SERVANT LEADERSHIP, ORGANIZATION CITIZENSHIP BEHAVIOR AND TEACHERS' RETENTION IN PUBLIC SECONDARY SCHOOLS IN TANZANIA: THE MEDIATING ROLE OF TEAM MEMBER EXCHANGE AND EMPATHY

JOHARI P. MOHAMED

A DISERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE MASTERS OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED. APPS) DEPARTMENT OF EDUCATION, PLANNING AND ADMINISTRATION OF THE OPEN UNIVERSITY OF TANZANIA

2023

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a Proposal entitled, **Servant Leadership, Organization citizenship behavior and employees' retention in Tanzania: The mediating role of team member exchange and empathy**. In partial fulfillment of the requirements for the award of Degree of Masters in Education in Administration, Planning and Policy Studies (Med. APPS)

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Dr. Winfrida Malingumu

(Supervisor)

....

Date

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DECLARATION

I **Johari P. Mohamed** 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 Masters in Education in Administration, Planning and Policy Studies (Med. APPS)

....
Signature

....
Date

DEDICATION

I would like to dedicate my work to the three important people in my life; my late mother, my father and precious son. To my late mother (Mwajuma Ahamad); you gave me your blessings to accomplish every goal I set for my life; you prayed for me and sacrificed everything you had for me to access high quality education from early age. To my father (Pamba Matundu); you instilled me a desire to learn and you supported me mentally and financially throughout my years of study. To my son (Murad); since you were born you have always been a great motivation for me to accomplish my studies early so that when you grow up you will have me as role model in your school life. This is for you my special ones; father, mother and son.

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ABSTRACT

Using a quantitative approach and survey research design with a total number of 100 teachers from different public secondary schools, this study examines if the servant leaders encourage teachers' retention. The research objectives were: to examine the relationship between servant leadership and Team Member Exchange, to examine the relationship between servant leadership and empathy, to examine the relationship between servant leadership and organization citizenship behavior through empathy and TMX, and to examine the relationship between servant leadership and teachers' turnover intention through empathy and TMX. It is hypothesized that servant leadership will lead to teachers' retention by enhancing Organizational Citizenship Behavior (OCB) through empathy and Team Member Exchange (TMX). OCB is distinguished into two parts that is Organizational Citizenship Behavior towards Individual (OCBI) and Organizational Citizenship Behavior towards Organization (OCBO). The study revealed the positive relationship between the servant leadership and TMX, servant leadership and OCBO when mediated by TMX. On the other hand, the study revealed negative relationship between servant leadership and empathy, servant leadership and OCB when mediated by empathy, servant leadership and OCBI when mediated by TMX and servant leadership and teachers' turnover intention. The study concluded that, the heads of schools who adopt servant leadership through TMX has a great chance to increase OCB and reduce teachers' turnover intention hence enhancing teachers' retention.

Key words: Servant leadership; Teachers' retention; OCB; TMX; Empathy

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LIST OF ABBREVIATIONS

LMX   Leader Member Exchange

OCB   Organization Citizenship Behavior

OCBI   Organization Citizenship Behavior towards Individual

OCBO   Organization Citizenship Behavior towards Organization

SL   Servant Leadership

TMX   Team Member Exchange

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1   Introduction

The study examines if servant leaders encourage teachers' retention; that is if servant leaders influence employees to stay in an institution for a long period of time by enhancing their interaction to each other (Team Member Exchange; TMX). It is hypothesized that servant leadership will lead to teachers' retention by enhancing Organization Citizenship Behavior through empathy and TMX.

This chapter covers the background to the problem, the statement of the problem, the purpose of the study, research objectives, and research hypotheses, significance of the study, scope and delimitation of the study. Lastly, the key terms were explained based on the research content.

1.2   Background to the Problem

Organizations performance depends on availability and retention of quality manpower which mainly depend on employee's treatment. Employee treatments may affect employees' retention in different ways. Poorly treated employees may decide to leave the organization of which, this might have negative impact to organization. Such a situation requires organizations to employ leadership style which is more supportive and employee centered; that is help organizations keep and maintain their manpower, there is a need of employing servant leadership style so as to develop good relationship between employees and leaders(Mamun & Hasan, 2017; Njau, 2013). Servant leadership can be defined as a leadership style in which an individual interacts with

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others either in management or fellow employee capacity with the aim of achieving authority rather than power(Kenton, 2017).

In this study servant leadership refers to the leadership style whereby the heads of schools are leading by empowering teachers, motivating teachers, serve for the benefit of their teachers and promoting a sense of community at schools. Emphasizing on servant leadership through their study, McCann et al(2014) proposed that managers have the greatest chance to develop a good relationship with their employees when servant leadership is adopted. In additional to that when servant leadership is adopted, the relationship between employer and employee is expected tobe high in terms of employer brand perception and employee turnover intention (Kashyap & Rangnekar, 2014).

Head of schools demonstrate servant leadership behavior in the whole school community, including their school staffs, students and parents while through empowering students and teachers to manage the given resources such as time for effective teaching and learning process towards better performance (Nichol 2010). This makes teachers go beyond their duties by helping students build self-learning skills, volunteer their efforts and time to teach children who need special help through different programs based on their profession. Teachers should help children to develop and think for themselves, take care of themselves, and then help them to take care of others as a part of servant teaching and learning process (Bureau of Labor Statistics, 2012/2013).

Demonstration of servant leadership behaviors builds quality relationship within an organization which in long run creates an environment which fosters the organization

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citizenship behavior (OCB). These conditions emphasize the role of the leader to ensure that each employee feel secured and supported as a part of an organization. Indeed, leaders should be an example in terms of personality and self-motivation before the employees. The motivation in organizational citizenship behavior enables the leader to perform extra work and other favors at work (Velickovska, 2017).

Successful organizations need employees who do more than their usual defined duties and provide performance that is beyond expectations. This is possible when employees experience good treatment and hence feel part of the organizing that is organizational citizenship behavior (OCB). OCB can be defined as OCB is an action engaged in by a worker to provide advantages to the establishment which is not officially necessitates by occupation or which goes beyond the official requisites (Pam, 2013). In this study OCB refers to the activities which are not part of the teaching and learning activities that teachers are engaging themselves in for the benefit of the school and their fellow teachers. OCB can be categorized in terms of Organization Citizenship Behavior towards Organization (OCBO) and Organizational Citizenship Behavior toward Individual (OCBI).

The Organizational Citizenship Behavior (OCB) encompasses positive and constructive behaviors and activities that employees should do for an individual and organization benefit. Typically, employees who frequently engage in OCB may not always be the top performers (though they could be, as task performance is related to OCB), but they are the ones who are can 'go the extra mile' or 'go above and beyond' the minimum efforts required to do a merely satisfactory job (Zhang, 2011). Employees when start feeling that they are part of the organization even their mind creates an atmosphere which

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makes them feel like not leaving the organization and invest their time and strength to make sure that the organization prosper.

Although Tanzania government struggles to have leaders including head of schools with abilities to engage subordinates in organizing and developing different activities like school projects and educational programs (URT, 1996); but fail to prepare effective leaders with unique leadership skills who supports their employees as well as engaging them in promotional opportunities.

Furthermore, the leadership training and employee development help the new supervisors understanding on how to balance their dual responsibilities, managing department functions and employees. Without leadership training, however, the supervisor can fail because s/he does not have knowledge of how to prepare employees to work beyond the requirement (which is among the features of OCB) as well as the failure of the chain of command (who reports to who) due to poor employee supervisor relationships (Fisher et al., 2009). For instance, the retention strategies in Hanag district council, leads the majority of secondary school teachers neither satisfied nor comfortable with the poor retention strategies established by the local government leaders (Malisa, 2015).

Hence, improper supervision and retention due to poor leadership style influences employee's intention to leave the job which seems to be the best predictor of the actual turnover (Griffeth et al., 2000). This means that, when the leadership style is unfavorable, intention to leave the job increases and when it is favorable the intention to leave the job decreases (Wakabi, 2016). In additional to Tanzanian context, some other factors like teachers' personal characteristics, job security and compensation becomes
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the influential factors in the teachers' decision to stay or leave the teaching profession (Maganga, 2016).

Empirically, there are so many studies conducted on servant leadership and employees performance (Saleem et al., 2020; Wang et al., 2018), job satisfaction (Lisbijanto, 2014; Mitterer, 2017). However, none of these have focused on servant leadership style connected to employees' turnover intention, and OCB particularly when they are mediated with TMX and empathy.

1.3   Statement of the Problem

Despite of having several attempts to retain teachers in Tanzanian schools and districts, there is a challenge for teachers leaving the teaching profession or changing their working station due to poor leadership and lack of employee satisfactions (Marinette, 2017). The idea was also explained by some researchers such as Maganga(2016) who did the study of factors for teachers' retention decision in Teaching profession in Tanzania; Mdonya(2009)did the study on the Influence of Managerial Factors on Teachers' Retention in Non-Government Secondary Schools in Tanzania and; Mkonongo(2004)who did the study on the retention of graduate teachers in secondary schools in Tanzania. These studies indicated promotions, incentives, salaries and working environment as factors influencing teachers' retention. The issue of good leadership was also posed; however, they could not tell which leadership style was associated with retention. These studies and others did not show the contribution of a servant leadership style on teachers' retention in secondary schools. This study, therefore, needs to find out the relationship between servant leadership styles and

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organizational citizenship behavior on the public secondary teachers' retention in Tanzania.

1.4 Research Objectives

The general objective of the study was to examine if servant leaders encourage teachers' retention in public secondary school at Bukombe district.

1.4.1 The specific objectives

1. To examine the relationship between servant leadership and Team Member Exchange

2. To examine the relationship between servant leadership and empathy

3. To examine the relationship between servant leadership and organization citizenship behavior through empathy and TMX

4. To examine the relationship between servant leadership and teachers' turnover intention through empathy and TMX

1.5 Research hypotheses

Servant leadership and TMX

H1: There is a positive relationship between servant leadership and TMX in public secondary schools in Bukombe district

Servant leadership and empathy

H2: There is a positive relationship between servant leadership and empathy in public secondary schools in Bukombe district.

