



Managing Teacher Human Resources in a Primary School Situation in North 'B' District Unguja Zanzibar

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Abstract : This paper aimed to assess the effectiveness of teacher human resource management practices in primary schools in North B District, Unguja, Zanzibar. The study was guided by human capital theory, as developed by Schultz (1961) and further expanded upon by Becker (1964), as well as system theory, which was initially proposed by Ludwig von Bertalanffy (1968). This study employed a quantitative approach with a descriptive correlational design to assess the management of teacher human resources in primary schools in North B District, Unguja, Zanzibar. The sample size consisted of 45 respondents, including 20 students, 20 teachers, 4 school administrators, and 1 district education officer. Simple random sampling was used to select students and teachers, while purposive sampling was used to target administrators and the district officer. Data were collected using questionnaires. The instruments were validated through expert review and pilot-tested, yielding a reliability coefficient of 0.6, ensuring acceptable consistency for the study. The study found that a majority of teachers perceived unfairness in human resource management, while logistical challenges such as long distances, transport issues, and unproductive teacher groups further hindered effective management. Additionally, 72% of respondents indicated a need for more professional training to enhance teaching competence and optimize the use of teachers as human resources. It concluded that addressing both individual teacher development and systemic management issues is essential for improving effectiveness. Therefore, school and district authorities should provide regular refresher courses and professional development programs while implementing fair management practices, improving logistical support, and promoting teacher participation in decision-making to enhance collaboration and overall school performance.

Keyword : Managing, Teacher, Human Resources, Primary School, Situation

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INTRODUCTION

Education is recognized as one of the most important factors for social and economic development, and teachers are identified as the most critical human resource for the attainment of quality learning outcomes, especially in primary schools. Therefore, the management of teacher human resources, including teacher recruitment, utilization, professional development, supervision, and retention, has a direct impact on the quality of instruction and learner outcomes (Darling-Hammond, 2020; UNESCO, 2023). Poor management of teacher human resources may result in teacher shortages, uneven distribution of teachers, low teacher morale, and low teaching effectiveness. These issues are common in developing countries, especially in rural and semi-urban primary schools that face difficulties in recruiting and retaining qualified teachers. This study is based on the management of teacher human resources in a primary school setting, where issues of teacher allocation, professional development, and support are of concern despite the existence of education policies. Moreover, the human capital theory argues that investments made in the education, skills, and ongoing training of the teaching profession improve productivity and learner outcomes (Schultz, 1961; Becker, 1964). Under this theory, therefore, the training and deployment of the teaching profession can be regarded as a case of

underinvestment, which affects the quality of education. The Systems Theory sees the school as a system with different components, such as the management of the teaching profession, leadership, policy enforcement, and the provision of resources, which should be cohesive for effective teaching and learning to occur (Von Bertalanffy, 1951).

Historically, teacher human resource management has evolved from informal appointment practices to structured, policy-driven frameworks that emphasize quality, accountability, and equitable distribution. Indeed, the early education structures were primarily concerned with access and expansion, sometimes at the expense of teacher quality and effective management, although international education reforms, such as Education for All (EFA) and Sustainable Development Goal 4 (SDG 4), have brought attention to the recruitment, development, and retention of qualified and motivated teachers as a basis for quality education (OECD, 2021; UNESCO, 2023). In this regard, human resource management in educational institutions has evolved from a strictly administrative process concerned with personnel and payment to a strategic process that includes workforce planning, selection, development, performance management, and retention. A sound HRM approach views teachers as key organizational resources whose skills, motivation, and professional

development have a direct bearing on student learning outcomes and organizational performance (Fadilla, 2023). Nevertheless, there remain large gaps in teacher management, especially between developed and developing nations and between urban and rural areas, thus emphasizing the importance of open, merit-based, and strategically aligned HRM approaches to bring about enduring improvements in educational quality (Rahayu, 2025).

