



Teachers' Deployment from Secondary to Primary Schools and Its Influence on Their Job Performance in Hanang' District, Tanzania

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Abstract: This study investigated teachers' deployment from secondary to primary schools and its influence on their performance in Hanang' District. The objectives were to; identify the factors for teachers' deployment from secondary to primary schools and determine the influence of teachers' deployment from secondary to primary schools on their performance in Hanang' District. Social Exchange Theory guided the study. Descriptive survey design and mixed methods approach was employed. Questionnaire was used to collect quantitative data while interview guide was used for qualitative data. The study targeted 135 primary schools in 25 wards in Hanang' district, 135 head teachers, 1003 teachers, 25 ward education officers and 1 DEO, which makes a total of 1164 respondents. The sample size consisted of 92 respondents (84 teachers, 6 School Heads, 1 DEO and 1 WEO). Validity was established through expert in the judgment whereas reliability was determined using test-retest technique and reliability index, $r = 0.91$ was obtained using Cronbach Alpha Method. Quantitative data was analyzed using descriptive statistics in the SPSS version 22 and results were presented in tables of frequencies and percentages. Qualitative data was analyzed thematically alongside research questions. The study revealed inadequate teaching staff in primary schools as the major factor for teacher deployment. Moreover, there is a general feeling of despair from deployed secondary school teachers due to demotion perception hence poor performance. The study recommends that the government education policies should be clearly revised so that it captures teacher deployment plan, recruitment and retention.

Key words: Deployment, Teachers, Performance, School and Hanang' District

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1. Introduction

According to UNESCO (2021) teacher deployment refers to the posting of a teacher to the respective school to carry out the duties and responsibilities of teaching and learning. Improving deployment practices can have important implications for teacher retention. In a study by Nguon

(2018), in many countries, governments have encountered barriers to effective deployment of teachers to rural areas. As a result, positions in rural primary schools remain unfilled for the whole or a considerable part of the year. Factors contributing to deployment challenges vary and include issues pertaining to urban-rural, along with other geographic and demographic dynamics (Luschei &

Chudgar, 2015). Carefully planned and track deployments can foster the equitable distribution of teachers according to schools' needs with clear transparent rules and political motivation is fundamental to make informed decisions that benefit the process of teacher's deployment from secondary to primary schools (UNESCO, 2018).

In the right context, UNESCO (2019) reported that these challenges include extreme geographic remoteness, stakeholder influence, local-level versus macro-level interest, responsiveness to regional deployment practices intricately linked to the dominant issues of decentralization, lack of management and support given at the local administrative level. Luschei & Chudgar(2015) recommended that teacher's deployment should engage with the realities and specific needs of schools to recruit and retain teachers who have the necessary skills and commitment to work and are able to motivate learners, their parents and the wider community.

World Bank (2018) conducted a study of teacher's deployment from October 2016 to August 2018 in Poland. The study highlights that selecting and supporting teachers throughout their careers to allow them to focus on the classroom is one of five core factors that are driving learning. Education systems perform best when they have teachers who are respected, prepared, and selected, and who advance in their careers (UNESCO, 2018). The sound policies with respect to teachers as the key to promoting learning, emphasizing the need to raise the selectivity of those who become teachers, provide support to new teachers, and devise ways to keep experienced teachers in the classroom, which in turn is a necessary condition for improving the quality of teaching and learning (World Bank, 2018).

Malisa (2015) conducted a study on Teachers' Retention Strategies in Secondary Schools in Hanang' District Council in Tanzania. The study revealed that, new teachers were neither provided with orientation nor induction course. Therefore, this might be considered as a factor for teachers' turnover due to lack of orientation/induction which would have led to awareness to job description. The report by President's Office - Regional Administration and Local Government (PO-RALG) (2018) revealed a significant shortage of 85,000 (43.6%) primary school teachers in Tanzania. To solve this problem, the government decided to deploy about 7,463 (8.78%) teachers from secondary to primary schools in districts including Hanang' district to address the severe shortage of teachers in primary schools.

