

Factors contributing to teachers' attrition in public secondary schools in Tanzania: The Case of Mtwara-Mikindani Municipality and Mtwara District Council in Mtwara Region.

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The study aimed at investigating the factors that contributed to teachers' attrition in public secondary schools in Tanzania, Mtwara-Mikindani Municipality and Mtwara District Council (Mtwara region) in particular. Specifically, it investigated out teachers allocated to public secondary schools and those who had left the teaching profession from public secondary schools. The study also determined the working factors which contributed to teachers' dissatisfaction and attrition as well as explored the teachers' occupation views on factors which contribute to teachers' attrition in public secondary schools. In realizing the objectives of the study, a qualitative enquiry was employed and guided by case study design. The relevant data for the research tasks were collected from the respondents from both districts counting to six public secondary schools. The study sample comprised of 50 respondents. They included District Education Officers, district Teachers Service Department Secretaries, heads of schools and teachers. The data were collected through focus group discussion, interviews and documentary search. Data were coded manually. However, data obtained through documentary search were analysed manually, while qualitative data were subjected to thematic analysis. The research findings revealed that, a large number of teachers allocated in public secondary schools who did not report was accelerated by the environment. It was also disclosed that, teachers' attrition in rural secondary schools was higher than in urban areas. The research findings underscored that, both financial and non-financial aspects, such as remuneration, working conditions, infrastructures, social amenities and professional growth were some of the factors that caused teachers' attrition. Finally, the teaching profession was low in status compared to other professions. The study concludes that, monetary and non monetary aspects had significant inputs on teachers to report not reporting and quilting the teaching profession in public secondary schools. The study recommends that, the government should plan to improve the working and living environment of teachers in public secondary schools. Rural secondary school teachers and those posted to regions that are backward in terms of development need special consideration by giving them a package as motivation. However, remunerations, incentives and other benefits of teachers need to be reviewed in order to remove

the discrepancy between teachers and other professions. To raise the teaching profession status the government needs to employ qualified teachers and enroll students with good pass marks.