

The Current Status of Teachers and the Teaching Profession in Tanzania

William A.L. Anangisye **University of Dar Es Salaam**

Abstract

This paper examines the current status of teachers and the teaching sector in Tanzania. It draws on experiences of teachers, parents, and students in Dar es Salaam, Iringa and Mbeya regions. Informed by the qualitative inquiry, the paper is largely empirical in character. Data was sought through interviews and document search. Findings indicate that, first, teachers and the teaching profession have low status today than during the colonial days and up to a few years after independence. Secondly, the generality of teaching view, second choosers view, and undesirable working and living conditions accounted for the low status of teachers and the teaching profession. In conclusion, the status of teachers and the teaching profession is measured in terms of economic gains which have implications for social gains. Hence, the revival of the lost glory lies in the hands of the Government of Tanzania and, partners or stakeholders in the teaching sector.

Introduction

Of the traditional professions ever practised in the ancient and contemporary world the teaching enterprise is undoubtedly the most 'popular' in Tanzania and more widely. By this argument, the aim is not to undermine the role of other traditional professions as the clergy, law, and medicine. The question worthy of pursuit, in this respect, is related to the nature and character of the popularity of teaching. First and foremost, for people with some education, every person has at one time in his or her life time been in the hands of a classroom teacher (Ishumi, 1988). Such role begins at the lowest and highest level of formal education system (pre-primary to university education). Secondly, in several different communities especially in urban based societies in the case of Tanzania, school children happen to spend more time with teachers than their parents and/or guardians. Statistically, sociologists would appear to indicate that parents and/or guardians spend only 40% with children in the United States of America (Walsh, 1995). Thirdly, while other professionals as lawyers, medical doctors, and priests, in several different countries in the South, are mostly urban or semi urban based, teachers, on the other hand, are destined to work in all places, including very remote rural villages. This is attributable to the fact that not all remote rural villages have law and health facilities. As a result, members of the public are more aware and informed of school teachers than their counterparts in medicine and law.

Fourthly, the popular character rests on the fact that teachers are instrumental toward development. Teachers play a vital role in countries' development, reforms or innovations. More specifically, the contribution of teachers is evident and acknowledged in political, social, cultural, and economic realms. In each of the foregoing dimension, the contribution takes different forms. For example, in the Tanzanian milieu, on several occasions, teachers are in forefronts to facilitate socio-economic agendas. So often, they are involved in different important national issues as in various elections and country-wide census.

For what I really want to talk about today is the power which teachers have. We hear a great deal about their responsibility, the important job they are doing, and so on; indeed, I have myself said not a few words on this subject! (Nyerere, 1968, 225).

For centuries, perhaps because of this significant contributory character and nature, the teaching occupation has had high command of respect among members of several different communities. To be a teacher was an honour, indeed. However, despite the widespread and long standing history of respect, today there are a number of documented evidence and acknowledgement that the status of teachers and the teaching profession in Tanzania, and more widely has declined. 'Teachers, previously benefiting from considerable public respect and reasonable financial reward, feel that their status is in decline' (Fry, 2002, 1). In this light, the fundamental question is related to how teachers in Tanzania view of themselves and the teaching profession. Also, at some point during fieldwork, the researcher sought views of what other stakeholders as parents, and school and college students say about teachers and the profession.

Purpose and the research questions

Much has been written and said about the status of teachers and the teaching occupation globally (Soder, 1990; Fry, 2002; Gatherer, 2003). It is widely acknowledged that the status of teachers and the teaching undertaking is questionable. The purpose of this research paper was geared toward a critical inquiry into what the professionally educated and trained teachers; parents and students had to say about the teaching occupation. Indeed, it exclusively aims at determining and establishing the status of teachers and the teaching occupation in Tanzania. Several different lines of inquiry were deemed necessary to inform the process of data generation and collection. How do teachers view of themselves? How do teachers view the teaching profession? What do parents and students say about teachers and teaching? What underlie the way teachers and the teaching profession are viewed?