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Team member exchange and organization citizenship behavior

H3a: There is a positive relationship between team member exchange and organization citizenship behavior towards individual in public secondary schools in Bukombe district

H3b: There is a positive relationship between team member exchange and organization citizenship behavior towards organization in public secondary schools in Bukombe district.

Team member exchange and turnover intention

H4: There is a negative relationship between team member exchange and employees' turnover intention in public secondary schools in Bukombe district.

Empathy and organization citizenship behavior

H5a: There is a positive relationship between empathy and organization citizenship behavior towards individual in public secondary schools in Bukombe district

H5b: there is a positive relationship between empathy and organization citizenship behavior towards organization in public secondary schools in Bukombe district.

Empathy and turnover intention

H6: There is a positive relationship between empathy and employees' turnover intention in public secondary schools in Bukombe district

Servant leadership and employees' turnover intention through TMX

H7: There is an indirect relationship between servant leadership and employees' turnover intention through TMX

Servant leadership and Organization Citizenship Behavior through TMX

H8: There is an indirect relationship between servant leadership and OCB through TMX

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Servant leadership and organization citizenship behavior through empathy

H9: There is an indirect relationship between servant leadership and OCB through empathy

Servant leadership and employees' turnover intention through empathy

H10: There is an indirect relationship between servant leadership and employees' turn over intention through empathy

1.6 Significance of the study

The study is significant due to the fact that; the study brings awareness concerning teachers' retention by identifying situations that influence turnover intention among teachers. Also, through the study the district administration and heads of school in public secondary schools can be facilitated with the strategies which influences and motivates public secondary school teachers to remain at the same schools for long period of time, this in turn influences the outstanding schools' performance. On the other hand, the study provides information for the recruitment and retention of teachers through which the government can retain quality and effective teachers in schools for quality education.

1.7 Scope of the Study

The scope of the study focused on examining if servant leaders encourage teachers' retention in public secondary schools in Bukombe district in Tanzania. Therefore, the findings did not generalize the situations in all districts in Tanzania.

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1.8   Delimitation of the study

The study specifically examined the relationship between servant leadership, Organization Citizenship Behavior, and Teachers' turnover intention through empathy and Team Member Exchange.

1.9   Limitation of the Study

The study included only secondary school teachers which may limit the generalization of the findings to other teachers from primary schools and higher learning institutions

1.10   Definition of the Key Terms

1.10.1   Servant leadership

Kenton (2019) defines servant leadership as a leadership philosophy in which an individual interacts with others either in management or fellow employee capacity with the aim of achieving authority rather than power. In this study servant leadership referred to the leadership style whereby the heads of schools are leading by empowering teachers, motivating teachers, serve for the benefit of their teachers and promoting a sense of community at schools.

1.10.2   Empathy

Empathy can be defined as the experience of understanding another person's thoughts, feelings, and condition from his or her point of view, rather than from one's own. In this study empathy meant the head masters' understanding towards teachers' thoughts, feelings and conditions, in this empathy meant understanding teachers as humans.

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1.10.3 Organization Citizenship Behavior

According to Pam (2013) OCB is an action engaged in by a worker to provide advantages to the establishment which is not officially necessitates by occupation or which goes beyond the official requisites. In this study OCB referred to the activities which are not part of the teaching and learning activities that teachers are engaging themselves in for the benefit of the school and their fellow teachers. OCB was categorized in terms of Organization Citizenship Behavior towards Organization (OCBO) and Organizational Citizenship Behavior toward Individual (OCBI).

1.10.4 Team Member Exchange

According to Seers (1998) in Tse et al (2008) team member exchange is the exchange of relationships among work group member. In this study team member exchange involved changing of relationship among teachers.

1.10.5 Employee Retention

Rouse (2018) defines employee retention as the organizational goal of keeping talented employees and reducing turnover by fostering a positive work atmosphere to promote engagement, showing appreciation to employees and providing competitive pay and benefits and healthy work life balance. In this study employee retention meant the process of keeping teachers to work at the same schools and in the same district for a long period of time without having voluntary turnover intention.

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<div align="center">**CHAPTER TWO**</div>

<div align="center">**LITERATURE RIVIEW**</div>

2.1 Introduction

This chapter presents a theoretical knowledge of the concept of labour turnover. The chapter is organized in two main sections. The first section presents the theoretical framework of the study and covers theories of motivation and job satisfaction. The second section reviews the related literature on the concept of labour turnover, retention and OBC.

2.2 Theories which relate to this study

Motivation theories: Motivation is the term used to describe those processes, both instinctive and rational, by which people seek to satisfy the basic drives, perceived needs and personal goal, which trigger human behavior. Although motivating employees can be challenging, a number of theories about motivation at work can be used as a basis for creating practices, procedures and processes to affect employee motivation for their retention (Badubi, 2017).

2.2.1 Expectancy Theory

The study was further guided by the expectancy theory postulated[1]. This theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act was followed by a given outcome and the attractiveness of the outcome to the individual. In this theory, it is assumed that a teacher is likely to remain working in his present job if he/she knows that performance was measured, evaluated and rewarded with positive outcomes like pay rise, fringe benefits, promotion,

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recognition and others. Failure to be rewarded as expected, may get a teacher frustrated, reduce his or her effort, be demotivated and may eventually quit the job.

The expectancy theory chosen by the researcher therefore, provides a theoretical foundation for factors affecting teacher turnover. School heads need to realize that failure to meet teachers' expectations would eventually lead to their frustration and hence forth turnover. However, it should be noted that a stable staff with experience is a pre-requisite for good academic performance. The two theories above were selected because they deal with job satisfaction, an element which when not met, usually lead to labor.

2.2.2 Social exchange theory

Social exchange theory (SET) is among the most compelling calculated ideal models for understanding workplace behavior. Its revered roots can be followed back to at least the 1920s connecting such disciplines as anthropology, social psychology and sociology. Albeit various perspectives on social exchange have arisen, theorists concur that social exchange includes a progression of communications that produce commitments. Inside SET, these communications are normally seen as reliant and dependent upon the activities of someone else. SET additionally underlines that these associated exchanges can possibly produce excellent relationships (Cropanzano & Mitchell, 2005).

SET dependent with the understanding that exchanges that individuals have at their job attach to the good or negative sentiments they have about their institution. This may assist to disclose why teachers choose to leave a school, as they trait the stress of the job to their work environment (Nawaz et al., 2016).SET has furnished extremely clear

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theoretical focal point with respect to employment relationship(Skarlicki & Latham, 2005).

SET clarifies the development and upkeep of relational connection between two parties (i.e., employees and employers) in terms of the reciprocation procedures. It is bound to motion toward increment employees' convictions and organization esteems(Tremblay et al., 2010). Moreover, SET point of view additionally advances our understandings on why employees would decide to be less or more occupied with their jobs. It is recommended that when individual employees see that their organization really focuses or upholds on their prosperity, they would oblige to help the organization arrive at its objectives (Shiu & Yu, 2010).

2.2.3   Social information processing approach

As per social information processing (SIP) approach, people are an adaptive organism. They change their behaviors and change their perspectives dependent on the outside environment, past experience and current circumstance. An assortment of social information, and the various ways individuals handle it influences their behavior and perspectives. At the point when individuals get social information from the social environment, they encode, store and clarify social information, lastly make corresponding actions(Liu, 2020).

The way toward ascribing perspectives or requirements from behavior is itself influenced by responsibility measures, by the saliency and importance of information, and by the need to foster socially adequate and legitimate rationalizations for actions. The two mentalities and need articulations, just as portrayals of jobs, are influenced by informational social influence (Salancik & Pfeffer, 1978).

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Social information processing approach recommends that social information in employees' workplaces affects their mentalities, insights, and behaviors. The sources of social information in the work setting can be unraveled into information from individuals like supervisors and coworkers, and information from the environment like extraordinary occasions or organizational culture(Shi et al., 2019). The approach suggests that employee behaviors are influenced not only by the information derived from their direct supervisors, but also by the information enacted from the organization as a whole(Gao & He, 2017).

2.3 The concept of Servant Leadership, Empathy, OCB, Team Member Exchange and Teachers' Retention

Servant leadership in general and its relationship to TMX

Robert K. Greenleaf introduced the concept of servant leadership in 1970. According to him leadership begins with the natural feeling that one wants to serve. Kenton (2019) defines servant leadership as a leadership philosophy in which an individual interacts with others either in management or fellow employee capacity with the aim of achieving authority rather than power. Servant leadership as the style of leading people has features which define it; the style requires leaders to expose themselves with certain behaviors. Green leaf (2002) comments that servant leadership style encourages sharing of power; puts the needs of others first and helps people develop and perform as highly as possible. Servant leadership also motivates employees to engage themselves in extra-role activities, Chraim (2016) suggest that leaders should have the qualities for servant leading in order for them to be able to increase the possibility of their employees' engaging in extra-role behavior.

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Servant leadership style becomes more prominent than other leadership style because leaders look for the style that ensures the easiest way of assisting employees' participation in organizational activities, and the style that assures the participation is servant leadership style as Kumar (2018) points out that servant leadership assures higher satisfaction, trust, creativity, recognition and autonomy among employees.

It is being observed that the likelihood of being more reliant on the servant leader for a sense of belonging and the resources required motivating the generation, promotion and implementation of new ideas is more among employees who experience low TMX, that is lacking emotional support, trust, frequent interaction, and knowledge exchange with peers(Tajfel & Turne, 2004).

Liden et al(2008) contends that servant leaders have the ability to create value for the team since they focus on emotional healing, for example through community value creation as well as empowering behaviors, hence fostering the development of a positive high quality TMX. The study assessing the mediating role of TMX on servant leadership, Organizational Citizenship Behavior and Creativity showed servant leadership is positively related to team-member exchange(Malingumu et al., 2016).

The saliency of servant leadership may be strengthened when employees experience low TMX. This is when they feel a need to prove themselves that they are worthy in-group members. The study done by Opoku et al(2019)has reported a significant relationship between servant leading and TMX.

The Relationship between TMX and Teachers' Turnover

It has been proven that TMX improves team members' job performance, job satisfaction, and organizational commitment. It was observed in the study done by

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Liden et al(2008) on development of a multidimensional measure and multi-level assessment that TMX and employment turnover are inversely proportion that is employees with high TMX tend to have fewer tendencies to turnover. This was also observed in the study done by Major et al(1995)which reported that low TMX newcomers showed less turnover intentions than high TMX newcomers when clarity expectations were exceeded.

