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POLICY RESEARCH INITIATIVE

Somalia

Teacher Incentive Systems Final Report

May 1989

IEES

Improving the
Efficiency of
Educational
Systems

Florida State University
Howard University
Institute for International Research
State University of New York at Albany

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**IMPROVING THE EFFICIENCY
• OF •
EDUCATIONAL SYSTEMS**

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POLICY RESEARCH INITIATIVE

**SOMALI DEMOCRATIC REPUBLIC
MINISTRY OF EDUCATION**

Somalia

Teacher Incentive Systems Final Report

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CHAPTER ONE

INTRODUCTION

The teaching profession, like any other profession, must find ways of motivating its teaching staff. There must be rewards which are effective in raising the interest of the teachers and increasing their retention in the system. An educational institution is unlikely to retain capable and efficient staff or to achieve successful results in the classroom if there are no incentives or rewards.

In recent years, most developing countries have encountered a staggering set of problems related to the high rates of inflation and acute economic recessions which have seriously affected their socioeconomic development. Market prices have risen uncontrollably. In many countries the national governments no longer have the resources to subsidize the basic needs of their citizens. Teachers are usually among the most affected vulnerable groups.

Hence, many developing countries have experienced both qualitative and quantitative economic difficulties and educational deterioration. In Somalia, which is among the least developed countries, the problem is very acute.

In 1982, when economic difficulties swept the country, the standard of living of most Somali people was seriously affected. In addition, Somalia experienced successive droughts and regional disputes that aggravated the economic situation.

Since that time, the statistical yearbook published by the Planning Department of Ministry of Education and Culture (MOEC) shows drastic declines in enrollment and high student dropout rates at both primary and secondary education levels. Teacher absenteeism and the high rate of attrition have become common phenomena, and parents have begun to question the quality of the educational system.

With these trends in mind, the Ministry of Education and Culture, as well as other agencies, have conducted several studies in order to identify solutions to the problems. Most are in agreement that the current conditions under which teachers must function are major contributors to the problems underlying the educational system.

Teachers' salaries are low, and most cannot meet their daily living expenses. In addition, few teachers are provided with additional support such as housing, medical care or food allowances. This situation causes many active and talented teachers to leave the teaching profession in search of better jobs.

Others, who are located in the main towns may secure part-time jobs to supplement their low salaries. Only those who have no other alternatives or those who are truly committed to education remain fully within the system. However, even they must have some other means of support in order to survive.

Taking these factors into account, this study was initiated in order to identify specific measures which can be taken to improve teachers' conditions in Somalia. The focus of this study is on the attitudes of primary and secondary teachers, former teachers and headmasters toward the teaching profession. It seeks to gain insights into their perceptions about the kind of incentives that might provide motivation to remain in the profession and to improve teachers' performance in the classroom.

It also explores reasons why former teachers left the profession and what types of incentives are provided by their current jobs. In addition, this study seeks to identify the types of support provided by the local community, headmasters, families and other teachers and the extent to which this support is effective in providing motivation for teachers.

HISTORICAL REVIEW

Like other African countries, the educational system of Somalia began under colonial administration. The primary objective of the educational system was to have trained staff capable of assisting their administrators. This approach hindered the ability to expand the system beyond the main towns. The influence of Islamic religion also affected its capacity to absorb more students. The suspicions of many parents about the system of indoctrinating their children with Christianity contributed to low student enrollment in existing schools.

Education of girls was never encouraged, and their participation in schools was minimal. Even after the importance of education was recognized by most communities, girls had the least chance of attending schools, mainly because of two major factors. First, in Somali culture, mothers are committed to training their daughters to perform all household domestic activities at an early age, and therefore, have little time for schooling. Second, most girls marry young (at the average age of 15-18 years). This factor also influenced the rate of female school dropouts.

Upon gaining independence, Somalia inherited a dual school system. In the North, there was a primary school system which was comprised of the elementary and four intermediate grades. In the southern regions, however, the composition of primary education was five years of elementary level, followed by three years of intermediate schooling. Italian language was the medium of instruction for both the elementary and intermediate levels.

This dual schooling system left Somalia not only with a mixed heritage, but also with a set of rather unreliable data. Nevertheless, reasonable estimates of educational statistics which go back some 20 years are available. This helps the analysis of the existing conditions and enables the construction of a coherent history of the primary education growth in Somalia which can be identified. These are described below.

The Foundation Stage

The foundation of the education system of Somalia began with independence and extended through 1969, when the revolutionary government came into power. Data collected by the Planning Department of the Ministry of Education reveals the entire elite nature of the schooling system that was inherited. For example, in the year 1965, the total primary school enrollment for the whole country was 36,000. This represented only five percent of the school age group. Female enrollment was only a fraction of this level and was even less at the secondary level.

During the foundation period (1965-69), the rate of primary school enrollment increased to about 6%. This was an increase of actual growth of 15,000, which in reality corresponded with the population age group growth (see Table 1). At this stage, most efforts were focused on integrating the inherited educational system and unifying the curricula of various grade levels throughout the country.

The two teacher training institutions which previously existed in the two colonial periods were demolished, and a new primary teacher training institution was established at Afgoi (now the College of Education). Primary education was reorganized with four levels of elementary and four years of intermediate level. Arabic was taken as the medium of instruction at the elementary level and English at the intermediate level.

TABLE 1**Primary School Enrollment During 1965-1985
Total School Age Enrollment Rate**

Year	Enrollment	Population	Age Group
1965	36,372	700,000	5.2%
1970	50,384	800,000	6.2%
1975	219,517	900,000	24.3%
1980	271,129	1,000,000	27.1%
1985	213,749	1,200,000	17.8%

Early School Expansion Stage

When the Revolutionary government came into power, immediate steps were taken to improve and expand educational services. According to the revolutionary government's first and second charters of political goals, education was recognized to be the right of every citizen. This objective was in sharp contrast to the previous system, which offered educational opportunities only to privileged groups, primarily those in the major towns.

At this stage, a unified structural system of the Ministry of Education was developed, Somali language was adopted as the medium of instruction in both primary and secondary educational systems, and an active program of school construction was initiated, mainly through self-help schemes. Within a period of four years, primary school enrollment doubled and the enrollment ratio of the age group population increased more than 90% (from 6% to 11%). Female school enrollment had also significantly improved, mainly in the urban areas. The establishment of primary school was extended to the village level.

Universal Primary Education Stage

In 1975, the Revolutionary government introduced free and universal primary education. In the academic year of 1975/76, enrollments increased over 200%, and the enrollment ratio of the school age group jumped from 11% to 24.3%.

This rapid expansion considerably increased strains on sustaining future development. Getting adequate trained teachers, providing adequate school materials, and maintaining the school supervision and management on the same scale of development with the system were the major problems confronted.

These problems were more evident in the rural areas, where other infrastructures were almost non-existent. The government's earlier policy of guaranteed employment for secondary graduates later reduced the negative attitudes of parents toward schooling their children. Also, because of immediate demands for primary teachers the government deployed many national service teachers (untrained teachers) and under-trained teachers. This significantly affected the quality of education.

Quantitative Decline Stage

The most important fact to be noted in the primary education sector is, therefore, its rapid decline after the developments described above. Government estimates indicate a decline in primary enrollment from a peak of 272,000 students in 1980/81 to 182,000 students in 1985/86. This is about 14% of the 6-13 year age group.

Estimates by other observers indicate levels of actual primary school attendance in the neighborhood of 10% of the 6-13 year age group. These estimates are suspect, since there are few observations of actual

school attendance. Nevertheless, a consensus supports the observations of a declining enrollment trend over the last several years, and the extremely low level of effective primary education at the present.

Several studies on school dropouts carried out by the Ministry of Education Planning Department indicated that 47% of primary school intakes in 1982/83 did not reach their fourth year, and 64% dropped out before they completed the eighth year of the primary cycle. It has also been noted that since 1979/80, over 200 schools have closed. According to another survey carried by the same department in one rural region, 60% of its schools were found to have no teachers.

The bulk of primary school teachers are primary school graduates with one or two years preservice training. They are grossly underpaid. Until very recently salaries were in the neighborhood of Shs. 700 per month. (Shs. 300 = US \$1.00 at current market rates.) Even with recent increases of 140%, salaries cannot keep pace with inflation.

The purchasing power of teachers' monthly salaries is not sufficient to pay the market prices of their minimum basic survival needs for more than three or four days. While the government of Somali Democratic Republic is attempting to improve the condition of its teaching staff by recent pay increases and by mobilizing communities to contribute to educational programs, the problems still remain. In some areas, the problem has even worsened because of skyrocketing market prices. Consequently, teachers' level of motivation is nil and attendance is poor and irregular.

This fact initiated the present research on teacher incentives. Since teachers are the central focus of educational improvement, teachers' morale is a major indicator to be considered for the improvement of any educational system. Thus, this research is intended to analyze the current condition of Somali primary school teachers.

CHAPTER TWO

STATEMENT OF THE PROBLEM

Since the October Revolution of 1969, the educational system in Somalia has undergone considerable changes. These changes were mostly focused on the primary education sector, which had a limited capacity to serve the major portion of the school age population. It was realized, even after independence, that the demand for educational services has only been restricted in the main towns and cities and has never been availed to the largest groups of the population living in the rural areas.

Recognizing this as a national problem, the Revolutionary Government made a commitment to expand educational services to the village level. Initiatives were taken to extend primary and adult education to many unserved areas.

The main goals of education were redefined to maximize the number of people who could have access to education, thereby enabling a greater number of people to participate more fully in socioeconomic activities.

In 1975, compulsory free public education was introduced with the objective of attaining universal primary education as quickly as possible. Enrollment increased rapidly in primary schools (from 24,000 in 1973/74 to 134,000 in 1975/76) and the number of students completing primary school rose from 7,600 in 1977 to almost 35,000 in 1983. The enrollment increase went on steadily until 1981 when it reached a peak of 273,000. These achievements, however, were short lived. Since 1982, primary school enrollment has declined at a rate of 6.6% per year. Most of village schools in the rural areas are now closed, and poor educational efficiency is a concern of most educational administrators and teachers who have witnessed the rapid decline of the educational system.

The teachers' current status is considered among the major contributors of this effect. Many observations point to the low salary scale of primary teachers and high economic inflation that exists in the country as an underlying cause of the high incidence of teacher absence, especially in rural remote areas.

A number of recent studies carried out by the Ministry of Education concurred with this perception. In the poorer rural communities which cannot support the teachers' cost of living, it is unlikely to see any operational schools. Teachers are usually more permanent in the urban areas where they can get part-time jobs to subsidize their low salaries.

The present difficult economic situation which swept over the country also worsened the condition of the teachers and diminished their effectiveness in teaching. Both the IEES sector assessment and the World Bank action plan agreed that the poor instructional training and low salary for the teachers of the primary schools in Somalia affected both their retention in the profession and their effectiveness in the classroom. When asked if he regularly does his teaching assignment, one teacher boldly stated, "It is true that we work less than we are supposed to do, simply because we get less than we rationally could have earned." The problem of retention of primary school teachers is more evident with female teachers, who either get married after working a few years or are influenced to quit the jobs when their relatives are transferred outside their home land. Thus, one can rarely find a female teacher in the rural areas of the country.

An unpublished ministerial report in 1984/85 pointed out that 60% of the primary teachers in the rural areas were from the national service and had no professional training. The remaining 40% were primary leavers who had only one or two years of training and, therefore, were found to be no better than their students in the higher grades and less effective in their leadership roles. Under these circumstances, it is understandable that Somalis lost their faith in primary education.

SIGNIFICANCE OF THE PROBLEM

Teachers are the most important resource that the government provides to schools. Where teachers are well-motivated, competent in the presentation of the curriculum, and able managers of other classroom resources, students attend regularly and learn. By the same token, where teachers are distracted from their task by the need to supplement their income, have little in the way of collegiate and materials support, and are unprepared to manage heterogeneous groups of students, little learning takes place.

Although most societies attest to the importance of teachers in transmitting values, attitudes, and knowledge to the next generation; few societies pay salaries competitive with the opportunities in other fields; few acknowledge the complexity of classroom teaching; and fewer still treat teachers, particularly primary school teachers, as professionals. Good teachers, regardless of the level at which they work, play a variety of roles on a daily basis. They determine what should be taught and in what format; manage classroom time to provide the optimum mix of student time and material on a given task; assess individual progress; reward positive student behaviors and discourage disruptive activities; counsel students and their families; participate in school decisionmaking; and assist their colleagues. The incompatibility between societal rewards and the demands of teaching has resulted in difficulties in attracting talented young people to the teaching profession and retaining them in the profession.

Many developed countries, including the United States, have a serious shortage of mathematics and science teachers. In addition, studies have shown that fewer individuals are now entering than in previous generations. The problems faced by developing nations in providing high quality teachers to schools differ not only in kind but also in magnitude.

In Somalia, the rapid expansion of schooling and the subsequent decline in quantity and quality of its educational system is largely attributed due to poor incentives and salaries for its teaching force. This, in fact, not only assured the high rate of attrition of teachers (about 20% yearly), but also affected considerably their effectiveness in the classroom performance.

The poor morale of teachers and their lack of interest in the teaching profession caused many of them to lower their attendance to schools, especially in the rural areas, where the supporting materials are limited. Such a problem which has negative implications in the overall development of the nation, attracted the attention of many schools and concerned administrators, who attempted to find solutions.

Description of Current Teachers

Statistical records available in the Planning Department of the Ministry of Education indicate that the present size of the permanently registered teaching force for primary schools is approximately 5,000 teachers. This number, if normally utilized, makes the pupil/teacher ratio about 36:1. But that does not actually reveal the existing conditions of many schools, especially those in the rural areas.

According to a survey by the Ministry of Education in 1985, less than 20% of permanent primary school teachers were stationed in the rural regions, and the majority of those were based in the bigger towns of these regions. Similarly, many redundant primary school teachers were in the main towns. The survey results indicated that Mogadishu alone kept over 1,500 redundant teachers. This situation pointed to a critical need for the redistribution of teachers. However, several factors emerged to discourage the implementation of this policy. These are described below.

Localization of Primary Teachers

In the early 1980s, many primary school teachers found it difficult to stay away from their families or to work in the rural areas where they could not maintain part-time jobs to support their salaries. Responding

to this problem, the Ministry of Education introduced the localization of primary school teachers. That is, every community was given the chance to select their trainees from their localities, and after completion of training programs, teachers would be retrained in their own communities.

This policy had two major implications for the enhancement of the efficiency of the system. First, many communities did not find a sufficient number of trainees who were interested in the teaching profession, and therefore a deficit of teachers remained. Second, since there existed only one teacher training institution in the entire country (Halane Teacher Training Institute, which was based in Mogadishu), many parents found it difficult to send their children there. They were particularly reluctant to send girls, who have family obligations. This was mainly a problem in the further regions. Therefore, the actual beneficiaries of this institution were those from nearby regions, where most of the redundant primary school teachers are now placed.

The policy of transferring the excess teachers from their localities will immediately affect the economic condition of these teachers, and at the same time will facilitate the Ministry/community agreement on the policy of localization. While the Ministry has no means to change this pattern, there are always limited options for improving the situation.

Problems Related to Female Teachers

Previously, the teaching profession was one of the major sources of female employment. That was at a time when the primary schools were limited to the main towns and cities. Later when primary schooling expanded into the rural areas, female teachers found little to attract them to work there. The fact that they have a better chance of finding suitable marriage partners in the main towns than in rural villages and the possibility of having other members of their family live with them in the town, caused an overconcentration of female teachers in urban areas.

While the female portion of the primary school permanent teaching staff is rated to be about 40% (2,106 out of 5,201), their presence outside the town is considered to be less than 5%. The Ministry of Education, realizing this problem, took the initiative of transferring as many female teachers as possible to the rural areas. But this initiative failed, since almost all of them have been shown to have a legal marriage certificate, which justifies their right to live with their husbands wherever they settle as a family. Also, being in pregnancy and near delivery time allows them to take a long absence from their duties. This is a right not to be denied, but it remains a factor which interferes with the effectiveness of the educational system.

Effect of Community Teacher Support

The awareness of the poor economic conditions faced by the teachers and the limited resources available to improve these conditions led the Ministry of Education to search for other means of obtaining teachers' support. An initiation of community inputs became the most feasible source. In 1986, local educational administrators organized meetings with local community leaders and parents and presented to them the overall conditions of the educational system; more specifically, the current situation of the teachers.

As a result of these meetings, it was agreed that parents would pay 100 So.Sh. per secondary student and 60 So.Sh. per primary pupil each month. This money was to support the teachers' low salary and to improve the school facilities. This initiative, though successful, has had negative implications for rural poorer communities. On the one hand, because schools in the urban areas cater to more students than those in rural villages, the programs provided more monetary support to urban teachers. On the other hand, some communities were found to be even poorer than the teachers, and hence it was pointless to ask them to support anyone. Consequently, current observations of the program raises doubts about the efficacy of this

decision, since the inequities that already existed between urban and rural areas seem to have been widened, while an increasing number of teachers are attracted away from rural areas and into the towns.

CHARACTERISTICS OF PRIMARY SCHOOL TEACHERS

Primary school teachers can be classified into three main categories:

1. Those who completed secondary education and underwent one year of professional training;
2. Those who, after completing primary education, had one or two years of professional training; and
3. Those who completed secondary education and were temporarily assigned to teach primary schools for two years as a National Service commitment.

The program of the first group began in 1985 as an experiment for improving the quality of the teaching profession in primary schools. The first two groups are now in operation, and although they are few in number (about 180), they have been found to be very effective both in the classroom situation and in school management roles.

The success of this program led to the current policy of the Ministry of Education on primary teacher training programs, whereby trainees are to be taken from secondary professional training. Two institutions, in Hargeysa and Mogadishu were established to carry out this program. There is also a plan to establish three more similar institutions in three different regions in the near future.

The program of the second group of primary school teachers was started in 1972 as an emergency means of responding to the high demand for teachers needed for implementing the universal primary education policy which was adopted as nationally an educational goal. In 1972 and 1975, a total of 2,200 primary school teachers were given a one year course at a temporary accommodation at Lafoole College of Education, and El-Jalle in Lower Shabelle Region.

Later, the Halane Primary Teachers Training Institute was established in 1976 and served as the country's only primary teacher training institute until 1984. To meet the urgent need for primary teachers, Halane operated two one-year accelerated courses in 1976-77 and in 1977-78 graduating about 4,000 teachers. Later its programs were extended to two-year courses.

Because of several factors, such as the low level of academic background, the young ages (the average age of this type of teacher is about 17-19), and the poor professional training of participants, this type of training program was found to be less effective. Therefore, the Ministry made the decision to cease its further implementation. Also, the Ministry of Education decided to phase out this type of teacher by organizing systematic inservice programs in which teachers would receive lectures through distance education materials, while they were teaching. In addition, teachers would undergo face-to-face training during summer sessions for three years before being certified as primary school teachers.

The third group of the primary school teachers are, as mentioned earlier, secondary school graduates who are fulfilling two years of obligatory National Service before being accepted to university enrollment or employment. Their performance in the classroom, however, is generally unsatisfactory because of two major factors. First, since these teachers had no professional training, they are found to be less attendant to other duties.

Second, lack of professional commitment limits their capacity for improving their teaching skills. These teachers have been found to be less serious about their work and have been quoted as saying, "After all, we are not really going to be teachers."

Although the Ministry of Education realizes this problem, there is no immediate means of replacing this type of teacher until a sufficient number of primary school teachers are trained to take their place.

Regardless of which type of teacher serves in the system, the current salary allocated for the primary school teacher is severely inadequate to cover their domestic needs. Consequently, this affects the retention of teachers in the profession and limits the ability of the Ministry and other educators to improve the efficiency of the system. Therefore, it is necessary to recognize teacher incentives as the most important factor to be considered if the current trend of primary education is to be reversed.

Job Requirements

Officially, primary school teachers are required to teach 36 periods of 45 minutes per week. This gives a total work load of 26-1/4 hours per week. But under the present circumstances, the average teaching load of the teachers is estimated roughly to be 18 periods per week; at most half of their normal work assignment week.

There are few part-time teachers at this level. Instead the Ministry hires national service secondary graduates on a full-time basis. Furthermore, there is no subject specialization at the primary level, and hence, primary teachers are expected to teach every subject assigned at that grade level.

The average number of students in a class varies both by grade by the locality. Normally, the student/class ration should be 40:1 at any grade. However, there are several factors which have contributed to the substantial differences among schools and regions. These are:

- high primary school intakes in urban areas, (normally 60-70 students per class), keeps the average class size high;
- high dropout rate of the students in the agricultural areas makes a substantial difference in the number of students in each grade. (For grade one intakes to be 50 and above, subsequent grade two may be 30 or less.); and
- low student enrollment in the nomadic areas. In a country like Somalia, it will be very difficult for anyone to achieve an optimum class size.

Description of the Recruitment System

After the Ministry of Education phased out its policy of recruiting primary school leavers for teaching primary school, secondary graduates were taken in their place. The main reasons of upgrading the level of primary teachers were related to the experiences encountered in training the first group. As noted earlier, academically, teachers were found to be at the same level or lower than their students in higher grades. In addition, since young teachers were immature and inexperienced, their school management skills were found to be poor.

Previously, there was no selection criteria other than the trainees' interest in being a primary school teacher. That was because the teaching profession was not attractive to most students who had finished primary schools, as they had the chance to go to secondary, technical, or vocational school, where there were greater opportunities for obtaining jobs after graduation.

The Ministry has recently set the following criteria for the selection of primary teacher trainees. They should:

- be a secondary school graduate with acceptable passing grades on the final secondary certificate examination;
- sign an agreement contract for three years of working as a primary school teacher;
- be both physically and mentally fit;
- have interest in the teaching profession; and
- show professional commitment and successfully pass the requirements for a diploma professional training course.

Setting these selection criteria has worked to the advantage of the Ministry of Education because of the large number of applicants who have no other employment opportunities. This came about as a result of the government's policy of stopping guaranteed employment for secondary graduates and because of the limited number of vacancies at the university. The Ministry of Education also initiated a new policy of decentralization of the primary teacher training institutions.