Review of related literature

To begin with, the question of decline in status of the teaching sector is a global phenomenon and concern. In his chapter, "The Rhetoric of Teacher Professionalization", Soder (1990) revealed that the status of teaching in America was relatively low. And that such state of affair was not new either. Rather, the feeling would appear to go back to the 1960s. For instance, in 1967, writing from a sociological framework one scholar had the following to say. "Concerning the low social standing of teachers much has been written. The teacher in our culture has always been among the persons of little importance, and his place has not changed for the better in the last few decades" (Waller, 1967, 58). Writing from experience in Scotland, Gatherer (2003, 1022) indicates that "teaching has always been regarded as a worthy occupation, albeit not endowed with much social prestige".

In Africa, especially south of the Sahara, much of the available empirical and theoretical works would appear to suggest that the problem is widespread and detrimental. Virtually in every African country in the region, people have raised and shown concern over the status of the teaching enterprise in Ghana, Malawi, and Zambia (Akyeampong, 2003; Fry, 2002). Similarly, writing from experience of two continents - Africa and Asia, Bennell and

Akyeampong indicate that primary school teachers are ‘undervalued by society’ (Bennell and Akyeampong, 2007). Like other African countries, status of teaching and teachers in Tanzania is in limbo. This state is captured in different scholarly works. Way back in 1966, the first and then President, statesman, humanist, and Mwalimu Julius Kambarage Nyerere raised his concern over the teaching occupation in the following words;

But I have been wondering why it is that, in the face of that importance, so few of our young men and women really want to be teachers. I am not sure, for instance, how many of the students sitting in front of me today did apply for teacher training as their first choice (Nyerere, 1968, 225).

Nyerere’s speculation should not be over emphasized or neglected. Succinctly, literary works would appear to indicate that today a notable number of individuals take teaching as a refuge or third choice (Towse, et al., 2002). In the same vein, the ‘Education and Training Policy’ of Tanzania acknowledges that low status is accorded to teachers (United Republic of Tanzania (URT), 1995).

The decline in status of teachers and the teaching profession is in terms of comparison with other occupations. What much of the available literature would appear to lack is connected to how teachers and other stakeholders as parents and students in the Tanzanian say about the teaching profession. There is no doubt that the present research paper is therefore a professional and academic attempt to address the foregoing knowledge gap.

Research methodology

Research design

This paper draws on a qualitative approach. The approach gave the researcher an opportunity to understand different aspects and dimensions of the phenomenon under investigation from the informants’ worldview. Within the qualitative inquiry framework, the case study design informed data generation and analysis procedures. The design was reflected in what Creswell (1998) calls a ‘bounded system’. In particular, the bounded system aims at a detailed exploration of the problem being investigated. In the context of this paper, the study was bounded in terms of geographical settings and professional community. Geographically, the study was carried out in three regions: Dar es Salaam, Iringa, and Mbeya (See, Figure 1). During field visits, the regions had a privilege of more than one facility of teacher education that prepared and produced teachers.

Informants

In each of the selected regions, conversations were held with several different categories of informants (See, Table 1). First, school and college inspectors were involved as informers. In principle, prior to becoming an inspector one must have practised teaching. Secondly, school and college students participated in the conversations. Thirdly, teacher trainers in colleges participated to share their lived experience. Fourthly, officers from the Teacher Service Department (TSD) were deemed necessary for the study. The department deals mainly with the welfare of teachers. Fifthly, given their relationship with teachers, parents and students participated in the inquiry. Sixthly, school and college board members were

involved. In general, all informants were related to the teaching sector. Besides parents and school pupils, the rest were professionally educated and trained teachers in different capacities.

