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# Human Resources Management in the Implementation of School Mapping and Micro Planning of Public Primary Schools in Temeke Municipality, Tanzania

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## **Abstract:**

*The paper examines human resources management in the implementation of School Mapping (SM) and Micro Planning (MP) of public primary schools in Temeke Municipality, Tanzania. The study was guided by the main question "How was the critical capacity of human resources during the implementation of SM and MP?" The approach used in the study was qualitative employing multiple case studies design. The respondents of the study were 92 while the selected public primary schools were 10. The respondents selected were primary school teachers, head teachers, school committee members and education officers at ward and educational level. Methods of data collection were semi-structured interview, focus group discussion, non-participant observation and documentary review. Data were analyzed using qualitative content analysis. The research findings revealed that there was improvement in the management of human resources as attested in the aspects of recruitment of head teachers, qualifications, training, professional development and motivation in schools. The study concluded that the critical capacity of human resources in public primary school can be enhanced by the implementation of SM and MP. The study recommends that the implementation of SM and MP of public primary school should be an ongoing process as it improves the management of human resources the decentralized level.*

**Keywords:** Human resources management, school mapping, micro planning, public primary schools

## **1. Introduction**

For more than a century now, much have been debated and written in the literature regarding the field of human resources as a discipline and practice in the management of people (Itika, 2011; Osibanjo, & Adenije, 2012). It has progressed from largely maintenance function, with little if any bottom line impact, to what many scholars and practitioners today regard as the source of sustained competitive advantage for organizations operating in a global economy (Ferris, Hochwarter, Buckley, Harrell-Cook, & Frink, 1999). Apart from that, the contemporary workplace is ever changing in many countries and the effects of economic globalization have seen the rise in zero-hour contracts, the erosion of trade union power and income inequality (Bratton & Gold, 2017). In fact, human resource is fundamental as it activates other resources in the organization.

Human Resource (HR) is an indispensable input for organizational effectiveness implying that an effective management of HR has important role to play in the performance and success of organizations (Agarwala, 2003). This is due to the fact that, high-performance work systems, business ethics and environmental sustainability are now creating tremendous challenges in many organizations (Bratton & Gold, 2017). Such situation required much attention to be given to the HR in the organizations. Apart from that, the competitive pressures have encouraged organizations to be proactive in diagnosing HR problems and to adopt more innovative HR practices, since these were no longer a matter of trend, but rather of survival (Agarwala, 2003). The HR need to be valued if an organization is to achieve its goals and it is however, prudent to note that the greatest strength of any organization like school is its personnel, teachers and managers alike (Too, Kimutai, & Kosgei, 2012). Hence, HR is the activator of other resources that are essential for functioning of organizations like schools.

Human resources help to create unique competencies that determine how the organization competes but the performance relating to HR practices only work if they positively induce discretionary behaviour once basic staffing requirements have been met (Armstrong, 2003). According to Davidoff and Lazarus (2004), the essential aspects relating to HR in the school context include HR utilization, staff development services and conditions, personal and interpersonal relationships and dynamics. Apart from these aspects of HR development, there are also issues of qualification, experience and motivation, which are essential for the survival of teachers in public primary schools.

In Tanzania, the legal framework for recruitment at local government level has been rather unclear, despite the local government reform policy of 1998, with its explicit statements about decentralization of staff management (Therkildsen, Tidemand, Bana, Consult, & Consult, 2007). Komba (2007) argued that head teachers should be knowledgeable of and skilled in management issues and should attend related seminars, meetings and courses. If head

teachers perform their supervisory roles well, there would be remarkable efficiency in the work carried out by their subordinates - teachers (Too, Kimutai, & Kosgei, 2012). Good supervision is likely to motivate the employees in the work place.

If head teachers are incompetent, they cause subordinates to be reluctant in performing their duties diligently. It is evident therefore that recruited head teachers need to be competent, experienced and given adequate training to improve their skills for leading public primary schools. The provision of in-service training for head teachers builds their capacity for the management of primary schools (Mosha, 2011). It was added that seminars help them to become familiar with academic changes. Experience matters in reducing the amount of time spent on procedural matters in the classroom and in restoring order, hence providing more time for teachers to interact with students effectively (Babyegeya, 2002). Experienced head teachers know how to face subordinates without causing unnecessary problems in the schools.

As far as implementation of SM and MP in Tanzania is concerned, each district in Tanzania had an overall target. For instance, the overall target in Temeke Municipality (site of this study) was to ensure that the quality of school facilities and equipment is improved (URT, 2002). The report further indicated that among the thirteen aspects that were identified as a strategy of attaining the targets of SM and MP in Temeke Municipality three of them focused on human resources aspects. They included provision of teacher upgrading programme for 985 teachers; establishment of an equal number of teachers in all schools and training of school committee members in their prospective roles.

