TEACHERS' RETENTION STRATEGIES IN SECONDARY SCHOOLS IN TANZANIA: A CASE STUDY OF HANANG DISTRICT COUNCIL

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2015

CERTIFICATION

The undersigned certify that I have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation titled "Teachers' Retention Strategies in Secondary Schools in Tanzania: A Case Study of Hanang District Council" in partial fulfillment of the requirements for degree of Master of Education in Administration, Planning and Policy Studies (M.ED-APPS).

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Date

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DECLARATION

I, Anthony Sebastian Malisa, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Date

DEDICATION

This work is dedicated to my family specifically my lovely wife Helen Sulley and my children: Magdalena, Irene, Sebastian, Veronica and Grace.

ACKNOWLEDGEMENTS

ABSTRACT

This study investigated the teachers' retention strategies in secondary schools in Tanzania. Ten secondary schools in Hanang' District council in Manyara region were investigated. The population of the study had about 406 respondents in which the target population included the teachers, parents (members of school board), the heads of schools, district TSD secretary, District Executive Director (DED) also the District Education Officer (DEO) from Hanang district. The sample size of the study was 83 respondents which comprised 60 classroom teachers, 10 heads of school, 10 members (parents) of the school boards, DED, 1 TSD officer and 1 DEO. Randomly the study sampled 60 regular teachers from two groups of male and female teachers in which each group had 30 respondents while 1 TSD secretary, 1 DEO, 1 DED, 10 members of the school boards (parents) and 10 heads of the schools were purposively sampled. Questionnaires were circulated to 60 respondents (regular teachers) for data collection. Interview guiding questions were used to collect data from a total number of 23 respondents. Documentary reviews were used to collect data from the, TSD secretary, DED and the Heads of schools. The collected data were analyzed through the Statistical Package for Social Sciences (SPSS) software. The general findings revealed that most secondary school teachers were not satisfied with teachers' retention strategies employed by Hanang District Council. Factors for turnover were identified as job dissatisfaction, delay of promotion, insufficient social services, improper management, and lack of opportunity for career development, lack of equipment, tools or facilities in most of the schools in Hanang. Therefore more effort on teachers' retention strategies is needed for better future of secondary schools in Tanzania.

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LIST OF ACRONYMS AND ABBREVIATIONS

DAS   District Administrative Secretary

DED   District Executive Director

DEO   District Education Officer

LGA   Local Government Authority

MoEC   Ministry of Education and Culture

MoEVT   Ministry of Education and Vocational Training

NBC   National Bank of Commerce

NMB   National Microfinance Bank

PMORALG Prime Minister's Office-Regional Administration and Local Government

RAS   Regional Administrative Secretary

SPSS   Statistical Package for Social Science

TGHS   Tanzania Government Health Salary

TGTS   Tanzania Government Teachers Salary

TSD   Teachers' Service Department

URT   United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1   Introduction

This chapter comprises the background of the study, statement of the problem, main objective and specific objectives, research questions, significance of the study and delimitation of the study.

1.2   Background of the Problem

Teachers are key players in facilitating learning process, which means that the school cannot function without teachers but may function without any other resources (Okumbe, 1998). There is a need to recruit and retain more qualified school teachers from teachers' training institutions in African countries and Tanzania in particular (Sinyolo, 2007).

Achievement of secondary education system depends much on recruitment and retention of quality teachers. In an attempt to control recruitment and retention of teachers, Tanzania and other African countries need to adopt decentralization of teachers' retention. In this sense, Tanzania government has reduced teachers' retention barriers through the use of Local Governments. Therefore, state and local policy makers have realized that efforts to improve secondary education depends critically upon the success in attracting, recruiting and retaining capable people in the teaching profession (Theobald & Michael, 2002). District councils have the most fundamental managerial tasks including promotion of appropriate employees, compensation and

transfer of employees for effective realization of both individual and organization roles (Koonts & Weinrich, 1988). District Directors are the employers of all government school teachers and they are responsible for teacher retention in their locations. Therefore, districts must continue to recruit new teachers and retain their most existing teachers (Guarino, Santibañez, and Daley, 2006).

Mkonongo, (2004) and Nkelego, (2009) identified the dominant factors leading to secondary school teachers not reporting to their stations and turnover include administrative one, dissatisfaction with salary provided by the government coupled with the availability of other alternatives, which pay higher wages, location of school and lack of support, poor working environment, lack of institutional policies as well as poor management.

The negative factors in teaching profession produces negative attitude towards the teaching profession and thus, make retention process to the teaching profession difficult (Ally, 2011). Teachers' retention in any organization is related to maintaining their hygiene and motivational factors. For the sake of retaining teachers, it is important for Tanzania government to ensure that there is enough motivation for teachers through providing them with both hygiene and motivation factors (Mkonongo, 2004).

Currently, there have been so many teachers who leave their working stations as well as shifting to other jobs in Tanzania. Thus, this raises education stakeholders' concerns towards retention of secondary school teachers in local councils. The overall goals of

teachers' retention will not be achieved in local councils if there is no strong mechanism for improving the process of teachers' retention in local areas as far as District councils are concerned. Therefore the ability to retain teachers in District councils is also depends on the improving various conditions of service (Mulkeen et al 2007). However, the level of teachers' motivation and retention in Hanang district is not documented. This motivates us to conduct this study.

1.3   Statement of the Problem

Retention of qualified teachers is very important. Teachers' retention in secondary school teachers is influenced by several factors including; the presence of accommodation, opportunity for career development, timely promotion, good remunerations that meets the requirements of current market, orientation to new teachers, skilled and supportive leadership, good relationship between the schools and the community surrounding.

Although several attempts have been made to retain teachers in Tanzania, still there is a problem of teacher's attrition as well as labor turnover among secondary school teachers in most Tanzania district councils. Few studies conducted by different researchers on teachers' attrition and retention in Tanzania are the ones which were done by Mkonongo (2004), Nkelego, (2009) and Ally, (2011).

Moreover, Davidson (2006), Bennel (2005) and Mpokosa et al (2008) observed that there are many problems that confront teachers' retention in those secondary schools owned by district including inadequate teaching aids; large number of students in each

class, poor environments within which a teacher has to live and work, such as terrible housing and sub standard classrooms. Also Bennell (2004), Cooper & Alvarado (2006), studied the teachers' retention and turnover in Paris and sub-Saharan Africa and Asia. However, none of these studies studied the strategy for teachers' retention in developing countries like Tanzania.

Therefore, this study investigated the strategies for teacher's retention and their effectiveness towards improving retention of secondary schools teachers in Hanang' District council. The study expected to come up with more effective strategies that could help in reducing the number of teachers' turnover in district councils and hence enhance the retention of secondary school teachers in Tanzania.

1.4 Purpose of the Study

The main purpose of the study was to investigate strategies for teachers' retention and their effectiveness in District councils.

1.5 Research Objectives

i). To identify strategies used by Hanang' District Council in retaining secondary school teachers.

ii). To assess the secondary school teachers' retention strategies used by Hanang' District Council

iii). To assess the community roles in enhancing secondary school teachers' retention in Hanang' District Council.

iv). To assess the secondary school teachers' level of motivation in Hanang' District Council.

1.6   Research Questions

i)   What are the strategies used by Hanang' District Council in retaining Secondary school teachers?

ii)   How do the strategies help in retaining secondary school teachers in Hanang' District Council?

iii)   What are the roles of the community in enhancing secondary school teachers' retention in Hanang' District Council?

iv)   What is the level of motivation towards secondary school teachers in Hanang' District council

1.7   Significance of the Study

This study is significant in the following ways: the findings will add to the current body of knowledge about the strategies that are used to recruit and retain teachers in public secondary schools. Secondly, the study findings will create awareness to head of secondary schools and educational policy makers on issues related to recruitment and retention of qualified teachers in public secondary schools. Thirdly, the study will provide information on the actual practice of recruiting and retaining teachers, which in turn will help to improve teacher retention in secondary schools and reduce the problems of teachers' attrition and turnover toward teaching profession.

1.8   Delimitation of the Study

The study was conducted in Hanang District Council. Also the study was solely delimited to Secondary School Teachers' retention in Tanzania District councils. It confined itself in district's council office and secondary schools exclusively as per

their geographical location. Therefore, findings from this study were not over generalized to reflect the situation of all District councils in Tanzania.

1.9 Definition of Key Terms

For the purpose of this study the following terms have been given operational definitions.

Teachers' retention: Refers to keeping secondary school teachers in the job as well as in the profession.

Motivation: Is the general desire or willingness of someone to do something.

1.10 Organization of the Study

The study is organized into six chapters. Chapter one deals with the problem which informs the study and its context, thus providing the justification for this study. Chapter two is a review of literature related to this study. Its major focus is on identification of the knowledge gap. Chapter three is concerned with the research methodology for data collection and analysis so as to address the problem and the knowledge gap. Chapter four will concern with data presentation and analysis. Chapter five is concerned with discussion of the research findings. Lastly, chapter six provides the summary and conclusions of the study. It also presents the new developments in knowledge and recommendations.

1.11 Summary

This chapter presented an introduction of this study including the justification for this study. It mainly covered issues related to the background to the problem, purpose of

the study, research objectives and questions, scope of the study and the organization

of the study. The next chapter reviewed the literature related to this study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   Introduction

This chapter contains Theoretical and Empirical Literature reviews of related literatures concerning the concepts of teachers' retention. In this chapter, theory of motivation will be presented in order to show its relation with teacher's retention. It also covers the concept of teachers' turnover and improvement of teachers' retention in Tanzania District councils in relation to Africa and other parts of the world. Teachers' retention in this study refers to keeping teachers in the job as well as in the profession.

2.2   Theoretical Literature Review

2.2.1 Theories of Motivation

According to Michael (2008) "Motivation is the act of stimulating someone or oneself to get desired course of action, to push the right button to get a desired reaction." William (2008) has defined motivation as a process of stimulating people to action to accomplish desired goals. "Vroom (1991), described motivation as the process of governing choices made by persons or lower organisms among alternative forms of voluntary activities", the use of voluntary is important as we shall see in a while.

In the words of McFarland (2008)," Motivation refers to the way in which urges, drives, desires, aspirations, and strivings needs direct control or explain the behavior of human beings". Armstrong (1997), defines, motivation as what makes people act or

behave in the way they do". He says that, it is important to know what the peoples are motivated and hoe they can be motivated.

Gupta (1990) defined motivators as a creation of willing to work and singles it out as the core of management. He further suggests that in order to market workers for organizational goals, the management must determine the motives or needing the workers and private an environment on which appropriate incentives are available for the satisfaction and their needs.

Generally the word motivation can be defined as the psychological processes that arouse and direct people's goal-directed behavior, or can be defined as a driver of human behavior or degree to which an individual wants and chooses to engage in certain specified behavior. And can be broadly defined as the forces acting on or within a person that cause the arousal, direction, and persistence of goal-directed, voluntary effort.

The broad rubric of motivation and motivation theory is one of the most frequently studied and written-about topics in the organizational sciences, and is considered one of the most important areas of study in the field of organizational behavior. Despite the magnitude of the effort that has been devoted to the study of motivation, there is no single theory of motivation that is universally accepted. The lack of a unified theory of motivation reflects both the complexity of the construct and the diverse backgrounds and aims of those who study it. To delineate these crucial points, it is illuminating to consider the development of motivation and motivation theory as the objects of scientific inquiry.

2.2.2 Maslow's Theory of Motivation

This theory states that; When a lower need is satisfied, the next highest become dominant, this higher need and the individuals attention is turned to satisfying this higher need. The need for self-fulfillment however can never be satisfied. He said that" man is a wanting animal" only an unsatisfied need can motivate behavior and the dominant need is the prime motivator of behavior (Armstrong, 2006).

2.2.3 The Salient Features of Maslow Hierarchy of Needs

Gupta (2006) pointed out the following features;-

i) The urge to fulfill needs is a prime factor in motivation of people at work. Human needs are multiple, complex and interrelated.

ii) Human needs from a particular structure of hierarchy; physiological needs are at the hierarchy while self-actualization needs are the apex. (Security) needs, social needs and esteem (ego) needs are positioned in between.

iii) Lower level-needs must at least partially be satisfied before higher-level needs emerge. In other words, a higher level need does not become an active motivating force until the preceding lower-order needs are satisfied. Human being strives to gratify their needs in a sequential manner starting from the base of hierarchy. All needs are not left at the same time.

iv) As soon as one need is satisfied, another needs emerged. These processes of need satisfaction continue from birth to death. Since man is a wanting animal.

v) A satisfied need is not a motivation example it causes to influence human behavior. It is the unsatisfied needs which regulate an individual behavior.

vi) Various need level are inter-dependent and over lapping. Each higher level need

emerges before the lower level is completely satisfied.