Teacher deployment in Hanang' district was conducted using central management system and involuntary whereby about 12% (896) teachers were deployed from secondary to primary schools. However, there was a need to make sure that the deployed teachers are given orientation so as to minimize teacher's turnover and therefore maximize output but the difference between

primary and secondary schools was seen in terms of teaching methodologies and techniques. The primary level need close attentions, learners are taught through songs, drawings which is contrary to secondary schools (Hanang' District Education Office, 2022).

1.1 Research Questions

The study answered the following research questions:

- i. What are the factors for teachers' deployment from secondary to primary schools in Hanang' District?
- ii. What is the Influence of teachers' deployment from secondary to primary schools on their job performance in Hanang' District?

2. Literature Review

Theoretical and empirical literature was reviewed with reference to research objectives. The study was guided by Social Exchange Theory.

2.1 Social Exchange Theory

Social exchange theory is a psychological and sociological perspective theory that explains social change and stability as a process of negotiated exchanges between parties (Baruch & Holtom, 2008). Social exchange theory posits that human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. Social exchange theory involves a series of interactions that are interdependent, contingent on the actions of the other partner in the social relationship (Walton, 2013).

The theory implores on the need to treat employees with respect and dignity in order to pay back with high performance and loyalty. An exchange starts with one party giving a benefit to another and consequently a series of beneficial exchanges occurs and feelings of mutual obligation between the parties are created (Coyle-Shapiro and Shore 2007). Employees' obligation and feeling is a prescriptive belief regarding whether one should care about the organization's well-being and should help the organization to reach its goals. Whereas employees value beneficial treatment, employers seek loyalty and dedication (Wagner, 2010). Positive actions directed at employees by the organization are argued to contribute to the establishment of high-quality exchange relationships and high employee performance (Eder & Eisenberger, 2008).

The theory believes that if employees are not treated well then their work attendance and subsequent performance would be negatively affected. For instance, unfair deployment of teachers would certainly affect their delivery at work place (Wagner, 2010).

2.1.1 Application of the Theory

This theory is applicable in employees' job performance where by employees pay back loyalty to what they perceive as supportive treatment from their employers and the organization. Therefore, teacher's deployment to new environments should influence better job performance if the exercise would meet teacher's basic interests (Eder and Eisenberger, 2008).

2.2 The Factors for Teachers' Deployment from Secondary to Primary Schools

According to Carroll, et al., (2015), there is a relationship between employees' transfer and school characteristics which come from the largest analysis of school level transfer. It is founded that highest transfer and employee turnover occurs in schools. The same multi state analysis of 7000 schools found rates higher at low performing schools than in other schools (USA, 2017). Using cross-sectional design, the study revealed that employee's transfer has taken another face contrary to expectation. Many employees are transferred from United Kingdom to work abroad in places like Qatar, Hong Kong, Dubai and Switzerland. Record number of teachers, for example, is quitting the UK to work abroad raising fears of an exodus that would leave British schools understaffed and poor in performance (Guin, 2014). Deployments can foster the equitable distribution of teachers according to schools' needs. Having up to date information on the school's requirements and characteristics, with clear, transparent rules, and free from political motivation is also fundamental to making informed decisions that benefit the system (Jordan, 2014).

A comparative study conducted by Sinyolo (2017) for teachers' issues in African Countries like Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia reported an average rate of teachers' attrition in the six countries to be 4%, as typical teachers are over the age of 20 when recruited, demand retirement at ages between 55 and 60. Therefore, retirement alone would be expected to account for losses of almost 3% teachers annually (UNESCO, 2018). Retiring teachers are highly experienced and typically are replaced with much less experienced teachers or with new teachers. There is evidence of the strong relationship between experience and effectiveness in the classroom (Wiswalle et al., 2019).

