

Employees' Accommodations Deficiency in Kigoma Remote Community Secondary Schools and their Perceived Job Performance

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Abstract: *The study was conducted in Kigoma District to investigate employees' accommodations deficiency in Kigoma Remote Community Secondary Schools and their Perceived Job Performance with special reference to teachers. It targeted all teachers and school heads living beyond 28 Kilometers from their schools. Overall number of Community Secondary Schools teachers and school heads ranged to 60 as from 2019–2020. A sample of 49 participants was drawn for study comprising of 44 teachers and 5 heads of schools were used. Teachers were given questionnaires while school heads were interviewed. Purposive sampling was used to select school heads and teachers from Kidahwe, Mkigo, Kagongo, Nyamhoza, and Amohoro for the study. A mixed research approach was deployed to analyse quantitative and qualitative data. Concurrent triangulation nested explanatory research design was used to explain the state of teachers' accommodations. Data were collected through questionnaire, telephone interview, documentary review, and observation. Statistical package for social science (SPSS) 20 versions was used to analyse teachers' questionnaires. Observation, documentary review and interview data were thematically analysed. The findings were; Kidahwe, Mkigo, Kagongo, Nyamhoza, and Amohoro completely lack teachers' accommodations by 100%. The key reason was financial constraints. The study concludes that teachers' job performance in remote secondary schools was affected by the lack of accommodations. Therefore the government should provide enough funds for teachers' accommodations.*

Key words: Employees' Accommodations, Community Secondary schools, Job Performance

Introduction

The remote community secondary schools in Tanzania face employees' accommodations especially teachers (Brierton, 2017). William, (2019) describe that teachers' unsolved challenges undermine their job performance. Therefore, Tanzania's agenda for development in the Development Vision 2025 that aims at building up a well-educated nation and attain a high standard of living for all citizens cannot be achieved because teachers in remote school areas are still encountering not only inadequacy but the complete absence of accommodation

which affect their performance (Malkeen and Chen, 2008). Many teachers travel from 5.30 am and walk about 100 Kilometer a day going to school and back home whereby they arrive at 6.00 pm (Ntulo & Nawe, 2008; William, 2019)

Inadequate accommodation facilities for community secondary school teachers were complicated immediately after the implementation of Community Secondary Schools Education Development Programme (SEDP) in 2005. The Programme targeted to build more classrooms, laboratories in total disregard of teachers' accommodations until when those schools started to operate there (Languille, 2019). In terms of demands, staff house facilities in the Secondary Education Development Plan (SEDP) are inadequate Maulid, (2017) as per many reports that show a discrepancy between the number of teachers and the pace of having them enjoy accommodation facilities at the nearby school as indicated in Table 1.

Table 1: The Government Five-Year Plans on Staff Accommodations

Item	Year	Year	Year	Year	Year
	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Classroom	458	251	2361	3015	5733
Laboratories	360	498	1038	1778	3480
Libraries	123	241	350	607	1200
Administration block	150	200	605	716	1216
Assembly Hall	125	205	400	603	2014
Toilet Holes	121	204	450	715	2067
Staff Accommodations	1216	1988	3465	6010	12660
Water Supply	122	200	368	612	1269
Electricity Supply	210	230	346	645	1350
Chairs	150,203	180,283	245,890	351,818	758,700
Tables	146,103	180,283	244,890	351,818	758,700
Hostel For Girls	121	155	185	213	674

Source: MOEVT, (2009)

Table 1 above shows that there was less interests in construction of teachers' accommodations. The researcher looked for Observational findings to prove the claims. It was found that no houses for teachers were constructed in visited schools; Kidahwe, Mkigo, Kagongo, Nyamhoza, and Amohoro. Lack of accommodations is a reason for poor job performance in given schools. UNESCO (2014) supports this argument by referring to Herzberg's Two Factor Theory and Maslow hierarch of needs, a good teacher' living environment by Herzberg's Theory determines the quantity and quality of knowledge, and attitudes towards the job. In Maslow theory, UNESCO (2014) showed that good living environments such as good houses have positive influences where teachers live which reduce teachers' stress, absence, and are increasing teachers' job satisfaction and effectiveness in classrooms.

