among the various categories of teachers. Regardless of low teacher motivation, annual attrition is reported to be minimal largely because alternative

employment opportunities are limited. The delays suffered in the administration of payment of teachers' salaries can sometimes extend up to three months. These are some of the reasons for the tardiness and decrease in motivational levels among teachers and have amplified levels of desperation and discontentment, resulting in incredibly poor quality of education. Sometimes, state agencies do have the money to pay, but sit on it endlessly and the teachers have to wait for their salaries, and often their pensions are not paid when they retire.

As a result, teachers are always looking for possibilities to earn a little money elsewhere, and if they can find another job, they quit teaching. The focused group discussion showed that the teachers were not happy the way the government handled their promotions. The discussant revealed that it was funny to see that some teachers were promoted for more than two to three years but they were not paid their arrears. This discouraged the teachers to work with high morale in Mbogwe primary schools.

5.2.4 Conclusion on Research Question 1

The research question one enquired to show the causative of challenges facing the public primary school teachers in their teaching career in Tanzania. Case study of Mbogwe district, it was revealed that the teachers were affected by the poor policies related to NIHIF, poor incentive policy which neglects the timely salary payment, not including allowances and poor promotion management and payment of the teacher arrears. All these affected the ability and morale of the teachers to teach in the classrooms.

5.3 Challenges Facing Teachers and its Effects to Students' Learning in Mbogwe District Primary Schools

The section covers challenges facing the primary school teachers in Mbogwe district and their effects on the students' learning. The aspects are: low salary and absence of incentives, poor health services, delayed promotion and absence of rent allowance.

5.3.1 Low Salary and Absence of Incentives

The interview results showed that the teachers faced many challenges in their teaching career. For example, the study revealed that the salary they got are not enough to meet the basic life demands like buying food, buying school uniform for kids and to meet the medical charges. Then, this forced them to prepare some business and go with them at school.

The interviewed teachers went at with the ice cream and sold the entire product before the school hours to enable them to get some money to meet the basic needs at their homes. In addition, during interview the teachers reflected that the school environment does not give them chance to get any extra pay for meeting the basic needs than the salary which is usually small.

Youlonfoun (1992) argues that, although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching. Not surprisingly, Akinwumi (2000) and Ejiogu (1990) found that what the typical low income earning teacher earns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance.

The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers incentives to provide quality teaching might become (or remain) insufficient. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching, or by the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. In recent years, in many developing countries high levels of teacher turnover and absenteeism have indeed become entrenched. Consequently, many respondents advocated for increase in salary and other non-monetary benefits of teachers to match the increasing cost of living in Mbogwe district and Tanzania in general.

5.3.2 Poor Health Services

The interviewed teachers in Mbogwe district were not happy with the way the NHIF scheme was supporting their life and protecting from the health risks as they had to use again their incomes to meet the medical charges. They termed that the NHIF are thieves because they collect their money for the purpose of consolidating funds to carter for the teachers' medical services. What is learned from this fund is that when one gets sick it takes long time to get treatment, the services they get is not satisfactory and thus was forced to get another fund to meet the medical charges.

The focused group discussion revealed that the rural area like Mbogwe district the medical services are not good, so when the teachers were required to get the referral treatment on the acute diseases they were not allowed because the NHIF does not cover the diseases like peptic ulcers. They were required to use their own money to

meet the medical charges. This is the double payment. The primary school teachers were very furious about this status of NHIF in Mbogwe district. The teachers have been sometimes queuing at the DEO's office to ask for the medical assistance and this has negative impact to the pupils' learning time in schools.

Bennel (2014) to his research puts that teachers complained bitterly about the government's medical aid scheme, to which they are obliged to contribute 3 percent of their salary. The quality of the service they receive at government health facilities is very poor, especially because drugs prescribed to them are not available. Enjoyment of the right to health requires that the government makes an effort to ensure that health services are functional and are available in sufficient quantity that is there should be for instance enough well motivated human resources and that health care facilities, goods and services are accessible to everyone without of discrimination of any kind. These facilities and services must also be physically accessible in the all kinds of people to urban and remote areas.

5.3.3 Delayed Promotion

The interview at Mbogwe among the primary school teachers showed that the teachers are working in the difficult situation and they are demoralized because they are not promoted even after undergoing professional development. This revealed that there is a challenge about promotion at Mbogwe district. This was evidenced when the discussants explained that they have completed diploma at Butimba in 2010. When they reported to the DEO they were hoping that in 2013 they could be promoted based on the number of years and the performance observed in the

OPRAS. But this was not the case till 2014 when got it after pressed hard at the teachers' service department.