In Europe, there are countries like Finland and Germany, which have robust teacher human resource management practices. Finland, for example, focuses on teacher training, deployment, and development, thus offering teachers professional autonomy, which leads to better learner outcomes (OECD, 2021). Germany, on the other hand, has developed teacher recruitment, deployment, and assessment practices, accompanied by robust institutional frameworks, thus improving teacher effectiveness, even though there are regional variations (Seeliger & Lindqvist, 2023). Furthermore, a good example of successful teacher management in Asian countries is Singapore and South Korea. Singapore's teacher management system is highly centralized and strategic, encompassing teacher recruitment, mentoring, professional development, and promotion based on performance. This has largely contributed to Singapore's high standards of education (Darling-Hammond, 2020).

South Korea's education system is another example of a successful teacher management system that promotes professionalism among teachers, including teacher recruitment, training, and allocation (OECD, 2021). In contrast, many African countries, including Nigeria and Ghana, continue to face challenges such as teacher shortages, inequitable deployment, and limited professional development, particularly in rural areas (UNESCO, 2023). Within East Africa, Kenya, through the Teachers Service Commission (TSC), has established structured systems for teacher recruitment, deployment, and appraisal, though rural disparities persist (Aketch et al., 2025).

In Tanzania, the Education and Training Policy (ETP) of 2014 (revised in 2023) emphasizes the equitable distribution of teachers, efficient utilization of educational resources, and the enhancement of teaching quality as central drivers of educational progress (Tech & Media Convergency, 2025). Also, effective management of teacher human resources is essential for ensuring the quality and sustainability of education, as teachers serve as the core agents of the teaching and learning process and require not only ongoing professional development but also supportive working environments that promote motivation, engagement, and job satisfaction (Hasanah & Fauziyyah, 2025). However, despite these policies, many districts, including North B District in Unguja, are facing various

challenges, which are affecting the management of teacher human resources in these areas. Some of these challenges are teacher-student ratios, opportunities for teacher professional development, and teaching and learning resources, which are affecting the management of teacher human resources in these areas, thereby leading to differences in student performance, particularly in rural and semi-urban areas (Haji & Mwakalinga, 2025). However, many schools are facing teacher recruitment, retention, professional development, and performance evaluation challenges due to inadequate training, mentorship, and recognition, which are contributing to teacher burnout and turnover (Mwananyama & Song, 2023). With these reasons, the study aimed to investigate the management of teacher human resources in primary schools in North B District, Unguja, Zanzibar.

Statement of the Problem

The Government of Tanzania, through the Education and Training Policy (ETP) of 2014 revised in 2023, has made deliberate efforts to enhance the quality of education by focusing on the equitable distribution of teachers, the efficient utilization of resources, and the effective management of teacher human resources to improve the quality of teaching and learning. The policy efforts acknowledge the crucial role of teachers in the education sector, who require constant development and a conducive work environment to

maintain high levels of motivation and performance. Despite the policy efforts to enhance the quality of education in Tanzania, challenges still exist in the district, including the North B District in Unguja. The challenges are mainly the inequitable teacher-students' ratios, lack of teacher professional development opportunities, lack of teaching and learning resources, and teacher management. The schools in the district also face teacher recruitment, teacher retention, teacher mentorship, and teacher performance evaluation challenges, which lead to teacher burnout, teacher demotivation, and teacher turnover. The challenges are also the main reasons for the disparities in the performance of the schools, mainly those located in rural and semi-urban areas. Therefore, this study examined the management of teacher human resources in primary schools in North B District, Unguja, Zanzibar in order to identify challenges and inform strategies for improving educational quality.

Specific Objectives

To assess the effectiveness of teacher human resource management practices in primary schools in North B District, Unguja, Zanzibar

Research Question

How effective are teacher human resource management practices in primary schools in North B District, Unguja, Zanzibar?

Literature Review

1. Theoretical Review

This study is grounded in two key theories: Human Capital Theory and Systems Theory, which collectively provide a robust foundation for understanding the impact of teacher resource planning on learning outcomes.