Lusingu (2018) conducted a study on the factors for unequal distribution of primary school teachers in Ruangwa District council. To capture the objectives of this study random and purposive sampling techniques were employed in the selection of a sample of 160 respondents out of a total of a population of 479. The findings suggested that a combination of lack of motivation and incentives; attrition; poor recruitment and deployment

policy; lack of opportunity to career development; access to social service such as health care; and teachers' mobility are the factors responsible for inequitable distribution of teachers in Ruangwa District council. (URT, 2017) concurs that during the Primary Education Development Programme (PEDP), efforts were made to ensure an equitable and gender-balanced distribution of trained teachers by recruiting more teachers into schools, and reducing regional inequalities in Teacher-Pupil Ratio.

According to URT (2018) on the report of Education Sector Development Plan (2016/17 – 2020/21), enrolment at the primary level has shown an increase of 14.8% from 8,116,488 pupils in 2015 to 9,317,791 pupils in 2017. A total of 8,969,110 pupils were recorded in Government schools and 348,681 in Non-Government schools. Enrolment of girls is slightly higher than that of boys. The report indicated that, the pupil-classroom ratio has risen from 66:1 in 2010 to 77:1 in 2017 (Best & Kahn, 2017). In many African countries, teachers prefer to teach in urban areas than rural areas, as a result, rural schools may be left with empty posts. This implies that schools in the rural districts had always been subjected to constant problems of teacher distribution (Mulkeen, 2015).

2.3 The Influence of Teachers' Deployment from Secondary to Primary Schools on their Job Performance

Deployment process should take teacher's preferences into account in less desirable locations, and these areas are often where teacher shortages occurs. In this way deployment policies have a particular effect on equity issues, as the less desirable locations with disadvantaged students often end up with the least qualified teachers who are new to the profession or with the fewest teachers (World Bank, 2016). Measures need to be in place to ensure the equitable distribution of qualified teachers among all schools which requires strong leadership and management to provide sufficient support to teachers in rural schools, including equitable access to professional development opportunities, and efficient salary payments (Ingersoll, 2017).

Howgego & Myers (2014) analyze deployment policies to ensure full coverage of schools, in some cases, long distances prevent itinerant teachers from visiting all schools they have been assigned to support itinerant specialists to work full-time by balancing mainstream teaching responsibilities with the high demands of serious difficulties to deployed teachers. Barnes, et al., (2017) conducted a pilot study on the Cost of Teacher Turnover in Five School Districts in American Schools. The study revealed that, the transfer of employees however; may have broader school systematic influence that reach beyond leaving staffs, replacement staffs and their

students. Where transfer is considered to have a disruptive school system, all members of school community are vulnerable, including staffs and their students. Teacher transfer can result in job dissatisfaction or the pursuit of another job, dissatisfaction with the support received from administrators, political propaganda, religion propaganda and shortage of transport allowance which may lead to low performance of the school (Armstrong, 2016).

In East Asia and Pacific the 2018 World Bank Report states that decentralization of decision-making to districts in Indonesia is expected to lead to improvements in teacher recruitment and deployment, which in turn is a necessary condition for improving the quality of teaching and learning. This report aims to provide concrete policy options for improving identification of the demand for teachers as well as for the allocation, recruitment, and distribution of teachers in Indonesia (World Bank, 2018). Job performance would be very low and deployment was not conducted based on both staff public interest. Therefore, the government should carry out an analysis to fill areas of scarcity and to ensure that there is a balance in teacher's deployment, this would create fair distribution of deployed teachers in both urban and rural areas (Ogboro & Adeyemi, 2017).

Hussein(2016) on the Effects of Employees Transfer on Secondary Schools Performance in Zanzibar indicated that, if a school is said to have a high employee's transfer relative to its competitors, it means that the employees of that school have a shorter average than those other schools in the same education setting. The employee's transfer may be harmful to school productivity if skilled teachers are often leaving and population contains a high percentage of novice workers. Teachers' Perspectives on Transfer of Teachers from Secondary to Primary schools in Tanzania showed that the transfer led to disruption to

some teachers like leaving their homes and families. However, transferred teachers were demoralized, whereby their teaching morale and commitment declined. Therefore, the study concludes that teachers' satisfaction is an important factor for the development of teaching professionals (Baruani2020).

