

# Teaching with Heart and Soul: The Missing Link among Lower Public School Teachers in Tanzania

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## Abstract

This study explores the extent to which teachers in public primary and secondary schools are motivated as well as satisfied with the teaching profession as a critical factor for improving students' performance and positive learning outcomes. The participants of this study were 178 primary and 126 secondary school teachers from 12 randomly selected regions in Tanzania. A self-reported questionnaire to assess motivation and job satisfaction was filled in by a random sample of 163 female and 104 male teachers. The response rate was 87 percent. Findings from the study indicated that 59 percent of teachers, about 70 percent of whom were female, reported being dissatisfied with the teaching profession, while 59.5 percent were unhappy with their status as teachers. Some 59 percent of teachers indicated that they would quit teaching if they had an opportunity to do so. Over two-thirds (69%) of the respondents felt that teachers lacked recognition by society, 72.8 percent reported receiving unsatisfactory financial incentives, while 59.5 percent indicated that teachers were given few professional development opportunities at their place of work. In terms of living and working conditions, the majority of teachers (81% and 79%) were

dissatisfied with their living and working environment, respectively. In conclusion, there is low morale and lack of motivation to teach among public lower school teachers, which might impede the government's Five-Year Development Plan of 2016/17-2020/21 which, among others, aims to improve students' performance, learning outcomes and the overall quality of basic education, as well as achieving sustainable livelihoods in line with the Sustainable Development Goals, 2030. The untapped asset is that a large number of teachers (80%) believed it was possible to improve students' performance and learning outcomes, while 91 percent believed that resolving the issue of teachers' motivation would improve their performance in school. This requires a participatory approach, such as an open debate with teachers, and a better allocation of resources based on needs to support the provision of allowances for teachers, to increase their salaries and improve their working and living conditions, particularly in rural and hard-to-reach places and areas that are difficult to teach.

**Keywords**

Teachers' motivation, Teaching profession, Students' performance and learning outcomes

## INTRODUCTION

The increased enrolment rate following implementation of the fee-free primary education policy in 2001 and the expansion of ward secondary schools has led to a rapid expansion in the numbers of schools and the corresponding student enrolment rate in Tanzania (BEST, 2012). As recently as 2016, the total number of students enrolled at both public education levels stood at 8,639,202 for primary and 278,690 for secondary schools, representing a 23 percent increase from 2012-2016 (BEST, 2016). It is evident that increased access to and expansion of secondary education has not been matched by the provision of adequate teaching and learning resources, including the availability of sufficient qualified and motivated teachers to handle teaching challenges and improve students' learning outcomes (EFA, 2015; Mohan, 2012).

The government of Tanzania through its policies and strategies, such as Tanzania Education and Training Policy of 2014 (TEP), Teacher Development and Management Strategy (TDMS), Secondary Education Development Programme 2010-2015 (SEDEP II) and Education Sector Development Programme (2016/17-2020/21), highlight the urgent need to recruit, train, deploy and retain an adequate number of qualified and motivated male and female teachers, especially for science, mathematics and languages (URT, 2016). These policies and strategies also emphasize establishing and improving the quality of Pre-service training (PRESET) and In-service Education and Training (INSET) programmes through the proper training of teachers, developing and improving teaching and learning materials, continuous in-service teacher training and professional development while creating a conducive teaching and learning environment for teachers (BEST, 2016).

In 2016, Tanzania introduced the National Five-Year Development Plan 2016/17-2020/21 as the main national development strategy, which among other priorities highlights the importance of improving the quality of education at all levels, including primary and secondary education, while transforming teachers' perception of the teaching profession and raising their morale through the use of both monetary and non-monetary incentives. The need to increase the quantity and improve the quality of the teaching force in Tanzania is also a priority for the country under the UNESCO Education Strategy (2014-2021) that aims to tackle the shortage of teachers and support quality teachers and their professional development, particularly in Africa's priority areas.