Figure 1: A map of Tanzania, showing the geographical study sites

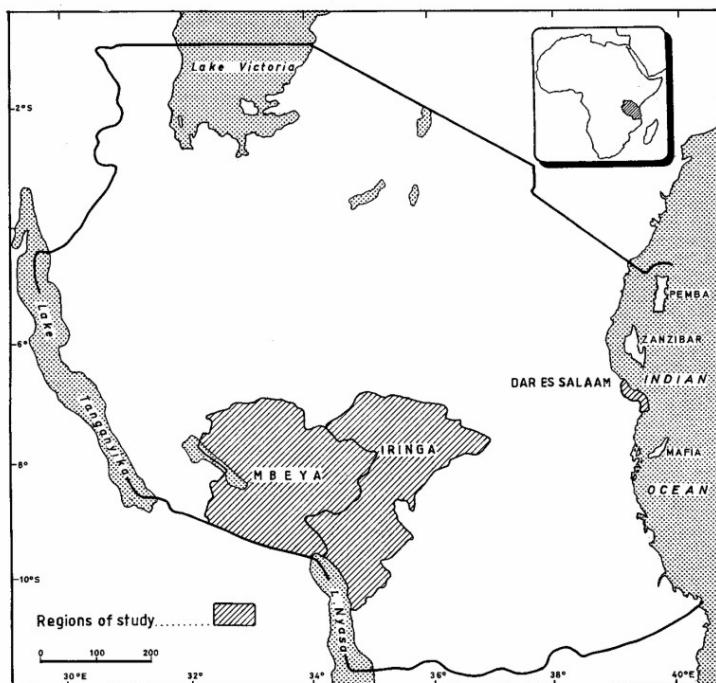


Table 1: Teacher informants by category and location

Category	Dar es Salaam	Iringa	Mbeya	Total
School and college practising teachers	09	07	17	33
Retired teachers	-	-	03	03
School and college inspectors	01	01	02	04
TSD officers	02	01	03	06
School and college students	06	04	16	26
Parents	-	01	01	02
College board members	-	-	02	02
Total	18	14	44	76

Data generation and analysis

Methods: Two data generation methods were employed. One-to-one interviews were held with 76 informants. In particular, the interviews focused on the extent related to how individual informants viewed teachers and the teaching profession. The method was necessary because it accommodated flexibility on the side of the researcher and informants. Alongside interviews, document search was a reliable source of relevant theoretical data (See, Mogalakwe, 2009). In particular, theoretical data was derived mainly from relevant documents in the main library of the University of Dar es Salaam.

Treatment and analysis: Given the character of qualitative inquiry, treatment and analysis of data began in the field. The analysis focused on transcribed conversations, field notes made during and after interviews and documentary evidence. It involved three main stages (Huberman and Miles, 1994). First, data reduction involved transcribing and summarizing data from all sources. Data reduction was done on a daily basis (See, Anangisye, 2007). This enabled the researcher to assess the methods and strategies of data generation, and to adjust accordingly. Secondly, there was further organisation of the reduced data, generating major themes and sub-themes from oral and written texts. Thirdly, there was interpretation and the drawing of conclusions from the analysed data. The primary units of analysis were informants and written texts. Although the data pertinent to the enquiry was derived from diverse local settings and informants, the Tanzanian teachers' perspective was used as a unit of analysis.

Generalization of data: Conclusions in the present paper are generalized to cover the whole of Tanzania. Generalization was possible because the research sites in which the categories of informants work is homogenous in character. For example, contracts of employment, working environment, and living conditions, among others, are the characteristic features common in virtually all regions. This is the case because of the centralisation nature of the education system. Usually, the Ministry of Education and Vocational Training (MoEVT) mandates the placements and transfers of new and practising teachers. In this regard, the lived experiences of teachers (in various roles) based in the selected research sites could be generalized and reflected to other regions.

Key findings and discussion

The findings are presented and discussed under three major headings: (i) historical context; (ii) the present experience; and (iii) how do teachers, parents, and students explain the decline in status of teachers and the teaching profession:

Historical context

Past experience covers the colonial era and the few years following independence. There is little doubt that in the past the teaching enterprise commanded high respect among people in different communities. Teaching appeared to be the most respected and admired occupation in almost every part of past society. The sector was of very high repute for the public and teachers themselves, and teachers were not only respected and valued but also admired by people around them:

Due to the good performance of teachers and the students they taught, traditionally, teachers were accorded a very high esteem

in society. They were given front seats in the church, public gatherings and were even served first during community social functions. They were considered by many in the community/society to be knowledgeable, skilled, well qualified, dedicated, moral and ethically astute people devoted to providing the best education to children (Moshia, 2004, 48).

