

**THE STRATEGIES EMPLOYED BY THE HEADS OF THE SCHOOL IN
ENHANCING TEACHERS' RETENTION IN SECONDARY SCHOOLS IN
BABATI DISTRICT, TANZANIA**

JOEL SIMANGO

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read the dissertation and hereby recommends for the acceptance by the Open University of Tanzania, the dissertation entitled: ***“The Strategies Employed by the Heads of the School in Enhancing Teachers’ Retention in Secondary Schools in Babati District, Tanzania”*** in partial fulfillment of the requirements for the Award of Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Dr. Coletha C. Ngirwa
(Supervisor)

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Date

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DECLARATION

I, **Joel Simango**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED APPS).

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Signature

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Date

DEDICATION

This dissertation is dedicated to my lovely wife Veronika Marco Mollel and my children. I am grateful to them for supporting and praying for me. They encouraged me. They were tolerant all through my studying and absence from home. Thank you for your love and care for me.

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ABSTRACT

This study assessed the strategies employed by the heads of the schools in enhancing teachers' retention in secondary schools in Babati district, Tanzania. Specifically, the study examined the types of leadership styles practiced by heads of the schools, assessed problems facing heads of the schools in retaining teachers in secondary schools and examined approaches employed by the heads of schools in promoting teachers' retention. The study engaged qualitative research approach with descriptive case study design. The sample size was 57 participants. Data collection methods involved were interview, focus group discussion and documentary review. The findings revealed that heads of schools practiced cooperative leadership, transformational leadership, transaction, and authoritarian leadership in secondary schools. The findings also revealed problems faced school sheads in retaining teachers based on lack of funds to motivate teachers, political interference, social cultural beliefs, personal teachers' interests, lack and poor physical infrastructures; and lack of clear policy for retaining teachers. Moreover, the study found various approaches employed by school heads in promoting teachers' retention based on promoting school raising funds, provision of teaching and learning allowances, promoting outgoing and picnic trips through meetings. The study concluded that leadership styles practiced by school heads are important increasing environment for teachers' retention in schools.

Keywords: Leadership, Teacher Retention and Secondary Schools

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
AKNOWLEDGEMENT.....	vi
ABSTRACT	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LISTS OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE PROBLEM	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	7
1.4 General Objectives	8
1.5 Specific Objectives.....	8
1.6 Research Questions	9
1.7 Scope of the Study	9
1.8 Significance of the Study	9
1.9 Limitation of the Study	10
1.10 Definition of the key terms	10
1.10.1 Turnover.....	10
1.10.2 Labour	10

1.10.3 Labour Turnover	11
1.10.4 Public Secondary Schools	11
1.11 Organization of the Research Report	11
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Introduction	13
2.2 Theoretical Literature Review.....	13
2.2.1 Theory of self-determination.....	13
2.2.2 Employee Turnover.....	14
2.2.3 The Concept of Leadership and School Leadership	16
2.3 Empirical Literature Review	18
2.3.1 Leadership Styles Practiced in Schools.....	18
2.3.2 Challenges Facing School Heads in Retaining Teachers in Secondary Schools	22
2.3.3 Managerial Strategies by School Heads in Retaining Teachers in Schools	24
2.4 Conceptual Framework	26
2.5 Research Gap	28
CHAPTER THREE	30
RESEARCH METHODOLOGY	30
3.1 Introduction	30
3.2 Research Approach	30
3.3 Research Design.....	30
3.4 Study Area.....	31

3.5	Study Population	31
3.6	Sample Size and Sampling Procedures	32
3.7	Sampling Procedures.....	32
3.7.1	Purposive Sampling Technique.....	32
3.7.2	Criterion Sampling Technique	33
3.7.3	Convenience Sampling.....	33
3.8	Methods for Data Collection.....	34
3.8.1	Interview	34
3.8.2	Focus Group Discussion	35
3.8.3	Documentary Review.....	36
3.9	Data Analysis Procedure	36
3.10	Trustworthiness of the Data	37
3.10.1	Credibility	37
3.10.2	Dependability	37
3.10.3	Transferability	37
3.10.4	Confirmability	38
3.11	Ethical Consideration	38
3.11.1	Informed Consent.....	38
3.11.2	Privacy, Anonymity and Confidentiality	38
	CHAPTER FOUR.....	40
	PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS.....	40
4.1	Introduction	40
4.2	Personal Particular of the Participants	40
4.3	Types of Leadership Styles Practiced by Heads of the Schools	42

4.3.1	Cooperative / Integrative Leadership Style	43
4.3.2	Transformational Leadership	46
4.3.3	Transactional Leadership	49
4.3.4	Laissez-Faire	51
4.3.5	Authoritative Leadership Style	52
4.4	Problems Facing Heads of the Schools in Retaining Teachers in Secondary Schools	54
4.4.1	Lack of Funds	55
4.4.2	Political Interference	57
4.4.3	Personal Teachers' Interest	59
4.4.4	Social Cultural Believes	61
4.4.5	Lack and Poor Physical and Social Infrastructures	62
4.4.6	Lack of Clear Policy for Retaining Teachers in Working Stations.....	65
4.5	The Approaches Employed by School Heads in Promoting Teachers Retention in Schools	67
4.5.1	Establishing and Promoting School Raising Funds	68
4.5.2	Encouraging Parental Contribution Funds for Retaining Teachers	70
4.5.3	Provision of Teaching and Learning Allowances	71
4.5.4	Provision of Orientation Seminars and Counseling	74
4.5.5	Promoting Outgoing and Picnic Trips.....	75
4.5.6	Modifying and Improving Teachers' Houses	77
4.5.7	Encourage Community Hospitality to Teachers through Meetings	78

CHAPTER FIVE	81
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	81
5.1 Introduction	81
5.2 Summary of the Study	81
5.3 Summary of the Key Research Findings	82
5.3.1 Types of Leadership Styles Practiced by Heads of Schools	82
5.3.2 The Problems Facing School Heads in Retaining Teachers in Schools.....	83
5.3.3 The Approaches Employed by School Heads in Promoting Teachers’ Retention	83
5.4 Conclusions	84
5.5 Recommendations	85
5.5.1 Recommendations for Actions	85
5.5.2 Recommendations for Further Studies	86
REFERENCES.....	87
APPENDICIES	95

LIST OF TABLES

Table 3.1: Composition of the Sample	32
Table 4.1: Personal particular of the Participants.....	41
Table 4.2: Types of Leadership Styles Practiced by Heads of the Schools	42
Table 4.3: Problems Facing Heads of the Schools in Retaining Teachers.....	55
Table 4.4: The Approaches Employed by School Heads in Promoting Teachers Retention in Schools	67

LIST OF FIGURES

Figure 2.1: Managerial Strategies by School Heads in Retaining Teachers
in Schools 27

LISTS OF ABBREVIATIONS

DAS	District Administrative Secretary
DED	District Executive Director
DSEO	District Secondary Education Officer
ETP	Education and Training Policy
FGD	Focus Group Discussion
OPRAS	Open Performance Review and Appraisal System
RAS	Regional Administrative Secretary
SMT	School Management Team

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

Employee retention involves the steps taken in keeping secondary employees in the job or performing duties in the organization as well as entertaining in their profession (Malisa, 2015). Various managerial strategies have been used to retain employees in work organizations. For instance, managers have been encouraging to ensure teachers' retention through clearing payment arrears, and focusing on the need for teachers' houses, particularly in rural or remote areas, recognition and reward with receiving appropriate pay for their level of responsibility (Lynch et al., 2016).

This study assess the strategies through which the head of schools use to retain their teachers in secondary schools in Babati district, Tanzania. Chapter one introduces the background to the study, statement of the problem, purpose of the study, research objectives, research questions and significance of the study. It further presents delimitation of the study, and the definition of the key terms.

1.2 Background to the Problem

The milestone of any nation's development is education that provides knowledge and skills to the population, as well as shaping the personality of the youth of a nation (Idris, Hassan, Ya'acob, Gill & Awal, 2011). Education is very important for an individual's success in life that impact on human opportunity in continuing their life quality as the foundation of society which brings economic wealth, social prosperity and political stability (Idris et al, 2011). The primary goal of any education system is

to provide the society with the requisite manpower for development and to enhance quality of the living conditions of their products (Usman, 2016). Education increased income levels as indicative economic growth and development in a country political system and stability that contributes to higher levels of both private and public income to allows greater autonomy and purchasing power for individuals, and a state which brings about developmental goals (Power & Sophister, 2012).

Education help one's individual to avoid poverty, build up harmony and democracy society and in supporting youths' development toward a positive sense of ethnic identity as it creates a sense of interaction among the ethnicity (Idris et al., 2011). Education also allows for easier assimilation of foreign technology, and both convergence and development are assisted as technology transfer is made more efficient with greater education (Power & Sophister, 2012). The education ensures efficiency, effectiveness and increased organizational performance that employees pursuing in their work places (Amani & Komba, 2016).

The prosperity of education outcomes is the result of quality provision of education in schools rooted from teachers' retention in many schools (Ouyang & Paprock, 2006). For instance, in developed countries USA in particular, there is establishment of many policies of teachers' retention including mentoring programs and retention bonuses, have aimed to stem teacher attrition, particularly at those schools that experience high teacher turnover (Boyd, Grossman, Ing, Lankford & Wyckoff, 2009). However, teachers in China still leave teaching profession as the approaches seem not be as effective as they could be at reducing detrimental attrition (Boyd et al, 2009).

In China teachers are always regarded as a powerful source in schools where the government taking into account salary, opportunities for advancement, autonomy, general working conditions, interaction with colleagues and interaction with students to promote teachers' retention. However, teachers in China least of teachers satisfied with working conditions due to low salary and few benefits, job stress, lack of self-fulfillment and familial factors (Ouyang & Paprock, 2006).

In England many of the policy interventions on teachers' retention have focused on teacher recruitment, teacher training, a package of initiatives to attract science teachers include mathematics and physics teachers to attract and returning teachers back into the profession (Lynch, Worth, Bamford & Wespieser, 2016). Although, secondary school teachers in England still facing the fastest growth in pupil numbers over the next decade, particular shortfalls in the number of entrants to teacher training, and more teachers leaving than joining (Lynch et al., 2016).

The retention involves the attraction strategies include sufficient incentives and allowance that make workers include teachers to stay firmly in working station (Candle, 2010). Many policies, such as mentoring programs and retention bonuses, have aimed to stop teacher attrition, particularly at those schools that experience high teacher turnover (Boyd, Grossman, Lankford & Wyckoff, 2009). Teachers have to stay in institutions or leave, depends on the level of satisfaction derives from the work place (Haldar, 2010).

Since retention play a great part in increasing productivity of an institution since through teacher motivation, teachers may feel happy, satisfied, dedicated and

committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. Since if teachers are well motivated they will provide services, effectively and efficiently as well as staying firmly in school to produce competent students by preparing them good enough to perform well and bring good results (Elijah, 2016).

In Tanzania, the government made some efforts to ensure heads of the schools are trained through induction of newly employed heads, mentoring, follow-ups as well as coaching training (Kuluchumila, 2014). For example, the training called EdQual Research Programme Consortium conducted on the leadership and management of change project to improve the quality of basic education in 2010 to equip school leaders with skills for evaluating school quality and leading change (Policy Brief, 2010).

The heads of the schools are trained to retain teachers not only to solve school staffing problems, but also divert attention from underlying problem the manner in which schools are managed and teachers are well treated through create school environment conducive in relation to vicinity community (Kimaro, 2015). Also the government put initiatives on the strategies to motivate teachers and attract them to work in rural areas as a mechanism to equip the rural schools with an adequate number of teachers improve teacher retention by providing them with incentive packages for teachers working in remote schools (Swai, 2013).

Furthermore, the government establishes open learning and taking measures to ensure the full realization of the teacher management function, use management instruments

such as the Open Performance Review and Appraisal System (OPRAS) at school level ought to be instituted and devise and implement campaigns to change the public perception over teachers' profession (URT, 2018). SEDP provide cost-effective teacher residences in order to improve teacher placement and retention at remote rural schools that exhibit maximum need to provide support for rehabilitation and completion of existing school structures, with a minimum infrastructure package (URT, 2010). With the retention of teachers, a new Schools Infrastructure Strategy has been established by the government in preparing a multi-year plan for locating new schools and expansion of existing schools, as well as setting new and improved standards for construction towards large number of secondary classrooms, laboratories and other facilities (URT, 2018).

Despite the government made some efforts, still the built of school infrastructure has declined to 31% in 2017 compare to the SEDP policy stipulated that each ward should have a secondary school in order to promote teachers' retention (URT, 2018). Furthermore, the increase number of students in secondary schools as the effort of Secondary Education Development Plan (SEDP) has created a teacher shortage, and the demand for secondary school teachers is exceedingly high (Swai, 2013; URT, 2018).

Moreover, still teachers are dissatisfied by their working places. The teachers are not treated well due to weak school management particular in rural areas due to lack of management skills, the diversity in the use of local languages. On the other hand, the absence of incentive packages in peripheral areas affecting teachers' effectiveness in supporting teaching and learning activities (Boniface, 2019). Furthermore, lack of

incentives (monetary or non-monetary) especially in peripherally located schools and countless challenges for teaching in hard and tough working environments (Swai, 2013). Teachers are not respected by the surrounding community at working stations (Jeston, 2013).

These made the majority of teachers not to be interested in teaching, as it was not their first career choice, thus they would not work until retirement age (Boniface, 2019). Also, the situation resulted into serious discouragement as teachers are increasingly de-motivated, which reflected in deteriorating teaching and learning performance as decrease of teachers' morale. It led to imbalance between urban and rural schools as urban schools are filled with qualified teachers while there are unfilled vacancies in rural areas (Boniface, 2019).

Moreover, the situation led to absenteeism of teachers from work, illicit, practice moonlighting both during and after teaching hours. This situation demoralized teaching work force who then decide to engage in small businesses or become casual taxi drivers in urban while in the rural areas they spend more time in their farming plots (Eutimi, 2018; Jeston, 2013). Consequently, the teacher-learner ratio exceeds the stated ratio that affects the academic achievement of the students negatively (Lyimo & Kipng'etich, 2017).

Majority of teachers leave their working stations (Malisa, 2015). The situation led to the high level of teacher turnover in Tanzania secondary schools, since almost one in five teachers at the rural survey schools had left in the in previous three years consecutively especially teachers at rural areas (Malisa, 2015).

Therefore, the situation is schools remain problematic despite the government takes initiatives as teachers not satisfy with the situation in the working places, hence create question on why teachers still dissatisfy with working condition in school level while heads of the schools were trained to accommodate them in schools? Therefore, this study intended to assess the strategies employed by the heads of the schools in improving teachers' retention in secondary schools.

1.3 Statement of the Problem

Retaining of teachers in working areas is very important in assuring attainment of educational goals. This is important, as the more the available of teachers in schools, is the higher the possibility of attaining academic performance. In recognizing the importance of retaining teachers, the Tanzania government made some initiatives including to train heads of the schools through induction of newly employed heads, mentoring, follow-ups as well as coaching training (Kimaro, 2015; Swai, 2013).