As it has been drawn on social exchange theory, social information processing theory, and engagement literature, Rutishaser and Sender(2019)investigated the role of societal culture on TMX, and they argued that the negative relationship of TMX and turnover intention is stronger in cultures high in collectivism and high in power distance.

A study on longitudinal investigation of newcomer expectations, early socialization outcomes, and the moderating effects of role development factors by Major et al(1995) reported TMX as one among the predictors of employees turnover. The study reported that TMX was a significant moderator for the relationships between clarity and commitment, turnover intentions, and the composite.

The study done by Neff(2008) demonstrated a negative correlation between TMX and turnover; however the results were not statistically significant with a sample of 153 workers and salaried employees from three industrial distribution workplaces. Hypothetically this can be stated that Team-member exchange will be positively associated with a follower's individual retention.

The Relationship between TMX and Teachers' OCB

Seers (1998) in Tse et al. (2008) define team member exchange as the exchange of relationships among work group member. Team member exchange involves the culture
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of collaboration and cooperation, when this happens workers get motivated to adopt the behavior of helping each other and engaging themselves in different activities even when the activities go beyond the organizational experience, hence creation of OCB as Pam (2013) defines it as an action engaged in by a worker to provide advantages to the establishment which is not officially necessitates by occupation or which goes beyond the official requisites. Malingumu et al(2016) argued that high quality TMX signifies the existence of a well-established relationship that exists between employees hence acts as a catalyst to employees' positive feelings towards the organization (OCBO) and towards co-workers (OCBI).The study examining the Effect of Workplace Friendship, TeamMember Exchange and Leader-Member Exchange on Organizational Citizenship Behavior by Nougarou(2017) reported that TMX was associated more strongly to OCB towards the organization than to OCB toward individuals.

The study examining the relationship between Team-Member Exchange and supervisor reports of Organizational Citizenship Behavior by Love & Forret(2008) revealed a strong relationship between TMX and OCBI. Similar findings were observed in the study on Co-workers' Social Undermining Behavior, Trust in Coworkers and Employees' Work Behaviors by (Dar & Yunus, 2015). It was also found in the study by Scott & Bruce(1994) that TMX along with respect was a strong predictor of coworker-directed organizational citizenship behavior.

The Relationship between Empathy, Servant Leadership and Teacher's Turnover Intention

Empathy is a vital practice for the servant leader and furthermore a responsibility. It involves genuinely feeling the feelings of the other individual and doing as such without

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judgment and criticism. Servant leaders attempt to comprehend the position and condition of others, put forth an intentional attempt to think about other's perspectives, and work with supporters to understand their fantasies(M. A. Martin, 2020).

The servant leader expects that colleagues mean well and perceives and acknowledges them for their unmistakable commitments. A significant mark of explanation is that this doesn't infer that unfortunate conduct or execution is disregarded, yet rather that it is the unwanted conduct that is considered responsible and not the person (M. A. Martin, 2020). The benefits of creating a culture of empathy in the school environment not only benefit the students, but also positively impact employee satisfaction and school performance.

The study assessing individual differences in servant leadership by Washington(2006) reported that followers' ratings of leaders' servant leadership were positively related to followers' ratings of leaders' values of empathy, integrity, and competence. To be powerful in accomplishing wanted authoritative objectives, a leader is expected to get and tried certain leadership conduct ascribes or qualities which incorporate tuning in, empathy, recuperating connections, conceptualization, stewardship, obligation to the development of individuals and building community (Mukonoweshuro et al., 2016).

Empathy has the ability to reduce turn over intention as it creates different environment in organization for employees to stay. Pressley (2012) points out that empathy creates the organizational environment whereby employees show respect and they care for each other not just going by rules and regulations, that it enhances listening, openness and understanding among people in organization which develop close relationship. In

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additional to that empathy creates environment where people can engage in their soft skills that will make them available at work (Risepeople.com 2019).

Empathy is a fundamental segment of employees' emotional intelligence (EI) in molding their work conduct since "empathy is the capacity to see the world from someone else's viewpoint the ability to tune into what another person may be thinking and feeling about a circumstance "paying little mind to how that view may vary from their own perception (Svenaeus, 2017).

Empathy is quite possibly the main quality of a leader. Particularly in an administration setting where teamwork is imperative, empathy and an overall comprehension of colleagues can have the effect between high turnover and employee retention at work. Through a matrix of correlation to analyze the relationship between the empathy with employee turnover intention Pandey (2020) found a clear negative association between Empathy and Employee Turnover Intention.

The study assessing emotional intelligence and employee performance in selected commercial Banks in Nnambra state, Nigeria found that Empathy has a strong negative relationship with Employee Turnover(Hilda et al., 2016). Shahhosseini(2012) showed that EI assumes a huge part on the relationship at work thus decides the frequency of individual and industrial conflicts in the organization. Lamothe(2020)inferred that emotional maturity has a lot to do with how people manage unpleasant circumstances at work place.

The Relationship between Empathy and Teachers' OCB

Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place (Cherry, 2020). Empathy is {

evident as a basis for volunteering among people in any organization. Berardi et al (2020) when discussing about rebuilding communities with empathy comment that empathy creates community and local development perspective that when individuals have empathy, they often exhibit prosocial behaviors, Cherry (2020) also comments that people are more likely to engage in pro social behaviors that benefit other people.

When people have ability to emotionally understand each other are more likely to engage themselves in activities which goes beyond official requisites which is Organization Citizenship Behavior. The study done by illustrated five dimensions OCB in which among them is altruism. Organ(1988) referred altruism as useful and beneficial characteristics, such as friendly, empathy among coworkers that helps to the workers who have problems.

In a study done to examine Organizational Citizenship Behaviors as a function of empathy, consideration of future consequences, and employee time horizon, empathy showed a stronger relationship with OCBs when respondents envisioned they would soon leave an organization and that people high in worry with future results were less likely to participate in OCBs when confronted with a short-term time horizon(Joireman, 2006).

It was revealed from the study examining the Impact of Emotional Intelligence on Organization Citizenship Behavior that organization citizenship behavior is positively related with emotional intelligence and there is a significant difference among executives of higher authority and lower authority with regard to civic-virtue, courtesy, empathy, personal fulfillment, anxiety and self-confidence(Luxmi & Vashisht, 2017). Korkamaz(2009) established that empathy, self-awareness and self-management of

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employees have a strong positive relationship with organizational citizenship behavior of employees.

The Relationship between Servant Leadership and Teachers' OCB

Servant leaders usually create organization citizenship behavior through their behavior towards organization and their followers. Tuan (2017) comments that the organization citizenship behavior under servant leadership can be such a motivational, for followers to portray behaviors which indicate that they go beyond the organization requisites leaders should demonstrate such kind of behaviors so that to motivate them. Vonday (2010) argues that self-identity and social identity are the best ways a leader should use in order to connect their follows to model the type of behaviors the supervisor for the organization to grow.

Newman et al (2017) suggest the use of information to match subordinates' proactive personalities with supervisors' leadership style to maximize subordinate organization citizenship behavior which benefit the organization. On the other hand, duration has been evident as the significant moderator of the relationship between servant leadership and organization citizenship behavior, that the longer employees work with servant leaders the more likely they are to engage in OCB (Thao and Kang, 2020).

It has been found in the study examining the relationship between servant leadership and organizational citizenship behavior among employees of service sector that servant leadership is related to OCB(Mathur & Negi, 2014). Similar findings were observed in the study exploring leadership and procedural justice climate as antecedents of unit-level organizational citizenship behavior(Ehrhart, 2007).

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The theoretical framework was proposed by Greenleaf (1977)who believed that a leader who serves his followers get a seriously mindful and strong workforce. Meyer et al (1993)additionally upheld the view that leadership ought to be identified with OCB. They contended that leaders setting as good examples in serving followers make followers to show favorable to social practices. Various parts of individual qualities like listening, empathy, persuasion, conceptualization, foresight, stewardship showing trust in an individual makes him cute among his subordinates. Listening with respect to leader conveys a message of 'being heard' among followers.

The Relationship between Servant Leadership and Teachers' Turnover Intention

Servant leadership is leading while serving. When a leader employ serving technique in organization the turnover intention rate changes, Haudan (2020) proposed 6 reasons why servant leadership is the best and one of them is when people feel valued, they value what they do; it is evident that people stays longer in a place where they valued what they do and where they are valued by their leaders. The servant leadership induces positive behaviors among employees which changes the negative behavior such as leaving the organization (Brohi et al, 2018).

Several studies comments on how the servant leaders help to reduce turnover intention; Jang et al (2017) in their studies suggest that effective commitment is the effective way to enhance servant leadership towards reducing turnover intention, that employees' feeling of attachment to the organization helps them to stay with their organization. On the other hand, DeConinck et al (2018) point out that leaders who prioritize their followers' carrier development have the great chance to build trust among their followers.
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Research has shown that servant leaders are related with expanded job satisfaction in their employees and that job satisfaction in adversely connected with voluntary turnover (Huning et al., 2020). Studies done on the relationship of servant leadership and turnover intention have found that servant leadership is negatively related with employees' turnover intention(DeConinck et al., 2018; Hunter et al., 2013; Kashyap & Rangnekar, 2016).

Employees Turnover Intension

Employee retention is a global challenge, several studies have been conducted on employee retention, and from those studies some researchers have studied specifically on the issue of retaining teachers. In order to understand how to keep teachers to work in the same school or district for a long period of time it is necessary to understand why teachers leave the schools or district.

Past researches (DeConinck et al., 2018; Hunter et al., 2013; Kashyap & Rangnekar, 2016)indicates that the employees' turnover intention is highly influenced by personal characteristics, job satisfaction, job security, compensation, managerial factors, insufficient social services, limited opportunities and conflicts in schools.

In western context, Hughes(2006) found that recruitment and retention of quality teachers in Columbia is important for students' achievement and development of school districts. Therefore it is important for school administration to find out the strategies for teachers' retention. Medina (2012) points out that in order to decrease turnover intention among employees there should be high work cultural satisfaction among the employees, and that if employees are satisfied they will not have intention to leave the job, hence employee retention.