2.2.4 Assumptions of Maslow Hierarchy of Need Theory

Abraham Maslow theory based on three assumptions-:

i) People needs are arranged in order of importance (hierarchy) going from basic needs (physiological) to more complex needs (self-actualization).

ii) People will not be motivated to satisfy higher level need unless the lower needs have been at least minimal satisfied.

iii) People have five classifications of needs, below (in the figure 2.1) are five needs in order of importance to the individual.
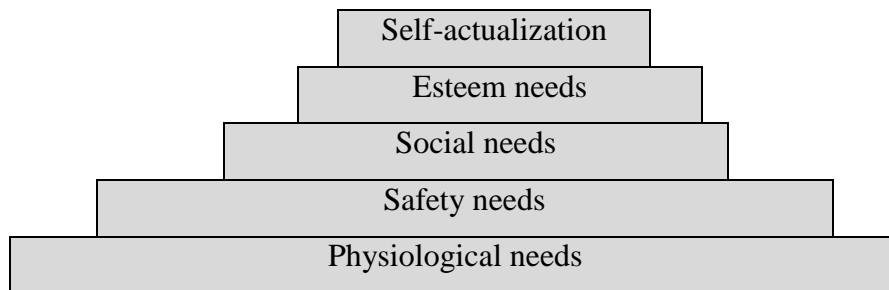
Figure 2.1 Maslow's Hierarchy of Needs

Source: Bhattacharyya (2011)

According to Maslow's theory, if such needs are not satisfied then one's motivation will arise from the quest to satisfy them. Higher needs such as social needs and esteem are not felt until one has met the needs basic to one's bodily functioning. Offer adequate ventilation, heat, water, base pay and so on.

2.2.5 Maslow Hierarchy of Needs and Its Applicability in an Organization

Maslow's needs hierarchy theory divided human needs into five distinct categories-:

The first distinct category is physiological needs, this are the basic needs of human beings which are essential to sustain life. Such needs include food, water, air, clothing and shelter. In an organization setting such as school, these needs are met through salary. In Tanzania most of workers receive low salary only to get those basic needs. In order to acquire the next stage of Maslow hierarchy of needs teachers loan from various financial institutions like National Microfinance Bank (NMB), National Bank of Commerce (NBC) and others so as to fulfill their needs.

For instance, a fresh diploma teacher receives 240,000/= per month, this amount may not be enough to make him or her survive for a month; hence this may cause turnover or job dissatisfaction .The second distinct category is safety needs. This is concerned with individual safety and security. In a school setting, such needs are fulfilled by ensuring a protective work environment. Luisser (2005) asserts that in an organization setting these includes a safe working condition, salary increase to meet inflation, job security and fringe benefits. In Tanzania this is practiced by organizations through social security funds, and workers' compensation act (2008).

The third category is belongingness and love. This arises after satisfaction of the physiological needs and safety needs. People in this level develop a strong sense of affiliation and get concerned with love, affection, a sense of belonging, acceptance, and friendship. Organizations meet such needs by providing the appropriate work so as to retain the employees. In school as an organization there should be a good interaction between employer, teacher and the community so as to ensure teachers retention.

The fourth distinct category is self-esteem. These needs are to be obtained after meeting the social needs whereby an individual focuses on status, self-respect, respect from others and recognition. The firth distinct category is self-actualization. This is the potential level of needs which develop ones full potential. In school settings, these needs include development of skills and promotion. In any organization promotion and development of skills are very important because they provide employees specific knowledge and skills.

Also promotion of teachers is essential since they are positively motivated. In Tanzania teachers are promoted by Teachers service Department (TSD). Today in Tanzania teachers are striving to meet self-actualization needs though they don't reach the apex and therefore not fulfilling their psychological contract. Therefore Maslow's Hierarchy of Needs theory contributes to the concept of teacher's retention since it minimizes turnover.

2.2.6 Herzberg's Two Factors Theory

Herzberg (1959) extending the work of Maslow, developed the content theory of motivation. His study based on responses of 200 accountants and engineers, drawn from eleven industries in the Pittsburgh area. Using critical incident methods, he asked the sample to respond on two aspects as follows; when did they feel exceptionally good about their job? And when did they feel exceptionally bad about their job? He found that the samples described different types of conditions for good and bad feelings. Factors responsible for job satisfaction were quite different from the factors they perceived as contributors to job dissatisfaction. The reported good feelings were found

to be associated with job experiences and job content. Since his study was based on a two-factor hypothesis, this theory was called two factors theory. As his study established that the opposite of satisfaction is not dissatisfaction and removing dissatisfying elements from any job does not necessarily make the job satisfying. He therefore classified the factors into two categories namely; Motivation factors which includes all needs of Self-actualization and Esteem-needs and Hygiene factors which includes love/belongingness need, safety needs and physiological needs.

Herzberg mentioned six motivation factors which are as follows:-Recognition, Advancement, Responsibility, Achievement, Possibility of growth and Job content or work itself. The presence of these factors in the job creates a motivating environment but its absence does not cause dissatisfaction. Similarly, he mentioned ten hygiene or maintenance factors, which are as follows:- Company policy and administration, Technical supervision, Salary, Interpersonal relations with subordinates, Job security, Personal life, Working conditions, Status, Interpersonal relations with supervisors and Interpersonal relations with peers. These factors are context factors. Their existence just creates an environment for doing work. But factors by themselves cannot motivate people to work.

In Herzberg word, their absence can dissatisfy people but their presence, per se, cannot satisfy people. The crux of the Two-factor theory of motivation therefore, is that managers should cater to both satisfiers and dissatisfies. The more improvement of Hygiene factors cannot guarantee a motivating environment (Bhattacharyya, 2011). Therefore the essence of Herzberg's theory can be summarized as follows: Herzberg's

theory did not see money as a big deal for human motivation. He prefers us to think of money as a force which will move an individual to perform a task, but not generate any internal desire to do the task well. In fact to get an individual to perform the task again, he argues, we will need to offer more money. Herzberg's theory argues that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors.

Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity. Herzberg's theory has argued that true motivation comes from within a person and not from other factors. Although Herzberg argue that single factor may be a satisfier for one person, but cause job dissatisfaction for another. Criticism of Herzberg theory talks more about job satisfaction than job motivation.

The theory ignores situational variables, as it is not backed by adequate research in different work environment. It is limited by its methodology. When things go well people tend to take credit for themselves. Contrarily, they attribute failures to the external environment (Bhattacharyya, 2011).

Frederick Herzberg's ideas stem back to when he wrote *The Motivation to Work*. His writing has had a huge influence on the way motivation theory is considered and taught. Herzberg's research resulted in the discovery that there were two distinct categories of factors that influenced people's satisfaction with their work. He called one category maintenance or 'hygiene needs'. In this category he put: Company policy and administration, Supervision, Salary, Interpersonal relations and Working

conditions. When these needs deteriorate below an acceptable level the employee will become dissatisfied**.**

2.3   Empirical Literature Reviews

2.3.1 Retention of Secondary School Teachers

There are several studies that have been done relating teachers recruitment and retention in Tanzania, Africa and elsewhere in the world. Several studies on teacher retention have shown how various scholars address the concepts of teachers' retention in t a school level is affected by and transfers (Bennel, 2004). Thus, attrition and transfers of secondary school teachers within the district councils and schools are associated with teachers' retention issues in a particular area. It implies that both attrition and transfer influences negatively the teachers' retention. attritions is caused by long term illness, and death, resignation, retirement or dismissal while transfers can be practiced through lateral promotion or study leave. Moreover, teachers' retention can be enhanced through induction and mentoring, working conditions, performance pay and financial incentives and opportunity for teacher leadership (Lasagna, 2009).

Benedict, (1999) did a study on factors determining the retention of academic staff in Tanzania, interested in higher learning institutions. The findings revealed that the position of academic staff and chances for future training prospects play a big role for the staff to remain in higher learning institutions. Benedict, (1999) further recommended that institution management has to make sure that the academic staff always feels that they are the part of organization. The study gives a lesson to Tanzania District councils, that they must set strategies for making teachers to feel that they are

the part of a District council so as to retain them. Mkonongo (2004) worked on retention of graduate teachers in secondary schools in Tanzania. The findings showed that urban secondary schools had higher retention of graduates compared to rural secondary schools. The study recommended that, official steps should be taken to raise the status of the teaching profession economically, socially and politically so as to improve their staying. Thus, the study reminds District council in Tanzania to deal with the problem of low status accorded to teachers by fulfilling their needs economically, socially and politically.

Bame, (1991) did a study on teachers' motivation and turnover in Ghana. The findings revealed that the main reasons for teachers' retention include promised good future, stability and security in teaching profession as well as professional qualifications. On the contrary lack of opportunity for promotion and career development, low salary and low status of teaching profession were the reasons for turnover. Kapadia, Coca & Easton, (2007) observed that, providing various induction activities, such as mentoring and supports help new teachers to feel helpful condition and therefore plan to continue teaching.

Timilehin, (2010) observed that inadequate school facilities which include material resources that facilitate effective teaching and learning in schools and inadequate funding are the obstacles to teachers' retention as well as effective teaching and management of secondary education in the country. Strath, (2004) added that lack of resources is also problematic if a District council or school has to deal with a shortage of teachers, while at the same time it has to use financial incentives to reward effective

teachers**.** In an attempt to improve teachers' retention, Owen, Kos and McKenzie, (2008) suggested that status of teachers should be improved as well as attraction and retention issues. Thus, to be able to improve teachers retention, Tanzania District councils, should take measures for improving teachers status and all retention issues such as working and living condition as well as compensations.

Communities in Districts can be involved in creating good environment for teachers at schools through participating in building teachers houses and classes (Njunwa, 2010). Therefore, if this way is applied by District council, it will help to improve working and living conditions and thus, attracts teachers to stay at schools.

Moreover, Kemilembe, (2004) did a study on lack of motivation as a factor leading to teachers' exodus in Dar es Salaam region and observed that there was a difference in teacher turnover between private secondary schools and public secondary schools in which private secondary schools had low turnover than public secondary schools. Teachers' turnover was also associated with low salary. Thus, Tanzania district councils need to make sure that they assess dominant factors which affect teachers' retention and they should be solved so as to improve retention rate. Nkelego (2009) worked on influence of managerial factors on teachers' retention in non-government secondary schools in Tanzania and found out that teachers' retention in any organization is related to employees' job satisfaction. Thus, this brings a lesson that Tanzania district councils should study on strategies for teacher retention. Mrema (2009) worked on factors contributing to primary school teachers' attrition in Tanzania.

The findings revealed that social, monetary, teacher preparation and institutional factors contribute in higher attrition. The study recommended that more support for teachers in the district level and frequent interaction from colleagues should be strategized as priority for teachers for teachers' recruitment and retention. Ally (2011) did a study on students' attitude towards the teaching profession in Tanzania and implications for teachers' recruitment.

The study findings revealed that a majority of secondary school students and their teachers had negative attitude towards the teaching profession. It was also found that that majority of teachers were not interested in teaching, as it was not their first career choice, thus they would not work until retirement age.

Damian, (2011) asserted that the life of teachers is not attractive that is why teachers leave the profession. Thus, Tanzanian government has to set strategies for teachers' motivation starting with the improvement of teachers' working environments. Generally, District councils called for creating very motivating environments according the nature of their places. Actual teachers will be attracted if there is motivating environment for teaching job.

HakiElimu, (2010) proposed the strategies for teachers' retention including provision of incentives for teachers posted in remote schools, upgrade licensed and ensure opportunities for professional growth through in-service training. Lieberman, (1995) suggests that promotions should be a part of teacher retention activities since is very important for growth of the occupational status in education sector than salary increase

 Mpokosa et al.(2008) observed that non-salary incentives strategy in Mozambique in term of housing, health insurance, transport subsidies or bicycles, has helped to motivate teachers and increase the retention rates.

Newton, Rivero, Fuller & Dauter (2011) worked on teachers' stability and turnover in Los Angeles. They assert that teacher turnover and retention have attracted increasing attention in the research and policy community and further recommend that, understanding who leaves, when and under what conditions is important for policy formulation that target teacher retention. In the context of Tanzania district councils, this recommendation calls for education leaders, community and other stakeholders within the district councils to collect actual information about teachers retention which will help them to create their own polices for controlling teachers retention. Xaba (2003) wrote a paper on managing teachers' turnover in South Africa. He contended that department of education has a major role to play in managing teachers' turnover.

Moreover, a study revealed that conditions that lead to high teacher turnover are mostly in schools as organizations and suggest the strategy to address teacher turnover should be holistic and take a two pronged shape, that is, address those causes of turnover that are located at the school as an organization and those over which the department has control. In the context of district councils in Tanzania, this study calls the department of education and other stakeholders within the district councils to play role in managing problems associated with teachers' turnover and also to deal with all teacher turnover problems starting from district council's level to secondary schools level.

Olatunji (2011) observed that compared to most professions in Africa, the remuneration of teachers in Africa at various levels is low. The Tanzania government salary scales 2013/2014 have shown that the teaching professional have low salary scale compared to some other professions.

Table 2.1 and 2.2 below shows differences of salary scales at different levels for teachers and health workers in Tanzanian government sector. In teaching profession, teachers who hold certificate start with the salary of TGTS A.1 (296,000Tshs) to TGTS E.10 (899,500Tshs). Diploma holders start with the salary of TGTS C.1 (432,500Tshs) to TGTS F.10 (1,232,500Tshs). Bachelor degree holders start with the salary of TGTS D.1 (589,000Tshs) to TGTS H.12 (2,306,000Tshs). The Tanzania government salary scale shows there is great variation of salary scales between teaching profession and other profession in terms of the same level of education. In nursing profession, certificate holders start with the salary of TGHS A.1 (351,000Tshs) to TGHS E.8 (1,309,600Tshs). Diploma holders start with the salary of TGHS B.1 (562,000Tshs) to TGHS F.8 (1,636,700Tzs) and bachelor degree holder's start with the salary of TGHS C.1 (821,000Tshs) to TGHS G.4 (1,993,100Tshs).

