



Factors affecting teacher's promotion in private schools in west "B" district Zanzibar

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Abstract

This study assessed the factors affecting teacher's promotion in private schools in West "B" District in Zanzibar. Specific objectives are to assess the criteria used by school administration in teachers' promotion in private schools in Zanzibar, to identify social factors affecting teachers' promotion in private schools in Zanzibar, to explore managerial factors affecting teachers' promotion in private schools in Zanzibar. Along this, the study adopted mixed approach using case study design. 178 respondents were selected as a sample size drawn from the study population. In this study, data were collected through questionnaire and interview as a method of gathering information and analysed by using content analysis technique and Software Package for Social Science (SPSS). The findings of this study revealed that, successful organisation largely values the role of its employees through promoting and the procedures must be properly implemented to avoid the negative attitudes among employees towards the organization. The study recommended that, there should be designed a specific department dealing with the promotions of private schools and to minimize bureaucracy in the promotion process in order to reduce the time to process teacher's promotions, also the study add that the organization of private schools should have a special fund allocated separately and adequately for promotion of private school's teachers.

Keywords: teachers, promotion, teacher's promotion, private schools

Introduction

Teacher's promotion becomes a major concern in education sector world over; it remains always at the heart of educational agenda in improving teacher's satisfaction in their working area (Khanal and Phyak, 2021) ^[4]. According to Ada (2013) promotion among teachers in schools is a historical concept in nature and can be traced as far back as the industrial revolution period in the 18th century. Moreover, teacher's promotion is best reward that school administration can apply in order to deliver quality of education and also increase number of best graduates in particular country. It was added that effective implementation of teachers' promotion is also affecting by other socio-economic factors including poor school's administration, lack of transparence, outdated circulars, poor records, financial constraints, lack of qualifications to the teachers and lack of vacancies to be filled by promoted teachers and this led to hermitization crisis as a result learners were not taught properly due to low job satisfaction and motivation levels among the teachers (Mwijage, 2015) ^[6].

On the other hand, Zanzibar has made great achievement in the provision of private schools since early 1990s. The Ministry of Education and Vocation Training (Moet) is seeking to raise the quality of education by ensure the teacher's demand including promotion are total considered in both public and private schools (RGoZ, 2009) ^[8]. In many cases, teachers suffer from lack of a clear career path that offers them opportunities for self-improvement and professional development within the teaching profession (RGoZ, 2006) ^[7]. On this basis, there is much problem or unpleasant condition especially in private primary and secondary schools where the promotion criteria are not well stipulated. Teachers in both primary and secondary private schools seem to blame on the ways promotion is considered

to them. Therefore, this study intends to assess the factors affecting teacher's promotion in private schools in Zanzibar.

Justification

Usually, teachers are promoted to new roles and titles based on their evaluation, with a salary rise attached. That evaluation criterion should be in line with an appropriate level of difficulty according to teacher's roles and responsibilities at the different stages of the career structure. Confirm teachers' expectations of the value of moving to a higher position or salary level, yet also attainable so as not to discourage teachers from seeking professional advancement' (Tournier *et al.*, 2019: 15-16) ^[11]. Other aspects which should be considered regarding teacher's promotion are the number of teachers who are promoted in each cycle, as well as the system used. In West "B" District, the total numbers of private schools are 93 (RGoZ, 2021) ^[12]. Despite the great efforts made by private schools to ensure that teachers are evaluated and promoted frequently to the new roles and titles. But still some teachers argue that there are so many factors affecting the process of teacher's promotion in private schools in Zanzibar which resulted to few number of teacher who promoted (ZAPS, 2021) ^[12]. Vivid example from some of school showed that, in the last three years, number of teachers from High View International School was 54, but no one promoted; In Laureate International School the number of teachers is 59 but only two teachers were promoted. In Trifonia Academy the number of teacher was 41 where only 5 teachers were promoted. 12 out of 39 teachers were promoted in Alfalah Muslim. In Sunway Islamic School also no teacher promoted throughout that period (ZAPS, 2021) ^[12]. This indicated that the concept of promotion in private schools is not much considered. From this point of view, it clearly shows that there is a problem in the teacher's promotion, the

question that has influenced the researcher to come up with research idea entitled-Factors Affecting Teacher’s Promotion in Private Schools in Zanzibar so as to identify what the factors affecting teacher’s promotion in private schools in Zanzibar.

