

Research

Teachers' Perspectives on Transfer of Teachers from Secondary to Primary schools in Tanzania: The Case of Selected Transferred Teachers in Kigoma Municipality

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Accepted: 15 November, 2020; *Online:* 25 November, 2020

DOI : <https://doi.org/10.5281/zenodo.4291183>



Abstract: *Teachers' transfer is something common, but it should comply with all public service regulations for the aim of maintaining the teachers' performance as well as students' learning achievement. This study aimed to explore teachers' perspectives on transfer of teachers from secondary to primary schools in Tanzania. The study employed a qualitative approach whereby semi-structured interview was applied as an instrument of data collection from ten transferred teachers. The results showed that the transfer led to disruption to some teachers like leaving homes and families. Also, some teachers were demoralized whereby their teaching morale and commitments declined. The study concludes that teachers' satisfaction is one but an important factor for the development of teaching professionals.*

Keywords: *Teacher; learner; Perspective; Transfer; satisfaction*

Introduction

Teachers are core in all teaching and learning processes of the learners because they play significant roles in their lives by helping them to learn how to use the knowledge and integrate it into their daily lives in order to become valuable members of the society (Taack, 1997). In that regards, it is of paramount significance to select, train and designate teachers with teaching skills and give them chances for self-improvement in their professional life. Bedir (2015) believes that a perfect school, curriculum, and learners would make sense only if teachers have strong knowledge of pedagogical skills and experiences. Correspondingly, Bedir (2015) noted that a teacher with weak pedagogical skills and experience might instruct tedious lessons to learners.

Tanzania has made relatively good progress in the provision of fee-free education to her citizens. For instance, the study by Godda (2018) revealed that the idea of abolishing enrolment fees and other compulsory contributions in the primary and lower secondary schools in Tanzania emanated from international education commitments and other international conventions to which the country is a signatory. At the national level, the provision of free education is a response to various education and development policies, such as the “Education and Training Policy 2014” and “The Tanzania Development Vision 2025”. Despite these co-memorable signs of progress, the country is still facing the challenge of the shortage of teachers in both primary and secondary schools. For example, a report by the Parliamentary Committee Service and Community Development (2018) indicated that there are about 97, 508 shortage of teachers in primary schools, and 15, 851 teachers in secondary schools.

In the year 2017, Tanzania government, through the President’s Office, Regional and Local Government (PORLG), made a significant verification of public servants particularly teachers in both secondary and primary schools. In this verification, the government found that there are about 7,463 excess teachers for Arts Subjects in public secondary schools and many of them were sharing topics in teaching (Daily News, 2018 & Mang’oha, 2018). The government professed this sharing of the topics for arts subjects' teachers as the misuse of human resources and government funds. In the same vein, the report by PORLG (2018) revealed a significant shortage of 85,000 primary school teachers. To solve this problem, the government decided to transfer about 7,463 teachers from the teaching of secondary schools to primary schools to quench the severe shortage of teachers in primary schools.

This decision of transferring teachers raised enormous concerns from different educational stakeholders on the rationale for the exercise because it was believed that teachers’ deployment is unevenly distributed across the country, especially in rural and urban areas. A study conducted by (Mrutu, 2014) revealed that there was an unfair distribution of teachers in both urban and rural areas. It showed that in the urban teacher-learner ratio was equal to 1:27 which was better than the national ratio of 1:40, while in the rural areas, the teacher-learner ratio is above 1:50.

In that regard, fictional questions have been raised by educational stakeholders and advised the government to rethink this decision for the best of our education. Some questions are like: Why

shouldn't such teachers be distributed into other secondary schools which had deficit, especially those located in rural areas? Why shouldn't the government hire new teachers qualified for primary schools to cover the severe shortage? Why was the government still allowing colleges and universities to enroll students in teaching professionals in arts subjects if the number was full?

Therefore, this study aims at exploring teachers' perspectives on transfer of teachers from secondary to primary schools in Tanzania. The study was guided to answer two basic research questions as follows:

1. What were the individuals' perspectives on transfer of teachers from secondary to primary schools?
2. What was the effect of the teachers' transfer in their profession?

Materials and methods

The study employed qualitative research approach that provides in-depth information from participants. Furthermore, instruments for data collection were interviews whereby semi-structured interviews applied to get data from transferred teachers. The semi-structured interviews were selected to be applied because they give wide chance to the researcher to raise new questions accordingly based on the respondents' answers. However, the researcher had prepared interview questions. A purposive sampling technique was used by the researcher when selecting respondents for the study among teachers and from there a proportional stratified sampling was applied specifically to the transferred teachers who represented various groups of transferred teachers since transferred teachers' populations were heterogeneous.

Data of the study were collected in Kigoma region in Kigoma municipal in Tanzania and the number of participants who were involved in this study during interviews was ten (10) teachers who were involved in the transfer. The teachers were selected from ten (10) different schools in Kigoma municipality. Of these ten (10) participants, males were six (6) and females were four (4). Their age ranged between 29 and 45 years, with working experience from 5 to 19 years. Seven (7) of them were degree holders and three (3) diploma holders. All data were collected for ten (10) days consecutively since the researcher had one hour to interview one respondent a day.

Since this was a qualitative study, all data were analyzed using the content analysis model. The process involved actions based on categorization, coding, verbatim, description and synthesis. The content analysis was carried out under the guidance of data summary sheets, whereby all the obtained data were summarized into main points according to themes of the research questions. This action allowed the researcher to extract and incorporate all critical information about teachers' transfer in Tanzania into this paper.

Conclusion

The study concludes that some teachers were dissatisfied with the exercise because of not to be heard about their views. They counted as contempt of their profession for the action of not being paid their transfer eligibilities since this was not voluntary transfer rather it was involuntary transfer.

Also, some of them have had little effective teaching because of lacking appropriate pedagogical approaches necessary for teaching at primary school level. Absence of seminars, workshops and short courses for imparting knowledge and skills were given to these teachers based on primary teaching. It should be noted with concern that teachers from diploma colleges and universities were prepared to become college tutors and secondary school teachers.

Finally, transparency was highly required from all educational stakeholders when comes issues related to teachers' transfer and others. By doing so, the teachers would be free and more effective in all matters of teaching processes and other educational responsibilities.

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Acknowledgments

I am sincerely thankful to my supervisors Professor Xinyu Li and Professor Binghai Sun of Zhejiang Normal University from School of Psychology-College of Education, for their close and tireless supervision from inception to completion of this work. Their guidance, critical comments and encouragement strengthened my ability to complete this work.

Declaration

I solemnly declare: This presented work is my own original work that guided by supervisors. The work does not include the research results that have been published or written by others. I have acknowledged particularly the individuals and collectives who had made important contribution to my work.



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