### *1.1. Teachers' Recruitment and Professional Development*

Human resources development includes improving performance on the present job (training), preparing individuals for future but identifiable jobs within the organization (education), and helping individuals grow to meet future organizational growth (Nadler, 1970). Since pupils generally perform better if taught by well qualified, trained and motivated teachers, recruiting better qualified young people is a prerequisite to improving the quality of education provision (Towse, Kent, Osaki, & Kirua, 2002). This is due to the fact that teachers combine their relevant skills, experience and positive attitudes towards the profession, in order to raise the quality of the schools' academic performance to a high and reputable level (Too, Kimutai, & Kosgei, 2012). According Mosha (2004) teachers in many African countries are employed straight from the teachers' college or universities. Hence, it is difficult for head teachers to test their competence.

Additionally, most teachers in public primary schools are directly posted from the ministry headquarters and the school heads and District Education Officers have little power to check on their competence (Mosha, 2012). Recruiting teachers centrally has adverse effects on teaching and learning. It is not easy for head teachers to reject a teacher who has been posted to the school. Therefore, incompetent teachers take this opportunity to join public schools, which in turn has negative consequences for their performance. Studies have also shown that teachers' professional development is essential for it explores new roles and develops new instructional techniques for refining their practice and broadening themselves and can be a powerful motivational force (Bush & Middlewood, 2005; Komba, 2007). Teachers' professional development enhances their knowledge skills and attitude. When employee skills are enhanced it is likely to increase organization performance.

Teachers in some countries, including Tanzania, are even prepared to use their own resources to attend courses (Bennell, Akyeampong, & Britain, 2007). Relevant staff development activities are necessary if a teacher is to be effective, implying that adequate time and resources need to be set aside for this activity (Anangisy, 2011; Bennell, Akyeampong, & Britain, 2007; Heneveld & Craig, 1996). However, Mosha (2004) argued that the massive amount of resources that continue to be invested in education by partners in education development in Africa may be wasted if the required number of high quality teachers is not available to facilitate the realization of the desired quality improvement. Teachers' professional development can be enhanced by ensuring that each teacher takes it, regardless of whether he/she likes it or not.

### *1.2. Teachers' Adequacy*

Dealing with teacher's adequacy requires the planner to calculate the number of students in relation to the teachers available in school. For instance, if a school has 2500 students and the teachers available are 56 then the ratio will be 1:45. It implies that one teacher teaches 45 students. Based on standards in Tanzania, it is difficult to talk of shortage of teachers in such situation. Despite the efforts of government of Tanzania, there has been a recurrent problem of teachers' insufficiency in public primary schools as it results in a heavy workload for teachers (Mbele, 2008; URT, 2012). Such a situation is detrimental to the provision of quality education in public primary schools. Nonetheless, there move of curbing imbalances of teachers by transferring some teachers from secondary to primary schools. The practice met stiff reactions from teachers in some parts but the government has maintained its stance. In other areas, the overall exercise of transferring went smoothly as the education authorities could meet their rights on time.

### *1.3 Teachers Qualifications*

It is also desirable to have teachers with good academic and professional qualifications who are also committed because effective teaching arises from teachers' competence in engaging students in academically focused activities (Bennell, Akyeampong, & Britain, 2007; Mosha, 2011). Qualified teachers are important with the requisite knowledge and skills levels to ensure that quality education is being delivered (Nilsson, 2003). According to the ETP (URT, 2014), the minimum qualification for a primary school teacher is the possession of a valid Grade A teacher education certificate. However, this qualification in Tanzania could be enhanced for the purpose of providing quality education in public

primary schools. Nonetheless, for a teacher to be qualified, he/she needs to possess the content and methodological aspect of the subject matter.

#### 1.4. Teachers' Motivation

A motivated teacher performs his/her duties better than an unmotivated one (Davidson, 2007). This is due to the fact that motivation is the catalyst for effective teaching and learning in schools and creates competitiveness among teachers (Komba, 2007). Teachers' motivation depends critically on effective management, particularly at the school level (Bennell, Akyeampong, & Britain, 2007). This implies that there is no need to wait for motivation to emerge from somewhere else. It has to emerge in schools. Nevertheless, numerous official documents over the last decade or so have also increasingly drawn attention to the fragility of teachers' motivation in the country (Bennell & Mukyanuzi, 2005). This situation has continued to demoralize teachers, especially in the context of low salaries, often paid late, unpaid fringe benefits, the lack of recognition and housing, working in a deplorable environment, to mention a few (Moshia, 2004 and 2012). Motivation increases teachers' productivity. Arguably, a motivated employee is likely to do better compared to unmotivated one.

## 2. Research Objective and Question

The main objective of this paper is to examine human resources management in the implementation of school mapping and micro planning of public primary schools in Temeke Municipality, Tanzania. The major focus was on recruitment, qualifications, experience and training, professional development and motivation. The main question that guided the study was as follows: "how was the critical capacity of human resources in the implementation of SM and MP in the public primary schools during PEDP I & II?"

