



Effectiveness of Teachers' Deployment Guidelines in Improving Teaching and Learning in Public Primary Schools in Tarime District, Mara-Tanzania

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ABSTRACT

This study aimed to assess the efficient utilisation of teachers in enhancing teaching and learning process in public primary schools in Tarime District, Mara-Tanzania. The study was guided by the cost effectiveness theory which was proposed by Alkin in 1970. The study utilized a mixed research approach and convergent parallel design. Nonetheless, 1 DEO, 4 WEOs, 10 head of schools and 100 teachers were the sample size used in the study. Meanwhile, questionnaire for teachers and interview guide for head teachers, Ward Education Officers and District Education Officer were the instruments used for data collection. During data analysis, quantitative data from questionnaires was analysed using SPSS version 21 and descriptive statistics was used to present data and qualitative data from interviews was analysed and presented thematically. The findings reveal that, majority of respondents perceive the implementation of teacher deployment guidelines as ineffective, leading to imbalances in student-teacher ratios and resource distribution across primary schools. The study concludes that, the current deployment strategies fail to optimize teacher allocation, negatively impacting educational quality and equity. To address these issues, the study recommends revisiting deployment guidelines to better align teachers' qualifications with school needs and continuously assess student's requirements.

Keywords: Teachers' utilization; deployment; teaching and learning process; disparity

INTRODUCTION

The Ministry of Education, Science and Technology has developed Guidelines for Teachers Deployment Primary Schools. These guidelines serve as a tool to fairly rationalize the teacher distribution across Tanzania's mainland urban and rural areas, ensuring the teachers' successful deployment (MoEST, 2020). Furthermore, the performance of teachers on the job appeared to be hampered by the teacher shortage. As a result of their overwhelming workload, teachers experience high levels of stress and an uncovered

syllabus. It causes students to behave indiscriminately and perform poorly academically (Sixbert & Onyango, 2022). Again, Mazana et al. (2020) describe some of the challenges that lead to the failure of the performance of students including instruction used, poor preparation and use of teaching aids, lack of time and strategies to motivate students and lack of linkage to the real life as well as teacher's competency. These challenges either lead to poor academic performance of students and poor professional development of teachers. Also, the shortage of teachers has contributed

to poor academic performance because there is a high enrolment rate that led to the inadequacy of teachers during the teaching and learning process. Hafeez et al. (2020) stated that enrolment size is increasing consistently. The effect of student enrolment has been a major factor in students' performance, thus, leads to the failure of the education system.

Experience, from Turkey reveals that, teachers are allocated to schools by the Ministry of National Education (MONE). They are allocated through either initial assignment of novice teachers or seniority-based transfers. This means that the allocation of teachers to schools is determined by the first employment assignment, seniority score or school preferences. The seniority score means the number of years in teaching and the working conditions (Ozoglu, 2015). Moreover, deployment can be through long-term or permanent contracts as an indicator of job security. In Australia, the deployment state can be an important factor in attracting teachers to their profession as well as retaining them in the long term (OECD, 2009). It is seen that 90 percent of teachers work part-time because they want to and only 10% teach full-time because of the absence of full-time opportunities (Freeman et al., 2015).

Moreover, Nigeria introduced the resource allocation act for providing a reasonable annual budget for the education sector and its implication in the country's economy. However, in practice the act has experienced inadequate provision of human resources, material resources as well as infrastructural resources resulted in the stipulation that enrolment of students should base on the available resources (Etor et al., 2020). This situation hindered equity in access to education, hence there is a need to find alternative solutions for the allocation of resources in education. Likewise, Kenya launched a teachers' recruitment policy which determines an even distribution of teachers in public primary schools. The policy ensures that, teachers are equally distributed to schools based on the needs of schools and the subject specifics (Aloo et al., 2011). However, the country still faces the problem with the allocation of teachers, because the Teachers' Services Commission simply replaces those who left the profession without considering new schools because of the freeze in employment (Maithya & Akala, 2014).