Emperical Study

This section reviews some of the recent and related empirical studies which was done by other scholars and their core findings were:

Salim (2020) ^[10] Investigating the Influence of Workplace Promotion on Employees’ Performance in Zanzibar Public Sectors. He found that the presence of correlation between promotion and employees ’performance with significance at 5 percent level. The management attitude is 0.523 and employees have faith to management attitude (P= 0.001), promotional policy, is 0.425 which facilitates employees to attain goals with (P= 0.005). Promotional procedure also revealed 0.546 that increases employees’ performance and commitment with correlation of (P= 0.001).The results show that strong relationship exist in perceived performance and strength of promotional policy, promotional procedure and employees’ performance and relationship also exist in management attitude on promotion and employees’ performance which means promotional procedures and practices have to be fully implemented in public organizations for better employee’s performance.

Mwijage (2015) ^[6] conducted a study on challenges facing promotion of teachers in public secondary schools. The researcher used a case study design as research methodology. The data were analysed using both qualitative and quantitative methods. Besides, a Statistical Package for Social Scientists (SPSS) was used for quantitative data. The findings indicate that there are some delays in the promotion of PSST. The reason for delays include the negligence of the responsible officials, some teachers reaching the bar, poor record keeping in the TSD office, the delay to get the TSD number and budget deficit. The challenges facing the TSD, HRD, MSEO and the MD were identified and how the situation can be improved through both primary and secondary data from the case. The study recommends the following: Trainings should be given to PSST in IMC on the promotion criteria and procedures so as to make them aware of these criteria and procedures; Record keeping and information management should be improved for promotion reasons; Mechanisms to minimise bureaucracy in the promotion process should be designed in order to reduce the time to process teachers’ promotions; Promotion rights for promoted employees should go timely with employees’ rights such as salary increment; There should be a special fund allocated separately and adequately for promotion of PSST; The management should promote the PSST accordingly and immediately after they have attained the required qualifications

Methodology

The study adpted a case study research desdign. The selected design tends to study a problem using 1 area, organization or a group of people in details Kothari (2004) ^[5]. In this study West B District was chosen as a case study which is located near old stone town of Zanzibar. A district was chosen because it has more private schools than any other district in Zanzibar. A mixed research Approachwas used where data was collected from triangulated tools by

using questionnaire and interview. The data collected from questionnaire was analysed by Descriptive statistics technique while interview data was analysed by using content analysis. The study adopted Probability Random Sampling whreby Simple random sampling technique was used to select 178 respondents from 323 teachers using Yamane formular (1967). The formula was adopted because it is good form to determine a sample sample size when respondents are less than 10,000.

Study Findings

1. Demographic Characteristics of the Respondents

This section gives a basic information and profile of respondents. These information help a researcher to study a behavior of respondents towards teachers’ rating and promotion decision. The section provides the characteristics of the respondents related to their, age, gender, marital status, educational level and position as summarized below:.

Table 1: Demographic of the respondents

Variables	Category	Frequency	Percentage
Age	18-25	47	26.4
	26-35	69	38.8
	36-45	23	12.9
	46-55	24	13.5
	56 and above	15	8.4
	Total	178	100
Gender	Male	98	55.1
	Female	80	44.9
	Total	178	100
Education level	Certificate	23	12.9
	Diploma	39	21.9
	Advance diploma	16	9
	Bachelor degree	78	43.8
	Master degree	22	12.4
	Total	178	100
Working experience	1 -7	114	64
	8-12	46	25.8
	13-17	12	6.7
	18-22	6	3.4
	Total	178	100

Source: Field Data, 2022

1.1 Age of the respondents

The results from the table 4.1 revealed that 26.4 percent of the respondents fell under the age group of 18-25 years. In the second category which is 26-35 years the respondents fell under this category accounted for 38.8 percent, indeed this age group had more respondents compared to the rest of the age groups. Other age category which 36-45 years fell under the 12.9 percent, also in age category 46-55 years the respondents fell under this accounted for 13.5 percent and the last age category had 8.4 percent of the total respondents were fell under the age group 56 and above; this is small number of the respondents in the field area. From this point of views, the researcher managed to get the respondents who were suitable to participate in data collection as they were mature enough to provide the right information about the teacher’s promotion in private schools in Zanzibar.

1.2 Gender of the respondents

Based on Gender Distribution, the results show that in West "B" District a large numbers of private school teachers which was about 55.1 percent are males, the rest were females which had 44.9 percent.

1.3 Education level

The findings also reveal that, 12.9 percent of the total respondents had reached certificate level; 21.9 percent of the respondents had reached diploma level of education; 9 percent of them reached at advance diploma; 43.8 percent of the respondents hold a bachelor degree together with the respondents reached at master degree who also fell under 12.4 percent of the total respondents. This result implies that, majority of the respondents in private schools in West "B" District in Zanzibar had reached at satisfactory level of education whereby the respondents as over 50 percent reached at bachelor degree and above level

1.4 Working experience

Finally, The findings showed the responses based on the respondent's years of experiences. Where, the respondents with the working experience between 1 to 7 years were 114 respondents which is equal to 64 percent, between 8 to 12 years of working were 46 respondents which is equals to 25.8 percent, and between 13 to 17 years were 12 respondents which is equal to 6.7 percent, between 18 to 22 years were 6 respondents which is equal to 3.4 percent. From this data it shows that, most of the respondents had work more than one year of working experience.