3. Methodology

Descriptive survey design and mixed methods approach was employed. The survey research design enabled triangulation of the findings through the use of multiple methods (Shuttleworth, 2018). Key components of mixed methods approach, as with any other mixed methods approach, have to do with priority and sequence (Creswell & Creswell 2018). Questionnaire was used to collect quantitative data while qualitative data was collected using structured interview guide. The target population for this study were 135 primary schools in 25 wards in Hanang' district with 135 head teachers, 1003 teachers, 25 WEO and one DEO which makes a total of 1164 respondents. The sample size consisted 92 respondents (84 Teachers, 6 Heads teachers, 1 DEO and 1 WEO). Validity was established through research expert judgment whereas reliability was determined using test-retest technique in a pilot study and reliability index, $r = 0.91$ was obtained using Cronbach Alpha. The results were presented in charts, tables of frequencies and percentages. Qualitative data was analyzed thematically alongside research questions. The calculation of sample size was based on Yamane (1967), Formula which states:
$$n = \frac{N}{1+N(e)^2}$$

Where: n=required sample size, N=total population and e= margin error (0.1 or 10%)

Therefore:

$$n = \frac{1164}{1 + 1164(0.1)^2}$$

$$n = \frac{1164}{1 + 1164 (0.01)}$$

$$n = \frac{1164}{1 + 11.64}$$

$$n = \frac{1164}{12.64}$$

$$n = 92.08 \approx 92$$

4. Results and Discussion

The findings were discussed with regard to research objectives.

4.1 Findings on the Factors for Teacher's Deployment from Secondary to Primary Schools in Hanang' District

The factors for teacher's deployment from secondary to primary schools in Hanang' district were identified in the first objective. Table 1 presents the summary of the respondent's responses and the results of quantitative findings using questionnaires.

Table 1: Quantitative Findings on the Factors for Teacher's Deployment from Secondary to Primary Schools

Factors for Teacher's Deployment from Secondary to Primary Schools	Teachers n=84 f (%)
Shortage of Teachers in Primary Schools	71(85)
High enrolment in primary schools	79(94)
Teacher-pupil ratio factor	65(77)
Overstaffing of teachers in secondary schools	57(68)
Improving quality education in primary schools	77(92)
Aims at improving academic performance in primary schools	80(95)
Improving knowledge sharing among teachers	71(85)
Ensuring effective teaching and learning in basic education	81(96)
Decreasing teachers' workload as new teachers have deployed	73(87)
Natural attrition (death) factors	77(92)
Retirement factor	79(94)
Lack of funds from the government to employ new teachers	75(89)
Political interference in education system	68(81)

f = frequency, % = percentages, values in brackets are percentage of teachers who agreed with the statement. Those with contrary opinion to the statement are implied.

Source: Field Data (2022)

According to table 1, over three quarters 71(85%) of teachers revealed that there is shortage of teachers in primary schools in Hanang' district, which is a factor for teacher's deployment. The results revealed that primary schools faced shortage of teachers which in turn compelled the government to deploy teachers from secondary to primary schools. These findings concur with the report by President's Office -Regional Administration and Local Government (PO-RALG) (2018) that revealed a significant shortage of 85,000 (43.6%) primary school teachers in Tanzania. To solve this problem, the government decided to deploy about 7,463 (8.78%) teachers from secondary to primary schools to address the severe shortage of teachers in primary schools. These findings are in agreement with United Republic of Tanzania (2020) in survey report of 2017 in some schools in Kagera, Simiyu and Katavi regions where Parent Teacher Ratio (PTR) of up to 1:500 was noted. These variations and inequities in teacher distribution within schools call for the government's combined efforts to address teacher allocation and reallocation by developing a Teacher Deployment Strategy.

