

**THE IMPACT OF ORGANIZATIONAL CULTURE ON EMPLOYEES'
RETENTION: A CASE OF PUBLIC SECONDARY SCHOOLS IN DODOMA
MUNICIPAL COUNCIL**

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CERTIFICATION

The undersigned certifies that he has read and hereby is recommending for the acceptance by the Open University of Tanzania a dissertation entitled: *“The Impact of Organizational Culture on Employees’ Retention: A Case of Public Secondary Schools in Dodoma Municipal Council”* in partial fulfillment of the requirements for the Degree of Master of Human Resource Management (MHRM) of the Open University of Tanzania.

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DECLARATION

I, Samwel Joseph Selengeta, do hereby declare that this dissertation is my own original work, and that it has not been presented and will not be presented to any other academic institutions or University for similar or any other degree award.

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Signature

.....

Date

DEDICATION

This dissertation is dedicated to my lovely wife Prisca A. Mwamakula, for her support given to my work, my children Milembe Samwel, Andongwisye Samwel and Nyamate Samwel for their patience, without them I could not have completed this work.

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ABSTRACT

The aim of this study was to determine the impact of organizational culture on employees' retention in public secondary schools. However, the study was specifically conducted in Dodoma region at Dodoma Municipal Council, whereby teachers and municipality education officers were the focal point of the study. The research used two approaches, quantitative approach and qualitative approach. Two sampling design were used to select a sample of 106 respondents whereas purposive sampling was used to select 10 heads of school and 3 municipality education officers and simple random sampling was used to select 93 ordinary teachers. A Sample of 13 respondents who were heads of school and municipality education officers were interviewed, and also the sample of 93 respondents from staff teachers were provided with questionnaires, data were collected and analyzed where the findings indicated that personal freedom, social and job security, respect of individual rights, opportunities for personal advancement and growth are influential factors for teachers' retention. Therefore, the conclusion made that teachers in public secondary schools were satisfied with the provision of personal freedom, social and job security, respect of individual rights as well as the provision of opportunities for personal advancement and growth. However, it is recommended that the Government and school administrations should search for other retention strategies such as promotion, recognition, reasonable salaries, improving working conditions as well as provision of accommodations within the school environment in order to improve teachers' retention in public secondary schools.

Keywords: Organizational Culture, retention employees, Public Secondary School

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LIST OF ABBREVIATIONS

DAO	District Academic Officer
DED	District Executive Director
DEO	District Education Officer
DMC	Dodoma Municipal Council
NYC	New York City
OUT	Open University of Tanzania
OUTSO	Open University of Tanzania Student Organization
PSS	Public Secondary School
SLO	Statistic Logistics Officer

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Management scholars and consultants more and more believe that differences in organizational culture may have a major influence on the performance of organizations and on the quality of work life experienced by their members. The major consideration in analyzing organizational culture is the strength of the culture that has a marked effect on the values and behaviors of members of the organization. Organizational culture can be measured into three levels, observable culture, shared values, and common assumptions.

However, within a culture there are two groups, a subculture group of individuals which has both a unique pattern of values and a philosophy that are consistent with the organization's dominant values and philosophy, and a counterculture group of individuals which has a pattern of values and philosophy that reject the surrounding culture (Schermerhorn, 1992). Subcultures may share certain characteristics, norms, values and beliefs or be totally different, but also can function cooperatively or be in conflict with each other (Hagberg & Heifetz, 2000). At Eastern Airline, management turnover and labor conflict was greatly caused by lack of strong and unifying culture, which finally contributed to its decline. However, Organizational culture can facilitate integration by describing ways in which members of the organization can be expected to work together in which cultural rules and roles are part of normative controls of the organizational behavior as they influence "the way things are done around here" (Schein, 1985).

Culture has been used by the layman as a word to indicate sophistication, as when they say that someone is very “cultured”. Many years ago, some organizational researchers and managers used culture to refer to the climate and practices that organizations develop around their handling of people. Managers speak of developing the “right kind of culture”, “a culture of quality” or a “culture of customer service,” proposing that culture has to do with certain values that managers are trying to indoctrinate in their organizations.

In practice, there are better or worse cultures and stronger or weaker cultures, and that the “right” kind of culture will influence how effective the organization is (Schein 2004). The larger culture provides guidelines as to how the organization should deal with things like uncertainty, balance individual and collective interests, allocate power up and across the organization and to encourage individuals to interact with one another (Hofstede, 1980). A strong organizational culture can, however, be a “double-edged sword” that can give a strong corporate identity, enhance collective commitment, provide a stable social system, and decrease the need for formal and bureaucratic controls (Deal & Kennedy, 1982).

Organizational culture is a set of shared assumptions, values, and beliefs, which regulate the way people to behave in an organization. Shared values have also a strong influence in the organization as when they decide how people should act and perform their jobs (Mullins, 1999). Organizational culture values may create atmosphere that moderate differences in the retention rates of strong and weak performers. Some organizations have cultures, which emphasize values based on teamwork, security, and respect for individual members (Kerr and Slocum, 1987). People are more

influenced to stay in the organization when they recognize a balance between their efforts and their rewards (March and Simon 1958).

Organization culture affects the type of people in employment, their career target, their educational backgrounds, and their status in society (Bola, 2001). The existence of a culture of satisfaction in the organization enhances the potential for innovation, to manage such a change as a normal way of life requires people to find their stability and security in the culture and direction of the organization (Kanter, 1983).