Every member of a village or township viewed teaching as the best occupation (Mwaimu, 2001); and several different households expected much from the teacher in terms of guidance and counselling. Even when there was a social problem that called for a solution the first person to be consulted would certainly be a teacher. For young people, teaching was the ultimate goal to be pursued. As an example, in recounting how he was drawn into the teaching sector, a former schoolteacher, inspector, and regional education officer had the following to say:

[...] Many people like me who were living in rural villages thought teachers were people that commanded a very high reputation. Even when there was an issue that called for a piece of advice in households our parents used to say let us ask the teacher. Then, this was common practice. Unfortunately, the practice is no longer there among people nowadays. I, personally, longed for teaching because in the past the teaching enterprise was highly respected in all communities... (Retired Teacher, inspector, and education officer).

It should also be borne in mind that, in the past, getting into the profession was not an easy task. Enquiry findings disclosed that not every person who wanted to be a teacher got a training place. Along with recommendations from schoolteachers, selection was done essentially on academic merits and personal conduct. There is evidence that the teaching occupation was for examination high achievers. This was well illustrated and captured in an interview with a board member of one college of teacher education in Mbeya. As a professionally trained teacher who, having taught in schools for a short period, had opted for a managerial post with several different tea estates in the country, he had this to say concerning teaching:

[...] In those days, it was clear that every educated person had to go into either teaching or medicine (mainly trained as medical assistants upon successful completion). During the colonial era many people hated working in the government departments. This is because if you got low marks in the final examinations you were sent to the government to work in the police, prison, or in the harbour... However, for those who scored high marks, they were posted to teacher training colleges or medicine... (Retired teacher).

In light of the foregoing findings, the question is what made the teaching profession command a high reputation? Several different factors were identified. First, arguably, teaching as an occupation was for only a few people:

In the 1940s, 50s and early 60s, the teaching profession enjoyed an elite status in the majority of countries – especially within secondary education, reflecting in part the fact that secondary schooling was only available to a tiny minority of the population. Teachers were seen as bringers of progress, modernity and development, and were rewarded and respected accordingly (Fry, 2002, p.14).

This, however, raises one more question: why just a few? It is important to note that most teachers during that time were employed by the church-owned schools and colleges. This suggests that only teachers with church affiliation got into the occupation. To have quality entrants to the profession, the applicants were thoroughly screened. Also, given the nature of colonial education only a few Africans found placements in the profession. Arguably, during this period all occupations that called for high skills and technical expertise were for colonialists. This is because they had skills relevant to the occupations. The teaching sector was an occupation for a few learned Africans.

Secondly, the findings revealed that, in the past, there was no wider choice of occupations. Low levels of science and technology limited chances for more specialised occupations. In this light, it is obvious that the few educated Africans did not have alternatives when it came to making a choice as to which occupation they should pursue. Occupations such as medicine, law, engineering, and accountancy that today attract many individuals were not open to Africans. Thirdly, during the indicated period teachers' salaries were not only realistic but also reasonably rewarding. The salaries were worth the work or service that teachers offered (Mosha, 2004). In short, it could be said that working and living conditions were conducive to high teacher motivation and morale. Teachers lived easily wherever they were posted and worked. The following quotation taken from TSD officers' interviews illustrates teachers' lives in the past: '...relative to other people, in our villages, we used to see school teachers as having the best living standards' (TSD officer).

The current experience

However, what has become apparent in the present paper is that teaching has largely lost its traditional high status reputation. The public and teachers no longer perceive teaching in the same as in the past. Indeed, the problem concerning the status of teaching and the teacher is a worldwide one. There is a great deal of relevant literature from different contexts that acknowledges the decline in the status of teaching and teachers (Soder, 1990; Cushman, 2005; Macdonald, 1999). For example, in his chapter, *The Rhetoric of Teacher Professionalization*, Soder (1990) shows that in comparison with other occupations 'the status of teaching in America has been relatively low' (p. 55). Findings indicate that several

² See, Rodney, W. (1972) *How Europe Underdeveloped Africa*. Dar es Salaam: Tanzania Publishing House

other countries in the developed world share this problem.