From the results in table 1 on the factors for teacher deployment, 94% teachers revealed that there is high enrolment in primary schools in Hanang' district, therefore the government decided to deploy teachers from secondary to primary schools. This study finding conceded that there was high enrolment among primary schools due to fee -free basic education policy introduced by the government in the year 2016. Therefore, the government decided to apply teacher deployment from secondary to primary schools to meet the demand of primary school students. This finding is similar with the evidence from Chambulila (2013) that shows 1:51 national Pupil-Teacher Ratio (PTR) for primary education in 2018, while the overall government schools PTR is 1:54. This is outside the stipulated standard of 1:40. The finding implied that the introduction of free basic education resulted in high enrolment in primary schools which did not meet the demands of primary school pupils.

Moreover, results in table 1 indicates 77% of teachers revealed that, teacher-pupil ration is among the factors for teacher's deployment. These findings revealed that, the pupils' ratio exceeded the number of teachers. Therefore, the strategy taken by the government is to deploy teachers

from secondary to primary schools. These findings concur with a study conducted by Mrutu (2014) who revealed that there was unfair distribution of teachers in both urban and rural areas. It showed that in the urban areas, teacher-student ratio was equal to 1:27 which was better than the national ratio of 1:40, while in the rural areas, the teacher-student ratio is above 1:50.

The results in table 1 show that 68% of teachers indicated that, overstaffing of teachers in secondary schools is among the factors for teacher's deployment. The majority of teachers supported this statement that there are many teachers in secondary schools, especially in arts subjects. In particular, teachers prefer urban schools than rural schools because of availability of social services such as good road network, easy transport system, health services, availability of clean water, electricity, accommodation and banking services (Daily National Report 2018&Mang'oha, 2018). Therefore, this implies that there is overstaffing of teachers in secondary schools, and the government, through the Ministry of Education and Vocational Training decided to deploy the excess teachers from secondary to primary schools.

The results in table 1 revealed that, among the factors for teacher's deployment is improving the quality of education in primary schools. The majority of teachers revealed that, most of deployed teachers from secondary to primary schools possessed bachelor degree in education therefore their level of education would have to increase the quality education in primary schools. These findings are supported by the report of World Bank (2018). The report states that sound policies, with respect to teachers is a key to promoting learning, emphasizing the need to raise the selectivity of those who become teachers, provide support to new teachers, and devise ways to keep experienced teachers in the classroom, particularly in basic education.

Also, the results in table 1 revealed that 95% of teachers identified improving academic performance in primary schools as among the factors for teacher's deployment. The majority of teachers revealed that, academic performance is associated with effective teaching and learning which influence the quality and adequate teachers in schools; therefore, the strategy taken to improve academic performance in primary schools is to deploy teachers. These findings are in agreement with Education Sector Performance Report (2017/2018). The data shows that the percentage of schools with high performance was on a decreasing trend from 12.6% in 2015 to 11.0% in 2017. This trend might have been attributed to limited teaching and learning resources like adequate teachers, textbooks and basic school infrastructure.

In addition, the results in table 1 show that, among the factors leading to teacher deployment is improving knowledge sharing as 85% of teachers were in agreement. The majority of teachers observed that, teacher

deployment aims at improving knowledge sharing between deployed teachers from secondary schools and the none-deployed teachers in primary schools. The findings are in agreement with MoEVT (2018) that deployment of teacher from secondary to primary schools is a government plan to reduce shortage of teachers in primary schools, since each teacher has skills, ideas and knowledge they could share in teaching and learning.