Table 2.1: Tanzania Teachers' Salary scales 2013/2014

Qualification	Salary scale ranges	Monthly Salary (TZS)
Certificate	TGTSA.1 - TGTS E.10	296,000 - 899,500
Diploma	TGTSC.1 - TGTS F.10	432,500 - 1,232,500
Degree	TGTSD.1 - TGTS H.12	589,000 - 2,306,000

Source: Tanzania government secular on salaries review 2013

Table 2.2: Tanzania Government Health Operational Salary Scales 2013/2014

Qualification	Salary scale ranges	Monthly Salary (TZS)
Certificate	TGHS A.1 - TGHS E.8	351,000 - 1,309,600
Diploma	TGHS B.1 - TGHS F.8	562,000 - 1,636,700
Degree	TGTS C.1 - TGHS G.4	821,000 - 1,993,100

Source: Tanzania government secular on salaries review 2013

The data from the above tables show that there is a difference of 55000 T.shs in salary between nursing profession and teaching profession for the first appointment of certificate holders. Also, the data show that there is a difference of 129,500 T.shs in salary between workers in nursing profession and teaching profession for the first appointment of diploma holders. For the case of degree holders, tables show that there is a difference of 232,000 T.shs in salary between workers in nursing profession and teaching profession for the first appointment of bachelor degree holders. Thus, these data indicate that teaching profession has low salary compared to many professions.

2.4   The Research Gap

Studies conducted by different scholars have not paid more attention on teachers' retention strategies. Allen (2005) studied on eight questions on Teachers recruitment, Cooper and Alvarado (2006) studied on preparation, recruitment and retention of teachers in some of European and Asian countries. The findings revealed that teachers shortages existed in some countries because graduates either did not enter teaching or a significant number of those who entered, left within three to five years. Hirsch (2001) dealt with teacher recruitment staffing classrooms with quality teachers. Also Mulken (2005) studied on recruiting, retaining and retraining secondary school teachers and

principals in Sub-Saharan Africa, Sinyolo (2007) on his side, studied on teacher supply, recruitment and retention in six Anglophone Sub-Sahara Africa countries while Torres (2004) studied on minority teacher recruitment, development and retention .None of those studies focused directly on teachers' retention strategies in Tanzania district councils specifically in investigating the strategies employed by district councils in retaining secondary school teachers. Therefore, this study intends to fill in that gap.

2.5   Conceptual Frame Work

Elliot (2005) defines conceptual framework as a clearly logical sense of relationships among identified variables that can be expressed in terms of graphs or description structure. Conceptual framework is a written or visual presentation that gives explanation graphically or in a narrative form, the main things to be studied- the key factors, concepts or variables and the presumed relationship among them (Miles et al, 1994).

In an attempt to formulate a conceptual framework for teachers' retention in Tanzania District councils, this study adapted a conceptual framework for the impact of school-based teacher recruitment policy on teacher distribution, efficiency in recruitment of teachers and teacher retention from (Aloo et al., 2011, p. 1007). This conceptual framework postulates that School-based Teacher Recruitment Policy can be used to ensure equitable distribution of teachers and their retention in public secondary schools. The independent variable is school-based teacher recruitment policy and if implemented it can produce the desired results namely; equitable teacher distribution,

good teacher retention and efficient teacher retention practices. The dependent variables are distribution of teachers and efficiency teacher retention because they depend on the effect of the school-based teachers' recruitment policy.

This conceptual framework was adapted in this study because it reflects important administrative function of teachers' retention policy implementation in local area which is essential in the process of recruiting and retaining teachers as well as giving feedback for effectiveness of the policy implementation in recruiting and retaining teachers. Generally, it reflects some elements of input, process and outcome which fit in the study of teachers' recruitment and retention in Tanzania district councils. Therefore, the study was based on assumption that, the desired results from teachers' retention depend on the extent to which Tanzania district councils are accountable for secondary school teachers' retention in their local councils.

The conceptual framework for this study was modified in terms of three parts namely; input, process and outcome so as to suit the study of teachers' retention in Tanzania district councils. In input part, the study assumed that effectiveness of secondary school teachers' retention depends on the availability of many variables in district council. In the process part, the two processes of retaining are taking place through the support from input variables.

Therefore, existence of process of retaining as well as deploying secondary school teachers in district councils depends much on the way the input variables prepared for these two activities unless otherwise retaining processes will not take place as intended.

In the outcome part, the study assumed that, if teachers' retention takes place effectively in district councils then it should lead to low rate of teachers' turnover and high rate of willingness to stay on job among secondary school teachers. On the contrary, if the whole processes of secondary school teachers' retention took place ineffectively it would lead to low rate of teachers' retention as well as unwilling to stay on job among teachers. Thus, the processes of teachers' retention in Tanzania district councils might produce desired and undesired outcomes. This outcome would bring feedback on the effectiveness of inputs variables in ensuring the intended outcome of teachers' retention met in a district council.
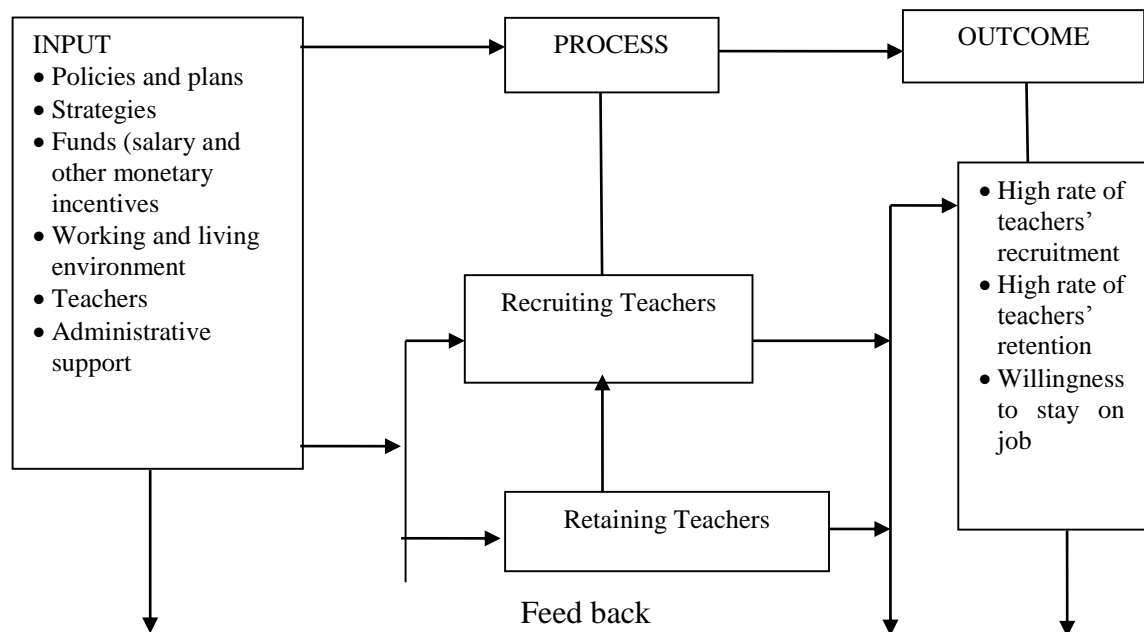
Figure 2.2 Conceptual Frame Work for Teachers' Retention

Source: Aloo (2011)

2.6   Summary

In this chapter, the review of related literature on strategies employed by Hanang' district council in retaining secondary school teachers was looked into. Similarly, the

gap in the existing body of knowledge has been clearly revealed. The next chapter will

draw much attention on the research methodology on obtaining research data.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes how the study was carried out. It included the research design and approach, a description of the area of the study and population of the study, sample and sampling techniques, data collection techniques, ethical issues which was been observed in the study and data analysis plan.

3.2 Research Design

According to Kothari (1990), a research design is basically a chosen plan for achieving a particular study or research and it gives details on the type of data to be collected and the technique that will be used in data collection. Also it constitutes the blue print for the collection, measurement and analysis of data. The study employed a case study design. A case study design is a suitable design for a small population and thus, it helped a researcher to understand in depth about teachers' retention strategies in Hanang district council.

Moreover, the case study design allowed the researcher to employ different data collection methods such as interview, questionnaire and documentary review so as to collect information about strategies for teachers' retention, challenges facing Hanang district council in retaining secondary school teachers as well as the rate of labor turnover among teachers employed by the district council. Thus, this design was employed so as to help a researcher to collect in-depth and detailed information from

teachers, community especially leaders of school boards, district education officer, district director and heads of schools about teachers' retention strategies in Hanang district.

3.3 Research Approach

The study adopted largely qualitative approach. The researcher employed the qualitative approach due to the fact that it is flexible in data collection and analysis. Thus, it allowed the researcher to use a mixture of methods for data collection such as face to face interview, questionnaire, and documentary review which enhanced information collection as well as minimized subjectivity. It also facilitated gathering of direct opinions from research participants. On the other hand, qualitative approach was deliberately selected basing on the followings grounds;

Firstly, it enabled the researcher to generate information in which objective reality was multiple and socially constructed by district education officer, district director, heads of schools, who was interviewed to get their opinions, feelings and aspirations on secondary school teachers' retention strategies in district.

Secondly, qualitative approach was considered appropriate in this study because it allows interaction between the researcher and respondents in this case, district education officer, district executive director and heads of schools for acquiring first-hand information on teacher's retention in district council. Thus, it provides an opportunity to investigate and understand the strategies for secondary schools teachers' retention.

On the other hand, quantitative approach was employed in this study because it allowed the researcher to collect quantitative data on the strategies that were used by Hanang district council in retaining secondary school teachers. Quantitative approach was preferably on collecting data regarding to the rate of teachers turn over and computing salary discrepancy between teaching profession and other profession like health.

This approach allowed the researcher to collect information from teachers by using documentary review. Therefore, the use of quantitative approach in this study helped the researcher to get reliable information and cross-check the data as well as strengthening data reliability.

3.4   Area of the Study

The study was conducted in Hanang district council in Manyara region. The district has thirty three public secondary schools (33) and one private secondary school. Ten public secondary schools involved in this study. The area was selected by a researcher due to the following reasons; first, since decentralization of secondary education in Tanzania, a researcher noted that Hanang district council was exercising retention of secondary school teachers like other local councils in Tanzania.

Second, similar studies relating to this study have been conducted in Non-government secondary schools in other regions in which the researcher decided to conduct a study in public schools within Hanang district council. Third, schools in the district were somehow easy to be accessible by researcher since in some extent most of its public secondary schools are not geographically located so far from the city centre.

3.5 Population of the Study

According to Best (1998), population is any group of individuals that have one or more characteristics in common that is of interest to the researcher. Population is also refers to the entire group of people, event or things of interest that the researcher wishes to investigate, it forms a base from which the sample or subjects of the study will be drawn (Bryman, 2008).

The population of this study consists of secondary school teachers, heads of the schools, school board leaders (to represent the community), DEO (secondary education department) and District Director. The total population of this study was 372 people. It included 1 DEO, 1 District Executive Director (DED), 2 TSD Officers, 33 Heads of public secondary schools and 336 secondary school teachers at Hanang district within thirty three public secondary schools available. All these respondents was used to provide information about strategies for retaining secondary school teachers in Hanang district council, challenges facing Hanang district council in retaining secondary school teachers as well as the rate of labor turnover among secondary school teachers employed by Hanang district council. DEO in secondary education department was responsible in the study because he/she is in charge of all education matters of secondary education within a district including issues associated with retention of teachers.

DED was involved in the study because he/she is an employer of teachers in a district council and also he/she is in charge of several matters in a district council including education matters. Thus, he/she helped the researcher to get data and information

required for the study of teacher retention in Tanzania district councils. On the other hand, TSD officer was also involved in the study due to his/her crucial role in dealing with teachers matters like discipline, employment and promotion. Heads of secondary schools were included in the study because of their administrative role in enhancing secondary school teachers' retention in the district council. Thus, they also provided the required data and information about retention of secondary school teachers in Hanang district council. Secondary school teachers were included in the study because they are the major focus of this study and also process of teachers' retention within Hanang district council influenced their day to day working environment. Therefore, they provided reliable information relating to the study.

3.6 Sample and Sampling Techniques

3.6.1 The Sampling Procedure

The sample in this study was selected through purposive, stratified and random sampling techniques. The purposive technique allowed the researcher to classify only those respondents who were familiar to the study and therefore assisted the researcher to collect relevant information required for the study. The purposive technique was applied to select 1 DEO, 1 DED, 1 TSD secretary and 10 heads of secondary schools which were almost equal to 30% of 33 heads of secondary schools. All these respondents were considered to have vital information for this study regarding to their position.

The stratified random sampling technique was used in this study to avoid gender bias of the respondents. For the purpose of this study, the researcher applied stratified

random sampling technique by first, grouping respondents from each school in terms of their sex. After doing gender stratification, the researcher assigned each element a unique number from 1 to the total number of the sample frame of each group and the lottery was conducted to get 3 respondents from each category/sex. Six (6) respondents were obtained from each school making a total number of 60 teachers who were involved in the study.