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On the other hand, WestED(2004) in the study of keeping quality teacher found that the major concerns emerging across New York is the need for school leadership to support retention initiatives and that leaders should adopt supportive leadership style and involves themselves in initiating different strategies in order to retain teachers so that to ensure a quality education for all students. WestED(2004) proposed three strategies which are; to improve working conditions, administration to support teacher retention and induction and mentoring programs. In Virginia, Giacometti(2005) found that teachers choose to leave or to stay in teaching professional are emotional factors, compensation and benefits together with cultural shock. On top of that, Raley et al.,(2005)suggest that in order to retain teachers for after-school success in Philadelphia staff with the passion, respect and concrete skills should be hired, training for staff and there should be monitoring program for quality.

Additionally, Raley et al.,(2005) found that in order to retain teachers in Australia teachers need to be supported and given opportunities for further development of their human, social, structural and positive psychological aspects. Also Kaur (2013) point out quality of work life, job stress, job satisfaction and organizational justice to be the influence for turnover intention among Indian employees. To make emphasis on the turnover intention in retail industry in Thailand, Wu & Xiangping(2012) comments that job satisfaction and organizational commitment have impact towards the decision of employees to leave or stay to work in the industry.

A study conducted by Mulkeen et al., (2007) found that the retention of secondary school teachers in Sub-Saharan Africa is highly associated with higher salaries and improvement in conditions of service since these are very important in promoting job

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satisfaction and motivating teachers. Consequently, job satisfaction, organizational commitment, working conditions, and job perception among employees are the indicator for turnover intention in South Africa(A. Martin & Roodt, 2008). In Kenya, Huma(2014) found that training has a great impact in motivating teachers which enables them to be competent in subject matter and pedagogical preparations, hence retaining them become easy.

In Tanzania, some studies have been conducted to find out the strategies for teacher retention in different districts; Malisa(2015) found that teachers' turnover intention in most schools in Hanang District is influenced by job dissatisfaction, delay of promotion, insufficient social services, improper management, and lack of opportunity for career development. In additional to that, Mkonongo(2004)identified low salary, poor working conditions, lack of institutional policies and managerial factors as factors influencing secondary school teachers not to report to their first appointments and influencing turnover intention for those who had already reported. On the other handMaganga(2016)found out that the yearly gradual salary increase, working condition improvement, development opportunities and promotions are the initiatives for teachers' retention in Nyamagana Municipal council public secondary schools. Furthermore, findings by Boniface (2016) show that in order to retain teachers in Tanzanian remote secondary schools; teachers' empowerment, justice practices and justice voicing arenas are important practices to adopt.

2.4   Research Gap

Previous studies have not paid more attention to the servant leadership style, empathy, and OCB and team member exchange as the influencing factors for employees'

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retention in organizations. Number of studies including the studies done by (Maganga, 2016; Mkonongo, 2004; WestEd, 2004)tried to investigate on the employee retention but the strategies that have been proposed by these studies do not examine directly the role of servant leadership, empathy, OCB and team member exchange.

Some of the studies have been conducted on servant leadership, OCB and Team member exchange their roles towards motivating employees and raising the morale of employees in the organization (Kashyap & Rangnekar, 2014; Malingumu et al., 2016; McCann et al., 2014). None of the conducted studies focused directly on the link between servant leadership and employee retention in Tanzania, particularly by going beyond the mechanisms and processes underlying the relationship between servant leadership and teacher retention in Bukombe district, particularly by focusing empathy and team member exchange as a mediator. Thus, this study intends to fill that gap.

2.5   Conceptual Framework

A conceptual framework is the researcher's map which identifies the variables required for the study and which shows how the researcher understands the connection of his/her study's variables (Regoniel, 2015). The following is the conceptual framework for the study that demonstrates the variables that were investigated by the researcher;

| Independent Variable Servant Leadership | → | Mediating Variable TMX Empathy | → | Dependent Variables OCB Turnover Intention |
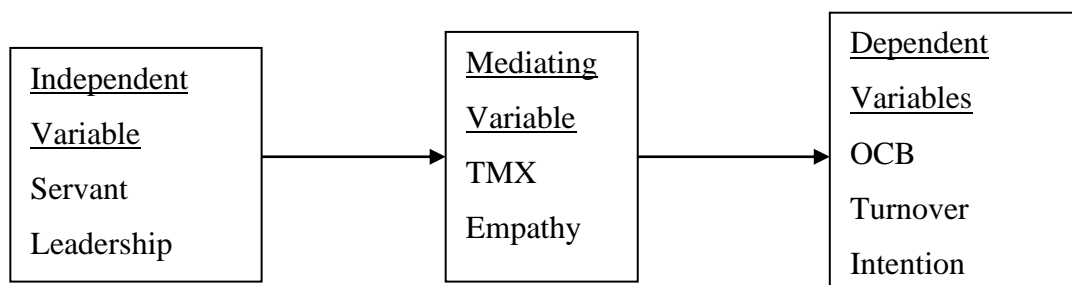
Figure 2.1: The Mediating Role of Team Member Exchange and Empathy

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Source: Researcher's conceptualization of the servant leadership style, OCB and teachers' retention: the mediating role of team member exchange and empathy

The conceptual framework (figure 2.1) above shows that, teacher' retention may vary according to servant leadership, OCB, empathy and team member exchange. The understanding of these variables and their effects on teacher retention can be assessed by carrying out the investigation the relationship the mentioned variable has towards teachers' turnover intention.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

The section covers research approach, research design, and area of the study, population, sample and sampling techniques, data collection method and data analysis plan. The issues of ethical consideration, validity and reliability of data will also be discussed.

3.2   Research Paradigm

This study used post-positivisms paradigm. In this paradigm causes probably determine effects or outcomes. Whereas, servant leadership is said to be a cause, OCB which in one hand the study focused on organizational citizenship behavior towards organization and on the other hand it focused on organizational citizenship behavior towards individual as well as turnover intention are the effects or outcomes. However, the study also tried to look on the other angle by including the mediating variables such as TMX and Empathy to establish if they have indirect effect over the outcomes. Moreover, by using the post positive's paradigm, absolute truth can never be found, and it is with this idea that researchers prove the hypotheses that indicate a failure in order to reject it. This is why in the current study the researcher uses null hypotheses which will be tested after the intervention in order to know the truth on the ground.

The study included the investigation of the relationships between servant leadership style, organization citizenship behavior and employee retention, the role of empathy and team member exchange.

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3.3   Research Approach

The study used quantitative research approach. The researcher aimed at collecting information which shows the relationship among the data, also the researcher focused on conducting simple to extremely sophisticated statistical analyses that aggregate the data. For that matter the quantitative research approach was inevitable.

3.4   Research design

Study design can be described as the structure on how the research can be conducted; this structure projects the specification of how data collection, processing and analysis will be carried out (Islamia, 2016). According to Saunders (2009), research design is the detailed plan of how the research is conducted. It is a frame work that guides research activities to ensure that sound conclusions are reached. Kothari (2011) states that it is a strategy specifying which approach will be used for gathering and analyzing the data.

The researcher used survey research design so as to collect data from a large number of respondents at once. The survey was also employed in collecting adequate information required in this study. Another reason for choosing survey was due to its flexibility in collecting primary data in terms of verbal or written form. Hence, the use of questionnaire as used in this study had correlation to survey design.

3.5   Area of the Study

The study was conducted in Bukombe district which was one of districts in Geita region of Tanzania. According to 2012 census the Bukombe had a total of 224542 dwellers. The district was separated from Kahama district after it had experienced a number of administrative and development challenges such as, vast area of Kahama district in Shinyanga region which had an area of 19.943km^2, inaccessible topography population
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increase, poor communication networks and the thinly dispersed distribution patterns of human settlement with its area of jurisdiction. About 90% of the Population depends on agriculture and livestock keeping as their major sources of income. The major food crops grown includes Maize, Cassava, Rice, Sweat potatoes, variety of leguminous crops and banana, while cotton tobacco and sunflower. Livestock kept ware; cattle, goats, sheep, donkey, pigs, chicken, ducks and dogs.
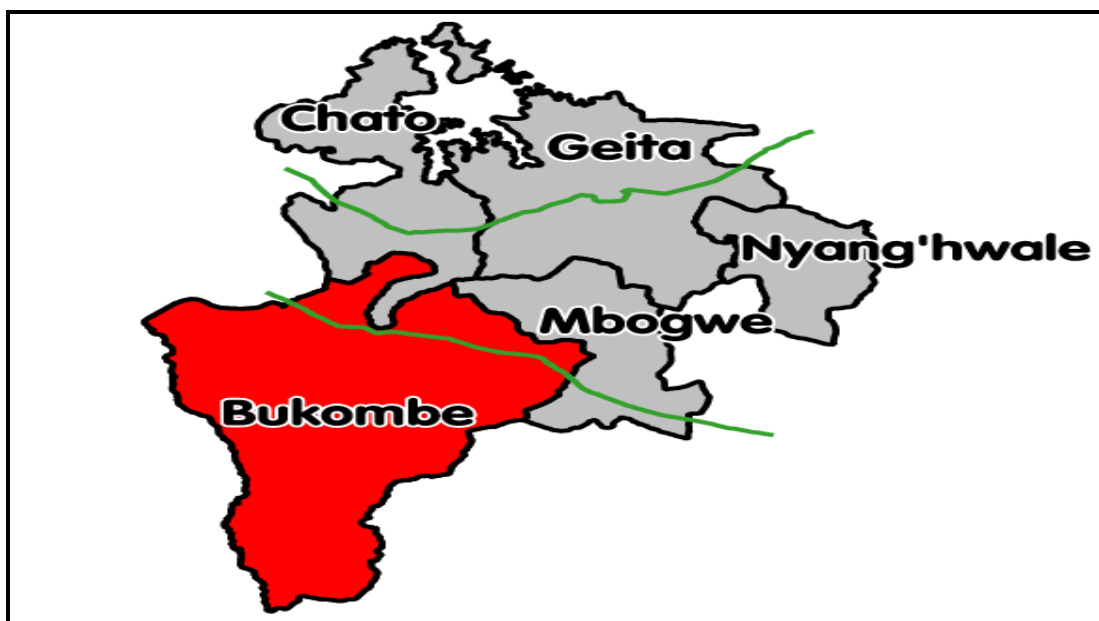
Figure 2.1: The map to show Bukombe district

Bukombe districts have 84 primary schools and 16 secondary schools whereby 78 were government primary schools and 14 were government secondary schools. The district was chosen to be the study area because it has many government owned schools but there was less or no evidence to show some literature material which was written to investigate either the leadership styles in secondary schools or the effects of leadership in secondary schools in Bukombe district compared to other administrative area or regions in Tanzania. For instance, Massawe (2014) did the study to assess leadership practices at school level in community secondary schools in Kinondoni municipality

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(Dar es salaam region); Firmaina (2015) did the study on the impact of leadership and management on academic performance in secondary schools in Iringa region and; Machum and Kaitila (2014) did the study on the influence of leadership styles on teachers' job satisfaction in Songea and Morogoro districts.