Teacher deployment was also meant to ensure effective teaching and learning particularly in free fee basic education as supported by 96% of the respondents. Majority of teachers revealed that, quality education, especially in basic education needs adequate teachers to facilitate effective teaching and learning among children. This implies that, for ensuring quality, education which is associated with effective teaching and learning, the government decided to apply teacher deployment strategy from secondary to primary schools. The findings are supported by Ogboro & Nwadiani (2017) who observe that adequate deployment of teachers is very significant in achieving the educational objectives in education system. Deployment ensures that teachers required in each subject are deployed to schools to meet the approved standard of one teacher to 40 students in a class.

The results also show that 87% teachers indicate that decreasing teachers' workload in primary schools is among the factors for teacher deployment. The majority of teachers agreed that, primary schools are characterized by high number of pupils where there are inadequate teachers. Therefore, teachers' deployment from secondary to primary schools was seen as the solution for decreasing workload in primary schools. These findings concur with, the report by President's Office -Regional Administration and Local Government (2018) that revealed a significant shortage of 85,000 (43.6%) primary school teachers in Tanzania which results to teacher workload in primary schools. To solve this problem, the government decided to deploy about 7,463 (8.78%) teachers.

Furthermore, the results show that, natural attrition or deaths is among the factors for teacher deployment as it was approved by 92% of teachers. The majority of respondents indicated that, due to deaths among teachers in primary schools, the schools experienced shortage of teachers, therefore teacher deployment from secondary to primary schools could be a measure to curb the problem. These results concurred with Sinyolo (2017) on teachers' issues in African Countries like Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia reported an average rate of teachers' attrition to be 4% per annual rate.

Teacher's retirement in primary schools is another factor for teacher's deployment as 94% of teachers consented to the statement. The respondents indicated that, teacher retirement left a gap in teaching subjects. The findings are in agreement with (UNESCO, 2018) that, teachers are recruited at the age of 20 and they prefer to retire at the

age of 55 and 60 years. Retirement would be expected to account for loss of teaching force of almost 3% annually. Retiring teachers are highly experienced and typically are replaced with much less experienced teachers or with newly deployed teachers. Therefore, teacher retirements could reduce student achievement and hence low performance to learners (Wiswall et al., 2019).

The results in table 1 show that, among the factors for teacher's deployment is lack of funds from the government to employ new teachers as 89% of respondents agreed to the statement. The majority of respondents who were teachers revealed that in the past five years new employment among teachers was a challenge and the government decided to deploy teachers from secondary to primary schools to address the shortage. The findings concur with this revelation that, the government decided to deploy about 7,463 excess teachers for Arts Subjects in public secondary schools and many of them were sharing topics in teaching subject (Daily National Report, 2018; Mang'oha, 2018).

Political interference in educational system has been shown as a factor for teacher deployment as 81% of teachers indicated. The majority of teachers revealed that, there is no democracy and transparency in teacher's deployment such that, teacher deployment from secondary to primary schools was done involuntarily. The findings are in agreement with UNESCO report of (2018) which revealed that, deployment should be planned and track deployments can foster the equitable distribution of teachers according to schools' needs.

With regard to the theme Factors for Teachers' Deployment (FTD) from secondary to primary schools, during the interviews, the study discovered that there was overstaffing in secondary schools and the government policy of balancing teacher-pupil ratio and to reduce shortage of teachers in primary schools as a factor for deployment was taken into consideration. The DEO summarized that:

Hanang' district is faced with the challenge of inadequate teaching staff in primary schools, especially in rural areas while in secondary schools there are adequate teaching staff whereby

some teachers share the same subject, hence they had to be deployed to cover the deficit in primary schools and to implement the government policy of balancing teacher-pupil ratio of 1:40 (Personal Interview, 25th April, 2022).

The WEO comment on the case was captured as follows: Most of primary schools in Hanang' district face shortage of teachers, where the ratio is above 50 pupils per teacher (1:50), while in secondary schools, especially in arts subjects, teachers were sharing topics in teaching, therefore they were deployed from secondary to primary schools in order to solve this problem (Personal Interview, 26th April, 2022).