UNESCO (2005) indicates that the lack of accommodations for teachers in Community Secondary Schools is higher and has resulted in poor job performance. Maulid, (2017) provides that remote secondary school teachers are generally unhappy due to that their

performance is poor in those schools. Their attendance rate was poor indicating system performance. Teacher presence as cited by Malkeen and Chen, (2008) are essential for learning. Findings from surprise visits in 2014 to representative samples of schools in Tanzania School indicated that the absence rate (teacher) is 15%, Classroom absence rate 47%. A joint study by HakiElimu (2005) and the Tanzania Teachers' Union (TTU) observed serious concerns with the accommodations in rural schools. Teachers walk long distances and become tiredness, waste of much time and insecurity to their life during thunderstone in the way either back or to school. This problem further has created many other problems like teachers delays in attending classes or absence due to some difficulties in teaching the school on a daily basis ADEA (2006) In Sub-Sahara Africa and around the globe accommodation inadequacy for remote secondary school teachers is a major problem faced by nearly all teachers like other employees in Tanzanian remote areas. Unfortunate the needs for teachers' accommodations particularly in rural areas were not dealt with (Malkeen and Chen, 2008). Oguchi noted serious concerns for staff resulting from a lack of accommodation. Teachers simply use small pathways cut across the forests were the only motorcycle can hard to get in but cars cannot. Teachers have to travel on a daily basis more than 50 to 56 Kilometers (UNESCO, 2005).

Teachers' accommodations in Tanzania being important would help to ensure effectiveness in preparing effective lessons, grade student work and offer feedback to manage the classroom materials, productively navigate the curriculum and collaborate with other staff. More systematic policy and programmatic work is needed to provide teachers' accommodations for effective job performance.

Theoretical Base

The biggest tasks of general educational leadership are to provide relevant and appropriate accommodations to teachers in their workplaces. Teacher performance is considered to be the core target of accommodation in school premises to reduce travel challenges. Hence, accommodation is an indicator of successful teachers' performance in several schools. UNESCO (2014) supports this argument by referring to Herzberg's Two Factor Theory which states that, a good teacher' living environment determines the quantity and quality of knowledge, the level of skills, and attitudes towards the job adding that good living environments such as good houses have positive influences both on schools and where teachers live. Some of these positive influences are reducing teachers' stress, turnover, absence, sickness and are increasing teachers' motivation, job satisfaction, cooperation, and effectiveness in classrooms and increasing student achievement.

Although education policy planners and government appear to be aware of the teachers' accommodation in assuring effective performance, their living environment has not been improved accordingly (Mosha, 2000). Maslow's Hierarchy of Needs can provide employers a reminder and framework that teachers are less likely to perform at their full potential if their basic needs are unmet. Lianke et al. (2007) argue that each teacher has needs that must be

met in order to maximize performance efforts. The idea of Maslow is directly related to the living environment. Poor living environments such as poor houses and lack of clean water (Adediji & Olanrewaju 2011) have a negative impact on teachers working performance. In the analysis, the negative impacts of accommodation cause a high level of stress, poor morale, and low job satisfaction. UNESCO, (2005) argues the higher up in the hierarchy a teacher is the more levels that are met, the better the motivation and therefore the more efforts that the teacher will provide.

There has been a scarcity of studies linked accommodations in realizing their full potentials for teachers' performance. Therefore it has been difficult to capture the current state of teachers' accommodations in rural schools resulting in poor job performance and calls for more studies to explore the area.