Despite the on-going initiatives to increase the quantity and improve the quality of teachers in lower education levels, Tanzania is still facing many obstacles in obtaining an adequate number of qualified and well-motivated teachers to handle the challenges of teaching and learning in schools (EFA, 2014; Mkumbo, 2012; Bennell & Mukyanuzi, 2005). There is a growing consensus and empirical evidence of the fact that well-trained and motivated teachers are the single most influential and powerful factor in determining equity, access and the quality of education (Cherry, 2013; Mkumbo, 2012; UNESCO, 2016). Well-trained and motivated teachers can do this through their professional interaction with students that will give them the competence and courage to cope with their learning. The acute shortage of qualified and well-motivated teachers has also been identified as one of the biggest challenges hindering the realization of the quality Education for All (EFA) goals for Sub-Saharan African countries, including Tanzania, in 2015 (EFA, 2014). Therefore, this paper sought to find out the status and challenges of teachers' motivation, including job satisfaction in public primary and secondary schools in Tanzania, as crucial for enhancing the quality and quantity of teachers in Tanzania.

## **Objective of the study**

The main objective of this study was to assess the extent to which teachers in public primary and secondary schools are motivated and satisfied with the teaching profession as a critical factor for improving students' performance and positive learning outcomes. In this regard, motivation refers to the psychological processes that influence individuals' work behaviour in achieving organizational goals (Bennell, 2004).

## **METHODOLOGY**

This study employed the quantitative research approach. The participants were public primary and secondary school teachers from 12 randomly selected regions in Tanzania, which were Rukwa, Mbeya, Morogoro, Songea, Kigoma, Lindi, Dar es Salaam, Mwanza, Moshi, Kagera, Mtwara and Dodoma. A convenient sample of 178 primary and 126 secondary teachers was given a questionnaire to fill in between March and September, 2016, designed to provide information on the status of teachers' motivation and job satisfaction in Tanzania and the challenges they face. A total of 267 questionnaires were returned, a response rate of 87 percent. The teachers who volunteered to take part in the survey gave their consent.

### **Data Collection Methods**

The study employed a questionnaire that consisted of 21 questions with three main constructs dealing with teachers' motivation and job satisfaction. The teachers' motivation and job satisfaction constructs were teachers' support system, teachers' perceptions and teachers' job satisfaction. The construct of support dealt with teachers' living and working conditions. The construct of perception related to how teachers felt about the teaching profession and the construct of teachers' job satisfaction sought to find out whether teachers were happy and motivated to teach so as to improve students' learning, performance and outcomes in schools.

A Likert scale was used to rate teachers' answers to each question as 6 = strongly agree, 5 = agree, 4 = slightly agree (all some form of agreement), 3 = slightly disagree, 2 = disagree, and 1 = strongly disagree (all some form of disagreement).

## **Procedure**

Teachers from 12 regions were asked if they were willing to take part in the study. They were informed that there would be no financial compensation for participating in the study nor any consequences for not participating. All the responses were anonymous. The teachers were also informed that if they became uncomfortable filling in the questionnaire, they could stop taking part at any time without any consequences. The survey was distributed to teachers at their convenience and collected when completed.

## **Limitations**

One limitation of this study is that it employed a convenience sample of primary and secondary school teachers. However, the sampled regions varied widely and the teachers were from all grade levels. An additional limitation is that teachers self-reported their experiences.

## **Design/Analysis**

The SPSS software Version 21 was used to analyse quantitative data from the self-reported surveys. To assess the association between sex and the constructs of teachers' job satisfaction level, teachers' support services and teachers' perception, independent *t*-tests were used. Each test was given its own Type 1 error rate of 0.05. The dependent variables tested for these comparisons were the scores from the averaged questions for each construct. For the comparison of sex, the independent groupings compared were male and female. In the case of job satisfaction, the independent variable was grouped into

those teachers who had indicated some form of satisfaction with the teaching profession versus those who had not. A further comparison was done between teachers who would like to switch or quit teaching if an alternative opportunity was to emerge and those who would not. Within the cross-tabulation analysis of female teachers, a comparison was also done between female teachers who would like to quit teaching and those who would not. For the final comparison, the independent variable was the availability or not of quality teachers' support services.

## RESULTS AND DISCUSSION

### Demographic information

The respondents were predominately female (61%), and 69.9% were aged between 26 and 40, which may partly be due to the fact that female teachers, particularly in primary education, make up more than 52 percent of the teaching force in Tanzania (BEST, 2016). w

Because the respondents represented the distribution of Tanzanian teachers, this appears to be a very representative sample. In addition, because the majority of respondents (95%) were over 20 years old, it means they had at least 3 years' teaching experience, and so could responsibly answer questions about their teaching experience (for further information see tables 1 and 2).