## 3. Methodology

The approach used in the study was qualitative employing multiple case studies design. Qualitative case study provides tools for researchers to study complex phenomena within their contexts while examining several cases to understand the similarities and differences between the cases in order to predict similar results (Baxter & Jack, 2008). Sampling procedure used in this study was snowballing. The researcher used head of the schools to identify the key informants in the study. The respondents of the study were 92 while the selected public primary schools were 10. The respondents selected were primary school teachers, head teachers, school committee members and education officers at ward and educational level. Methods of data collection were semi-structured interview, focus group discussion, non-participant observation and documentary review. Data were analyzed using qualitative content analysis.

## 4. Results

The research question sought information concerning the critical capacity of human resources in the implementation of SM and MP in the public primary schools during PEDP I & II. The findings were as follows:

### 4.1. Head Teachers' Recruitment, Qualifications, Experience and Training

Information was sought by means of semi-structured interviews, FGD and documentary review on head teachers' recruitment, experience, qualifications and training in all the sampled schools. During the interviews all (N=92) the respondents disclosed that the recruitment of head teachers was done at the local level by the municipality education officer with the help of junior officers. One of the respondents explained:

There were 14 new schools that required the municipality to recruit the head teachers for these schools. I sent in an application. We were shortlisted for the interview. I passed my interview and I was given a letter of appointment by the municipality to report to this school as a head teacher. I was a Grade IIIA teacher. I was given, along with other colleagues, short seminars and workshops that were being run by municipality and UNICEF to equip us with administrative skills. For instance, we got training in Bagamoyo on how to manage schools (INT-HT-SE).

It is evident from the extract that there were efforts to build the critical capacity of the head teachers in schools by providing them with training immediately after being selected. This implies that the municipality equipped head teachers with the requisite capacity for improved performance.

A review of files in head teachers' offices and at the municipality level revealed that the recruitment of the head teachers was done at the local level. The qualification of the head teachers was supposed to be Grade IIIA although 2 out of 10 in the sampled schools had a diploma and one was a graduate. The head teachers had experience of more than five years in the same school. The files indicated that the head teachers had frequent seminars and training. The results of the documentary review are summarized in Table 1.

HTS	Recruitment	Qualifications	Experience	Training
HTSA	Local level	Grade IIIA	8 years	Provided
HTSB	Local level	Grade IIIA	6 years	Provided
HTSC	Local level	Diploma	12 years	Provided
HTSD	Local level	Grade IIIA	16 years	Provided
HTSE	Local level	Grade IIIA	12 years	Provided
HTSF	Local level	Grade IIIA	12 years	Provided
HTSG	Local level	First degree	5 years	Provided
HTSH	Local level	Diploma	9 years	Provided
HTSI	Local level	Grade IIIA	8 years	Provided
HTSJ	Local level	Grade IIIA	7 years	Provided

Table 1: Head Teachers' Recruitment, Qualifications, Experience and Training in the Sampled Schools

Source: Field Data 2014, Key: HTS=Head Teachers

The information and data in Table 1 indicate that all the (10) head teachers in the sampled schools were recruited at the local level. Also, 7 out of 10 were Grade IIIA, two had a diploma and only one had a first degree. Additionally, they had varied experience and had received training.

Therefore, information obtained through interviews were cross-checked with those obtained through documentary review revealed that head teachers' recruitment had been decentralized and devolved to the local municipality educational authority whereby the recruited teachers were supposed to be Grade IIIA with more than three years' experience in the teaching profession. However, the newly recruited head teachers were given training to enhance their administrative capacity.

4.2. Teachers' Recruitment and Professional Development

Information and data were also gathered on the recruitment and professional development of teachers. They were obtained through interviews, focus group discussion and documentary review. To find out how teachers were recruited 83(90%) out of 92(100%) interviewed respondents disclosed that it was centralized whereas 9(10%) out of 92(100%) respondents did not know. One of the respondents stressed; "teachers were recruited centrally through the Ministry of Education but the Municipality was allocated teachers depending on the demands of the head teachers at the school level" (INT-HT-SA).

Moreover, the respondents were asked if teachers were given opportunities for professional development. The results in Figure 1 revealed that 76(83%) of the respondents supported the view that opportunities for professional development were available while 16(17%) did not know. The results are summarized in Figure 1.