The findings are in agreement with the survey report of 2017, through the report 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 National Report 2018 & Mang'oha, 2018). These findings also concur with a study conducted by Mrutu (2014) who revealed that there was an unfair distribution of teachers in both urban and rural areas. It showed that in urban areas, teacher-student ratio was equal to 1:27 while in the rural areas, the teacher-student ratio is above 1:50.

4.2 Findings on the Influence of Teachers Deployment from Secondary to Primary Schools on their Job Performance in Hanang' District

The objective examined the influence of teacher's deployment from secondary to primary schools on their job performance in Hanang' District. Table 2 presents the summary of the respondents' responses and the results of quantitative findings using questionnaires.

Table 2: Quantitative Findings on the Influence of Teachers Deployment from Secondary to Primary Schools on their Job Performance

Influence of Teachers Deployment from Secondary to Primary Schools on their Job Performance	Teachers
	n=84
	f (%)
Diminished hope for advancement hence low job outputs	65(77)
Loss of loyalty and enthusiasm among deployed teachers	71(85)
Necessary for broader job experience	68(81)
Influence in the changes of classroom management	79(94)
Provides teachers with changes in their departments	77(92)
Influence staff teamwork and cooperation	69(82)
Introduction of new and variety of teaching methods	76(90)
Influence acquisition of new skills and knowledge	72(86)
Influence early coverage of syllabus in teaching and learning	70(83)

f = frequency, % = percentages, values in brackets are percentage of teachers who agreed with the statement. Those with contrary opinion to the statement are implied.

Source: Field Data (2022)

The results in table 2 show that, teacher’s deployment influence the diminished of hope for advancement which results in low performance outputs as reported by 77% of teachers. The respondents indicated that, most of teachers deployed have inadequate skills in teaching primary schools hence they lose hope in adopting new teaching methods. The findings are in agreement with the Studies from different countries that indicated involuntary teachers’ transfers can cause stress to teachers leading to possible poor teaching performance (Wijayatunga, 2018). In table 2 the findings show that, 85% of teachers indicated that, teacher’s deployment results in loss of loyalty and enthusiasm among deployed teachers.

Also, the results show that, teacher’s deployment influences the necessity for broader job experience as 81% of teachers agree to the statement. The findings agreed with (Hussein, 2016) that teaching and learning has no end and it needs a broader experience to interact with a variety of learners, environment and other teachers. The results in table 2 show that teacher deployment influences the changes in classroom management as 94% of respondents agreed with the statement. The majority of teachers indicated that deployed teachers from secondary to primary schools have new methods, skills and knowledge in teaching and learning, therefore there could be new changes in managing students, and classroom setting as they apply their knowledge in their new station.

The results show that 90% of teachers indicated that, teacher’s deployment influence the introduction of new

and variety methods of teaching. This implies that the introduction of new and variety teaching methods as well as new teaching and learning materials is influenced by new teachers who introduce teaching methods used in secondary schools if they could be applied in primary schools to test new knowledge to the pupils. The findings are supported by URT (2018) reports that deployment of teachers from secondary to primary schools is a government plan to reduce shortage of teachers in primary schools.

The results in table 2 show that 83% of respondents indicated that teacher’s deployment influence early coverage of syllabus in teaching and learning especially in primary schools. The respondents indicated that in primary schools there is shortage of teachers whereby teachers are facing heavy workload in their teaching subjects. Therefore, this implies that, teacher’s deployment increased work-force in job performance among deployed teachers and non-deployed teachers which results in early coverage of teaching and learning activities. These findings are in agreement with URT (2020) that indicated 1:92 teacher-pupil ratio in primary schools, these variations and inequities in teacher distribution within schools call for the government’s efforts to address teacher allocation and reallocation by developing a Teacher Deployment Strategy.

On the theme the Influence of Deployment on Teachers Performance (IDTP), the findings revealed that, teacher

deployment influenced their performance. In this regard, the WEO explained that:

The deployed teachers felt that they were demoted. They believed that primary school is the lowest level and is only for those who pursued certificate studies and not for university graduates. Therefore, they were overwhelmed by inferiority complex and they did not perform their jobs accordingly but after some time some adjusted and worked with great efforts while others suffered from long term depression (Persona Interview, 26th April, 2022).