Specific Objectives

The study was also guided by the objectives specifically sought;

- i. To find out the current teachers' accommodations to support teachers performance in remote Community Secondary Schools (CSS)
- ii. To explore the extent accommodations have affected teachers' job performance in CSS and
- iii. Explore the grounds for teachers' accommodations shortage in CSS

Methodology

The study was conducted in Kigoma District (KD) using a sample of 49 participants from five remote secondary schools. These remote schools include Kidahwe, Mkigo, Kagongo, Nyamhoza, and Amohoro which were purposively selected for the study as they were the only remote schools. The district has 19 schools community schools whereby 14 schools are accessible and five are remote schools. Overall, the number of Community Secondary Schools teachers and school heads in those schools ranged to 60 as from 2019–2020 (Education Office, 2020). The key reason motivated the researcher to use remote schools was due to the reason that remote teachers in KD always travel beyond 50 to 56 kilometers on a daily basis than any other employees in the same District. When back to home they arrive while tired by approximately evening 6.00-700 pm hours especially during dry season, the situation doubles during rains where they teachers fail to arrive totally.

Likewise most of the schools such as Nyamhoza and Amahoro have a weather road that end somewhere, teachers starts to use pathways to travel on foot through unsecured way with full of trees and grassland. Roads are inaccessible the car can just stop somewhere behind the mountain and the river cutting across to school. The 6500/= Tsh is paid to both car and motorcycle drivers once either back or going to school. For example, at Amahoro and Nyamhoza teachers pay between 12,000/= to 13,000/=go and return per day using both car and motorcycle. When this amount is calculated per month 264,000/= Tsh must be paid monthly excluding other charges for breakfast. The situation is different to teachers who live

nearly to town such as Mungonya and Mwandiga secondary. They get up 7.20 and start journey by the so-called Bajaji whereby they pay 500 to their schools compared to those in remote schools who pay 13, 000/= daily. These teachers never face accommodation problems; this was a reason for their exclusion.

The study employed concurrent triangulation that nested explanatory research design supported by mixed approaches. Mixed methods are the type of research in which a researcher combines both qualitative and quantitative research data (Leavy, 2017). The term 'concurrent' indicates that both qualitative and quantitative data are being collected at the same time, mixed approaches helped the researcher to serve time and increase the validity of findings application of varieties of instruments such that the weakness of one method was compensated by another (Asenahabi, 2019) adopting pragmatism philosophical worldview assumption of which mixed-methods studies concentrates on the use of pluralistic approaches to derive knowledge about the problem. Combining both methods helped the researcher to overcome a weakness in using one method at the expense of the strengths of another (Schoonenboom & Johnson, 2017). Concerning explanatory research design was used because it tries to add up justification over quantitative data.

Data were collected and triangulated through questionnaire, documentary review, observation and interview. The term *triangulation* refers to the practice of using multiple sources of data or multiple approaches to analyzing data in order to enhance the credibility of findings (Flick, 2018). 44 teachers were given questionnaire while 5 school heads were interviewed. While school heads were purposively selected, teachers who have accommodation from those schools were automatically involved in the study as they were only ones lacking accommodations. Head of schools provided explanatory data related to teachers' performance in relation to lack of accommodations. Their information was important to have both quantitative and qualitative views. Analysis for quantitative data was done through statistical package for social science version 16 (SPSS). For qualitative data thematic analysis was employed by summarizing the key words. The presentation was done to establish findings and discussion.

Results and Discussion

Themes one: Accommodations in schools

Under objective one, the study sought to examine the current teachers' accommodations to support teachers' performance in remote Community Secondary Schools (CSS). Responses were presented in the Table 3.