When the Ministry of Education made the decision to upgrade the level of primary teacher training from primary to secondary school graduates, it also took the initiative of establishing two new teacher training institutions in two different regions of the country (one at Hargiesa in the Northwest region and one at Mogadishu in Banadir region).

These institutions offer a training program for one-year, which includes both professional training and academic upgrading. In its instructional design, the program is intended to produce effective primary school teachers, who are capable of successfully completing any higher training offered. Besides the training courses, trainees would undergo a month of teaching practice under the guidance of their instructors. This acquaints them with their job assignment at the school level.

After completion of the training program, all those trained will go on to take teaching posts in the primary schools throughout the country. The major incentives for recruitment are those of fully subsidized professional training (which is dependent on grades and availability of resources) and admission to the Lafoole College of Education after two years of service.

In addition, since the new graduates of the Primary Teacher Training Institutes would have higher credentials than previous groups, they would start at higher monthly salaries; So.Sh. 2723.40 (US \$5.40). A monthly "chalk" allowance of So.Sh. 80 (US \$0.40) is at the present offered to the primary teachers, but there is a new initiative to increase this allowance to So.Sh. 1,000 (US \$12.00).

Retention Incentives

Salaries. Lack of funds, as well as the nature of the recruitment incentives, has hampered the development of an effective system of incentives for teacher retention. The salaries of teachers, as of all civil servants, have changed little since the 1960s. In 1985, it was estimated that salary contributed roughly 24% to a single primary teacher's cost-of-living.

(This computation was based on the average monthly salary of So.Sh. 683 received by primary graduates at the time plus the assumption that the cost-of-living of a single person was one-third of that of a family of four.) Given the same assumptions, and taking into account the cost of living in 1989, with a teacher's monthly salary of 1686.15, the salary of the new secondary graduate teachers will cover approximately 17% of their living costs.

The fact that the secondary graduates are older may mean that they are more likely to have their own families. In the case of a family of four, the beginning salaries of So.Sh. 2793.40 would represent only 9% of their monthly expenses. Fiscal constraints have also barred the use of financial incentives for remote area teaching or salary increases choice (eligible for higher education) are promoted one grade increase. Such promotion often, however, represents a net decrease in income, since headmasters, for instance, work at the school longer hours and, therefore, are less likely to have incomes from second and third jobs.

Because of the difference in alternatives available to primary and secondary graduates may be relatively less attractive than those offered in the past to primary graduates. This is true despite their relatively advanced civil service status.

In order to address the difficulties related to low remuneration, the local government in Hargeysa, through the Regional Education Officer and the communities, have taken the initiative of introducing voluntary contribution to support teachers. Primary and secondary students were support to pay 60 and 100

shillings per month, respectively. Local communities were responsible for collecting the money, ensuring that students unable to pay are granted access to school, and distributing the funds among school personnel. Other regions have followed this example. Ministry officials are justifiably concerned about the current lack of regulations surrounding the collection and distribution of these funds and the impact of such charges on equity and access.

In the Five-Year Plan (1987-1991), government has placed a priority on efforts intended to improve the real income of teachers. The plan calls for the extension of the World Food Program school feeding projects to some 30,000 children and their teachers over the next plan period. In addition, the new Five-Year Plan provides financing for the building of thirty teachers houses per year. While many communities have taken the initiative in providing housing and food for teachers, the extent of such support is not yet known. There is, however, anecdotal evidence that school cannot be maintained where communities are unable or unwilling to provide such support.

Opportunities for Promotion and Professional Development. Educational systems with few opportunities for either promotion or professional development are often perceived as dead-ends. Teachers who work in such systems often invest more of their energy in looking for other jobs and in attempting to obtain release from the teaching service than in developing their teaching skills or contributing to school improvement. This problem is more apparent for primary school teachers in Somalia. Besides their poor preservice training program, they receive very low incentives in their jobs. As already mentioned the monthly salary paid to primary school teachers is not more than 5 days. In addition to that, their chance to be promoted to the next grade after 3 years of service and undergoing a promotion examination satisfied less than 1% of their living needs.

Even though the Ministry of Education organizes a number of inservice training programs for primary school teachers, teachers do not get any incentives from them after successfully completion regarding their promotion or certification.

The policy of allowing primary school teachers to the College of Education for 4 years of University studies is regarded as the first incentive the primary school teachers are awarded, as it is upgrading both his educational level and professional status; but that itself is a disincentive for the primary subsector. Because, as teachers complete their 4 year studies they are regarded to be secondary school teachers rather than primary school teachers.

With respect to promotion, teachers are governed by the same regulations as are all other civil servants. Permanent status is automatically granted to new teachers after a fixed period of service. Currently serving primary teachers (primary graduates with training) are eligible to sit for an entrance examination to Lafoole College of Education after three years of teaching. The examination is given every three years. Typically, 5% to 6% pass. All who pass move to a higher step on the civil service salary schedule. Of those who pass, the top 900 are admitted to Lafoole College of Education, at a rate of 300 per year.

Openings for headmasters are typically filled from the ranks of those who pass with high marks but who do not choose to attend the college. At the present time, promotion from teacher to headmaster does not entail higher salary. In place of the "chalk allowance," the headmaster receives an allowance of So.Sh. 100 to 150, depending on the number of classes in the school.

The program at Lafoole is limited to secondary education so that the primary teachers who attend will either go on to secondary teaching or will exit the teaching service. In either case, they are lost to the primary subsector.

Instructional Support. The Ministry has made substantial efforts to improve the material support of classrooms but the effects of these efforts are yet to be realized. The new reform curriculum has been translated into texts for Grades 1 through 4. The Grades 1 and 2 texts have been printed and distributed. In

addition, the Ministry has just completed a study of the textbook distribution system designed to overcome the transportation problems which have vitiated adequately supplying the schools.

While attempts have been made to strengthen the supervisory system, the full functioning of the system would require far more resources than are currently available to the Ministry. In lieu of such support provided by regular school visitations, will mount a major inservice program. The objectives of the program are to improve teacher effectiveness, while at the same time serve as a retention incentive by increasing opportunities for professional development. The program which is scheduled to begin in the Fall of 1987 will provide both secondary school equivalency and training in the presentation of the new curriculum to the primary graduate teachers currently serving. The three year program will consist of a distance learning component for the school year and a two month summer residential program. Teachers who successfully complete the program will receive the same salaries as do the new graduates of the PTTI's (Civil Service B-8 level). It is estimated that 1,000 teachers will enter this program each Fall.

School/Community Relationship. Many educational studies agree that there is a high correlation between the level of education in the community and local attitudes toward educational development. In a study conducted by the Department of Curriculum Development of the Ministry of education in 1983, it was pointed out that in a sample of 10 primary schools, nearly 73% of the parents with a higher educational level had regular contact with their children's schools, while 10% of the parents with less or no schooling paid occasional visits to the same schools.

The high dropout rates noted in agricultural zones and low enrollment in the nomadic areas are indications of the community's limited capacity to conceive of the importance of education in achieving a better way of life. It has been observed by educators that in the rural communities that although education was previously associated with employment, the trends have changed and most school graduates have not readily obtained employment. consequently many members of the communities have lost their faith in education.

The question as to whether the typical teacher is respected in the community is, to a large extent, related to the community's attitude toward schooling. Where educational activities are seen as futile and worthless exercise, then the respect given to the teachers is found to be minimal.

In addition, the current financial situation of the teachers effects their social status in the community. The fact that teachers' present salary cannot cover their daily living requirements makes them less interested in their teaching duties; and, in turn affects their school attendance. As a result, most of the parents – even those who were initially interested in education – lost their faith in the teachers.

The current financial situation of the teachers has become a staggering problem in many communities. The intensity of this problem has been increased by the inadequacy of the teachers in many localities, mainly in areas where the teaching profession is not attractive to its local citizens, and teachers from other regions find it very difficult to settle there. This has caused the closure of a large number of schools.

To respond to the problem, many communities organized themselves and initiated a means of supporting the teachers in order to keep them working in their localities. Hargeysa, in the Northwest region where these initiatives first started, was a typical example. In the supporting programs, communities agreed to monthly charge of So.Sh. 6,000 (US \$60.00) for every primary student and So.Sh. 100 (\$1.00) for every secondary student. This fee was intended to support teachers salaries and to improve the physical condition of schools.

While this program worked effectively in many communities, recent experiences indicate that it created a significant imbalance on educational service between the richer and poorer communities. For example, in the rural areas, where the school enrollment is low, the proportion of community support for teachers salaries is so small that its effects are almost negligible. This has compelled the teachers in rural areas to flee to the urban areas, where the community teacher support is better.

CHAPTER THREE

RESEARCH METHODOLOGY

INSTRUMENTATION

In order to gather data on the primary teacher incentives in Somalia, four different questionnaires were designed to be administered to each of the following groups: (1) current primary school teachers; (2) former primary school teachers; (3) secondary school teachers, and (4) primary school headmasters. The focus of these questionnaires was on the attitudes of respondents toward the teaching profession, their views about the kinds of incentives that might improve their living conditions and their motivation toward the profession. The questionnaires also attempted to assess whether respondents would like to remain in their profession. It explored reasons why former teachers quit the teaching and whether their current jobs provided better incentives for them. The effectiveness of professional support to teachers was also examined (see annexes).

Before administering the questionnaires, they were pretested in five districts of Sanag and Bari regions. The major objectives of pretesting the questionnaires were:

- to assess the difficulty level of items in each questionnaire;
- to verify the content validity of the questionnaires designed for the different target groups;
- to assess their reliability;
- to check whether the translations (from English to Somalia) altered the content validity of the items; and
- to identify the items which required additional probing by the interviewers.

Results of the pretests were positive, and no major revisions were necessary, with the exception of a few changes which were required in the Somali translation. Most items were found to be consistent with their original aims. Depicted below are the regions and districts in questionnaires were distributed during the pretesting.

District	Region	CPT	FPT	ST	HT
1. Erigabo	Sanag	5	3	2	1
2. El-Afwein	Sanag	3	2	1	1
3. Badhan	Sanag	3	2	1	1
4. Bosaso	Bari	5	3	2	1
5. Qardo	Bari	4	2	1	1

Prior to administering the questionnaires, two-day training workshops were conducted by the Research Associate for the six interviewers from the regions where the pretesting was carried out.

SAMPLING AND SAMPLE SELECTION

According to the research design, a sample of at least 200 current primary school teachers, 50 former primary school teachers, 50 secondary school teachers, and 30 primary headmasters was to be selected for interviews. The actual number of completed interviews exceeded these projections and included 201 primary teachers, 54 secondary teachers, 47 former teachers, and 37 primary teachers.

A random sample of the current primary teachers was selected from 54 primary schools in 20 districts of the five regions of Bay, Gedo, Bakool, Middle Shabelle, and Lower Shabelle.

No random selection was made in selecting the headmaster, due to their limited number all headmasters were deliberately interviewed in each of the randomly selected schools for convenience. Since most of the former primary school teachers were highly concentrated in the main towns rather than in the villages, their random selection was made only from regional capitals. Similarly, since most of the selected regions had only one secondary school in each district, the sample of secondary school teachers was randomly selected from these schools.

FIELD WORK ACTIVITIES

Preparation of Interviewers Manual. Before the field work activities were begun, an interviewers' manual was designed to provide interviewers with guidelines needed in their field operations (see Annex V).

Recruitment of Interviewers. After completion of the interviewers' manual, a training program for the first team of interviewers was organized for Bay, Gedo, and Bakool regions. This training program was conducted during February 16-22, 1988, and a team of eight was selected from those regions.

Later, training programs of four and three days were organized for seven interviewers from the Lower and Middle Shabelle regions, respectively. These training programs were conducted separately in each region. The training program for the interviewers in Lower Shabelle was conducted during May 22-25, 1988; and the training for interviewers in Middle Shabelle was conducted during May 26-28, 1988.

Field Work Operation. Because of limited time and resources, the start of the field work operation was scheduled immediately after the training program. All necessary information related to regional locations and sample size of each of the target groups was provided to the interviewers. The project Field Coordinator made continuous visits to supervise interviewers, as well as to provide the guidance necessary to ensure reliability and minimize errors in the field operations.

After completion of the field work, the questionnaires were examined by the research team. They were found to be satisfactory, and most of the questionnaire items were found to be completed as planned.

CHAPTER FOUR

FINDINGS

PRIMARY TEACHERS

Background/Experience

A total of 201 primary teachers were interviewed for this survey. The majority of primary teachers in the survey have limited teaching experience. However, there is considerable variation in teachers' experience from one region to another. Those who work in remote regions, such as Bakool, have less experience than those who work in regions adjacent to the major cities.

Fifty-eight percent of the respondents have previously taught in other schools (see Table A-1). Shown on Table A-2 is the number of schools at which teachers with prior experience have taught. As illustrated, 35% of the respondents have previously taught at 1-2 schools, 14% have taught at 3-4 schools, and 20% have taught at 3-4 schools. The mean number of schools at which respondents have taught previously is one, with a standard deviation of 1.62. The location of previous teaching jobs, as indicated on Table A-3 is as follows: urban (31%), rural (16%), and both rural and urban (16%).

Sixty-six percent of the current primary teachers had other jobs prior to entering the teaching profession (see Table A-4). When asked about the types of jobs they could have had instead of teaching, respondents listed the Ministry of Health (25%), Civil Servant (such as maintenance) (9%), farmer/nomad (7%), secretary/clerk (5%), technical (5%), and armed forces (2%) (see Table A-5).

Level of Education

Regarding the level of education of primary teachers, 75% have a secondary diploma (see Table A-6). Additionally, 94% of the surveyed primary teachers indicated that they have attended a teacher training institute, and only 6% have had no prior teacher training (see Table A-7). Most of those (73%) attended teacher training for two years (see Table A-8).

Forty-six percent of the surveyed teachers indicated that they have participated in inservice training. The remaining 53% have had no such training (see Table A-9).

There is a growing feeling that teachers are not trained to utilize their creative and leadership potential in the management of the school and community. In this regard, 88% of the surveyed teachers indicated that more training for teachers would help a lot. Another 6% thought that more training would be somewhat helpful to teachers. Only 4% of the respondents did not think training would be at all helpful (see Table A-10).

Some of the teachers in the survey have stressed the importance of participating in seminars. In support of this, 33% of the respondents reported that providing more seminars is very important. Another 10% felt that providing seminars is somewhat important to teachers. Only 4% of the surveyed primary teachers responded that it is of no importance to teachers. However, 50% of the primary teachers did not state their views about the importance of providing seminars (see Table A-11). All of the teachers in the survey have attended at least one seminar, 25% have attended two seminars, and 2% of the respondents have attended three seminars (see Table A-12).

Respondents were asked to indicate what they liked most about the seminars. As shown on Table A-13, 22% of the surveyed teachers cited "acquiring new knowledge," and 7% listed "learning new methods of teaching" as the two most important benefits of teacher training seminars.

Moreover, most respondents revealed nothing that they disliked about the seminars. As depicted on Table A-14, 15% of the primary teachers answered that there was "nothing" that they disliked, and 83% of the respondents refrained from answering the question. The other three respondents mentioned "insufficient time spent on lectures," "lack of proper administration," and "insufficient interaction with other teachers."

When asked how seminars could be improved, 17% listed "giving more subject area training" as their first suggestion. Thirteen percent wanted to make training longer, and 9% would like to see better selection criteria when choosing teachers for training (see Table A-15).

The two most important ways in which training provides support, as viewed by respondents, is "learning new teaching methods" (37%), and "getting new knowledge" (32%) (see Table A-16).

Teaching Load

Respondents in the survey indicated that their teaching load is excessively high. Forty percent of the respondents teach 31-40 periods per week. Another 37% of the primary teachers reported that they teach 21-30 periods per week, and 20% reported that they teach 11-20 period per week. Only 2% of the respondents reported that they teach more than 40 periods per week. The mean number of periods taught per week is 28 (see Table A-17).

However, it should be noted that this figure is much larger than indicated by previous Ministry observations. This discrepancy could be attributed to a number of factors. It is possible that due to sampling error, the respondents in the survey are not representative of the general population. However, it is also possible that the teaching load reported was slightly exaggerated by respondents who feared that their workload would be increased or their salaries decreased if they provided accurate figures. Regardless of the reason, caution should be used in attributing these estimates to a larger group than the teachers included in the survey.

In addition, the number of students enrolled in class is large. Thirty-nine percent of the respondents indicated that they have 31-45 students enrolled in class. Another 39% reported that they have 16-30 students. The mean number of students enrolled in class is 42, and the standard deviation is 24.68, indicating a large variation in class size (see Table A-18).

Enrollment figures, however, do not always indicate the number of students who actually attend class. Table A-19 shows that 49% of the respondents indicated that approximately 16-30 students attend class regularly. Another 29% of the primary teachers estimated that 31-45 students regularly attend. Only 3% of the teachers have 46-60 students who attend regularly. The mean number of students who attend class regularly is 34, and the standard deviation is 18.02.

Considering the most frequent age of students, 9% of the respondents reported that the range is from 6-7 years. Another 18% of the primary teachers indicated that the most frequent age is 8-9, 22% stated that it is 10-11, 30% stated that it is 12-13 and 12% said that it is 14-15. As indicated on Table A-20, the mean age is 12, and the standard deviation is 2.79. Considering that the respondents were primary teachers, this figure appears to be somewhat high.

Therefore, one must consider the possibility that many of the respondents misunderstood the question. However, the questionnaire does not indicate what grade-level the primary teachers in the survey teach. If a disproportionate number of the respondents teach fourth grade students, then the information could be accurate.

Six percent of the respondents stated that the youngest age in class is 5-6 years, 32% stated that it is 7-8 years, 24% indicated that it is 9-10 years, 21% said 11-12, and 10% said 13-14. The mean age for the

youngest student in class is 10, and the standard deviation is 2.33 (see Table A-21). Again, this figure is higher than one would expect, and the possibility of error should be considered.

With regard to the oldest student in class, 5% of the teachers indicated that they have students in their class that are 17-18 years of age, 13% reported that their oldest student is 15-16 years of age, 21% said that the oldest person is 13-14, 10% said 11-12, and 12% said 9-10. Only a very small percent of the primary teachers indicated that their oldest student is younger or older than the ages listed above. The mean age of the oldest student is 14, and the standard deviation is 3.27 (see Table A-23).

Concerning students' age differences, 27% of the respondents indicated that there is a large difference in the ages of students in their class. Another 68% of the primary teachers stated that there is some difference in students' ages, and 4% said that there was a very small difference (see Table A-24).

When asked about the benefits of having students from the same age group, 58% of the respondents reported that having students who are the same age would help a lot, 17% thought it would help some, and 22% did not think it would help at all. With regard to the composition of their own classes, 47% of the respondents indicated that they have students from more than one class, while the remaining teachers reported that they have students from only one class (see Table A-25).

Teachers have varying opinions about their students' abilities. Twenty-eight of the primary teachers judged their students academic abilities to be "excellent," 57% felt they were "good," and 12% considered them to be "weak" (see Table A-26).

Concerning whether primary teachers have discipline problems with their students, 22% of the respondents noted that they have a lot of problems, 48% have some problems, and 26% say they have no problems with discipline (see Table A-27). As to whether it would help to have fewer discipline problems with students, 55% of the primary teachers thought it would help a lot, and 15% indicated that it would help some. An additional 24% did not believe improving discipline problems would help at all.

Despite any of the problems they may have, many primary teachers still say they like their jobs. Forty-four percent stated that they like teaching a lot, and 17% like it some. However, 33% of the respondents do not like being a primary teacher at all (see Table A-29).

When asked about the two things teachers like about teaching, 8% identified "teaching children," and 16% cited "acquiring new knowledge" (see Table A-30).

Concerning two things teachers dislike about teaching, 7% of the respondents dislike "the way that society regards teachers," and 4% reported that there is a "lack of concern for teachers by the community" (see Table A-31).

In identifying reasons for becoming a teacher, 69% of the respondents reported that they entered the teaching profession because they "like to teach people." Another 10% stated that they "like to increase knowledge," and 5% stated that they "enjoy teaching" (see Table A-32).

Only 5% of the current primary teachers reported that they have ever resigned from teaching (see Table A-33). Stating reasons for leaving teaching, 1% of the respondents said that they resigned because of "family problems," and 1% resigned because of "economic difficulties." The remaining 97% offered no explanation for why they resigned (see Table A-34).

Of those (10 people) who resigned and later returned to teaching, two people had been forced by police to return, three cited reasons such as they "enjoyed teaching" or "wished to serve their country." One person returned because his job had finished (see Table A-35).

School Equipment/Facilities

The majority of schools have chalk and chalkboards, but textbooks, maps, globes, science equipment, libraries, visual aids, and dictionaries are in short supply at almost all schools (see Tables A-36 to A-43). As

indicated on Table A-44 and Table A-45, most students have exercise books (89%) and pencils (93%). However, few have proper furniture.

Although most schools have roofs, walls, and lighting, generally, the condition of the majority of existing educational facilities is poor (see Table A-46 and A-47). Because schools are poorly constructed, walls are cracked and roofs are falling.

Fifty-eight percent of the surveyed teachers stated that students write their exercises on stones. Another 28% that students use blocks of wood for writing (see Table A-48).

There seems to be sufficient chairs for students. Approximately 89% of the surveyed primary teachers reported that students sit in regular chairs. Another 9% of the respondents indicated that students sit on small chairs. The remaining respondents stated that students sit on the ground (see Table A-49).

Teacher Incentives

Sixty-three percent of the surveyed current primary teachers received their monthly salary from the Ministry of Education on time (see Table A-50). This salary is meager, and it reaches some of the teachers very late. As indicated on Table A-51, 11% of the respondents indicated that their salary is delayed by 1-7 days.

Delay of teachers' monthly salaries usually encourages teacher absenteeism. This, of course, affects the performance of teachers and exacerbates the existing problems of school management.