2. Human Capital Theory

Human Capital Theory was proposed by Schultz (1961) and later expanded by Becker (1964). The theory is grounded in the assumption that education, training, and skill development are deliberate investments that enhance individuals' productivity and generate long-term economic and social returns. In education, the theory assumes that teachers' knowledge, skills, and professional competencies directly influence the quality of instruction and student learning outcomes. Consequently, investments in teacher recruitment, induction, professional development, and motivation are expected to yield improved academic performance and broader societal advancement.

The strength of Human Capital Theory lies in its clear linkage between investment in teachers and educational outcomes. Empirical evidence strongly supports this perspective. Hanushek et al. (2020) demonstrate that teacher quality is the most significant school-based factor influencing student achievement, while the World Bank

(2022) reports that in low-income contexts, including Tanzania and Zanzibar, targeted teacher training and continuous professional development significantly improve classroom effectiveness and learner performance. In the Zanzibar context, Mbilinyi et al. (2023) emphasize that proper teacher allocation and sustained investment in professional development are critical for improving learning outcomes, particularly in rural districts where educational disparities are more pronounced. Despite its strengths, Human Capital Theory has notable limitations. The theory tends to focus predominantly on individual capacity building while paying limited attention to contextual and systemic constraints such as inadequate infrastructure, shortages of teaching and learning materials, administrative inefficiencies, and unfavorable working conditions. In practice, even well-trained teachers may be unable to perform effectively if the school environment does not support the application of their skills. These limitations suggest that investment in human capital alone is insufficient without complementary systemic support.

Nevertheless, Human Capital Theory is highly relevant to the present study because it provides a strong analytical framework for examining teacher human resource management in primary schools in North B District, Unguja, Zanzibar. This study adopts the theory to emphasize the importance of strategic teacher recruitment,

equitable deployment, continuous professional development, and motivation as foundational elements of quality education. By using Human Capital Theory, the study argues that effective management of teacher resources is not merely an administrative function but a strategic investment essential for improving teaching effectiveness and student learning outcomes in resource-constrained primary school settings.

3. System Theory Systems

Systems Theory, developed by Ludwig von Bertalanffy in 1940s, conceptualizes organizations, including schools, as complex systems composed of interdependent components that must function cohesively to achieve desired outcomes (Newman-Enyioko, 2025). The theory assumes that the performance of any part of the system such as teacher allocation, resource availability, administrative support, professional development, and policy implementation affects the performance of the entire system. In education, this perspective implies that learning outcomes depend not only on individual teacher competencies but also on the effective interaction of all components within the school and broader educational system (Memarian & Doleck, 2025).

The main strength of Systems Theory lies in its holistic approach, highlighting how inefficiencies in any part of the system such as inadequate

teacher deployment, insufficient teaching materials, or weak administrative support can disrupt the entire educational process and negatively impact student learning. It allows researchers and policymakers to examine education as an interconnected system, identifying how systemic coordination affects the overall effectiveness of schools. However, the theory has a notable weakness in that it underemphasizes individual-level factors such as teacher motivation, professional growth, and personal development, focusing more on structural and systemic interdependencies than on human agency (Elujekwute et al., 2022).

Despite this limitation, Systems Theory is highly relevant to this study because it provides a framework for analyzing how teacher human resource management functions within the broader school system in North B District, Unguja, Zanzibar. When combined with Human Capital Theory, it enables a comprehensive understanding of teacher management by linking individual teacher capacity with systemic support mechanisms. This dual theoretical lens allows the study to examine both the personal competencies of teachers and the structural factors that influence their effectiveness, thereby informing strategies for improving teacher performance, resource allocation, and student learning outcomes in primary schools.

Empirical Literature Review

1. The Effectiveness of Teacher Human Resource Management Practices in Primary Schools

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. Teachers' job satisfaction significantly impacts the effectiveness of the teaching and learning process. Research has shown that satisfied, teachers are more likely to create a positive classroom environment, inspire students, use creative teaching methods, and provide better support, leading to improved

student engagement and academic achievements (Jürgen & Rainer, 2016). Kim's seven dimensions of teaching excellence have been among the key models associated with effective instructional practices. However, empirically there exists a gap of evidences regarding their implementation across different educational settings. The ability of satisfied teachers to create a conducive and engaging learning environment cannot be overstated as it well disclosed in Canadian Schools (University of British Columbia, 2019). Such teachers, do not only serve as role models but also inspire their students to excel academically and beyond the classrooms.