Table 3: Status of Teachers' Accommodations

Question	Frequencies of respondents			
	Agree	Disagree	Neutral	Total
Are there teachers' accommodations in your school	44	0	0	44
Percent of the respondents	100%	0%	0%	100%
Did you witness teachers' accommodations at Kidahwe, Kagongo, Nymhoza, Mkigo, and Amahoro in your experience?	43	01	0	44
Percent of the respondents	97.7%	2.3%	0%	100%

Source: Researcher (2020)

In Table 3 above, the findings show two similar responses to different questions. The former findings revealed that there were no teachers' accommodations by 100%. Other teachers confirmed that they did not witness teachers' accommodations in schools involved in the study; Kidahwe, Kaogongo, Nymhoza, Mkigo, and Amahoro. One of the participants (2.3 %) indicated the presence of a single house for the head of school. The interview with ahead of school "A was done and revealed that "the *headmasters' house available in my school is in poor condition and the house is very old and no one is interested to live in it: said the headmaster*". This claim was conferred through observation made by the researcher in those schools; the situation was similar to earlier findings such that there was no house. The researcher found that the problem of accommodation is really acute.

Subtheme, Table 4: availability of teachers' accommodations in Absolute Frequencies

School	Teachers accommodations per school	Total	Percentage
Kidahwe	0	0	0%
Kagongo	0	0	0%
Nymhoza	0	0	0%
Mkigo and	0	0	0%
Amahoro	0	0	0%

Source: Researcher (2020)

However, these findings were compared to other previous researches; it was found that the research question is related to the study conducted by HakiElimu, (2010) in Lindi and Mtwara. It revealed that accommodation is a major problem faced by nearly all the teachers in community schools in Tanzania; there are simply not enough school accommodations, only a small proportion of teachers stay in the headmasters' house. According to the perspective, accommodations situation is slightly better for Secondary Schools teachers who

work in boarding schools, where the number of staff accommodations is adequate. The researcher found that those teachers who live far away have poor job performance. With the interview, the heads of school witnessed this and identified that the major problem resulting from accommodations was insecurity particularly female, truancy, and late coming to both teachers and students. *“The female teachers seemed to be more at risk of being raped since sometimes villagers harassed them in their way back from fetching water,”* Said the head of school E. In a similar observation, SEDP, (2010) contends that teachers articulate the need for living in satisfactory homes that possess facilities such as electricity, water, toilets, and kitchen. Good accommodations for many teachers however are not a reality (World Bank report, 2001). In rural schools, some houses are in an acute poor state to be used for accommodations though they are resided by Teachers. Status of teachers’ houses in 2012 and 2013 in many regions showed that the situation was difficult. For example, in Arusha region, out of the required 14,769 and 15,200, the available were 3,139 and 3,502 while the shortages were 11,630 and 11,697 respectively. In Mwanza region, the required were 18,109 and 14,294; the available were 3,271 and 2,176 whereas it experienced shortages of 14,838 and 12,118 respectively (Table 4.1).

Sub-theme: Table 4.1: Status of Teachers’ Houses in Some Selected Regions in Tanzania 2012/ 2013; Documentary Review

S/n	Region	2012			2013		
		Required	Available	Shortage	Required	Available	Shortage
1	Arusha	14,769	3,139	11,630	15,200	3,502	11,697
2	Kagera	12,868	2,185	10,683	10,581	2,139	8,442
3	DSM	12,988	741	12,247	14,214	844	13,370
4	Kilimanjaro	8,315	1,228	7,087	8,948	1,369	7,579
5	Mwanza	18,109	3,271	14,838	14,294	2,176	12,118
6	Dodoma	8,890	1,516	7,374	9,742	1,585	8,157
7	Geita	-	-	-	8608	1470	7138

Source: MoEVT, (2012)

Note: through this document, you may understand that Kigoma was not inclusive in the SEDP plan for 2012 and 2013 while community schools were operating and to dates still on observational data no accommodations were found by a researcher. The implication is the year 2012 and 2013 there was no plan for teachers’ accommodations in Kigoma, it may be possible that even these mentioned currently may still on the plan theoretically. This requires further study.