3.6.2 Sample Size

Sample size is the number of items to be selected from the population to constitute a sample. The target group must be of an optimum size that should neither be excessively large nor too small (Kothari, 2004). The sample for this study included 83 participants (20 %) out of 406 (All population for the study) target population. Therefore, the participants for the sample include 60 secondary school teachers, 1 District Education Officer (DEO), 1 District Executive Director(DED),1 TSD Officer, 10 Heads of public secondary schools and 10 school board leaders

Table 3.1: Sample Size of the Study

Category of participants	Hanang district council			Sampling technique
	Total population	Number of Respondents	%	
DED	1	1	100	Purposive sampling
DEO	1	1	100	Purposive sampling
TSD officers	2	1	50	Purposive sampling
School heads	33	10	30	Purposive sampling
Teachers	336	60	18	Stratified random sampling
School board leaders	33	10	30	Purposive sampling
Total	**406**	**83**	**20**	

Source: Field Data, 2014

3.7 Methods of Data Collection

This study employed different methods of data collection, namely interviews, questionnaire and documentary review. The researcher used triangulation technique since no single method is adequately valid and reliable.

3.7.1 Interview

Mugenda (2003) provides that an interview makes it possible to obtain data required to meet specific objectives; indeed, many people are willing to communicate orally than in writing. The researcher furthermore, used interview source in seeking the first-hand information. Moreover, this method is simple to use to both illiterate and literate respondents as it ensures high response rate as compared to other methods (Bobbie, 2004).

This study employed semi- structured type of interview. The interview involved open- and closed ended questions. The interview was administered to 1 DEO, 1 DED, 10 Heads of Secondary schools and 10 school board chairpersons. The interview covered issues such as strategies for retaining secondary school teachers in Hanang district council, challenges facing Hanang district council in retaining secondary school teachers as well as the rate or magnitude of labor turnover among Secondary school teachers employed by Hanang district council. Therefore, the interview was used to provide answers of the following questions: What are the strategies employed by Hanang district council in retaining secondary school teachers? How do the strategies help in retaining secondary schools teachers in Hanang district council? What are the roles of the community in enhancing secondary school teachers' retention in Hanang

District Councils? Then, what is the level of motivation towards the retention of secondary school teachers in Hanang district council?

3.7.2 Questionnaires

According to Kothari (2008) questionnaires are given to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. In this study questionnaire instrument was administered to 60 teachers from 10 public secondary schools. The questionnaires were included both opened and closed ended questions. The questionnaires were also contained different variables like: filling the blanks, multiple choice, level of agreement (yes or no, agree or disagree and true of false). The researcher was administered questionnaires to 6 teachers from ten selected secondary schools.

The questionnaire instrument was also used to provide answers related to the following questions; what are the strategies employed by Hanang district council in retaining secondary school teachers? Then, what are the challenges facing Hanang district council in retaining secondary school teachers? Moreover, what is the rate or magnitude of labor turnover among teachers employed by the Hanang district council?

Also the questionnaires was involved issues related to delivery of teachers' service, salaries, promotion, working condition and training as well as some information about age, work experience, and academic qualifications which were important variables for the study. This method helped the researcher to get teachers' opinions on teachers' retention in Hanang district council as well as to generate quantitative data from

secondary school teachers for the study of teachers' retention in Tanzania District councils.

3.7.3 Documentary Review

Documentary review was also used by the researcher to collect data in this study. The documents that were reviewed include TSD annual reports and circular guiding salary administration and promotion. Those documents were consulted or reviewed for the purpose of extracting information about strategies for teachers' retention in terms of salary, promotion, transfer and payment of subsistence allowances. The researcher also reviewed record of teachers' attrition, retired and transfer for the purpose of extracting information regarding the rate or magnitude of labor turnover among teachers employed by Hanang district council. The method helped a researcher to complement the data collected through interviews and questionnaires.

3.8 Validity and Reliability of Research Instruments

In order to assure validity and reliability of the study, the researcher was ensured all research instruments were reviewed by experts or education professionals. This process was done before data collection process. Reviewing of research instruments by experts helped a researcher to adjust the instruments for data collection so as to improve the accuracy and suit the demand of the study. Also pre-testing of questionnaires took place here.

In this study the process of testing the validity and reliability of the study instruments to be administered for ease of elaboration, clarification and proper interpretation was

done by using the fellow Med APPS cohort prior to the field study. The suggestions from the supervisor and fellow researchers helped in modifying the validity and reliability of the instruments used in the study.

3.9 Ethical Consideration

Ethical issues were considered from the beginning to the end of this study. Therefore, in this study the administration of research instruments is done after securing a research clearance letter from the Vice- Chancellor of the Open University of Tanzania. Then the next step, the letter was given to regional administrative secretary (RAS) for the research approval then after to the District Administrative Secretary (DAS). Then the letter for research was given to District Director, District Education Officer and lastly heads of schools. Also the researchers requested for permission from heads of schools for data collection at their schools.

During the data collection process the researcher also treated respondents' information with high confidentiality and privacy. Thus, ethical considerations helped the researcher to have full respect to respondents' humanity, dignity and consent and therefore created willingness to respondents in providing the right information during the whole process of data collection. Moreover data was genuine and not cooked.

3.10 Data Analysis Plan

In this study qualitative data and information was sorted out and analyzed in descriptive and narrative forms by using Statistical Package for Social Science (SPSS) software. Content analysis was employed to identify, analyze, and interpret qualitative data which were collected through interviews, questionnaires and documentary

review. Through content analysis data was searched according to material pattern and themes in line with research questions. Thus, the data collected from all respondents including heads of schools, district executive director, district education officer, TSD officer, community (school board leaders) and teachers about teachers' retention in Tanzania district councils were categorized according to the research questions.

The content of the same categories was considered and treated in the same way during data cording and analysis processes. Some of the respondents' views, ideas and opinions were presented by quoting their actual statements in form of short statements. On the other hand, quantitative data and information from structured questionnaires were also sorted out in line with research questions and were coded into numerical codes by importing into SPSS program so as to get frequency distribution tables and percentages which were used in this study.

3.11 Limitations of the Study

According to Simon (2011), study limitations are those potential weaknesses in the study that are out of the researcher's control. This study was likely to encounter several limitations. Hence this was the case study design consumed time, energy and money (cost) for instance in transport and accommodation. Apart from the above barriers, geographical position of the area of the study (Hanang district council) also hindered the effectiveness of the process of data collection since schools were scattered and many of the roads in this area were not good especially at rain season. In order to avoid or minimize constrains that might have affected the outcome of the study; the researcher tried his level best to curb them.

3.12 Summary

This chapter has explored the rationale for the research methodology and approaches. It has also identified and provided justification for the study area. The chapter has also discussed the processes that were involved in sample selection and research instruments that were employed in data collection and finally the procedure for data analysis, validation of instruments and ethical issues. The next chapter will provide Findings, analysis and discussion.

CHAPTER FOUR

4.0 DATA PRESENTATION

4.1 Introduction

The purpose of this study is to investigate the secondary school teachers' retention strategies in Tanzania. The study utilized questionnaires and interviews as means to gauge the teachers' retention strategies in secondary schools in Tanzania and the factors that may influence teacher's turn over. In this study, four research objectives were developed to address the teacher's retention strategies in Hanang' district council.

4.2 Demographic Information for Teachers

The sex of the teachers was very important to this study because it helped to reveal whether teacher's turnover and retention can be influenced by sex. Also sex helped the researcher to see if teacher's retention strategies were determined by sex. A total of 60 teachers were investigated. Teachers were sampled equally from each school. Every school had 6 teachers representing their schools.

Table 4.1: Sex of Teachers

Sex	Teachers (N)	Percentage (%)
Male	30	50
Female	30	50
Total	**60**	**100.0**

Source: Compiled Research Data, 2015

Table 4.1 displays the sex of secondary school teachers from ten schools who participated in this study. There were a total number of 60 teachers whereby 30 were males while 30 were females.

4.3   Demographic Information for Heads of Schools

The sex, age and level of education of head of school were considered to be useful because sometimes the society make contradiction on the difference between the age of administrators and other staffs. Therefore, age and sex of administrators were considered important while investigating the teacher's retention strategies on managing teacher's turnover. The ages of heads of schools ranged between 30 years 50+ years. Table 4.2 - 4.4 below illustrated the characteristics of Heads of school.

Table 4.2: Sex of Heads of Schools

Sex	Heads of schools (N)	Percentage (%)
Male	8	80.0
Female	2	20.0
Total	**10**	**100.0**

Source**:** Field Data, 2015

Table 4.2 illustrates the sex of the population of 10(100%) heads of school who were interviewed in the study. There were 8(80%) males and 2(20%) females.

Table 4.3: Age of Heads of Schools

Age group	Heads of schools (N)	Percentage (%)
20-30 years	-	-
31-41 years	4	40.0
42+ years	6	60.0
Total	**10**	**100.0**

Source**:** Field Data, 2015

Table 4.3 provides statistical information on the age distribution of the heads of school from the ten selected schools. Data in the table 4.3 indicates that 4(40 %) of

respondents out of 10 were aged between 31 and 41 years, whereas 6(60 %) of respondents out of 10 were aged between 42 years and above.

Table 4.4: Level of Education for Heads of Schools

Level of education	Heads (N)	Percentage (%)
Diploma	2	20.0
Bachelor degree	7	70.0
Master degree	1	10.0
Total	**10**	**100.0**

Source**:** Field Data, 2015

The level of education for the heads of school in this study were considered to be important so as to reveal whether the level of education contributed to either teachers turnover or managing retention. 10(100%) heads were selected each representing his/her school. Among the ten heads, 2(20%) were diploma holders, 7(70%) were bachelor degree holders and 1(10%) was master degree holder.

4.4   Strategies for Retaining Secondary School Teachers

4.4.1 Strategies Employed By Hanang' District Council in Retaining Secondary School Teachers

Through the interviews, respondents had the various views pertaining to the question: 'What strategies employed by Hanang district council in retaining secondary school teachers?' For example, TSD –Officer identified the following strategies:

• Provision of accommodation in the working place

• Provision of orientation courses to new teachers.

• Exercising timely promotion

• Provision of career development.

Another respondent, DEO, in answering the above question on identifying strategies employed to retain teachers had the following to say:

• Improvement of working environment

• Paying salaries on time

4.4.2 Implementation of Teachers Retention Strategies in Hanang' District

Table 4.5: Whether Teachers Were Provided With Accommodation at Their Work Place

Response	Teachers (N)	Percentage (%)
Yes	**25**	**42.0**
No	**35**	**58.0**
Total	**60**	**100.0**

Source**:** Field Data, 2015

Table 4.5 displays the response of teachers to the question on whether teachers were being provided with houses at their working place. The findings shows that 25(42%) presented that they were provided with houses at their working while 35(58%) claimed that they were not provided with houses at their working place.

Table 4.6: Whether Induction/Orientation Course was provided to New Teachers

Response	**Teachers (N)**	**Percentage (%)**
Yes	**14**	**23.4**
No	**46**	**76.6**
Total	**60**	**100.0**

Source**:** Field Data, 2015

Table 4.7 depicts the responses of the teachers on the question on whether they were provided with induction or orientation course after their employment. 14(23.4)

respondents asserted that they were provided with induction/orientation as soon as they were employed. 46(76.6%) declared that they were provided with neither induction nor orientation course soon or even after employment.

Table 4.7.Whether Teachers Were Promoted Timely

Response	Teachers (N)	Percentage (%)
Yes	30	50.0
No	30	50.0
Total	**60**	**100.0**

Source**:** Field Data, 2015

On responding to the question of whether teachers were timely promoted, it was seem that, on matters concerning promotion, the response was 30(50%) to both the teachers who provided positive and the negative responses.

Table 4.8.Whether there was Teachers' Career Development

Response	Teachers (N)	Percentage (%)
Yes	12	20.0
No	48	80.0
Total	**60**	**100.0**

Source: Field Data, 2015

The data on table 4.9 above represents 12 (20%) teachers who stated that they were comfortable with the career development provided by the district council to the teachers and 48(80%) teachers stated that they were not comfortable with the career development provided by the district council to the teachers.

4.4.3 The Level of Communication within the School Organization

Table 4.9: Whether There Was Clear Communication among Teachers and Their Leaders

Response	Teachers (N)	Percentage (%)
Agreed	14	23.4
Disagreed	46	76.6
Total	**60**	**100.0**

Source**:** Field Data, 2015

The views of teachers on whether they were well involved in different professional decision making represented on table 4.10 showed that 46(76.6%) teachers were not comfortable with the situation of not well informed of what is going on within the organization while 20(23.4%) felt comfortable with the situation. This question was also subjected to DED through interview and he had the following to say:

"...... I am not sure if the culture of transparent and open communication is created between leaders and employees (teachers) within the school level. I will only feel comfortable if there is clear communication among teachers and the school managers or education department leaders from district council." [DED]

Table 4.10. Involvement of Teachers in Decision Making

Response	Teachers (N)	Percentage (%)
Yes	14	24.0
No	46	76.0
Total	**60**	**100.0**

Source**:** Field Data, 2015

Table 4.11 shows the responses of teachers on whether teachers were involved in different professional decision making. 14(24%) teachers maintained that teachers were involved while 46(76) teachers maintained that teachers were not involved.