In Tanzania, teachers' deployment is done to assist school administrators, teachers and other school members in addressing educational needs in schools. The government has the authority to deploy teachers

for the teaching and learning process in schools. Teachers are the ones who enhance the quality of educational services by supplying pupils with information, skills, and morals (Mwaosumo, 2016). Moreover, teacher deployment in primary schools is conducted according to the needs of the subjects. When teachers are deployed in primary school, it is compared to see if the total number of hours they can teach manages to meet the number of contact hours that educational groups are entitled to in each topic. Furthermore, Kesuma et al. (2018) stated that teacher deployment guidelines are crucial to improving the quality of education in primary schools.

Effective deployment of teachers can significantly impact student learning outcomes, teacher morale, and school performance. When teachers are deployed in a way that matches their skills and qualifications to the needs of the students, it can lead to improved student achievement, teacher's job satisfaction, and better school management. In contrast, ineffective deployment can result in poor student outcomes, teacher dissatisfaction, and low school, teachers' and students' performance (Horn, 2015). Moreover, teacher deployment guidelines can help address issues such as teacher absenteeism, early retirement, and migration to urban areas, which are common challenges facing Tanzanian primary schools. By implementing effective teacher deployment guidelines, the government can ensure that teachers are utilized efficiently and effectively, leading to better educational outcomes and a more sustainable education system.

Increasing the number of teachers alone is not enough but having teachers who are motivated to their jobs and can use different techniques to deliver knowledge will motivate students (Chirimi, 2016). This implies that the process of deploying teachers to their posts demands teachers who are motivated to do their jobs as well as ensuring that students are delivered quality education. Thus, currently deployment of teachers in primary schools is conducted according to the demands of subjects. However, Tanzania has been experiencing a prolonged inadequacy of teachers in some subjects (especially science subjects, although the government have been recruiting teachers according to the subjects).

Furthermore, MoEST (2020) stated that, the Tanzanian government wants to solve the issue of equal teachers' distribution that has arisen as a result of high students' enrolment and the urban-rural disparity that has been there for years. Since the announcement of fee free

education in early 2016, the enrolment trend has tripled, and classes are overcrowded as a result of programs designed to guarantee all children a high-quality education at no cost. The heavy workload that teachers are assigned affects their efficiency. Overloaded teacher's duties consist of multiple lessons that are assigned, monitoring of learners, preparation and marking of student's work, and providing feedback to students. Therefore, it is expected of the government to offer enhanced teaching and learning environments in primary schools, a temporary cap on class sizes of 60 against the proposed number of 40 students, for an equitable distribution and use of instructors in primary schools.

Although the government is trying to ensure employment and supply of enough teachers in schools to provide quality education to students, the target is hard to meet. In Tanzania and Tarime district in particular, fee-free education has increased the number of students in schools leading to insufficient number of teachers in schools to manage the larger classes. This challenge needs the government to plan for effective deployment forum of teachers in schools to reduce such shortages. Therefore, the current study aimed to assess the effective deployment of teachers in public primary schools in the Tarime district.

LITERATURE REVIEW

A Theoretical Review

The Cost Effectiveness Theory, proposed by Alkin in 1970, emphasizes the efficient allocation of educational resources to achieve desired outcomes while minimizing costs. It involves evaluating areas of concern, gathering relevant data, and analysing it to inform decision-making, particularly in resource-constrained environments (Wambua, 2015; Levin & Belfield, 2015). This theory is particularly relevant for implementing teacher deployment guidelines in public primary schools in Tarime District, advocating for the strategic placement of teachers to maximize impact and reduce logistical costs. Effective teacher deployment can enhance professional development opportunities, improve teaching practices, and address inequitable teacher distribution, ultimately leading to better student outcomes. By prioritizing cost-effective strategies, schools can optimize their resources to deliver high-quality education.