2. The criteria used in teachers' promotion in private schools in Zanzibar

In this study, The researcher wanted to understand the promotion process which take place in private schools West "B" District in Zanzibar.

5.2.1 Which Criteria affecting teachers' promotion, respondents were asked to rank a criteria (reason) affecting teacher's promotion. the findings of this part of the study were summarized in table Reason for not promoted. Here, the researcher wanted to know why the other teachers are not promoted while other were promoted and these are the summary of findings below:

Table 2: Reasons for not get chance of promotion

	Response	Frequency	Percent
Valid	Still under probation	20	11.2
	Budget deficit	85	47.8
	Have no qualification	48	27.0
	Poor management	25	14.0
	Total	178	100.0

Source: field data, 2022

Table 2 explained the reasons for the respondents who are not promoted in their working area, the results were 11.2 percent of the respondents said they are still on probation period that why they are not promoted, 47.8 percent of the respondents revealed that the reason behind was budget deficit which means there is a financial problem at their schools and last 27.0 percent of the respondents indicated that, they have no qualification to get promotion because most of them are still new employee so they are not ready to be promoted and final 14.0 percent said poor management is also a reason for shortage of chance of promotion in private schools.

The findings indicated that, there are different factors affecting teacher's promotion in private schools, in which the chance of promotion to be insufficient to the extent they could be. On the other hand, promotion decisions are sometimes based on who is well liked in the organization. Many managers promote people in the work place because they like them. The results are related to the study by Cheboi (2015) who studied on employees' perception of the factors influencing staff promotion decisions at the

cooperative bank of Kenya Headquarters. He found that, employees who feel little opportunity for growth and no reward for their hard work usually don't feel motivated to continue to perform to the best of their abilities. Employers who don't recognize employee talent and performance through promotion may risk losing a hard-working employee.

5.2.2 Procedure used by school administration in promoting their teachers, Respondents from the study area identified availability procedures used by private schools as among the factor which may contribute to implementation of promotion in the place of work. The results are indicated in the table 4.2;

Table 3: Procedure used during the promotion of the teachers

	Response	Frequency	Percent
Valid	Evaluate the current staffs	25	14.0
	Determine the promotion methods	40	22.5
	Establish the requirement for promotion	43	24.2
	Announce the chance of promotion	41	23.0
	Evaluate and interview candidate	29	16.3
	Total	178	100.0

Source: field data, 2022.

The findings from the table 4.3 showed the results obtained from the field. As it shown that, 14 percent said evaluate the current staff considered as procedure used in promotion, 22.5 percent respondents said determine the promotion methods, 24.2 percent of the respondents said establish the requirements for promotion as one among the procedure regarded during the promotion process, also 23 percent of the respondents said announce the promotion opportunity is another procedure used during the promotion process in private schools, 16.3 percent of the respondents said evaluate and interview candidate, and last. This revealed that, due to the presence of specific procedure during the implementation of promotion process in private schools enhancing employee to satisfy with working condition and feel as a part of their recognition and achievement of their effort used. This notion as with the same view with Anastasiou and Papakonstantinou (2014) who found that, a successful organisation largely values the role of its employees through promoting and the procedures must be properly implemented to avoid the negative attitudes among employees towards the organisation such as, reduction of work morale and sense of belonging to employees, increase in labour turn over, lack of competent and suitable employees for some positions which may result into the failure of an organization to properly deliver that service.

3. The Social Factors Affecting Teacher's Promotion in Private Schools in Zanzibar

The second objective, the researcher wanted to understand the social factors affecting teacher's promotion in private, The results are shown in the table 4.

Table 4: Social factors affecting teacher's promotion in private schools in Zanzibar

	Response	Frequency	Percent
Valid	Personal traits	27	15.2
	Self-determination	71	39.9
	Education level	80	44.9
	Total	178	100.0

Source: field data, 2022

Table 5.3 explained the reasons for teacher's who are not promoted in their working area, the results were 15.2 percent of the respondents said personal trait, 39.9 percent of the respondents revealed that the reason behind was self-determination and last 44.9 percent said educational level is the reason for teacher's not be promoted.

The research found that, during the promotion of teachers in their working area, different factors are considered which in one way or another can affect the implementation of the entire process of promotion in different private schools in Zanzibar. The finding of this study were in agreement with Chao and Chou (2017) conducted a study on elementary and junior high school teachers' promotion of self-determination in Taiwan and found that more than half of the teachers surveyed reported having often or always provided instruction to promote students' self-determination. The most frequently taught skills are related to Psychological Empowerment (self-advocacy skills, expecting positive outcomes), while the least frequently taught skills were primarily located in the domain of Self-Regulation (goal setting and problem-solving skills).