These help to equip school leaders with skills for evaluating school quality, leading change and equip the rural schools with an adequate number of teachers and improve teacher retention by providing them with incentive packages for teachers working in remote schools (Jeston, 2013; Kimaro, 2015).

Despite the government takes some measures in retaining teachers in Tanzania, yet teachers are not treated well due to weak school management particular in rural areas due to lack of management skills, accompanied with diversity in the use of local languages in remote areas (Eutimi, 2018; Jeston, 2013). Also, there are managerial and behaviours that posed uncertainties to teachers e.g. the act of removing of incentive

packages for teachers working in peripheral areas and for not recognizing teachers or not respecting them by the surrounding community at working stations (Malisa, 2015). These resulted into demoralization among teachers in teaching and that affect learning activities, academic imbalance between urban and rural schools. For instance, urban schools are filled with qualified teachers (Boniface, 2019) and relatively better academic results.

Also, the situation led to the unfilled vacancies in rural areas, teachers practice moonlighting during and after teaching hours and hence demoralized teaching work force (Kimaro, 2015). In some instances, teachers opt to make their professionals as a temporary job (Bennell & wakyazu, 2005). In addition, some teachers quit teaching profession in public sectors and joined to private or other sectors (UNESCO, 2013). The situation in secondary is still worse as teachers seemed to be treated unfairly however heads of the schools are well trained on the way to handle various problems facing teachers in secondary schools. Therefore, this study intends to assess the strategies employed by school heads in improving teachers' retention in secondary schools.

1.4 General Objectives

This study aimed to investigate the strategies employed by the heads of the schools in improving teachers' retention in secondary schools in Babati district, Tanzania.

1.5 Specific Objectives

- (i) To examine types of leadership styles practiced by heads of schools.
- (ii) To assess the problems facing heads of the schools in retaining teachers in secondary schools.

- (iii) To examine approaches employed by the heads of the schools in promoting teachers' retention in schools.

1.6 Research Questions

- (i) What are the types of leadership styles practices by the heads of the schools?
- (ii) What are the problems facing heads of the schools in retaining teachers in secondary schools?
- (iii) In which ways approaches employed by the heads of the schools promoting teachers' retention in schools?

1.7 Scope of the Study

This study investigated strategies employed by the heads of schools to promote teachers' retention in public secondary schools. The sample comprised of five secondary schools; teachers (n=462), heads of the schools (n= 33), and members of school boards (n= 264), District Education Officer (n= 01) and ward education officers (n=1). The study also conducted in public secondary schools.

1.8 Significance of the Study

The findings of this study are expected to add values on the managerial practices of teachers. The heads of schools gain insight on the way teachers can be retained in their working places. The teachers themselves and community surrounding them gain understanding about leadership and managerial styles, problems facing heads of the schools. The study would help as an input to the policy makers in making the policies and procedures of teacher's retention. The study also would add in the body of knowledge such that could be used by other researchers as literature reference.

1.9 Limitation of the Study

In conducting this study, a researcher experienced the number of limitations. These included some of the participants particular teachers were reluctant to be interviewed in bringing in-depth information fearing that some answers would provoked their school heads and hence create conflict among them. Also, other participants particularly teachers, feared to expose some issues concerning their school heads for fear of having conflict with them. To resolve those problems, the researcher introduced the purpose of the study to establish a good rapport with participants and assured them about the steps to be taken to ensure confidentiality. As the result of this, the researcher obtained the data required for the study.

1.10 Definition of the key terms

1.10.1 Turnover

An event or occurrence that involves employees quitting employment as a consequence of dissatisfaction or getting better employment elsewhere. According to (Armstrong, 2003) if an employee is a good performer and if the organization has invested heavily in training (him/her), turnover can be a costly proposition.” Turnover in this study, therefore, is the action of teachers leaving their teaching posts in public secondary schools to join private schools or vice versa or from schools to other sectors.

1.10.2 Labour

Labour is defined by Armstrong, (2006) as “the human effort expended in the purpose of acquiring money or other compensation” since it is impossible to separate the effort from the person exerting it, labour is normally taken to involve the entire

body physique of the person in question. For the purpose of this study this definition shall apply.

1.10.3 Labour Turnover

Labor turnover refer to the ratio of the number of employees that leave a company through attrition, dismissal, or resignation during a period to the number of employees on payroll during the same period.

1.10.4 Public Secondary Schools

In the Tanzania context, “Public secondary schools” are those schools owned by the government of Tanzania through the Ministry of Education and Vocational Training. A large part of their financing is done by the central government and the rest by other sources, mostly by parents through school fees.

1.11 Organization of the Research Report

The present study comprises of five chapters: Chapter One is made up of various sections including, the introduction, and background to the study, statement of the problem, general objectives, specific objectives, research questions and the scope of the study. It further comprises the limitations of the study, significance of the study, conceptual framework, and definition of key terms and organization of the research report. Chapter two comprises literature review which consists of sections such as introduction, literature related to the strategies employed by the heads of the schools in improving teachers’ retention in secondary schools, the conceptualization of leadership, school leadership and turnover, leadership practices and challenges facing school heads in retaining teachers in secondary schools.

It also comprises of managerial strategies by school heads in retaining teachers in schools, theoretical framework, empirical studies and the research gap. Chapter three comprises the introduction, research approaches, research design, the study area, study population and the sample size. It also comprises sections on the sampling techniques, instruments for data collection, data analysis, trustworthiness and ethical consideration. In Chapter Four, the study constitutes the data presentation, analysis and discussion. Lastly, Chapter Five consists of the summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a literature review that relates to the strategies employed by the heads of the schools in improving teachers' retention in secondary schools. It covers: the conceptualization of leadership, school leadership and turnover, leadership practices and challenges facing school heads in retaining teachers in secondary schools. It also comprises of managerial strategies by school heads in retaining teachers in schools, theoretical framework, empirical studies and the research gap.

2.2 Theoretical Literature Review

2.2.1 Theory of self-determination

This study was guided by the self-determination theory. The self-determination theory is the theory established by Richard Ryan as an approach to human motivation and personality towards competence, connection or relatedness and autonomy as well as for the conditions that foster those positive processes for the constructive social development and personal well-being (Ryan & Deci, 2000). The main assumption of the theory is that people are actively directed in social and individual mastery over challenges. This is so to create a sense of being able to take direct action that results in real change and plays a major part in helping people feel self-determined hence the sense of autonomy and retention (Legault, 2017).

The theory further argues that individuals are naturally and actively orient themselves toward growth of organization strive to expand and understand themselves by

integrating new experiences; by cultivating their needs, desires, and interests; and by connecting with others after being motivated (Ryan & Deci, 2000). Thus, the individual generally tends to regulate behavior as a function of personal interests and values that based on intrinsic motivation as the result of being motivated extrinsically. Therefore, the theory assumes that not only people benefit from receiving but they also benefit their partners by giving it (Deci & Ryan, 2014).

People are motivated to be in relationships, the more they will experience the relationship to be fulfilling, the more they show greater relationship satisfaction, better daily relationship functioning, greater overall well-being of themselves and the organization, feel comfortable and remaining in the organization (Legault, 2017).

In connection to the study, the theory shows the way people are motivated to in working places that makes them to remain in the working station where a teacher can be intrinsically motivated to work in a school after being motivated extrinsically. Also, the theory shows the way can be motivate other teachers in their working place by integrating new experiences; cultivating the teachers' needs, desires and interests; and by connecting with others teachers after being motivated in creating conducive working environment. Thus, the theory shows that the way teachers are motivated is the way their behaviour are regulated and changed to remain in the working places.

2.2.2 Employee Turnover

Employee turnover is where the employees are likely to leave their organizations in association to job satisfaction (Medina, 2012). Employee turnover involve the workers' intention to leave due to their factors or employer factors including seeking

good benefits, a mismatch between employee expectations and the actual situation, poor working conditions, and poor management and supervision (Amani & Komba, 2016).

The increasing workload, class of large sizes, other topics and programs, and changing curricula are major encourage teachers' turnover as teachers become resistant against new teaching methodologies and other innovations in the field (Tehseen & Hadi, 2016). Employee turnover may occur as the result of less attention has been paid to how satisfaction with a chosen job affects employees' future decision, hence makes employees to leave in their profession or working stations (Amani & Komba, 2016).

According to Lynch et al. (2016), a high workload is associated with poor health or feeling undervalued due to policy and inspection elements, which makes teachers to leave the schools. Teachers' turnover seemed to be hard decision to be made by employee where a person has an option to stay with an institution or leave, depends on the level of satisfaction derives from the work place (Haldar, 2010).

The schools with more low-income background or with low-achievement potentials experience high teacher turnover as teachers are most likely to stay at schools with high achieving students (Tehseen & Hadi, 2016). Furthermore, working conditions have emerged as the main source of teacher job dissatisfaction that cause teacher turnover (Tehseen & Hadi, 2016). Teachers' turnover occurs when a teacher leaves the teaching profession, perhaps to retire, look after family, or pursue a different career or better conditions (Worth, Lazzari & Hillary, 2017).

Furthermore, some factors such as lack of incentives (monetary or non-monetary) especially in peripherally located schools and countless challenges for teaching in hard and tough working environments cause teachers' turnover (Swai, 2013). Employee turnover occurs in many circumstances where more teachers tend to leave their jobs due to poor working conditions that include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization indecision making process regarding classroom by the teachers (Tehseen & Hadi, 2016).

2.2.3 The Concept of Leadership and School Leadership

Leadership is a relationship between leaders and followers impactful targeting the real changes and outcomes that reflect their common goal in an organization (Sabarina, 2016). As noted by Burke (2008) that leadership is vision, change, its influence, intuition and persuasive skills preventative reward people for doing the work and providing opportunities to learn new skills.

Leadership provide leaders with linkage between them and followers/employees as encourages them to work willingly beyond their expectations, hence works under team spirit, commitment in organizational goals to work in unity, follows creativity and innovations, changes and progression (Avci, 2015). Leadership keeps the organization active and alive under stiff competition that enables the organization to attain the success as leader is admired, trusted and respected hence make the followers in line with the organizational goals and objectives (Avci, 2015).

Leadership is bottom-up and top down oriented leadership where it include teaching staff that participate in decision making, their needs and their views that are often

considered to the higher leadership hence, it is thought to be a kind of shared and distributed leadership which, focus on effective participation, aimed at stimulating educational change (Emmanouil & Osia, 2014).

Leadership often focuses on vision, direction setting; reforming and reorganizing the organization goals through developing staff cooperation, curriculum implementation and involvement of entire community in and outside the organization (Day & Sammons, 2016). Leadership are visionaries, act as change agents, inspiring commitment and trust, sustaining culture of excellence, spirit of risk-taking, sharing of power, emphasize the needs of followers, goal focused, resolving conflicts and act as mirrors in reflecting behaviour and beliefs in organization (Caesar, 2013). Leadership is practices that involve a change in leading people, through the strengthen their vision, personality and be able to inspire followers to change their expectations, perceptions as well as ability to motivate them to accomplish more than what they expect to accomplish (Money, 2017).

The employees tend to assume that the respect they received from leaders signifies their status in the organization as managers treat employees respectfully and fairly, make them to feel that their skills and talents are considered as valuable, promote self-esteem, confidence, likeness and belongingness to the organization as a result of being part and parcel of the system (Babalola, 2016).

School leadership is where the school is headed by a single individual known as principal, head of the school or director that bears the responsibility for the school operation in which it depends on the country governance structures whereby such

administrator position is prevalent (Pont, Nusche & Moorman, 2008). The school leadership gives headmasters and school administrators the tools and the responsibility to effectively lead the school (Winkler & Yeo, 2007).

Thus, school leadership encourages school-based reform when they display good leadership and receive sufficient training to lead and manage the school community (Winkler & Yeo, 2007). The school leadership means the school heads are responsible for translating policies into reality, resource allocation and the ability of the schools to have high levels of decision (Hanushek & Woessmann, 2013).

The school leadership is merely on decision making over the resources located within the school in planning by identifying the priorities, organizing and operating the school resources with internal school organs like SMT, school committees and the school board (Kitonka, 2018). The school leadership schools regarded as communities that built on shared values, relationships among members, clear goals with focused vision, the ability to communicate and create strong commitment to achieve intended goals (Caesar, 2013).

2.3 Empirical Literature Review

2.3.1 Leadership Styles Practiced in Schools

Leadership, in whichever model it embraces, has as central goal to ensure and maintain the school improvement which has to do with the quality of teaching and hence students' achievement in regards to teachers' motivation and effectiveness (Emmanouil, Osia & Ioanna, 2014). Leadership has as central goal to ensure embraces and maintain the school improvement through focusing on the quality of teaching and

students' achievement in correspondence to teachers' motivation and their effectiveness in working environment (Fullan, 2001). Leadership is not mobilizing others to solve the problem, because they know how to solve, but they help them cope with the problem, which is not successfully resolved targeting the real changes and outcomes that reflect their common goal (Karabina, 2016).

Leadership practices has to deal with the teacher's empowerment strongly to related with the central goal of the school, students' learning and the employees' performance in which the leader tries to achieve through considering individuals' beliefs, values, motivations and skills to ensure school effectiveness (Leithwood & Jantzi, 2006). The leadership is responsible to build that kind of work conditions, which would allow for productive and creative relationships between the teachers and the whole community, enforcing in this way the professional development of the teaching staff. Also, the leader can provide opportunities for teachers' teaching (Emmanouil et al., 2014). Leadership is regarded as vision, change, its influence, intuition, and persuasive skills reward to people and providing opportunities to learn new skills (Karabina, 2016).

Leadership oversees school activities where teachers develop a relationship between leaders and them to motivate, inspire and promote productivity among teachers (Bush, 2013). As noted by Leithwood and Jantzi (2006) that by organizing and managing several programs, the leaders offering individual mentoring to teachers so as to ensure building capacity among them and provide supportive working conditions to motivate and influence the teaching staff. Leaders are able to determine teachers' emotions, which are considered to be influential to their motivation and effectiveness so as ensure sense of efficacy, job satisfaction and avoiding anxiety (Leithwood & Jantzi,

2006). Leadership in schools specifying vision and directions to teachers so as to provide them with a strong motivation to improve their performance in setting a shared purpose that clarifies the roles, the objectives and the desired expectations from the teachers' performance they enhance teachers' effectiveness in the classroom (Emmanouil et al., 2014).

Effective leadership has a key role in motivating teachers towards individual and shared learning to be achieved as the mediator which has the authority to develop and empower include instructional leadership and the transformational leadership (Emmanouil et al., 2014). A high level of follower performance is attained through leadership where the school heads do everything to give information and experience to other teachers so as to complete certain tasks or jobs to those who are new in school field to improve their job experience as well as provide opportunities for committing acts and the school regulations to facilitate high level of commitment to the teachers (Aunga & Masare, 2017).