Additionally, the Head Teachers (HT) pointed out that:

The deployed teachers had the influence in administrative changes and improvement in school performance. Although some were not inclusive, felt demoralized and less cooperative at the first time but their working ability is great. The deployed teachers from secondary faced the challenge of adapting primary school teaching and learning environment since they claimed to have undergone specialization over their university studies. This is quite different with the system of primary schools where all teachers were trained to teach all subjects with no specialization (Personal Interview, 27th April 2022).

This study finding correlated with the study done by Malisa (2015) on Teachers' Retention Strategies. The study revealed that new teachers were neither provided with orientation nor induction courses, therefore this might be considered as a factor for teachers to feel demoralized due to lack of orientation/induction, which would lead to lack of awareness to job description, especially in their new working station. The current study found that there was lack of commitment in teaching and learning after being deployed from secondary to primary schools.

Majority of HTs commented that:

Although deployed teachers were punctual and they had the passion to work but there is lack of commitment in teaching and learning. This is because, no training and orientation course was conducted to deployed teachers to the adaption to deployment system (Personal Interview, 25th April 2022).

These findings are in agreement with Beng, et al., (2020) that the government shall facilitate proper training of teachers and recognize special teacher's education by pointing out the necessity of training of teachers for effective teaching and learning. The policy sets compulsory in-service training and re-training of practicing teachers to ensure teacher quality and professionalism. After recruitment, there is need for orientation course to teachers for psychological

preparation in their new environment in order to enhance their retention.

Moreover, the readiness to work among deployed teachers from secondary to primary schools was good in some teachers. The respondents said that, the deployed teachers from secondary to primary schools were ready to work though they felt downgraded and humiliated to teach in primary schools as most of them are bachelor degree holders.

Majority of HTs declared that:

Deployed teachers from secondary to primary schools were ready to work having been directly deployed but they felt the sense of downgrading, which lowered their job performance (Personal Interview, 26th April, 2022).

The finding of the study was confirmed by Baruani (2020) on Teachers' Perspectives on Transfer of Teachers from Secondary to Primary schools in Tanzania. The results showed that the transfer led to disruption to some teachers like leaving their homes, families and their teaching morale and commitments declined.

With regard to the lesson preparation, covering of subject content, methods of teaching, evaluation and assessment techniques among deployed teachers from secondary to primary schools, majority of HTs commented that:

Deployed teachers from secondary to primary schools are good in lesson preparation and it is advantageous to them since they have one area of specialization and they are assigned one or two teaching subjects. Therefore, they cover the content matter effectively (Personal Interview, 26th April, 2022).

The finding from the study concurred with Baruani (2020) that, teachers' transfer seems to be a common occurrence in Tanzania, sometimes transfer seems to be a demotion because of the model of preparing teachers at training colleges and universities which does not comprehend educational theories, philosophy, teaching methodologies and educational ethics at another level.

5. Conclusion and Recommendations

5.1 Conclusion

The study concludes that some teachers were dissatisfied with the process of deployment because they perceived it as a contempt to their profession for not being paid their transfer eligibilities since this was not voluntary transfer. Finally, teachers' deployment did not address the intended purpose of inadequate teaching staff in primary schools therefore the government and education stakeholders should employ more teachers as a lasting solution to poor staffing

5.2 Recommendations

Based on the research findings, the following recommendations are given forth;

- i. The government should establish orientation courses to deployed teachers before being deployed to another station. They are supposed to be trained through seminars, workshops and short courses. The orientation would strengthen teachers' commitment, which would have positive influence in their job performance.
- ii. The teacher education curriculum should be modified to adapt all teaching subjects pertaining primary education so that if deployment is done no damage in teaching system in primary schools will be experienced.

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