Another senior teacher showed concern that she has worked at the school for more than ten years without promotion. She only got it after pressing hard at the DEO's office. When the promotion came she could not immediately get the arrears. She had to use a lot of time following the payment at the DEO's office. The rest, seven participants have not been promoted since 2007 to the extent they have been paged to the end promotion level. This might attribute to the poor performance of required responsibility and led to undermine the ways teaching is executed in Mbogwe among the primary school teachers.

5.3.4 Rent Allowance

The discussant in the group focus discussion showed that the primary school teachers were not enjoying the rent allowance to meet the housing needs in the residence areas. One discussant lamented that the employer is not offering any rent assistance or housing allowance as they do for the few senior officers like DEO's. The employer knows that we don't have school house to accommodate us but it ignores the payments. We are forced to rent house at our own cost and it is expensive. The house owner charges the room at the rate of 60,000 per month and we are forced to pay the annual rent.

It is true that the way the data revealed show that teachers' house at Mbogwe are not given priority in the way the comments from the respondent naked the situation. So,

the reason behind causes the teacher live out of the school even to find another means of income for the purpose of paying house rent.

On the other hand teacher said this in relation to the problem of teachers' houses.

We were told that the PEDP would assist the schools to build some houses in schools. The school houses were not built and thus not enough at Mbogwe district and the teachers are forced to look for accommodation far from the schools and this increases the cost due to the fact that teachers are to pay for the transport cost to and from the schools.

Documentary review conducted by a researcher revealed that the houses that are found at school vary from the ratio of one house to four teachers these houses are not enough to help their lesson preparation and to live happily with their families.

Housing conditions for primary school teachers are generally poor. The scarcity of decent accommodation' is a constant refrain of nearly all reports, both official and by independent researchers. The 2010 World Bank report states that 'typically, rural primary teachers live in dilapidated, poorly-maintained school or government accommodation on or near the school compound'. The TADREG Survey similarly concludes that 'most houses are in a sorry state of disrepair.

Government made various commitments to improve teacher's housing during the 1990s. Most notably, the high profile report on the Education Sector Towards 2000 stated that 'efforts will be made to ensure that all schools and colleges have, in their

vicinity, an adequate number of teachers' quarters. By 2000 all teachers shall have suitable housing accommodation' (MOEC, 1997). Despite these commitments, very little progress has been made in improving the housing situation. According to EMIS, nearly 10,000 government houses for teachers were built between 1991 and 2004. However, the overall share of primary school teachers who could be housed only increased from 24 to 27 percent. In other words, most teachers still have to find their own accommodation.

5.3.5 Conclusion on Research Question 2

Research question 2 enquired on the specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils in Mbogwe district. In the discussion, the study revealed that low salary and absence of incentives, poor health services, delayed promotion and rent allowance were the specific challenges affecting the performance of the teachers in Mbogwe district? These factors taken as whole they cause mental instability and they interfere the morale of the teachers to teach effectively in the classrooms.

5.4 Ways to Improve Teachers Condition in Mbogwe District

Study findings from interviews and focused group discussions revealed that there are various strategies that can be pursued in improving the working conditions of teachers. The strategies to overcome challenges facing teachers in their teaching carrier in Mbogwe primary schools must focus on the issue of teachers' salaries, NHIF, improving promotion and other financial incentives. As the way was discussed by the participant at Mbogwe district as:

5.4.1 To Improve the National Health Insurance Funds Policy (NHIF) as a Cause of the Teachers' Problem in Mbogwe District

The interview revealed that a majority of the teachers in Mbogwe primary school teachers were suggested to improve NHIF because the scheme was not supporting them to maintain their health during employment. The scheme deducts the funds every month at the rate of three percent but when the teachers ask for the services, they should get satisfactory services. The respondents revealed that the NHIF has to remove categories of the diseases that they can sponsor if the teachers want to be treated by using the NHIF. This helps teachers who suffer to be treated equally and accordingly without discrimination of any disease and other services which are not covered by NHIF. This may cause teachers in Mbogwe district primary school be happy and meet the health demands with that health policy.