3.6   Population

Hanlong and larger (2011) define a population as all the individuals or units of interest. A population is a set of subjects (such as individuals, groups, institutions, countries etc.). It exists if and only if its subjects can be distinguished from other subjects that do not belong to the very population (Asiamah et al., 2017). The population for the study was public secondary school teachers in Bukombe district.

3.6.1   Sampling Techniques

Sampling technique is defined as the process of selecting certain members or a subset of the population to make statistical inferences from them and to estimate characteristics of the whole population. The process used in statistical analysis in which a predetermined number of observations are taken from a large targeted population (Bala 2017). Therefore, the study used systematic sampling technique whereby the researcher divided the entire population size to the required number of respondents to be investigated. The systematic sampling was also explained by Hayes (2019) as the type of probability sampling in which members of a larger population are selected according to a random starting point. Therefore, the researcher during data collection was randomly selecting respondents from the group of teachers by taking those who had time and willing to participate to fill questionnaires.

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3.6.2 Sample size

Sample refers to the subset of the individuals in a population (Kothari, 2004). The sample size refers to the number of units that were chosen from which data were gathered (Lavrakas 2008). Ifwell calculated, the sample size leads to achieving both a clinically and statistically significant results to answer questions that asked in valid manner. Therefore, the sample size for the study was 100 respondents (10 head of schools, 10 second masters/mistress, department officers and teachers). The reason for choosing these kinds of respondents was due to their characteristics of being among the education stakeholders at school level that had direct impact with the kind of leadership practiced in their particular schools.

The sample size of this study was calculated by using the following formula according to Yamane (1967),

$$n = \frac{N}{1 + N(e)^2}$$

Where n= sample size

N=Number of elements in the sampling frame

ℓ=the level of precision

Thus, this study used the sampling universe of study items. With regard to time and cost considerations the study used an optimal number of study items whereby a 90% confidence level was used and 10% or 0.1was the study's level of precision. Additionally, the researcher used to add up of 10% to the sample size to compensate in case of the unreached respondents (Israel, 1992). Therefore, the sample size of this study was given as;

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n= $229/1+229(0.1)^2$

n =95.8

Then with the specification that the 10% was the interval of precision then add up of [95.8x0.1=9.58] 10% make up a105.5 which was approximately to106sample size. Based on the above literatures, the sample size of 106 respondents was selected for inclusion along with the sampling techniques.

3.7 Data Collection and Instrument

3.7.1 Questionnaire

Questionnaire was defined as data collection technique wherein the respondents are asked to give answers to the series of questions. In this study, the respondents were provided with questionnaires that they were supposed to fill in. The reason for using this method is that it covered a large number of respondents and because the study was quantitative in nature, the technique was effective. The researcher distributed questionnaire papers for head of schools, second maters/mistress and department officers one week before coming to collect them back. The researcher gave them one week of filling questionnaires because the nature of their normal duties kept them busy, hence need adequate time to respond to all questions effectively. On the other hand, questionnaires for teachers were distributed and collected on the same day when the researcher visited schools. The researcher gave those two to three hours to fill the questionnaires and collect them back on the same day. The reason for collecting papers form teachers in the same day was to avoid much loss of papers because some teachers said to have no place to keep the questionnaire safely for a week. For instance, from 106 papers distributed to all respondents to all schools only 100 papers were returned.

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Hence, the loss of 6 papers was from some heads of departments who were provided with extra papers and stayed with them for a week.

3.8   Data Analysis Procedures

The researcher used the following procedures to process and analyzes the data. The researcher started by first coding the paper by giving numbers from number 1 to 100. For example, the paper number 1 to 10 were for head of schools, the paper 11 to 20 were for second masters/mistress, the paper from number 21-50 were for heads of departments and number 51-100 were for teachers. After cording the researcher inserted all questions' categories and input the collected data respectively into the SPSS basing on their variables. Thereafter, the variables were analyzed into descriptive statistics to get their relationship under regression analysis.

3.9   Validity and Reliability

To ensure that data collected measured what it was intended; pre-testing of the tools was done by the principle investigator among 20 teachers from Bulega secondary school to identify any ambiguous questions. Data double entry, outliers and errors was cross checked to ensure data cleanliness. A systematic random sampling was used to avoid bias. Supervisor's opinion was put into account in developing tools for data collection to ensure validity.

To achieve reliability, Cronbach's alpha was calculated using SPSS Version 23 to determine reliability of all items under the instrument used in this study. The average Cronbach's alpha reliability coefficient for the instrument was 0.81.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter presents the findings of the study according to the research objectives. Also, analysis and discussion of the findings are provided in this chapter. The chapter starts by presenting the demographic and socio-economic characteristics of the respondents. The data were analyzed through correlation, regression model and presented through tables.

4.2   Analysis and Presentation of the Findings

This part presents all research findings in the request for research hypotheses. The researcher thus presents the findings assembled utilizing questionnaires. Findings are right off the bat introduced and from there on analyzed and interpreted corresponding to research hypotheses. This research was cultivated utilizing ten hypotheses. The first hypothesis was hypothesized that there is a positive relationship between servant leadership and TMX in public secondary schools in Bukombe district. The second stated that there is a positive relationship between servant leadership and empathy in public secondary schools in Bukombe district. The third hypothesis hypothesized that there is a positive relationship between TMX and organization citizenship behavior towards individual and also towards organization in public secondary schools in Bukombe district. The fourth hypothesis stated that there is a negative relationship between TMX and teachers' turnover intention. The fifth hypothesis stated that there is a positive relationship between empathy and OCBI and also with OCBO in public secondary schools in Bukombe district. The sixth hypothesis stated that there is a
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positive relationship between empathy and teachers' turnover intention in public secondary schools in Bukombe district. The seventh hypothesis stated that there is an indirect negative relationship between servant leadership and OCBI also with OCBO through TMX in public secondary schools in Bukombe district. The eighth hypothesis stated that there is an indirect positive relationship between servant leadership and teacher' turn over intention through TMX in public secondary schools in Bukombe district. The ninth hypothesis stated that there is an indirect positive relationship between servant leadership and OCBI also with OCBO through empathy and lastly the tenth hypothesis hypothesized that there is an indirect negative relationship between servant leadership and teachers' turnover intention through empathy.

The questionnaire items were straightforward proclamations which respondents should demonstrate suitable ratings utilizing five-point like scale ranging from 'Strongly Agree' to 'Strongly Disagree'. Thus, the scaling was 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

4.3   Socio-demographic characteristics

The study population from which these results were obtained is 100 teachers (table 1). Majority of the respondents, 56(56%) were aged 30-39 years. Based on sex they were equal in number. Among all respondents, 77 (77%) were normal teachers. The study found that 97 (97%) of all respondents were full time employees. Sixty-seven percent of all teachers had a bachelor degree. When asked about the number of years they have been under the current supervisor, 93 (93%) respondents have been for 1-5 years. It has been reported that, 85(85%) respondents have 5-10 workers in their team. When asked

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how they described the current organizational situation, 48(48%) respondents said they

were in the middle series of changes.

Table 4.1: Socio-demographic characteristics

Variable	Frequency (n)	Percent (%)
Age		
Below 30	41	41.0
30-39	56	56.0
Above 39	3	3.0
Sex		
Male	50	50.0
Female	50	50.0
Position of employee		
Second master	2	2.0
Head of department	21	21.0
Teacher	77	77.0
Work basis		
Full time	97	97.0
Part time	3	3.0
Level of education		
Diploma	32	32.0
Bachelor	67	67.0
Masters	1	1.0
Number of years under current supervisor		
1-5 years	93	93.0
6-10 years	6	6.0
Above ten	1	1.0
Number of workers in your team		
0-5 workers	5	5.0
5-10 workers	10	10.0
Above ten	85	85.0
Current organizational situation		
Beginning of a series of changes	21	21.0
Middle of a series of changes	48	48.0
End of the series of changes	15	15.0
Relatively quiet period without many changes	16	16.0

(N=100)

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Table 4.2: Mean, Standard Deviation and Interco relations

	Mean	SD	1	2	3	4	5	6
1. Servant leadership	3.51	.66						
2. OCBO	4.11	.65	.44**					
3. OCBI	4.09	.69	.20**	.32**				
4. Team Member Exchange	4.00	.57	.40**	.35**	.37**			
5. Empathy	3.05	.51	.31**	.22**	.13	.23*		
6. Turnover intention	2.41	1.12	-.19*	.14**	-.07	.64**	-.00	

N = 100, * Correlation is insignificant at $p > .01$, ** Correlation is significant at $p < .05$.

4.4 Relationship between servant leadership and Team-Member Exchange

The first hypothesis of the study looked to set up the relationship between servant leadership and the team member exchange (TMX). The study hypothesized that there is a positive relationship between servant leadership and TMX in public secondary schools in Bukombe district. The TMX was measured by teacher's responses using eight items in the questionnaires. Using the questionnaire items, servant leadership style was assessed using eight items. Regression analysis was performed to identify the existing relationship. Results of the regression analysis indicated that servant leadership has a positive statistically significant relationship with team-member exchange (b = .33, $p < .001$.). Therefore, the H1 is endorsed.