Nhung and Dan (2024) investigated the management of professional development (PD) activities for teachers in three primary schools in Vinh Long City, Vietnam Chu Van An, Nguyen Hue, and Le Loi using questionnaires administered to 140 respondents, including 8 school managers and 132 teachers. It aimed to assess the current status of PD management and propose measures for improvement. The findings revealed that PD activities require systematic planning, scientific implementation, and timely evaluation to ensure effectiveness, alongside the skillful and flexible use of experience and interpersonal skills to support teachers' professional growth. The study recommended that school administrators implement structured

PD systems, continuously monitor and adjust training activities, and leverage accumulated knowledge to enhance teachers' competencies. However, the study's scope was limited to three schools, and the reliance on questionnaires may not fully capture actual practices or their impact on student outcomes, indicating a need for broader, more comprehensive research to link PD management with teaching effectiveness.

In Africa, the complexities surrounding teacher resource planning have garnered attention in numerous studies, especially within sub-Saharan Africa, where deficiencies in teacher availability and suboptimal resource distribution impede educational advancement. A study conducted by UNESCO in 2022 reveals that nations like Nigeria and Kenya experience notable imbalances in the distribution of teachers, particularly with rural educational institutions frequently grappling with insufficient staffing and a dearth of qualified educators. The disparity in question significantly influences student performance, as evidenced by a study conducted by Manda (2021), which explored the relationship between teacher shortages and student achievement in Malawi.

In West Africa, empirical studies have demonstrated that meticulous planning of teacher resources markedly improves educational outcomes. Nigeria has implemented the resource allocation act aimed at establishing a reasonable annual budget for the

education sector and examining its implications for the nation's economy. Nevertheless, in practice, the implementation of the act has encountered a deficiency in human, material, and infrastructural resources, leading to the conclusion that studentS enrollment must be contingent upon the resources at hand (Etor & colleagues, 2020).

Human resources management comprises numerous activities, primarily delineated by Armstrong, (2009), Onuka, (2009), and Emechebe, (2009), as including human resource planning, recruitment and selection, induction and orientation, knowledge management, health and safety programs, employee development, performance appraisal, promotion, retirement, and industrial relations. Specific tasks are associated with the role of the department head. Human resources planning, as defined by Ofojebe, (2009), is a systematic effort to guarantee the availability of adequate human resources to achieve an organization's future goals. Similarly Umanah and Adiele (2021) asserted that the human resource planning process enables an organization to secure the appropriate number of individuals, equipped with the necessary skills, positioned correctly, and available at the right moments, thereby ensuring that the school's objectives are met, as these individuals are proficient in executing their responsibilities effectively. He affirmed that the administrators are

required to comprehend the school's requirements regarding the types of skills, levels, and age categories, the current number available, and subsequently project future needs in light of anticipated changes. Sunarsi et al. (2022) affirmed that it encompasses the anticipation of future requirements for diverse categories of employees and delineating the parameters for ongoing advancement.

In East Africa, Uganda and Kenya have advanced their teacher deployment systems through the implementation of national recruitment programs and regional strategies for deployment. Nevertheless, obstacles persist in guaranteeing that the planning of teacher resources is executed efficiently throughout all regions, especially in rural and marginalized areas. Moreover, Kenya has initiated a policy for the recruitment of teachers aimed at ensuring a balanced allocation of educators across public primary schools. The policy guarantees an equitable distribution of teachers to schools, taking into account the specific needs of each institution and the particular subjects involved (Aloo & colleagues, 2011). Nonetheless, the nation continues to grapple with the issue of teacher allocation, as the Teachers' Services Commission merely replaces those who have departed from the profession, neglecting the needs of new schools due to the employment freeze (Maithya & Akala, 2014).