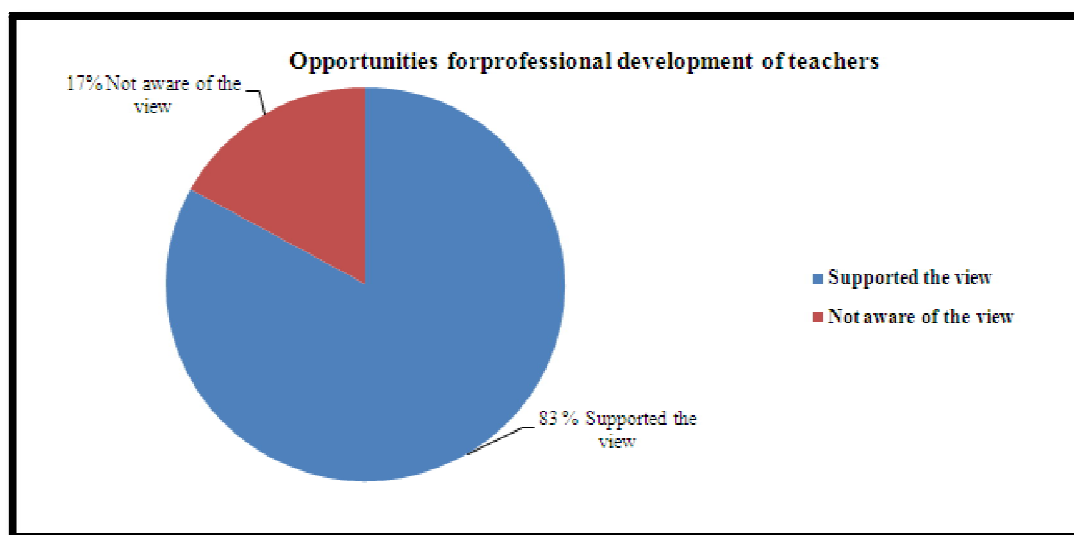


Figure 1: Responses on the Opportunities for Professional Development

As regards to the professional development of teachers, 83 percent of the respondents as indicated in Figure 4.3 maintained that teachers were being given opportunities for professional development. A respondent commented; To tell you the truth, teachers should undergo professional development and most of them are willing to do so. I reduce their working hours so that they can get time for further studies. As I am speaking right now; there are three graduate teachers. I enjoy it when teachers undertake professional development. Teachers in my school however, were permitted under a special procedure. They were sponsored by the executive director who was giving them a certain amount of money. However, the teachers were required to show their intention of going for further studies by writing a letter (INT-HT-SC). Another interviewee explained;

The municipality had a programme of training teachers whereby at least in each school two teachers were being permitted to undergo professional development. The training programme was being funded by the municipality especially for those teachers going for a diploma. We were receiving applications from all the teachers who wanted to go for further studies. Thereafter, we looked at the resources and needs. There were so many teachers who wanted to go for further studies in Dar es Salaam, especially in Temeke Municipality. Therefore, you did not need to advise teachers to undertake professional development. It was a problem due to the drastic movement of teachers who were going for further studies. The municipality had to put a limit on those teachers who were applying because of inadequate resources (INT-EO4-MO).

Yet another respondent added;

One thing that the teachers came to discover was that their salaries were low. They also realized that when a teacher undertakes professional development, especially at the level of degree, it led to a dramatic increase of salaries and promotions. They saw that going for further studies did not only increase their knowledge but also their income. Therefore, teachers were motivated to join different universities. When they returned from studies some of them were promoted to be head teachers or education coordinators, leading to the increase in their salaries (INT-EO1-MO).

These extracts suggest that opportunities for professional development were limited in terms of those who sought the opportunities and the material resources for assisting the teachers. This implies that little effort has been made to find alternative sources of income to enhance the limited budget. Moreover, a review of files in the head teachers', ward and municipality offices indicated that teachers were given opportunities for professional development. There were letters in the files of teachers who had been permitted to go for further studies. Therefore, the information obtained from interviews that was cross-checked with that obtained from documents indicated that the recruitment of teachers was still centralized while teachers' professional development was decentralized by devolution.

#### 4.3. Teachers' Qualifications and Sufficiency

Information and data were sought on teachers' adequacy and qualifications in the implementation of SM and MP of primary schools during PEDP I & II through semi-structured interviews, focus group discussions, observation and documentary review. As regards teachers' qualifications, 84(91%) out of 92(100%) of the respondents revealed that most of teachers in public primary schools were Grade IIIA while 8(9%) out of 92(100%) of the respondents did not know. A respondent further explained:

Most of the teachers have upgraded themselves to the level of diploma and degree. Some of them are above the required qualifications for teaching in primary schools. That is why they are able to perform their duties accordingly (INT-EO9-MO).

Another respondent explained;

We are lucky to have qualified teachers in public primary schools. Most of us are struggling to acquire the required qualification. Although it is a hard task for teachers to upgrade ourselves, some of us have succeeded in getting a diploma. Teachers with a diploma and degree get more respect than those holding Grade IIIA (INT-EO4-WO4).

The extracts suggest that the majority of primary school teachers had Grade IIIA qualification, which is the minimum for teaching in primary schools in Tanzania. This implies that the teachers had the required skills for teaching the pupils as well as an awareness of the profession. In all the sampled schools, it was observed that the names of teachers and their qualifications were displayed in the head teachers' offices. The majority of the teachers were Grade IIIA while some had a diploma or a degree. Moreover, a review of the files in the head teachers', ward and municipality offices confirmed that most teachers were Grade IIIA. Others had a diploma or a degree (Table 2).