Providing the monthly salary on time would be a big help to teachers because it would assist them in covering their monthly expenses. In this regard, 42% of the respondents reported that getting their salary on time would help them a lot. Another 28% of the primary teachers indicated that it would help them some (see Table A-52). The average monthly salary at the time of the survey was So.Sh. 680 (see Table A-53).

Seventy-two percent of the teachers indicated that they get a monthly allowance (see Table A-54). The average monthly allowance is 226 So.Sh. (see Table A-55).

Approximately 53% of the primary teachers thought that it would help a lot to provide rural teachers with a monthly allowance. Another 25% said that it would help some, and 18% did not think it would help at all (see Table A-56).

However, much depends upon the amount of allowance which is received. If the allowance were sufficient to purchase essential food and household from the market, then it could make a difference in teachers performance.

Currently, only 5% of surveyed teachers have housing provided by the school or community (see Table A-57). However, teachers place great importance on housing incentives. A total of 71% of the primary teachers in the survey indicated that providing housing to teachers would help them a lot, and 22% said that it would help some. This would keep more teachers on the job and, it would also change positively the morale of teachers. In addition, providing housing would lead to improved teaching performance because of greater self-confidence arising from the higher status in the community (see Table A-58).

Only 4% of respondents receive food aid from the school or community (see Table A-59). Table A-60 depicts other ways in which society and the school support teachers. Thirteen percent of the respondents have access to a special purpose fund set up for use in case of emergencies or for illnesses, weddings, births, etc. The fund is maintained by deducting 2% from teachers' salaries each month. Another form of support acknowledged by 7% of the teachers is moral/personal support.

The current salaries of teachers are not sufficient to purchase the most essential food items required for a week from the market, due to the high rate of inflation. More than one-third of the respondents stated that they currently must work at other jobs in order to survive. Similarly, almost one-third rely upon

hunting, fishing, farming, or raising livestock for providing their daily food needs. About 18% of the respondent indicated that they have "other" ways to get money, which they did not specify (see Table A-61 to A-64). Concerning the type of support that will help teachers do a better job, as indicated in Table A-65, 39% of the primary teachers stated that increasing salaries or providing housing would help teachers do a better job. Another 23% thought that obtaining a university degree or a promotion would help, and 17% viewed more training as an important incentive that would help performance.

Some teachers indicated that shifting the school starting time from morning to afternoon would be an incentive to teachers. That is, 32% of the respondents felt that shifting of school starting time would help teachers a lot, and 19% thought that it would help some. However, 47% did not think it would help (see Table A-66). Further, 37% of the respondents contended that shifting the beginning or the end of academic school calendar would help teachers a lot, and 18% felt that it would help some. Again, almost half (46%) of the respondents did not think it would help at all (see Table A-67).

Shifting the class time from morning to afternoon would enable teachers, as well as students to perform their jobs in the mornings, such as working on the farm or caring for livestock. Similarly, changing the school calendar to coincide with the nomadic and agricultural cycles would provide greater opportunities for both teachers and students.

A large percent of the study respondent have indicated that distribution of more textbooks to students is a kind of incentive for teachers. Approximately 65% thought that providing more books would help a lot, and 26% thought it would help some (see Table A-68).

As many as 57% of the respondents stated that their students have no textbooks. Only 5% had books for 1-5 students, 10% share one book for 6-20 students, and 5% share one book for 21 to 30 students (see Tables A-69 and A-70).

Another important incentive is the delivery of textbooks to the schools on time, especially at the beginning of the school calendar. In this regard, 77% of respondents considered that this incentive would help a lot, and 16% felt that getting books on time would help some. Many of the teachers who were interviewed pointed out that the phenomenon of delayed and unavailable textbooks at the school severely impedes the schools ability to function properly (see Table A-71).

Thirty-nine percent of respondents said that they get their books at the beginning of the school year (see Table A-72). However, when asked to specify the month in which they received their books, a total of 15% received textbooks by October and 20% by December. By January only 33% had received books (see Table A-73).

A large majority (93%) of teachers indicated that improvements in textbooks would be somewhat or very helpful (see Table A-74). As noted above, however, most schools do not have textbooks and even fewer have teachers' guides. Consequently, few are able to make an informed judgment about the quality of the books. It is possible that some of the teachers considered improving textbook distribution to be a means of "improving the textbooks."

As shown on Table A-75, 63% of the surveyed teachers think textbooks are very important. Ways in which textbooks can be improved are depicted on Table A-76. Approximately 90% of the respondents revealed that adjusting the syllabus to the age and environment of students could improve textbooks. Another 7% of the respondents noted that using diagrams in textbooks would be an improvement.

Table A-77 summarizes what primary teachers in the survey consider to be the top three incentives that should be provided to teachers. Approximately 54% of the respondents thought that "providing free housing" was the best incentive, 14% listed it as second priority and 22% listed it as their third choice. Another 9% of the primary teachers listed "providing more training" as their first choice, 22% listed it as second choice, and 53% as their third choice. In addition, 9% also chose "giving extra prizes or money for good perfor-

mance" as the top incentive, 29% considered it to be the second choice, and 22% considered it to be the third best incentive.

Teachers' Expectations

The majority of the surveyed teachers have pointed out that there is a great difference between their present life and what they expected before joining the teaching profession. In this regard, 65% of the primary teachers have indicated that life is worse than they expected (see Table A-78).

As shown in Table A-79, 45% of the respondents indicated that the most significant way in which life is worse than teachers expected is the "economic conditions" under which they live. Another 5% of the respondents pointed out that the way in which life is worse than teachers expected is "low quality of education."

Teachers also made a comparison between their actual and expected salaries. One-third of the surveyed teachers indicated that their actual salary is far less than they expected (see Table A-80). The failure to attain expected salaries has caused some teachers, especially the best qualified ones, to desert the teaching profession. This has resulted in a consistently high teachers attrition rate and has contributed to the high student dropout rate.

When asked about ways in which life is about the same as expected before becoming a teacher, 10% of the respondents said that teaching conditions were the same as expected. Few primary teachers could think of ways in which life was better than expected before becoming a teacher. The one aspect that was better than a few teachers' expectations (4%) was "the opportunity to increase knowledge" (see Table A-81 and A-82).

With regard to teachers' expectations about allowances, 45% of the respondents felt that their actual allowance is far less than expected (see Table A-83). The discrepancy between actual and expected allowances has caused considerable dissatisfaction among teachers. To compensate, teachers have made efforts to earn additional money. As a result, teachers have allocated less time to work in the school. This problem has contributed to the increased absenteeism of teachers.

With respect to the number of students in the class, 69% of the teachers indicated that the number is the same as expected, 9% said that the number of students in the class is less than expected, and 9% indicated that the number of students in the class is greater than expected (see Table A-84).

Teacher's Role in the Community

Thirty-six percent of the respondents indicated that the importance of primary teachers to the community is low (see Table A-85). Teachers are clearly disturbed by this lack of respect. Indeed, 82% of the respondents felt that it would help a lot to get more respect from the community (see Table A-86).

A teacher with little prior training or experience may have great difficulty in performing his or her duties in the classroom, and hence, many be perceived as incompetent or ineffectual. This relegates them to a low status in the community. The financial situation of teachers also affects their social standing in the community. The fact that teachers' salaries cannot cover their daily living expenses can cause them to be held in low esteem by society.

This lack of respect is reflected in the amount of support teachers get from community leaders. Approximately 68% of the teachers felt that they get no help at all from community leaders (see Table A-87).

When asked what support is needed from the community, 34% indicated "economic support," 12% wanted "respect," and 9% would like to have "more control over students exerted by the community" (see Table A-88).

To Whom Teachers Turn for Advice

Teachers have enormous social and economical problems. For help in resolving these problems, teachers turn for advice to various people such as, community elders, headmasters, and other teachers. Approximately 15% of the respondents get a lot of help from student's parents, and 54% get some help (see Table A-89). Teachers view parental support (both financial and moral) as very important. Approximately 72% of the teachers felt that it would help a lot to get more support from parents, and 16% thought it would help some (see Table A-90).

Similarly, teachers turn to headmasters for advice on problems relating to discipline of students and lesson preparation. In this regard, 29% of the respondents noted that headmasters provide a lot of assistance to teachers, and 50% said that headmasters give some help. Another 18% felt that headmasters give no help at all (see Table A-91).

Teachers also indicated that they would like to get more help from headmasters. Sixty percent of the primary teachers said that getting more help from headmasters would help a lot, and 20% thought that it would help some (see Table A-92). Seventeen percent did not believe that it would help at all.

Teachers sometimes turn to other teachers for advice. Approximately 30% of the respondents get a lot of help from other teachers, and 35% some help. However, 32% get no help at all from other teachers (see Table A-93). When asked about the usefulness of getting more help from other teachers, 61% thought it would help a lot, 16% thought it would help some, and 21% did not think it would help at all (see Table A-94).

As noted earlier, many teachers have become discouraged because they feel there are no distinctions made between those who perform well and those who do not. A total of 84% of the primary teachers felt that it would help a lot to give money or prizes to those who are doing a good job. Another 9% believed it would help some and 2% felt it would be of no help (see Table A-95).

Additionally, 69% of the primary teachers maintained that it would help a lot to remove teachers who are not doing a good job, 7% stated that it would help some, while 20% thought it would not help at all (see Table A-96). Also, it was thought by some teachers that it would help if there were fewer students in class. Twenty-nine maintained that it would help a lot, 20% said it would help some, and 45% did not consider it to be any help at all (see Table A-97).

SECONDARY TEACHERS

Background/Experience

Of the secondary teachers interviewed in this survey, 81% were full-time teachers, and 15% were part-time (see Table B-1). Secondary teachers in this survey have more varied teaching experiences than the primary teachers discussed in the previous section. For example, 61% of the secondary teachers have previously taught in the primary schools (see Table B-2). Table B-3 shows the number of years teachers were in the teaching profession. As depicted on this table, 22% of the respondents have had 1-5 years of experience in teaching, 28% have been teaching 6-10 years, 37% have had 11-15 years in the teaching service, and 7% have served 16-20 years. The mean number of years of teaching experience for the group is 10, and standard deviation is 4.68.

Table B-4 shows the number of years teachers have taught at their present schools. As denoted on this table, 30% of the respondents have been at their schools for 3-4 years, 26% have been there 1-2 years, 7% have stayed 5-6 years, 9% have stayed in their positions 7-8 years, and only 6% of the respondents have

been in their jobs for 9-10 years. Approximately 87% of secondary teachers in the survey teach in urban schools and 11% teach in rural schools (see Table B-5).

Approximately 39% of the respondents had other job opportunities before entering the teaching profession (see Table B-6). When questioned about the types of jobs they could have had instead of teaching, respondents have noted military officer (22%), farmer (9%), donor projects (7%), merchants (6%), and National Printing Agency (4%) (see Table B-7).

Level of Education

Table B-8 shows that 52% of the secondary teachers have had preservice training, and 42% have had no prior training. The duration of the training, as depicted on Table B-9, ranges from one to five years. The mean number of years of preservice training is 2, and the standard deviation is 1.07.

Approximately 26% of the surveyed teachers reported that they have participated in inservice training, and 565 have had no such training (see Table B-10). With regard to the duration of inservice training, 7% indicated that they have had 1-5 days, 2% have had 6-10 days, and 2% have had 11-15 days (see Table B-11). The mean number of days of inservice training is 4 and the standard deviation is 4.76.

When teachers were asked whether they thought the training they have received was sufficient to prepare them for teaching, 4% felt that it was sufficient, and 19% indicated that it was not. The other respondents did not express an opinion on the subject (see Table B-12).

In identifying the two most important ways in which seminars give support to teachers, 26% of the respondents listed "getting new knowledge," and 7% cited "learning new ways of teaching." "Learning how to lecture" was cited as the second most important way seminars give support to teachers by 11% of the respondents (see Table B-13).

When asked about the content of inservice teacher training seminars, 15% of the respondents reported that the focus was on learning "new ways of teaching," and 9% said that the seminars were conducted to "improve overall knowledge" (see Table B-14).

In addition, 11% of the surveyed teachers thought that the best way to improve training is to provide "better trained teacher trainers," and 9% thought the best improvement would be "to provide more training." As their second choice, 17% of the secondary teachers would like to see the use of more visual aids, and 16% thought increasing salaries would improve the training program (see Table B-15).

Teaching Load

Many respondents felt that the teaching load of the respondents was too heavy. In this regard, 33% of the surveyed teachers indicated that they teach 20-24 periods per week, 19% have 15-19 periods per week, 11% teach 10-14 periods per week, and 7% teach 25-29 periods per week. The mean number of periods taught per week is 23, and the standard deviation is 6.92 (see Table B-16).

A total of 81% of the secondary teachers indicated that they teach only one grade, and 4% teach more than one grade. The remaining teachers did not indicate how many grades they teach (see Table B-17).

Additionally, teachers reported a large number of students who regularly attend class. In this regard, 24% of the surveyed teachers stated that 35-39 students attend class regularly, 15% have 45-49 students in regular attendance, 15% responded that 30-34 students come to class regularly, and 44% of the surveyed teachers reported that 50-54 students are regularly in class. The mean number of students who regularly attend class is 40, and the standard deviation is 6.15 (see Table B-18).

Caution is advised in interpreting these results, since the figures are much larger than other studies have indicated. It is unlikely that teachers have as many as 50 students attending class regularly. This discrepancy could be attributed to inflated figures provided by respondents. It is also possible that some

respondents misunderstood the question and reported the total number in school or the total number of students in a particular grade.

The things teachers found most satisfying about the teaching profession are as follows: 16% of the respondents reported that they "enjoy teaching people," 10% said that it is the "best job available," 5% said they like "getting respect from the community," and 7% like "building their knowledge" (see Table B-19).

Pointing out the two most important reasons for applying for their teaching jobs, 11% said that they wanted to "keep their knowledge current," 13% of the respondents stated that they entered teaching because they wanted to "teach their people," and 7% of the respondents have revealed that they "hoped to get scholarships" (see Table B-20).

As shown on Table B-21, two things teachers most dislike about teaching are "low salary" (46%), and the "lack of community respect" (11%).

Only 6% of the surveyed secondary teachers have ever left and then returned to teaching (see Table B-22). However, as many as 61% have thought of leaving at some time (see Table B-23). For those teachers who had previously left and later returned to teaching, the reasons were as follows: 37% left because of economic problems, 9% wanted to be free to care for their family, and 6% left because of illness. Other reasons cited were family problems, finding a better job, poor administration, lack of concern by officials, and low professional status (see Table B-24).

Approximately 19% of the respondents reported that they have other jobs in addition to teaching, and 67% said they do not have other jobs (see Table B-25).

In addition, 22% of the secondary teachers have other sources of income, which they do not necessarily consider to be another job. These include commercial activities (11%), farming (4%), private schools (2%), and family support (2%) (see Table B-26A and B-26B).

Teachers' Expectations

Nine percent of the surveyed teachers indicated that their job security is better than they expected before entering the teaching profession, 30% found it to be the same as expected, and 39% found it to be worse than they expected (see Table B-27).

Eleven percent of the respondents indicated that their personal satisfaction is greater than they expected when they entered teaching, 24% felt that it was the same as expected and only 6% said that it was less than expected (see Table B-28). Similarly, when asked about their satisfaction as a teacher, 22% said that it is more than they expected initially, 33% found it to be about the same, and 37% said it was worse (see Table B-29).

In addition, 41% of the surveyed teachers felt that teachers' status in the school is more than expected, and 30% indicated that teachers' status is the same as expected. However, 17% of the secondary teachers felt that their status in the school was less than they had expected (see Table B-30).

Twenty-eight percent of the respondents believed that their status in the community is better than they expected. Twenty percent of the respondents view it to be the same as expected, and 37% found it to be worse than they expected (see Table B-31).

With regard to other staff, 30% of the respondents stated that improvements in the quality of other teaching staff is higher than expected, 39% felt it to be the same as expected, and 19% thought that it is worse than expected (see Table B-32).

Thirty percent of the surveyed teachers revealed that support from the headmaster is more than expected, 41% felt that it is the same as expected, and 19% considered the headmaster's support to be less than expected (see Table B-33).

Eleven percent of the respondents indicated that opportunities for professional development are more than expected, 11% think they are the same as expected, and 65% think that opportunities are less than expected (see Table B-34).

Concerning expected salary of teachers, 7% of the respondents have said that it is more than expected, 17% stated that it is the same as expected, and 61% of the respondents reported that it is less than expected (see Table B-35).

With regard to getting salary on time, 13% of the secondary teachers indicated that it arrives on time more often than expected. Fifty-two percent of the respondents indicated that the timeliness of its arrival is about the same as expected, and 24% of the respondents feel their salary arrives on time less often than they expected (see Table B-36).

Regarding teachers' allowances, 15% of the respondents indicated that teacher allowances are more than expected, 24% felt that they are about the same as expected, and 48% indicated that allowances are less than expected (see Table B-37).

Considering the number of students enrolled in class, 19% have larger classes than they expected, 39% have about the same number as they expected and 39% of the respondents have fewer students than expected (see Table B-38).

Noting student behavior, 17% of the secondary teachers have indicated that students behavior is better than expected, 24% responded that it is the same as expected, and 48% felt that it is worse than expected (see Table B-39).

Regarding expected academic ability of students, 11% of the surveyed teachers noted that it is more than expected, 20% said that it is the same as expected, and 50% stated that it is less than expected (see Table B-40).

With respect to community/parents' support, 20% of the respondents reported that it is more than expected, 31% feel that it is the same as expected, and 35% of the respondents consider it to be less than expected (see Table B-41).

Considering teachers' expectations regarding the availability of textbooks and other instructional materials for the students, 11% reported that their availability is more than expected, 33% found about the same availability as expected, and 39% found materials availability to be more than they expected (see Table B-42).

Regarding the location of the school, 35% agreed that it is better than expected, 35% found it to be the same, and 15% found it to be worse than expected (see Table B-43).

As to the expected conditions of the classroom, 13% thought conditions were better than expected, 30% thought they were the same as expected, and 43% thought they were worse than they had expected (see Table B-44).

Teacher Incentives

As noted in the discussion of primary teachers' responses, low teachers' salaries is a significant problem. Similarly, secondary teachers also indicated that low salaries present tremendous economic problems. Fifty-six percent of the secondary teachers in the survey felt that increasing teachers' salaries would increase teachers stability a lot, 20% thought it would help some, and 15% felt that it would not change stability (see Table B-45).

Another problem teachers face is the failure to receive their salaries on time. When asked whether they thought getting salaries in a more timely manner would increase teachers' stability, 43% indicated that it would help a lot, 11% thought it would help some, and 26% believed that it would make no difference (see Table B-46).

There are a number of teachers who do not attend class regularly or put forth an effort to perform their classroom duties. There may be many reasons for this low performance, such as family responsibilities, economic problems, lack of training, lack of motivation, and so forth. Regardless of the cause, the overall effect of retaining non-performing teachers on the roster is that many of the teachers who do their best to carry out their duties become resentful and discouraged.

When secondary teachers were asked whether it would help other teachers to remove such non-performing teachers from the rolls, the response was overwhelmingly in favor of such action. A total of 72% of the respondents thought it would help a lot, 9% thought it would help some, and 7% did not think it would make any difference (see Table B-47).

Providing teachers with an additional allowance is another way of providing incentives to teachers. Moreover, 72% of the secondary teachers indicated that providing an allowance would help a lot, while 7% thought it would help some, and 7% thought it would not help at all (see Table B-48).

One complaint that teachers have often expressed about the teaching profession is the lack of promotion opportunities. Many teachers, at both the primary and secondary level feel that teaching is a "dead-end" job with few opportunities for moving up through the system.

Of the secondary teachers interviewed in this survey, 52% felt that providing more opportunities for promotion would help a lot toward increasing teachers stability, 22% said that it would help some, and 22% responded that it would be not help at all (see Table B-49).

Finding adequate and affordable housing is an acute problem facing almost all teachers. Consequently, providing housing for teachers is one way to increase incentives for teachers to stay in their jobs. A total of 78% of the surveyed secondary teachers stated that providing housing would help a lot, 7% said it would help some, and 6% indicated that it would not help (see Table B- 50).

With regard to upgrading the status of teachers in the community, 76% of the respondents stated that it would improve stability of teachers a lot, 9% felt it would help some, and 6% believed it would not help at all (see Table B-51).

Additionally, 52% of the surveyed teachers have reported that improving of parent/school relations could lead to a lot better stability of teachers, 15% thought it would help some, and 17% said it would bring no change (see Table B-52).

Concerning the encouragement of parent/community support, 50% of the respondents indicated that it would improve stability of teachers a lot, 20% thought it would help teachers' stability some, and 15% thought it would not help at all (see Table B-53).

Forty-six percent of the study respondents stated that providing an essential role in school management would improve stability of teachers a lot, 7% felt it would help some, and 31% thought it would not help (see Table B-54).

With respect to reducing unnecessary rules that waste effort and time of teachers, 44% of the surveyed teachers stated that it would promote stability of teachers a lot, 7% said it would help some, and 30% stated that it would not change teachers stability (see Table B-55).

Fifty-two percent of the respondents believed that promoting cooperation among teachers in the school would lead to a lot greater stability, 9% felt it would bring some change, and 28% thought it would bring no change in the stability of teachers (see Table B-56).

Having students in the class who are motivated to learn can be an incentive to teachers. As many as 67% of the respondents stated that having students who are eager to learn would bring about a lot better stability. Seven percent of the respondents reported that it would help some, and 17% felt it would make no difference (see Table B-57).

With respect to reducing differences in ages of students in the class, 52% of the secondary teachers believed it would help stability a lot, 22% thought it would help some, and 28% felt it would not affect stability (see Table B-58).

There is an acute shortage of textbooks in the schools. This is evidenced by the fact that 76% of the secondary teachers in the survey indicated that students have no textbooks. Only 7% of the surveyed secondary teachers responded that their students have textbooks, and the remainder did not respond to the question (see Table B-59).

Approximately 63% of the surveyed teachers indicated that providing textbooks and educational materials would lead to much greater stability of teachers. Nine percent of the surveyed secondary teachers felt that it would help some, and 19% thought it would bring about no change (see Table B-60).