Empirical Literature Review

The education system has a difficult task in assigning highly educated graduates to teach, particularly in

places where there is a teacher shortage. Active recruitment efforts aim to attract individuals who might not have otherwise considered teaching by emphasizing the rewarding nature of teaching as a vocation. Selective hiring that makes instructors feel needed can improve the status of teaching (OECD, 2011). Moreover, the qualitative study was conducted by Landeetinger et al. (2021) on recruitment and retention strategies for teachers' education programs in Canada. The findings revealed that three broad recruitment strategies have consistently increased the enrolment of teachers' candidates. The strategies include bringing education to students, removing financial barriers and providing alternative pathways to admission and certification. The strategies proposed by the government in Canada are very suitable for attracting teachers to teaching careers and attracting students to learning. This implies that individuals who are admitted to be teachers are given access to education at minimal cost and different techniques are used like online or blended approach to course delivery. This made a lot of attractions in teaching career to teachers. In addition, teachers are attracted to their careers because their rights are considered as well and their teaching environment is suitable for them to remain as teachers, thus, this helps in the growth of the teaching and learning process.

In the USA, the status of teachers has changed for centuries. Unlike other professions, the teaching profession lacks agreement on the notion of competence because there are several governing bodies with divergent opinions. The legislature will need to balance the history of the district. Another source of professional validity is the teachers' union. Teachers exhibit suitable subject matter expertise, and pedagogical material understanding, and have finished performance evaluations in the classroom (Horn, 2015). This shows that teachers enter the teaching profession as an optional job but due to various bodies governing the teaching profession, teaching is taken into consideration. From this review, the teaching process is considered a part-time job by many teachers. This is because of insufficient salary. Thus, it makes teachers work in different professions and leave the teaching profession.

Ozoglu's (2015) study on teacher allocation policies reveals that Turkey teachers' quality greatly affects the academic performance of students. This is because academic growth is influenced more by the quality of teachers than other factors such as socioeconomic

level, class size and classroom heterogeneity. The low-performing areas are due to uneven allocation of teachers across regions or provinces in terms of quality and quantity. Therefore, the quality allocation of teachers leads to quality performance in the education system.

Akintunde (2017) studied the recruitment policies and politics in the Local government administration in Nigeria. The study was qualitative research and used secondary sources of data. The findings showed that primary education is an important and powerful drive for realizing development goals as the stage of compulsory education in which other levels of education are built. Thus, the allocation of teachers is merit-based with less political influence, and benefaction in terms of federal character and ethnicity. This is because the allocation of teachers in schools is an important right of the organization. Therefore, the distribution of teachers should be based on the skills of the individual and positive attitude to maintain workplace morale that would improve performance in schools. Furthermore, the provision of a sustainable environment which includes working conditions, suitable salary scale for teachers, teaching and learning materials, and many more encourages teachers to have the morale of teaching thus leading to development in the education sector.

Moreover, Mora et al. (2017) from Kenya studied challenges in the decentralization of recruitment and selection of teachers. Data was gathered for the study using a survey design, questionnaires, interviews, and documentary analysis on a sample of 288 people. The results showed that the number of teachers has increased and that the decentralization of public secondary school teacher recruitment and selection has improved teacher distribution, particularly in rural areas. Additionally, this has led to employment parity among the nation's teacher candidates, which has significantly improved society. This implies that the government has allocated teachers to schools, especially in rural areas, to make education equal to all students. Thus, building capacity and increasing funds by the government for recruitment can give sustainable development in the country.