4.4.4 Leadership Skills

Table 4.11: Presence of Skilled and Supportive Leaders

Response	Teachers (N)	Percentage (%)
Yes	15	25.0
No	45	75.0
Total	**60**	**100.0**

Source**:** Field Data, 2015

From the investigation of the study, table 4.4.2 shows 15 (25.0%) teachers asserted that there were skilled and supportive leaders from both district and schools level who were the means of creating teachers retention within the district as well as in the school levels while 45(75.0%) teachers did not support.

Table 4.12: Satisfaction of Teachers with the Leadership

Response	Teachers (N)	Percentage (%)
Yes	24	40.0
No	36	60.0
Total	**60**	**100.0**

Source**:** Field Data, 2015

The table 4.13 above indicates that 24(40%) teachers who respond to the question on whether the teachers were satisfied with their leaders asserted that they were satisfied while 36(60%) did not.

4.5 The Effectiveness of the Strategies Employed To Retaining Secondary School Teachers

4.5.1 The Presence of Teachers' Turnover

Table 4.13: Whether There Was Teachers' Turnover

Response	Teachers (N)	Percentage (%)
Yes	49	81.7
No	11	18.3
Total	**60**	**100.0**

Source**:** Field Data, 2015

Table 4.14 above displays the data of teachers' response of the question on whether there was teachers' turnover. 49(81.7%) agreed that there was teachers' turnover. 11(13.8%) respondents asserted that there were no teacher's turnover.

In the interviews held between the researcher and different respondents revealed that there was teachers' turnover due to several reasons. One head of school had this to say:

".....In remote areas like ours, teachers quit because the working environment is not conducive and those who remained used to complain several times about the environment (A head of school)

Another respondent on the above question had the following to say:

"Most of our teachers are not satisfied with the environment due to lack of social services such as clean and safe water, transportation and health facilities therefore they are likely to leave any time" (A school board member).

Moreover, another evidence for the presence of teachers' turnover was revealed by one respondent in the interview. The lack of opportunity for career development was another reason for teacher turnover.

"Last year, one teacher left because she was denied a permission to join a certain university for further studies". (A head of school).

Apart from the above, during interview, another respondent revealed this concerning teachers' turnover:

"I think some teachers exit the profession in order to find greener pastures. For example in my school one teacher left two years ago and now her life standard is high." (A head of school)

In addition to that, one respondent had the following to say in relation to teachers' turnover:

"I have been receiving some teachers in my office who were in need of advice on the process of leaving their current job for the reason of dissatisfaction with their current job."(A head of school)

Teachers' service department officer had the following to say about the presence of teachers' turnover:

"Some teachers decide to go for further studies in different institutions without permission from their employer. This leads to disciplinary measures to those teachers such as being fired" (A TSD Officer*).*

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Table 4.14: The Rate of Teachers' Turnover 2011-2014

Types of turnover	2011	2012	2013	2014	Total
Transfer	7	9	6	10	32
Leaving teaching profession/Change field	5	8	7	4	24
Resignation	3	1	1	2	7
Being fired	**4**	**-**	**-**	**1**	**5**
Total	**19**	**18**	**14**	**17**	**68**

Source: TSD- annual reports

Apart from the teacher's service department secretary response to the question on having teacher's turnover through interview, the TSD documentary review as displayed above shows that there was an average of 27 teacher's turnover within the district between 2011- 2014.

4.6 The Roles of the Community in Enhancing Secondary School Teacher's Retention

4.6.1 The Level of Teacher-Parents Cooperation

On the question of whether there was teacher-parent cooperation, about 50 percent of the interviewee asserted that to some extent the schools did not have good cooperation with the community.   Respondents had various explanations pertaining to this issue. One member of school board had this to say:

"Some teachers are not comfortable with the community due to deficit of houses and other infrastructures which were thought to be the responsibility of the community. Further, some communities lack the knowledge and understanding on who is the owner of the school hence perceiving the government to be the owner of the school. This perception created a gap between the community and the school, as a result lack of cooperation which lead to school receiving little support from the community."

Another respondent, a member of school board, asserted as the follows on the question of the teacher-parents cooperation:

"Many parents did not support teachers on matters pertaining students behavioral disorders specifically when disciplinary actions were to be taken to their children. For example, last year one teacher decided to shift to other school due to having unsolved misunderstanding between her and one parent only because she punished a misbehaved student " (School board leader)

On their side, heads of school also gave brief explanations on how the parents cooperated with teachers. Most respondents had similar answers. For example one head of school said:

"Many parents cooperated with teachers only when the issue of paying school fees raised and just a few parents went to school when they were needed to do so by the school administrators when their children misbehaved".

Moreover, during interview, one head of school lamented that there was poor cooperation between school and the parents. He continued to reveal the following:

"We lack cooperation from parents. Let me give an instance, some students failed the form two examinations due to being truants and having other behavioral disorders but not even a single parent has ever attempted to come to enquire the reason for their children's failure or even asking for progression report"(A head of school)

4.6.2 The Degree of Community Involvement in Improving the School Infrastructures

The school board members, who were interviewed on whether community was important to school development, all of them agreed. For instance one member had the following to say:

"The development of school is our responsibility but many of us lack knowledge on these issues pertaining school development. Apart from that other parents fail to participate in school development due to poverty especially to those issues that need funds. On the other hand negligence is also a problem as some of us don't pay priority to education matters".

Respondents who answered the question on whether the community was involved in the provision of social services within the school environments had several views. During interview process one member of school board complained that:

"Some parents are not willing to participate in the activities such as construction of school infrastructure; especially those involving funds because they do not believe those who collect their money as many leaders within the community are not trustful because they misuse the community's funds. This leads to having substandard provision of social services such as housing, water supply and electricity to mention a few."

Apart from the above response, one head of school contended that some of the communities think that the provision of social services within school environments is none of their business. He gave an example:

"Last week two parents came to my office to complain about some contributions of funds that were set by the ward development council (WDC) to be collected from each individual member of the village. They said that the responsibility of improving school environment was not theirs but for the government and teachers only".

4.7   The Level of Teachers' Motivation towards the Retention of Secondary School Teachers

4.7.1 Motivation as a Factor for Teacher's Commitment

During the interviews respondents had the following to say pertaining to how motivation influences teachers to get committed and stay in their job. One head of school said:

"My teachers' commitment in teaching has been deteriorating as years are passing because our employer has not been showing any effort to motivate teachers. For instance teachers are not promoted on time, new teacher are not timely paid their subsistence allowances as they report to their stations. Only a few teachers are always rewarded during special occasion such as workers day celebration" (A head of school)

As far as motivation is concerned in teacher's retention, many teachers lamented on inadequate provision of social services in the teaching and learning environment. Another head of school said:

"Our teachers are working in substandard environment as they lack important facilities such as houses, water supply and means of transport this has been lowering teachers commitment as a result prevalence of teachers turnover hence failure in retaining them"

Moreover, one respondent who was interviewed had this on the influence of teaching and learning materials for teacher's commitment:

"I have been teaching science subjects in a hardship situation due to absence of laboratories and laboratory apparatus. This has brought about frustration in my working environment"

4.7.2 Motivation as a Factor for Job Performance and Employees Retention

Job performance and employees' retention maybe determined by motivation. In the interviews held between the researcher and several interviewees, majority revealed that motivation is the part and parcel of job performance. Here was the response of one head of school on how recognition was concerned in relation to teachers' motivation hence job performance:

"Feeling of not being appreciated is another factor that contributes to the failure of job performance which risk retention of teachers. For instance, some teachers are discouraged when they notice that their effort is not recognized by their immediate supervisors such heads of school and academic masters." (A head of school)

4.7.3 Motivation as a Factor for Employees' Job Satisfaction and Retention

Table 4.15: Whether Teachers Were Satisfied With Their Job

Response	Teachers (N)	Percentage (%)
Agreed	23	38.0
Disagree	37	62.0
Total	**60**	**100.0**

Source: Field data 2015

Table 4.16 presents data on the responses from teachers on whether teachers were satisfied with their job. It was revealed that while 23(38%) of the teachers asserted that they were satisfied with their job, 37(62%) teachers revealed that they were not satisfied with their job.

The DEO's response through interview on whether teachers were satisfied with their job, he claimed:

"Although job satisfaction is very important, it is not an easy task to satisfy each and every teacher in secondary schools within the district due to scarcity of resources and lack of managerial skills within the school managers."

4.8   Summary

This chapter has explored the data presentation. In data presentation, several findings concerning strategies for secondary school teachers' retention were presented. The findings from the respondents covered all the four objectives of the study. The next chapter will present the discussion of findings.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1   Introduction

This chapter presents the discussion of the research findings. It discusses what was revealed after analyzing the research data in relation to the topic, conceptual framework and literature review. It further gives an interpretation of the study findings. Respondents were asked a variety of questions pertaining to their knowledge, skills and dispositions. The study had a total number of 83 respondents who were investigated. The sample size of the population comprised of 60 teachers, 10 members of the school board, 10 heads of school, the DEO who represented the district education department, the TSD officer and the District Executive Director (DED).

5.2   Strategies for Retaining Secondary Schools Teachers

5.2.1 Strategies Employed By Hanang' District Council in Retaining Secondary School Teachers

The findings from the respondents concerning to the strategies employed by Hanang district council in retaining secondary school teachers which included provision of accommodation, career development, induction/orientation to new teachers, exercising promotion timely, paying salaries on time and improvement of working environments as mentioned by TSD-Officer and DEO , concurred with several studies. Damian (2011) asserted that the life of teachers is not attractive that is why teachers leave the profession. Thus, Tanzania government and District councils in particular has to improve teachers' working environments. Kapadia et al (2007) observed that,

providing various induction activities, such as mentoring and support, help new teachers to feel helpful condition and therefore plan to continue teaching. Moreover, HakiElimu (2004) highlighted some strategies for teachers' retention which include establishment of bonus system for attracting teachers to work in regions, districts and poor schools environment as well as making sure that teachers' salaries are paid on time. Dale (1984) added that promotion of employees should be fairly accorded unless otherwise will demoralize teachers to work and stay.

5.2.2 Implementation of Teacher's Retention Strategies

Table 4.6 displayed the findings on the responses from teachers to the question on whether teachers were being provided with houses at their working place. The findings showed that 25(42%) presented that they were provided with houses at their working while 35(58%) claimed that they were not provided with houses at their working place. From the responses, the findings showed that many schools in Hanang district council do not have enough houses for accommodating all the teachers. It was revealed that even for the few schools that had houses; the houses were too small to accommodate the teachers and their families.

These houses were not standard as some of them lacked essential thing such as toilet, kitchen and stores. Many teachers walk a long distance from their residence to their working stations. Also from the findings it was revealed that teachers use their salaries to pay house rents and sometimes pay every day's transport fare from their residences to their working stations. These were said to be the reason for some teachers to shift from their current schools to other schools that have enough houses for teachers.

Table 4.7 depicted the responses of the teachers on the question on whether they were provided with induction/orientation course after their employment. 14(23.4) respondents asserted that they were provided with induction/orientation as soon as they were employed. 46(76.6%) declared that they were provided with neither induction nor orientation course soon or even after employment.

The findings above revealed that in Hanang district council new teachers were neither provided with orientation nor induction course. Therefore this might considered as a factor for teachers turnover due lack of orientation/induction which would have led to awareness to job description. During orientation teachers are given prior information on their job and their expected stations which makes them to be acquainted with their new job and new environment. The above statement is supported by Lasagna (2009) who contended that, induction and mentoring is among the important facets for teachers' retention.

Employers are needed to make sure that their new employees are being given orientation so as to minimize employees' turnover and therefore maximize retention. Referring to table 4.8 the response to the question of whether teachers were timely promoted, it was seen that, on matters concerning promotion, the response was 30(50%) to both the teachers who provided positive and the negative responses. From the finding the researcher's investigation reveals that teachers were either promoted on time or sometimes not promoted on time. This depended on the category of teachers to be promoted in accordance to the date of employment or if the promotion is due to re categorization or due to being promoted after attending further studies which has

changed the level of education. Moreover, teachers' promotion depended on the budget. Sometimes teachers' promotion may delay only due to deficit of fund provided.

The views of respondents on whether there was teachers' career development were presented on table 4.7. The responses showed that 12 (20%) teachers who stated that they were comfortable with the career development provided by the district council to the teachers and 48(80%) teachers stated that they were not comfortable with the career development provided by the district council to the teachers. From the findings above it was seen that career development as an indicator of strategies for retaining teachers was not given enough priority. That is, career development is very important as for employees to remain engaged and committed, they need to feel they have the skills to do their job.

Benedict, (2009) supports the findings above when he said that the position of academic staff and chances for future training prospects play a big role for the staff to remain in an organization. It is very important to determine the type of training needed, for example the organization or district council has to think about what types of knowledge and learning opportunities can help secondary school teachers to perform better their jobs.

5.2.3 The level of Communication within the School Organization

The views of teachers on whether they were well involved in different professional decision making represented on table 4.8 showed that 46(76.6%) teachers were not

comfortable with the situation of not well informed of what is going on within the organization while 20(25%) felt comfortable with the situation. This question was also subjected to DED who asserted that he tried to make sure those supervisors and managers were well informed but he was not sure if the culture of transparent and open communication was created between leadership and employees within the school level. He revealed that he would only feel comfortable if there was clear communication among teachers and the school managers or education department leaders from district council.