With regard to dispatching textbooks and other educational materials on time, 59% of the respondents stated that it would help teachers' stability a lot. Seven percent of the respondents thought it would bring some improvement, and 20% reported that it would not change teachers' stability (see Table B-61).

With regard to furnishing the class, 52% of the respondents indicated that better furnishings would bring about a lot better stability of teachers, 11% thought that it would help some, and 20% of the secondary teachers indicated that it would make no difference (see Table B-62).

Concerning adjusting the calendar year of school to meet the needs of students and teachers, 48% of the respondents thought that it would improve the stability of teachers a lot, 6% reflected that it would help some, and 30% felt it would make no difference (see Table B-63).

Regarding the provision of more opportunities for inservice training, 56% of the respondents thought that it would improve the stability of teachers a lot, 17% responded that it would help some, and 13% felt it would make no difference (see Table B-64).

Approximately 37% of the secondary teachers indicated that providing more support from headmasters would lead to a lot better stability of teachers. Nine percent of the surveyed teachers felt that it would help some, and 35% thought it would bring about no change (see Table B-65).

With respect to reducing the discipline problems in class, 50% of the secondary teachers believed it would help stability a lot, 13% thought it would help some, and 20% felt it would not affect stability (see Table B-66).

FORMER TEACHERS

Background/Experience

A total of 47 former teachers were interviewed for this survey. Most of the respondents did not indicate how long it had been since they were teachers. Of the two former teachers who provided this information, one had been out of the teaching profession for two years and other for three years (see Table C-1).

Concerning the location of their previous teaching jobs, 85% of the respondents had taught in urban centers and 13% in rural areas (see Table C-2). About half of the respondents had taught at other schools prior to their last teaching position. Of those, approximately 81% were located in urban areas (see Table C-3). All former teachers in the survey had been full-time teachers (see Table C-4).

The majority of former teachers had held no other jobs before entering the teaching profession. As indicated on Table C-5, 36% had jobs in other fields before becoming a teacher, and 57% had no other experience.

Only 13% of the former teachers admitted to having held other jobs while teaching. The types of jobs held included jobs in the commercial sector (9%), nomads (2%), and photographer (2%) (see Tables C-6

and C-7). Little information was provided about the number of hours spent each day on other jobs while they were teachers. For the teachers providing this information, the mean is 6 hours, with a standard deviation of 0.96.

When the number of teachers holding outside jobs today is compared with that of former teachers, we see that there has been a substantial increase. As much as 66% of the current primary teachers in the survey hold other jobs and 39% of the current secondary teachers. This means that as inflation continues to rise, an increasing number of teachers are looking to second jobs to supplement their income. The consequence, of course, is that teachers have less time to devote to their teaching responsibilities, and the quality of teaching is diminishing.

Level of Education

Secondary. As indicated on Table C-8, the mean number of years of secondary education completed by former teachers is 3.12. Forty-five percent of the respondents completed three years and 28% completed four years.

Preservice Training. Seventy-seven percent of the respondents indicated that they have had preservice training in a teacher training college prior to their teaching jobs (see Table C-9). When asked about the duration of training, 62% of the respondents stated that they have had 1-2 years, and 4% reported that they received 3-4 years of training (see Table C-10). The mean number of years of preservice training is 2 and standard deviation is 1.13.

With regard to the quality of preservice training, 60% of the former teachers felt that it was adequate, 55% found it to be relevant, and 45% felt that it was effective (see Table C-11).

When asked what former teachers liked most about preservice training, as their first choice, 26% cited "gaining knowledge," 17% listed "learning new ways to teach," and 13% cited "learning math." As their second choice, 11% listed "learning child psychology," 11% liked "learning how to treat people in society," and 11% listed "gaining knowledge" (see Table C-12).

However, not everyone had the same likes and dislikes. As noted on Table C-13, the aspects that many former teachers disliked about preservice training were: military training (17%), Arabic (6%), sports (6%), and math (4%).

Inservice Training. Seventy-seven percent of the surveyed former teachers have received inservice training (see Table C-14). When asked to describe the content of the training (Table C-15), 23% stated that the seminars focused on "learning new ways of teaching," 9% said that it was aimed at "increasing general knowledge," and 5% felt that the main purpose was to "exchange ideas."

The duration of the seminars ranged from 2 to 30 days, with a mean of 6 days and a standard deviation of 8.45. Approximately 47% of the seminars were between 1 and 10 days in duration (see Table C-16).

As shown on Tables C-17 and C-18, most of the former teachers (70%) felt that inservice training had adequately prepared them for teaching. Furthermore, 79% of the respondents said that they would recommend such training programs to other teachers.

The ways in which former teachers felt that inservice training had benefited them in their teaching profession included "increasing knowledge" (32%), "learning new ways of teaching" (21%), "learning new ways of lecturing" (9%), "learning how to manage students" (9%), and "gaining experience" (6%). For their second choice, 13% listed "lesson preparation," 11% listed "gaining knowledge," and 9% noted "learning how to manage students" (see Table C-19).

When asked to describe two ways in which seminars could be improved, 53% of the former teachers indicated that training should be made available on a permanent basis, and 11% would like to see institutional improvements. Another 11% of the respondents did not address the issue of improving seminars per se,

but rather suggested increasing teacher salaries. For their second suggestion, 9% recommended increasing teacher salaries, 4% cited institutional improvements and 4% wanted to see the duration of the seminars increased (see Table C-20).

Teaching Load

Forty-seven percent of the respondents reported that the number of periods taught per week ranged from 35-39, and 17% stated that their usual number of periods 30-34 per week. Another 9% taught 25-29 periods per week and 9% taught 20-24 periods per week (see Table C-21). The mean number of periods previously taught per week was 33, and the standard deviation was 5.73.

The number of students enrolled in class was large. Thirty-four percent of the surveyed teachers reported that they had 45-49 students enrolled in class. Another twenty-one percent stated that they had 40-44 students in class (see Table C-22). The mean number of students in class was 39 and standard deviation was 8.48. This figure is somewhat higher than previous estimates have indicated. As noted in discussions concerning current primary teachers, it is likely that the figures are slightly inflated.

Figures were also reported for the class size in schools where former teachers taught prior to their last assignment (see Tables C-22B/C). Class sizes ranged from 15 to 64.

Teachers' Expectations

There is a wide gap between what teachers expected before entering the teaching profession and what they encountered on the job. The greatest areas of discrepancy concerned expectations about community status, salaries, allowances and availability of teaching materials. As indicated on Table C-23, 57% of the former teachers felt that allowances were less than expected; 57% indicated that the availability of teaching materials was worse than expected; 51% found salaries lower than they expected; 43% felt that the personal satisfaction they derived from the job was less than expected and 36% had less control of their own work than they expected to find.

Concerning reasons for becoming a teacher, 53% of the respondents entered teaching because they "like to teach people," 15% replied that they "wanted to increase their knowledge," and 15% revealed that they "wanted to get economic benefits." Another 13% of the respondents thought that the teaching profession is the "best profession in the world," and 11% indicated that the teaching profession "has a good reputation" (see Table C-24).

When asked to identify two things that they found satisfying about the teaching profession, 34% of the former teachers stated "having dignity in the opinion of society," 11% cited "increasing knowledge," and 11% listed "getting the respect of students" as their first choice. For their second choices, "having dignity" (15%), "increasing knowledge" (11%), and "getting respect of students" (11%) were listed (see Table C-25).

Table C-26 shows that the aspects of teaching with which teachers were most dissatisfied were "low economic benefits" (49%), and "lack of respect" (9%).

These factors also played a large role in teacher attrition. As indicated on Table C-27, 11% of the teachers left because they felt that they did not get proper respect, 6% left because of the lack of economic benefits and 6% because of the low quality of education. Another 4% moved out of their teaching positions because they felt they had no future, and the remaining 72% of the respondents did not provide reasons for their departure.

Respondents suggested a variety of ways in which the teaching profession could be improved, including "giving more care to teachers" (26%), "increasing salaries" (17%), and "developing knowledge" (15%) (see Table C-28).

Current Status

Most of the former teachers in the survey (77%) are currently employed: 47% are employed outside the area of education area; 15% are principals; 11% are vice principals and 4% are inspectors (see Tables C-29 - C-30A).

Monthly salaries for current jobs range from 660 to 20,000 Somali Shillings (So.Sh.), with 19% of the respondents making between 1,000 and 4,000 So.Sh., 15% earning between 1 and 999 So.Sh., and 4% making between 10,000 and 14,999 So.Sh. Only one person (2%) makes 20,000 So.Sh. The average current salary for former teachers is 3,721 So.Sh. per month, with a standard deviation of 5678.94 (see Table C-30B). (The exchange rate, as of March 1989, is 300 So.Sh. = \$1.00 U.S.)

As illustrated on Table C-30C, the average monthly allowance which former teachers receive in their current jobs is 240 So.Sh., with a standard deviation of 240.03. Allowances range from 40 to 700 So.Sh. per month.

When asked whether the former teachers, who are now working at other jobs, received training for their new jobs, 47% indicated that they have had no training (see Table C-31).

Once teachers have left the teaching profession, most are not likely to return to teaching. As indicated, on Table C-32, as many as 60% of the former teachers said they were not likely to return to teaching in the next five years. In addition, many of the respondents (55%) could think of incentives that would induce them to return to teaching. Forty-five percent said that "increasing teachers' salaries" would convince them to return, 4% stated that "giving a higher priority to teachers" would help, 4% listed "completely changing the educational system," and 2% cited "general improvements in the educational system" as possible ways to recruit teachers back into the profession (see Table C-33).

Comparison of Current Job with Teaching Profession

Most former teachers are generally satisfied with their current jobs. Sixty-eight percent indicated that they were satisfied, while only 11% expressed dissatisfaction (see Table C-34).

Table C-35 compares the current jobs of former teachers with their teaching positions on a variety of factors. On each criterion compared, most respondents indicated that their present jobs are better than their previous teaching jobs. When comparing the salary of their current jobs with their previous teachers' salary, 74% indicated that the salary of their present job is greater. In comparing current allowances with that of teachers' allowance, 70% reported that their current allowances are better.

With regard to materials and supplies, 62% said that with their current job, the availability of supplies is greater than it was when they were teaching. In addition, 72% felt that they now have greater status in the community. Sixty percent perceive the quality of the work of colleagues to be superior to that of their colleagues in the teaching profession. Furthermore, 69% believe they have more control over their own work that they did as teachers.

Teacher Incentives

Former teachers in the survey were asked to indicate three incentives that would help keep teachers in the teaching profession. As indicated on Table C-36, 32% of the former teachers thought that increasing teachers' salaries was the best way of inducing teachers to stay in the teaching profession. Another 13% thought that only making deserving teachers part of the permanent staff would provide a major incentive and, 11% believed that providing housing was the best incentive.

Other incentives listed by a few people as their top priority were: providing an appropriate allowance, increasing teachers' promotion opportunities, upgrading teachers' status, providing more inservice training,

providing more students to headmasters, receiving more support from parents and community, getting textbooks and materials on time, and having more motivated students.

For their second priority, 28% listed providing housing on time, 15% listed providing more inservice training, and 11% cited receiving more support from parents and community. Providing more inservice training was listed by 17% of respondents as their third priority incentive, while 11% listed increasing promotion opportunities.

HEADMASTERS

A total of 37 headmasters were interviewed for this survey. Most of the headmasters worked at schools that have from 1-20 teachers. The mean number of teachers is 12, and the standard deviation is 7.17 (see Table D-1).

The ratio of male to female teachers at the schools where headmasters in the survey work is about equal. As noted on Table D-2A, 30% of the headmasters work at schools with 1-5 male teachers, 54% supervise 6-10 male teachers, 11% have 11-15 male teachers on staff, and 3% have 16-20 males. The mean number of male teachers is 7, and the standard deviation is 3.9.

Additionally, 35% of the headmasters work at schools with 1-5 female teachers, 19% supervise 6-10 female teachers, 3% have 21-25 female teachers on staff, and 3% have 26-30. The mean number of female teachers is 7 and the standard deviation is 6.65 (see Table D-2B).

With regard to teachers' attendance, headmasters reported that male teachers have a substantially higher attendance rate than female teachers. A total of 62% of the headmasters indicated that the male teachers at their school attend regularly, 8% said that the female teachers have regular attendance, and 16% stated that both the male and the female teachers attend regularly (see Table D-3).

With respect to teachers' punctuality (see Table D-4), few headmasters indicated that either the male or female teachers are punctual every day. However, female teachers at the schools of the headmasters in the survey appear to be more punctual than the male teachers. Only 3% reported that the female teachers are always punctual, and an equal number found male teachers to arrive on time every day.

However, 43% of the headmasters indicated that the female teachers are punctual three days per week, as compared to 19% who have male teachers at their school who are punctual three days per week.

Forty-one percent of the headmasters work with female teachers who are punctual only one day per week, as compared to 78% who work with male teachers who arrive on time only once a week. It should be noted that 14% of the headmasters did not answer the question about female teachers' punctuality, so it is difficult to make completely accurate comparisons.

As noted on Table D-5, approximately 30% of the headmasters indicated that they have 1-4 teachers who are frequently absent. Another 3% (1 person) reported 6-10 frequently absent teachers, and 3% reported having 16-20 teachers who miss school frequently. The mean number of teachers who are frequently absent is 4, with a standard deviation of 5.01.

With regard to community support, 54% of the headmasters reported that the community provides extra salary to the teachers (see Table D-6). The amount of support provided by communities ranges from 50 to 900 Somali Shillings per month. Approximately 38% of the headmasters indicated that the community provides 40-199 So.Sh. per month, 3% reported community support of 200-349 So.Sh. per month, 5% reported 650-799 per month from communities, and 3% live in communities that provide 800-849 So.Sh. per month (see Table D-7). As indicated on Table D-8, only 18% of the headmasters felt that community leaders provide support to teachers.

The length of service of teachers at the schools in which headmasters were interviewed is very short. Twenty-two percent of the headmasters reported supervising only 1-5 teachers who have been teaching at

the present school for more than one year, 30% had 6-10 teachers with more than one year of service under their supervision, 22% has 11-15 teachers with more than a years' service, and 14% supervised 16-20 teachers who had been at the school for more than one year. The mean number of teachers with more than one year of service at their present school is 11, and the standard deviation is 7.40 (see Table D-9). Few headmasters know of teachers who have resigned but are still living in the area. Thirteen percent know of up to four teachers still in the area, and 3% (one person) know as many as 10 (see Table D-10).

Approximately 57% of the headmasters in the survey had previously taught in the area (see Table D-11).

CHAPTER FIVE

CONCLUSIONS

After comparing the results of the four target groups interviewed in the study (current primary school teachers, former primary school teachers, secondary school teachers, and headmasters), the following conclusions have been drawn.

BACKGROUND/EXPERIENCE

The majority of the current primary school teachers have less teaching experience than the former primary school teachers or secondary school teachers. Additionally, both former primary school teachers and secondary school teachers have served in more schools than the current primary school teachers. However, 66% of the current primary teachers had opportunities for other jobs before entering the teaching profession, whereas only 36% of the former primary school teachers and 39% of the secondary teachers had similar kinds of opportunities.

It has also been observed that while only 13% of the former primary school teachers had other jobs while they were teaching, 36% of the current secondary school teachers and 65% of the current primary school teachers admitted to holding other jobs while teaching.

These figures indicate that the current primary school teachers have less teaching experience than their predecessors, and that a much greater number of both primary and secondary teachers are now working at second jobs in order to support themselves. These factors clearly contribute to the deteriorating quality of teachers' classroom performance, as well as an increasing rate of teachers' absenteeism.

LEVEL OF EDUCATION

The majority of both current and former primary school teachers have a primary level of education, with one or two years of preservice training at Halane Teacher Training Institute. However, most secondary teachers are either secondary school graduates who attended Lafoole College of Education for two to four years immediately after graduating from secondary school or are former primary teachers who, after passing a promotion exam, attended Lafoole for two to four years.

The majority of respondents in all surveyed groups reported having participated in at least two inservice training seminars during their teaching career. Some teachers offered suggestions for improving the seminars, including providing better instructional content, improving the management aspects of the seminars and increasing their duration. Teachers also indicated that they would like the seminars to provide greater opportunities for discussions, rather than adhering strictly to a lecture format.

TEACHING LOAD

Both former and current primary school teachers reported that their average teaching load was 25-30 periods per week. If indeed this is the case, it can be concluded that primary school teachers are currently (and have been in the past) carrying a normal teaching load. However, according to earlier studies, the work load of primary teachers in Somalia is less than half of their normal work load. Therefore, before we draw any conclusions, three possibilities should be considered:

- If we assume that teachers interviewed were not completely frank about their actual working load in schools, then we can conclude that their responses (with respect to this question) were unreliable.

- On the other hand, there is also the possibility that the sample selection was inadvertently biased toward those teachers who work more effectively in the schools. That is, those teachers who were not present at the time interviews were held may have been the less productive ones who were consequently given less responsibility. If this were the case, the sample could not be regarded as representative of the larger teacher population. However, if such bias were present, one would expect similar problems (which were not in evidence) with other questions in the survey, as well.
- Of course, the third explanation—that the earlier studies were inaccurate or conditions have improved since the time they were conducted—must also be considered. Since conditions in most schools have worsened on a number of other criteria, the latter option does not seem likely. In any case, the study limitations with regard to this question should be noted, and the issue of teaching load should be further examined.

TEACHERS' EXPECTATIONS

The majority of the teachers interviewed in all four groups maintained that there were much fewer rewards and incentives in teaching profession than they had expected before entering the teaching profession. Almost all groups agreed that their salaries, allowances, and their status in the community is far lower than they were expecting before they became teachers. Even though most of the teachers professed their interest in the teaching profession, they readily admitted that the low incentives affected their performance in the classroom, and in many cases influenced them to leave the profession.

TEACHER INCENTIVES

A total of 63% of the current primary school teachers and 53% of the current secondary school teachers feel that their present salaries are insufficient to cover their daily living expenses.

Regarding the best incentives that can be provided to the teachers to carry out their work effectively over half of the teachers in all surveyed groups placed increasing salary and allowances as their first priority and provision of housing as their second priority.

Most teachers believe that providing better salaries and allowances would improve conditions in several ways. It would improve their general living conditions, and without the necessity for second jobs, teachers would be able to spend more time in lesson preparation, as well as in the classroom. In addition, it would elevate their status in the community and provide teachers with greater self-esteem.

Other incentives which were mentioned by teachers included: removing teachers who are not doing their jobs; distributing salaries on time; increasing promotion opportunities and upgrading the status of the teachers.

SCHOOL EQUIPMENT AND FACILITIES

Many of the current primary school teachers identified limited educational materials and poor physical facilities in the schools as the major problems facing teachers today. Teachers feel that the lack of furniture, equipment, textbooks, and library materials is discouraging to both teachers and students and is a major contributor to high rates of absentees in both groups.

CURRENT STATUS OF THE FORMER PRIMARY SCHOOL TEACHERS

Most of the former primary school teachers in the sample were employed outside of the Ministry of Education, and none showed an interest in returning to teaching profession, even if the situation improves. The majority of former primary school teachers pointed to the low salary and allowance and their low status in the community as being the major factors that caused them to abandon the profession. It is not likely

that many former teachers will return to teaching unless these problems are resolved and substantial changes are made in a number of other areas, as well.

CHAPTER SIX

RECOMMENDATIONS

Providing incentives is an important means of motivating employees to carry out their jobs effectively. This study has identified several types of incentives that could provide positive reinforcement for teaching staff and result in greater interest in and commitment to the teaching profession. Among other factors assessed in this study were the types of teacher incentives currently provided, as well as additional incentives that teachers think would increase motivation. As noted in the preceding discussion, the incentives having the highest priority for teachers included increasing salaries and allowances, providing housing, improving the status of teachers in the community and providing opportunities for promotion at the primary level. On the basis of these findings, the following recommendations were made:

1. It is clear that primary schools cannot retain teaching staff for more than a short period under current conditions. Despite recent increases, teachers salaries and allowances cannot support them for more than three or four days. Consequently, many primary teachers are compelled to quit their jobs. Others remain on the rolls but either do not show up at all or are frequently absent. Those who do attend devote little time and effort to preparing and teaching the lessons.

Therefore, it's recommended that the Ministry of Education review the salary and allowance structure for the primary school teachers, and base them on the living standard in their area of placement.

2. In addition, the Ministry should explore options for providing housing and medical care, either through MOE subsidies or through community support.
3. The requirements for becoming a primary teacher have recently been upgraded. Whereas, a primary teacher formerly needed only a primary leavers' certificate, he or she must now be a secondary school graduate, with two years of professional and academic training at a teacher training institute in order to be hired as a teacher. The medium of instruction in a number of courses at the teacher training institutes has also been changed from Somali to English. Although the purpose of these changes was to upgrade the quality of primary teachers, a number of unintended outcomes may have also resulted.

Finding teachers who can fulfill the new requirements and are willing to work for such low salaries is extremely difficult. In addition, once they have completed their teacher training, the English language capability provides graduates with greater job opportunities outside the teaching profession. As a result, many trained teachers never actually make it to the classroom.

It is therefore not cost-effective to provide a two year preservice training program for secondary school graduates who may not stay in the profession for more than a short period. It is recommended that preservice training be reduced from six months to one year.

4. Another factor which aggravates the problem of high attrition among primary school teachers is the Ministry of Education's policy for entrance into Lafoole College of Education. Each year 300 of the most experienced and academically capable primary school teachers are admitted into Lafoole. This policy drains talent out of the primary schools, since all College of Education graduates are supposed to go directly into the secondary schools, and none return to the primary level.

Therefore, it is recommended that the Ministry of Education establish a mechanism of career development within the primary level that will provide incentives for trained teachers to remain in the primary schools. One such policy could be to develop a structured salary scale that would provide salaries for teachers who have completed two years at Lafoole College of Education that are equivalent to that of a secondary teacher, with step increases for each year of experience. Primary

headmasters should also be recruited from the ranks of primary teachers who have completed training at Lafoole.