Leadership Structuring a specific vision and directions through providing teachers with a strong motivation to improve their performance by setting a shared goal that illuminate roles, the objectives and the desired expectations to enhance teachers' effectiveness in the classroom as well as provide construction of the relevant environment for completing personal and organizational goals (Emmanouil & Osia, 2014).

Leadership practices produce supportive working conditions to motivate and influence the teaching teachers as leaders are also able to determine teachers' emotions which

are regarded to be influential to their motivation and effectiveness in culminating the sense of efficacy, job satisfaction and lowering anxiety (Barnett, 2003). The practical importance of leadership is to define the school heads' day-to-day activities in the school to ensure school effectiveness by enforcing and promoting the school's policies which include student learning opportunities, academic expectation, school vision and mission, academic learning and time management as well as teacher practices in achieving organizational goals (Safran, et al., 2008).

Leadership establish work conditions which encourage teachers to be motivated, committed and pursuing their capacities through expressing their significant variations in responses to their working conditions as well as building collaborative cultures, organization reforms, build productive relations with parents and connect the school with its entire environment (Day & Sammons, 2016). Leaders provide basis for staff to develop and maintain a collaborative school culture by participating in shared decision-making, giving teachers a role in solving school problems as provide teachers with ownership of the problem and its solutions in response to higher performance, greater organizational commitment and higher job satisfaction among teachers (Kashagate, 2013).

Leadership pursuing intellectual Stimulation by allowing school heads behaviors that challenge staff members to reexamine some of their assumptions about work and reconceived the ways to do it hence influencing school culture in collaborative ways with school staff, engage them in decision-making, trust their professional judgments, support and reward risk-taking, as well as sharing of ideas and practices to ensure school effectiveness (Arokiasamy, 2017).

Leaders lead by example and gain respect from their staff so as to gain best achievement within their schools by showing his or her teachers that, their leaders have proven right track record, well demonstrated skills and accomplishments, hence teachers perceive their managers as influential upward and outward which stimulates high morale and make teachers feel less critical or resistant to their leader (Babalola, 2016).

2.3.2 Challenges Facing School Heads in Retaining Teachers in Secondary Schools

The unattractiveness of working in rural schools is usually compounded by the lack of additional incentives for teachers to work in these locations which result into less qualified and experienced teachers with higher vacancy rates (HakiElimu, 2014). Lack of non-salary incentives strategy in term of housing, health insurance, transport subsidies or bicycles, which could attract teachers discourage retention rates (Malisa, 2015). The teaching professional have low salary scale compared to some other professions (Malisa, 2015).

According to HakiElimu (2014) proposed that 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 are rarely offered in rural areas, which discourage teachers to work in rural areas.

There are different types of teachers who need a school's proportion of free school meal pupils, academy status, ones they lack these demands they tend to leave the schools or the profession (Lynch et al, 2016). Since teachers are increasingly de-

motivated that deteriorating teaching and learning performance as decrease of teachers' morale due to lack of motivation and poor working environment (Bennell & Mukyanuz, 2005).

As stated by Mosha (2014) that, in most of secondary schools the number of teachers is not sufficient to be able to assist teaching and learning activities due to mushroom of secondary schools in every ward encouraged teaching overload and classrooms overload that discourage teachers to stay in their working places particular rural areas. The reluctance of teachers to stay in peripheral areas causes teacher attrition due to lack of incentives (monetary or non-monetary) especially in peripherally schools as teachers work hard and tough working environments (Swai, 2013).

The lack of safety, administrative support, student behavior, staff relations, facilities have a significant relationship with the turnover intentions of teachers (Hirsch & Emerick, 2007). Employing part time teachers paralyze teachers' retention as part-time opportunities may encourage teachers who are at risk of leaving the profession in future because they are not assured with permanent contract hence cannot stay (Worth et al, 2017). Most of leaders are based on concepts of schools as organizations, and they expected to maintain functional stability within schools, while they rarely understand its applicability teachers' teaching learning environment particular on improvement of teaching and learning methods, effective utilization of resources and school facilities (Caesar, 2013). Although heads of schools, advocate, practicing and aspiring their teachers, these leaders are not receiving training, seminars, workshops in effective leadership practices to updates on school teaching and learning activities, administration and leadership practices (Kashagate, 2013).

2.3.3 Managerial Strategies by School Heads in Retaining Teachers in Schools

Managing workload had, in their view, prevented them from having any spare time for effective planning and reflection encourage teachers' retention with appropriate pay, being well-supported by management, and having an effective governing body are also strong predictors for retention (Lynch et al., 2016). The government responsible to ensure staff welfare, or a member of the management team with specific time and responsibilities in in secondary schools mentoring and/or mental health provision could be beneficial for some staff (Allen, Belfield, Greaves, Sharp & Walker, 2016).

The retention can only be possible if they are availed with sufficient incentives and allowance that make teachers to stay firmly in working station (Candle, 2010). The provision of teacher motivation, teachers may feel happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services (Emmanuel, 2013).

The strategies employed to reduce teachers' turnover and encourage teachers' retention including clearing payment arrears, and focusing on the need for teachers' houses, particularly in rural or remote areas (Sumra and Rajani, 2006). The provision of recognition and reward could be effective for retention with receiving appropriate pay for their level of responsibility is a protective factor for teachers (Lynch et al, 2016).

The mechanisms in the use of multiple motivational strategies, the use of proper and well-designed programs that can systematically and effectively be implemented to

make teachers staying in their working places (Swai, 2013). Furthermore, it is recommended that institution management has to make sure that the academic staff always feels that they are the part of organization through effective involvement in decision making (Malisa, 2015).

The major strategies to reduce teachers' turnover and encourage teachers' retention in an institution is attraction of school environment related to community encourage, good social integration, administrative adequacies and good working condition (Kimaro, 2015). Other forms of reward and recognition may be effective, to make teachers feel more valued in the profession through more systematic monitoring of teacher engagement and their future intentions retention rates could be improved by identifying the root causes of their low payments (Lynch et al, 2016).

It further noted that, ability to retain teachers in schools is also depends on the improving various conditions of services (Malisa, 2015). The community and other stakeholders within the district councils to collect actual information about teachers' retention, which will help them to create their own policies for controlling teachers' retention (Malisa, 2015). The provision of extrinsic motivation mainly includes the award applied externally as a salary or wages, free accommodation, educational progress in paying top, meals, additional payments in case of financial problems, paid leave and free medical assistance encourage teachers staying in their organizations (Tehseen & Hadi, 2016).

The thorough investigation has to be done on why the rate of leaving among older teachers has been increasing and explore whether they could be incentivized to stay in

the profession longer (Worth et al, 2017). The involvement of principals and other school leaders in supporting teachers' tasks and helping them in improvement of their teaching as it plays an important role in providing professional development opportunities to school teachers (Hirsch & Emerick, 2007).

The administrative support ensures school's effectiveness in assisting or supporting teachers regarding student discipline, curriculum, instructional methods and adjustment to the school environment (Tehseen & Hadi, 2016). Leithwood and Jantzi (2006) stated that effective administrative support plays a vital role in school leadership practices and includes building vision of school, development of specific goals and priorities, offering individualized Support and development of a collaborative school culture to influence teachers to remain in their work stations. The secondary teachers and/or secondary schools have more difficulty decision making on part-time employment work with strong conditions (Worth et al, 2017).

2.4 Conceptual Framework

Conceptual framework is the concepts group that are broadly defined by the researcher and systematically organised. This is presented in the form of visual objects, aiming to provide clear focus and enable researcher to integrate and interpret the large volume of information into simple diagram (Kothari, 2004). This study has formulated the framework to elaborate the strategies employed by the heads of the school in enhancing teachers' retention in secondary schools in Babati district, Tanzania. The study utilised the set objectives to analyse the strategies used on retention of teachers. Figure 2.1 Document the study variables and their associations.

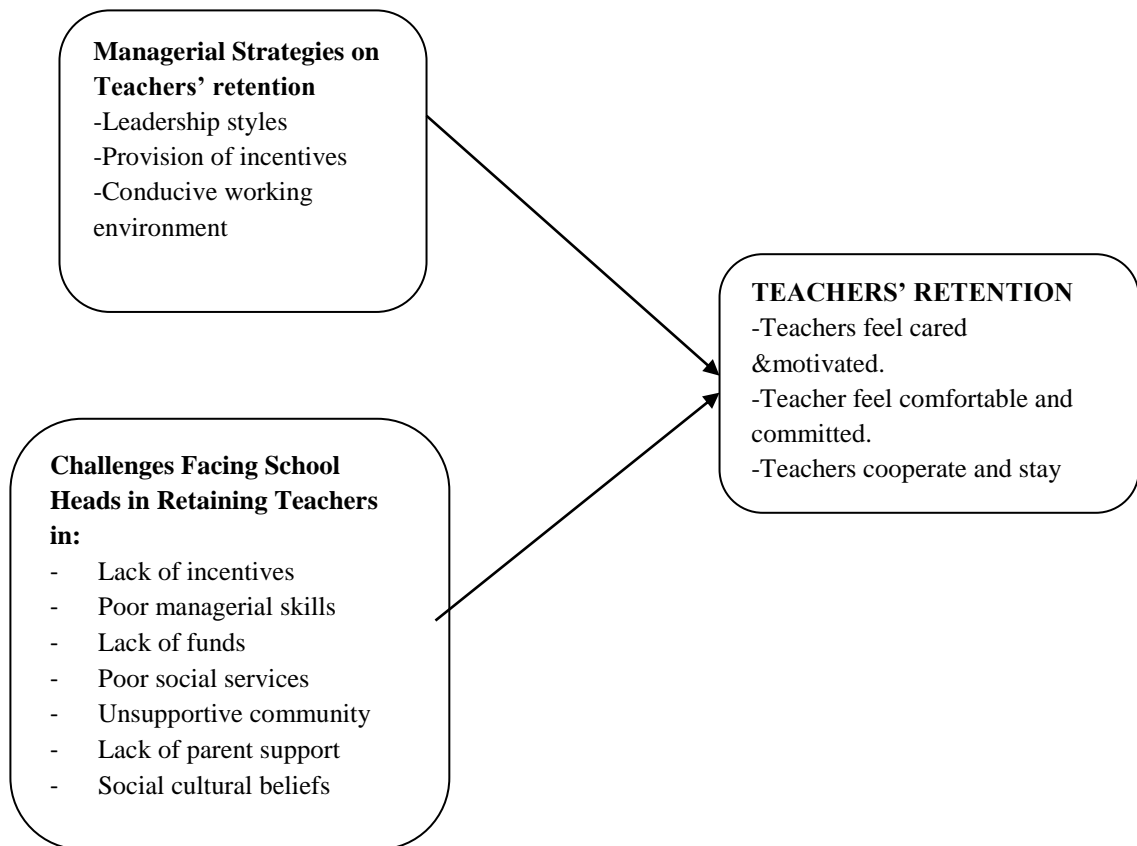


Figure 2.1: Managerial Strategies by School Heads in Retaining Teachers in Schools

Source: Researcher Construct, 2022

This conceptual framework shows the ways managerial strategies by school heads in retaining teachers in schools. The figure shows that in secondary schools there are various challenges that encounter school heads in retaining teachers in secondary schools include lack of incentives, poor managerial skills, lack of funds, poor social services, unsupportive vicinity community, lack of parent support and social cultural beliefs. These challenges make teachers to work unsettled in their working places (secondary schools) and these challenges make school heads to employ managerial strategies in retaining teachers in schools so that they may not leave their working stations. These managerial strategies include their leadership styles practiced that

influence the provision of incentives such as hardship allowances, performance rewards, remedial teaching allowance and appreciation. Also, other managerial strategies include improving school working environment such as assuring teachers with safety and security, good housing, availability of social services, improving physical learning facilities, sufficient teaching and learning resources, adequate number of teachers, accessibility of network and internet services.

Therefore, managerial strategies employed by school heads in retaining teachers in schools determine the extent in which teacher retain or leave the school, hence the implication of strategies may cause teachers' retention or teacher turnover. This implies that, if the managerial strategies employed by school heads in retain teachers are well implemented will make teachers to becomes happiest and appreciate work place environment, feel comfortable and part and parcel of the school and shows cooperation and stay firmly in the school, hence teachers' retention. But if the managerial strategies employed by school heads in retain teachers are not properly implemented will make teachers to become stressed and discouraged to work, feels isolated and lonely and show less work cooperation with others and therefore opt to leave, hence teacher turnover.

2.5 Research Gap

Various literatures were conducted in relation to the strategies employed to promote teachers' retention in their working areas. The study conducted by Jeston (2013) on assessment of teachers' turnover and its impact on academic performance in government secondary schools in Mbozi district, where the study revealed that the schools with high teachers' turnover have poor performance in results.

The study conducted by Malisa (2015) on teachers' retention strategies in secondary schools in Tanzania: a case study of Hanang district council. The study came with the findings that proper motivation and conducive teaching environment improve the retention rate of teachers.

Siasi(2018) conducted the study on assessment of the availability and use of educational opportunities for children with disabilities in Babati district council Manyara, Tanzania Master dissertation. The study found that, availability of opportunities of education and tools to teach children with disabilities attracts and retains the respective teachers.

These studies explained about the effects of incentive initiatives on teacher retention, teachers' retention strategies in secondary schools, the strategies to reduce teachers' turnover in public schools, the management strategies of teachers turn over in secondary schools, the factors affecting teacher turnover in private secondary, employee voice contexts and teacher retention in remote secondary schools and the teacher turnover and teacher shortages in organizational analysis. However, these studies did not address about strategies employed solely by the school heads in enhancing teachers' retention in secondary schools. Therefore, the current study intends to investigate strategies employed by the school heads in enhancing teachers' retention in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research procedures employed in conducting this study. It shows research approach, research design, study location, study population, sample and the sampling procedures, methods for data collection, data analysis procedures, trustworthiness of the data and ethical considerations.

3.2 Research Approach

The study employed qualitative research approach. The approach was selected due to the fact that it seeks to enquire in-depth information about strategies employed by the school heads in enhancing teachers' retention in secondary schools. The reason for selecting qualitative research approach was that, qualitative research help researcher to use multiple methods, which are interactive and humanistic involving naturalistic and descriptive approaches to obtain in-depth information (Creswell, 2014). The approach was employed to gather information on respondent's perception, ideas and views about female teacher's access to management positions in public secondary schools. The researcher seeks to gain insight to the study, listen to participants' perceptions and build an understanding based on what is heard or experienced (Creswell, 2014).

3.3 Research Design

The present study adopted descriptive case study design. The descriptive case study design was employed to this study to understand the phenomenon in real-life situations through focusing on the describing the strategies employed by the school

heads in enhancing teachers' retention in secondary schools. As stated by Yin (2014) that the descriptive case study design used to describe the natural phenomena, which occur within the data in question as a goal set by the researcher to describe the data as they occur in narrative form. The rationale for employing this design was to describe in-depth about the study and reflects the perspectives of the participant involved in the phenomenon (Yin, 2014).