However, the situation in virtually all parts of the developing world is even more worse. For example, based on the experience of three developing countries - Malawi, Papua New Guinea, and Zambia Fry (2002) indicates that practising teachers themselves feel that their status and that of the teaching enterprise as a whole is on the decline. Tanzania is no exception. Studies carried out in different parts of the country show a similar decline in the status of teaching (Rajani and Robinson, 1999 and in part, Alphonse, 2003). However, while there is a concern over the decline in the status worldwide, one note of caution is worthy of consideration. It is arguable that while nursery, school, and tertiary teachers are accorded low social status, there is evidence that 'teachers' in institutions of higher learning such as universities command high respect and reputation in the country.

Accounting for the low status of teachers and the teaching profession in society

In light of findings regarding the present experience, the question related to how Tanzanian teachers, students and parents explain the decline in status of the teaching occupation was deemed necessary. The explanations took several different forms of views as follows:

Second 'choosers' view: Studies by teacher researchers indicate that it was difficult to get entrants with good qualifications for colleges of teacher education and training (Towse et al., 2002; Alphonse, 2003). More specifically, in his paper, *The Transformation of Primary Education and the Challenge of Teacher Supply: Coming to Grips with the Primary Education Development programmeme (PEDP) in Tanzania*, Alphonse laments:

As if history has nothing to offer in terms of planning expansion innovation, the 2001 PEDP programmeme advocates crash programmemes in teacher education. With the start of 2001 academic year, school leavers of doubtful qualifications have been assembled in teachers' colleges around the country with the aim of producing the requisite teachers to meet the needs of expanded enrolment.

To confirm the foregoing claims, the researcher invited secondary school pupils, teacher trainees, and practising teachers to rank occupations according to their preferences. Given the character of the question (open-ended), the informants had a chance to respond in any way they desired. To begin with, the first question was directed at school pupils. This category of informants was in the penultimate year (form three) of secondary schooling. In particular, the question was: what would you like to be upon successful completion of your secondary school education? There were varied feelings with respect to the teaching career. The preferences of pupils differed significantly, and were mainly influenced by academic subject specialisations. For example, many students studying arts subjects (history, geography, economics, languages, commerce, accountancy, etc) indicated preferences for law, journalism, social work, accountancy, commerce, international relations and administration. Students in the science streams (physics, chemistry, biology, and mathematics), on the other hand, disclosed occupational interest in medicine, engineering, veterinary medicine, accountancy, and a few chose journalism. In both cases, teaching did not feature as a worthwhile occupation in the minds of many school pupils.

In comparison with secondary school pupils, student teachers had mixed feelings about careers. For example, one student teacher informant whose A level combination included Physics, Chemistry and Biology disclosed that although she was already at a college of teacher education and training her innermost ambition was to become a medical doctor. This suggests that medicine was her first preference. When asked about the possible second choice, this is what she had to say: ‘... I do not know what to say, but I used to like even teaching...’ (Student Teacher). Other student teachers indicated that they also chose teaching along with other fields, but with little conviction.

Conversations held with teacher informants who were already in the profession aimed to investigate their professional preferences before they chose teaching as a career. More specifically, the question that concerned practising teachers was: which occupation did you like most before coming to teaching or how did you rank teaching in your occupational preferences? As noted elsewhere, even for teachers there was little difference from school pupils and student teachers concerning career preferences. Astonishingly, for the majority of the practising teachers, teaching was not the first option. One teacher trainer in a college of teacher education and training, for example, stated that although he was already in the teaching sector, teaching was not his first choice. According to him teaching ranked second to accountancy. Also, there was clear evidence of other teachers who honestly admitted that they neither chose nor wanted to be teachers. Consider, for example, the following remark by one secondary school teacher who specialised in teaching accountancy and commerce subjects:

[...] In the past...provided one did commercial subjects the ultimate goal was to become an accountant. But when I completed my form four (O - Level), in those days there were not many private high schools, I was selected to go for a teaching course in commercial subjects. I respected the post and went for the course. Indeed, when I finished the course I just lacked support to join Dar es Salaam School of Accountancy (DSA). But, if I had the ability of manoeuvring I would have gone there. So, I stayed at home. I remember even after the National Service Call up I did not go to report to my workstation immediately. I was at home while trying to see if I could go to a college but even this did not seem to work...(School Teacher).