In Tanzania, the Ministry of Education, Science, and Technology (MoEST), together with the President's Office, Regional Administration, and Local Government, jointly supervises schools, with school leaders tasked with monitoring curriculum implementation, evaluating instructional resources, and ensuring accurate student assessments while aligning with national development goals and integrating modern technologies (Ngole & Mkulu, 2021; MoEST, 2024). Effective supervision requires continuous in-service training to equip school heads with the knowledge and skills necessary to guide teachers, shape instructional practices, and foster trust and collaboration among staff (Grissom et al., 2021). Unlike external supervisors who make occasional visits, school leaders maintain a continuous presence throughout the academic year, allowing them to respond effectively to practical challenges, support professional growth, and cultivate positive workplace relationships that enhance teacher satisfaction and performance. This discussion highlights that leadership quality is a critical component of teacher human resource management and directly influences the effectiveness of teaching and learning processes.

Despite existing policies and guidelines for teacher deployment in primary schools, Tanzania continues to face significant disparities in teacher distribution, particularly in rural areas

and Zanzibar, where some schools experience shortages while others have excess staff (HakiElimu, 2023). In North B District, high student-to-teacher ratios, insufficient teaching resources, limited professional development opportunities, and low teacher competency have negatively impacted both student performance and teacher effectiveness (Mazana et al., 2020; Hafeez et al., 2020). Rising student enrolment exacerbates these challenges, contributing to teacher stress and reduced instructional quality (Sixbert & Onyango, 2022). This underscores a critical discussion point: while national policies provide a framework for teacher deployment, practical implementation is hindered by systemic inefficiencies, highlighting the need for context-specific HRM strategies that ensure equitable distribution, ongoing professional support, and enhanced teaching and learning outcomes.

METHODOLOGY

The study design adopted by this research was a mixed method, which included both quantitative and qualitative data in managing teacher human resources in a primary school scenario in North 'B' District, Unguja, Zanzibar. The study design adopted by this research was a descriptive correlational study, which enabled the researcher to use a sample size of 56 and 45 respondents, comprising twenty (20) primary school pupils, twenty (20) primary school teachers, four (4) school

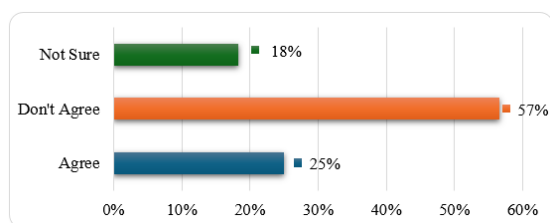
administrators, and one (1) district education officer. Simple random sampling was adopted by the researcher in selecting primary school pupils and primary school teachers, while purposive sampling was used in obtaining primary school administrators and DEO. Quantitative data was statistically analyzed using descriptive statistics with the help of Excel, while qualitative data was analyzed using thematic analysis by recognizing patterns or themes in the data collected, which enabled a deeper understanding of the research findings. After conducting a pilot study, the reliability coefficient was 0.6, while the researcher ensured that all the ethical considerations, including obtaining approval from the authorities, were met.

RESULT AND DISCUSSION

Effectiveness of Managing Teacher Human Resources in Primary Schools

The study sought to assess the effectiveness of the management of teacher human resources in primary schools in North B District, Unguja. Effective management of teachers as human resources necessitates careful and strategic handling, recognizing the critical role that educators play in delivering quality education. This was explored through two main dimensions: firstly, respondents' perceptions regarding the fairness of teacher management practices within their schools, and secondly, the identification of areas in which

additional training in teaching methods is required to enhance the management of teachers as human resources. By analyzing these aspects, the study aimed to assess both the procedural and professional effectiveness of human resource management in primary school education settings. The results of this investigation are presented in Figure 1 below.