3.4 Study Area

This study was conducted in Babati district located in Manyara region. Administratively, Babati district council is divided into 21 wards and 96 villages 21 wards in which 8 schools were selected from 5 wards. The council headquarters is located in Babati town, where the headquarters of Manyara region is also found. Babati town is 167 Km south of Arusha region on the Arusha to Dodoma and Singida road (Siasi, 2018). The Babati was selected in this study because it was reported that there is extremely unfriendly environment such as infrastructures, and few teaching and learning resources in Babati district (Siasi, 2018). Therefore, this study selected Babati so as to relate the way teaching and learning environment relate with teachers' turnover or retention.

3.5 Study Population

The population of the study is a small group that is observed in research work to represent the entire population (Ary et al., 2010). This study targeted to use heads of secondary schools (n= 33) in Babati District, members of school board (n=264), District Secondary Education Officer (DSEO) (n=1), DSLO (n=1) and secondary school teachers (n=462) (District Education Office, 2021). This population was

selected due to their roles in handling teachers' well being and normal daily activities in schools.

3.6 Sample Size and Sampling Procedures

The sample size of this study which was selected from the population of the study was 57 where they were sampled basing on the experience. These include 5 heads of secondary schools from government schools, 1 DSEO, 1 DSLO, 20 members of school boards and 30 secondary school teachers from five secondary schools as expressed in the Table 3.1.

Table 3.1: Composition of the Sample

S/N	Items	Population	Sample	Percentage
1.	Heads of secondary schools	33	5	15.2%
2.	DSEO	1	1	100%
3.	DSLO	1	1	100%
4.	School Boards Members	264	20	7.6%
5.	Teachers	462	30	6.5%
Total		761	57	7.5%

Source: Researcher's Insight (2022).

3.7 Sampling Procedures

In this study, purposive sampling, criterion sampling and convenient sampling techniques were used. Purposive sampling and criterion sampling were employed to select the participants as explained as follows.

3.7.1 Purposive Sampling Technique

The purposive sampling in this study was administered to District Secondary Education Officer (DSEO) and school heads. The purposive sampling involved the

process of selecting participants due to the virtue of their positions in order to acquire relevant information (Cresswell, 2012). This technique was used because it gives freedom to participants to explain their experiences and accordance with the objectives of the study (Gay, Mills and Airasian, 2012). Therefore, the study employed purposive sampling to participants whose virtue position play part in providing information referring the position they hold. As noted by Creswell (2014) that in selecting participants, a researcher should select the participants based on their virtue position. Therefore, in applying this technique, the researcher arranged the appointment with the participants on the day of collecting data.

3.7.2 Criterion Sampling Technique

In this study the criterion sampling technique was used to select members of school board. The Criterion sampling technique involves the process where the researcher selects the participants that meet the predetermined criterion of importance (Patton, 2002). This technique was applied on the criteria of being a member of school board. In selecting members of school board, researcher selected only 4 members of school board in one school to make the total of 20 members from five secondary schools. The researcher used the experience criteria to choose the participants. The rationale for selecting this technique was to construct a comprehensive understanding of the study based on the participants that meet certain pre-determined criteria (Creswell, 2011).

3.7.3 Convenience Sampling

This is the technique that a researcher decides to interview participants as he/she has limited time and resources, as well as unexpected situation, which compel him/her to interview other respondents (Dawson, 2007). This study employed convenient

sampling technique to the public secondary school teachers. In selecting teachers, the researcher interviewed teachers who are available in the day of data collection through organizing them into Focus Group Discussion to meet the required number. The rationales for using this sampling technique were twofold: Firstly, it acted as a representative of others based on the targeted population (Walliman, 2006); and secondly, it helped a researcher to save time and the available resources to him/her (Dawson, 2007).

3.8 Methods for Data Collection

In this study different methods of data collections have been used such as interview and documentary review.

3.8.1 Interview

This study employed semi-structure interview. The researcher used this method to collect data related leadership styles and practices by school heads, challenges they encountered and the strategies they employ in retaining teachers. The rationale for using this method is that it gives freedom to participants to explain their experiences and accordance with the objectives of the study (Gay, Mills & Airasian, 2012). In collecting data, the researcher made appointment with particular participants on their positions as the head of department like DSEO and heads of schools as well as members of school board. Therefore, during the interview the researcher took audio records, important notes as well as necessary video record under their permission.

Furthermore, during interview the researcher used English and Kiswahili language depending on their consent. The time of interview took 45 minutes to 1 hour. A noted

by Denscombe (2007) that data collection consumes approximate 45 minutes to one hour.

The rationale for employing this method was that, it helps to acquire in-depth information (Kumar, 2011); and secondly, it helped to gain insights into things like people's opinions, feelings, emotions, experiences and sensitive issues in open and honest manner (Denscombe, 2007). In addition, it provided only information filtered through the views of the interviewer, as the researcher summarizes the participants' views in the research report (Creswell, 2014).

3.8.2 Focus Group Discussion

The research employed focus group discussion with teachers so as to get their views related to leadership styles and practices by school heads, challenges they encountered and the strategies they employ in retaining teachers. According to Patton (2002) FGD is mostly to get participants' experience and reaction on the subject under study. The rationale for using focus group discussion is for exploring the diversity in opinions on different issues from the respondents, as well as to save time in generating rich and detailed information (Kumar, 2011).

In conducting the FGD, the researcher selected teachers randomly who were present during the day of data collection. The researcher became moderator in the discussion by introducing topic and questions and other participants responded. The participants were expected to reach consensus about the phenomenon under scrutiny. However, each session of discussion involved six teachers and ranged from 1 hour to minutes to 1¹/₂ hours.

3.8.3 Documentary Review

The study collected data from various documents that relate with the strategies employed by the school heads in enhancing teachers' retention in secondary schools. Therefore, the documents such as rewards and incentive files, appreciation letters, documents related to school rising funds, transferring documents and the minutes from various school meetings. This method was administered to DSEO and the school heads. The rationale for employing this method was that, the documents are ready for analysis without the necessary transcription that is required and hence help to get accuracy and quick information (Cresswell, 2014).

3.9 Data Analysis Procedure

Data were analyzed by thematic analysis strategy using a model proposed by Miles, Huberman and Saldana (2014). In the analysis, tape recorded data was transcribed and translated from Kiswahili into English language by the language professional. After being transcribed, data were reduced and summarized in an understandable way. The data were accurately coded to provide the ground for themes without losing the key message. Then, the researcher organized, compressed and assembled data as information from data instruments in response to the research objectives which helped to categorize them into themes so as to create meaningful and reasonable units of analysis, which appeared in the form of words, phrases and sentences.

Lastly, the researcher displayed the information by arranging them in diagrammatic form (matrix) where columns for objectives, questions and answers were created and named to allow researcher to separate the information in a systematic way so as to compared with those from similar category of responses which helped the researcher

to draw conclusion clearly and verify them using information from available documents about what had been said by the participants.

3.10 Trustworthiness of the Data

To ensure the trustworthiness of the study, the researcher considered credibility, confirmability and transferability, which were developed by Guba (1981).

3.10.1 Credibility

To ensure that the research data are accurate and appropriate, the researcher employed triangulation strategy where the researcher was able to reduce the bias of data as the same question that was asked into different participants include teachers, heads of schools, DSEO and members of school board to strengthen the confidence of the data.

3.10.2 Dependability

The researcher used audit-trial and peer examination. Starting with audit-trial, the researcher collected data from the field and keep them so as to enable the auditors to cross check them. These auditors include professional auditors who graduated masters and doctor of philosophy in educational programmes and the researcher's supervisor. In peer examination, the researcher discussed the research tools, language translation and usage with his colleagues including master students under the guidance of supervisor.

3.10.3 Transferability

In this study the researcher provided thick description about the research process, area of the study, data collection and the results of the study hence helped the readers to

judge on strategies employed by the school heads in enhancing teachers' retention in secondary schools fits with their context apart from Babati district.

3.10.4 Confirmability

In the current study, the researcher employed this strategy to provide findings and confirm with other findings from literatures on whether they contradict or they concur with particular findings.

3.11 Ethical Consideration

Therefore, to ensure the protection of participants involved in the study, informed consent, privacy, anonymity, confidentiality and freedom to withdraw were employed in the study.

3.11.1 Informed Consent

Thereafter the researcher informed the participants about the research topic, purpose and objective of the study. This helped the participants to be engaged in the research while understanding the nature of the study and deciding whether to agree to participate or not (Gay Mills & Airasian 2012). The agreement to participate was done between the researcher and participants in written document to consider the desire of participant to be involved in data collection.

3.11.2 Privacy, Anonymity and Confidentiality

The researcher used anonymity and confidentiality to protect participants as their rights to privacy. Given that context, the information gathered from participants was reported by using numbers instead of individual participants' names or any other

identity so as to ensure complete anonymity. For example, school A, B, C, participants 1,2,3,4 to mention the few. The researcher ensured the storage and access of research data meant that it is only a researcher who accessed to research data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents analyses and discusses the findings of the study on the assessment of the strategies employed by the heads of the schools in enhancing teachers' retention in secondary schools in Babati district, Tanzania. The findings in the present study are presented on the basis of the three research objectives that guided the study namely; to identify types of leadership styles practiced by heads of the schools, to assess the problems facing heads of the schools in retaining teachers in secondary schools and to explore the approaches employed by the heads of the schools in promoting teachers' retention in schools.

4.2 Personal Particular of the Participants

In this study Participant personal particulars were used because they have crucial implications in the study, since they add advantage to the researcher on identifying the way their profile can be connected to the objectives of the study. Participants personal particulars include age, sex, working experience and marital status as illustrated in table 4.1. The age was considered in the study because the researcher intends to know which age category are highly preferring types of leadership styles and which age are more retained in secondary schools.

The study comprises of 46 participants, whereby about 24% lay on 30-39 years and 38% lay on 40-49, while about 50-59 years falling on 19% and 60% above lay on

19%. Thus, it was concluded that most of the participants from 40 to 49 years old above were seemed to be more retained in their working stations than other ages. In sex, about 57% males and 42.9% females were interviewed. Throughout the study, it can be said that both sexes are retained in their schools since their percent were quite related, however males were seemed to be more retained in their secondary schools than females due to the tradition of women are required to follow their husbands.

With regard to the working experience of the participants, data reveal that most of the participants who are highly experienced teachers in working have witnessed teachers' retention than other groups, since about 28.6% and 33% of the participants found in 10-12 and 13+ working experience respectively, while 9 years working experience of the participants were seemed to be less retained. In marital status, there is no relation between marital status and teachers' retention, because there is equal percentage of those who are married and not married since about 38.% was married and 38.% not married while 10% were widow and 14 % were divorced. Therefore, neither married nor unmarried were likely to be retained in secondary schools.

Table 4.1: Personal particular of the Participants

Personal particulars	Percentage				Total
	Categories				
Age	30-39 years 24%	40-49 years 38. %	50-59 years 19.0%	60+ years 19.0%	100.0%
Sex%	Males 57.0%	Females 43%			100.0%
Working experience	1-4 years 24%	5-9 years 14.0%	10-12 years 28.6%	13+ years 33.0%	100.0%
Marital Status	Married 38. %	Single 38.0%	Widow 10%	Divorced 14.0%	100.0%

Source: Fieldwork, (2021)

4.3 Types of Leadership Styles Practiced by Heads of the Schools

The first research objective addressed in the current study was to identify types of leadership styles practiced by heads of the schools. In addressing this objective three data collection methods were employed include interview, FGD and documentary review were administered to 57 participants, including 5 heads of secondary schools from government schools, 1 DSEO, 1 DSLO, 20 members of school boards and 30 secondary school teachers from five secondary schools. In addressing this objective, findings on identifying types of leadership styles practiced by heads of the schools were discussed and presented.

Table 4.2: Types of Leadership Styles Practiced by Heads of the Schools

Types of leadership practiced by heads of schools	Categories of informants	Frequencies	Percent
1. Integrative leadership style	DSEO, Secondary school teachers, members of school boards and Heads of secondary schools.	20	35.1%
2. Transformational leadership	DSEO, Secondary school teachers, members of school boards and Heads of secondary schools.	14	24.6%
3. Transactional leadership	DSEO, Secondary school teachers, members of school boards and Heads of secondary schools.	10	17.5%
4. Laissez-Faire	DSEO, Secondary school teachers, members of school boards and Heads of secondary schools.	8	14.0%
5. Authoritative leadership style	DSEO, Secondary school teachers, members of school boards and Heads of secondary schools.	5	8.8%
Total		57	100%

Source: Field Data (2021)

From the table 4.2 indicate the types of leadership styles practiced by heads of the schools where by integrative leadership style was mentioned by 20 (35.1%),

transformational leadership was mentioned by 14 (24.6%), transactional leadership was mentioned by 10 (17.5%), laissez-Faire was mentioned by 8 (14%) and authoritative leadership style was mentioned by 5 (8.8%) participants. However, other types of leadership seem not much addressed by the participants as they are not effectively practiced by the most of heads of the schools since they are less identified by the participants, for example, authoritative leadership style and laissez-faire leadership style.

4.3.1 Cooperative / Integrative Leadership Style

The cooperative leadership style was identified as leadership practiced by heads of schools in secondary schools. In the analysis of the data it was found that heads of the schools involve teachers in decision making through school meetings discussing how to operate school activities.

As added by teacher of school C:

Our school head involve us in decision making through staff meetings, school management team, the school board and school council meetings. These meetings help us to understand what need to be accomplished, what is in process and what has been accomplished. Therefore, in these meetings teachers are allowed to provide their views and are given tasks to support the implementation of the school programmes. (FGD, teacher school C, December 1, 2021).

Also integrative was addressed through involving teachers in departmental operation.

This was addressed by head of school E:

As head of school I used to distribute power to teachers in different departments to make sure that each department work collaboratively to anticipate the school objectives. I always sit with each of the head of department discussing objectives, challenges and how to overcome those challenges for improving school performance. (Head of school, school E, December 8, 2021).

Furthermore, some heads of schools practiced cooperative leadership through paying attention others teachers' concerns by empathetic listening and understanding of individual teachers' concerns, as added by a teacher of school C:

Our head of school always pay attention our personal problems, understand them and help us on how to tackle to ensure teachers are living in school with harmony. For instance, head of school participated effective and mobilize other teachers to participate in teachers' burial related problems, marriage ceremonies, teachers' illness and even solving teachers' personal related problem like marriage conflicts, teachers' commit out of the school problems and so on. This brings brotherhood within the school compound between teachers and head of the school. (FGD, teacher school C, December 1, 2021).

This finding shows the way heads of schools practicing cooperative leadership in as they paying attention and understanding teachers' personal issues, involving teachers in decision making through departmental operation. This situation makes teachers to feel empathy and makes teachers to work in stations as member of one family in bring about harmony.

This finding match with that of with Avcı (2015) who argue that head of schools considers the concern for other teachers by empathetic listening and understanding, care of his/her teachers' personal differences and needs, pays required importance to them and detects their differences, problems and personal matters that affect their capabilities, and create environment for peace of mind to ensure they achieve the objectives that targets in the practices of cooperative leadership.

