

**School based factors influencing science students' choice of teaching science as a career:
the case of government secondary schools in Ilala district, Dar es Salaam region**

Grace Mvungi

Masters of Education (Science)

University of Dar es Salaam, School of Education, 2009

The purpose of this study was to investigate the school based factors that influence science students' choice of teaching science as career, with specific reference to secondary schools in Ilala district, Dar es Salaam region. Three research tasks guided the study, namely identification and documentation of the manner in which teaching science as career is affected by entry qualification, job security and advancement opportunities; finding out how teachers' and parents' attitude towards teaching affects science students' choice of teaching science as a career; and; lastly investigating the extent to which the current teaching and learning situation affects science students' choice of teaching as career. A wide survey of related literature was done and Britt's model of choice and satisfaction guided the conceptual framework of the study. Four government secondary schools were researched. The sample had 89 respondents constituting of science students, teachers, heads of science subjects departments, heads of schools and MoEVT training officer. Sampling procedures included were stratified random, convenience, simple random and purposive sampling techniques. Data were collected through questionnaire, semi-structured interview, focus group discussion and documentary review techniques and were qualitatively and quantitatively analyzed. Study findings revealed that teaching science as a career was selected by low performers due to its low entry qualifications and the available advancement opportunities. Most of the science teachers were dissatisfied in their job due to low emoluments, teaching and learning conditions as well as less recognition by the society. Furthermore, the study noted that there was lack of career guidance and counseling services in study schools. Teachers as parents had negative attitude towards teaching career that was attributed to students not choosing teaching career as their first choice. The study recommends a concerted effort by the government and other school administrators in the public and private sectors to improve the working conditions and environment of the teaching career to raise its status and recognition so as to attract science students into the profession. It was also recommended that efforts should be done to the government and other school administrators in public and private sectors to improve

conditions and environment of teaching science for better performance. The study recommends further studies to cover other levels of education and also have wider coverage for the purpose of generalizations.