One of the interviewed teachers from Nyakafuru primary school said, the government should improve the shortage of essential medicines, medical supplies and equipment is mainly attributed to shortage of funds for health sector. The budget allocated for provision of public health services should be sufficient and a medical supply at MSD should be simple and well known procedures rather than late supply of the medicines. This will lead all patients to be treated equally without discrimination.

Tanzania has developed a list of national health research priorities for 2013-2018. Like in the previous health research priorities, communicable diseases, reproductive, maternal and child health and non-communicable diseases are considered to be top-most priority areas in biomedical research. In addition, medicine and medical supplies, human resource for health and health financing are the most important

priority health systems research areas. On the other hand, stigma, NHIF, gender-based violence and sexual abuse and customs, traditions and beliefs have are the most important areas under the social determinants of health that need to be prioritized in the coming five years (MoHSW, 2013).

Tanzania National Health Policy(2007) aims to improve the health and well-being of all Tanzanian with a focus on those most at risk, and to encourage the health systems to be more responsive to the needs of the people especially in the villages where many teachers dwell. The policy mission is to facilitate the provision of equitable, quality and affordable basic health services to health centers and dispensaries, which are gender sensitive and sustainable, delivered for the achievement of improved health status. The National Health Policy has eight objectives. One of the objectives of the policy is to reduce the burden of disease, maternal and infant mortality and increase life expectancy through the provision of adequate and equitable maternal and child health services, facilitate the promotion of environmental health and sanitation, promotion of adequate nutrition, control of communicable and non-communicable diseases and treatment of common conditions. The government aims to ensure the availability of medicines, reagents, medical supplies and infrastructures; and also ensures that the health services are available and accessible to all the people in the country.

5.4.2 To Improve the Salary and Incentives for Teachers

The interview results showed that teachers faced many challenges in their teaching career. For example, one primary school teacher said that the salary she gets is not

enough to meet the basic life demands like buying food, paying school fees, buying school uniform for her kids and to meet the medical charges. So she is forced to prepare some business and go with them at school. Therefore in order to improve this situation TSD interviewed and revealed that, the strategy to pursue is not only to increase teachers' salaries, but to examine the way salaries are organized, how the teachers are being paid, and their promotion structure that will determine the increase in salaries over time. The idea is to review the general salary system, remuneration patterns and appreciation of teachers' role. This should necessarily include the design of a special salary scale for teachers which will take into consideration their qualification and experience.

Again another interviewed teachers at Ilangale primary school pointed that to improve teachers' condition in schools, the incentives needed to be substantial to outweigh the social and economic costs of living in an isolated area. Second, incentives require a fair system of classifying schools. General classifications may provide bonuses to teachers working in difficult environment.

Together with this problem the data provided by TTU (2012) surprisingly little analysis of teacher remuneration has been undertaken in Tanzania. In part, this may be because there has been no collective bargaining over pay. To date, the TTU has been mainly preoccupied with allowances rather than the level and structure of basic pay. The net starting salary of a Grade IIIA primary school teacher is currently Tsh. 370,000 per month. Take home pay increases only very slowly with experience so that a primary school teacher with over 30 years' experience earns, on average, only

75 percent more than a newly qualified teacher. The difference between gross and net pay is around 30 percent for the highest paid teachers, but only 5 percent for those with less than five years' experience.

This revealed that to improve salary and other incentives are very potential as reinforcement to the teachers especially in Mbogwe district eventually for whole Tanzania. This is supported by the WB (2013) that teacher deployment policy and practice result in marked inequities in teacher distribution, leaving small primary schools in remote locations less well served. This problem is difficult to resolve, as teachers are frequently unwilling to locate in rural areas. Many countries report the presence of unemployed teachers in urban areas and vacant positions in rural areas. African countries have used a variety of measures to address these challenges, including incentives for teachers who locate in rural areas and mechanisms to recruit local people as teachers (Mulkeen, 2005; Mrutu, 2014).

5.4.3 To Provide transport and Rent Allowance

The discussant in the focus group discussion showed that the primary school teachers were not enjoying the rent allowance to meet the housing needs in the residential areas. One discussant discussed that to overcome the situation a major incentive for teachers to be located in rural areas is the provision of housing for the teachers. Where teachers cannot live near the school, they are likely to spend a lot of time travelling, often to the detriment of their school work. Housing is particularly important for teachers. In official education data reveal a strong association between the availability of housing in an area and the presence of teachers in the school. Since

many rural areas are remote and not easily accessible, also special transportation allowance to the remote areas should be given to rural teachers.