Mwaisumo (2016) examined the recruitment of support staff in Tanzanian secondary schools. The findings indicated that several strategies should be used by school administrators when hiring support staff to raise the standard of instruction and, in turn, assist the school in achieving outstanding success and growth in both the academic and school community. Therefore, hiring

support staff for Tanzanian schools is required to move toward improved education and to provide a climate that is favourable for teaching, learning, and school administration. Similarly, the study was conducted in Arusha on teachers' deployment from secondary schools to primary schools. The study used a descriptive survey design and mixed approach to a sample size of 92 participants where the data was collected using questionnaires and interviews. The study showed that inadequate teaching staff led to the deployment of teachers. Teachers were dissatisfied with the process because they perceived it as contempt for their profession. Thus, the deployment of teachers was not addressed. The intended purpose of inadequate teaching staff and the government should deploy more teachers to reduce the inadequacy of teachers (Zakaria & Otieno, 2022). This shows that the government should deploy more teachers to reduce the deployment of teachers and increase the number of teachers for better achievement of education goals.

RESEARCH METHODOLOGY

This study adopted a mixed research approach in which both quantitative and qualitative methods were combined, in order to give adequate data and better explanation of the practices regarding deployment of teachers in public primary schools in Tarime District. Moreover, the study used a convergent parallel design whereby there was concurrent data collection and analysis of qualitative and quantitative, thus raising the bar on validity and reliability of findings. The sample size of the study was 115 respondents which included: 1 District Education Officer (DEO), 4 Ward Education Officers (WEOs), 10 heads of schools and 100 teachers. The respondents were selected through purposive and stratified sampling in order to take care of the representation in various categories within the educational sector. Data collection instruments consisted of a questionnaire for teachers and interview guides for DEO, WEO, and head teachers. The use of varied data collection instruments enabled the researcher to obtain comprehensive information about teacher deployment and its consequences for the educational process. Furthermore, both quantitative and qualitative analysis methods were employed in the study, whereas SPSS 21st version was used for quantitative analysis and thematic analysis was used for qualitative analysis. The researcher, through a valid and reliable focus of data collection, did a pilot study to refine the instruments before the main study. Thus, the

reliability of instrument was 0.8. Also, ethical considerations came first, permission for data collection was ensured, informed consent was obtained, and confidentiality for participants was guaranteed.

FINDINGS AND DISCUSSIONS

The researcher intended to examine the utilization of teachers across primary schools for effective teaching and learning process. The respondents were asked to rate the effective implementation of deployment guideline, and their responses are presented in Figure 1.

The data in Figure 1 reveals that only 17.5% of teachers believed the implementation of teachers' deployment guidelines is effective, while a substantial 82.5%

pointed it as ineffective. This significant disparity suggests that the current deployment strategies are failing to optimize the allocation of teachers across primary schools. The high rate of dissatisfaction indicates that many teachers may be assigned to roles or locations that do not match their skills, experience, or the needs of the schools. This misalignment could result in a variety of issues, such as an uneven distribution of teachers, where some schools may face shortages while others have an excess, leading to inefficiencies in resource utilization. Additionally, the deployment of teachers without proper consideration of their qualifications could affect the quality of instruction, as students might not receive the most appropriate or effective teaching for their educational needs.

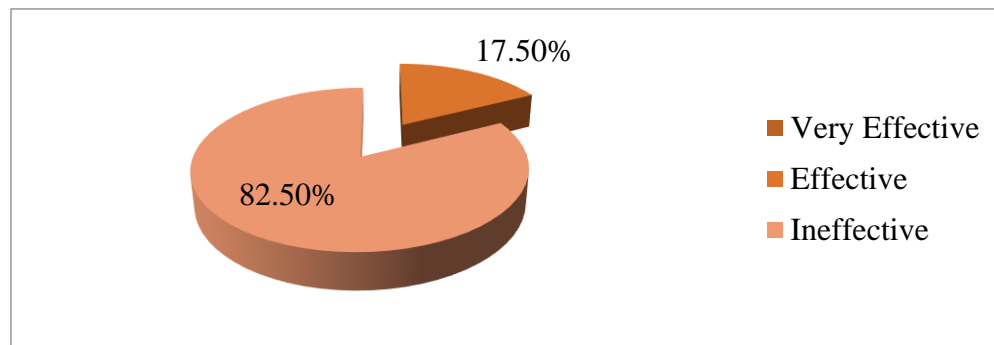


Figure 1. Teachers' responses on effective implementation of deployment guideline.