The three objectives, the researcher conducted an interview to understand the managerial factors affecting teacher's promotion in private schools. The researcher has been found to very important to the development of private schools in which the teachers considered as important asset to ensure the quality education are taking into consideration. These all could not be completed without the proper management in different schools to ensure the effective implementation of promotion process. The respondents were asked to provide their views on two managerial factors that affecting the promotion in their working environment. These factors were promotion policy and Budget allocation. The results were:

4.1 Promotion policy

Is the promotion policy is one among the highly managerial factor affecting teacher's promotion in private schools in Zanzibar? The study found that, majority of teachers in private schools believed that, organization policy set to reduce the chance of promotion in working area, because some of the respondents showed negative perspective about the promotion policy applied to them during the promotion period. Although it understanding that, promotion policy as a resource defined that specifies rule and properties to apply when promoting objects. Uses of a promotion policy prevent having to define the set of rule each time an object is promoted (Ada, 2013) ^[1].

Furthermore, the study revealed that, the ultimate purpose of promotion policy is to clarify pay adjustments, job title and responsibilities related to specific rank and job category. In addition, promotion policy can affect a lot the promotion process within a school administration, this policy applied to all teachers who qualify for promotion (Chao and Chou, 2017) ^[3].

Likewise, in responses to the concept of application of promotion policy, the interviewee provided their view as one of the teacher said:

"...A promotion policy/decision usually made by the management of particular organization to resolves the advance of an employee's position that guarantees a higher salary range or high post. Along with this promotion, some rule and regulation used in promotion attempt to comply with unfair employment laws, and continue to have problems with employees who perceive unfair treatment in promotion decisions..." (T1).

Arguing along the same line of one interview had this to say

"... Managers at private schools in Zanzibar have a better understanding on what basis promotion decisions of teachers should be made. They will recognize that, teacher motivation and enhancement of work is achieved when promotion is conducted in fairness..." (T2).

This views implies that, although some of school apply promotion policy in their working area, but unfortunately some decisions are going against the expectation in which the teacher always claim about their right.

4.2 Budget allocation

Is the budget allocation in the schools is one among the factor affecting teacher's promotion? The teachers believed that, insufficient budget for implementation different operational activities including motivation to the teacher's caused dissatisfaction of the member of organization to perform their function for achieving better organizational goals.

Furthermore, a major challenge that faces the perfect implementation has been cited as a lack of funds from the school administration. The teachers' level of dissatisfaction on the lack of opportunities for advancement is noteworthy, coming against the backdrop of an ongoing implementation of daily activities. What therefore means is that, teachers are seeking individual recognition for their unique achievements other than being satisfied by the negotiated terms for the entire group however much this could still be welcome as the following words of the headmaster substantiated:

"...budget allocations are undoubtedly an important component for teacher's motivation, budget involves promotion of teacher with the money and things associated with money. It happens that, the promotions are not taking place as expected in many schools especial in developing countries this due to the financial problem which caused budget deficit..." (HMI).

The view of this interview focus on the challenge facing private schools during the planning and implementation of promotion process in their working area, in which the effectiveness are not reached in term of teacher's promotion due to financial constrain

Conclusion

The conclusion that can be drawn from the findings is that, successful organisation largely values the role of its employees through promoting and the procedures must be properly implemented to avoid the negative attitudes among employees towards the organization. These include reduction of work morale and sense of belonging to employees, increase in labour turn over, lack of competent and suitable employees for some positions which may result into the failure of an organization to properly deliver that service. Moreover, teacher's promotion to a large extent is affected by either social or managerial factors that affecting the performance of the teachers within the private schools in West "B" District in Zanzibar.

Recommendation of the Study

Bearing on the mind that, the conclusion of this study; the researcher has come up with the following recommendations.

One, there should be designed a specific department dealing with the promotions of private schools and to minimize bureaucracy in the promotion process in order to reduce the time to process teacher's promotions.

Two, the organization of private schools should have a special fund allocated separately and adequately for

promotion of private school's teachers. This means there should be a special pool where the promotion fund is kept. This will create easy and fast salary increment of the promoted employees while other procedures could follow later. also this will solve the problem of where to get the fund for promotion when needed since the fund will have its pool already.

Three, database and information management should be improved for promotion reasons. There should be a database for each employee containing all teachers' particulars (information), in order to avoid the loss of employee's important particulars that are always considered during the promotion process. Also, the database should be updates frequently in order to capture the current information of each employee in order to avoid complaints from employees.

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