**Table 1: Demographic Information**

| Teacher Respondents |           |                  | Education level |           |                  |
|---------------------|-----------|------------------|-----------------|-----------|------------------|
| Sex                 | Frequency | Response percent | Education       | Frequency | Response percent |
| Female              | 163       | 61               | Certificates    | 70        | 29.6             |
| Male                | 104       | 39               | Diploma         | 80        | 30.7             |
| <b>Total</b>        | 267       | 100              | Degree          | 111       | 42.6             |
|                     |           |                  | <b>Total</b>    | 260       | 100              |

  

| Age-Category Distribution |           |                  | Working Experience  |           |                  |
|---------------------------|-----------|------------------|---------------------|-----------|------------------|
| Age-category              | Frequency | Response percent | Teaching experience | Frequency | Response percent |
| Under 25                  | 18        | 7.4              | Less than 2 years   | 12        | 5.0              |
| 26-30                     | 86        | 33.4             | 2-5 years           | 63        | 26.5             |
| 31-35                     | 51        | 21               | 6-10 years          | 72        | 30.3             |
| 36-40                     | 40        | 16.5             | More than 10 years  | 91        | 38.2             |
| 41-45                     | 26        | 10.7             | <b>Total</b>        | 238       | 100              |
| 46+                       | 22        | 9.1              |                     |           |                  |
| <b>Total</b>              | 243       | 100              |                     |           |                  |

**Table 2: Teachers' job satisfaction level, quality teaching support and teachers' perception**

| Survey Questions                                                                                                                                         | % Some Form of Agreement | Mean | Standard Deviation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------|--------------------|
| <b><i>Teachers Satisfactions</i></b>                                                                                                                     |                          |      |                    |
| Q1. I decided to become a teacher by choice                                                                                                              | 67.2                     | 4.2  | 1.8                |
| Q2. I am satisfied with the teaching profession                                                                                                          | 41                       | 3.8  | 1.7                |
| Q3. I believe that teachers whom I know and work with are satisfied with the teaching profession                                                         | 48.7                     | 3.5  | 1.6                |
| Q4. If I had the opportunity to switch or quit teaching, I would do so as soon as an opportunity emerged                                                 | 58.8                     | 3.9  | 1.9                |
| <b><i>Teachers' Support System</i></b>                                                                                                                   |                          |      |                    |
| Q5. Involvement in professional development to improve teaching knowledge and skills                                                                     | 40.5                     | 3.0  | 1.7                |
| Q6. Degree of recognition and positive status as a teacher, i.e. praise, awards for teachers from school administrators, community, parents and students | 31.3                     | 2.8  | 1.6                |
| Q7. Degree of job security among teachers                                                                                                                | 40.9                     | 2.9  | 1.7                |
| Q8. Quality of interaction between teachers and students                                                                                                 | 67.2                     | 4.0  | 1.7                |
| Q9. Quality of interaction between teachers and administrators                                                                                           | 39                       | 3.1  | 1.7                |

| Survey Questions                                                                                          | % Some Form of Agreement | Mean | Standard Deviation |
|-----------------------------------------------------------------------------------------------------------|--------------------------|------|--------------------|
| Q10. Provision of financial incentives, including salary and allowances                                   | 27.3                     | 2.5  | 1.7                |
| Q11. Degree of working environment, i.e. building, workload, facilities                                   | 20.8                     | 2.3  | 1.5                |
| Q12. Degree of living conditions, i.e. housing                                                            | 19.5                     | 2.2  | 1.6                |
| <b><i>Teachers' Perceptions</i></b>                                                                       |                          |      |                    |
| Q13. I enjoy the professional status as a teacher                                                         | 39.5                     | 3.0  | 1.7                |
| Q14. I believe that I am able to effectively improve students' performance and learning outcomes          | 80.2                     | 4.9  | 1.5                |
| Q15. I believe that resolving the issue of teachers' motivation would improve their performance in school | 91.4                     | 5.4  | 1.2                |
| <b><i>Miscellaneous</i></b>                                                                               |                          |      |                    |
| Q 16. Having a second income apart from teaching                                                          | 16.4                     | 1.8  | 0.37               |

Note that valid percent refers to a calculated percentage based on the proportion of respondents who gave an answer to the item.