Source: Field Data (2024)

The implications of this perceived ineffectiveness are profound for the overall teaching and learning process. When teachers are not deployed effectively, it can lead to lower educational outcomes, as students may not receive the necessary attention and guidance required to succeed. Moreover, this can contribute to teacher burnout and dissatisfaction, as educators may feel undervalued or misused in their roles. To address such issues, it is essential to review and enhance the deployment guidelines, ensuring that they are more closely aligned with the qualifications and experience of teachers, as well as the specific needs of schools (Zakaria & Otieno, 2022). Moreover, the interview conducted with one head teacher revealed that:

Regular surveys are conducted at educational institutions to gather feedback on the effectiveness and relevance of the guidelines. Surveys can be conducted online or in person to collect quantitative and qualitative data. Organizing focus groups and conducting interviews with stakeholders, including educators, administrators, students, and

parents, can provide in-depth insights into their experiences and perspectives on the guidelines (Interview, July 2024).

This indicated that conducting regular reviews and organizing focus groups allows educational institutions to actively gather valuable feedback on the effectiveness and relevance of deployment guidelines, ensuring that they remain aligned with the needs of the community. By incorporating both quantitative and qualitative data from a diverse range of stakeholders, including educators, administrators, students, and parents, institutions can gain comprehensive insights that not only highlight areas for improvement but also foster a collaborative environment for continuous enhancement of educational practices.

The findings above agree with Mwaisumo (2016) who positions that, several strategies like hiring supportive staff should be used by school administrators because when hiring support staff, it can raise the standard of instruction and, in turn, assist the school in achieving outstanding success and growth in both the academic and school community. By doing so, schools can better

utilize their teaching staff, improve the quality of education, and ultimately foster a more effective learning environment for students. According to the theory of cost-effectiveness, teachers should be deployed to schools and subjects with the greatest effect while minimizing costs related to transportation, accommodation, and other logistic challenges. It would ensure deployment of teachers to reduce numbers in schools, effective utilization of resources, and

improvement in students' outcomes. Also, Landeetinger et al. (2021) added that recruitment strategies have consistently increased the enrolment of teachers' candidates.

Furthermore, the respondents were also asked to respond to the statements concerning the efficient utilisation of teachers across primary schools for effective teaching and learning process.

Table 1. Teachers' responses on efficient utilisation of teachers across primary schools for effective teaching and learning process.

Statements	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers deployment guidelines influence student-teacher ratios	32	50.8	4	6.3	7	11.1	15	23.8	5	7.9
Teachers deployment ensures equitable distribution of resources among schools	28	44.4	13	20.6	7	11.1	8	12.7	7	11.1
Teachers' deployment contributes to creating a conducive learning environment	22	34.9	8	12.7	4	6.3	19	30.2	10	15.9
The deployment of teachers has impacted the overall quality of education	22	34.9	7	11.1	6	9.5	20	31.7	8	12.7
Teachers deployment has accommodated diverse learning needs	26	41.3	15	23.8	12	19	3	4.8	7	11.1
Teacher deployment has contributed to the promotion of professional development among teachers	21	33.3	5	7.9	5	7.9	20	31.7	12	19
Deployment of teachers has addressed disparities and opportunities in access to education	28	44.4	12	19	10	15.9	4	6.3	9	14.3

Key: SD-strongly disagree, D-disagree, N-neutral, A-agree, SA-strongly agree

Source: Field Data (2024)

Table 1 provides a detailed breakdown of responses concerning the influence of teacher deployment on various aspects of education in primary schools. The data reflects opinions from respondents on whether teacher deployment impacts student-teacher ratios, resource distribution, learning environments, education quality, and accommodation of diverse learning needs, professional development, and disparities in access to education.