5. Inservice teacher training is a means of improving the professional and academic qualifications of the teaching staff. A systematic inservice training program is essential in upgrading teacher quality. Greater emphasis should be placed on the newly developed inservice training program for upgrading teachers professional skills. It is important, however, to consider that the objectives of such a program are to improve the professional quality of the primary school teachers, rather than preparing them for high educational level, which may provide them with a greater opportunity to withdraw from primary education altogether.

It is also recommended that training seminars provide greater opportunity for discussions among teachers.

6. Since supplemental reading materials in Somali (which is the medium of instruction) are non-existent, it is very important that both teachers' guides and students textbooks be received at the beginning of the school year. The Ministry of Education must improve the textbook distribution system so that instructional materials are received on time.
7. Improving the condition of school facilities, furniture, and equipment is essential if the quality of education in Somalia is to improve.
8. Community support and local participation in educational activities is a powerful tool for improving the educational system. In Somalia, some community support initiatives (primarily in the form of charging student fees in order to supplement teachers' salaries) have been started recently. However, a comprehensive examination of such activities has never been attempted, not has their impact been assessed.

Some educators have expressed doubts about the effectiveness of these activities and worry that this policy will widen the existing inequities between the rural and urban communities. It is undoubtedly true that schools in urban areas have a greater number of students and, therefore, fees paid by the parents result in much higher salaries for teachers in urban areas than for their rural counterparts. Ultimately, this may result in a large number of rural teachers moving from rural to urban areas.

Hence it is recommended that the Ministry of Education carry out a study across regions to examine the impact of this initiative. If community support activities are found to play a significant role in the rural to urban migration of teachers, these inequities could be overcome by providing subsidies from the Ministry of Education to rural communities.

9. A system for evaluating teachers' performance and rewarding those who are doing a good job should be devised. Rewards might include case awards, prizes and/or certificates of recognition. In addition, the promotion system should be tied to both training and performance, as well as scores on promotion exams.

Those teachers who are not attending regularly or adequately performing their classroom duties should be removed from the staff.

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Annexes:

Current Primary Teacher Interview Protocol
Secondary School Teacher Interview Protocol
Former Primary Teacher Interview Protocol
School Headmasters
Interviewers Manual

**Annex I
Current Primary
Teacher Interview
Protocol**

CURRENT PRIMARY TEACHER INTERVIEW PROTOCOL

Interviewer: _____ Date: _____

From observation of Respondent:

_____	male	_____	married
_____	female	_____	single

Hello, my name is _____, the Ministry of Education is interested in providing better incentives for teaching in order to attract and keep the best teachers in our schools. We would like your help in identifying what you like most about teaching and what factors encourage you to remain as a teacher. The information you give will be considered confidential and your name will not appear on the interview form.

1. How many class periods do you teach a week? _____
2. How many students are typically in your class? _____
3. How many students regularly attend your class? _____
4. Do you have students from more than one grade in your class?
_____ yes
_____ no
5. What is the most frequent age of the students in your class? _____
6. How old is the youngest student in your class? _____
7. How old is the oldest student in your class? _____
8. Did you serve in other schools before? _____
9. If yes, how many other teaching posts have you served at? _____
10. I would like you to tell me the previous schools in which you have worked.

The school of: _____

(Where was it?)

- | | |
|----------------|-------------|
| 1. Rural _____ | Urban _____ |
| 2. Rural _____ | Urban _____ |
| 3. Rural _____ | Urban _____ |
| 4. Rural _____ | Urban _____ |
| 5. Rural _____ | Urban _____ |

11. Before you became a teacher did you have any other employment opportunities?

_____yes

_____no

12. If yes, what were they? _____

13. Why did you choose to become a teacher? _____

14. Compared to what you expected before you went into teaching, did you find life to be (READ EACH ITEM):

1. Better than I expected _____

2. The same as I expected _____

3. Worse than I expected _____

15. How is it better than you expected? _____

16. How is it worse than you expected? _____

17. How is it about the same as you expected? _____

18. Do all your students have textbooks?

_____yes

_____no

19. If no, how many students have textbooks? _____

20. Did you get the textbooks at the beginning of the school year?

_____yes

_____no

21. If yes, what month did you get the textbooks? _____

22. How much help is it for students to get textbooks?

_____Help a lot

_____Help a little

_____Not help at all

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23. How do you think that textbooks can be made to help a lot? _____

24. Does your class have a blackboard? _____ yes _____ no
25. Does your class have chalk? _____ yes _____ no
26. Is there a map in your class? _____ yes _____ no
27. Is there science equipment in your class? _____ yes _____ no
28. Is there a globe in your class? _____ yes _____ no
29. Is there a dictionary in your class? _____ yes _____ no
30. Is there a library in your class? _____ yes _____ no
31. Are there charts in your class? _____ yes _____ no
32. Do your students have exercise books? _____ yes _____ no
33. Do your students have pencils? _____ yes _____ no
34. Does your classroom have a good roof? _____ yes _____ no
35. Is there enough light in your class? _____ yes _____ no

36. What type of furniture is available in your class? _____

37. What do the children sit on?

Chair _____

Stool _____

Floor (ground) _____

Wood _____

Stone _____

Table _____

38. Where do children put their exercise books when they are writing?

On the floor _____

On their knees _____

On wood _____

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On desk _____

On table _____

39. How much value do the primary school teachers have in the community?

Have great value _____

Have value _____

Have no value _____

40. How much support do you get from your headmaster?

A lot _____

Some _____

Not at all _____

41. How much support do you get from other teachers?

A lot _____

Some _____

Not at all _____

42. How much support do you get from the parents of your students?

A lot _____

Some _____

Not at all _____

43. How much support do you get from your community leaders?

A lot _____

Some _____

Not at all _____

44. Have you ever had any inservice teacher training?

_____yes

_____no

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45. If yes, how many training seminars have you attended, since you were a teacher?
- A lot _____
- Some _____
- Not at all _____
46. How did you benefit from that training?
- A lot _____
- Some _____
- Not at all _____
47. What things do you find most satisfying about these training programs? _____
- _____
48. What things do you find least satisfying about these training programs? _____
- _____
49. How can we help you to become a good teacher? _____
- _____
50. Before you went into teaching you had an idea about what your salary would be. Did you find that your salary is:
- More than expected _____
- About the same as expected _____
- Less than expected _____
51. Before you went into teaching you had an idea about what your allowance would be. Did you find your allowance is:
- More than expected _____
- About the same as expected _____
- Less than expected _____
52. Do you get your salary regularly every month?
- _____ yes
- _____ no
53. If no, how long is it delayed? _____

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54. What do you think the number of students is in your class?

Too much _____

Normal _____

Too small _____

55. Overall, how did you find the ability of your students?

Better than expected _____

Same as expected _____

Worse than expected _____

56. How did you find the age range between your students?

Big difference _____

Some difference _____

57. How many discipline problems do you have with your students?

A lot _____

Some _____

Not at all _____

58. Do you like to be a primary school teacher?

I like it very much _____

I like it some _____

I don't like it _____

59. Tell me two reasons why you like teaching?

1. _____

2. _____

60. Tell me two reasons why you dislike teaching?

1. _____

2. _____

61. Have you ever left teaching?

_____yes

_____no

62. If yes, why did you leave teaching? _____

63. Why did you return to teaching? _____

64. What is the highest level you reached? _____

65. Do you have any preservice training? _____

66. (Not on original.)

67. Name two specific ways the training helped you?

1. _____

2. _____

68. Name two ways in which you think it could be improved?

1. _____

2. _____

69. How much is your monthly salary? _____

70. Did you get any allowance?

_____yes

_____no

71. If yes, what is the total of your monthly allowance? _____

72. Does the community or the school provide you a room or a house?

_____yes

_____no

73. Does the community or the school provide you any food assistance?

_____yes

_____no

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74. Which other ways does the community or the school help you? _____

75. What other assistance would you like to get from the community or the school? _____

76. How much do you think providing a special allowance to the rural school teachers will help?

Help a little _____

Help a lot _____

Not help at all _____

77. How much do you think providing salaries on time will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

78. How much do you think providing free or cheap houses will help primary teachers?

Help a little _____

Help a lot _____

Not help at all _____

79. How much do you think providing more textbooks to students will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

80. How much do you think providing better textbooks to students will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

81. How much do you think providing textbooks on time, will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

82. How much do you think reducing the age range of the students in the classroom, will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

83. How much do you think improving the status of the teachers in the community will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

84. How much do you think reducing discipline problems will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

85. How much do you think reducing the number of students in the class will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

86. How much do you think having more parental assistance will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

87. How much do you think providing more opportunities for inservice training will help?

Help a little _____

Help a lot _____

Not help at all _____

88. How much do you think having support from other primary school teachers will help?

Help a little _____

Help a lot _____

Not help at all _____

89. How much do you think having more support from the headmaster will help the primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

90. How much do you think changing the daily school schedule will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

91. How much do you think changing the beginning and the ending months of the school calendar will help primary school teachers?

Help a little _____

Help a lot _____

Not help at all _____

92. How much do you think providing bonuses and allowances to deserving teachers will help?

Help a little _____

Help a lot _____

Not help at all _____

93. How much do you think removing inactive teachers from the job will improve teachers stability?

Improve a little _____

Improve a lot _____

Not improve at all _____

94. Listed above are 18 steps that might be taken to help primary school teachers. Which three of these do you think are the most appropriate? Please look at all of them. (Provide additional sheet to the respondent.)

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95. Do you have any other jobs?

_____yes

_____no

96. If yes, what are they? _____

97. Do you farm, fish, rear animals, or hunt to get your daily living?

_____yes

_____no

98. Do you have any other source of income?

_____yes

_____no

99. Do you get financial support from any other person?

_____yes

_____no

100. Is there anything else you would like to tell us about your experience as a teacher? _____

*THANK YOU VERY MUCH
FOR TAKING THE TIME
TO SHARE YOUR EXPERIENCE.*

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Annex II
Secondary School
Teacher Interview
Tables C

SECONDARY SCHOOL TEACHER INTERVIEW PROTOCOL

Interviewer: _____ Date: _____

From observation of Respondent:

_____ male _____ married
_____ female _____ single

Hello, my name is _____, the Ministry of Education is interested in providing better incentives for teaching in order to attract and keep the best teachers in our schools. We would like your help in identifying what you like most about teaching and what factors made you leave teaching. The information you give will be considered confidential and your name will not appear on the interview form.

1. How many years have you been teaching? (Interviewer: If more than 2 years, stop interviewing.)

2. Have you been a primary school teacher?

_____ yes

_____ no

If yes, did you enter Lafoole through examination?

_____ yes

_____ no

3. Do you work in an urban or rural school?

_____ urban

_____ rural

4. How many class periods do you teach a week? _____

5. How many years have you been teaching in this school? _____ years

6. Are you considered a full-time teacher or a part-time teacher?

_____ full

_____ part

7. How many students are typically in your class? _____ students

8. Do you have students from more than one grade in your class?

_____ one grade

_____ different grades

9. When you decided to become a secondary teacher did you have any other employment opportunities? If so, what were they?

10. Looking back, what do you think were the most important factors in your decision to become a teacher?

11. Overall, how would you rate your satisfaction as a teacher?

_____ extremely satisfied

_____ satisfied

_____ not very satisfied

12. Name the two things you find most satisfying about being a member of the teaching profession?

1. _____

2. _____

13. Name the two things you find least satisfying about being a member of the teaching profession?

1. _____

2. _____

14. Have you ever thought of leaving teaching?

_____ yes

_____ no

15. If yes, what were the reasons? _____

16. Have you ever left teaching?

_____ yes

_____ no

17. If yes, for how long? _____

18. Could you tell me why you left and why you returned to teaching? _____

19. What is the highest grade you completed? _____

20. Compared to what you expected before you became a secondary teacher, did you find the (READ EACH ITEM) to be better than you expected, about the same as you expected, worse than you expected?

a) Personal satisfaction _____ better _____ same _____ worse

b) Textbooks/instructional materials _____ better _____ same _____ worse

c) Status in the community _____ better _____ same _____ worse

d) Status in the school _____ better _____ same _____ worse

e) Improvement of colleagues relationships _____ better _____ same _____ worse

f) Support from the headmaster _____ better _____ same _____ worse

g) Support from the community/parents _____ better _____ same _____ worse

h) Opportunities for professional development _____ better _____ same _____ worse

i) Delayed salary _____ better _____ same _____ worse

j) Regularity of payments _____ better _____ same _____ worse

k) Allowances _____ better _____ same _____ worse

l) Students behavior _____ better _____ same _____ worse

m) Job security _____ better _____ same _____ worse

n) Number of students in a class _____ better _____ same _____ worse

o) Ability of students _____ better _____ same _____ worse

p) Classroom conditions
(e.g., light, ventilation, furniture, roof, and walls) _____ better _____ same _____ worse

q) Location of school _____ better _____ same _____ worse



21. Do you have any preservice training?

_____yes

How long was the program? _____ years

_____no

22. Do you think the training adequately prepared you for teaching?

_____yes

_____no

23. Name two specific ways the training helped you?

1. _____

2. _____

24. Name two ways in which you think it could be improved?

1. _____

2. _____

25. Have you ever had any inservice training?

_____yes

_____no

If so, what was the content and how long was the training?

Content

Duration

26. I'll now read you some steps that might be taken to encourage good teachers to remain in the teaching profession. For each step, please tell me how helpful you think it would be (READ EACH STATEMENT)

Help a Little Help a Lot No Help

a) Providing higher salary

b) Providing appropriate allowances for urban, rural, remote teaching

c) Providing salary on time

	Help a Little	Help a Lot	No Help
d) Providing housing	_____	_____	_____
e) Providing better textbooks and instructional materials	_____	_____	_____
f) Supplying textbooks/materials on time	_____	_____	_____
g) Having students who are more motivated to learn	_____	_____	_____
h) Improving the status of the teachers in the community	_____	_____	_____
i) Providing a greater role in the school management	_____	_____	_____
j) Reducing discipline problems	_____	_____	_____
k) Reducing unnecessary rules and regulations that waste teachers' time	_____	_____	_____
l) Improving relations between parents and the school	_____	_____	_____
m) Providing better furniture to the school	_____	_____	_____
n) Providing more opportunities for inservice training	_____	_____	_____
o) Providing more opportunities for promotion	_____	_____	_____
p) Reducing the age range of the students in the class	_____	_____	_____
q) Providing opportunities for teachers to work more collaboratively	_____	_____	_____
r) Changing school schedule and calendar to better meet the needs of the teachers and students	_____	_____	_____
s) Providing more support from the headmaster	_____	_____	_____
t) Encouraging greater support from the community/parents	_____	_____	_____
u) Providing bonuses and allowances	_____	_____	_____
v) Making only the deserving teachers permanent	_____	_____	_____

28. Which three of these do you think the most important?
Name them in order of importance.

1. _____
2. _____
3. _____

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29. Do you have other sources of income?

_____yes

_____no

If yes, what are they? _____

30. Do you have any other jobs in addition to teaching?

_____yes

_____no

If yes, what are they, how much do you get paid, and how many hours do you spend per week?

Job	Salary	Hours per week
_____	_____	_____
_____	_____	_____

31. Is there anything else you would like to tell us about your experience as a teacher?

**THANK YOU VERY MUCH
FOR TAKING THE TIME
TO SHARE YOUR EXPERIENCES.**

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Annex III
Former Primary Teacher
Interview Protocol

FORMER PRIMARY TEACHER INTERVIEW PROTOCOL

Interviewer: _____ Date: _____

From observation of Respondent:

_____ male _____ married
_____ female _____ single

Hello, my name is _____, the Ministry of Education is interested in providing better incentives for teaching in order to attract and keep the best teachers in our schools. We would like your help in identifying what you like most about teaching and what factors made you leave teaching. The information you give me will be considered confidential, and your name will not appear on the interview form.

1. How many years has it been since you left teaching? (Interviewer: If more than 5 years, stop interviewing.)

2. In your last teaching job did you work in an urban or rural school?

_____ urban

_____ rural

3. How many class periods did you teach a week? _____

4. Were you considered a full-time teacher or a part-time teacher?

_____ full

_____ part

5. How many students were in your class? _____

6. How many other teaching posts did you serve at? _____
Where were they?

1. _____ urban _____ rural

2. _____ urban _____ rural

3. _____ urban _____ rural

4. _____ urban _____ rural

7. When you decided to become a teacher, did you have any other employment opportunities?

_____yes

_____no

8. If yes, what were they?

9. Name the two things you found most satisfying about being a member of the teaching profession.

1. _____

2. _____

10. Name the two things you found least satisfying about being a member of the teaching profession.

1. _____

2. _____

11. Why did you leave teaching? _____

12. What is the highest level you completed? _____

13. What changes would you like to see in the teaching profession? _____

14. Compared to what you expected before you went into teaching, did you find the (READ EACH ITEM) to be better than you expected, about the same as you expected, worse than you expected?

Salary	_____ better	_____ same	_____ worse
Allowance	_____ better	_____ same	_____ worse
Personal satisfaction	_____ better	_____ same	_____ worse
Supportive instructional materials	_____ better	_____ same	_____ worse
Status in the community	_____ better	_____ same	_____ worse

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Quality of your colleagues better same worse

Control of your own work better same worse

15. Did you have any preservice training?

yes

no

16. Was your preservice training program:

adequate yes no

relevant yes no

effective yes no

17. Name two specific things you liked about the training.

1. _____

2. _____

18. Name two specific things you disliked about the training.

1. _____

2. _____

19. When you were a primary teacher, did you ever have any inservice training?

yes

no

If so, what was the content and how long was the training?

Content

Duration

20. Do you think the training adequately prepared you for teaching?

yes

no

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21. Would you suggest such a training program be organized for other teachers?

_____yes

_____no

22. Name two specific ways the training helped you.

1. _____

2. _____

23. Name two ways in which you think it could be improved.

1. _____

2. _____

24. Are you likely to return to teaching in the next five years?

_____yes

_____no

25. If no, what would it take to get you to return to teaching? _____

26. When you were a primary school teacher, did you have other sources of income?

_____yes

_____no

27. If yes, what were they, how much did you get paid, and how many hours did you spend at them a day?

Source	Job	Hours per day
_____	_____	_____
_____	_____	_____

28. Are you currently employed?

_____yes

_____no

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29. If yes, what is your current occupation, salary, and allowances? (NOTE: If a primary teacher has become a secondary teacher, this should be considered a new occupation.)

Job	Salary	Allowance
_____	_____	_____

30. Did you have any additional training for your new job?

_____yes

_____no

31. We would like to rate some of the aspects of your present job compared to teaching. Is the (READ EACH ITEM) better in your present job than it was in primary teaching?

Salary	_____ yes	_____ no
--------	-----------	----------

Allowance	_____ yes	_____ no
-----------	-----------	----------

Materials and supplies you have to work with	_____ yes	_____ no
--	-----------	----------

Status in the community	_____ yes	_____ no
-------------------------	-----------	----------

Quality of the colleagues you work with	_____ yes	_____ no
---	-----------	----------

Control of your own work	_____ yes	_____ no
--------------------------	-----------	----------

32. All in all, are you satisfied with your present job?	_____ yes	_____ no
--	-----------	----------

33. I'll now read you some steps that might be taken to encourage good teachers to remain in the teaching profession. For each step, please tell me whether you think it will help a lot, help a little, or not help at all to keep good people in teaching (READ EACH STATEMENT).

	Help a Little	Help a Lot	No Help
Providing higher salary	_____	_____	_____
Providing appropriate allowances for urban, rural, remote teaching	_____	_____	_____
Paying salary on time	_____	_____	_____
Providing housing	_____	_____	_____
Providing better textbook and instructional materials	_____	_____	_____
Improving the status of teachers in the community	_____	_____	_____
Providing a greater role in the management of the school	_____	_____	_____
Reducing discipline problems	_____	_____	_____
Reducing unnecessary rules and regulations that waste teachers' time	_____	_____	_____

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	Help a Little	Help a Lot	No Help
Supplying textbooks/materials on time	_____	_____	_____
Having students who are more motivated to learn	_____	_____	_____
Having more parental involvement in the school	_____	_____	_____
Providing better classroom facilities	_____	_____	_____
Providing opportunities for inservice training	_____	_____	_____
Providing opportunities for promotion	_____	_____	_____
Reducing the age range of the students in the classroom	_____	_____	_____
Providing opportunities for teachers to work more collaboratively in the schools	_____	_____	_____
Changing the school schedule and calendar to better meet the needs of the teachers and students	_____	_____	_____
Provide more support to headmaster	_____	_____	_____
Encouraging greater support from community and parents	_____	_____	_____
Making only the deserving teachers permanent	_____	_____	_____

34. Which three of these do you think are the most important? Name them in order of importance.
1. _____
 2. _____
 3. _____

35. Is there anything else you would like to tell us about your experience as a teacher? _____

*THANK YOU VERY MUCH
FOR TAKING THE TIME
TO SHARE YOUR EXPERIENCE*

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Annex IV
School Headmasters

SCHOOL HEADMASTERS

1. How many teachers are there in your school this school year? _____
2. How many of them are male teachers? _____
How many are female? _____
3. How many male and female teachers regularly come to school?
_____ male
_____ female
4. How punctual are the majority of the female teachers in their teaching duties?
_____ Every day
_____ Three times a week
_____ Once a week
_____ Don't come at all
5. How punctual are the majority of the male teachers in their teaching duties?
_____ Every day
_____ Three times a week
_____ Once a week
_____ Don't come at all
6. How many teachers do not come to school at all? _____
7. Does the community support the salaries of the school teachers?
_____ yes
_____ no
8. If yes, how much every month? _____
9. How much of the community support to the school is distributed to each of the following?
_____ school management
_____ teachers' salary support
_____ school maintenance
_____ others (specify what they are) _____

10. How do you distribute the teachers' salaries support? _____

11. Does your community leader support the teachers?

_____yes

_____no

If yes, tell which ways he provides support. _____

12. How many of your present teachers have not been working in the school last year? _____

13. How many of the former primary school teachers who quit their job are still in your locality? _____

14. Are there teachers who once taught in your school, who live in the school locality?

_____yes

_____no

Annex V
Interviewers Manual

INTERVIEWERS MANUAL

INTRODUCTION

The objectives of this training seminar are to provide you with:

1. Information about the purpose of the research;
2. Specific instructions as to how the questionnaire should be administered;
3. General guidelines for conducting interviews;
4. An opportunity to ask questions about the questionnaire and the interviewing procedures; and
5. Actual practice in administering the questionnaire in a group setting before going into the field.