In the same vein, another female teacher trainer in a college of teacher education and training interviewed in the Mbeya region had the following comment to make about her occupational preference when doing her secondary school education (O -Level):

When I was in secondary school I did not choose teaching as my first preference. My choice was to pursue a nursing course. I liked nursing very much... Thus, nursing became my first choice being followed by teaching. To be frank, it was failure in chemistry and biology subjects that led me to teaching (Student teacher).

The foregoing findings are in line with the ideas of the first president of Tanzania, Julius Kambarage Nyerere, who was professionally trained as a teacher, and was popularly known as Mwalimu which means teacher. In one of his speeches titled, *The Power of Teachers*, Nyerere (1968) states that:

We hear a great deal about their responsibility, the important job they are doing, and so on; indeed, I have myself said not a few words on this subject! But I have been wondering why it is that, in the face of that importance, so few of our young men and women really want to be teachers. I am not sure, for instance, how many of the students sitting in front of me today did apply for teacher training as their first choice. I would be pleasantly surprised if they are a majority (224-225).

In light of the second choosers' view, the question is, why did teaching not rank first in career choice among teachers? As discussed elsewhere, the lack of favourable working and living environment for most teachers emerged as one among a number of factors. There is little doubt that many people and even teachers themselves did not value teaching because of the kind of life that teachers live. As regards the standard of life, teaching was not attractive any more.

The 'generality of teaching' view: One explanation worth noting relates to the government's decision to classify occupations into 'general' and 'rare professions' (United Republic of Tanzania (URT), 1989). In terms of payments, employees in general occupations were not as well paid as their peers in rare professions. In particular, the rare professions included accountancy, engineering, architecture, veterinary surgeon, and medicine. On the other hand, teaching was now classified as a general profession. In this new framework, in terms of payment and fringe benefits rare professionals benefited more than those in the general category. This had significant implications for the status of the teaching enterprise and teachers in general. People began to look for opportunities that could lead them to rare professions which, in turn, would assure them better pay. In schools, pupils put emphasis on academic subjects that could give them a chance in the rare professions. The following quotation taken from TSD officer's interview illustrates the state of affairs. This particular informant, before joining the Teachers Service Department Office, worked as a teacher trainer in one College of Teacher Education and training:

The status of teaching in society by looking at teachers is slightly low. Secondly, the idea of classifying occupations made teaching a general profession. Thus, many people who wanted to climb the stepladder of success aimed for rare professions, which were better paid unlike the general ones such as teaching. Consequently, if you closely examine the situation, you will find that the quality teachers are retiring. These went in to teaching at the time when it was an occupation that many people aspired to and scrambled for. But, for the fellows who come to the profession nowadays, there are many question marks. Hence, in a situation where the society

marginalises teaching more than other occupations, what do you expect? People forget that it is teachers who produce accountants, doctors, engineers, and so on. But, for many years in our society, the accountant is better off than a teacher. The result of this is that all quality people, all the 'cream' started escaping from this profession to go elsewhere. Now, you retain the marginal people and start recruiting under-achievers or even the left overs... (TSD officer).

The impact of such categorisation is still felt. In recent years, as a result, many students in schools struggled hard to avoid the teaching enterprise. The aim was to find placement in the rare professions. As a result of rare profession syndrome, the teaching profession was left to be a place for low achievers or failures (Chapman and Mulkeen, 2003). These ended up in colleges of teacher education and training for the teaching profession. In light of the field findings, this has been the trend for many years in our country. As an example, O level students who had high academic performance, mainly first and second-class, went to High Schools. Third class students went to tertiary colleges for medicine (medical assistant), accountancy, livestock, and so on. Finally, fourth class or in some cases 'zero' achievers were posted to colleges of teacher education and training. There they trained as school or college teachers. Consider, for example, the following comment by a former teacher trainer in a college of teacher education and training:

[...] Even the academic qualifications of people that enter into teaching is low. Just imagine, you take third class material to teacher training course expecting him or her to produce first class students. Or you take a fourth class student into a teaching course. The reason behind all this rests on the fact that the 'cream' run away from teaching just because it not lucrative... (TSD officer).