Influencing Student-Teacher Ratios

A significant proportion of respondents 32(50.8%) strongly disagree that teacher deployment guidelines influence student-teacher ratios, while 4(6.3%) disagree. This suggests that most participants believe the current deployment strategies are ineffective in maintaining optimal student-teacher ratios. Only 15(23.8%) agree that deployment has a positive influence, indicating that less than a quarter see

benefits. This disparity implies potential inefficiencies in teacher allocation, which could lead to overcrowded classrooms or underutilized teachers, hindering effective teaching and learning.

Horn, (2015) shows that teachers enter the teaching profession as an optional job but due to various bodies governing the teaching profession, teaching is taken into consideration. This implies that there is a strong disagreement between respondents on the efficiency of teacher deployment to affect student-teacher ratios, and this serves as a dire need to reconsider and work on the present practices, where inefficiencies may result in a situation of overcrowding or underutilization of teachers. Second, teaching has been viewed as an optional choice because of external governance factors, and therefore, teaching as a route needs to be appealing and supportive in order to provide an adequate workforce in education.

Ensuring Equitable Distribution of Resources Among Schools

Regarding the equitable distribution of resources, 28(44.4%) of respondents strongly disagree that teacher deployment ensures fairness, with an additional 13(20.6%) disagreeing. This shows that nearly two-thirds of the respondents feel that resources are not distributed equitably through teacher deployment. The low agreement rate 8(12.7%) agree, 7(11.1%) strongly agree) further emphasizes that many schools may be experiencing resource imbalances, leading to disparities in the quality of education across different schools. Likewise, Akintunde (2017) shows that the distribution of teachers should be based on the skills of the individual and positive attitude to maintain workplace morale that would improve performance in schools.

Creating A Conducive Learning Environment

In terms of creating a conducive learning environment, opinions are mixed. 22(34.9%) strongly disagree and 8(12.7%) disagree that teacher deployment contributes positively, while 19(30.2%) agree and 10(15.9%) strongly agree. This split indicates that while some schools might benefit from deployment strategies that enhance the learning environment, others may not, suggesting inconsistency in deployment effectiveness across schools. This inconsistency can affect the overall quality of education by either fostering or hindering a conducive learning atmosphere. Using the Cost Effectiveness Theory, schools can provide an efficient and effective teaching force so that there can be good quality education for students.

Impacting The Overall Quality of Education

Respondents also expressed diverse views on whether teacher deployment impacts the overall quality of education. 22(34.9%) strongly disagree and 7(11.1%) disagree, suggesting that many do not see a positive impact. Meanwhile, 20(31.7%) agree that deployment has improved education quality, but the relatively close percentages between agreement and disagreement highlight ongoing concerns about whether teacher deployment is being utilized effectively to enhance education quality. This uncertainty could point to potential gaps in deployment strategies that need addressing to ensure a consistent uplift in education standards. Additionally, the DEO responded that:

Start by clearly defining the deployment guidelines and documenting them in a central location that is easily accessible to all team members. Guidelines cover aspects like deployment procedures, tools to be used,

version control practices, configuration management, rollback procedures, etc. Also, it ensures that all team members involved in the deployment process are trained in the deployment guidelines. Conduct onboarding sessions for new team members and refresher training for existing team members as needed (Interview, July 2024).

This implies that establishing clear deployment guidelines and making them easily accessible ensures that all team members are on the same page, which enhances coordination and minimizes errors during the deployment process. Furthermore, providing comprehensive training for both new and existing team members not only reinforces best practices but also fosters a culture of continuous learning, ultimately leading to smoother deployments and greater overall efficiency.