In addition, heads of schools organize teachers and other stakeholders to work as team work in running school activities.

This was added by member of school board from school A:

The head of school allow parents, vicinity community and other officials from the government through school board to organize all stakeholders to do their best to reach the school goal. For example, this head of school calling school board meeting two times per term where each member in the meeting were assigned to perform his or her task depending on the position he or she holds. Some were assigned to mobilize parents to contribute funds for motivating teachers, other assigned to ensure school security, supervision of school resources and so on. (Interview, member of school board, school A, November 24, 2021).

Above the quotations suggest that most of the heads of the schools (about 35.1%) employ cooperative leadership style through involving teachers in decision making by using school meetings, operating different departments and organizing teachers and other stakeholders as teamwork in running school activities. Thus, cooperative leadership practice helps to organize all members within the schools to feel as part and parcel of school, hence encourage teachers to work hard and become committed to school goal because teachers will feel motivated as they organized in decision making, thus encourage them to remain in particular school.

Therefore, in secondary schools, some heads of the schools practiced cooperative heads leadership to ensure that teachers support them to reach school goal while teachers work hard to encourage heads of schools to build trust on them hence cooperative leadership gaining momentum. This cooperative leadership encourage teachers to remain in particular school because they feel that they are part and parcel of the school, their contributions are recognized by heads of the schools and they assure of become future leadership due to effective involvement in decision making, hence gained a lot of experience in leadership.

The study finds are in line with the study conducted by by Winkler and Yeo (2007) where the study revealed that, school leadership gives headmasters and school administrators the tools and the responsibility to effectively lead the school. Thus, school leadership encourages school-based reform when they display good leadership and receive sufficient training to lead and manage the school community.

4.3.2 Transformational Leadership

In the analysis of the data, it was found that heads of the school practices transformational leadership through encourage teachers to work willingly beyond their expectations. This shows that teachers work willingly as heads of the schools create conducive environment for teaching and learning activities that makes teachers to teach beyond the school time table, organize trips for learning and makes several teaching practicals.

This was argued by a teacher of school D:

Our school head create supportive environment for teachers to teach effectively that makes us to work willingly and comfortable. For example, the head of school repair teachers' house allowing many teachers to stay around the school compound, ensure school is fully of electric light and make sure the school generator is in place when electric cut-off. These issues help teachers to teach until night time and works willingly. Also, our school head ensure that the school is full of practical instruments and allowing us to organize trips for learning. These activities make us to work willingly and expect to get the results beyond the expectations. (FGD, teacher school D, December 6, 2021).

Moreover, some heads of schools practiced transformation leadership by emphasize commitment in schools to every member of school including teachers, students and parents to attain the school objectives.

This was argued by head of school A:

As head of school, I always supervise and encourage teachers to work hard with commitment through makes effective follow-up on teaching and learning by observing teaching and learning documents and teaching practices, conducting meeting with teachers insisting them to work with commitment, conducting counselling to individual teachers who seemed to show reluctance in teaching and learning and provide rewards to teachers who performed good in his or her respective subject. (Head of school, school A, November 22, 2021).

The transformational leadership emphasize teachers' commitment as well as other education stakeholders. This finding contradicts with Perak (2016) that transformational leadership less promote the continuation of employee commitment. This is due to the fact that managers only keep employees performing their jobs as required while employees awaiting the motivation from their leaders first before takes decision. Hence, that shows that there is no relationship exists between transformational leadership and teachers' commitment. Furthermore, some heads of the schools employed transformational leadership through building shared vision among teachers through works on school timetable, school action plan and departmental school action plan.

This was argued by a teacher of school E;

In our school, the head insist teachers to work on the school vision based on the performing indicators. These indicators including school time table that we have set, school action plan, departmental action plan and other teaching and learning framework. These aspects help teachers to work on school vision as guiding teachers to manage time in teaching and cover required activities on time to reach targeted school goal. (FGD, teacher school E, December 10, 2021).

In addition, heads of schools practiced transformational leadership through allowing creativity and innovations, changes and progression in schools.

This was argued by member of school board from school B;

In this school, head of school allowing every member of the school board to work on his or her ability to bring about school development. For example, he allows members of school board to mobilize parents to contribute money for students' lunch and teachers' motivation, allowing teachers to cover syllabus before June by any means, order Ward Executive Officer to make sure community is aware and supportive to school development and emphasize Ward councillor to create supportive environment for teachers who reside in the streets. (Interview, member of school board, school B, November 29, 2021).

Above the quotations indicate that heads of schools' practices transformational leadership type through encourage teachers to work willingly beyond their expectations, emphasize commitment among teachers and other members in schools, building shared vision among teachers as well as encourage creativity and innovations, changes and progression to reach targeted goal in secondary schools. These are components of transformational practices as heads of school use them not only to meet institutional goal but also to motivate educational stakeholders within and out of the schools to work hard as teamwork to ensure school performance.

This finding tally with Babalola (2016) who argues that the transformational leadership makes leaders to creates mutual understanding among teachers and their heads as the result in employees' high level of commitment hence maintain school effectiveness as its benefits the organizational effectiveness, teachers' career development and their wellbeing. This finding indicates that most of the heads of the schools practice transformational leadership (about 24.6%) since the practice encourage teachers to love their professional as well as their working stations because teachers works under no pressure, comfortably, focused and confidently with higher commitment.

As the result of the findings, transformational leadership is a key leadership style used by head of schools to retain the teachers. Through their ability of leading the teachers and allowing them to work willingly without pressure, the teachers are motivated to stay.

4.3.3 Transactional Leadership

The transaction leadership was another type of leadership practiced by heads of the schools in secondary schools. In the field, it was found that some heads of the schools were teachers with the tendency of rewarding teachers to motivate them to work hard through provision of cash money.

This was emphasized by a teacher of school D;

Head of our school set the mechanisms of rewarding teachers some money after accomplishment of some tasks that carried on after working hours, covering syllabus on time as set by school calendar and performing higher in external examinations like mock, joint and national examinations. These activities are performed publicly where head of school provide such rewards in staff meetings after accomplishment of given tasks. (FGD, teacher school D, December 6, 2021).

Thus, the finding shows that heads of schools practice transactional leadership through provision of rewards of teachers in term of money as exchange of services such as remedial teaching and other activities conducted after working hours, teachers who performed well in external examinations in their respective subjects and teachers cover syllabus on time.

This finding concurs with Caesar (2013) that heads of the schools providing teachers with the money as the organizational rewards that act as catalyst in performing higher

in the provision of educational services among teachers. In other school context, heads of the schools practice transactional leadership through recognition of teachers' roles.

This was added by head of school A:

We do provide teachers encouragements through recognizing their contribution in teaching and learning activities. For example, we have the tendency of announcing the best teacher in each mid and term per performing subject as well as for devoted and committed teacher in assembly ground. Also, we have the tendency of providing teachers with the letter of appreciation per year, while as School Management Team (SMT) we have the tendency of congratulate teachers who performed better in staff meeting by shaking hands with little prepared gift which we have seen is suitable for him or her depending on the magnitude of the activities undertaken. And finally, we always provide gifts to teachers who performed better in past year examinations in the graduation ceremonies. (Head of school, school A, November 22, 2021).

Aforesaid quotations show that some heads of schools about (17.5%) practices transactional leadership type through providing rewards in exchange of better services including provision of money, letter of appreciation, prepared gifts in performing. These rewards are provided after accomplishment of some tasks like covering syllabus on time, remedial teaching, performing well in external examinations.

This finding relates with that of Avci (2015) that transactional leadership is where head of school motivate the employees with rewards such as money for performing their tasks of authority and recognize their status to their employees for their success of accomplish those duties for the health of institutions. Therefore, the provision of rewards to teachers motivate teachers to work hard and retain them to stain in schools, however if the situation become mature makes teachers chronic reward motivated and hence the performance may decrease if rewards can be removed which may lead

adverse effect on school performance other may leave the school or works under performance.

4.3.4 Laissez-Faire

Another type of leadership practiced by heads of secondary schools is laissez-faire. The study found that about 14.0 % practicing laissez-faire leadership through set rules and regulations to every teacher as a sense of responsibility as argued by a teacher of school B:

In our school head of school is so fair to teachers, since gives us freedom to do our work independently without interference. For examples, once you have got an emergence you have to phone him then off you go, once he grant you department to operate, he won't follow you, you have to run on your own. (FGD, teacher school B, November 26, 2021).

Furthermore, some heads of schools provided little directions on delegating tasks without follow-up mechanisms; this creates performance problems in such away that teachers can perform poor due to lack of supervision.

This was noted by one member of school board from school A;

We have been observed in this school as previous regime.....I mean the former head of school, he was so fair to teachers no follow-up to the extent that school performed poor. For instance, during that time, I found teachers roaming around the street with their business during teaching hour and no one care (Interview, member of school board, school A, November 24, 2021).

The aforementioned quotes suggest that heads of schools practices laissez-faire in running the schools as they gives freedom to teachers to run schools without interference, supervision and follow-up mechanisms. This leadership type makes poor performance in secondary schools due to lack of effective supervision This finding

relates with Karabina (2015) that some leaders avoiding from decision making when needed makes employees to work as they wish hence ignored important issues which raises some problems in institutions due to lack of effective supervision.

Thus, laissez-faire make heads of schools to prove failure as activities within the schools run in a vagrant way. However, some teachers prefer to see this kind of leadership because teachers always want freedom, practice their personal business without interference, running their petty business activities during working hours as alternative way of earning life, using poor teaching methods, poor coverage of syllabus and skipping teaching loads. This contributed to the poor performance in secondary schools. Therefore, this leadership type encourages some teachers to stay in particular school while some few committed teachers will leave or transfer to other schools.

4.3.5 Authoritative Leadership Style

Some few heads of the schools about (8.8%) applied authoritative leadership style because some heads of the schools, used threat to force teachers to teach. The threat is accompanied with the provision of warning letter, reprimanding reporting to the higher authority for the discipline matter.

As advocated by a teacher of school C:

The head of school has a tendency of threatening teachers once teachers performing activities contrary to the way the head of our school demands. He threatens us by reprimanding, warning letter and reporting to the higher authorities like to the DED or DEO. (FGD, teacher school C, December 1, 2021).

Other context, heads of schools practiced Authoritative leadership through extremely apply rules and regulations to teachers regardless of personal problems, where the heads of schools follow procedures without consider the context and the humanity that build human relation in school compound.

This was narrated by teacher of school A;

The head of school is so strict to the extent that she rejects even our personal issues when you address her. For instance, one of our teachers requested a permission to breastfeed her son at home after noon hours, but she rejected by stating that “You have reach the limit time of breastfeeding in which the limited time is only six months” teacher get bored because she know the regulation shows six months but it does not consider the context of our environment and the headmistress know the reality but still relied on procedures. (FGD, teacher school A, November 23, 2021).

Moreover, heads of schools practiced authoritative leadership style by providing orders without questioning, these orders needed to be implemented no matter what and sometimes they want such task to be accomplished on time.

This was noted by head of school B;

Sometimes we need to be so focused to ensure every this goes straight, since once you give ac chance to teachers to do things as they want they will lose your focus. For example, I need all teachers to cover the topic before June! And they should do! Whether they like or not because once you give a chance to a teacher to argue, they will drag you behind. In reality most of teachers succeed to accomplish such tasks (Head of school, school B, November 25, 2021).

Aforementioned quotations suggest that heads of schools, practices authoritative leadership type by threatening teachers through providing punishment like warning letter, reprimanding reporting to the higher authorities for further discipline actions, extremely application of rules and regulations and providing orders and instructions without questions. These actions make teachers to consider heads of schools as

dictatorship and more aggressive to teachers that endanger teachers' performance and health of the schools, since these leadership can cut-off relationship between heads of schools and other teachers in particular schools.

This study concurs with Ngussa (2017) who found that workers who fell under pressure in organization was due to autocratic supervision on the part of their leaders, in which they rarely allowed them to participate in the decision making, harsh supervision, extremely based on rules and regulations and threatening other teachers as they take control on the part of their leaders to maintain their status. The authoritative leadership practices make heads of the schools scaring teachers and other stakeholders that create environment for no questions on how school resources are managed and utilized hence ignore the sense of transparent and accountability that discourage teachers to hate working environment. This may lead to teachers' turnover in particular schools because the head of schools' lack retention mechanisms.

4.4 Problems Facing Heads of the Schools in Retaining Teachers in Secondary Schools

The second research objective addressed in the current study was to assess the problems facing heads of the schools in retaining teachers in secondary schools. In addressing this objective three data collection methods were employed include interview, FGD and documentary review were administered to 57 participants, including 5 heads of secondary schools from government schools, 1 DSEO, 1 DSLO, 20 members of school boards and 30 secondary school teachers from five secondary schools. Therefore, various problems facing heads of the schools in retaining teachers in secondary school were discussed, Table 4.3.

Table 4.3: Problems Facing Heads of the Schools in Retaining Teachers

S/N	Problems Facing Heads of the Schools in Retaining Teachers	Frequencies	Percentage %
1.	Lack of Funds	23	40.4
2.	Lack and Poor Physical and Social Infrastructures	12	21.1
3.	Personal Teachers' Interest	9	15.8
4.	Social Cultural Believes	6	10.5
5.	Political Interference	5	8.8
6.	Lack of Clear Policy for Retaining Teachers in Working Stations	2	3.5
	Total	57	100

4.4.1 Lack of Funds

Lack of fund was among problems assessed in this study, whereby 40.4% participants point out the problem. In the analysis of the data, it was revealed that heads of schools facing challenges to retain teachers due to the lack of funds to motivate teachers to work hard.

This was noted by head of school A;

It is true that I always face hard time to motivate teachers because there is no where we can get some money to implement teachers' motivation. Therefore, teachers work but there is no catalyst that would stimulate them to work harder. As you know now days, people do communicate everywhere, hence my teachers get bored when they communicate with teachers of other schools that they are rewarded after performance, makes my teachers envying to shift to those schools. (Head of school, school A, November 22, 2021).

Thus, lack of money to reward teachers make difficult for heads of schools to retain teachers in their working stations as teachers tentative to shift to other schools which motivate their teachers. Moreover, some schools lack fund to improve working condition such as teachers' houses, increase teaching resources and teaching and learning facilities.

This was argued by teacher of school C;

Our school is not well in term of working environment, since the teachers' houses, classes and laboratories are so dilapidated, teachers' houses are so few to the extent that most of teachers residing in streets which is far away from school, lack of electricity power and inadequate water supply. These conditions discourage us to live in this school, since most of us we are waiting for the response from DED as we have requested to shift to another school. (FGD, teacher school C, December 1, 2021).

In addition, some schools lack funds to introduce rising fund that can be alternative source of money to motivate teachers.

This was noted by one of the members of school board of school D:

We real need to motivate teachers, but we have no means because we lack money even to operate school rising fund that could be a source of money to motivate teachers. As school board we have tried to mobilize parents, vicinity community and other stakeholders through rallies to introduce school rising fund like bee keeping, farming activities through provision of subsidies but nothing was succeeded, thus is why we have failed to motivate teachers so as to encourage them to remain at school. (Interview, member of school board, school D, December 7, 2021).