### **Teachers' satisfaction**

Regarding their choice to teach, just over two-thirds (67.3%) of teachers reported that they chose to do so. They were asked to rate their current view of the teaching profession. As can be seen in Table 2, it is disheartening that more than half of the teachers (around 59%)

indicated currently being dissatisfied with the teaching profession, while only a minority (39.5%) were happy with their status as teachers.

Six out of ten respondents reported that many teachers whom they knew and worked with were dissatisfied with their job. In addition, a little over half (58.8%) of the respondents reported their willingness to quit teaching if an opportunity occurred. As many studies indicate (EFA, 2014; Mkumbo, 2012; Bennell & Mukyanuzi, 2005), teachers' motivation crisis calls for investing in their professional development and improving their working and employment conditions.

### **Teachers' support services**

In terms of the quality of teachers' support services in school and the surrounding environment as a motivational tool, 67.2 percent of teachers indicated having good interactions with students. However, 61 percent of teachers indicated having little interaction with administrators, including the District Executive Officer, District Education Officer and Regional Education Officer. In addition, 68 percent of teachers indicated that they had not received any recognition, including praise or any kind of teaching award from school administrators, the community, parents or even students for the past three years.

As regards the quality of living and working conditions such as housing, 80.5 percent of teachers indicated their frustration with poor living conditions and the lack of decent housing for teachers. In many Tanzanian societies, teachers tend to be the backbone of families, as they play an important role in teaching and raising children. In this regard, virtually all the respondents harboured negative feelings about their community's response to the role they play. These findings are most likely a result of the low quality of teachers' living and working conditions as documented in numerous studies (Haki Elimu & TTU, 2013;

EFA, 2014; Olaniyan & Adediji, 2011). The teachers were not given the definition of job security and so the author presumes they gave their own views on it. This referred to the teachers' ability to meet their basic needs and be able to live a decent life while enjoying teaching.

Furthermore, over 72 percent of teachers were dissatisfied with the current financial incentives, including salaries and allowances. They were also concerned about the issue lack of professional development as a demotivating factor because more than half of them (59.5%) had not attended any in-service training course to improve their pedagogical content knowledge and skills, particularly for handling issues emerging in education, including the increased number of students, leading to a decline in the quality of teaching and learning. These findings are consistent with previous studies on the need for teachers' financial incentives and professional development (EFA, 2014).

### **Teachers' perception**

As regards teachers' perception of their ability to effectively improve students' performance and learning and outcomes, the majority (80%) were positive about their ability to effectively improve students' performance and learning outcomes, while 91 percent stressed that resolving the issue of teachers' motivation would improve their performance in school. Questions 4 and 15 had the highest form of agreement at 80% and 91%, respectively.

Table 3 shows the correlation between each of the constructs. The findings revealed positive statistical correlations between the three constructs at 5 percent level (Table 3). The coefficient of correlation between job satisfaction and teachers' support services was 0.371 with  $p = 0.000$ . With regard to job satisfaction and teachers' perception, the coefficient of correlation was 0.294 with  $p = 0.000$ . Moreover,

the coefficient of correlation between teachers' support services and teachers' perception was 0.306 with  $p = 0.000$ . This would indicate both conceptual and statistical interdependence of the constructs measured.

**Table 3: Analysis of Correlation of Scale Constructs**

| Construct Number | Constructs                                                   | C1.    | C2.   | C3. | $\alpha$ |
|------------------|--------------------------------------------------------------|--------|-------|-----|----------|
| C1.              | Job satisfaction q7,q8,q9, q10                               | 1      |       |     | .62      |
| C2.              | Teachers' Support Services q11,q12,q13, q14, q15,q16,q17,q18 | 0.371* | 1     |     | .74      |
| C3.              | Teachers' Perception q19,q20,q21                             | 0.294* | .306* | 1   | .63      |

\*correlation is significant at the 0.01 level.