Table 2.3: Relationship between servant leadership and Team-Member Exchange (N=100

Model	TMX		
1	B	SE	P
Servant leadership	.33	.02	<.001
	$R^2 = .37$		

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4.5   Relationship between servant leadership and Empathy

Hypothesis 2 of this study predicted that there is a positive relationship between servant leadership and empathy in public secondary schools in Bukombe district. Using the questionnaire items, servant leadership style was assessed using eight items. Empathy was measured by teachers' responses using eight items. Results of the regression analysis indicated a weak non-significant relationship between servant leadership and empathy (b = .11, p > .001.) Therefore, the H2 is rejected.

Table 4.4: Relationship between servant leadership and Empathy (N=100)

Model	Empathy		
1	B	SE	P
Servant leadership	.11	.8	>.001
	R^2=.15		

4.5.1   Relationship between Team-member exchange and Organization citizenship behavior towards individual

Hypothesis 3*a* of this study suggested that there is a positive relationship between TMX and organization citizenship behavior towards individual in public secondary schools in Bukombe district. TMX was measured by teacher's responses using eight items in the questionnaires. Using the questionnaire items, organization citizenship behavior towards individual was assessed using eight items. Regression analysis was performed to establish the existing relationship. Results of the regression analysis indicated that team member exchange has a positive statistically significant relationship with organizational citizenship behavior towards individual (b = .33, p < .001.). Therefore, the H3*a* is endorsed.

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Table 4.5: Relationship between Team-member exchange and Organization citizenship behavior towards individual (N=100)

Model	OCBO		
1	B	SE	P
Team-member Exchange	.33	.10	<.001
	R^2=.35		

4.5.2 Relationship between Team-member exchange and Organization citizenship behavior towards organization

Hypothesis 3*b* of this study suggested that there is a positive relationship between TMX and organization citizenship behavior towards organization in public secondary schools in Bukombe district. TMX was measured by teacher's responses using eight items in the questionnaires. Using the questionnaire items, organization citizenship behavior towards organization was assessed using eight items. Regression analysis was performed to establish the existing relationship. Results of the regression analysis indicated that team member exchange has a positive statistically significant relationship with organizational citizenship behavior towards organization (b = .33, *p* < .001.).Therefore, the H3*b* is endorsed.

Table 4.6: Relationship between Team-member exchange and Organization citizenship behavior towards organization (N=100)

Model	OCBO		
1	B	SE	P
Team-member exchange	.33	.03	<.001
	R^2=.32		

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4.6 Relationship between Team member exchange and turnover intention

Fourth hypothesis of this study looked upon the relationship between Team member exchange and teacher's turnover intention. It was hypothesized that there will be a negative relationship between Team member exchange and teachers' turnover intention in public secondary schools in Bukombe district. Using the questionnaire items, team member exchange was assessed using eight items. Teacher's turnover intention was measured through the use of 3 items in questionnaire. Results of the regression analysis indicated a weak non-significant positive relationship between team member exchange and teachers' turnover intention (b = .02, p > .001.) Therefore, the H4 is rejected.

Table 4.7: Relationship between Team member exchange and turnover intention (N=100)

Model	Turnover intention		
1	B	SE	P
Team-member exchange	.07	.10	>.001
	R^2=.00		

4.6.1 Relationship between empathy and Organization citizenship behavior towards individual

Hypothesis 5a of this study suggested that there is a positive relationship between empathy and organization citizenship behavior towards individual in public secondary schools in Bukombe district. Empathy was measured by teacher's responses using eight items in the questionnaires. Using the questionnaire items, organization citizenship behavior towards individual was assessed using eight items. Regression analysis was performed to establish the existing relationship. Results of the regression analysis discovered a non-significant positive relationship between empathy and organizational
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citizenship behavior towards individual (b = .12, $p > .001$.) Therefore, the H5*a* is rejected.

Table 4.8: Relationship between empathy and Organization citizenship behavior towards individual (N=100)

Model	OCBI		
1	B	SE	P
Empathy	.12	.12	>.01
	R^2=.10		

4.6.2 Relationship between empathy and Organization citizenship behavior towards organization

Hypothesis 5*b* of this study suggested that there is a positive relationship between empathy and organization citizenship behavior towards organization in public secondary schools in Bukombe district. Empathy was again measured by teacher's responses using eight items in the questionnaires. Using the questionnaire items, organization citizenship behavior towards individual was assessed using eight items. Regression analysis was performed to establish the existing relationship. Results of the regression analysis discovered a non-significant positive relationship between empathy and organizational citizenship behavior towards individual (b = .13, $p > .001$.) Therefore, the H5*b* is rejected.

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Table 4.9: Relationship between empathy and Organization citizenship behavior towards organization (N=100) (4.9)

Model	OCBO		
1	B	SE	P
Empathy	.13	.12	>.01
	R^2=.10		

4.7   Relationship between empathy and employees' turnover intention

Hypothesis 6 of this study hypothesized that there is a positive relationship between empathy and teacher's turnover intention in public secondary schools in Bukombe district. Using the questionnaire items, teachers' turnover intention was assessed using three items. Empathy was measured by teachers' responses using eight items. Regression analysis was performed to establish the existing relationship. Results of the regression analysis discovered a non-significant positive relationship between empathy and teacher's turnover intention in public secondary schools in Bukombe district (b = .22, p > .001.) Therefore, the H6 is rejected.

Table 4.10: Relationship between empathy and teachers' turnover intention (N=100)

Model	Turnover intention		
1	B	SE	P
Empathy	.22	.12	>.01
	R^2=.18		

4.8   Mediated by TMX

It should be noted that for the support of mediation between variables, there should be three preconditions (Hayes, 2013).First, there will be mediation when independent

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variable is shown to significantly influence the dependent variable. In this study, independent is servant leadership and dependent variables are organizational citizenship behavior and turnover intentions. Second, independent variable should have significant relationship with the mediation variable. The independent variable servant leadership and the mediating variables are TMX and Empathy. Third, the mediator variable must significantly influence the dependent variable. In this study the mediator variables– TMX and empathy was tested with teacher turnover intensions and organizational citizenship behavior. As noted earlier, this study tested the relationship between servant leadership and the mediating variables TMX and Empathy. It also tested for the relationship between TMX with the target variables organizational citizenship behavior and turnover intentions.

4.8.1 Indirect relationship between servant leadership and organization citizenship behavior through TMX

First, the relations between TMX and the OCBO when controlling for servant leadership was analyzed. Regression analysis results showed that team member exchange is positively and significantly related to OCBO (b = .28; 95%CI [0.0660, 0.4956]) and non-significant relationship between servant leadership and organization citizenship behavior towards individual OCBI (b = .11; 95% CI [-0.0582, 0.3085]). Also, we tested for the relationship between Servant leadership and teachers' turnover intentions when controlling for servant leadership. Results of the regression analysis indicated that servant leadership has a non-significant relationship with teachers' turnover intention TMX (b = -.07; 95% CI [-0.2997, 0.1102]).

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To test indirect relationship between servant leadership and teachers' OCBO and OCBI through TMX the indirect effect with bootstrapping techniques by using PROCESS macros for SPSS was used (Hayes, 2013). Bootstrapping is preferred because it regards the sample as a population by re-sampling and supplanting it a few times (5000) and register suitable statistics for each sample. The bootstrapping technique lessens the sampling distribution inconsistency by ascertaining confidence intervals (Hayes, 2013). Under this relationship it was predicted that, there is an indirect positive relationship between servant leadership and OCBO through TMX. The results of the indirect effect based on 5000 bootstrap samples show a non-significant indirect positive relationship between Servant leadership and OCBO mediated by TMX (b = .28, Bootstrap CI_{95} = -.0654, .1250). The mediator, TMX, accounted for approximately 29% of the total effect on OCBO. Thus, H7a was rejected. Hypothesis 7b predicted that, there will be an indirect positive relationship between servant leadership and OCBI through TMX. The results of the indirect effect based on 5000 bootstrap samples found a significant positive indirect relationship between Servant leadership and OCBI mediated by TMX (b = .11, Bootstrap CI_{95} = .0284, .2222). The mediator, TMX, accounted for approximately 11% of the total effect on OCBI. Thus, H7b was endorsed.

Table 4.11: Indirect effect of servant leadership and OCBO through TMX

	B	SE	LLCI 95%	ULCI 95%
Team Member Exchange	.28	.10	-.0654	.1250

Table 4.9.1 (b) Indirect effect of servant leadership and OCBI through TMX

	B	SE	LLCI 95%	ULCI 95%
Team Member Exchange	.11	.09	.0284	.2222

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4.8.2 The indirect relationship between servant leadership and teachers' turnover intention through TMX

It was predicted that, there is an indirect negative relationship between servant leadership and teacher's turnover intention through TMX. The results of the indirect effect based on 5000 bootstrap samples show a non-significant indirect negative relationship between Servant leadership and teachers' turnover intention mediated by TMX (b = -.09, Bootstrap CI_{95} = -.0597, .0999).

Table 4.12: Indirect effect of servant leadership and turnover intention through TMX

	B	SE	LLCI 95%	ULCI 95%
Team Member Exchange	-.09	.10	-.0597	.0999

4.9 Mediated by empathy

4.9.1 Relationship between servant leadership and Organizational citizenship behavior through empathy

First, the relations between empathy and the OCBO when controlling for servant leadership was analyzed. The analysis showed a significant relation (b = .29; 95% CI [0.0964, 0.5006]), and the F-test for the model only was significant at p<0.05. We predicted that, there will be an indirect relationship between servant leadership and teachers' OCB through empathy .The indirect effect was performed using the bootstrapping techniques by using PROCESS macros for SPSS (Hayes, 2013).The results of the indirect effect based on 5000 bootstrap samples show a non-significant indirect positive relationship between servant leadership and OCBO mediated by empathy (b = .29; 95% CI95% [-0.0290, 0.0490]).

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It was also predicted that, there will be an indirect relationship between servant leadership and teachers' OCBI through empathy. The results of the indirect effect based on 5000 bootstrap samples show a non-significant indirect positive relationship between servant leadership and OCBI mediated by empathy (b = .21; 95% CI [-0.0167, 0.0589]).