This finding is in line with another study carried out in Tanzania (Rajani and Robinson, 1999). Their research findings revealed that teaching candidates were typically selected among those unable to obtain admission for further studies. And again, this finds support from a long narration by Waller regarding prejudice about the teaching profession:

[...] Teaching is quite generally regarded as a failure belt. There is some justice in this belief. A popular epigram of a few years ago had it that teaching was the refuge of unsaleable men and unmarriageable women. The epigram is unjust to many individuals, as any generalization so sweeping, but it mirrors accurately a general belief. Unjust or no, the low social standing of teachers, and the belief that teaching is a failure belt among the occupations, which is a part of that low standing, contribute much to make the personnel of the profession represent a lower grades of the general population than would otherwise be the case (61).

Working and living conditions view: Findings disclosed working and living conditions to explain why teaching did not compare with other accepted professions such as medicine, law, engineering, accountancy, and so on. As widely discussed in Fry (2002), working and living conditions of many teachers especially in rural areas were not appealing enough to attract people. When the researcher asked informants to describe teachers' working and living conditions, parents and students identified a number of aspects of the problem. First, informants were concerned with the state of teachers' houses. Teachers lived in houses that were in pathetic conditions, and disgraced teachers and the teaching profession. Secondly, though they worked hard, teachers had to travel many kilometres to follow their delayed monthly 'wages' which were too low to exist on. Thirdly, there were informants who were concerned with overcrowding in classes. While the recommended pupil-teacher ratio (PTR) is 1: 45, there were teachers in some districts who had over seventy pupils per class (Swai and Ndidde, 2006).

Conclusions

The research presented in this paper was an academic and professional endeavour to determine and establish the current status of teachers and the teaching profession in Tanzania. In light of the research findings, the following conclusions are made. First, the status of teachers and the teaching profession has surely 'declined'. The respect that teachers and the teaching profession commanded in past is no longer in existence. Secondly, perhaps, unlike other countries especially in the North, the reasons for the decline in status largely hang on an economic point of view. As compared to other traditional professionals such as medical doctors and lawyers, teachers who spend most of their time doing teaching related works both at school and home would appear to be economically disadvantaged. This makes teachers' social prestige low before the eyes of members of the communities. Parents and students look down on their own teachers. Thirdly, it is evident that the teaching profession accommodates individuals who in principle did not 'want' to practise teaching. Certainly, this trend has implications for teachers' professional commitment or ethical issues in general. Fourthly, to restore the lost respect for teachers and the teaching profession, the economic and social welfare of teachers must be reviewed to reflect the ever changing needs of teachers. As one technocrat in education puts: 'the problems of teacher status located in the social and economic context, therefore, have to be addressed if teacher effectiveness as an outcome of better pre-service and in-service education is to be realised' (Mosha, 2004, 63). This challenge calls for joint efforts of the Government of Tanzania and stakeholders in the teaching sector and education industry.

References

- Akyeampong, K. (2003) *Teacher training in Ghana – Does it count?* London: DFID
- Alphonse, N. (2003) "Teachers and Teaching in Tanzania", a paper prepared for the Educational Symposium held at the Diamond, Jubilee Hall on 25th - 27th September, Dar es Salaam
- Anangisye, W.A.L. (2007) Researching teacher misdemeanours in Tanzania: the methodological issues and implications for data generation. *Papers in Education and Development*, No. 27, pp. 28-55.
- Bennell, P. and Akyeampong, K. (2007) *Teacher Motivation in Sub-Saharan Africa and South Asia*. London: DFID
- Chapman, D. and Mulkeen, A. (2003) "Selected findings from the review of literature on teacher on