Sub-theme: Table 5: Government Interest to teacher's accommodations

	Perception	Frequency	Percent	Cumulative Percent
Valid	strong Agree	18	40.9	40.9
	Agree	15	34.1	75.0
	Disagree	5	11.4	86.4
	Strong disagree	6	13.6	100.0
	Total	44	100.0	

Source: Field Data, (2020)

From Table 5, 40.9% (18) majority of participants agreed that teacher's accommodations were given last priority during the implementation of the Development Programme (SEDP). The minority constituting 13.6 % and 11.4% category strongly disagree. Using majority views (40.9%), the researcher found that the government put limited efforts to construct teacher's accommodations and more efforts were put on other items like classrooms, toilets and so on. According to an interview the majority of heads of schools said that when Community Secondary Schools Education Development Programme (SEDP) initiated in 2005, it aimed to build more classrooms; laboratories and teachers accommodations, unfortunately, schools operated without teacher's accommodations to date. *"In my opinion, I can say that the government had a lot of plans to cover hastily against limited resources. Until now my school has no house for even the headmaster"* said the headmaster of the school "E". Our documentary reviews the priorities set by Tanzanian government to construct teacher's accommodations SEDP placed more considerations on students than needs than teachers. The findings were repeated by Ntulo, & Nawe, (2008) acknowledging that the interest to construct teacher's houses during the SEDP Programme was not practically implemented because when schools were opened, teachers' accommodations were yet to be in place.

Theme 2. Table 6, the effects on teachers job Performance

Perceptions		Frequency	Percent	Cumulative Percent
Failure to cover the syllabus	Strong Agree	10	22.7	22.7
	Agree	28	61.4	84.8
Absenteeism from job Attending periods	Disagree	0.0	0.0	0.0
	Strong disagree	6	13.6	3.6
Teachers lateness and class absenteeism				100.0
Total		44	100.0	

Source: Field Data, (2020)

Under the objective, the study explored the extent accommodations has affected teachers' job performance in CSS. Respondents were as follows 22.7% strongly agreed, 61.4%. 0% disagreed and 13.6 % strongly disagreed. Majority by 61.4% indicated unsatisfactory attendance of periods by most of the teachers and general absence in classroom rates by 47%. The researcher further used the class journal and found that the numbers of periods were not taught. The syllabus was not covered; logbooks indicated that most teachers fail to complete the syllabus, the reasons that prompt the researcher teachers' poor performance is attributed to a lack of accommodations.

Further, Interview with the head of schools 'B' found that failure of some teachers to adhere to time on task in classrooms exist, the challenge is even common to school heads. "I have mathematics lessons with the form four students but sometimes I arrive while tired or out of the timetable because of walking a long distance, the situation which could be contained in case I had accommodation nearby a school. Sometimes I find not being prepared to teach over tiredness". Interview with the head of school "B" provided related facts also that "Long-distance may cause teacher class absenteeism in class when they arrive being late which has negatively affected teacher job performance. Adding, to large extent teachers depart too late in the sense that they cannot perform better their duties.

"Alternatively, some teachers who stay far away from school would opt for troubles of walk to and from school. Roads are not passable; it is costly to ride the motorcycles. The car can just stop somewhere behind the mountain and the river cutting across to Nyamhoza school. The 6500 Tsh is paid once either back or going to school. For example, at Amahoro and Nyamhoza where there is no passable road to the school teachers pay between 12,000 go and return per day using both car and motorcycle. When this amount is calculated to the working day, more than 264,000 Tsh will be paid monthly".

Moreover, the research finds that Amahoro Secondary Schools has 10 teachers, while there is no even the headmaster's house. In Kidahwe headmasters' the house was used by 8 teachers who are not yet married just like a dormitory. The head of school argued that they decided to allocate unmarried teachers so that they save 8 accommodations in need. Shadreck, (2012) findings in Zimbabwe were found similar to the question in Tanzania where teachers cry for the lack of accommodations (HakiElimu, 2005). HakiElimu, (2010), in Lindi and Mtwara, found that the accommodations for rural teachers are scarce. From these findings, rural areas were performing far worse by slightly 40 percent.