Table 4.13: Indirect effect of servant leadership and OCBO through empathy

	B	SE	LLCI 95%	ULCI 95%
Empathy	.29	.10	-.0290	.0490

Table 4.10.1 (b) Indirect effect of servant leadership and OCBI through Empathy

	B	SE	LLCI 95%	ULCI 95%
Empathy	.21	.09	-.0167	.0589

Based on 5000 bootstrap samples

4.9.2 Relationship between servant leadership and teachers' turnover intention through empathy

First, the relations between empathy and the teachers' turnover intention when controlling for servant leadership was analyzed. The analysis showed insignificant relation (b = -0.002; 95% CI [-0.165, 0.162]), and the F-test for the model was insignificant at p>0.05. To test indirect relationship between servant leadership and teachers' turnover intention through empathy, the indirect effect with bootstrapping techniques by using PROCESS macros for SPSS was calculated(Hayes, 2013). Results of the analysis indicated a non-significant negative relationship between servant leadership and teachers' turnover intention through empathy. (b =-.10; 95% CI [-0.0152, 0.1170]).

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Table 4.14: Indirect relationship between servant leadership and teachers' turnover intention

	B	SE	LLCI 95%	ULCI 95%	
Empathy	-.10	.09		-0.0152	0.1170

Based on 5000 bootstrap samples

4.10 Discussion of the Study Findings

The study aimed at looking on the relationship between servant leadership, organization citizenship behavior and teachers' retention through team member exchange and empathy. Through hypothesizing the ten hypotheses the study came out with different results. The following is the discussion of the study findings;

Hypothesis 1 of the study predicted that there is a positive relationship between servant leadership and team member exchange in public secondary schools in Bukombe district. The study findings revealed a positive relationship between servant leadership and TMX.The relationship can be explained by the fact that servant leaders give resources and support through establishing a work space in which participation is focal setting up a communal culture, being communicative and supportive just as considering employees. This can be the case because leader-follower relations can frequently be perceived as a social exchange in which bothsupervisors and followers expect to adjust expenses and advantages. Similar findings were reported in the studies done by (Liden et al., 2008; Malingumu et al., 2016; Opoku et al., 2019)showing positive relationship between servant leadership and TMX.

This is contrary to when servant leadership is associated with empathy in hypothesis 2 which predicted the positive relationship between the two in public secondary schools

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in Bukombe district. On this, the study found a weak non-significant relationship between servant leadership and empathy which means servant leadership has no influence on empathy. The employees do not get influenced by their leaders to develop the sense of understanding others.

Hypothesis 3a of the study suggested a positive relationship between team member exchange and OCBI in public secondary schools in Bukombe district, and hypothesis 3b suggested a positive relationship between team member exchange and OCBO in public secondary schools in Bukombe district, the results established a positive relationship between TMX and the organization citizenship behavior (OCB) both towards individual and towards organization. These findings suggest that OCB increases as TMX increase. This can be explained by the fact that teachers reciprocate the positive exchange by being propelled to go the extra mile and taking up undertakings that go past their customary assignments. this study findings corroborate with studies done byDar & Yunus, (2015; Love & Forret, 2008; Scott & Bruce, 1994) as they revealed that TMX is positively related to OCB.

The study assessing the Effect of Workplace Friendship, Team Member Exchange and Leader-Member Exchange on Organizational Citizenship Behavior also reported similar findings, however TMX was related more firmly to OCB towards the organization than to OCB toward individuals(Nougarou, 2017). However the results found that there is a non-significant positive relationship between empathy and OCB both towards individual and towards organization. This means that the ability to understand others or being experiencing others feelings and being concerned to others do not guarantee that the employees will feel citizens of the organization.

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Hypothesis 4 predicted a negative relationship between team member exchange and employees' turnover intention. The study revealed the negative relationship between empathy and teachers' turn over intention. The negative association means when there is the sense of experiencing and relate oneself to the thoughts; emotion and experience of others decrease the level of an employee to think about leaving the organization. The finds are similar to the results found by Pandey (2020), this study indicate the clear negative association between empathy and employee turnover intention. On the other hand, the study reveals a significant positive relationship between TMX and teachers' turnover intention, this portrays that TMX has influence on turn over intention. The study conducted by Achyldurdeyyeva, Huang,Du,&Wu (2021) also found a significant positive relationship between member exchange and teachers' turn over intention; however, the exchange is between leader and member (LMX), the results revealed that LMX influences teachers' presenters.

Hypothesis 5a suggested that there is a positive relationship between empathy and OCBI in public secondary schools in Bukombe district, and 5b suggested that there is a positive relationship between empathy and OCBO in public secondary schools in Bukombe district. The study revealed the non-significant positive relationship between both OCBO and OCBI.

Hypothesis 6 suggested that there is a positive relationship between empathy and teachers' turnover intention in public secondary schools in Bukombe district. The study found out that there is a non-significant positive relationship between empathy and teachers' turnover intention.

Hypothesis 7a predicted that there is an indirect positive relationship between servant leadership and OCBO through TMX, and hypothesis 7b predicted an indirect positive
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relationship between servant leadership and OCBI through TMX. Speaking of indirect relationship between servant leadership and organization citizenship behavior through TMX, it was found that there is a significant positive relationship between servant leadership and OCBO while a non-significant relationship was found between servant leadership and OCBI. These findings with OCBO are supported by the studies done by (Ehrhart, 2007; Mathur & Negi, 2014) as they reported servant leadership to be related to OCB. This may be the case due to the fact that servant leadership may impact organizational citizenship behavior since servant leaders persuade and inspire their employees and win their trust, hence through servant leadership teachers feel motivated and inspired.Aziz et al(2018) supports the argument as they stated that if an organization wants to achieve its goals, it should appreciate, motivate and inspire its employees to work on full potential.

Hypothesis 8 suggested that there is an indirect negative relationship between servant leadership and teachers' turnover intention through TMX. The study revealed that there is a non-significant negative relationship between servant leadership and employees' turn over intention mediated by TMX

Hypothesis 9 predicted that there is indirect positive relationship between servant leadership and OCB through empathy. The study found out that there is a non-significant relationship between servant leadership and both OCBI and OCBO mediated by empathy. This means that servant leadership through empathy has no influence on OCB. This finding corroborates with the results from the study done by Harwik (2013) commented that the servant leadership had no influence to OCB rather it influences other variables which are organizational culture, organizational commitment and employees' performance.

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Lastly hypothsis 10 predicted the indirect positive relationship between servant leadership and teachers' turnover intention in public secondary schools in Bukombe district empathy, the study revealed a significant negative relationship between servant leadership and teachers' turnover intention mediated by empathy, this portrays that servant leadership has influence on determining the employees' turnover intention. The studies conducted by (Prakasch JN & Ghayas MM 2019; DeConinck BJ, Moss HK, & Deckonick MB 2018) support the findings as they revealed the significant positive results between servant leadership and turnover intention and concluded that servant leadership plays a significant role in determining the turnover intention.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1   Introduction

This chapter is divided into sections; section 5.1 presents the summary of the key findings, section 5.2 presents conclusion section 5.3 presents recommendations 5.4 contribution of the study and 5.5 presents area for further studies.

5.2   Summary of the Study

The study was conducted in Bukombe district, Geita Tanzania. The title of the study is Servant Leadership, Organization Citizenship Behavior and Teachers' Retention in Tanzania, the study involved a total number of 100 teachers from 10 public secondary schools. The study used questionnaire as an instrument in collecting data and the instrument was effective due to the fact that the study approach was quantitative and the study design was survey research design.

The general objective of the study was to examine if servant leaders encourage teachers' retention in public secondary school at Bukombe district. The specific objectives were: Firstly To examine the relationship between servant leadership and Team Member Exchange. Secondly To examine the relationship between servant leadership and empathy, thirdly To examine the relationship between servant leadership and organization citizenship behavior through empathy and TMX, fourthly To examine the relationship between servant leadership and teachers' turnover intention through empathy and TMX.

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Since the previous studies have not focused on the servant leadership style, empathy, OCB and TMX as the influencing factors for teachers' retention in schools, this study aimed at focusing directly on the link between servant leadership and teachers' retention in Public secondary schools in Tanzania particularly by focusing on empathy and TMX as the mediator.

The study examined the variables through ten hypothesis and the findings were as follows;

The first hypothesis of the study looked to set up the relationship between servant leadership and the team member exchange (TMX). The study revealed that servant leadership has a positive statistically significant relationship with team member exchange.

The second hypothesis aimed at setting up the relationship between servant leadership and empathy and the results revealed a weak non-significant relationship between servant leadership and empathy.

The third (a) hypothesis predicted the positive relationship between team member exchange and OCBI. The study revealed that team member exchange has a positive statistically significant relationship with OCBI

The third (b) hypothesis of this study suggested that there is a positive relationship between TMX and organization citizenship behavior towards organization in public secondary schools in Bukombe district. The results found that team member exchange has a positive statistically significant with OCBO

The fourth hypothesis of this study looked upon the relationship between Team member exchange and employee's turnover intention. The study revealed a weak non-significant

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positive relationship between team member exchange and employees' turnover intention

The fifth (a) hypothesis of this study suggested that there is a positive relationship between empathy and organization citizenship behavior towards individual in public secondary schools in Bukombe district. The results revealed a non-significant positive relationship between empathy and OCBI

The fifth (b) hypothesis of this study suggested that there is a positive relationship between empathy and organization citizenship behavior towards organization in public secondary schools in Bukombe district. The study revealed a non-significant relationship between empathy and OCBO.

The sixth hypothesis of this study hypothesized that there is a positive relationship between empathy and employee's turnover intention in public secondary schools in Bukombe district. The study revealed a non-significant positive relationship between empathy and employees' turnover intention

Hypothesis 7a suggested that there is indirect relationship between servant leadership and OCBO through TMX. The study revealed a non-significant indirect positive relationship between servant leadership and OCBO mediated by TMX.

Hypothesis 7b suggested that there is indirect positive relationship between servant leadership and OCBI through TMX. The study revealed a significant positive indirect relationship between servant leadership and OCBI mediated by TMX

The eighth hypothesis predicted that there is indirect negative relationship between servant leadership and employees' turnover intention through TMX. The results found

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an indirect negative relationship between servant leadership and employees' turnover intention mediated by TMX

The ninth hypothesis predicted that there is indirect positive relationship between servant leadership and OCB through empathy. The study revealed a non-significant indirect positive relationship between servant leadership and OCBO mediated by empathy.