- teacher recruitment, retention, and training in Africa”, http://www.worldbank.org/afr/seia/conf_0603/3.0611-MulkeenChapman.pdf Retrieved: June 4, 2006,
- Creswell, J.W. (1998) *Qualitative Inquiry and Research Design: Choosing among Five Traditions*. Thousand Oaks: Sage Publications
- Cushman, P. (2005) “Let’s hear it from the males: Issues facing male primary school teachers” in *Teaching and Teacher Education*, vol. 21, issue 3, pp. 227-240
- Fry, L. (2002) *What makes teachers tick? A policy research report on teachers’ motivation in developing countries*. London: Voluntary Service Overseas (VSO)
- Gatherer, B. (2003) ‘Scottish Teachers’, in T.G.K. Bryce and W.M. Humes (editors) *Scottish Education*. 2nd Edn: Post-Devolution. Edinburgh: Edinburgh University Press, pp.1022-1030
- Huberman, A.M. and Miles, M.B. (1994) ‘Data Management and Analysis Methods’, in N.K.Denzin and Y.S. Lincoln (eds.) *Handbook of Qualitative Research*. London: Sage Publications, pp. 428 – 444
- Ishumi, A.G.M (1988) ‘The Teaching Profession and The Challenge to the Graduating Teacher’, Valedictory Lecture Series, Education Graduates, Faculty of Education, University of Dar es Salaam, Dar es salaam.
- Macdonald, D. (1999) ‘Teacher attrition: a review of literature’, *Teaching and Teacher Education*, vol. 15, issue 8, pp. 835-848
- Mogalakwe, M. (2009) The documentary research method – using documentary sources in social research. *Eastern Africa social Science Research Review*, Vol.xxv, No. 1, pp. 43-58
- Mosha, H. J. (2004) ‘New Directions in Teacher Education for Quality improvement in Africa’, *Papers in Education and Development*, No. 24, pp. 45 – 68
- Mwaimu, A.S.M. (2001) “Socio-cultural and political context of Teacher Education: The case of Tanzania”. In *Practices and possibilities in teacher education in Africa: Perspectives from Tanzania*. Ed. Höjlund, G; Mtana, N and Mhando, E. Dar es Salaam: Ministry of Education and Culture, pp. 21 – 32
- Nyerere, J.K. (1968) *Freedom and Socialism*. Dar es Salaam: Oxford University Press.
- Nyerere, J. K. (1988) “Address by Mwalimu Julius K. Nyerere, Chairman Of Chama cha Mapinduzi at the CHAKIWATA Symposium on 20 Years of Education for Self-Reliance”, Marangu Teachers’ College: 12th September
- Rajani, R. and Robinson, G. (1999) *The State of Education in Tanzania: Crisis and Opportunity*, Mwanza: Kuleana
- Rodney, W. (1972) *How Europe Underdeveloped Africa*, Dar es Salaam: Tanzania Publishing House
- Soder, R. (1990) “The Rhetoric of Teacher Professionalization”. In *The Moral Dimensions of Teaching*. Ed. Goodlad, J.I; Soder, R. and Sirotnik, K.A. San Francisco: Jossey-Bass Publishers, pp. 35-86
- Swai, F. and Ndidde, A. (2006) “Local Research on the Characteristics of Effective Primary Schools in Singida Tanzania”, Association for the Development of Education in Africa, ADEA 2006 Biennial Meeting (Libreville, Gabon, March 27 – 31, 2006 (<http://www.adeanet.org>))
- Towse, P., Kent, D., Osaki, F., and Kirua, N. (2002) ‘Non-graduate teacher recruitment and retention: some factors affecting teacher effectiveness in Tanzania’, *Teaching and Teacher Education*, vol. 18, issue 6, pp. 637-652
- URT (1989) “The Staff Circulars, 1971-1995”, Dar es Salaam
- URT (1995) *Education and Training Policy*. Dar es Salaam: Adult Education Press
- Waller, W. (1967) *The Sociology of Teaching*, New York: John Wiley and Sons, Inc
- Walsh, D. (1995) *Selling Out America’s Children: How America Puts Profits Before Values and What Parents Can Do*. Minneapolis: Fairview Press