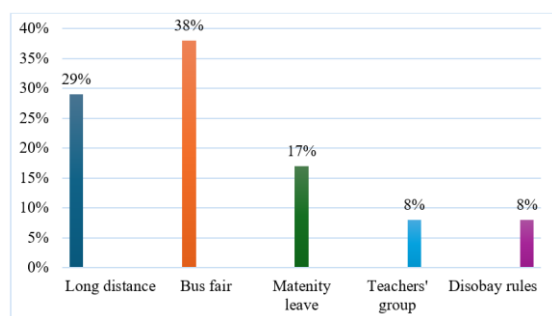
Source: Research Data (2026)

Figure 1. Agreement on Fairness in the Teachers Management in the School Situation

The results presented in figure 1 indicate that the respondents have a perception of lack of fairness in the management of teachers as human resources in primary schools. This is because the majority of the respondents, 57%, disagreed with the statement of teacher management being fair. This implies that the provisions of teacher management were not fair. However, 25% of the respondents were of the view that teacher management was fair, while 18% of the respondents were not certain about the fairness of the teacher management practices. The above results indicate that the effectiveness of teacher human resource management

in North B District, Unguja, is compromised by the fact that the teacher management practices were not fair to all the teaching staff in the school. The above discussion of the results implies that the issue of lack of fairness in teacher management practices has significant implications for teacher motivation, job satisfaction, and commitment. This is because research has shown that fair HR practices are important in fostering trust, boosting teacher morale, and creating a positive school culture (Armstrong, 2009; Umanah & Adiele, 2021).

In addition to concerns over fairness, the study explored the challenges faced in implementing effective teacher human resource management. Deputy head teachers were specifically asked to identify the obstacles they encounter in managing teaching staff. The findings regarding these challenges are presented in figure 2, providing insight into the practical difficulties that may hinder the optimal utilization and development of teachers as critical human resources within the primary school system.



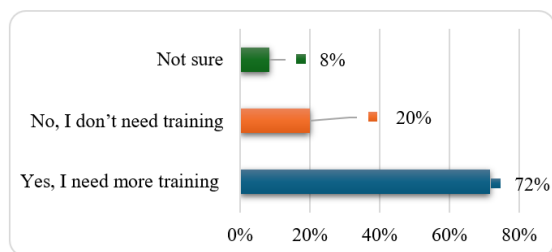
Source: Researcher Data (2026)

Figure 2. Challenges Facing Management of Teachers as a Human Resource in School Situation

The results presented in figure 2 highlight several significant challenges that impede effective management of teachers as human resources in primary schools. These include long distances to school, high and unfriendly bus fares, maternity leave, unproductive teacher groups, and non-compliance with school rules.

The findings indicate that there are a number of challenges affecting the effectiveness of teacher HRM in North B District, Unguja. Firstly, a majority of the respondents (57%) felt that management practices were not fair, implying that there was bias and inequality, which could affect teachers' motivation, dedication, and satisfaction (Figure 1). Secondly, logistical issues, such as long distances from schools (29%), difficulties in transport (38%), maternity issues (17%), and unproductive groups of teachers (8%), also affected management. From a Human Capital Theory perspective, it is clear that teachers' skills, knowledge,

and time are essential elements of their human capital, but their effectiveness is likely to be compromised by a number of issues that affect their contribution to educational outcomes (Becker, 1993; Horn, 2015). In essence, it is critical to invest in teachers' professional development, transport, and leadership to maximize the returns from teachers' human capital. According to Systems Theory, a school is a subsystem of a complex system, and any problem with one of its parts, like teachers' availability, is likely to affect its overall performance, curriculum implementation, and teachers' cohesion (Von Bertalanffy, 1951; Grissom et al., 2021). The challenge of head teachers' capacity and, at times, the delegation of duties contribute to these inefficiencies in the system, and thus there is a need for whole-system interventions. The above findings are consistent with the World Bank (2022), which argues that efficient planning and equitable distribution of teachers have a great impact on learning outcomes, especially in situations where there are limited resources. It is therefore important to address these challenges through human capital approaches if the country is to meet the national goal of providing quality education, as outlined in the Education and Training Policy of Tanzania (ETP, 2014; MoEST, 2024; HakiElimu, 2023).