School	Years								
	2003	2004	2005	2006	2007	2008	2009	2010	2011
SA	IIIA=6 Dip=x DGR=x Total=6	IIIA=12 Dip=x DGR=x Total=12	IIIA=13 Dip=x DGR=x Total=13	IIIA=17 Dip=x DGR=x Total=17	IIIA=14 Dip=x DGR=x Total=19	IIIA=20 Dip=x DGR=x Total=20	IIIA= Dip=x DGR=x Total=22	IIIA=22 Dip=x DGR=x Total=22	IIIA=21 Dip=x DGR=x Total=21
SB	IIIA=17 Dip=1 DGR=x Total=18	IIIA=17 Dip=1 DGR=x Total=18	IIIA=16 Dip=1 DGR=x Total=17	IIIA=20 Dip=x DGR=x Total=20	IIIA=20 Dip=x DGR=x Total=20	IIIA=20 Dip=x DGR=x Total=20	IIIA=32 Dip=x DGR=x Total=20	IIIA=32 Dip=x DGR=x Total=32	IIIA=34 Dip=x DGR=x Total=34
SC	IIIA=21 Dip=2 DGR=x Total=23	IIIA=21 Dip=2 DGR=x Total=23	IIIA=29 Dip=2 DGR=x Total=31	IIIA=30 Dip=2 DGR=x Total=32	IIIA=31 Dip=1 DGR=x Total=31	IIIA=34 Dip=1 DGR=x Total=35	IIIA=36 Dip=1 DGR=x Total=37	IIIA=36 Dip=1 DGR=3 Total=40	IIIA=36 Dip=1 DGR=4 Total=41

School	Years								
	2003	2004	2005	2006	2007	2008	2009	2010	2011
SD	IIIA=12 Dip=x DGR=x Total=12	IIIA=12 Dip=x DGR=x Total=12	IIIA=14 Dip=x DGR=x Total=12	IIIA=15 Dip=x DGR=x Total=14	IIIA=20 Dip=x DGR=x Total=15	IIIA=20 Dip=x DGR=x Total=20	IIIA=21 Dip=x DGR=x Total=20	IIIA=19 Dip=x DGR=2 Total=21	IIIA=20 Dip=x DGR=2 Total=22
SE	IIIA=5 Dip=x DGR=x Total=5	IIIA=9 Dip=x DGR=x Total=9	IIIA=16 Dip=x DGR=x Total=16	IIIA=19 Dip=x DGR=x Total=19	IIIA=23 Dip=x DGR=x Total=23	IIIA=26 Dip=x DGR=x Total=26	IIIA=35 Dip=x DGR=x Total=35	IIIA=35 Dip=x DGR=x Total=35	IIIA=35 Dip=1 DGR=x Total=36
SF	NA NA NA NA	IIIA=19 Dip=x DGR=x Total=19	IIIA=19 Dip=x DGR=x Total=19	IIIA=20 Dip=x DGR=x Total=20	IIIA=20 Dip=x DGR=x Total=20	IIIA=20 Dip=1 DGR=x Total=21	IIIA=22 Dip=1 DGR=x Total=23	IIIA=18 Dip=5 DGR=x Total=23	IIIA=18 Dip=5 DGR=x Total=23
SG	IIIA=11 Dip=1 DGR=x Total=12	IIIA=20 Dip=1 DGR=x Total=21	IIIA=29 Dip=1 DGR=x Total=30	IIIA=31 Dip=1 DGR=x Total=32	IIIA=34 Dip=1 DGR=x Total=35	IIIA=33 Dip=3 DGR=1 Total=37	IIIA=35 Dip=3 DGR=1 Total=39	IIIA=35 Dip=3 DGR=1 Total=39	IIIA=45 Dip=2 DGR=3 Total=50
SH	IIIA=10 Dip=x DGR=x Total=10	IIIA=15 Dip=x DGR=x Total=15	IIIA=31 Dip=x DGR=x Total=31	IIIA=35 Dip=x DGR=x Total=35	IIIA=38 Dip=x DGR=x Total=38	IIIA=45 Dip=1 DGR=x Total=46	IIIA=51 Dip=2 DGR=x Total=53	IIIA=52 Dip=4 DGR=x Total=56	IIIA=52 Dip=3 DGR=1 Total=56
SI	NA NA NA NA	NA NA NA NA	IIIA=29 Dip=1 DGR=x Total=30	IIIA=29 Dip=1 DGR=x Total=30	IIIA=27 Dip=2 DGR=x Total=29	IIIA=27 Dip=2 DGR=x Total=29	IIIA=27 Dip=2 DGR=x Total=29	IIIA=28 Dip=2 DGR=x Total=30	IIIA=28 Dip=2 DGR=x Total=30
SJ	IIIA=20 Dip=1 DGR=x Total=21	IIIA=20 Dip=1 DGR=x Total=21	IIIA=32 Dip=1 DGR=x Total=33	IIIA=38 Dip=2 DGR=x Total=40	IIIA=41 Dip=4 DGR=1 Total=46	IIIA=50 Dip=4 DGR=1 Total=55	IIIA=54 Dip=4 DGR=1 Total=59	IIIA=52 Dip=4 DGR=4 Total=60	IIIA=52 Dip=4 DGR=4 Total=60