PURPOSE OF THE RESEARCH

The overall goal for the teacher incentives research is to provide relevant data, background information, systematic procedures, policy recommendations, and analyses of alternatives so that policy makers in the Ministry of Education can select and implement strategies to strengthen the teacher incentive system to achieve improved recruitment, increased retention, and effective instruction, thereby improving the quality of education in the nation's schools.

INTERVIEWING

What do we mean by the word interviewing? Questioning people and recording their answers is called interviewing. In some ways interviewing is like a conversation or discussion with your friends, but in other ways it is different.

Interviewing is like talking to a friend in that when you interview you always try to:

1. Treat the people you talk to with courtesy and respect.
2. Make them feel comfortable and relaxed.
3. Encourage them to tell you about themselves.

However, interviewing is different from talking with a friend in three important ways. When you interview you will:

1. Only ask questions – you will not be talking about yourself or your experiences or your ideas.
2. Only ask questions that are written in the questionnaire, using words exactly as they are written. You will not change the words in the questionnaire unless you have the agreement of the rest of the team and your supervisor.
3. Listen and record what people say.

GUIDELINES FOR CONDUCTING INTERVIEWS

There are three main parts of an interviewers' job: asking questions, following instructions, and recording what the respondent says. Although the manner in which interviews should be conducted will vary somewhat from place to place, it is possible to provide some general guidelines that apply to most if not all interviewing situations. Listed below are some general guidelines that will help you in conducting interviews:

1. **Appearance and Dress.** As a general rule, the interviewer should dress in clothing similar to the people he or she will be interviewing. A person who is dressed too formally may arouse the suspicion of respondents or cause them to feel uncomfortable.
2. **Introduction.** Always introduce yourself and identify the office for whom the research is being conducted (Ministry of Education, Planning Department).
3. **Purpose of the Questionnaire.** Explain the purpose of the questionnaire; "The purpose of this research is:."
4. **Providing a Relaxed Atmosphere.** The interview should be conducted in an informal and relaxed atmosphere and the interviewer should avoid creating the impression that the respondent is undergoing a cross-examination or quiz.
5. **Familiarity with the Questionnaire.** It is important that the interviewer be completely familiar with the questionnaire before conducting the interview. If the interviewer is not familiar with the questionnaire or does not fully understand the questions himself, the interview will take much longer and may result in erroneous answers.
6. **Following Question Wording Exactly.** The questions should be asked exactly as worded in the questionnaire. Even though you may have found a better way to ask a question, you must discuss all changes with the rest of the team and the supervisor. If the team and the supervisor agree with your idea, everyone should start asking the question in the new way, and the change should be recorded in the master file of field decisions. There are three reasons for this rule. These are:
 - When analyzing the information it is important to be sure that all interviewers have used the same words.
 - Without being aware of it, you may use a word that the people who planned the study want to avoid.
 - Without being aware of it you may change the meaning of the question. For example, "How long have you been working at this school?" is not the same as "How long have you been working as a primary school teacher?" "What is the highest class you reached" is not the same as "What is the highest class you completed?"
7. **Ordering of Questions.** The questions should be presented in the same order they appear in the questionnaire.
8. **Clarifying Questions.** Questions that are misinterpreted or misunderstood should be repeated and clarified.
9. **Recording Responses.** Do not try to rephrase or paraphrase. Write down responses exactly as given.
10. **Probing for Responses.** Sometimes the answer given by a respondent may be inadequate, requiring that the interviewer seek more information. The technique used by the interviewer to stimulate discussion and obtain more information is called "probing." Probes have two major functions:
 - They motivate the respondent to elaborate or clarify an answer or to explain the reasons behind the answer, and
 - They help focus the conversation on the specific topic of the interview. In general, the less structured the interview, the more probing is necessary. An example of a probe is illustrated below:

Q. Does the local authority also support your teachers? If yes, please explain.
 A. Yes.
 Q. In what way?
 A. Through additional fringe benefits.
 Q. What type of benefits?

- A. Free housing for the more deserving teachers.
- Q. What do you mean by "deserving?"
- A. Teachers who have been teaching for more than two years.
- Q. Are there any other benefits besides housing?
- A. No.

11. **Double Checking.** Double checking means making sure that the respondent has answered the question you have asked. A good interviewer does not assume that there has been good communication with a respondent. A good interviewer knows that:

- People often listen to only one part of a question and then answer just what they have heard.
- People often think they know what you are going to ask and then give an answer to that questions, not yours.
- People sometimes do not like to admit that they have not understood what you have said.

12. **Keeping Records of Interviews.** It is good practice to always keep a log containing information about:

- Who you have interviewed,
- How long the interview took,
- On what date the interview took place,
- What problems respondents encountered in answering the questions, and
- What factors were present that might influence or inhibit the responses (e.g., other people who were present at other activities that were going on while the interview was taking place. If names are not used, the school name or the position of the person interviewed should be recorded in place of the name.).

THE QUESTIONNAIRE

When you conduct an interview, you follow a script, almost as if you were in a play. Your script is the questionnaire. The questionnaire tells you:

1. What to say,
2. What to do, and
3. How to record what the respondent says.

In this study, almost everything you are expected to say is written in the questionnaires. You will record what the respondent says in two ways:

1. By circling or marking (ticking) the answers which stand for the respondents' words, as follows:
Yes _____ No _____ Don't Know _____
2. By writing down the respondents' words, such as "I have been working at this school since my appointment as a primary school teacher."

EXERCISES

1. Give a specific example of what an interviewer should do to:
 - be courteous and respectful, and
 - encourage respondents to give more complete information about a response to a question.

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2. Suppose a respondent tells you of an experience which is very similar to an experience you have had. Would you tell him/her that the same thing has happened to you too? Why?
3. Suppose a respondent has an opinion which is very much like yours. Would you tell him/her that you agree with him/her? Why?
4. Look at the questions on the questionnaire. Are there any questions which you do not fully understand? Are the instructions clear?
5. The group will now be divided into pairs. Each person should practice interviewing your partner. Your partner should provide suggestions for how your interviewing technique can be improved. When you have finished, you should trade places so that your partner now becomes the interviewer and you become the respondent.

Tables:

A1 - A97

B1 - B66

C1 - C36

D1 - D11

Primary Teachers

Secondary Teachers

Former Teachers

Headmasters

Tables A
Primary Teachers

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TABLE A-1

TAUGHT IN OTHER SCHOOLS BEFORE	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	117	84	0	58	42	0

TABLE A-2

NUMBER OF SCHOOLS TEACHERS PREVIOUSLY TAUGHT	NUMBER	PERCENT
0	84	42
1-2	71	35
3-4	28	14
5-6	5	2
7-8	1	0
9-10	1	0
No response	11	5
TOTAL	201	100

MEAN = 1

STD = 1.62

N = 190

*MEAN/STD based on total number of respondents answering question

TABLE A-3

LOCATION OF SCHOOLS PREVIOUSLY WORKED	NUMBER	PERCENT
1. Urban	62	31
2. Rural	32	16
3. Both	32	16
No response	75	37
TOTAL	201	100

TABLE A-4

HAD OTHER JOBS BEFORE BECOMING A TEACHER	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	132	65	4	66	32	2

TABLE A-5

OTHER JOBS YOU COULD HAVE HAD INSTEAD OF BEING A TEACHER	NUMBER	PERCENT
1. Civil Servant (e.g., Secretary, clerk, etc.)	11	5
2. Armed Forces	5	2
3. Photographer	1	0
4. Driver/Assistant Driver	3	1
5. Ministry of Health	51	25
6. Farmer/Nomadic	15	7
7. Koranic School Teacher	1	0
8. Ministry of Agriculture	5	2
9. Technical	10	5
10. Different Jobs	1	0
11. Maintenance	19	9
12. Posts/Telecommunications	1	0
13. Tailor	3	1
14. Fishing	2	1
15. Sheikh	1	0
16. Self-employed	2	1
No response	70	35
TOTAL	201	100

TABLE A-6

LEVEL OF EDUCATION	NUMBER	PERCENT
1. Primary diploma	35	17
2. Secondary diploma	150	75
No response	16	8
TOTAL	201	100

TABLE A-7

ATTENDED TEACHER TRAINING INSTITUTE	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	193	8	0	96	4	0

TABLE A-8

NUMBER OF YEARS TEACHER TRAINING	NUMBER	PERCENT
No training	0	0
One year	41	20
Two years	147	73
Three years	1	0
No response	12	6
TOTAL	201	100

MEAN = 2

STD = 0.42

N = 189

*MEAN/STD based on total number of respondents answering question

TABLE A-9

PARTICIPATED IN INSERVICE TRAINING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	93	107	1	46	53	0

TABLE A-10

HOW MUCH HELP IT WOULD BE TO GET MORE TRAINING	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	176	13	8	4	88	6	4	2

TABLE A-11

HOW IMPORTANT IT IS TO GET SEMINARS	RESPONSES							
	NUMBER				PERCENT			
	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	NO RESP.	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	NO RESP.
	66	21	13	101	33	10	6	50

TABLE A-12

NUMBER OF SEMINARS ATTENDED	NUMBER	PERCENT
None	1	0
One	50	25
Two	22	11
Three	4	2
Four	3	1
Five	2	1
No response	119	59
TOTAL	201	100

MEAN = 2

STD = 0.94

N = 82

*MEAN/STD based on total number of respondents answering question

8/11

TABLE A-13

WHAT TEACHERS LIKED ABOUT SEMINARS	NUMBER	PERCENT
1. Getting new knowledge	45	22
2. Learning how to interact with other people	4	2
3. Learning new methods of teaching	14	7
4. Learning how to lecture	12	6
5. Learning about health education	0	0
No response	126	63
TOTAL	201	100

TABLE A-14

WHAT TEACHERS DISLIKED ABOUT SEMINARS	NUMBER	PERCENT
1. Nothing	30	15
2. Some of other teachers	1	0
3. Lack of proper administration	1	0
4. Amount of time spent on lecture	1	0
5. Time too short	1	0
No response	167	83
TOTAL	201	100

TABLE A-15

TWO WAYS TO IMPROVE TRAINING	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Make training longer	25	12	4	2
2. Train subject specialists	0	0	1	0
3. Get more knowledgeable trainers	35	17	14	7
4. Give more salary to teachers	7	3	27	13
5. Be more selective in choosing teachers for training	19	9	5	2
6. Get better textbooks	1	0	9	4
7. Get better school equipment	2	1	5	2
8. Train teachers in ways of improving school discipline	1	0	0	0
9. Give more respect to teachers	1	0	2	1
10. Give better food to teachers	0	0	1	0
11. Give encouragement to teachers	1	0	11	5
No response	109	54	122	61
TOTAL	201	100	201	100

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TABLE A-16

TWO WAYS TRAINING PROVIDES SUPPORT	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Learning new teaching methods	74	37	34	17
2. Getting new knowledge	64	32	28	14
3. Getting encouragement	0	0	0	0
4. Learning how to treat society	4	2	19	9
5. Learning child psychology	3	1	6	3
6. Getting military training	4	2	6	3
7. Getting experience	2	1	5	2
No response	50	25	103	51
TOTAL	201	100	201	100

TABLE A-17

NUMBER OF PERIODS TAUGHT PER WEEK	NUMBER	PERCENT
1-10	2	1
11-20	40	20
21-30	74	37
31-40	80	40
41-50	4	2
No response	1	0
TOTAL	201	100

MEAN = 28

STD = 7.87

N = 200

*MEAN/STD based on total number of respondents answering question

26

TABLE A-18

NUMBER OF STUDENTS ENROLLED IN CLASS	NUMBER	PERCENT
1 - 15	6	3
16 - 30	71	35
31 - 45	79	39
46 - 60	15	7
61 - 75	6	3
76 - 90	7	3
91 - 105	5	2
106 - 120	4	2
121 - 135	1	0
136 - 150	1	0
151 - 165	0	0
166 - 180	1	0
No response	5	2
TOTAL	201	100

MEAN = 42

STD = 24.68

N = 196

*MEAN/STD based on total number of respondents answering question

TABLE A-19

NUMBER OF STUDENTS WHO ATTEND REGULARLY	NUMBER	PERCENT
1 - 15	14	7
16 - 30	98	49
31 - 45	59	29
46 - 60	7	3
61 - 75	2	1
76 - 90	11	5
91 - 105	2	1
106 - 120	1	0
No response	7	3
TOTAL	201	100

MEAN = 34

STD = 18.02

N = 194

*MEAN/STD based on total number of respondents answering question

TABLE A-20

MOST FREQUENT AGE IN CLASS	NUMBER	PERCENT
6 - 7	18	9
8 - 9	37	18
10 - 11	45	22
12 - 13	61	30
14 - 15	25	12
16 - 17	5	2
18 - 19	0	0
20 and above	2	1
No response	8	4
TOTAL	201	100

MEAN = 12

STD = 2.79

N = 193

*MEAN/STD based on total number of respondents answering question

TABLE A-21

YOUNGEST STUDENT IN CLASS	NUMBER	PERCENT
5 - 6	13	6
7 - 8	65	32
9 - 10	49	24
11 - 12	42	21
13 - 14	21	10
15 - 16	4	3
No response	7	3
TOTAL	201	100

MEAN = 10

STD = 2.33

N = 194

*MEAN/STD based on total number of respondents answering question

98

TABLE A-22

OLDEST STUDENT IN CLASS	NUMBER	PERCENT
5 - 6	0	0
7 - 8	3	1
9 - 10	24	12
11 - 12	20	10
13 - 14	43	21
15 - 16	54	27
17 - 18	27	13
18 - 19	10	5
20 - 22	0	0
23 or older	4	2
No response	16	8
TOTAL	201	100

MEAN = 14

STD = 3.27

N = 185

*MEAN/STD based on total number of respondents answering question

TABLE A-23

HOW BIG A DIFFERENCE IS THERE IN STUDENTS' AGES?	RESPONSES					
	NUMBER			PERCENT		
	BIG DIFF.	SOME DIFF.	LITTLE DIFF.	BIG DIFF.	SOME DIFF.	LITTLE DIFF.
	55	136	9	27	68	4

TABLE A-24

HOW MUCH HELP TO HAVE STUDENTS IN CLASS WHO ARE ALL THE SAME AGE	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	116	34	44	7	58	17	22	3

TABLE A-25

HAVE STUDENTS FROM MORE THAN ONE CLASS	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	94	105	2	47	52	1

TABLE A-26

ABILITY LEVEL OF STUDENTS	RESPONSES							
	NUMBER				PERCENT			
	EXCEL- LENT	GOOD	POOR	NO RESP.	EXCEL- LENT	GOOD	POOR	NO RESP.
	57	114	25	5	28	57	12	2

TABLE A-27

PROBLEMS WITH STUDENTS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	24	97	52	8	22	48	26	4

TABLE A-28

HOW MUCH HELP IT WOULD BE TO HAVE FEWER PROBLEMS WITH DISCIPLINE	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	111	31	48	11	55	15	24	5

91

TABLE A-29

LIKE BEING A PRIMARY TEACHER	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	88	34	66	13	44	17	33	6

TABLE A-30

TWO THINGS TEACHERS LIKE ABOUT TEACHING	¹		²	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Teaching children	77	38	16	8
2. Getting new knowledge	25	12	33	16
3. Getting respect from community	22	11	7	3
4. Getting salary	0	0	15	7
5. Giving back to country what I got from education	0	0	2	1
6. Learning about culture from different societies	3	1	0	0
7. Being an expert	2	1	0	0
8. Getting yearly vacation	4	2	1	0
9. Only job I can get	3	1	0	0
No response	65	32	127	63
TOTAL	201	100	201	100

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TABLE A-31

TWO THINGS TEACHERS DISLIKE ABOUT TEACHING	¹		²	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Low income	45	22	5	2
2. Discipline problems with underage children	2	1	4	2
3. Quality of education	0	0	3	1
4. Lack of development	2	1	1	0
5. Way that society regards teachers	10	5	15	7
6. Teaching is too difficult	0	0	5	2
7. Lack of concern by community	1	0	8	4
8. Lack of equipment for schools	0	0	0	0
No response	141	70	160	80
TOTAL	201	100	201	100

TABLE A-32

REASONS FOR BECOMING A TEACHER	NUMBER	PERCENT
1. Needed job	8	4
2. To teach my people	138	69
3. Influenced by friends	3	1
4. Best job I could find	9	4
5. To increase knowledge	21	10
6. Enjoy teaching	10	5
7. Advised by family	3	1
8. Did not know what teaching was about	1	0
No response	8	4
TOTAL	201	100

TABLE A-33

EVER RESIGNED TEACHING JOB	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	10	187	4	5	93	2

94

TABLE A-34

REASONS FOR RESIGNING FROM TEACHING	NUMBER	PERCENT
1. REO prevented me from doing my job	1	0
2. Family problems	2	1
3. Economic problems	3	1
4. Found better job	1	0
5. Travel	0	0
No response	194	97
TOTAL	201	100

TABLE A-35

REASONS FOR COMING BACK TO TEACHING AFTER RESIGNING	NUMBER	PERCENT
1. I like teaching	1	0
2. To return to doing what I believe in	1	0
3. Other job ended	1	0
4. I like to serve my country	0	0
5. Forced by police to return	2	1
No response	196	98
TOTAL	201	100

15

TABLE A-36

CLASS HAS BLACKBOARD	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	187	12	2	93	6	1

TABLE A-37

CLASS HAS CHALK	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	190	9	2	95	4	1

TABLE A-38

CLASS HAS MAPS	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	47	154	0	23	77	0

TABLE A-39

CLASS HAS SCIENCE EQUIPMENT	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	18	181	2	9	90	1

TABLE A-40

CLASS HAS GLOBE	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	22	179	0	11	89	0

TABLE A-41

CLASS HAS DICTIONARY	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	7	193	1	3	96	0

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TABLE A-42

CLASS HAS LIBRARY	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	8	193	0	4	96	0

TABLE A-43

CLASS HAS VISUAL AIDS	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	57	144	0	28	72	0

TABLE A-44

STUDENTS HAVE EXERCISE BOOK	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	179	21	1	89	10	0

TABLE A-45

STUDENTS HAVE PENCILS	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	186	15	0	93	7	0

TABLE A-46

CLASS HAS ROOF & WALL	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	137	62	2	68	31	1

TABLE A-47

CLASS HAS LIGHT	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	142	58	1	71	29	0

TABLE A-48

WHERE STUDENTS PUT EXERCISE BOOKS WHEN WRITING	NUMBER	PERCENT
1. Regular chairs	2	1
2. Small chairs	17	8
3. Ground	2	1
4. Blocks of wood	57	28
5. Stones	116	58
6. Tables	0	0
No response	7	3
TOTAL	201	100

TABLE A-49

WHAT STUDENTS SIT ON IN CLASSROOM	NUMBER	PERCENT
1. Regular chairs	179	89
2. Small chairs	10	5
3. Ground	4	2
4. Blocks of wood	0	0
5. Stones	1	0
6. Tables	0	0
No response	7	3
TOTAL	201	100

100

TABLE A-50

GET MONTHLY SALARY ON TIME	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	126	75	0	63	37	0

TABLE A-51

NUMBER OF DAYS TEACHER SALARIES DELAYED	NUMBER	PERCENT
No delay	126	63
1 - 7 days	22	11
8 - 14 days	11	5
15 - 21 days	1	0
No response	41	20
TOTAL	201	100

MEAN = 5

STD = 4.68

N = 34

*MEAN/STD based on total number of respondents who have delay (excluding 0 and no response)

TABLE A-52

HOW MUCH HELP IS IT TO GET A MONTHLY SALARY	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	84	57	51	9	42	28	25	4

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TABLE A-53

MONTHLY SALARY	NUMBER	PERCENT
1 - 499	2	1
500 - 999	189	1
1000 - 1499	2	94
1500 - 1999	0	1
No response	8	4
TOTAL	201	100

MEAN = 680

STD = 59.62

N = 193

*MEAN/STD based on total number of respondents answering question

TABLE A-54

GET MONTHLY ALLOWANCE	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	145	56	0	72	28	0

TABLE A-55

MONTHLY ALLOWANCE	NUMBER	PERCENT
1 - 99	121	60
100 - 499	7	3
500 - 999	8	4
1000 - 1499	2	1
1500 - 1999	0	3
2000 - 2499	0	3
2500 - 2999	0	3
3000 - 3499	6	3
No response	57	28
TOTAL	201	111

MEAN = 226

STD = 612.07

N = 144

*MEAN based on total number of respondents answering question

TABLE A-56

SCHOOL OR COMMUNITY PROVIDES HOUSING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	10	188	3	5	94	1

TABLE A-57

HOW MUCH HELP IS PROVIDED BY GIVING TEACHERS HOUSING	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	143	44	9	5	71	22	4	2

TABLE A-58

HOW MUCH HELP IS IT TO GIVE ALLOWANCE TO RURAL TEACHERS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	106	50	36	9	53	25	18	4

TABLE A-59

SCHOOL OR COMMUNITY PROVIDES FOOD AID	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	9	189	3	4	94	1

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TABLE A-60

OTHER WAYS SOCIETY AND SCHOOL SUPPORTS TEACHERS	NUMBER	PERCENT
1. No support	103	51
2. Teachers contribution [2% monthly for special purpose (illness, weddings, births)]	26	13
3. Moral/personal support	14	7
4. Islamic community relief	4	2
No response	54	27
TOTAL	201	100

TABLE A-61

HAVE OTHER JOB	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	73	128	0	36	64	0

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TABLE A-62

HAVE OTHER WAYS TO GET MONEY	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	58	139	4	29	69	2