Aforementioned quotes suggest that heads of schools experience difficult in retaining teachers due to the lack of fund to motivate teachers, lack of fund to improve working environment and lack of fund to introduce school rising funds as the way to retain teachers in their working stations. Lack of fund in most of secondary schools inhibits most of school development programmes not only to motivate teachers but also to create conducive environment for teaching and learning activities.

This finding relate with Kimario (2015) that the schools facing financial problems to motivate teachers whenever teachers performed well as the schools failed to pay teachers extra duty allowances and motivation allowances for good performances in

national examinations and other related activities. Lack of fund in secondary schools becomes problem because the money which is provided by the government to subsidize schools (compensation fee and capitation grant) provided with categories in their uses at schools, that make heads of schools not eager to changes its uses which is illegal and will be accountable for diverting the directed categories.

4.4.2 Political Interference

Another problem hindering the heads of the schools in retaining teachers in secondary schools was political interference. About 8.8% shows that political interference is the among problems that hinder heads of schools in retaining teachers. The finding revealed that some politicians include ward chancellor interrupts schools in the process of mobilizing parents to contribute some money for motivating teachers.

This was noted by member of school board in school B;

We launch the school programme to allow parent to contribute money for students' lunch and for motivating teachers who work in extra time and who performed good in national exams. Unfortunately, ward chancellor interrupt by mobilizing parents not to contribute because the government ignores any kind of contribution for school from parents. This makes the process of obtain fund for motivating teachers becomes impossible, hence makes teachers less committed. (Interview, member of school board, school B, November 29, 2021).

Some politicians such as village chancellors pay little attention on mobilizing people to work for school development projects, and sometimes discourage people to work in schools' development projects with belief that the projects which exist in schools' allies with sufficient money to accomplish the whole projects, that affect teachers in their working environment.

This was emphasized by the head of school E;

In our school development projects, the parent role is necessary to provide their contributions in preliminary stages of the projects such as classes, teachers' houses or laboratories. The problem comes when village councillors discourage people to work in school projects with the notion that the money comes from the central government is sufficient to accomplish the entire school projects, while in real sense the money is insufficient. This makes teachers toil and suffer in supervising students even in teaching hours. This discourages teachers to work in this school. (Head of school, school E, December 8, 2021).

Also, some politicians claim that some teachers are direct engaging in political affairs that interrupts their political stability in the ward.

This was argued by teacher of school D;

Our Ward chancellor claimed that, some teachers are engaging in politics that threat his position as those teachers sided in the opposition part to resist his existence during the national election. This makes some three teachers to be transferred from this school to other schools due to his claims. (FGD, teacher school D, December 1, 2021).

Above the quotes suggest that heads of schools facing the challenge of retaining teachers due to political interference, as politicians interfere the process of collecting funds for motivating teachers in their work stations as well as evicting teachers from the schools with the claim of engage in political affairs. Thus, if the schools are preoccupied with politics, such schools are likely to be shaken as politicians takes advantage of please people not to perform school activities with the intention of earning popularity while left school exhausted with little progress.

This finding concurs with Bascia and Stevenson (2017) who found that heads of schools' expertise and professional judgment are rejected in favour of political set up in which politicians reject the participation of parents in school affairs for the favour

of their positions. Therefore, the political interference interrupt school activities not only on motivating teachers but also the school development progress isolate school with the community since politicians have great power to influence people in the society on either to working on school development or not. Therefore, the politicians play a great role to makes teachers to remain in the work stations or to leave particular schools.

4.4.3 Personal Teachers' Interest

About 15.8% shows that personal teachers' interest encounter heads of schools in retaining teachers in secondary schools. In the analysis of the study, it was found that most of teachers do not prefers to stay in particular working station due to his or her personal interest. Heads of the schools facing challenge of teachers' personal interest in retaining them due to the fact that most of teachers tend to move the areas where there is family base in which the work stations are nearby, hence it is difficult to stop and retain them in particular schools.

This was noted by the head of school C;

A teacher wants to go to the school where he or she can be nearby and comfortable to working on particular in family basis. Thus, it is difficult to stop him from the process of transfer; hence some of them loose working morale once I tried to retain them, which lead to poor working performance. Therefore, I have no means rather than allowing him or her to go. (Head of school, school C, November 30, 2021).

However, some teachers' personal interest differs since some of them prefer to skip to the areas where they can find alternative source of income opportunities in supplementing their salary to suffice their living standard.

This was added by a teacher of school D;

To be rewarded does not mean I will remain in this school... no... I always look on my focus. And my focus in to search the school which is available in the area where there is opportunities of earn alternative source of income to supplement my monthly salary so as to sustain my life. (FGD, teacher school D, December 1, 2021).

Therefore, the quotations show that heads of schools facing problem to retain teachers due to their personal preference as teachers intend to leave the schools because of following family basis or looking for source of income opportunities. These reasons make teachers to shift from their working stations to other working stations where they can be comfortable with their family or generate alternative sources of income.

This finding allies with that of Jeston (2013) who argues that social experiences and realities from schools help to mould teachers' personalities and interest, attitudes and lifestyles, which provide more opportunities to them when they stay with their families. Thus, teachers often focusing on their personal preferences, though not only family base and opportunity for generating sources of income are the reasons for teachers to leave their working stations, there are also diseases and weather condition not favourable to teacher's health.

The results of this study have the direction parallel to the previous findings on the study conducted by Money (2017). The study focused on the importance of the motivation and good working environment. The teachers' interest on remaining in the working station depends on the working environment itself. This finding has important aspect of knowledge for treatment of teachers coming and those existing in the respective school so as to enhance their retention. However, this objective is affected by the accompanied costs of retaining teachers.

4.4.4 Social Cultural Believes

The social cultural belief was among problems identified in the field as they face heads of schools to retain teachers. Data collected from the field found that some societies surrounding schools believes in superstitious activities which create fear among teachers and force them to leave particular schools, since about 10.5% shows their concern about the presence of social cultural beliefs.

This was inserted by a teacher of school E;

In some schools, the societies that surrounding schools believes in magic power, in such a way that such notions spread to teachers' working environment. This threat us in our teaching environment and our residence, as we are living with such people, that makes us to live uncomfortably, hence looking for transfer. (FGD, teacher school E, December 10, 2021).

Furthermore, heads of schools facing the problem of social cultural beliefs as teachers hearing narrated story about superstitious actions that harassed teachers of past years ago.

This was emphasized by one of the members of school board from school A:

Once teachers come in this school, natives narrate stories to them to explain past event scenarios, which happened to teachers, which are scary. For example, there is the story, which explained that teacher slept inside but he found outside during morning. These threat teachers hence forced to shift to other schools. (Interview, member of school board, school A, November 24, 2021).

These quotations suggest that heads of schools facing social cultural beliefs as the problem that hinder them from retaining teachers, as community believes in superstitious activities and other were narrated superstitious actions happened before.

This belief makes teachers scare to leave in these areas, thus whenever the strategies set up by the heads of schools to retain teachers in these schools they won't work because teachers will not feel comfortable in teaching these schools hence decline of teaching morale and some sought to leave the school.

Therefore, heads of the schools should set mechanisms to discuss with education stakeholders, local chiefs and other religious leaders so as to settle the problem related to superstitious beliefs. Also, education should be provided to the community to have hospitality and love to teachers as to create supportive working environment and assist to campaign against superstitious activities.

Based on the results of the study, the respondents chose the cultural beliefs to be the top measure of their willingness to stay. This was supported by the study conducted by Amoah-Mensah (2016) where the study revealed that, the cultural belief of the respondents have the strong effect on their decision to stay or to move from their working place. The study while emphasizing on reduction of inconvenient environment, it has to keenly observe its impact of the cultural beliefs of the respective teachers.

4.4.5 Lack and Poor Physical and Social Infrastructures

Most of the participants about (21.1%) admitted that lack and poor physical and social infrastructures encounter heads of schools in retaining teachers in secondary schools. The study found that poor physical infrastructures such as roads, lack of electricity, internet services around schools, hinder heads of schools to retain teachers. These poor physical infrastructures make inaccessibility of services in which teachers need.

A teacher from school A elaborated this;

Lack of electricity, poor rough roads which elongated distant from town, poor interne services and lack of mobile phone network made us to hate this area, as we are here for a moment then we will request a transfer to schools where these services are available (*FGD, teacher school A, November 23, 2021*).

Furthermore, school physical infrastructures such as poor and lack of teachers' houses, poor and lack of classrooms makes teachers sought to leave the schools.

This was noted by head of school C;

Lack of school of school infrastructures and presence of poor infrastructures such as teachers' houses and classrooms make our teachers feels uncomfortable in teaching these schools that makes them to look for other options which is transfer. (Head of school, school C, November 30, 2021).

In addition, inadequate and poor social infrastructures such as shops, health centres and markets makes difficult for heads of schools to retain teachers because most of teachers lack important items from markets and shops as well as poor health services due to lack of better health services.

This was explained by one of member of school board from school E;

Lack of shops and market make teachers to miss important goods for their daily needs which force most of them to buy abundant goods from town which could be used in whole month because most of goods are not available in the local markets and shops existed around their residence. Again, the available dispensaries lack important services include medicines, instruments for testing and other services. These poor services boring teachers as services does not encourage them to stay in and think to shift to other schools where these services are available. (Interview, member of school board, school E, December 13, 2021).

This was also confirmed by DSLO;

In our schools we have very few teachers' houses, small number of classrooms and very few laboratories. These infrastructures made overcrowding in classrooms, teacher lives distant from schools that make them discouraged, hence makes them to shift from rural schools to small town schools where they could find at least fair working conditions, thus uneven distribution of teachers. ((Interview, DSLO, District council, December 15, 2021).

Above quotes suggest that heads of schools facing difficult to retain teachers due to lack and poor physical and social infrastructures as teachers tend to look for better services. This finding relate with Mosha (2014) that, in most of secondary schools the number of teachers is not sufficient to be able to assist teaching and learning activities due to poor and lack of physical infrastructures such teachers' houses, roads and health services which resulted into poor working environment including teaching overload, classrooms overload, poor settlement as well as poor provision of social services that discourage teachers to stay in their working places particular rural areas.

Therefore, lack and poor physical and social infrastructures make teaching process very difficult because teachers cannot teach comfortable while they lack important goods for running their daily life include food items, clothes and other demands. These services not only make teachers to live uncomfortable but also affecting teaching and learning activities.

Teachers spend a lot of time in travelling to towns buying their demands, looking for better services in hospitals, operating activities related to internet services in town and accomplish all works related to electric power before returning to school, hence wastage of time and some lessons were lost during those activities. Thus, these

disturbing activities bore and harass teachers in performing their personal duties as well as duties related to schools.

4.4.6 Lack of Clear Policy for Retaining Teachers in Working Stations

One of the problems facing heads of schools in retaining teachers in secondary schools is lack of clear policy for retaining teachers in working stations. In the analysis of the study, it was found that few participants (about 3.5%) shows that there is lack of clear policy for retaining teachers in secondary schools. there is lack of policies within the schools that retain teachers rather than decision of heads of schools to decide whether the mechanisms to be established or not.

As advocated by a teacher of school A;

In our schools the head of school is a last say about mechanisms for retaining teachers. Since there is no any regulation that wants teachers to be retain in the school. This give mandate head of school to decide if mechanisms for retaining teachers to be established or not like rewarding teachers, improving teachers' houses and so on. (FGD, teacher school A, November 23, 2021).

Furthermore, in education Act and policies there is no statements that require schools to take actions on dealing with teachers' retention.

This was noted by DSEO that;

If you look carefully, there is no clear policy, which demands school administration or any authorised officials to take actions on retaining teachers in secondary school. Contrary to early 2000s the late president Benjamin Mkapa introduced Mwalimu Nyerere Foundation which dealing with encourage and retaining teachers to teach in peripheral and hardship regions. But current I have not seen. (Interview, DSEO, District council, November 19, 2021).

This was evidenced by documentary review of Education and Training Policy of 2014 on page 46 “The government should prepare conducive environment for young employed qualified teachers join and remain in teaching profession to meet national demands in different level of education and training” (URT, 2014). This quotation shows that national educational policies does not prepare conducive environment in working station to encourage teachers’ retention rather it prepares conducive environment for encourage teaching profession.

Furthermore, the ETP 2014 shows that there are inadequate physical infrastructures in percentage but did not address to solve the problem in which percentage. This was addresses in documentary review of ETP 2014 pg 32 and 33. “The school infrastructures are so dilapidated and are not enough to meet the demands in all levels, since there is inadequate of classrooms about 49%, 79% teachers’ houses, and 60% toilets. Thus, the government should make sure that there are better infrastructures which are sufficient to meet the demands of all sectors in all levels of education and training” (URT, 2014).

The above quotations show that heads of schools facing problem of retain teachers due to the lack of clear policy for retaining teachers in working stations as in schools no directives which demand heads of schools to implement teachers’ retention which is the same to national level where there is no policy which indicate teachers’ retention in secondary schools. These policies address the problems related to physical infrastructures but address them in politics and address teachers to remain in teaching profession but did not address about the way teachers’ retention can be promoted.

As stated by one of the participants that the policy that insisted teachers' retention was initiated in early of 2000s where teachers were encouraged to work and retained in their working stations through provision of hardship allowances. Therefore, this policy should be returned and improved to meet the current demands of teachers. Similar study was conducted by ILO (2012) that, policies and procedures that governing teachers' affairs like transfers, leaves, allowances and other teachers' demand were not presented in many policies that limit their retention in working stations and teaching profession.

4.5 The Approaches Employed by School Heads in Promoting Teachers Retention in Schools

The third research objective addressed in the current study was to explore the approaches employed by the heads of the schools in promoting teachers' retention in secondary schools.

Table 4.4: The Approaches Employed by School Heads in Promoting Teachers Retention in Schools

S/N	The Approaches Employed by School Heads in Promoting Teachers Retention in Schools	Frequencies	Percentage %
1.	Provision of Teaching and Learning Allowances	20	35.1
2.	Provision of Orientation Seminars and Counseling	11	19.3
3.	Modifying and Improving Teachers' Houses	10	17.5
4.	Encourage Community Hospitality to Teachers through Meetings	6	10.5
5.	Establishing and Promoting School Raising Funds	4	7.0
6.	Promoting Outgoing and Picnic Trips	4	7.0
	Encouraging Parental Contribution Funds for Retaining Teachers	2	3.5
Total		57	100

In addressing this objective three, data collection methods were employed include interview, FGD and documentary review were administered to 57 participants, including 5 heads of secondary schools from government schools, 1 DSEO, 1 DSLO, 20 members of school boards and 30 secondary school teachers from five secondary schools. Therefore, approaches employed by the heads of the schools in promoting teachers' retention in secondary schools were discussed and presented, Table 4.4.