Table 2: Teachers' Qualifications in the Implementation of SM and MP of Public Primary Schools During PEDP I & II

Source: Field Data, 2014

Key: [x] Indicates Absence, DGR=Degree

On the other hand, the researcher investigated the sufficiency of teachers in the implementation of SM and MP of primary during PEDP I & II. As a result, 74(80%) out of 92(100%) respondents disclosed that there was a shortage of teachers in primary schools while 18 (20%) out of 92(100%) were unaware. It was explained;

The situation is difficult during teaching and learning. I have even taught one hundred pupils in Standard One which was very difficult. This was due to the fact that a teacher in Standard One is supposed to constantly monitor individual pupils. It is difficult to monitor 100 pupils in 40 minutes. This situation is likely to drop mastery of reading, counting and writing (FGD Ts-SG)

This view was supported as follows:

Schools do not have enough teachers. This is caused by teachers' workload. One could find a teacher with more than forty lessons in a week instead of thirty lessons. This was an amazing situation. Do you expect a teacher to perform well if he/she is overloaded with lessons? The problem is that the initiative concentrated more on pupils than teachers (FGD-Ts-SJ).

The extracts indicated that there was a shortage of teachers in classrooms, which lowered their effectiveness in the implementation of SM and MP goals in public primary schools. Nonetheless, a review of files in the sampled schools indicated that the majority of schools had a shortage of teachers. This was due to the influx of pupils who were enrolled in schools during the implementation of SM and MP in public primary schools. The results of the documents reviewed are summarized in Table 3.

School	Years									
	2003	2004	2005	2006	2007	2008	2009	2010	2011	
SA	1:67	1:54	1:57	1:49	1:49	1:45	1:37	1:38	1:36	
SB	1:46	1:54	1:65	1:61	1:73	1:78	1:49	1:52	1:50	
SC	1:68	1:75	1:60	1:60	1:61	1:58	1:54	1:50	1:50	
SD	1:49	1:49	1:59	1:63	1:57	1:47	1:40	1:57	1:54	
SE	1:106	1:95	1:69	1:71	1:67	1:69	1:77	1:57	1:59	
SF	NA	1:20	1:20	1:16	1:16	1:16	1:34	1:29	1:27	
SG	1:132	1:79	1:55	1:66	1:62	1:62	1:74	1:92	1:77	
SH	1:63	1:84	1:48	1:51	1:51	1:53	1:46	1:43	1:37	
SI	NA	NA	1:28	1:32	1:29	1:36	1:37	1:44	1:42	
SJ	1:91	1:133	1:86	1:84	1:83	1:64	1:55	1:61	1:60	

Table 3: Teacher Pupil Ratio (TPR) in the Implementation of SM and Mp of Public Primary Schools during PEDP I & II  
Source: Field Data 2014

The information and data contained in Table 3 indicate that the majority of the selected schools [6 out of 10] had a shortage of teachers while 2 out of 10 schools had a shortage during PEDP I but the situation changed to normal during PEDP II. Above all, the table indicates that two schools had no problem of shortage of teachers (SF & SJ). All in all, the information obtained by means of semi-structured interviews and FGD complemented those obtained from observations and documentary review, which revealed that the majority of teachers had the minimum qualification but they were insufficient in the implementation of SM and MP of primary schools during PEDP I & II.

4.4. Teacher's Motivation

Information was sought on teachers' motivation in the implementation of SM and MP of public primary schools under PEDP I & II. The data obtained by means of semi-structured interviews, FGD and documentary review revealed that teachers were being motivated at school level only. The data in Figure 2 show that 49(53%) out of 92 (100%) respondents said that teachers were being motivated at school level only while 31(34%) out of 92(100%) respondents said that they were not motivated. Also, 12(13%) out of 92(100%) respondents did not know.