TABLE A-63

GET DAILY FOOD BY HUNTING, FISHING, FARMING OR RAISING LIVESTOCK	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	57	136	8	28	68	4

TABLE A-64

GET MONEY FROM ANYONE ELSE	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	37	151	1	18	75	0

TABLE A-65

WHAT KIND OF SUPPORT WILL HELP TEACHERS DO A BETTER JOB	NUMBER	PERCENT
1. More training	34	17
2. Get care from community/govt.	10	5
3. University degree or promotion	46	23
4. Salary increase/housing	63	31
5. More school equipment	6	3
6. Provide food instead of salary	12	6
7. Improve education	2	1
8. More inspections	3	1
No response	25	12
TOTAL	201	100

TABLE A-66

HOW MUCH HELP IT WOULD BE TO CHANGE SCHOOL START TIME FROM MORNING TO AFTERNOON	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	64	38	95	4	32	19	47	2

TABLE A-67

HOW MUCH HELP IT WOULD BE TO CHANGE MONTH STARTING OR ENDING SCHOOL YEAR	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	61	37	93	9	30	18	46	4

TABLE A-68

ALL STUDENTS HAVE TEXTBOOKS	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	83	115	3	41	57	1

TABLE A-69

HOW MUCH HELP IT WOULD BE TO GIVE MORE STUDENTS TEXTBOOKS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	130	52	15	4	65	26	7	2

TABLE A-70

NUMBER OF STUDENTS IN CLASS WHO HAVE TEXTBOOKS	NUMBER	PERCENT
0	115	57
1 - 5	11	5
6 - 10	6	3
11 - 15	7	3
16 - 20	9	4
21 - 25	5	2
26 - 30	6	3
31 - 35	1	0
36 - 40	2	1
41 - 45	1	0
46 or more	2	1
No response	36	18
TOTAL	201	100

MEAN = 5

STD = 10.69

N = 165

*MEAN/STD based on total number of respondents

TABLE A-71

HOW MUCH HELP IT WOULD BE TO GET TEXTBOOKS ON TIME	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	154	32	9	6	77	16	4	3

TABLE A-72

GET TEXTBOOKS AT BEGINNING OF SCHOOL YEAR	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	78	119	4	39	59	2

TABLE A-73

MONTH RECEIVED NEW BOOKS	NUMBER	PERCENT
September	9	4
October	22	11
November	4	2
December	6	3
January	26	13
February	0	0
March	1	0
April	0	0
May	1	0
Not received books	119	59
No response	13	6
TOTAL	201	100

TABLE A-74

HOW MUCH HELP IT WOULD BE TO IMPROVE THE TEXT- BOOKS GIVEN TO STUDENTS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	148	36	9	8	74	18	4	4

TABLE A-75

HOW IMPORTANT TEACHERS CONSIDER TEXTBOOKS	RESPONSES							
	NUMBER				PERCENT			
	VERY IMPOR- TANT	LMTD. IMPOR- TANCE	NOT IMPOR- TANT	NO RESP.	VERY IMPOR- TANT	LMTD. IMPOR- TANCE	NOT IMPOR- TANT	NO RESP.
	127	51	9	14	63	25	4	7

TABLE A-76

WAYS IN WHICH TEXTBOOK CAN BE IMPROVED	NUMBER	PERCENT
1. Provide more textbooks	12	6
2. Give students books at beginning of year	9	4
3. Use diagrams in textbooks	14	7
4. Improve syllabus	7	3
5. Adjust syllabus to age and environment of students	38	19
6. Train teachers on using textbooks	8	4
7. Make books smaller	5	2
8. Make books more understandable	11	5
No response	97	48
TOTAL	201	100

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TABLE A-77

BEST THREE TEACHER INCENTIVES	INCENTIVE 1		INCENTIVE 2		INCENTIVE 3	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. Give allowance for teaching in nomadic areas	11	5	56	28	19	9
2. Pay salary on time	3	1	3	1	2	1
3. Free housing	108	54	14	7	22	11
4. More textbooks	0	0	1	0	4	2
5. Better textbooks	0	0	3	1	4	2
6. Get textbooks on time	4	2	2	1	4	2
7. All students in class same age	3	1	8	4	4	2
8. More respect for teachers	4	2	15	7	14	7
9. Fewer discipline problems	0	0	0	0	1	0
10. Fewer students in class	1	0	1	0	1	0
11. More support from parents	7	3	3	1	2	1
12. More training	18	9	22	11	53	26
13. More support from teachers	0	0	0	0	0	0
14. More support from headmasters	0	0	0	0	7	3
15. Change beginning & ending of daily school time	1	0	1	0	1	0
16. Change beginning & ending of school year	0	0	0	0	0	0
17. Give prizes or extra money for good performance	19	9	58	29	45	22
18. Remove teachers who are not doing their job well	13	6	5	2	6	3
No response	9	4	9	4	12	6
TOTAL	201	100	201	100	201	100

TABLE A-78

HOW CLOSELY LIFE RESEMBLES WHAT TEACHERS EXPECTED	RESPONSES							
	NUMBER				PERCENT			
	BETTER	SAME	WORSE	NO RESP.	BETTER	SAME	WORSE	NO RESP.
	22	41	130	8	11	20	65	4

TABLE A-79

WAYS IN WHICH LIFE IS WORSE THAN TEACHERS EXPECTED BEFORE BECOMING TEACHERS	NUMBER	PERCENT
1. Economy	91	45
2. No concern by anyone about teachers	1	0
3. No personal development	6	3
4. No respect for teachers	2	1
5. Low quality	10	3
No response	91	45
TOTAL	201	100

TABLE A-80

HOW SALARY COMPARES TO WHAT TEACHERS EXPECTED	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.
	61	63	69	8	30	31	34	4

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TABLE A-81

WAYS IN WHICH LIFE IS SAME AS EXPECTED BY TEACHERS BEFORE BECOMING TEACHERS	NUMBER	PERCENT
1. Life in general	3	1
2. Economy	4	2
3. Teaching conditions	20	10
4. Increase knowledge	4	2
5. Respect from society	2	1
6. Experience of teaching in home district	1	0
7. Amount of leisure time	1	0
No response	166	83
TOTAL	201	100

TABLE A-82

WAYS IN WHICH LIFE IS BETTER THAN TEACHERS EXPECTED BEFORE BECOMING TEACHERS	NUMBER	PERCENT
1. Increased knowledge	9	4
2. Better life in general	1	0
3. Extra benefits provided	2	1
4. More respect	0	0
5. Better salary	3	1
6. Provides service to community	2	1
7. Gained experience	2	1
No response	182	91
TOTAL	201	100

TABLE A-83

HOW ALLOWANCE COMPARES WITH EXPECTATIONS OF TEACHERS	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.
	24	75	91	11	12	37	45	5

TABLE A-84

HOW NUMBER OF STUDENTS IN CLASS COMPARES WITH EXPECTATIONS	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.
	18	138	38	7	9	69	19	3

TABLE A-85

HOW IMPORTANT PRIMARY TEACHER IS TO COMMUNITY	RESPONSES							
	NUMBER				PERCENT			
	VERY IMPOR-TANT	LMTD. IMPOR-TANCE	NOT IMPOR-TANT	NO RESP.	VERY IMPOR-TANT	LMTD. IMPOR-TANCE	NOT IMPOR-TANT	NO RESP.
	59	65	72	5	29	32	36	2

TABLE A-86

HOW MUCH HELP IT WOULD BE TO GET RESPECT FROM THE COMMUNITY	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	165	19	8	9	82	9	4	4

TABLE A-87

HOW MUCH HELP IS GIVEN BY COMMUNITY LEADERS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	20	39	136	6	10	19	68	3

TABLE A-88

WHAT SUPPORT IS NEEDED FROM THE SCHOOL OR COMMUNITY	NUMBER	PERCENT
1. Economic support	69	34
2. More training	7	3
3. More control over students from community	18	9
4. More cooperation with teachers	3	1
5. More respect	24	12
6. Housing	12	6
No response	68	34
TOTAL	201	100

TABLE A-89

HOW MUCH HELP TEACHERS GET FROM PARENTS OF STUDENTS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	31	109	54	7	15	54	27	3

TABLE A-90

HOW MUCH HELP IT WOULD BE TO GET MORE SUPPORT FROM PARENTS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	144	32	16	9	72	16	8	4

TABLE A-91

HOW MUCH HELP TEACHERS GET FROM HEADMASTER	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	59	100	36	6	29	50	18	3

TABLE A-92

HOW MUCH HELP IT WOULD BE TO GET MORE SUPPORT FROM HEADMASTER	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	121	41	34	5	60	20	17	2

TABLE A-93

HOW MUCH HELP TEACHERS GET FROM OTHER TEACHERS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	60	71	64	6	30	35	32	3

TABLE A-94

HOW MUCH HELP IT WOULD BE TO GET ADVICE FROM TEACHERS IN OTHER SCHOOLS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	123	32	42	4	61	16	21	2

TABLE A-95

HOW MUCH HELP IT WOULD BE TO GIVE PRIZES OR MONEY TO THOSE WHO ARE DOING A GOOD JOB	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	169	18	5	9	84	9	2	4

TABLE A-96

HOW MUCH HELP IT WOULD BE TO REMOVE TEACHERS WHO ARE NOT DOING A GOOD JOB	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	138	14	40	9	69	7	20	4

TABLE A-97

HOW MUCH HELP IT WOULD BE TO HAVE FEWER STUDENTS IN A CLASS	RESPONSES							
	NUMBER				PERCENT			
	A LOT	SOME	NOT AT ALL	NO RESP.	A LOT	SOME	NOT AT ALL	NO RESP.
	59	41	91	10	29	20	45	5

Tables B
Secondary Teachers

TABLE B-1

FULL OR PART TIME	RESPONSES					
	NUMBER			PERCENT		
	FULL	PART	NO RESP.	FULL	PART	NO RESP.
	44	1	8	81	2	15

TABLE B-2

HAVE BEEN A PRIMARY SCHOOL TEACHER	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	33	17	4	61	31	7

TABLE B-3

HOW MANY YEARS HAVE YOU BEEN TEACHING	NUMBER	PERCENT
1 - 5	12	22
6 - 10	15	28
11 - 15	20	37
16 - 20	4	7
21 - 25	1	2
No response	2	4
TOTAL	54	100

MEAN = 10

STD = 4.68

N = 52

*MEAN based on total number of respondents answering question

TABLE B-4

HOW MANY YEARS HAVE YOU BEEN TEACHING IN THIS SCHOOL	NUMBER	PERCENT
1 - 2	14	26
3 - 4	16	30
5 - 6	9	17
7 - 8	5	9
9 - 10	3	6
No response	7	13
TOTAL	54	100

MEAN = 4

STD = 2.51

N = 47

*MEAN based on total number of respondents answering question

TABLE B-5

LOCATION OF SCHOOLS	RESPONSES					
	NUMBER			PERCENT		
	RURAL	URBAN	NO RESP.	RURAL	URBAN	NO RESP.
	1	47	6	2	37	11

TABLE B-6

WHEN YOU DECIDED TO BECOME A SECONDARY TEACHER DID YOU HAVE ANY OTHER EMPLOYMENT OPPORTUNITIES	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	21	26	7	39	48	13

TABLE B-7

WHAT ARE OTHER JOBS TEACHERS COULD HAVE	NUMBER	PERCENT
1. Military officer	0	0
2. Farmer	5	9
3. Technician	1	2
4. American Embassy	1	2
5. Leave country	1	2
6. Local Government	1	2
7. Water Agency	2	4
8. Many projects	4	7
9. Ministry of Health	2	0
10. Livestock	1	2
11. Commercial/merchant	3	6
12. Company	1	2
13. National Printing Agency	2	4
14. UNHCR	1	2
15. Other agencies	27	47
No response	25	46
TOTAL	52	93

TABLE B-8

HAD OTHER PRESERVICE TRAINING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	28	26	0	52	48	0

TABLE B-9

LENGTH OF TEACHER TRAINING PROGRAM (PRESERVICE)	NUMBER	PERCENT
No. of years		
1	10	19
2	15	28
3	1	2
4	2	4
No response	26	48
TOTAL	54	100

MEAN=2

STD=1.19

N=28

*MEAN based on total number of respondents answering question

TABLE B-10

HAD INSERVICE TRAINING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	14	30	10	26	56	19

TABLE B-11

LENGTH OF INSERVICE TRAINING	NUMBER	PERCENT
1 - 5	4	7
6 - 10	1	2
11 - 15	1	2
No response	48	89
TOTAL	54	100

MEAN = 4

STD = 4.76

N = 6

*MEAN based on total number of respondents answering question

TABLE B-12

TRAINING ADEQUATELY PREPARED TEACHERS FOR TEACHING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	22	10	22	41	19	41

TABLE B-13

TWO WAYS TRAINING SEMINAR GIVES SUPPORT	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Use of educational materials	1	2	1	2
2. Getting knowledge	15	28	5	9
3. Learning new ways of teaching	4	7	2	4
4. Learning how to treat students	2	4	2	4
5. Learning how to treat community	1	2	3	6
6. Learning new techniques	2	4	3	6
7. Learning how to lecture	1	2	6	11
8. Learning how to prepare lesson	2	4	0	0
9. Getting experience	0	0	4	7
10. Learning psychology	1	2	0	0
No response	25	46	28	52
TOTAL	54	100	54	100

TABLE B-14

CONTENT OF SEMINARS	NUMBER	PERCENT
1. Improve teacher's knowledge	5	9
2. Way of teaching	8	15
3. Way of teaching language	1	2
4. Secondary subjects	1	2
No response	39	72
TOTAL	54	100

TABLE B-15

TWO WAYS TO IMPROVE TRAINING	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. More training	5	9	4	7
2. More visual aids	2	4	4	7
3. Longer duration	1	2	0	0
4. Give emphasis to science subjects	1	2	1	2
5. Better trained teacher trainers	6	11	3	6
6. Increase teacher training allowance	1	2	1	2
7. Finish syllabus	1	2	2	4
8. More equitable administration	0	0	2	4
9. Improve teacher trainers salary	3	6	2	4
10. Get better qualified teacher trainers	2	4	1	2
11. Give priority to Teacher Trng. Inst.	3	6	1	2
12. Preparation of training syllabus should be by Teacher Trnrs.	1	2	1	2
No response	28	52	32	59
TOTAL	54	100	54	100

TABLE B-16

NUMBER OF CLASS PERIODS TAUGHT PER WEEK	NUMBER	PERCENT
10 - 14	6	11
15 - 19	8	15
20 - 24	18	33
25 - 29	4	7
30 - 34	10	19
35 - 39	2	4
No response	6	11
TOTAL	54	100

MEAN=23

STD=6.92

N=48

*MEAN based on total number of respondents answering question

TABLE B-17

HAVE STUDENTS FROM MORE THAN ONE GRADE IN CLASS	RESPONSES					
	NUMBER			PERCENT		
	MORE THAN ONE GRADE	ONE GRADE	NO RESP.	MORE THAN ONE GRADE	ONE GRADE	NO RESP.
	44	2	8	81	4	15

TABLE B-18

NUMBER OF STUDENTS WHO ATTEND CLASS REGULARLY	NUMBER	PERCENT
30 - 34	8	15
35 - 39	13	24
40 - 44	13	24
45 - 49	8	15
50 - 54	2	4
55 - 59	0	0
60 - 69	1	2
No response	9	17
TOTAL	54	100

MEAN = 40

STD = 6.15

N = 45

*MEAN is based on total number of respondents answering question

TABLE B-19

WHAT TEACHERS FOUND SATISFYING ABOUT BEING A TEACHER	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Respect of community	5	9	1	2
2. Teach my people	11	20	6	11
3. Support parents	0	0	0	0
4. Best job available	10	19	2	4
5. Low economy	3	6	4	7
6. Like teaching	6	11	1	2
7. Return back to society what I know	1	2	0	0
8. Build my knowledge	7	13	4	7
9. For my future	0	0	1	2
10. Encouragement from my teacher	1	2	0	0
11. Teachers life is better than farmer	0	0	1	2
12. Best economic job at that time	0	0	1	2
13. Compelled by government	2	4	0	0
14. To keep my knowledge	1	2	2	4
No response	7	13	31	57
TOTAL	54	100	54	100

TABLE B-20

TWO REASONS FOR BECOMING A TEACHER	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. To teach my people	4	7	6	11
2. To get scholarship	4	7	8	15
3. To improve economy	1	2	2	4
4. To keep my knowledge	6	11	2	4
5. Good job	3	6	2	4
6. Job has dignity	1	2	3	6
7. My hope	4	7	0	0
8. To get chance to do my private job	2	4	1	2
9. Respect from community	2	4	2	4
10. Learn social life	2	4	2	4
11. To be member of intellectuals	5	9	1	2
12. To survive	4	7	1	2
No response	16	30	24	44
TOTAL	54	100	54	100

TABLE B-21

TWO THINGS TEACHERS DISLIKE ABOUT TEACHING	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Low economy	25	46	11	20
2. False promises	0	0	0	0
3. Lack of care	0	0	2	4
4. No development	1	2	5	9
5. No assessment of qualifications	2	4	1	2
6. No rewards	1	2	0	0
7. Was compelled to teach	1	2	0	0
8. Lowest status in society	0	0	1	2
9. No respect	6	11	6	11
10. Lack of visual aids	1	2	0	0
11. Tires mind	1	2	0	0
12. Job does not change	0	0	1	2
13. Hard job	0	0	3	6
14. Bad administration	0	0	2	4
No response	16	30	22	41
TOTAL	54	100	54	100

TABLE B-22

EVER LEFT TEACHING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	3	43	7	6	80	13

TABLE B-23

EVER THOUGHT OF LEAVING TEACHING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	33	17	4	61	31	7

TABLE B-24

REASONS FOR LEAVING JOB BEFORE	NUMBER	PERCENT
1. Bad economy	20	37
2. To be free to care for family	5	9
3. Illness	3	6
4. Family problem	2	4
5. Find better job	2	4
6. Lack of respect	1	2
7. Lack of encouragement	1	2
8. Lack of care from Ministry	2	4
9. Professional status low	2	4
10. Bad administration	1	2
11. Poor student discipline	2	4
12. Lack of awareness of students	1	2
13. No future	1	2
14. Hard job	0	0
15. Lack of clear educational policy	1	2
No response	10	19
TOTAL	54	99

TABLE B-25

HAVE ANY OTHER JOBS IN ADDITION TO TEACHING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	10	36	8	19	67	15

TABLE B-26A

HAVE OTHER SOURCES OF INCOME	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	12	34	8	22	63	15

TABLE B-26B

OTHER SOURCES OF INCOME	NUMBER	PERCENT
1. Commercial	6	11
2. Farmer	2	4
3. Private school	1	2
4. My family	1	2
No response	44	81
TOTAL	54	100

TABLE B-27

JOB SECURITY	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	5	16	21	12	9	30	39	22

TABLE B-28

PERSONAL SATISFACTION	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	6	13	25	10	11	24	46	19

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TABLE B-29

OVERALL RATING OF SATISFACTION AS A TEACHER	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.
	12	18	20	4	22	33	37	7

TABLE B-30

STATUS IN THE SCHOOL	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	22	16	9	7	41	30	17	13

TABLE B-31

STATUS IN THE COMMUNITY	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	15	11	20	8	28	20	37	15

TABLE B-32

QUALITY OF OTHER TEACHING STAFF	RESPONSES							
	NUMBER				PERCENT			
	BETTER THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	BETTER THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	16	21	10	7	30	39	19	13

TABLE B-33

SUPPORT FROM HEADMASTER	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	16	22	10	6	30	41	19	11

TABLE B-34

OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	6	6	35	7	11	11	65	13

TABLE B-35

SALARY	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	5	7	34	8	9	13	63	15

TABLE B-36

REGULARITY OF SALARY	RESPONSES							
	NUMBER				PERCENT			
	BETTER THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	BETTER THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	7	28	13	6	13	52	24	11

TABLE B-37

ALLOWANCES	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	8	13	26	7	15	24	48	13

TABLE B-38

NUMBER OF STUDENTS IN CLASS	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.
	10	21	16	7	19	39	30	13

TABLE B-39

BEHAVIOR OF STUDENTS	RESPONSES							
	NUMBER				PERCENT			
	BETTER THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	BETTER THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	9	13	26	6	17	24	48	11

TABLE B-40

ABILITY OF STUDENTS	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	6	11	27	10	11	20	50	19

TABLE B-41

SUPPORT FROM THE COMMUNITY/PARENTS	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.
	11	17	19	7	20	31	35	13

TABLE B-42

AVAILABILITY OF TEXTBOOKS/INSTRUCTIONAL MATERIALS	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	6	18	21	9	11	33	39	17

TABLE B-43

LOCATION OF SCHOOL	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	WORSE THAN EXPECTED	NO RESP.
	19	19	8	8	35	35	15	15

TABLE B-44

CLASSROOM CONDITIONS (LIGHT, VENTILATION, FURNITURE, ROOF, WALLS)	RESPONSES							
	NUMBER				PERCENT			
	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.	MORE THAN EXPECTED	SAME AS EXPECTED	LESS THAN EXPECTED	NO RESP.
	7	16	23	8	13	30	43	15

TABLE B-45

PROVIDING HIGHER SALARY	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	30	11	8	5	56	20	15	9

TABLE B-46

PROVIDING SALARY ON TIME	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	23	6	14	11	43	11	26	20

TABLE B-47

MAKING ONLY THE DESERVING TEACHERS PERMANENT	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	31	5	11	7	57	9	20	13

TABLE B-48A

PROVIDING BONUSES AND ALLOWANCE	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	39	5	4	6	72	9	7	11

TABLE B-48B

PROVIDING APPROPRIATE ALLOWANCES FOR URBAN, RURAL, REMOTE TEACHING	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	39	4	4	7	72	7	7	13

TABLE B-49

PROVIDING MORE OPPORTUNITIES FOR PROMOTION	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	28	12	6	8	52	22	11	15

TABLE B-50

PROVIDING HOUSING	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	42	4	3	5	78	7	6	9