4.5.1 Establishing and Promoting School Raising Funds

In the analysis of the finding, it was revealed that heads of schools establishing school raising funds to obtain funds which are used to motivate teachers to work and remain in their working stations.

This was added by the head of school C;

We have introduced school rising fund in our school to as an alternative source of school income that help us to get the money that motivate teachers to work harder. For example, we have been keeping and making bricks projects. Through these projects make us to get money for reward teachers who performed better, use them contribute to teachers' problems and ceremonies and repairing teachers' houses. This makes teachers to feel comfortable to work in this school. (Head of school, school C, November 30, 2021).

Also, some schools introduce school rising fund to allow teachers to take loans with soft conditions to run their personal activities.

This was added by teacher of school B;

In our school, we have farming activities in which we harvest some products that we store until the price fixed up to our satisfactory level, we sell them and deposit that money to our school rising fund. This fund allows any permanent and pensionable teacher in our school to take soft loan to run their personal activities then return with very low interest. These attract us to work hard because it reduces economic hardship (FGD, teacher school B, November 26, 2021).

In addition, some heads of schools promote the existing school rising funds by improving them makes active and update their status for increasing school income.

This was added by member of school board;

We have increased size of arable land with well-equipped modern tools and farming methods, size of chickens and repairing school building shops for business hiring. These projects used to increase alternative sources of income to obtain money for motivating teachers. (Interview, member of school board, school E, December 13, 2021).

Also head of school E added that;

Some products harvested from school farms were used to supply lunch to all teachers, which help them to save time as well as save their budget in preparing their lunch. This motivates teachers and they really enjoy this life. (Head of school, school E, December 8, 2021).

Therefore, the above quotes suggest that heads of schools establishing and promoting existing school rising funds to make sure that enough fund is collected to provide rewards and supplying lunch to teachers so as to increase their morale and make teachers to love the working stations. These school rising funds used to motivate teachers to work harder.

The finding is similar to Shukuru (2017) who explained that the strategies of running school in smooth way is to run school activities through focus on other source of school income in order to meet purchasing power for school's costs. Therefore, the operation of schools needs alternative source of fund to ensure that teachers are given incentives to increase their morale of working and smoothing teaching hardship that motivate them to love their teaching profession as well as working stations, hence stimulate teachers' retention. Thus about 7% of the participants indicate that heads of schools establishing and promoting existing school rising funds to retain teachers.

4.5.2 Encouraging Parental Contribution Funds for Retaining Teachers

In this study, it was found that some heads of schools encourage parents to contribute funds for encourage teachers to work beyond the normal time table and living nearby school compound.

This was narrated by the head of school of school D;

Our school has the tendency of requesting parents to contribute money for serving teachers to devote their time in teaching their students in extra time as well as hiring teachers' houses so as to leave close to school. Most of parents respond positively to the contributions. (Head of school, school D, December 3, 2021).

Some parents devote their houses free of charges to part time teachers to encourage them to work in their schools.

This was emphasized by one of the members of school C;

The part-time teachers were provided with the free houses by some parents who residing near to school to help them to come to school early and work for anything possible for school prosperity. This was done due to the efforts and agreements of parental meetings, neighbouring hood meetings and public meetings. (Interview, member of school board, school C, December 2, 2021).

Aforesaid quotes show that heads of schools encourage parents to contribute money for retaining teachers through meetings so as to encourage teachers to work beyond expected outcomes and providing their houses free of charges to part time teachers.

This finding contradicts with Massoi and Norman (2009) who found that it is insignificant for stakeholders' involvement particularly parents in planning process at the grassroots because they have no or little realized positive implications to school.

This implies that some parents are eager to contribute to the school matters for school prosperity while some parents are not eager to pay their contributions because they are not aware of the matters or not realize the potentialities of school matters to their daily life. Thus, local government authorities have duties to enlighten people particular parents on the importance of supporting school activities to their children, community and national at large.

This was revealed in the study by Raymond (2016) on the teachers' retention in remote secondary schools in Tanzania. The study revealed that, the relationship between parental contribution and the retention of teachers has the positive nature. The effectiveness of schools' performance is required in order to obtain desired performance in terms of students results and teachers' retention.

These activities help heads of schools to create friendly atmosphere to teachers to encourage them to work with commitment, punctuality, morale and confidence towards attaining school goal, hence encourage school academic performance as well as encourage teachers to remain in particular schools while attract more teachers to shift to these schools. However, very few participants (about 3.5%) shows that heads of schools encourage parents to contribute funds for encourage teachers to work beyond the normal.

4.5.3 Provision of Teaching and Learning Allowances

In the analysis of the data, it was found that most of the heads of schools (about 35.1%) initiate the provision of teaching and learning allowances through assuring

remedial teachings allowances in schools by paying cash money to teachers who play particular roles.

This was noted by a teacher of school D;

We have been paid some money as we used to teach remedial teachings. For example, we have been paid three thousand per one lesson, which takes two hours and the duration of payment is for one week. Therefore, if you teach three lessons per week after working hours from 16 hours to 18 hours per week with the evidence of signatures from remedial teaching book and monitors' class journal, you are going to be paid nine thousands. (FGD, teacher school D, December 6, 2021).

Also, heads of schools provide teaching allowance through provision of internal examination operation allowances, from preparation, supervision and marking examinations.

This was noted by teacher of school B;

The headmaster pays teachers who deal with the operation of internal examinations. For example, the academic office provides directives of preparing internal examination per one subject examination which is 5000, supervision 3000 per day and 300 per one script. These examinations were often targeting on candidate examinations like form two, four and form six. (FGD, teacher school B, November 26, 2021).

Furthermore, the heads of schools provide teaching allowance to teachers who performed well in external examinations.

This was noted by the head of school C;

We often motivate our teachers who work harder in their subjects on external examination results in which the results are seen actually by everyone. These examinations include joints; mocks and national examination results of form two, four and six. For example, we pay 10,000 for grade A, 5000 for grade B and 1000 for grade C, except Basic Mathematics which we pay 20,000 for grade A, 10,000 for B and 5000 for grade C. (Interview, Head of school, school B, November 25, 2021).

The provision of rewards was evidenced by documentary review of reward book from school C, which shows that some teachers were paid cash money in accordance with their grade performance. The book shows 2020 10 teachers were paid Tsh.150,000/= for scoring grade A for 10 students who scored grade A, 7 teachers were paid Tsh. 120,000 for scoring grade B for 24 students who scored B and 10 teachers were paid Tsh. 80,000/= for scoring grade C where 80 students scoring grade C (*Documentary review/Reward Book, Head of school, school B, November 25, 2021*).

Above quotes suggest heads of schools provide teaching and learning allowances to teachers as motivation to encourage them to work effectively and remaining in particular schools through the provision of remedial teaching allowances, internal examination operation allowances and external performance incentives to teachers.

This finding contradicts with HakiElimu (2014) that unattractiveness of working in secondary schools is usually compounded by the lack of additional incentives for teachers to work in these locations, which result into teachers' turnover. Thus, provision of incentives and allowances to teachers increase teaching morale and job satisfaction, hence increase rate of teachers' retention in secondary schools.

Thus, heads of the schools should make sure that teachers are motivated to work through provision of incentives, however if teachers are always motivated they stipulate as part and parcel in their daily teaching practices, which affect teaching and learning process because if teachers will not be rewarded as usual will not work until they are rewarded hence transactional leadership.

4.5.4 Provision of Orientation Seminars and Counseling

Some of the participants (about 19.3%) suggest the provision of orientation seminars and counseling among teachers. Thus, the provision of orientation seminars and counseling among teachers were among approaches used by heads of schools to retain teachers in secondary schools. It was found that heads of schools provide orientation seminars to new employed teachers, field and part time teachers on how to cope with school environment successfully.

This was argued by the head of school A;

We use to provide orientation seminars to new employed teachers to assist them on how to live and running their daily activities successfully no matter what circumstances. We are also conducting seminars to part time and field teachers. These seminars help teachers to understand well how the school environment is, how to interact with other teachers and vicinity community and how to take self-control over school environment and community in general. (Head of school, school A, November 22, 2021).

Furthermore, heads of schools organize mentor department to counsel teachers on how to overcome difficulties related to teaching and learning activities as well as personal issues that are likely to affect teaching and learning activities in and out of the school compound.

This was advocated by teacher of school D;

The department of counseling and guidance has strategies to mentor teachers who want to transfer due to problems related to the working environment and personal issues which related to teaching and learning practices within and out of the school surrounding. For example, mentor counseling teachers on conflict issues, grievances related to housing, problem with community and personal issues like marriage, burial ceremonies and other family matters. (FGD, teacher school D, December 6, 2021).

Therefore, the aforementioned quotations suggest that heads of schools provide orientation seminars to teachers to retain teachers in secondary schools especially new employed teachers, field and part time teachers on how to cope with school environment successfully and mentor other teachers on how to overcome difficulties related to teaching and learning activities as well as personal issues related to teaching environment.

Thus, the provision of seminars to new employed teachers, field and part time teachers provide them with framework on how to understand new school environment, other teachers, students, and different behaviour from different members within and out of the schools. Also, the provision of counselling to veteran teachers remains the way they should behave and become the role model in the society. This finding matches with Chua and Mosha (2015) that to ensure development of schools to teachers in terms trainings, seminars, workshops, as well as providing them with necessary equipment and resources can work as an effective motivational factor to copy with the working environment successfully.

4.5.5 Promoting Outgoing and Picnic Trips

In the analysis of the data, the study revealed that heads of schools promote teachers' retention by pursuing outgoing and picnic trips in all school related celebration events. Some of the participants (7.0%) show that heads of schools organize trips workers. It was found that heads of schools organize trips workers' related ceremonies include teachers' day and workers' day to enjoy as staff and non-teaching staffs to tourist attractions.

This was noted by teacher of school E;

Our school head proved brave and brilliant for real! He always arranges picnics in every teacher's day and Workers' day out of the school to celebrate as all staff and non-staff members in tourist attractions. In the picnics we eat and drink freely, dancing together and various rewards are provided to motivate teachers who performed goo in their subjects in national examination results. (FGD, teacher school E, December 10, 2021).

Furthermore, heads of school arrange picnics to celebrate their success in academic excellence.

This was argued by heads of schools C;

Once we performed well in the national examination we often have a tendency of travelling outside the school to celebrate as whole staff to congratulate ourselves for the efforts that we have done. For instance, in the form six national examination results we have performed good that make our headmaster to provide picnic offer to Ngorongoro National Park. (Head of school, school C, November 30, 2021).

Thus, the above quotations suggest that heads of school organize picnics to teachers as the way to retain teachers in their working stations through visiting tourist centres, celebrating together, providing complements in the ceremonies, eating and drinking towards teachers' day, workers' day and the successful day of academic excellence ceremonies. This finding relates with Tehseen and Hadi (2016) that teachers always prefers a free accommodation, educational progress in paying top, meals, additional payments in case of financial problems and offered free picnic encourage teachers staying in their organizations.

Thus, picnics and other related offers stimulate teachers to remain in their working stations because their school head assure them with cares and more attention to them as groups of staff as well as individual wise hence increase the close relationship among staffs, school administration and whole community of a school.

4.5.6 Modifying and Improving Teachers' Houses

Another strategy used by the heads of schools to retain teachers in secondary schools as identified in the field was modifying and improving teachers' houses. About 17.5% participants suggest that heads of schools Modifying and improving teachers' houses. The study revealed that heads of school modifying teachers' houses that meet current houses' standard to make teachers stay comfortably.

This was inserted by the head of school D;

We have tried to modify some teachers' houses so that they can look smart as those contemporary houses with all necessary requirements, include water supply, electricity, dining rooms, sitting rooms, modern toilets fences to ensure teachers' privacy and all required devices needed in modern houses. This modification was made from old fashioned houses to attract teachers to live in these houses and makes them to entertain life of this school. (Head of school, school D, December 3, 2021).

In some instance, teachers' houses were repaired from being decayed to make them fairly standard that teachers may envy to live.

This was argued by a teacher from school B;

The head of school supervise the repairing of teachers' houses, as some of them were so dilapidated before, therefore our houses are now look good to the extent that even teachers from neighbouring schools envy to come and join to our school. (FGD, teacher school B, November 26, 2021).

The aforementioned quotes suggest that heads of schools modifying and improve teachers' houses to make them more standard and contemporary outlook, attractive that makes teachers staying comfortable to the extent that attract more teachers, other schools to join in. Thus, modification and repairing of teachers' houses attract many

teachers to avoid transport challenges, safety, nearby school advantage and help to teachers to work beyond the expectations. This finding matches with Jeston (2013) that in secondary schools the building of teachers' houses in every school is not yet implemented since there is very few or no teachers' houses at the schools, rather the available houses are few, poor, isolated and insecure.

4.5.7 Encourage Community Hospitality to Teachers through Meetings

The study found that heads of schools encourage community to be hospitality and courage to teachers through rallies led by Ward Executive Officer (WEO), Ward Education Officer (WEO), Ward councillor and Village executive Offices (VEOs).

This was emphasized by one of the members of school board from school E;

We have agreed in the school board meeting that everyone should participate fully in their responsibilities as a member of school board. Therefore, Ward Education Officer Ward councillor and Village executive Offices participate in calling public meeting in different villages to encourage vicinity community to live with teachers surrounding them in harmony, hospitality and courage to them in sharing social lives. (Interview, member of school board, school E, December 13, 2021).

Furthermore, the heads of schools calling for neighboring hood meetings with vicinity community as creating friendly relationship for school safety and security.

This was added by head of school D;

We often conduct several neighborhood meetings between school and neighboring dwellers who live nearby school to discuss together the prosperity of school and their daily life activities. In the meetings we are discussing about the way their daily activities may affect school security and safety like grazing cattle around the school compound, petty business around school compound in which those activities may

be worst and endanger the relationship between school and them if measures which are mutually agreed will not be taken which will cause insecurity and unsafe to both sides. This mutual friendship agreement ensures teachers with security and safe in staying in and out of the school. (Head of school, school D, December 3, 2021).

Also, some heads of schools organize some created school committees for teachers' settlement in and out of the schools.

This was advocated by teacher of school C;

The head of school via school management team (SMT) created the school committee that deals with teachers' settlement in and outside school compound. The committee looking for favourite teachers' houses that meet all standards, in which teachers will satisfy to live for hiring, where it will bargain, reach consensus and pay advance in cash for the first three months while the other months will be paid by respective teachers as normal. For those teachers who live within the school quarters the committee demand teachers who interested to live in to write a letter if the space is available. Also, the committee ensure teachers lived under conducive environment by supervise the repairing of those houses. (FGD, teacher school C, November 26, 2021).

This was confirmed by documentary review from school C which shows that several meetings which seat for the sake of promoting and protecting teachers' harmony with community. The meeting conducted on 26th July 2021 called by WEO, VEOs and ward chancellor titled "The way community may support school prosperity" Agenda; supporting teachers to stay harmony in our society". The neighboring meeting conducted on August 7th Saturday 2021 titled "The neighboring meeting to ensure relationship stability" Agenda titled "Protecting school resources for their safety and security" ((Documentary review/School minutes, Head of school, school C, November 30, 2021).