Source: Research Data (2026)

Figure 3. Need for More Training on Teaching Method

The findings in figure 3 show that there is an overwhelming consensus among the respondents, with 72% indicating that there is a need for more training in the area of education and other teaching disciplines in order to make optimal use of teacher human resources, while 20% felt that no more training is needed, and 8% were not sure. Furthermore, the findings also revealed that younger teachers were facing problems in mastering certain subjects, which also emphasizes the need to improve teachers' teaching competence. However, all the head teachers suggested refresher courses aimed at improving teachers' professional competence, confidence, and overall contribution to the school system. From the point of view of Human Capital Theory, investing in teachers' professional development is aimed at improving teachers' knowledge, skills, and productivity, thus maximizing the return on investment in the school's human capital (Becker, 1993; Horn, 2015). At the same time, Systems Theory postulates that well-designed training

programs enhance the integrated parts of the school system, including teachers, administrators, and students, thus promoting better cooperation and improved learning outcomes (Von Bertalanffy, 1968; Grissom et al., 2021). This is supported by Hanushek et al. (2020), who highlighted that teacher quality is an essential driver of students' success, and its effects are maximized through continuous training that is part of the broader system, especially in resource-scarce settings such as Zanzibar and Tanzania. The results of this study can be interpreted in a significant manner using the framework of Human Capital Theory (Schultz, 1961; Becker, 1964), which highlights the importance of investments in education and development, as these increase the skills, knowledge, and productivity of individuals, and have a positive impact on both the individual and the organization. The study reveals that the primary schools in the North B District are actively involved in the development of human capital through induction training, leadership and management development, ICT skills development, and guidance and counseling activities. These activities improve the technical and pedagogical skills of teachers, in addition to developing critical personal qualities such as confidence, initiative, commitment, and self-control, which are critical for effective classroom management and overall school performance. From a policy point of

view, this highlights the need for focused and structured investments in teacher development programs, including refresher courses and specialized training modules, to maximize the potential of teachers as key human resources for achieving educational objectives.

To add to this perspective, Systems Theory, as developed by Von Bertalanffy (1968), views teacher human resource management as a dynamic, integrated system in which teachers, head teachers, administrators, students, and district education officers are constantly interacting. The study has shown that effective teacher human resource management goes beyond individual teacher training to include systemic support like teacher supervision, administrative guidance, teacher participation in decision-making, and teacher training programs, among others. Critical systemic factors, like teacher participation in decision-making, teacher access to ICT, influence teacher functioning and student outcomes. Conversely, systemic challenges like distance to schools, transport problems, maternity leave, and unproductive teacher groups hinder teacher potential utilization. This study, therefore, suggests that a holistic approach by authorities, coordinating resources, facilities, and teacher professionalism in all components of teacher human resource management, can improve teacher effectiveness, student outcomes, and overall quality of

education in North B District, as stipulated in Zanzibar's 2014 ETP policy document.

CONCLUSION

The study concludes that the management of teacher human resources in primary schools in North B District, Unguja, is faced with a number of challenges that affect its effectiveness. These include issues of perceived unfairness in management, distance to schools, transport, maternity leaves, unproductive groups of teachers, and training. Investing in teachers' development, supervision, and leadership is essential, as suggested by Human Capital Theory. On the other hand, Systems Theory points out that there is a need for a coordinated and integrated approach to all levels of the system. These are just a few of the challenges that affect the effectiveness of teachers in the district.

Recommendations

The study recommends that, in order to improve the human resource management of teachers in schools, school and district authorities should offer regular professional development and refresher courses for teachers to improve their knowledge and skills. Moreover, policies should be implemented focusing on ensuring fair and transparent management practices and the distribution of teachers. In addition, addressing logistical challenges such as transport and distance could also improve the

performance of teachers. Moreover, promoting the participation of teachers in decision-making and addressing unproductive groups of teachers could improve their collaboration. A holistic approach that focuses on the development of individual teachers and the overall support system could be effective in improving the performance of teachers and achieving better results in North B District.

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