Accommodating Diverse Learning Needs

When asked if teacher deployment has accommodated diverse learning needs, 26(41.3%) strongly disagree and 15(23.8%) disagree, signalling that most respondents do not believe deployment effectively addresses diverse student needs. Only a small percentage (4.8%) agree that it does, which suggests a significant gap in deployment strategies regarding inclusivity and catering to various learning styles. This shortfall could result in many students not receiving the tailored support they require, adversely affecting their learning outcomes. As said by See et al. (2020), there is a teacher shortage in fields like science and math, where graduates often fetch higher salaries. Therefore, shortage of teachers in critical fields like science and math suggests that educational institutions must address the competitive salary disparities that drive graduates toward more lucrative careers. Moreover, failing to attract qualified educators in these subjects may hinder students' understanding of essential concepts, ultimately impacting their preparedness for future academic and career opportunities in a technology-driven economy.

Promotion of Professional Development Among Teachers

Regarding professional development, opinions are again split, with 21(33.3%) strongly disagreeing and 5(7.9%) disagreeing that teacher deployment promotes professional growth. However, 20(31.7%) agree that it does, and 12(19%) strongly agree, indicating that while some teachers may benefit from deployment strategies that support their professional development, others do not. This variability suggests that deployment policies

may not consistently encourage or facilitate ongoing professional growth among teachers, potentially leading to stagnation in teaching practices and skills. Nonetheless, the head of school A added that:

The important element in making use of the teachers is through investing in their training with opportunities for collaboration. In this respect, with continuous training and through resource provision, teachers will be improving their skills in a manner that would enable them to handle the different learning needs. Teacher collaboration in professional learning communities sharpens instructional expertise across schools. For example, strategies of successful teachers in teaching methods, classroom management, and different learning styles can be shared (Interview, July 2024).

This indicated that investing in teacher training and fostering opportunities for collaboration are crucial elements in maximizing the effectiveness of educators. Continuous professional development not only enhances teachers' skills but also equips them to address diverse learning needs effectively. By creating professional learning communities, schools can facilitate the sharing of successful teaching strategies, innovative classroom management techniques, and insights on accommodating various learning styles. This collaborative approach not only sharpens instructional expertise but also cultivates a supportive environment where teachers can learn from one another and collectively improve student outcomes. Likewise, Zakaria and Otieno (2022) shows that the government should deploy more teachers to reduce the deployment of teachers and increase the number of teachers for better achievement of education goals.

Addressing Disparities and Opportunities in Access to Education

Finally, on whether teacher deployment has addressed disparities in access to education, 28(44.4%) strongly disagree, and 12(19%) disagree, indicating that many respondents believe disparities still exist. Conversely, only 4(6.3%) agree, and 9(14.3%) strongly agree that deployment has made a positive impact. This reflects a significant concern that teacher deployment has not been sufficiently effective in equalizing access to education, meaning some students might still be disadvantaged due to unequal teacher distribution.

The data suggests that current teacher deployment strategies may not be efficiently utilized across primary schools, leading to imbalances in student-teacher

ratios, resource distribution, learning environments, and education quality. Moreover, the inconsistent promotion of professional development and insufficient accommodation of diverse learning needs indicate that deployment policies might not be fully supporting teachers or students. This lack of effectiveness could result in ongoing disparities in educational access and outcomes, necessitating a review and adjustment of deployment strategies to ensure they contribute more positively to the teaching and learning process in primary schools. Likewise, Ozoglu (2015) added that low-performing areas are due to uneven allocation of teachers across regions or provinces in terms of quality and quantity. The uneven allocation of teachers across regions can lead to significant disparities in educational quality, particularly in low-performing areas, where access to experienced and qualified teachers may be limited. This inequity underscores the need for targeted policies that ensure a more equitable distribution of teaching resources, which is essential for improving educational outcomes in underserved regions. Nonetheless, the interviews were conducted to the respondents concerning the efficient utilisation of teachers across primary schools for effective teaching and learning process. Moreover, during interview one WEO said that:

In this way, the effective utilization of teachers in primary schools would really be strategic, with an analysis of the students' needs, the demographics of the schools, and the subject areas in most need. This would give quite useful information regarding the schools to be supported with more teachers or specialized instruction. Schools with a high population of students who are struggling thus, schools can benefit by having those with expertise in those subjects (Interview, July 2024).