The clear communication among teachers (employees) and their leaders was among the factors leading to teacher retention. The views of teachers on whether they were well involved in different professional decision making represented on table 4.8 showed that 46(76.6%) teachers were not comfortable with the situation of not well informed of what is going on within the organization while 20(25%) felt comfortable with the situation. The DED revealed that even if he tried to make sure that DEOs and heads of schools were well informed about transparency and open communication in their daily activities he was not sure if the culture of transparent and open communication was created between leadership and employees within the school level.

The findings above can be supported by Benedict (2009), who said that institution management has to make sure that staff always feels that they are the part of organization. This can be made by involving employees in decision making especial on issues that touch them. If you want to increase retention, develop transparent and

easy to follow processes. From the study, table 4.11 shows the responses of teachers on whether teachers were involved in different professional decision making. Only few respondents said that teachers were involved in decision making. 14(24%) teachers maintained that teachers were involved while 46(76) teachers maintained that teachers were not involved.

According to this results, involvement of teachers in decision making seemed to be neglected. This situation of neglecting an important thing such as involvement of teacher in issues that touch them is very dangerous in any organization. The involvement of employees such as for teachers in this study shows the big respect as those involved become part and parcel of an organization. It is not surprising to hear many teachers saying that they are less concern with some issues that are going on within their schools because they were not informed about them.

5.2.4 Leadership Skills

From the investigation of the study, table 4.12 shows 15 (25.0%) teachers asserted that there were skilled and supportive leaders from both district and schools level that were the means of creating teachers' retention within the district as well as in the school levels while 45(75.0%) teachers did not support. There were no any views given by the DED and DEO. The presence of skilled and supportive leaders was also among the factors for teachers' retention within the school levels as well as district level.

The above investigation can be supported by Xaba (2003) who contended that 80% of employee turnover resulted from the environment created by a manager as opposed to

the company at large. So it's critical to work closely to make sure there's a consistent open line of communication between employees and managers, and that managers are working collaboratively and positively with their employees to reduce turnover. Trusted relationship is a key. Leadership should be authentic, approachable, honest, and supportive.

5.3   The Effectiveness of the Strategies Employed to Retain Secondary School Teachers

5.3.1 The presence of Teacher's Turnover

The presence of teachers' turnover witnessed the ineffectiveness of strategies employed by the district council to retain secondary school teachers. Table 4.14 displayed the data of teacher's response of the question on whether there was teacher's turnover. 49(81.7%) agreed that there was teacher's turnover. 11(18.3%) of the respondents asserted that there were no teacher's turnover.

From the above description, the data implies that most of the schools that investigated had teachers' turnover. The teachers who contended that their schools had teachers' turnover were those which located in remote areas where the teaching and learning environment were not conducive. On attempting to explain why teachers' turnover existed much in their schools, the members of school boards claimed that teachers are not satisfied with the services in those areas. Lack of clean and safe water, lack of transportation, lack of health facilities to mention a few were the problems that teachers encountered. They said those problems were the ones that contributed to the increase of teachers' turnover in their schools.

Apart from the reasons given by teachers from remote areas, dissatisfaction with opportunities for professional development was the reasons that were given by both the teachers from the remote areas as well as those who are not from the remote areas. For instance in one school it was found that, there was a teacher who decided to quit from teaching profession because he was denied permission for further studies in the higher learning institution.

On this matter some heads of schools commented that some teachers left to other profession in order to find greener pastures after finding that salary provided did not fulfill their needs. Even Olatunji (2011) observed that, compared to most professions in Africa, the remuneration of teachers in Africa at various level is low. This can be supported by the evidence from the Tanzania government secular on salaries scales of 2013/14 which shows that the teaching profession has low salary scale compare to some other professions.

For example the above secular shows a difference of 129,500/= in salary between nursing profession and teaching profession for the first appointment employees with diploma level. That is to say the first appointment diploma holder nurse was paid 562,000/= while the teacher with the same level was paid only 432,500 monthly.

Some of the teachers were just working because they had not found another alternative as revealed in the description of one head of school following the discussion with some of the teachers in his staff. Evidently, one of the school board leaders asserted that, the year before, two teachers decided to leave from their school due to lack of better

accommodation. The issue of teachers' turnover was also revealed by the teachers' service department secretary by providing a number of cases that dealt with teachers who absconded from school in order to join higher learning institutions for further studies without getting permission. This truancy led to disciplinary measures to those teachers. Some of them were being fired.

The teacher's service department secretary response to the question on having teacher's turnover through the documentary review as displayed on table 4.15 shows that there was an average of 27 teacher's turnover within the district between years 2011 -2014. It was learnt from the findings that from 2011 up to 2014, the number of teachers who left the job due to different reasons such as transfer from the district to other districts, going to pursue another careers within the district or outside, resignation as well as being fired due to disciplinary issues was about 68.

The highest percentage of turnover was constituted by those teachers who were transferred to other districts. This group rated to 47.1 percent of all movers. The second class of turnover was constituted by leavers who exited teaching professional either temporarily or permanently in order to pursue other careers. The rate of this category of turnover was about 35.3 percent of all the movers.

Other types of turnover included those who resigned and those who left by being fired. Those who resigned carried 10.3 percent while those who were fired had 7.3 percent. When examining the data above it was noted that turnover was more likely caused by transfer outside the district.

5.4 The Roles of the Community in Enhancing Secondary School Teacher's Retention

5.4.1 The Level of Teacher-Parents Cooperation

On the question of whether there were teacher-parent cooperative, most of the school board members who were interviewed asserted that to some extent the schools did not have good relation with the community due to deficit of houses and other infrastructures which were thought to be the responsibility of the community. Further, some communities lack the knowledge and understanding on who is the owner of the school hence perceiving the government to be the owner of the school. This perception created a gap between the community and the school, as a result lack of cooperation which lead to school receiving little support from the community.

The above findings concur with Njunwa (2010) who contended that communities in Districts can be involved in creating good environment for teachers at schools through participating in building teachers' houses and classes.

Poor cooperation between the teachers and the parents contributes to poor discipline among students. About sixty percent of heads of schools, who interviewed, claimed that parents did not support them on matters pertaining students behavioral disorders specifically when disciplinary actions were to be taken to their children. Those reasons were found to be among the causes for poor retention of teachers. One school board leader said that   the dominant existing teacher's turnover in their school was teacher's transfer from school to other schools within the district or outside the district, for example one teacher decided to shift to other school due to having unsolved misunderstanding between her and one parent.

On the question that needed the heads of schools to give a brief explanation on how the parents cooperated with teachers, most respondents maintained that many parents cooperated with teachers only when the issue of paying school fees raised and just a few parents went to school when they were needed to do so by the school administrators when their children misbehaved. The findings showed that the parents had no tendency of attending to school to seek for the progress of student's behavioral and academic affairs but they went there when things had gone astray. Therefore the findings revealed that it was not an easy task for retaining teachers if there is poor cooperation between teachers and parents especially when parents were not fully engaged in helping teachers in administering behavior of their children.

Addressing safety and discipline issues in schools is very important because violent schools and undisciplined students often prompt teachers to move to another school or even leave the teaching profession. The findings showed that the parents had no tendency of attending to school to seek for the progress of student's behavioral and academic affairs but they went there when things had gone astray. Therefore the findings revealed that it was not an easy task for retaining teachers if there is poor cooperation between teachers and parents especially when parents were not fully engaged in helping teachers in administering behavior of their children

5.4.2 The Degree of Community Involvement in Improving the School Infrastructure

The school board members, who were interviewed on whether community was important to school development, some asserted that the community is a part and

parcel of any school development though sometimes they contribute to under development due to many factor such as ignorance, poverty, and negligence. Further, the school board members commented that there were other many factors that contributed to poor retention of teachers. Among other reasons, having substandard provision of social services such as housing, water supply, electricity, transport and communication infrastructures and other academic facilities to mention a few.

The above discussion related to Gaynor (1998) who added that many local authorities and communities find it difficult to offer attractive conditions and job security to teachers due to financial problems.

On the question of whether their schools have teacher's turnover, most of the school board members who were interviewed asserted that it is true that there was teacher's turnover in their schools though the rate differed from one school to another. Also the members of the school board who were interviewed revealed that the dominant existing teacher's turnover in their schools was teachers transfer from either one station/school to another or outside the district.

Apart from having many challenges concerning teacher's retention, the community has the role to play so as to discourage teacher's turnover prevalence, hence retention. One member of the school board said that they tried to equip their school with water and electricity which they thought to be among the strategies that could help in retaining teachers. Further, they initiated strategic plan for building houses that would accommodate teachers so as to avoid teacher's attitudes towards environment that was

not welcoming.

Through the interview that was conducted to the members of the school board, it was also revealed that though there were strategies for retaining teachers, still the goals were not reached due to different obstacles as some members of the board tried to clarify that apart from all effort they did in retaining teachers, the school board has been encountering challenges that had been restricting the implementation of the strategies initiated. Lack of funds, poor supervision of and fraud of development funds from donors were some of the problems encountered.

All the above responses concur with Kemilembe, (2004) who did a study on lack of motivation as a factor leading to teachers' exodus in Dar es Salaam region and observed that there was a difference in teachers turnover between private secondary schools and public schools in which private schools had low turnover compare to public secondary schools. The turnover was also associated with low enumeration and lack of good infrastructure in the schools.

5.5   The Level of Teachers' Motivation towards the Retention of Secondary School Teachers

5.5.1 Motivation as a Factor for Teachers' Commitment

On answering the question on how teachers were motivated so as to get committed in their job, different heads of schools indicated that teachers were not committed to their job due to the fact that their employer were not used to such kind of strategy in retaining their employees specifically teachers. This was revealed by one of the heads

of school who said that teachers' commitments have been deteriorating as years were passing because employer has not been showing any effort to motivate teachers. For instance teachers were not promoted on time; new teachers were not paid timely their subsistence allowances as they report to their stations. Only a few teachers were always rewarded during special occasion such as workers day celebration"

The above findings correlate with the study done by Dale (1984) who maintains that promotions to employees should be fairly accorded unless otherwise will demoralize teachers to work and stay on job.

In a similar findings, Lieberman (1995) suggests that promotion should be a part of teacher retention activities since is very important for growth of the occupational status in education sector.

5.5.2 Motivation as a Factor for Job Performance and Employees Retention

Job performance and employees' retention maybe determined by motivation. This means that for any organization to reach its goals, motivation must be a part and parcel of that particular organization's strategic plan, which will enhance performance of the organization hence competitive advantage.

Recognition of employees' work can play a big role in any organizational prosperity and this can be more than motivation of incentives and fiscal rewards. Through interview one head of school revealed that the feeling of not being appreciated was among factors that contributed to the failure of job performance which risked retention

of teachers. For instance, some teachers are were discouraged when they noticed that their effort was not recognized by their immediate supervisors such heads of school and academic masters"

The findings above concurred with Bame (1991) who did a study on teachers' motivation and turnover in Ghana. He revealed that the main reasons for teachers' retention include recognition, promised good future, stability and security in teaching profession as well as professional qualifications.

Therefore the findings revealed that recognition of employees' work can play a big role in any organizational prosperity and this can be more than motivation of incentives and fiscal rewards.

5.5.3 Motivation as a Factor for Employees' Job Satisfaction and Retention

The study investigated on the degree of teachers' job satisfaction .The findings on table 4.16 presented data on the responses from teachers on whether they were satisfied with their job. It was revealed that while 23(38%) of the teachers asserted that they were satisfied with their job, 37(62%) teachers revealed that they were not satisfied with their job.

The DEO's response throw interview on whether teachers were satisfied with their job, he claimed that although job satisfaction is very important to employees, it is not an easy task to satisfy each and every teacher in secondary schools within the district due to scarcity of resources and lack of managerial skills within the school managers. The findings above concurred with Nkelego (2009) who contends that employees'

retention in any organization is related to employees' job satisfaction. That is, an organization has to be able to satisfy their employees in order to retain them.

This was also revealed by Cooper and Alvarado (2006) who did the study on preparation, recruitment and retention of teachers in some of European and Asian countries. Their findings showed that teachers who employed left within three or five years because they did not satisfied with the job. This situation reflects Tanzanian teachers' turnover which may be due to lack of motivation hence job dissatisfaction. Therefore there is a need to motivate teachers in order to avoid teachers' turnover and increase number of teachers staying on job.

5.6   Summary

This chapter presented the discussion of the findings .This discussion included all the findings presented in chapter four. The findings discussed and related to the several studies found in literature reviewed. Finally, it was disclosed that there were several different challenges encountered teachers retention process. The following chapter will present the Summary of the Study, Conclusion and Recommendation.

CHAPTER SIX

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter aims at summarizing what has been discussed in the preceding chapters and making necessary conclusion and recommendation on teachers' retention strategies in secondary schools in Tanzania. This chapter will also pave the way forward for other studies to fill the gap that might have not been filled with this study.

6.2 Summary

6.2.1 Summary of the Study

This study intended to investigate strategies for teachers' retention in secondary schools in Tanzania specifically in Hanang district council. Respondents were asked a variety of questions pertaining to their knowledge, skills and dispositions. The questions that were asked based on the four objectives of the study: to identify strategies used by Hanang district council in retaining secondary school teachers, to assess the secondary school teachers' retention strategies used by Hanang district council, to assess the community roles in enhancing secondary school teachers' retention in Hanang district council, to assess the secondary school teachers' level of motivation.