This documentary review show how meeting ensure teachers' harmony, security and safety. For example, the former meetings show the way teachers are secured by the

managers in their residences with natives, where the society in which teachers lives are enlightened to stay with teachers in harmony. The second meeting shows that teachers are among school resources, which are needed to be protected for vicinity community.

The quotes above indicate that heads of schools organize school meetings to encourage the community to live with teachers in harmony without quarrelling so that teachers can feel comfortable to live in their areas and motivate them to remain. This finding matches with the finding from Banele (2013) which stated that meetings are conducted in schools necessarily for agendas about resettling teachers' related issues, community contradictions with schools, disciplinary actions, security matters and financial matters that create peaceful atmosphere of the school among all education stakeholders and community in general.

Also, the finding relates with Kimaro (2015) who argued that the major strategies to reduce teachers' turnover and encourage teachers' retention in an institution is attraction of school environment related to community encourage, good social integration, administrative adequacies and good working condition. The data show that about 10.5% participants show suggest that heads of schools encourage community to be hospitality and courage to teachers through rallies.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, the research findings, conclusions and recommendations. Furthermore, the study gives the implications of the findings. Finally, the study recommended for actions to be taken and for further studies.

5.2 Summary of the Study

The purpose of the study was to assess the strategies by school heads in enhancing teachers' retention in secondary schools in Babati district. The study had three research objectives that included: to examine types of leadership styles practiced by heads of the schools, to assess the problems facing heads of the schools in retaining teachers in secondary schools and to examine the approaches employed by the heads of the schools in promoting teachers' retention in schools.

The literature review for this study covered different aspects including the conceptualization of leadership, school leadership and turnover, leadership practices and challenges facing school heads in retaining teachers in secondary schools, managerial strategies by school heads in retaining teachers in schools, theoretical framework, empirical studies and the research gap.

The study was conducted in in Babati district located in Manyara region from five public secondary schools. The study employed qualitative research approach with descriptive case study design. Purposive sampling, criterion sampling and

convenience sampling techniques were used. The sample size was 57 participants, including 5 heads of secondary schools from government schools, 1 DSEO, 1 DSLO, 20 members of school boards and 30 secondary school teachers from five secondary schools. Data were collected using interview, focus group discussion and documentary review. The data were analyzed qualitatively using thematic analysis strategy.

5.3 Summary of the Key Research Findings

5.3.1 Types of Leadership Styles Practiced by Heads of Schools

The study revealed that heads of schools employ cooperative leadership style through involving teachers in decision making by using school meetings, operating different departments and organizing teachers and other stakeholders as teamwork in running school activities.

Also the study found that heads of schools practices transformational leadership type through encourage teachers to work willingly beyond their expectations, emphasize commitment among teachers and other members in schools, building shared vision among teachers as well as encourage creativity and innovations, changes and progression to reach targeted goal in secondary schools.

Furthermore, heads of schools' practiced authoritative leadership style by threatening teachers through providing punishment like warning letter, reprimanding reporting to the higher authorities for further discipline actions, extremely application of rules and regulations and providing orders and instructions without questions.

5.3.2 The Problems Facing School Heads in Retaining Teachers in Schools

It was found that heads of schools experience difficulty in retaining teachers due to the lack of fund to motivate teachers, lack of fund to improve working environment and lack of fund to introduce school rising funds as the way to retain teachers in their working stations.

Also, the study revealed that heads of schools facing the challenge of retaining teachers due to political interference, as politicians interfere the process of collecting funds for motivating teachers in their work stations as well as evicting teachers from the schools with the claim of engage in political affairs. In addition, social cultural beliefs was the major problem that hinder heads of schools from retaining teachers, as community believes in superstitious activities and other were narrated superstitious actions happened before hence make teachers scare to leave in these areas.

5.3.3 The Approaches Employed by School Heads in Promoting Teachers' Retention

The study found that heads of schools establishing and promoting existing school rising funds to make sure that enough fund is collected to provide rewards and supplying lunch to teachers so as to increase their morale and make teachers to love the working stations. Also, the study revealed that the provision of teaching and learning allowances to teachers as motivation to encourage them to work effectively and remaining in particular schools through the provision of remedial teaching allowances, internal examination operation allowances and external performance incentives to teachers.

Moreover, the study revealed that heads of schools provide orientation seminars to teachers to retain teachers in secondary schools especially new employed teachers, field and part time teachers on how to cope with school environment successfully and mentor other teachers on how to overcome difficulties related to teaching and learning activities as well as personal issues related to teaching environment. Besides, the study indicates that, heads of schools modifying and improve teachers' houses to make them more standard and contemporary outlook, attractive that makes teachers staying comfortable to the extent that attract more teachers of other schools to join in.

5.4 Conclusions

The study concluded that types of leadership styles practiced by heads of the schools such as cooperative leadership, transformational leadership, transaction, Laissez-Faire and authoritarian leadership determine school the environment for teachers' retention. This is because the way heads of school practices their leadership types, which are more supportive to teachers' lives, showing the approaches that are supportive for teachers to remain in their working stations.

For example, cooperative leadership, transformational leadership and transaction leadership are supportive types of leadership in creating teachers' retention approaches including provision of teaching and learning allowances, provision of orientation seminars and counselling, promoting outgoing and picnic trips, modifying and improving teachers' houses and encourage community hospitality to teachers through meetings. However, in practicing leadership types, heads of schools prove failure in retain teachers to their leadership type like an authoritarian leadership (about 8.8%) in their schools, which hinder teachers' retention.

Besides some factors which limit teachers' retention are beyond school heads capabilities in secondary schools, include lack of funds, political interference, personal teachers' interest, social cultural believes, lack and poor physical and social infrastructures and lack of clear policy for retaining teachers in working stations.

5.5 Recommendations

5.5.1 Recommendations for Actions

- (i) Seminars and training should be provided to heads of schools on the best way of handling teachers' affairs so as to create conducive and harmonious-considerate environment to teachers. Since, some heads of schools still practices authoritarian and Laissez-Faire leadership, which are unfriendly to teachers that may affect teachers' retention.
- (ii) The government should improve working environment to teachers in their working stations include physical and social infrastructures like teachers' houses, adequate classrooms, electric and water supply, mobile phone network, internet services, shops, markets, health services and political interference barriers. Since the study shows that teachers experience physical and social infrastructures, lack of funds and political interference.
- (iii) Education should be provided to both teachers and community on the way of interacting to each other in mutual understanding to create peaceful atmosphere to teachers' activities. Since the community still believe in social cultural beliefs like superstitious actions while some teachers need education on how to cope with teaching environment successfully and not engaging in politics.

5.5.2 Recommendations for Further Studies

Several areas can be recommended for further study. Some of the important areas recommended by the study are:

- (i) Similar studies should be conducted on the comparison of heads of schools' strategies on the teachers' retention between urban and rural areas. The current study focused on the strategies by school heads in enhancing teachers' retention in rural secondary schools.
- (ii) Further studies should be done on the influence of heads of schools' autonomy on teachers' retention, since the current study focused on the strategies by heads of schools in enhancing teachers' retention in secondary schools.
- (iii) Other studies should be conducted the influence of vicinity community to ensure teachers' retention in secondary schools.

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APPENDICIES

Appendix 1: Interview Guide for Heads of Schools

I am postgraduate student from the Open University of Tanzania, pursuing Master's degree in education administration, planning and policy studies. I am doing research *on strategies by school heads in enhancing teachers' retention in secondary schools in Babati district, Tanzania*. You are invited to participate in this research as a participant. I assure you that the information that you are asked will be confidential and only for research purposes. Please respond the questions to best possible understanding as per instruction in each part.

1. How old are you?
2. How about your sex?
3. Are you married?
4. How long have spent in your position as head of the school?
5. In your experience as a leader how do you run the school in managing teachers' activities?
6. What are the problems facing you as the head of the school in retaining your teachers existing in work stations?
7. In which ways you are using to solve your teachers' problems?
8. As head of the school, what ways have you employed to motivate your teachers in this school?
9. How do teachers respond to your approaches? Are they satisfied? if yes why and if not satisfied why?

THANK YOU FOR YOUR PARTICIPATION

Appendix 2: Interview Guide For District Secondary Education Officer (DSEO)

I am postgraduate student from the Open University of Tanzania, pursuing Master's degree in education administration, planning and policy studies. I am doing research on *strategies by school heads in enhancing teachers' retention in secondary schools in Babati district, Tanzania*. You are invited to participate in this research as a participant. I assure you that the information that you are asked will be confidential and only for research purposes. Please respond the questions to best possible understanding as per instruction in each part.

1. How old are you?
2. Are you married?
3. How about your sex?
4. How long have spent in your position as secondary education officer in this district?
5. As the head of department of secondary schools in the entire district, what ways do your school heads prefers to manage secondary school teachers?
6. In their ways of administering teachers concerns, how do they succeed to manage their teachers in their work stations?
7. What ways employed by heads of the schools to retain teachers in their work stations under your support?
8. How do other teachers respond towards those ways employed by their school heads?
9. What are the problems facing heads of the schools in retaining teachers secondary schools?

10. What are the problems facing heads of the schools in retaining teachers secondary schools?
11. How do they solve them to ensure that teachers are retained in their schools

THANK YOU FOR YOUR PARTICIPATION

Appendix 3: Focus Group Discussion For Secondary School Teachers

I am postgraduate student from the Open University of Tanzania, pursuing Master's degree in education administration, planning and policy studies. I am doing research on *strategies by school heads in enhancing teachers' retention in secondary schools in Babati district, Tanzania*. You are invited to participate in this research as a participant. I assure you that the information that you are asked will be confidential and only for research purposes. Please respond the questions to best possible understanding as per instruction in each part.

1. How old are you?
2. Are you married?
3. What is your sex?
4. How long have you been in this school?
5. As employed teacher, how does your head of school prefer to direct you in performing different activities in school?
6. In which ways does the head of school responds to your concerns in your work station?
7. What ways does your school head employ to motivate you in performing different activities in your work station?
8. What makes you prefer to remain in this school since you have been posted to this moment?
9. What are the challenges that obscure heads of the school to motivate teachers to remain in this school?

10. How does your head of school solve those problems to ensure that you are motivated and remaining in this school?

THANK YOU FOR YOUR PARTICIPATION

Appendix 4: Interview Guide for Member of School Board

I am postgraduate student from the Open University of Tanzania, pursuing Master's degree in education administration, planning and policy studies. I am doing research on *strategies by school heads in enhancing teachers' retention in secondary schools in Babati district, Tanzania*. You are invited to participate in this research as a participant. I assure you that the information that you are asked will be confidential and only for research purposes. Please respond the questions to best possible understanding as per instruction in each part.

1. How old are you?
2. Are you married?
3. What is your sex?
4. How long have you been a member of school board in this school?
5. As a member of school board, how does the head of this manage teachers in performing different activities?
6. How do you help him/her in managing teachers to perform different activities?
7. In which ways does the head of this school responds to teachers concerns or problems?
8. In connection to community surrounding school and head of the school, how do you create conducive teaching and learning environment to teachers?
9. What ways does the school head under your support employ to motivate your teachers in performing different activities in this school?

10. How do teachers responding towards those motivation strategies that could them to remain or quit in this school?
11. What are the challenges that obscure heads of the schoolin line with board of school to motivate teachers to remain in this school?
12. As the board of school, how do you solve those problems to ensure that our teachers are motivated and remaining in this school?

THANK YOU FOR YOUR PARTICIPATION

Appendix 5: Documentary Reviews Guide for Head of Schools

I am postgraduate student from the Open University of Tanzania, pursuing Master's degree in education administration, planning and policy studies. I am doing research on *strategies by school heads in enhancing teachers' retention in secondary schools in Babati district, Tanzania*. You are invited to participate in this research as a participant. I assure you that the information that you are asked will be confidential and only for research purposes. Please respond the questions to best possible understanding as per instruction in each part.

DOCUMENTARY CHECKLISTS

S/N	INFORMATION TO BE SOUGHT	DESCRIPTIONS	REMARKS
1.	Staff meetings/Departmental meetings/Parental meetings/School board meetings which shows different strategies to enhance teachers' retention		
2.	Fund rising projects' records that contributed to teachers motivation		
3.	Reward books		
4.	Letter of appreciation		
5.	Permit letter for parental contributions to teachers' efforts		

THANK YOU FOR YOUR PARTICIPATION

Appendix 6: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

REF: PG2017997143

12th November, 2021

Regional Administrative Secretary,
Manyara Region,
P.O.Box 310,
MANYARA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Joel Simango No: PG2017997143** pursuing **Master of Education in Administration, Planning and Policy Studies**. We here by grant this clearance to conduct a research titled "**The Strategies Employed By the Heads of the Schools in Improving Teachers Retention in Secondary Schools in Babati District-Tanzania**". He will collect his data in Babati district between 18th November 2021 to 18th December, 2021.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Magreth S. Bushesha
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

Simu Na: 027-2510066
027-2510075
027-2510060
Fax Na: 027-2510077



Ofisi ya Mkuu wa Mkoa,
Mkoa wa Manyara,
S.L.P. 310,
BABATI.

E-mail: ras@manyara.go.tz
Website: www.manyara.go.tz
Unapojibu tafadhali taja:

Kumb. Na. FA.262/347/01K/224

15 Novemba, 2021

**Katibu Tawala Wilaya,
Ofisi ya Mkuu wa Wilaya,
S.L.P. 11,
Babati.**

Yah: KIBALI CHA KUFANYA UTAFITI KATIKA ENEO LAKO LA UTAWALA

Tafadhali rejea somo la barua tajwa hapo juu.

2. Ninapenda kukufahamisha kuwa, Katibu Tawala Mkoa amepokea barua Kumb. Na. PG2017997143 ya tarehe 12 Novemba, 2021 kutoka Chuo Kikuu Huria cha Tanzania kinachomwomba mwanachuo wake kufanya utafiti katika eneo lako la utawala. Kimsingi Katibu Tawala ameridhia maombi hayo.
3. Utafiti huo unahusu "*The Strategies Employed by the Heads of the Schools in Improving Teachers Retention in Secondary Schools in Babati District*". Utafiti huo ni kuanzia tarehe 18 Novemba, 2021 hadi tarehe 18 Disemba, 2021.
4. Kwa barua hii, ninamtambulisha kwako **Bw. Joel Simango** mwenye Namba ya usajili PG2017997143 ambaye atahusika na utafiti huo.
- 5 Tafadhali unaombwa kumpa ushirikiano ikiwa ni pamoja na kumtambulisha kwenye Mamlaka za Serikali za Mitaa ili aweze kukamilisha sehemu ya masomo yake,

Ninakushukuru kwa ushirikiano wako.

M.G. Kyomo

Kny: KATIBU TAWALA MKOA

**NAKALA: Mkuu wa Chuo,
Chuo Huria cha Tanzania,
S.L.P. 23409,
DAR ES SALAAM.**

Bw. Joel Simango- Kwa taarifa.