Moreover, the interviewed ward education coordinator (WEC) of Iponya ward pointed another strategy of improving public school teachers' challenges is through performance based pay, usually called merit pay. Experiences from many countries have, however, shown that if pupils' performance bonus is paid to different teachers, it reduces overall performance in the schools.

It is therefore proposed that such performance bonus be given to schools that significantly improve the performance of their graduating pupils. In this wise, it should be an across the- board payment to all the teachers in that school. This will serve as thrust for different schools to find better ways of improving the teaching and learning activities in their schools similarly with staff quarters to their respective school.

However, HakiElimu (2008) documented that Teachers like any other workers need good housing and safe environment so that they can perform their duties well. Teachers who travel a long distance cannot work effectively because they will spend much time on the way to and from school. Teachers who live far way therefore cannot manage to prepare lessons effectively. For example there are teachers who need to walk more than 25 km every day to and from school this means they walk 50 km. In this kind of situation, teachers will not be able to effectively teach and there is a big possibility for the children to miss effective learning.

5.4.4 Improving Promotion

Teachers have lamented on the delayed promotion. This could cause the teachers go slow in their duties and affect the students' learning. For example those who were interviewed showed that they are just been given the promotion letters but the payments take time to come and in other cases they are not coming till the teachers use a lot of efforts to follow them. The strategy recommended here is to promote the teachers when they are due for promotion, to use the OPRAS system of evaluation to ensure that only those promoted are the one deserving for the promotion and using the substantive report to show what exactly the teacher has done over the time in teaching. This plan will help to reduce lamentations from teachers and will motivate the teachers work more than before.

5.4.5 Conclusion on Research Question 3

Research question 3 enquired on the strategies the education authorities can employ to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils? In the discussion the study revealed that the improvement of NHIF policy, salary and other incentives, providing houses and access of rent allowances and provision of promotion on time could overcome teachers' challenges in Mbogwe district and generally to the whole Tanzania.

CHAPTER SIX

6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In this chapter, a summary for the study is presented and the conclusion is drawn basing on the findings presented and discussed. This is followed by recommendations for the study basing on the findings.

6.2 Summary of the Study

This study was about the challenges facing the public primary school teachers in teaching career in Mbogwe district. Specifically the study aimed at investigating the causes of the challenges that face the primary school teachers in their teaching career. The specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils. Lastly, strategies education authorities employed to improve the working conditions of the primary school teachers and realize quality education to primary school pupils in Mbogwe district.

The study employed qualitative design as recommended by (Patton, 2002; Laws et al, 2003 and Kombo et al., 2006). Under this design the study employed interviews, focused group discussions and documentary reviews as tools for data collection. These tools complemented one another to help the researcher get clues on the challenges facing the public primary school teachers in their teaching career in Mbogwe district. A sample of 56 respondents was interviewed and took part in the focused group discussions. The study was guided by the following research

questions: what are the causes of the challenges that face the primary school teachers in their teaching career in Mbogwe district? What are the specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils in Mbogwe district? And what strategies the education authorities can employ to improve the working condition of the primary school teachers in Mbogwe district to realize quality?

The first research question inquired on what are the causes of the challenges that face the primary school teachers in their teaching career in Mbogwe district? The results showed that the poor National Health Insurance (NHIF), poor promotion management among teachers and delays of payment of the arrears and poor incentive policy and allowances were the core causes of the challenges that affect the teachers working environment in Mbogwe district.

The second research question intended to know the specific challenges that face the teachers in their teaching career and how do they affect the teaching of the primary pupils in Mbogwe district? The results showed that the teachers were paid low salaries that hindered their ability to meet the basic needs of life like food and paying rent houses.

This situation influenced the teachers to do other petty business which affected their attention toward lesson preparations. The result further showed that the teachers faced the challenge of poor health services that caused them use their own funds as a result their income were eroded by double contributions, first, by the NHIF and

second by paying the medical bills. Finally, they were not given rent allowance this affected their living conditions and this situation increased their transport charges.

The third research question investigated on what strategies the education authorities can employ to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils? The results showed that, improving NHIF policy to allow the teachers to access better medical services; improving the salary depending on the environment the teachers were living and improving the promotion management for teachers and timely payment of their arrears were the recommended strategies to improve the primary school teachers' conditions in Mbogwe District.