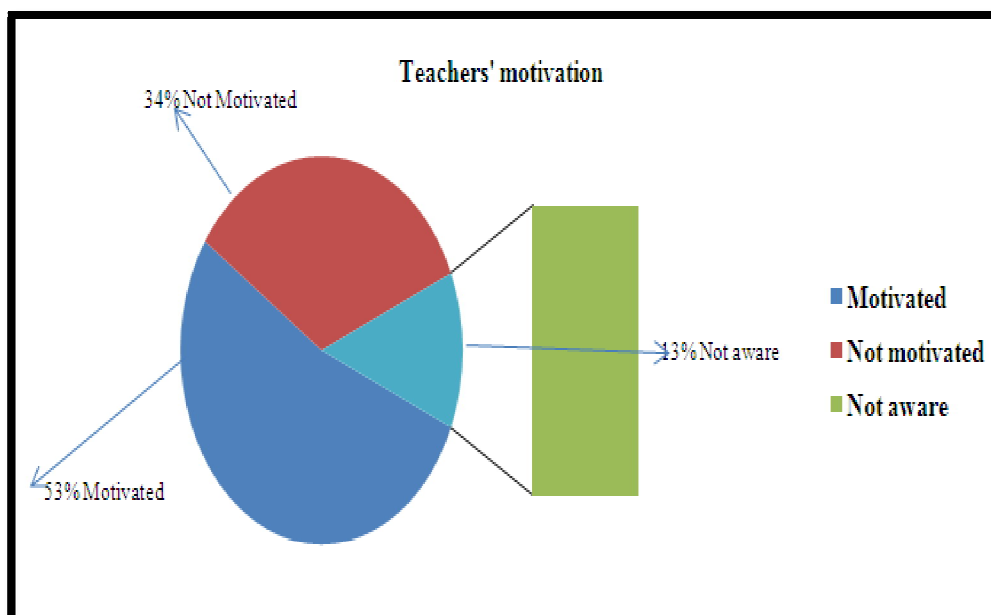


Figure 2: Responses on Teachers' Motivation

According to Figure 2, the majority (53%) of respondents agreed that teachers were being motivated at school level only. One respondent further disclosed:

I encouraged teachers to persevere although teaching is a challenging job. I advised them to consult me whenever they encounter problems. I rewarded those who did well. Teachers were getting tea. If a teacher came early in the morning he/she was sure of getting breakfast. When they had problems, I listened to them. If the problem was beyond my capacity then I recommended them to go somewhere else where they could be helped (INT-HT-SA).

This view was supported by another respondent:

Motivation was at school level by providing an opportunity for teachers to hold remedial classes, which the parents paid for. Teachers were also motivated through a get-together party in the beginning of the year. Teachers exchanged gifts with each other. We set a value of each gift. Each teacher was supposed to give to his/her fellow a gift that had a value of TZS 30,000 (INT-HT-SE).

Another respondent remarked:

I prepared a party for closing the school term. Teachers who had problems were helped through resources from the self-reliance project at our school. I told teachers to play a game of lending money each month. I insisted that teachers maintained a good relationship with parents. For instance, pupils contributed 300 daily for the purpose of raising academic performance. This caused teachers to be keen on their teaching. I ensured that they get tea with milk together with snacks (INT-HT-SD).

Another respondent explained:

The municipality had no income for motivating teachers. We told head teachers to motivate teachers in school instead of waiting for certificates of appreciation for good workers. We told the head teachers to have tea in schools so that a teacher who had not taken tea at home could get it at school. We also provided certificates for those teachers who had good performance (INT-EO3-MO).

The extracts suggest that efforts were made to ensure that teachers were being motivated in schools. This implies that there were few efforts made to retain teachers in the profession despite the hardship they faced in teaching and learning in schools.

## 5. Discussion of the Research Findings

### 5.1. Human Resources

The findings revealed that the critical capacity of human resources [teachers and head teachers] had been enhanced through the recruitment and training of head teachers, professional development and motivation of teachers at school level only. The finding is concomitant with local government reforms in the education sector that called for decentralization of human resources with the aim of enhancing efficient use (URT, 2001). The finding is also in line with the focus of SM and MP which intended to strengthen the institutional capacity of the local authorities in education planning and administration through seminars and workshops (URT, 2005). However, the enhancement of the human resources capacity must be geared towards improving performance in public primary schools.

The goal of SM and MP of improving the capacity of human resources has a significant effect on the performance of public primary schools. This is possible if the essential aspects-effective utilization, staff development, improved service conditions, and interpersonal relationships - are present in schools (Davidoff & Lazarus, 2004). The presence of such essential aspects is not enough if they are not activated by the school leadership to promote the valuing of the human resources in schools.

It is noteworthy to find that there were initiatives aimed at enhancing the capacity of human resources-professional development and motivation at school level - in the implementation of SM and MP primary schools during PEDP I & II. Nonetheless, improvement in human resources alone does not guarantee effective implementation of SM and MP during PEDP I & II. This must be complemented by the availability of physical and financial resources to support implementation.

As regards the critical capacity of human resources, it was disclosed that the recruitment of qualified and experienced personnel in primary education had been enhanced. There were also efforts to provide in-service training which was of great importance for enhancing the capacity of teachers and head teachers. The issue of capacity building for officials was one of the targets of introducing SM and MP in primary schools during PEDP I & II.

### 5.2. Head Teachers' Recruitment, Experience, Qualifications and Training

The findings revealed that head teachers' recruitment, experience, qualifications and training had been decentralized by devolution. The majority (8 out of 10 head teachers) were Grade IIIA with varied experience of more than three years. The finding is consistent with observations made of the head teachers as they were supposed to be knowledgeable and skilled in management issues and have to attend related seminars and courses for self-development (Komba 2007; Mosha, 2011). Such practices were expected to improve their competence and confidence in leading public primary schools as learning organizations.