6.2.2 Summary of the Main Findings

In the first objective on strategies for retaining secondary schools teachers, respondents were asked questions that aimed at identifying strategies used by Hanang district

council in retaining secondary school teachers, implementation of teachers' retention strategies, the level of communication within the school organization and leadership skills. Concerning the strategies employed by Hanang' district council in retaining secondary school teachers the following was observed.

In responding whether there were strategies for retaining teachers, the DEO asserted that there were several strategies though they were implemented in different degrees depending on situations that existed in that particular school organization. On his side, the District Executive Director commented that there were strategies employed by his district in retaining employees including teachers from both secondary and primary departments. On their side, majority of teachers who responded to the question asserted that there were no strategies employed or the present ones were not effective.

As stated in the findings of teachers' retention strategies in secondary schools in Hanang', the researcher looked on the indicators for strategies employed in Hanang' district council .The indicators such as the level of motivation, the degree of job satisfaction, the magnitude of teachers career development , the level of communication and leadership skills were discussed. On the question of implementation of teacher's retention strategies, the following was seen: to the question on whether teachers were being provided with houses at their working place, the findings showed that many schools in Hanang district council do not have enough houses for accommodating all the teachers. It was revealed that even for the few schools that had houses; the houses were too small to accommodate the teachers and their families. These houses were not standard as some of them lacked essential thing

such as toilet, kitchen and stores. Many teachers walk a long distance from their residence to their working stations. Also from the findings it was revealed that teachers use their salaries to pay house rents and sometimes pay everyday's transport fare from their residences to their working stations. These were said to be the reason for some teachers to shift from their current schools to other schools that have enough houses for teachers.

On the question on whether teachers were provided with induction or orientation course after their employment, more than 70 percent of respondents declared that they were provided with neither induction nor orientation course soon or even after employment. Therefore this might considered as a factor for teachers turnover due lack of orientation or induction course which would have led to awareness to job description. The lack of orientation course to teachers deprive them from been given prior information on their job and their expected stations which makes them to be acquainted with their new job and new environment. The above statement is supported by Lasagna (2009) who contended that, induction and mentoring is among the important factors for teachers' retention. Employers are needed to make sure that their new employees are being given orientation so as to minimize employees' turnover and therefore maximize retention.

Referring to the question of whether teachers were timely promoted, it was seen that the response was 50% to both the teachers who provided positive and the negative responses. Therefore the researcher's investigation reveals that teachers were either promoted on time or sometimes not promoted on time. This depended on the category

of Teachers were promoted in accordance to several factors such as the date of employment, re categorization or level of education after attending further studies. Moreover, the deficit of budget said to be among the hindrance of teachers' timely promotion.

On the issue of career development, most of the respondents declared that teachers were not provided with enough career development as only 20 percent of respondents were comfortable with the situation. From the findings it was seen that career development as an indicator of strategies for retaining teachers was not given enough priority. That is, for employees to remain engaged and committed, they need to feel they have the skills to do their job, therefore they must be provided with reasonable career development. Benedict, (2009) supports the findings above when he said that the position of academic staff and chances for future training prospects play a big role for the staff to remain in an organization.

 The level of communication within the school organization was also discussed. Two questions were asked: Whether there was clear communication among teachers and their leaders and whether teachers were involved in decision making. Concerning the question of clear communication, many respondents   provided negative answers to show that they were not comfortable with the situation. The clear communication among teachers (employees) and their leaders was among the factors leading to teacher retention. The views of teachers on whether they were well involved in different professional decision making showed that about 75% of teachers were not comfortable with the situation of not well informed of what is going on within the organization.

The DED revealed that although he tried to make sure that DEOs and heads of schools were well informed about transparency and open communication in their daily activities he was not sure if the culture of transparent and open communication was created between leadership and employees within the school level. The findings above can be supported by Benedict (2009), who said that institution management has to make sure that staff always feels that they are the part of organization. This can be made by involving employees in decision making especial on issues that touch them. In order to increase employees' retention, transparent and easy to follow processes must be considered.

From the study, table 4.11 shows the responses of teachers on whether teachers were involved in different professional decision making. Only few respondents said that teachers were involved in decision making. 14(24%) teachers maintained that teachers were involved while 46(76) teachers maintained that teachers were not involved. In leadership skills, respondents were asked questions on the presence of skilled and supportive leaders as well as satisfaction of teachers with their leadership. Only 25 percent of the respondent asserted that there were skilled and supportive leaders from both district and schools level that were the means of creating teachers retention within the district as well as in the school levels while 75.0% was against.

The above investigation can be supported by Xaba (2003) who contended that 80% of employee turnover resulted from the environment created by a manager as opposed to the company at large. So it's critical to work closely to make sure there's a consistent open line of communication between employees and managers, and that managers are

working collaboratively and positively with their employees to reduce turnover. The presence of skilled and supportive leaders was also among the factors for teachers' retention within the school levels as well as district level. Trusted relationship is a key. Leadership should be authentic, approachable, honest, and supportive.

In the second objective on the effectiveness of the strategies employed to retain secondary school teachers, respondents were asked questions that aimed at assessing the presence of teachers' turnover .This was done by looking on whether there was teachers' turnover as well as the rate of turnover. More than 81% of the respondents contended that there was teachers' turnover while only 18 %) of the respondents asserted that there was no teachers' turnover. The presence of teachers' turnover witnessed the ineffectiveness of strategies employed by the district council to retain secondary school teachers. Most of the teachers who contended that their schools had teachers' turnover were those from remote areas where the teaching and learning environment were not conducive. Apart from the remoteness of the areas, dissatisfaction with opportunities for professional career development was another reason for teachers' turnovers.

Moreover, some teachers left to other profession in order to find greener pastures after finding that salary provided did not fulfill their needs. Even Olatunji (2011) observed that, compared to most professions in Africa, the remuneration of teachers in Africa at various level is low.   This can be supported by the evidence from the Tanzania government secular on salaries scales of 2013/14 which shows that the teaching profession has low salary scale compare to some other professions. Some of the

teachers were just working because they had not found another alternative as revealed in the description of one head of school following the discussion with some of the teachers in his staff. The findings showed that from 2011 up to 2014, the number of teachers' turnover due to different reasons was about 68. The highest percentage of turnover which was 47.1% constituted those teachers who were transferred to other districts. This means that, turnover was more likely caused by transfer outside the district.

The third objective aimed to assess the roles of the community in enhancing secondary school teacher's retention. This assessment was done by looking at the level of teacher-parents cooperation and the degree of community involvement in improving the school infrastructures.

On the question of whether there were teacher-parent cooperative, most of the respondents asserted that to some extent the schools did not have good relation with the community due to different reasons such as deficit of houses and other infrastructures which were thought to be the responsibility of the community as well as lack of knowledge and understanding to some villagers on who is the owner of the school hence perceiving the government to be the owner of the school. This perception created a gap between the community and the school, as a result lack of cooperation which lead to school receiving little support from the community.

Poor cooperation between the teachers and the parents contributes to poor discipline among students. Therefore the findings revealed that it was not an easy task for retaining teachers if there is poor cooperation between teachers and parents especially

when parents were not fully engaged in helping teachers in administering behavior of their children. Therefore, addressing safety and discipline issues in schools is very important because violent schools and undisciplined students often prompt teachers to move to another school or even leave the teaching profession. On the question of the degree of community involvement in improving the school infrastructure, the issues such as the importance of community in school development as well as the involvement of community in the provision of social services were discussed.

The respondents who were interviewed, most of them agreed that community was important to school development although sometimes they contributed to under developed their schools due ignorance, poverty, and negligence which led to poor provision of social services such as housing, water supply, electricity, transport and communication infrastructures and other academic facilities to mention a few. Apart from having many challenges concerning teacher's retention, the community has the role to play so as to discourage teacher's turnover prevalence, hence retention.

On the question of whether their schools have teacher's turnover, most of the school board members who were interviewed asserted that it is true that there was teacher's turnover in their schools though the rate differed from one school to another. Also the members of the school board who were interviewed revealed that the dominant existing teacher's turnover in their schools was teachers transfer from either one station/school to another or outside the district. Apart from having many challenges concerning teacher's retention, the community has the role to play so as to discourage teacher's turnover prevalence, hence retention.

The fourth and last objective aimed to assess the level of motivation towards retention of secondary school teachers. As an indicator, motivation to secondary school teachers was used by the researcher in this study to investigate the teacher's retention in secondary schools in Hanang' district council. To determine the level of motivation, the researcher observed other aspects such as the presence of reward for performance, timely promotion and loan facility to teachers. Further, the study investigated whether teachers were comfortable to stay with school managers. Responses were obtained through questions that were set and imposed to different respondents.

On answering the question on how teachers were motivated so as to get committed in their job, different respondents indicated that teachers were not committed to their job due to lack of motivation. This was revealed by one of the heads of school who said that only a few teachers were always rewarded during special occasion such as workers day celebration. In addition to that, teachers' commitments had been deteriorating as years were passing because employers had not been showing any effort to motivate teachers. For instance teachers were not promoted on time; new teachers were not timely paid their subsistence allowances as they report to their stations.

Moreover, as far as motivation is concerned in teacher's retention, many teachers lamented on inadequate provision of social services in the teaching and learning environment.

Motivation as a factor for job performance and employees retention was also assessed. Job performance and employees' retention maybe determined by motivation because for any organization to reach its goals, motivation must be a part and parcel of that

particular organization's strategic plan, which will enhance performance of the organization hence competitive advantage. Motivation can be in different kinds for instance, recognition of employees' work can play a big role in any organizational prosperity and this can be more than motivation of incentives and fiscal rewards. It was seen that, feeling of not being appreciated may contributes to the failure of job performance which may risk retention of teachers.

The findings therefore revealed that recognition of employees' work can play a big role in any organizational prosperity and this can be more than motivation of incentives and fiscal rewards. In answering the question on whether teachers' efforts are being recognized. Concerning motivation as the factor for employees' job satisfaction and retention, the question on whether motivation can influence job satisfaction and retention, different views were given by different respondents. The study investigated on whether there was job satisfaction .The findings from teachers on whether they were satisfied with their job revealed that while 38% of them asserted that they were satisfied with their job, 62% of them revealed that they were not satisfied with their job.

These findings led the researcher through investigating the effectiveness of strategies being employed by their school administrators and their district at large towards retaining teachers. One respondent witnessed that before he had been employed as a teacher, he had a very high expectation that teaching as a profession would pave his way to his expectations which would lead him to a better life but unfortunately his expectations went astray as the work was of no value to him. Finally he decided to

look forward in order to find a job which would fulfill his psychological contract .Job satisfaction can be defined as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often measure global job satisfaction, there is also interest in measuring different dimensions of satisfaction. Examination of this dimension is often useful for a more careful examination of employee satisfaction with critical job factors. Traditional job satisfaction dimension include: co-workers, pay, job conditions, supervision, nature of the work and benefits.

The findings above can also be supported by complaints that were stated by many teachers who were not satisfied with their work as well as Nkelego (2009) who contends that employees' retention in any organization is related to employees' job satisfaction. That is, an organization has to be able to satisfy their employees in order to retain them. Taking this principle into teaching field including public secondary schools, there is no doubt such principle to be considered. Thus, this brings a lesson that Tanzania district councils should consider job satisfaction as one among the factors for secondary school teachers' retention within the profession as well as the district.

6.3   Conclusion

The success for teachers' retention depends upon strategies employed and how teachers perceive them. The study revealed that most of the secondary school teachers who were investigated were neither satisfied nor comfortable with how the strategies

were implemented by the district council and other educational stake holders. Among the strategies which were investigated included: The provision of accommodation to teachers within the school environments, provision of opportunity for career development to teachers, exercising timely promotion to teachers, involving teachers in different decisions that touch them, provision of teaching and learning facilities to teachers.

The district council as an employer should create good environment for teachers' retention in order to minimize and discourage teachers' turnover. If teachers' retention strategies are well implemented, hence effective, teachers' turnover will not persist. The researcher' emphasis is on the presence of effective strategies for teachers' retention that may maximize retention and minimize turnover. It is not worth and wisdom to see our schools with lack of teachers. Like any other employees, teachers need to receive care and support from their employer and the society. Therefore district councils must know that students' performance in academic is within the teachers' sphere of influence.

6.4   Recommendations and Policy Implication

Although several initiatives have been launched to make sure that there are effective strategies for teachers' retention in secondary schools, the efforts continue to fall short of the required targets for sustainable strategies for secondary school teachers' retention in Tanzania.

Many of our secondary schools need to have reasonable number of teachers so as to provide quality education. Therefore recommendations are advanced so as to enable

the government and policy makers to implement policy for teachers' retention so as to solve problem that hinder and constrain the attainment of the objectives of teachers' retention and fight against teachers' turnovers in Tanzanian society at large;

6.4.1 Awareness of the Community on the Responsibility for Improving School Environment

The society should be aware that responsibility for improving school environment should not be left to teachers or the government only. It is the responsibility of the parents and every individual in the society to take part in improving the school environment or teaching and learning facilities. By doing the above, the school environment will be conducive hence retention of teachers' will be high.