The study revealed a non-significant indirect positive relationship between servant leadership and OCBI mediated by empathy

Hypothesis 10 predicted that there is indirect negative relationship between servant leadership and employees' turnover intention through empathy. The study found out a non-significant negative relationship between servant leadership and employees' turnover intention mediated by empathy.

5.3   Conclusion

The study was about the servant leadership, organization citizenship behavior, and employees' retention in Tanzania through the mediating role of team member exchange and empathy. This study can conclude that heads of schools who adopt servant leadership style through team member exchange has a great chance to increase OCB and reduces turnover intention among teachers on public secondary schools, hence enhancing teachers' retention. Contrary to that those who adopt servant leadership style through empathy has no great chance to increase OCB and so having a low ability to enhance teachers' retention.

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5.4   Recommendations

In this competitive world every formal organization strives to have all the equipment to ensure the success in accomplishing goals. One of the equipment is human capital; every formal organization is required to have a strong and stable human capital in order to fit in the competitive environment. For schools to have best performance and being able to accomplish goals, teachers are required to stay in the same school for significantly long period of time to ensure the accomplishment of the goal set. In reducing turn over intention and ensuring teachers' retention heads of schools have to apply best the leadership style. The finding of this study provides an overview of the servant leadership style which motivates teachers to work harder and to remain n the same school for long period of time. The findings can be useful in enabling heads of schools to improve their leading skills by acquiring servant leadership style which would ensure retention of teachers.

This study indicates that servant leadership style reduces turn over intentions. Heads of schools are supposed to understand the needs of their teachers, emphasize teachers to work as a team, and to help each other. Also heads of schools are supposed to treat their teachers as they would like to be treated, and to be examples in doing schools' activities which ensures good performance, also heads of schools should encourage their teachers to do the same. Heads of schools are supposed to know that if teachers feel accepted, appreciated, and valued by their heads of schools and other staff members are more likely to reduce turnover intention, hence ensuring teachers' retention.

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5.5   Recommendations for Further Studies

This study studied the relationship between servant leadership style, organization citizenship behavior and employees' retention through team member exchange and empathy. The study used ten public secondary schools in Bukombe district. This study analyzed five variables which are; servant leadership, organization citizenship behavior, employees' retention, team member exchange and empathy. For that matter, this study creates a foundation for other researchers to focus on the other variables which may enhance teachers' retention in other districts.

However, researchers may use the same variables to other level of education like primary school and higher learning institution. Since this study used quantitative approach alone, other researcher may conduct the similar study using qualitative approach or mixed approach, this may help to confirm whether or not the different approach produces similar results.

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APPENDIX 1: DATA COLLECTION QUESTIONNAIRE

A questionnaire to measure servant leadership behavior, empathetic concerns, Organizational Citizenship Behavior (OCB) and turn over intention

Title: **SERVANT LEADERSHIP STYLES, OCB AND EMPLOYEES RETENTION IN TANZANIA: THE MEDIATING ROLE OF EMPATHY & TEAM MEMBER EXCHANGE**

Student's name: Johari P. Mohamed

Study level: Master Degree

THE Open University of Tanzania

Dear respondent thank you for accepting to fill in this questionnaire. The information collected will be used for the purpose of research study only and the researcher will not disclose the identity and privacy information of the respondent(s) to anyone but the researcher herself. In this questionnaire you will be asked to rate various aspects of your job. I would be grateful if you would fill in all questions. In answering the questions please answer them honestly.

Thank you for your consideration and time for my study.

SECTION A: Demographic Information

Age:

 Sex: Female [   ]   male [   ] (Tick the right one)

Position of employee and leadership tenure

Position of employee (Tick the right one)

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[ ]	Head master/mistress
[ ]	Second master/mistress
[ ]	Head of Department
[ ]	Teacher

Organization tenure

Do you work on a full time basis? (Tick the right one)

[ ]	Full time
[ ]	Part time

Do you have a permanent or temporary contract?

[ ]	Permanent contract
[ ]	Temporary contract
[ ]	Other

Your highest level of education (Tick the right one)

[ ]	Diploma
[ ]	Bachelor
[ ]	Postgraduate
[ ]	Masters

Number of years worked in this school [   ]

Number of years under current supervisor [   ]

For the following put a number in a box with correct response

How many workers/employees are working in your team?

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1. 0-5 workers

2. 5-10 workers   [   ]

3. above ten

How would you describe the current situation in your organization?

My organization is………………

1. at the beginning of a series of changes

2. in the middle of a series of changes   [   ]

3. at the end of a series of changes

4. in a relatively quiet period without many changes

SECTION B:

Please tick in the correct box

In answering the following questions try to reflect on recent disagreement or discussion

you had at work. The scoring is;

1. Strongly disagree

2. Disagree

3. Neither disagree or agree

4. Agree

5. Strongly agree

{

S/N	Scale	Original item	Likert scale				
			1	2	3	4	5
1. a	**Organization Citizenship Behavior towards organization (OCBO)**	**Note that; the scale ranges from 1 strongly disagree to 5 strongly agree**	1	2	3	4	5
		1 I attend functions that are not required but that help the organizational image.					
		2 I keep up with developments in the organization.					
		3 I defend the organization when other employees criticize it.					
		4 I show pride when representing the organization in public.					
		5 I offer ideas to improve the functioning of the organization.					
		6 I express loyalty toward the organization.					
		7 I take action to protect the organization from potential problems.					
		8 I demonstrate concern about the image of the organization					
B	**Organization Citizenship Behavior towards Individual (OCBI)**	1. I Help others who have been absent.					
		2. I willingly give my time to help others who have work-related Problems.					
		3. I adjust my work schedule to accommodate other employees' requests for time off.					
		4. I go out of the way to make newer employees feel welcome in the work group					
		5. I show genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.					
		6. I give up time to help others who have work or nonworking problems.					
		7. I assist others with their duties.					

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		8. I share personal property with others to help their work.					
2.	**Servant leadership behavior**	1. My leader can tell if something work-related is going wrong.					
		2. My leader makes my career development a priority.					
		3. I would seek help from my leader if I had a personal problem.					
		4. My leader emphasizes the importance of giving back to the community.					
		5. My leader puts my best interests ahead of his/her own.					
		6.My leader gives me the freedom to handle difficult situations in the way that I feel is best					
		7.My leader would NOT compromise ethical principles in order to achieve success					
		8. My leader can solve work problems with new or creative ideas.					
3	**Empathy**	1. Sometimes my supervisors don't feel very sorry for other people when they are having problems.					
		2. My supervisor tries to look at everybody's side of a disagreement before he/she makes a decision.					
		3. When my supervisor sees someone being taken advantage of, he feel protective towards them.					
		4. My supervisor sometimes tries to understand my friends better by imagining how things look from their perspective.					
		5. Other people's misfortunes do not usually disturb my supervisor a great deal.					
		6. If my supervisor is sure s/he right about something, s/he don't waste much time listening to other people's arguments.					
		7. When my supervisor sees someone being treated unfairly, s/he sometimes doesn't feel very much pity for them.					
		8. My supervisor believe that there are					

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		two sides to every question and try to look at them both.					
4.	**Team Member Exchange**	1. When I am busy, my colleagues will take extra work to ensure that my important tasks are accomplished.					
		2. My colleagues have already asked for my advice in solving job-related problems from them.					
		3. I would defend a colleague if he / she was criticized.					
		4. I respect my colleagues as being professionals in our industry.					
		5. My colleagues create an atmosphere that is conducive to carrying out my work.					
		6. My colleagues are the kind of people who would like to be friends.					
		7. Even when they disagree with me, my colleagues respect the value of my judgments and decisions.					
		8. My colleagues appreciate the skills and expertise I contribute to our workgroup.					
5.	**Turnover intention**	1.I am thinking about leaving this organization					
		2. I am planning to look for a new job.					
		3.I am not planning to work here for the coming two years					

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RESEARCH CLEARENCE LETTER

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

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

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

Our Ref: PG2017992129

District Executive Director,
Bukombe District Council,   19th June 2019
P o Box 02,
Geita.

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 **Ms.MOHAMED,Johari P. Reg No:PG2017992129** pursuing **Master of Education in Administration, Planning and Policy Studies (M.Ed APPS-CW).** We here by grants this clearance to conduct a research titled *"Servant Leadership Styles Empathy, OCB and Employees Retention in Tanzania: The Mediating Role of Team Member Exchange"* She will collect her data at Bukombe District in Geita region from 1st July 2019 to 30th August 2019.

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. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

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RESEARCH PERMIT LETTER

HALMASHAURI YA WILAYA YA BUKOMBE

(Barua zote ziandikwe kwa Mkurugenzi Mtendaji Wilaya)

MKOA WA GEITA
Simu: 028 2520704
Fax : 0282520728
Barua Pepe:ded@bukombe.dc.go.tz
(Unapojibutafadhalitaja)

Ofisi ya Mkurugenzi Mtendaji (W),
S.L.P. 02,
BUKOMBE.

Kumb.Na.BDC/PF/35

05/08/2019

Mwl. Johari Pamba Mohamed,
Shule ya Sekondari Katente
S.L.P 67
BUKOMBE

K.K
Afisa Elimu Sekondari (W)
S.L.P.51
BUKOMBE

YAH:MAOMBI YA RUHUSA YA KUFANYA UTAFITI

Tafadhali rejea somo tajwa hapo juu, pia rejea barua yako ya tarehe 01/08/2019 ikiomba ruhusa ya siku sitini (60)kuanzia tarehe tarehe 05/08/2019 hadi tarehe 15/10/2019. Ili uweze kufanya utafiti katika kukamilisha masomo yako ya shahada ya uzamili ya elimu katika uongozi, mipango na masomo ya sera, katika chuo Kikuu huria.

Kwa barua hii napenda kukujulisha kuwa ombi lako limekubaliwa, utafanya utafiti kwa ruhusa ya siku arobaini tu (40) kuanzia tarehe 5/8/2019 hadi 15/09/2019.

Nakutakia kazi njema.

Grevas Nkononziku
Kny: Mkurugenzi Mtendaji (W)
BUKOMBE.

Nakala: Mkuu wa Shule
Shule ya Sekondari Katente
BUKOMBE

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