6.2.1 Implications of the Findings

The findings revealed that the primary school teachers are paid little salary and in addition the salary itself is not enough to meet the basic needs of life such as buying food, clothes and paying accommodation, this demoralizes them and forces them to find alternative ways of increasing incomes, thus, they are engaged in the moonlighting activities and thus reduce their time for teaching. This will impair the quality of teaching and the quality education will not be attained and this is against the philosophy of education for all (EFA).

Mbogwe primary school teachers cry over the critical issues of the NHIF is just a signal of the huge teachers' dissatisfactions with the way the NHIF is there to

benefits the teachers and secure them with their heaths. This calls for the restructuring of the NHIF that would carter for the hearths demands of the teachers. If this is not attended, there is a danger the nation may enter into another crisis for the teachers' strikes and refusal to attend teaching in a more effective way in primary schools.

PEDP was hoped to address many challenges that teachers were facing at primary school level. The challenges included the problem of housing for the teachers. In fact, the PEDP had the target to realize that there enough constructed houses for teachers in each ward. This report has implied that this situation practically was not successfully as the teachers are still facing serious problems of housing and the allowance for housing is still allocated to few education officials. This would continue to deteriorate the welfare of the teachers and the status of the teachers would continue to drop, consequently, affecting the morale of teachers to teach in the classroom.

6.3 Conclusions for the Study

The study makes the following conclusion based on the above summary of the findings of the study:

First, the study has revealed that teachers' challenges seemed to depend on different factors as mentioned above; thus the extent to which teachers will be highly or lowly motivated will depend on the way the government will effectively work on these factors in an attempt to address teachers problems.

Secondly, the findings have shown that public primary school teachers are lowly motivated and promoted in Mbogwe District and that they are highly dissatisfied with the way they are motivated. The low motivation of teachers in Mbogwe District is associated with their high level of dissatisfaction on the motivational factors such as working condition, policies on primary education, NHIF, financial compensation, work promotion, community's perception towards teaching professional and recognition.

Thirdly, the findings further revealed that the government is making some efforts to address the problems of teachers in the local government authorities; nevertheless because the country is large as compared to the country's financial ability, then the speed with which these efforts are put in place with regards to the area to be covered, the government's efforts are not very much noticeable.

A most important conclusion of this study is that the findings overwhelmingly support Maslow, theory because the respondents (teachers) considered hierarchy of need as important for their job performance and wellbeing. However, the Maslow's hierarchy of needs advocates that the employees' self-respect, recognition, status and economic power are potentials for man to perform the responsibility. Human needs are arranged in a series of levels includes, Physiological needs followed by safety needs, social needs and esteem to the need for self-actualization at the highest level. Psychological needs include satisfaction of hunger and thirst, needs of oxygen, to maintain temperature regulation and sexual desires, safety needs includes freedom from the pain or threat from physical attack and protection against danger. Love

needs sometimes, friendship, esteem needs or ego needs includes self-respect such as desire for confidence. They needs differ from one individual to another but they are what human can be.

6.3.1 Recommendations to the Government

- i). Since the study findings reveal that working conditions have great impact on teachers' promotion, the government should continue putting more efforts on improving the working conditions by building more houses with availability of such services as electricity and water for teachers, health facility (NHIF) and improving classrooms conditions and teaching facilities to facilitate easy teaching-learning processes.
- ii). The government should also review policies on primary education. The policies should be well-designed and implemented to meet the demands of teachers; for example by making them participating and have a say on matters regarding themselves and provide them more opportunities for training and development teachers will likely be motivated.
- iii). i) The findings show that most teachers would prefer to work in the urban locations because of the availability of social services such as electricity, reliable water, and good transport which are actually essential for human life; the government should therefore provide special packages to these remote teachers in the rural areas so as to compensate for the loss of those services. In other words teachers working in rural areas should have their budget appropriately and effectively targeted with an increase of the special allowances.

- iv). The government should make increase of the salaries which reflects the status of teachers and the socio-economic situation prevailing in our societies.

6.3.2 6.4.2 Recommendations to the Mbogwe District

- i). The Mbogwe District Council should work hand in hand with the Central government to make sure that the implementation of the government's plans and strategies towards improving teachers' conditions are made possible with the proper allocations of funds and grants to the Mbogwe District Council.
- ii). The District Council should also work hard to minimize the teachers' problems that are originated from the council itself, for example delays in sending reports on teachers' employment records to the responsible government authorities pertaining to the issue of promotion.