The deficiency of school's accommodations is a serious problem in the country that affects the majority of teachers. The deficit level is very high at an average of 80% in almost all regions in Africa while the demand for teachers' accommodations, latrines are also high (Charles, 2014). In Malawi teachers accommodations and performance in secondary schools is behind the Malawian expectations (Moleni, & Ndalama, 2004). The Adeyemi, (2011) study in Ekiti State, Nigeria showed a significant between 49 teacher performances in the rural and urban community Secondary Schools. It was measured by the number of periods taught and against those taught. During documentary review data for taught and untaught subjects were as follows:

Table 7 : Taught and Untaught Subjects

Subjects	Community Secondary Schools				
	Kidahwe	Mkigo	Kagongo	Nyamhoza	Amohoro
Biology	X	V	V	V	X
Chemistry	X	V	V	V	X
History	X	X	X	V	V
Kiswahili	V	X	X	X	V
English	X	V	X	V	V
Geography	X	V	V	X	X
Mathematics	X	V	V	V	X
Civics	V	X	X	V	X

Source: Field data, (2020)

Key: √ = Subjects taught X = Subject not taught

Theme Three: Under this objective, the study explored the grounds for teachers' accommodations shortage in CSS. Respondents were given questionnaires and results are presented as follows:

Sub-theme: Table 8, the deficit in income and costs associated accommodations

Responses		Frequency	Percent	Cumulative Percent
Valid	Strong Agree	8	18.2	18.2
	Agree	22	50.0	68.2
	Disagree	7	15.9	84.1
	strong Disagree	7	15.9	100.0
Total		44	100.0	

Source: Field Data, (2020)

In Table 8 above, findings were as follows 1: a minority of 18.2% strongly agreed, 50% agreed, minority by 16% were against the fact. Through an interview with the headmaster in school, C said *‘when building this school we had the foundation already but we lacked fund for getting other materials for roofing. It was due to government deficit challenges and costs associated with the accommodations of teachers. Even those classes were also not available which forced the selected students to form one to be sent in other nearer schools to join’*. The headmaster in school D; confirmed that government has limited capacity to construct teachers’ accommodations *“even classrooms, chairs, playgrounds, laboratories, and libraries never exist in my school despite SEDP Programme”*. We found that the lack of teachers’ accommodation is due to a lack of financial resources. Tanzanian government faces cash constraints. The findings were compared to those of Mohamed, (2017) and Bukobero, (2015) who cited that Tanzania government came with a recommendation policy, unfortunately, it was not implemented on providing accommodations allowance to teachers indicatively TZS 30,000 per month for every teacher. In view of both findings, it is wise to acknowledge that failure to put in place teachers’ accommodations are caused by financial constraints. Scholars’ findings and research findings had it that that financial resources contribute to the deficiency of teachers’ accommodations in Tanzania.

Conclusion and Recommendations

In light of the findings, the problem of teachers’ accommodations exists to a large extent in Kigoma remote Community Secondary Schools basically in Kidahwe, Mkigo, Kagongo, Nyamhoza, and Amohoro. Financial resources contribute to the deficiency of teachers’ accommodations. The deficiency impacts on teachers’ performance in the remote Community Secondary Schools due to numerous associated factors like long-distance that cause fatigue arriving at some teachers, failure to adhere to time on task, all these drawbacks lead into educators’ failure to complete the set syllabus thus impacting the poor transition of students

from O-level to 'A' level. The study recommends that the government set aside enough funds that will solve the accommodation problems contained once and for all. When necessary the government should be focusing on teachers being given transport allowances instead of locking them up at school Or rather it should build enough houses for teachers to rent under the condition of having their salaries deducted to cater for rental bills.

Acknowledgment

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Appendices

Appendix 1: Status of Teachers' Houses in Some Selected Regions in Tanzania 2012/2013

NB. Kigoma was not inclusive in the plan

S/n	Region	2012			2013		
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Source: MoEVT, (2012)

Appendix 2: No. 7- The Government priorities to Staff Accommodations

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