Arguably, it is important to recruit teachers with experience and knowledgeable and who are well qualified (Komba, 2007; Mosha, 2006). Additionally, the allocation of resources (SM) and effective utilization of resources in MP requires skilled manpower in the education sector, especially in primary schools. Consequently, the head teacher is a key player and the facilitator of change - SM and MP (Komba, 2007). It was further argued that the overall effectiveness of a school depends on the influence of the head teacher. This is due to the heavy responsibilities given to them by the local educational authorities. These include the supervision of teachers as well as teaching and learning in schools. Hence, their capacity needs to be strengthened for improved performance as they continue leading public primary schools.

### 5.3. Teachers' Recruitment and Professional Development

The research findings revealed that teachers' recruitment was centralized. However, the demand depended on the number presented by the municipality. Teachers' professional development was decentralized whereby two teachers in each school are permitted by the municipality to go for further studies each year. The findings concur with studies by Komba (2007) and Mosha (2011), who observed that the recruited teachers are required to be of high quality and they need to be given opportunities for professional development in order to enhance mastery of their subject matter content and sharpen their professional skills.

It was observed that teachers' recruitment continued to be centralized in the implementation of SM and MP in primary schools during PEDP I & II. This contributed to public primary schools receiving some poor-quality teachers with



limited subject matter knowledge and poor teaching skills. Heads of schools also had limited powers to remove them despite their continued under-performance.

It was however remarkable to find that teachers were being given the opportunity for professional development. Teachers' professional development has been supported by previous studies (Anangisy, 2011; Bush & Middlewood, 2005; Komba, 2007; Mosh, 2011) as a powerful motivational force and a means for exploring new roles, thus demanding the spending of resources to achieve the overall exercise. Teachers in need of professional development had to show effort and follow the procedures by showing their intention to undertake further studies. This was accompanied by the head teachers playing the role of encouraging the teachers to undertake professional development.

It is evident that reforms dealing with the teaching and learning process in Tanzania have meant a frequent change in the syllabus as well as other teaching and learning materials. Hence, professional development for teachers is essential for enabling less competent teachers to acquire desirable knowledge for better service delivery in public primary schools.

#### 5.4. Teachers' Qualifications and Sufficiency

The researcher inquired about teachers' qualifications and sufficiency during the implementation of SM and MP in primary schools under PEDP I & II. The findings revealed that the majority of teachers in the sampled school were Grade IIIA while others held a diploma or a degree but they were insufficient. The finding shows compliance with the Education and Training Policy in Tanzania which stipulates that the minimum qualification for a primary school teacher shall be possession of a valid Grade IIIA teacher education certificate (URT, 1995). Arguably, the policy has been reviewed to allow the engagement of teachers above Grade IIIA.

This finding is also in line with the study by Heneveld & Craig (1996) who argued that among the conditions that define the capability of the teaching force is the teachers' mastery of the material they are supposed to teach, the amount of teaching experience they have, the length of time they have been in schools and the extent to which the group is fully engaged in the school. It is important to have sufficient qualified primary school teachers for the improved performance of pupils.

It is believed that the presence of qualified teachers in schools enhances effective teaching and learning. A qualified teacher proposed here is the one who is rich in content and pedagogical skills. Additionally, the acquisition of content knowledge is not enough but it demands the readiness of teachers to work hard to achieve the required level that will positively impact students' learning in public primary schools. Apart from teachers being qualified, there were shortages that impacted the effective implementation of SM and MP in public primary schools. Teachers' heavy workloads led to unmotivated teachers in public primary schools.

#### 5.5. Teachers' Motivation

The importance of motivating teachers for effective performance is an issue that was studied. The results revealed that teachers were being motivated at school level only. Previous studies (Bennell, Akyeampong, & Britain, 2007; Davidson, 2007; Komba, 2007) indicated that motivation is a critical factor for teachers as it is a catalyst to effective teaching and learning but it depends critically on effective management, particularly at the school level. If teachers are unmotivated in schools their morale is reduced, which contributes to poor service provision in public primary schools.

The finding suggests that teachers' motivation was pivotal at school level. The motivation of teachers is of intrinsic value to individuals. Recognition and appreciation of the work done by teachers has a positive impact on them. This implies that motivation in school is not always a thing. It can also be attained verbally by building a good relationship in school where teachers find schools as a place of joy and conducive for their work.

It was fundamental to find out if head teachers were building an environment where teachers could feel a sense of belonging despite the hardships they were encountering in the profession. As far as teachers' motivation is concerned, it is possible for employees to motivate themselves despite the difficulties in their workstation. Such practices included get-together parties. This situation was realized in the sampled schools, that is why it was possible to create strategies that enabled the teachers to be committed to their jobs.

### 6. Conclusion and Recommendation

The study concluded that human resources management in public primary school can be enhanced by the implementation of SM and MP. The study recommends that the implementation of SM and MP of public primary school should be an ongoing process as it improves the management of human resources.

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