6.4 6.5 Areas for Further Research

The study identifies the following as areas for further studies:

- i). An extensive study on how teachers opine on NHIF is required.
- ii). The study focused on the challenges facing the pubic primary school teachers in their teaching career in Mbogwe District. Taking Mbogwe District as a case study, it would be impractical to generalize the findings to the other districts across the country because this country is very large. Thus, it would be useful if other researchers are conducted in other districts as well so as to study teachers' opinions and attitudes on what factors are considered most challenging teachers in their career.

- iii). The entire study was a qualitative oriented another survey study is therefore recommended.

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APPENDICES

APPENDIX 1: Interview and Focus Group Discussion Questions to Teachers

1. What are the causes of the challenges that face the primary school teachers in their teaching career in Mbogwe district?
2. (a) what are the specific challenges that face the teachers in their teaching career in Mbogwe district?
 (b) How the following challenges affect the teaching of the primary pupils in Mbogwe district?
 - Leave allowance
 - Transport allowance
 - Rent allowance
 - Motivation
 - Unspecified promotion
 - Low salary and delayed salary pay
 - Poor social services e.g. Health services (NHIF)
 - Teaching facilities
- 3 (a) what strategies the education authorities can employ to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils?
 (b) Is there any organ which advocates the teachers' rights when they are recruited apart from Teachers Trade Union (TTU) and Teachers Services Department (TSD)?

If yes give your opinion

If not explain why

APPENDIX 2: Interview Questions to Head Teachers

- What are the causes of the challenges that face the primary school teachers in their teaching career in Mbogwe district?
- 2 (a) what are the specific challenges that face the teachers in their teaching career in Mbogwe district?
- (b) How the specification challenges mentioned above affect the teaching of the primary pupils in Mbogwe district?
- 3 (a) What strategies the education authorities can employ to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils?
- (b) Is there any organ which advocates the teachers' rights when they are recruited apart from Teachers Trade Union (TTU) and Teachers Services Department (TSD)?

If yes give your opinion

If not explain why?

APPENDIX 3: Interview Questions to Ward Education Coordinator (WEC)

1. What are the causes of the challenges that face the primary school teachers in their teaching career in Mbogwe district?
2. (a) what are the specific challenges that face the teachers in their teaching career in Mbogwe district?

(b) How the specification challenges mentioned above affect the teaching of the primary pupils in Mbogwe district?
3. (a) What strategies the education authorities can employ to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils?

(b) Is there any organ which advocates the teachers' rights when they are recruited apart from Teachers Trade Union (TTU) and Teachers Services Department (TSD)?

If yes give your opinion

If not explain why?

APPENDIX 4: Interview Questions to District Education Officer (DEO)

1. What are the causes of the challenges that face the primary school teachers in their teaching career in Mbogwe district?
2. (a) what are the specific challenges that face the teachers in their teaching career in Mbogwe district?

(b) How the specification challenges mentioned above affect the teaching of the primary pupils in Mbogwe district?
3. (a) what strategies are employed to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils?

(b) Is there any organ which advocates the teachers' rights when they are recruited apart from Teachers Trade Union (TTU) and Teachers Services Department (TSD)?

If yes give your opinion

If not explain why?

APPENDIX 5: Interview Questions to District Academic Officer (DAO)

1. What are the causes of the challenges that face the primary school teachers in their teaching career in Mbogwe district?
2. (a) what are the specific challenges that face the teachers in their teaching career in Mbogwe district?

(b) How the specification challenges mentioned above affect the teaching of the primary pupils in Mbogwe district?
3. (a) what strategies are employed to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils?

(b) Is there any organ which advocates the teachers' rights when they are recruited apart from Teachers Trade Union (TTU) and Teachers Services Department (TSD)?

If yes give your opinion

If not explain why?

APPENDIX 6: Interview Questions to Teachers Services Department (TSD)

- 1 What are the causes of the challenges that face the primary school teachers in their teaching career in Mbogwe district?
- 2 (a) what are the specific challenges that face the teachers in their teaching career in Mbogwe district?

(b) How the specification challenges mentioned above affect the teaching of the primary pupils in Mbogwe district?
- 3 (a) what strategies are employed to improve the working condition of the primary school teachers in Mbogwe district to realize quality education to primary school pupils?

(b) What strategies are employed to promote teachers?

(c) How long taken to promote teachers?