A comparison between male and female teachers was conducted on all three constructs, namely, job satisfaction, support services and perception. All three constructs were not statistically significant at 5 percent level. In the case of job satisfaction, female teachers ( $M = 3.91$ ) indicated being more satisfied with the teaching profession than their male counterparts ( $M = 3.80$ ),  $t(253) = 0.684$ ,  $p = .495$ ,  $d = 0.09$ . These findings suggest that female teachers are more tolerant and have good interpersonal relationships in their work setting than their male counterparts. As regards teachers' support services, males ( $M = 2.94$ ) were more in agreement that they had received quality teaching and learning support than their female counterparts ( $M = 2.91$ ),  $t(219) =$ ,  $p = .763$ ,  $d = 0.03$ .

**Table 4: Independent Sample Tests**

| Construct                  | <u>t-test for Equality of Means</u> |      |         |
|----------------------------|-------------------------------------|------|---------|
|                            | t                                   | Sig. | md      |
| Job satisfaction           | .684                                | .495 | .10566  |
| Teachers' Support Services | -.302                               | .763 | -.04095 |
| Teachers' Perception       | -.879                               | .380 | -.10017 |

A further comparison was done between teachers who would like to switch or quit teaching versus those who would not when an alternative opportunity emerged. The findings disclosed that there was no significant association between switching from teaching and the sex of teachers at 5 percent level ( $p\text{-value} = 0.166$ ). This indicates that switching or quitting teaching does not depend on the teacher's sex.

Within the cross-tabulation analysis of female teachers, a comparison was done between female teachers who would like to quit teaching and those who would not (Table 5). The results revealed that more female teachers (62.1%) were more likely to quit teaching than those (37.9%) who would not when an alternative opportunity occurred (Table 5). The same applied to male teachers (53.5%) who were ready to quit teaching compared with 46.5 percent who would not (Table 5).

**Table 5: Variable cross-tabulation**

| <u>Sex * quitting and/or Switching Status Cross tabulation</u> |                 |                        |              |              |
|----------------------------------------------------------------|-----------------|------------------------|--------------|--------------|
| <b>Variable (Sex)</b>                                          | <b>Response</b> | <u>Quitting Status</u> |              | <b>Total</b> |
|                                                                |                 | <b>Disagree</b>        | <b>Agree</b> |              |
| Female                                                         | Count           | 61                     | 100          | 161          |
|                                                                | % within Sex    | 37.9%                  | 62.1%        | 100.0%       |
| Male                                                           | Count           | 47                     | 54           | 101          |
|                                                                | % within Sex    | 46.5%                  | 53.5%        | 100.0%       |
| Total                                                          | Count           | 108                    | 154          | 262          |
|                                                                | % within Sex    | 41.2%                  | 58.8%        | 100.0%       |

## CONCLUSION AND RECOMMENDATIONS

In the light of the revealed challenges, Tanzania recognizes that teachers and corresponding national policies, including strategies relating to the teaching profession, are of critical importance for increasing the quantity of qualified teachers and providing good quality teaching and learning in schools. It is also understood that ensuring educational quality, equity and access depends on teachers' pedagogical content knowledge and skills that are lacking in most of the teaching force. However, there is an acute shortage of teachers because of the low status of the profession, as well as the low wages and poor living and working conditions, causing them to lack motivation for the task of teaching.

Similar to other studies that have identified the crisis of teachers' lack of motivation in the country (UNESCO, 2015; Haki Elimu&TTU 2004

and Bennel and Mukyanuzi 2005), this paper highlights the need for teachers to be given proper incentives so that they are motivated to work hard. As revealed in the study, 58.8 percent of the surveyed teachers indicated their willingness to quit the teaching profession if an opportunity emerged. Developing a comprehensive approach to addressing the need for teachers to be motivated in the country, as highlighted by many studies including the United Nations Education for All National Review (2015), is absolutely crucial. UNESCO (2016) emphasizes that, “No education is possible without an adequate number of qualified and motivated teachers.” It would seem therefore that the country should use similar innovative practices, including teacher training, as advocated by UNESCO, to make teachers a priority in the education system (UNESCO, 2016).

The strategy to attract and retain qualified teachers, particularly in rural and hard-to-reach areas, has been successful in the neighbouring countries of Malawi, Mozambique and Uganda through continuously improving and providing incentives (UNESCO, 2009). These incentives include good salaries, allowances and good living and working conditions based on the level of difficulty associated with the area they are working in. Measures to address the issue of teachers’ motivation would require well qualified teachers to be involved in debates on educational policies, a better allocation of educational resources based on needs and teachers’ promotion based on their performance conducted in a transparent manner.

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