This shows that the strategic deployment of teachers in primary schools, informed by a thorough analysis of students' needs, demographics, and subject area deficiencies, can significantly enhance educational outcomes. By identifying schools with a high population of struggling students and providing them with educators who possess specialized expertise, institutions can better address academic challenges and promote equitable learning opportunities for all students. However, another interview with the head of school was quoted that:

By deploying teachers based on their qualifications, experience, and skills, schools

can ensure that each teacher is assigned to a role where they can make the greatest impact. This can lead to more effective teaching practices and improved student learning outcomes. When teachers are deployed in roles that align with their strengths and interests, they are more likely to engage with students in a meaningful and effective way. This can foster positive student-teacher relationships, enhance communication, and create a supportive learning environment (Interview, July 2024).

This implies that deploying teachers in alignment with their qualifications, experience, and individual strengths is essential for maximizing their impact on student learning. When teachers are matched to roles that resonate with their expertise and interests, they are more likely to engage effectively with their students. This alignment not only promotes more effective teaching practices but also enhances student learning outcomes. Positive student-teacher relationships thrive in such an environment, fostering better communication and a supportive atmosphere conducive to learning. By focusing on this strategic deployment, schools can create an educational framework that enhances both teacher satisfaction and student success. As supported by Limukii et al. (2014), the allocation of teaching and learning resources was done according to the number of students enrolled per subject. This has led to an improvement in performance. Furthermore, the theory also posits that the unequal distribution of teachers can be cured by providing guidelines for deployment to address the issue of qualified and/or experienced teachers being assigned to schools.

CONCLUSION AND RECOMMENDATIONS

These findings from the study raise genuine concerns about the strategies in the deployment of teachers in primary schools within the Tarime District. Only 17.5% of the respondents perceived the implementation guidelines on deployment to be effective; this showed there was a gap in teacher assignments and school needs that could affect the quality of education negatively. The data highlights several areas of inefficiency that include student-teacher ratios, resource distribution, and the capacity to deal with diverse learning needs. Overall, the inadequacy of the teacher deployment system is viewed as a strategic call for the re-evaluation and enhancement of the existing guidelines to ensure proper matching of teachers with their qualifications and the specific contexts of the

schools where they are deployed.

Qualitative information from interviews with educational stakeholders also pointed out that, the application of data-driven methods in teacher allocation has to be complemented by continuous assessments of student needs on one hand and teacher competencies on the other. The induction of extensive training and building collaborative environments among educators would further minimize inequities in resource distribution and improve educational quality. By addressing these shortcomings and building a better way of deployment, schools would not only enhance teaching but also students' learning outcomes, hence making the education framework even more efficient and relevant. These findings will eventually serve as a ready reference for policymakers and administrators on how to better utilize teachers to enhance learning opportunities for all students.

Basing on the findings and conclusion this study recommends the needs to enhance the effectiveness of teacher allocation in primary schools. This calls for the education boards to revisit the prevailing guidelines on deployment for the sake of matching the teachers' qualifications and the needs of the schools. Administrators should determine changes in the population of students to be balanced with the number of teachers. Student learning needs should be done through continuous analysis of data to inform strategic deployment to respond to the areas with acute shortage of teachers hence with greatest need. Also, the provision of continuous professional development programs and collaborative environments among teachers will enhance their professional capabilities for effective instructional skills and flexibility in dealing with students of varied learning styles. Finally, clear communication channels among teachers, administrators, and the community should be made in place and on time. This will ensure continuous feedback and improvement of deployment practices to realize better educational outcomes and equal access to quality teaching for all students.

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