TABLE B-51

IMPROVING THE STATUS OF THE TEACHER IN THE COMMUNITY	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	41	5	3	5	76	9	6	9

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TABLE B-52

IMPROVING RELATIONS PARENTS/COMMUNITY	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	28	8	9	6	52	15	17	11

TABLE B-53

ENCOURAGING GREATER SUPPORT FROM THE COMMUNITY/PARENTS	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	27	11	8	8	50	20	15	15

TABLE B-54

PROVIDING A GREATER ROLE IN SCHOOL MANAGEMENT	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	25	4	17	8	46	7	31	15

TABLE B-55

REDUCING UNNECESSARY RULES THAT WASTE TEACHERS TIME	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	24	4	16	10	44	7	30	19

TABLE B-56

PROVIDING OPPORTUNITIES FOR TEACHERS TO WORK MORE COLLABORATIVELY	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	28	5	15	6	52	9	28	11

TABLE B-57

HAVING STUDENTS WHO ARE MORE MOTIVATED TO LEARN	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	36	4	9	5	67	7	17	9

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TABLE B-58

REDUCING AGE RANGE OF THE STUDENTS IN CLASS	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	24	7	15	8	44	13	28	15

TABLE B-59

STUDENTS HAVE TEXTBOOKS	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	4	41	9	7	76	17

TABLE B-60

PROVIDING TEXTBOOKS AND INSTRUCTIONAL MATERIALS	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	34	5	10	5	63	9	19	9

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TABLE B-61

SUPPLYING TEXTBOOKS/ MATERIAL ON TIME	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	32	4	12	6	59	7	22	11

TABLE B-62

PROVIDING BETTER FURNITURE TO THE SCHOOL	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	28	6	11	9	52	11	20	17

TABLE B-63

CHANGING SCHOOL SCHEDULE AND CALENDAR TO BETTER MEET THE NEEDS OF THE TEACHERS AND STUDENTS	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	26	3	16	9	48	6	30	17

TABLE B-64

PROVIDING MORE OPPORTUNITIES FOR INSERVICE TRAINING	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	30	9	7	8	56	17	13	15

TABLE B-65

PROVIDING MORE SUPPORT FROM THE HEADMASTER	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	20	5	19	10	37	9	35	19

TABLE B-66

REDUCING DISCIPLINE PROBLEMS	RESPONSES							
	NUMBER				PERCENT			
	HELP A LOT	HELP SOME	NOT HELP	NO RESP.	HELP A LOT	HELP SOME	NOT HELP	NO RESP.
	27	7	11	9	50	13	20	17

Tables C
Former Teachers

TABLE C-1

NUMBER OF YEARS SINCE RESIGNATION	NUMBER	PERCENT
1	0	0
2	1	2
3	1	2
No response	45	96
TOTAL	47	100

MEAN = 2

STD = 0.71

N = 2

*MEAN based on total number of respondents answering question

TABLE C-2

LOCATION OF PREVIOUS JOB	RESPONSES					
	NUMBER			PERCENT		
	URBAN	RURAL	NO RESP.	URBAN	RURAL	NO RESP.
	40	6	1	85	13	2

TABLE C-3

PREVIOUS LOCATION	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Urban	21	45	9	19
2. Rural	5	11	9	19
3. None	21	45	29	62
TOTAL	47	100	47	100

TABLE C-4

WORKING FULL TIME OR PART TIME	RESPONSES					
	NUMBER			PERCENT		
	FULL	PART	NO RESP.	FULL	PART	NO RESP.
	47	0	0	100	0	0

TABLE C-5

HAD OTHER JOB BEFORE BECOMING A TEACHER	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	18	27	2	38	57	4

TABLE C-6

HAD OTHER SOURCES OF INCOME WHILE PRIMARY TEACHER	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	6	38	3	13	81	6

TABLE C-7A

OTHER JOB WHILE TEACHING	NUMBER	PERCENT
1. Commercial sector	4	9
2. Nomad	1	2
3. Photographer	1	2
4. No response	41	87
TOTAL	47	100

TABLE C-7B

OTHER JOB (WHILE TEACHING) WORKING HOURS PER DAY	NUMBER	PERCENT
5	1	2
6	1	2
7	2	4
No response	43	91
TOTAL	47	100

MEAN = 6

STD = 0.96

N = 4

*MEAN based on number of respondents answering question

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TABLE C-8

HIGHEST LEVEL OF EDUCATION COMPLETED (in years)	NUMBER	PERCENT
0	0	0
1	0	0
2	8	17
3	21	45
4	13	28
No response	5	11
TOTAL	47	100

MEAN = 3.12

N = 42

*MEAN based on number of respondents answering question

TABLE C-9

HAD TRAINING BEFORE TEACHING JOB	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	36	8	3	77	17	6

TABLE C-10

DURATION OF PRESERVICE TRAINING (in years)	NUMBER	PERCENT
1 - 2	29	62
3 - 4	2	4
5 - 6	0	0
7 - 8	1	2
No response	15	32
TOTAL	47	100

MEAN = 2

STD = 1.13

N = 32

*MEAN based on number of respondents answering question

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TABLE C-11

PRESERVICE TRAINING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
1. Adequate	28	6	13	60	13	28
2. Relevant	26	0	21	55	0	45
3. Effective	21	0	26	45	0	55

TABLE C-12

TWO THINGS TEACHERS LIKE ABOUT PRESERVICE TRAINING	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Learning new ways of teaching	8	17	4	9
2. Learning child psychology	3	6	5	11
3. Learning maths	6	13	1	2
4. Learning geography	0	0	1	2
5. Learning how to treat people in society	2	4	5	11
6. Learning English	2	4	0	0
7. Gained knowledge	12	26	5	11
8. Read/Writing	0	0	2	4
9. Learning Physics	0	0	2	4
10. Learning Chemistry	0	0	2	4
11. Learning Arabic	2	4	1	2
12. Learning lecturing	1	2	2	4
13. Learning Religion	0	0	1	2
14. Revolution study	1	2	2	4
No response	10	21	14	30
TOTAL	47	100	47	100

TABLE C-13

TWO THINGS TEACHERS DISLIKED ABOUT PRESERVICE TRAINING	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Drawing	0	0	2	4
2. Arabic grammer	1	2	1	2
3. Lack of respect	1	2	0	0
4. Military training	8	17	1	2
5. Chemistry	1	2	1	2
6. Physics	0	0	3	6
7. Arabic	3	6	0	0
8. Math	2	4	0	0
9. Lack of time for reading	0	0	1	2
10. Sports	3	6	0	0
11. Examination	0	0	1	2
No response	28	60	37	79
TOTAL	47	100	47	100

TABLE C-14

PARTICIPATED IN INSERVICE TRAINING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	36	7	4	77	15	9

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TABLE C-15

CONTENT OF INSERVICE TRAINING	NUMBER	PERCENT
1. New ways of teaching	11	23
2. Physical education	1	2
3. Exchange ideas	5	11
4. Arabic language	1	2
5. General knowledge	9	19
No response	20	43
TOTAL	47	100

TABLE C-16

DURATION OF INSERVICE TRAINING (in days)	NUMBER	PERCENT
1 - 10	22	47
11 - 20	2	4
21 - 30	3	6
No response	20	43
TOTAL	47	100

MEAN = 6

STD = 8.45

N = 27

*MEAN based on number of respondents answering question

TABLE C-17

INSERVICE ADEQUATELY TRAINED FOR TEACHING	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	33	8	6	70	17	13

TABLE C-18

RECOMMEND SUCH TRAINING PROGRAM TO OTHER TEACHERS	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	37	4	6	79	9	13

TABLE C-19

TWO WAYS IN WHICH INSERVICE TRAINING HELPED TEACHERS	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Knowledge	15	32	5	11
2. Learning administration	0	0	1	2
3. New ways of teaching	10	21	3	6
4. Learning psychology	0	0	3	6
5. Way of lecturing	4	9	3	6
6. Experience	3	6	1	2
7. Confidence	1	2	2	4
8. Students management	4	9	4	9
9. Lesson preparation	1	2	6	13
10. Learning how to treat people in society	2	4	1	2
11. Meeting new teachers	0	0	1	2
No response	7	15	17	36
TOTAL	47	100	47	100

TABLE C-20

WAYS TO IMPROVE INSERVICE TEACHER TRAINING	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Get library	2	4	1	2
2. Increasing duration of training	1	2	2	4
3. Institute improvement	5	11	2	4
4. Suitable place	1	2	1	2
5. Permanent training	25	53	1	2
6. Get education equipment	1	2	1	2
7. Increase teachers knowledge	1	2	0	0
8. Better teachers selected	1	2	0	0
9. Increase teachers salary	5	11	4	9
No response	5	11	35	74
TOTAL	47	100	47	100

TABLE C-21

NUMBER OF PERIODS TAUGHT PER WEEK	NUMBER	PERCENT
15 - 19	1	2
20 - 24	4	9
25 - 29	4	9
30 - 34	8	17
35 - 39	22	47
40 - 44	1	2
45 - 49	1	2
No response	6	13
TOTAL	47	100

MEAN = 33

STD = 5.73

N = 41

*MEAN based on number of respondents answering question

TABLE C-22A

NUMBER OF STUDENTS IN CLASS (last teaching job)	NUMBER	PERCENT
15 - 19	1	3
20 - 24	3	6
25 - 29	0	0
30 - 34	3	6
35 - 39	10	21
40 - 44	10	21
45 - 49	16	34
50 - 54	2	4
55 - 59	0	0
60 - 64	1	2
No response	1	2
TOTAL	47	100

MEAN = 39

STD = 8.48

N = 46

*MEAN based on number of respondents answering question

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TABLE C-22B

NUMBER OF STUDENTS IN CLASS (next to last job)	NUMBER	PERCENT
15 - 19	1	2
20 - 24	0	0
25 - 29	3	6
30 - 34	5	11
35 - 39	8	17
40 - 44	5	11
45 - 49	7	15
50 - 54	9	19
55 - 59	1	2
60 - 64	1	2
No response	7	15
TOTAL	47	100

MEAN = 41

STD = 9.13

N = 40

*MEAN based on number of respondents answering question

TABLE C-22C

NUMBER OF STUDENTS IN CLASS (3rd to last job)	NUMBER	PERCENT
15 - 19	2	4
20 - 24	0	0
25 - 29	1	2
30 - 34	6	13
35 - 39	6	13
40 - 44	6	13
45 - 49	5	11
50 - 54	4	9
55 - 59	1	2
60 - 64	2	4
65 - 69	1	2
No response	13	28
TOTAL	47	100

MEAN = 40

STD = 11.28

N = 34

*MEAN based on number of respondents answering question

TABLE C-23

EXPECTATIONS BEFORE BECOMING A TEACHER	RESPONSES							
	NUMBER				PERCENT			
	BETTER	SAME	WORSE	NO RESP.	BETTER	SAME	WORSE	NO RESP.
1. Salary	8	14	24	1	17	30	51	2
2. Allowances	6	7	27	7	13	15	57	15
3. Personal Satisfaction	12	13	20	2	26	28	43	4
4. Instructional materials	7	10	27	3	15	21	57	6
5. Status in Community	22	8	12	5	47	17	26	11
6. Quality of colleagues	18	15	10	4	38	32	21	9
7. Control of own work	14	10	17	5	30	21	36	11

TABLE C-24

REASONS FOR BECOMING TEACHER	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. To teach my people	25	53	2	4
2. To get an honorable name among my people	3	6	4	9
3. To get economic benefits	2	4	7	15
4. Teaching profession had good reputation	5	11	1	2
5. Teaching profession is best profession in world	6	13	0	0
6. Have no other chance to getting other job	3	6	0	0
7. Could not get foreign scholarship	0	0	1	2
8. Like teaching profession	2	4	0	0
9. To increase my knowledge	1	2	7	15
No response	0	0	25	53
TOTAL	47	100	47	100

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TABLE C-25

TWO THINGS THAT ARE SATISFYING ABOUT TEACHING PROFESSION	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Have dignity in opinion of society	16	34	7	15
2. Increase knowledge	5	11	5	11
3. Teaching children	4	9	2	4
4. Improving quality of education	0	0	2	4
5. Respect of students	5	11	5	11
6. Experience	3	6	3	6
7. Teaching profession is honest	0	0	1	2
8. Education committees	0	0	1	2
9. Getting salary	4	9	0	0
10. Competition among students	1	2	1	2
11. Get long vacation	0	0	1	2
12. Like being second father to students	1	2	0	0
13. Like being leader	0	0	3	6
No response	6	13	11	23
TOTAL	47	100	47	100

TABLE C-26

TWO THINGS WITH WHICH TEACHERS ARE DISSATISFIED ABOUT TEACHING PROFESSION	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Lack of respect	4	9	6	13
2. Low economy	23	49	7	15
3. Too many transfers	1	2	1	2
4. Lack of textbooks	0	0	1	2
5. Lack of development	1	2	5	11
6. Lack of care	1	2	2	4
7. Hard job	1	2	3	6
8. Students dislike education	0	0	1	2
9. No teacher assessment	0	0	2	4
10. Future unclear	1	2	1	2
11. Can not fulfill duties because now have family	0	0	1	2
12. Never get transfers	1	2	0	0
13. Other	1	2	0	0
No response	13	28	17	36
TOTAL	47	100	47	100

TABLE C-27

REASONS FOR LEAVING TEACHING PROFESSION	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Low economy	27	57	3	6
2. No respect	1	2	5	11
3. Got promotion	6	13	0	0
4. Low quality of education	1	2	0	0
5. Poor future	1	2	3	6
6. No justice	1	2	2	4
7. Not satisfied with education system	1	2	0	0
8. Illness	0	0	0	0
9. Hard job	1	2	0	0
No response	8	17	34	72
TOTAL	47	100	47	100

TABLE C-28

WAYS TO IMPROVE TEACHING PROFESSION	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Give care to teacher	6	13	12	26
2. Develop knowledge	7	15	7	15
3. Respect from society	2	4	1	2
4. Increase salary	19	40	8	17
5. Make distinction between those who are working & not working	2	4	1	2
6. Make better selection of teachers	1	2	0	0
7. Improve educational system	3	6	2	4
8. More just administration	1	2	2	4
9. Get more educational supervision	0	0	2	4
No response	6	13	12	26
TOTAL	47	100	47	100

TABLE C-29

CURRENTLY EMPLOYED	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	36	10	1	77	21	2

TABLE C-30A

CURRENT JOB	NUMBER	PERCENT
1. Vice-principal	5	11
2. Principal	7	15
3. Inspector	2	4
No response	33	70
TOTAL	47	100

TABLE C-30B

CURRENT JOB INCOME	NUMBER	PERCENT
1 - 999	7	15
1000 - 4999	9	19
5000 - 9999	0	0
10000 - 14999	2	4
15000 - 19999	1	2
20000 - +	1	2
No response	27	57
TOTAL	47	100

MEAN = 3721

STD = 5678.94

N = 20

*MEAN based on number of respondents answering question

TABLE C-30C

CURRENT JOB ALLOWANCE	NUMBER	PERCENT
40 - 149	5	11
150 - 259	4	9
260 - 369	0	0
370 - 479	1	2
480 - 589	1	2
590 - 699	2	4
700 - +	2	4
No response	32	68
TOTAL	47	100

MEAN = 321

STD = 240.03

N = 15

*MEAN based on number of respondents answering question

TABLE C-31

HAD ADDITIONAL TRAINING FOR NEW JOB	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	17	22	8	36	47	17

TABLE C-32

LIKELY TO RETURN TO TEACHING IN NEXT 5 YEARS	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	13	28	6	28	60	13

TABLE C-33

REASONS THAT WOULD INDUCE TEACHERS TO RETURN TO TEACHING	1		2	
	NUMBER	PERCENT	NUMBER	PERCENT
1. Increase salary	21	45	2	4
2. Improve educational system	1	2	1	2
3. Priority to teacher	2	4	2	4
4. Complete change of educational system	2	4	0	0
No response	21	45	42	89
TOTAL	47	100	47	100

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TABLE C-34

BETTER IN PRESENT JOB THAN PREVIOUS TEACHING POSITION	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
1. Salary	35	3	9	74	6	19
2. Allowances	33	4	10	70	9	21
3. Materials & Supplies	29	7	11	62	15	23
4. Status in Community	34	3	10	72	6	21
5. Quality of work of colleagues	28	10	9	60	21	19
6. Control of own work	30	6	11	64	13	23

TABLE C-35

GENERALLY SATISFIED WITH PRESENT JOB	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	32	5	8	68	11	17

TABLE C-36

BEST THREE TEACHER INCENTIVES	1		2		3	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. Increase salary	15	32	3	6	0	0
2. Appropriate allowance	3	6	0	0	2	4
3. Pay salary on time	0	0	1	2	0	0
4. Provide housing	5	11	13	28	3	6
5. Good textbooks	0	0	0	0	0	0
6. Upgrade teachers status	1	2	1	2	2	4
7. Reduce discipline problems	0	0	1	2	0	0
8. Reduce unnecessary rules	0	0	0	0	0	0
9. To supply textbook/other educational material on time	1	2	0	0	0	0
10. To get eager student	1	2	3	6	2	4
11. Increase parents relationships with school	1	2	0	0	2	4
12. Provide adequate furniture in class	0	0	1	2	1	2
13. Create more inservice training	2	4	7	15	8	17
14. Increase promotion opportunities	0	0	1	2	5	11
15. Provide more students to Headmaster	3	6	1	2	1	2
16. More support from parents and community	2	4	1	2	1	2
17. Provide incentives	3	6	5	11	2	4
18. Make permanent only deserving teachers	6	13	3	6	9	19
No response	4	9	6	13	9	19
TOTAL	47	100	47	100	47	100

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Tables D
Headmasters

TABLE D-1

NUMBER OF TEACHERS AT HEADMASTERS SCHOOL	NUMBER	PERCENT
1 - 5	5	14
6 - 10	12	32
11 - 15	12	32
16 - 20	5	14
21 - 25	1	3
26 - 30	1	3
31 - +	1	3
No response	0	0
TOTAL	37	100

MEAN = 12

STD = 7.17

N = 37

*MEAN based on number of respondents answering question

TABLE D-2A

NUMBER OF MALE TEACHERS	NUMBER	PERCENT
1 - 5	11	30
6 - 10	20	54
11 - 15	4	11
16 - 20	1	3
No response	1	3
TOTAL	37	100

MEAN = 7

STD = 3.90

N = 36

*MEAN based on number of respondents answering question

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TABLE D-2B

NUMBER OF FEMALE TEACHERS	NUMBER	PERCENT
1 - 5	13	35
6 - 10	7	19
11 - 15	4	11
16 - 20	0	0
21 - 25	1	3
26 - 30	1	3
No response	11	30
TOTAL	37	100

MEAN = 7

STD = 6.65

N = 26

*MEAN based on number of respondents answering question

TABLE D-3

TEACHERS WHO COME REGULARLY TO SCHOOL	NUMBER	PERCENT
1. Male	23	62
2. Female	3	8
3. Both	7	19
No response	4	11
TOTAL	37	100

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TABLE D-4A

HOW OFTEN FEMALE TEACHERS ARE PUNCTUAL	RESPONSES							
	NUMBER				PERCENT			
	EVERY DAY	3 DAYS/ WEEK	1 DAY/ WEEK	NO RESP.	EVERY DAY	3 DAYS/ WEEK	1 DAY/ WEEK	NO RESP.
	1	16	15	5	3	43	41	14

TABLE D-4B

HOW OFTEN MALE TEACHERS ARE PUNCTUAL	RESPONSES							
	NUMBER				PERCENT			
	EVERY DAY	3 DAYS/ WEEK	1 DAY/ WEEK	NO RESP.	EVERY DAY	3 DAYS/ WEEK	1 DAY/ WEEK	NO RESP.
	1	7	29	0	3	19	78	0

TABLE D-5

NUMBER OF TEACHERS FREQUENTLY ABSENT	NUMBER	PERCENT
1 - 5	11	30
6 - 10	1	3
11 - 15	0	0
16 - 20	1	3
No response	24	65
TOTAL	37	100

MEAN = 4

STD = 5.01

N = 13

*MEAN based on number of respondents answering question

TABLE D-6

COMMUNITY GIVES EXTRA SALARY	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	20	17	0	54	46	0

TABLE D-7

AMOUNT OF SUPPORT PROVIDED BY COMMUNITY TO TEACHERS PER MONTH	NUMBER	PERCENT
So. Sh.		
0	17	46
50 - 199	14	38
200 - 349	1	3
350 - 499	0	0
500 - 649	0	0
650 - 799	2	5
800 - 949	1	3
No response	2	5
TOTAL	37	100

MEAN = 197

STD = 264.67

N = 18

*MEAN based on number of respondents who receive allowance

TABLE D-8

COMMUNITY LEADERS SUPPORT TEACHERS	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	4	32	1	11	86	3

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TABLE D-9

NUMBER OF TEACHERS WHO HAVE BEEN AT PRESENT SCHOOL FOR MORE THAN ONE YEAR	NUMBER	PERCENT
1 - 5	8	22
6 - 10	11	30
11 - 15	8	22
16 - 20	5	14
21 - 25	0	0
26 - 30	1	3
31 - 35	0	0
36 - 40	1	3
No response	3	8
TOTAL	37	100

MEAN = 11

STD = 7.40

N = 34

*MEAN based on number of respondents answering question

TABLE D-10

NUMBER OF TEACHERS WHO HAVE RESIGNED JOB BUT ARE STILL LIVING IN AREA	NUMBER	PERCENT
1 - 2	2	5
3 - 4	3	8
5 - 6	0	0
7 - 8	0	0
9 - 10	1	3
None or No response	31	84
TOTAL	37	100

MEAN = 4

STD = 3.13

N = 6

*MEAN based on number of respondents answering question

TABLE D-11

TAUGHT IN SCHOOL IN AREA	RESPONSES					
	NUMBER			PERCENT		
	YES	NO	NO RESP.	YES	NO	NO RESP.
	21	13	3	57	35	8

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