6.4.2 Implementation of Induction and Orientation Courses

There should be induction or orientation courses for new employees in order to equip them with enough knowledge about the environment and the real life they expect to encounter. Many new teachers leave the job or quit because they were not adequately prepared the profession in the first time. District councils should prepare special programmes in order to equip new employees or teachers with skills and knowledge which will enable them to inter the profession with confidence. The programmes will assist the new employees to be ready to start the job as real teachers after being provided with enough exposure to variety of real life of teaching field such classroom management, employees' responsibilities and rights.

The district councils and other education stake holders must make sure that the orientation courses will add value or something new to the existing knowledge of the

employees which they acquired from colleges; this prepares them to start new life as employees and care takers of the students. Orientation programmes assist or play a great part in mentoring new teachers, the experienced teachers may serve as mentors.

6.4.3 Provision of in- Service Training to Teachers

There should be the in-service teachers training programmes for all subjects that are taught in secondary schools. The district council should make sure that teachers are being provided with in-service training. Districts should enhance teachers' development through long and short term educational programmes such as refresher course, seminars and short courses. Those programmes may be provided in different levels such as district level, cluster level as well as school level. Facilitators for these programmes may be from education departmental officers, teachers' resource centres as well as among teachers who are competent and experts in different subjects. The above programmes will encourage teachers' retention and performance.

6.4.4 Provision of Financial Incentives

Teachers should be provided with financial incentives in order to support them to tackle the difficulties found in their environments especially in remote areas. This financial support may be in form of loans or grants which will help to curb the environment and convince them to stay in the field instead of quitting from their job. Through these incentives teachers will be able to increase the life standard in aspect such as means of transport, household facilities and building their own houses. By providing incentives, teachers in remote areas will conquer their environment hence increasing teachers' retention.

6.4.5 Formulation and Implementation of Proper Chain of Command

Leadership in secondary schools should have a systematic chain of command so as to implement policies and government strategies for teachers' relation from the district level to the school levels. This will help to administer effective leadership so as to create harmony in the working places hence minimize or reduce teachers' turnover.

6.5   Implication of the findings

The findings from this study will add to the current body of knowledge about the strategies that are used to retain teachers in public secondary schools.

Secondly, the study findings will create awareness to heads of secondary schools and educational policy makers on issues related to retention of qualified teachers in public secondary schools.

Thirdly, the study will provide information on actual practice on retaining secondary school teachers which in turn will help to improve teachers retention in secondary schools and reduce the problems of teachers attention and turnover towards teaching profession.

6.6   Recommendation for Further Research

The study was conducted in Manyara region – Tanzania. The findings of this study were limited to a case study that was confined to ten public secondary schools in Hanang district council only. This was due to time and scarcity of financial resources to conduct the study to all public secondary schools based in Manyara region and Tanzania at large.

Considering the importance of teachers' retention strategies in secondary schools, the researcher calls upon interested researchers in the subject matter to conduct more comprehensive studies to public owned primary schools based in Manyara region so as to draw a comparative analysis in the subject matter. Further, researchers should conduct a thorough statewide study to investigate on similar subject to see if there is a difference in teachers' retention strategies between secondary schools and primary schools or whether there is a difference in teachers' retention strategies district to district or region to region within the state.

Experience with teachers' retention strategies appears to be a factor leading to teachers' turnovers if the strategies are ineffective or not well managed. However, farther research is needed to examine various types of strategies that may influence retention.

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APPENDICES

APPENDIX 1: Interview Guide for Teachers Service Department Officer (TSD)

The purpose of this study is to investigate the strategies for teachers' retention in Hanang District in order to discover whether they are effective in enhancing retention of secondary school teachers in Hanang District. Your responses will be usefully in the development of education as well as improving retention of secondary school teachers in Tanzania District councils.

1. Name of the District……………………………..

2. Sex of TSD Officer, Male (   ) Female (   )

3. For how long have you been a Teachers Service Department Officer?

4. What are the strategies employed by your District council in retaining secondary school teachers?

5. Do you think the strategies for retaining teachers are effective in promoting retention of teachers in your District?

6. What are the challenges do you think hinder retention of secondary school teachers in this District council?

7. Is there turnover problem among secondary school teachers employed by Hanang District?

8. To what extent teachers' turnover is a problem among secondary school teachers employed by this District?

9. What is the dominant type of teachers' turnover among your teachers in this District?

10. In your opinion what should be done to improve retention of secondary school teachers in Hanang District council?

APPENDIX 2: Interview Guide for District Education Officer (DEO)

The purpose of this study is to investigate the strategies for teachers' retention in Hanang District in order to discover whether they are effective in enhancing retention of secondary school teachers in Hanang District council. Your responses will be usefully in the development of education as well as improving retention of secondary school teachers in Tanzania District councils.

1. For how long have you been a District Education Officer?

2. What are the strategies employed by your District council in retaining secondary school teachers?

3. Do you think the strategies for retaining secondary school teachers are effective in promoting retention of teachers in your District?

4. What are the challenges do you think hinder retention of secondary school teachers in this District council?

5. Is there turnover problem among secondary school teachers employed by Hanang District council?

6. To what extent teachers' turnover is a problem among secondary school teachers employed by this District?

7. What is the dominant type of teachers' turnover among your teachers in this District?

8. In your opinion what should be done to improve retention of secondary school teachers in Hanang District council?

9. Do you think motivation contributes to teachers' commitment?

THANK YOU FOR YOUR CO-OPERATION

APPENDIX 3: Interview Guide for District Executive Director

The purpose of this study is to investigate the strategies for teachers' retention in Hanang District council in order to discover whether they are effective in enhancing retention of secondary school teachers in Hanang District council. Your responses will be usefully in the development of education as well as improving retention of secondary school teachers in Tanzania District councils.

1. For how long have you been a District Executive Director?

2. Are there any strategies employed by your District council in secondary school teachers' retention?

3. Do you think those strategies are effective in enhancing retention of secondary school teachers in your District?

4. Are your teachers satisfied with their profession?

5. Is there turnover problem among secondary school teachers employed by your District council?

6. Are secondary school teachers involved in different professional decision making?

7. To what extent is the community involved in improving school infrastructures?

8. How do you motivate your employees' especially secondary school teacher?

9. What is the dominant type of teachers' turnover in your District?

10. What should be done in order to promote retention of secondary school teachers within the district council?

THANK YOU FOR YOUR CO-COOPERATION

APPENDIX 4: Interview Guide for Heads of Schools

The purpose of this study is to investigate the strategies for teachers' retention in Hanang District in order to discover whether they are effective in enhancing retention of secondary school teachers in Hanang District. Your responses will be usefully in the development of education as well as improving retention of secondary school teachers in Tanzania District councils.

1. Name of a School………………

2. Sex of School Head, Male (   ) Female (   ) 3.Level of education…………….

3. For how long have you been a Head of school?

4. What are the strategies have been employed in order to retain teachers? Are they effective?

5. Do you think motivation contribute to teachers' commitment and retention?

6. How are teachers motivated by either employer or school management?

7. Is there any teachers' turnover problem in your school?

8. In your opinion what is the reason of teachers' turnover in your school?

9. What is the dominant type of teachers' turnover in your school?

10. From your experience what should be done in order to promote effective retention of teachers in your school?

11. Do you think motivation contribute to job performance?

12. Are your teachers satisfied with their job?

13. .Is there any cooperation between teachers and parents in your school.

THANK YOU FOR YOUR CO-OPERATION

APPENDIX '5': Interview Guide for School board leaders

The purpose of this study is to investigate the strategies for teachers' retention in Hanang District in order to discover whether they are effective in enhancing retention of secondary school teachers in Hanang District. Your responses will be usefully in the development of education as well as improving retention of secondary school teachers in Tanzania District councils.

1.   Name of a School…………………………….

2.   Sex of School board chairperson, Male (   )   Female (   )

3.   What are the strategies do you think have been employed by your school or district council in order to retain secondary school teachers?

4.   Do you think those strategies are effective in enhancing retention of secondary school teachers in your school or district?

5.   What are the problems hindering teachers' retention in schools owned by Hanang district council?

6.   What is the dominant type of teachers' turnover in your school?

7.   In your opinion what is the reason for teachers' turnover in your school?

8.   Is there any cooperation between teachers and parents?

9.   Do you think teacher-parents cooperation contributes to retention of teachers?

10.   To what extent is the community involved in improving school infrastructure?

THANK YOU FOR YOUR CO-OPERATION

APPENDIX '6': Questionnaire for Secondary School Teachers

The purpose of this study is to investigate the strategies for teachers' retention in Hanang District in order to discover whether they are effective in enhancing retention of secondary school teachers in Hanang District. Your responses will be usefully in the development of education as well as improving retention of secondary school teachers in Tanzania District councils.

Part 1: Introduction

1. Name of the school…………….

2. Sex of a teacher: Male ( ) Female ( ) 3. Marital status: Single ( ) Married (   )

3. Age: a. 20-30 years (   ) b. 31-41 years (   ) c. 42 and above (

4. Level of education? Diploma ( ) Bachelor Degree ( ) Masters and above (   )

5. .For how long have you been in this profession? ....

6. For how long have you been a teacher in this school? ....

Part 2: Exploring strategies employed by Hanang District Council in retaining Secondary school teachers

7. This question needs to show level of agreement on strategies that are employed by Hanang District council in retaining secondary school teachers? Tick the level of agreement to show you agree or disagree with the strategies.

Strategies	Level of agreement	
	Agree	Disagree
Paying subsistence allowances immediately after reporting		
Helping new teachers to get houses/providing houses		
Providing induction/orientation course to new teachers		
Providing opportunity for career development		
Exercising timely promotion		
Providing overload and extra duty allowance		
Supplying enough teaching and learning facilities at schools		

8. Other strategies employed by Hanang District council in retaining secondary school teachers……………………………………...

9. Is there a clear communication among teachers and their leaders? Yes( )No( )

10. Are teachers involved in different professional decision making? Yes ( ) No ( )

Part 3: Exploring the effectiveness of the strategies employed by Hanang District council in retention of secondary school teachers

11. Are you satisfied with the strategies employed by the Hanang District council in retaining secondary school teachers?   Yes (   )   No (   )

12. Are you intending to leave the profession for greener pastures? Yes ( ) No ( )

Part 4: Identifying challenges facing Hanang District council in retaining Secondary school teachers

13. Do you think there are challenges facing Hanang District council in retaining Secondary school teachers? Tick the most appropriate answer. Yes ( ) No ( )

14. If Yes in Number 12 above, this question needs to show level of agreement on challenges that face Hanang District council in retaining secondary school teachers? Tick the level of agreement to show if you agree or disagree with the challenges.

Challenges	Level of agreement	
	Agree	Disagree
Lack of teachers' houses in schools		
Delay payment of teachers' subsistence allowance		
Delay payment of salary and low salary		
Lack of orientation course to new teachers		
Inadequate teaching and learning facilities in schools		
Lack of skilled and supportive education leaders within the district council		

Delaying teachers' promotion		
Lack of overload and extra duty allowance in schools		
Lack of teachers' involvement in education decisions that touch them		
Poor provision of teachers services within the District		
Lack of opportunity for professional development in schools		

Other challenges facing Hanang District council in retaining secondary school

teachers……………………………………………………………………………

15. Do you think Hanang District council need to adopt the best ways for retaining

secondary school teachers? Tick the most appropriate answer. Yes ( ) No ( )

Part 5: The Rate of Labor Turnover among Teachers employed by the District

Council

16. Is there teachers' turnover problem in this school? Tick the most appropriate

answer. Yes ( ) No ( )

17. What do you think is the common type of teachers' turnover in this school? Tick

the most appropriate answer

Transfer outside the district.	
Leaving teaching profession/Change field	
Resignation	
Being fired	
Retiring	
Others	

18. What are your suggestions for improving recruitment and retention of secondary

school teachers in Hanang District council?

…………………………………………………………………………………...

THANK YOU FOR CO OPERATION

APPENDIX 7: Documentary Review

The purpose of this study is to investigate the strategies for teachers' retention in Hanang District in order to discover whether they are effective in enhancing retention of secondary school teachers in Hanang District. Your responses will be usefully in the development of education as well as improving retention of secondary school teachers in Tanzania District councils.

The Rate of Teachers' Turnover 2011-2014

Types of turnover	Years				
	2011	2012	2013	2014	Total
Transfer					
Leaving teaching profession/Change field					
Resignation					
Being fired					
Total					

APPENDIX '8': Budget /Estimated cost for the Study

ITEM	UNIT	COST/UNIT (T.shs)	TOTAL COST(T.shs)
Transport	-	-	250,000/=
Meals	-	-	500,000/=
Stationeries	-	-	300,000/=
Printing &Photocopying	-	-	300,000/=
Miscellaneous expenses	-	-	350,000/=
Accommodation	-	-	500,000/=
Grand total	-	-	2,200,000/=

Source: Researcher

APPENDIX '9': Time Frame and Work Plan

Date	Activity	Participant
2nd week December 2014	Approval of research title	Supervisor
1st- 4th week Jan 2015	Research Proposal Writing	Researcher
1st -4th week Feb 2015	Submission of research proposal	Researcher
2nd week March- 4th week April 2015	Field Research Work (Data collection)	Researcher
1st -4th week May 2015	Data processing, analysis and organization of research findings	Researcher
1st -4th week June 2015	Research report writing, submission and approval	Researcher & Supervisor
1st – 4th week July 2015	Research report presentation	Researcher & Research panelist

Source: Researcher