Philosophy, values, and behavior explain an organization's culture that is the glue which holds the organization together (DeWitt, 2001). Organizational culture plays an important role in developing and maintaining high levels of commitment among employees that often characterize successful organizations (Ouchi, 1981). The provision and maintenance of quality teachers in the profession is a pressing issue, teachers' experience and knowledge may be lost to the profession through attrition and retirement, therefore teacher unions and civil society should speak up when teachers are attacked and defend their rights, safety and security (Ramsey 2000).

Formulating successful policies for administration and retaining highly skilled and experienced teachers, improving teachers' conditions of service, promoting return and circular migration policies may yield positive results in many countries (Sinyolo 2012). Teachers leave their professional and seek other work where they gain more benefits such as reasonable salary, provision of rights on time, provision of compensation and incentives which allow them to stay (Mary, 2013).

1.2 Statement of the Problem

Retention of employees has been a challenge to many organizations due to social, economic and cultural requirements arising from organizations to which employees belong. Mary (2013) identified that teachers quit the professional and find other work, which pay reasonable salary and provide rights on time like compensation and incentives.

Mchia (2013) identified that in Ruangwa district teachers quit the professional due to harsh employer, absence of social services, poor and difficult working environment, and inadequate benefits. Millanzi (2009) identified that in Tanzania investment bank limited staff turnover was mainly caused by unreasonable remuneration, lack of career development opportunities, job dissatisfaction, not well known performance standards, poor communication channels, non recognition of individual contribution, poor working relationships by managers, bad employee relations among themselves, culture of an organization and unequal treatment.

Samli (2017) conducted a research on teachers' retention strategies in Manyara region and the results indicated that low salary, distance from home to school, lack of motivation, lack of morale, poor respect of teaching profession, and lack of professional development opportunities were the major reasons which caused teachers' turnover in many government schools in Babati Town council. This study aimed at assessing the impact of organizational culture on employees' retention in Tanzania particularly in public secondary schools at DMC.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to determine the impacts of organizational culture on employees' retention in public secondary schools, a case of Dodoma municipal council.

1.3.2 Specific Objectives of the Study

- (i) To determine how personal freedom can influence employees' retention.
- (ii) To determine how opportunities for personal advancement and growth can influence employees' retention.
- (iii) To determine how respect of individuals' rights can enhance teachers' retention in public secondary schools in Dodoma municipal council.
- (iv) To determine how job and social security can enhance teachers' retention in public secondary school.

1.4 Research Questions

1.4.1 General Research Question

What was the impact of organizational culture on employees' retention in public secondary schools?

1.4.2 Specific Research Questions

- (i) How can personal freedom influence employees' retention?
- (ii) How can opportunity for personal advancement and growth influence employees' retention?

- (iii) How can respect of individuals' rights enhance teachers' retention in public secondary schools in Dodoma municipal council?
- (iv) How can job and social security enhance teachers' retention in public secondary school?

1.5 Significance of the Study

This study provided basic information on employees' retention that will help the government through the ministry of education and vocational training to understand retention strategies. The study also will help stakeholders in education field to understand how personal freedom, job and social security, respect of individual rights and personal advancement and growth opportunity can enhance retention in public secondary schools. Finally, the study was for the fulfillment of academic requirements in the completion of master's degree.

1.6 Scope of the Study

This study was limited to assess the impact of organizational culture on teachers' retention. It was concentrated on assessing how personal freedom, social and job security, respect of individual rights and opportunities for personal advancement and growth can influence retention in public secondary schools in Dodoma municipal council.

1.7 Organization of the Study

This study was organized in five chapters, chapter one, two, three, four and five. Chapter one dealt with the introduction and background of the study, statement of the

problem, objectives of the study, research questions, significance of the study, and scope of the study. Chapter two dealt with definition of terms, theoretical literature review, empirical literature review, conceptual framework, and theoretical framework of the study. Chapter three dealt with research methodology including research design, research approach, area of the study, population of the study, sample size, sampling procedures (purposive sampling and random sampling), data source, interview, questionnaire methods, validity and reliability of instruments, processing and analysis of data, and finally ethical issues. Chapter four dealt with presentation, analysis, interpretation of data and discussion of findings and chapter five dealt with summary of the main findings, implications of the study, conclusion, recommendations, limitations, and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered the literature review related to the title of the study and reviewing different studies from other researchers and authors and their theories. It was also covered some definitions of several concepts.

2.2 Definition of Terms

This section dealt with definition of different terms used in this study, including culture, organizational culture, observable culture, subculture, employee retention, freedom, job security, social security, employee and employee turnover.

2.2.1 Culture

Schein (2004) Culture is both a dynamic phenomenon that surrounds us at all times, being constantly enacted and created by our interactions with others and shaped by leadership behavior, and a set of structures, routines, rules, and norms that guide and constrain behavior. Schein (2010) culture is a pattern of shared basic assumptions learned by a group as it solves problems of external adaptation and internal integration, which has worked well enough to be considered valid, and, therefore, to be taught to new members as the correct way to perceive, think, and in relation to those problems.

2.2.2 Organizational Culture

Schermerhorn (1992) defined organizational culture as the system of shared beliefs and values that develop within an organization and guides the behavior of its

members. Organizational culture is as a driving force of the engine that move people to action, and act and is as a powerful lever that drive and control Organizational behavior and promote specific patterns of behavior (Soltani et al 2011).

2.2.3 Observable Cultures

Schermerhorn (1992) has defined observable culture as “the way we do things around here”. It is comprised of the methods developed by a group, which are taught to new members. Observable culture often results from the unique stories, ceremonies, and corporate rituals that make up the history of a successful work group. For example, Honda of Canada manufacturing Inc. probably the noticeable thing for the visitor to the Honda plant near Alliston, Ontario is that everyone, from the president to the newest associate, wears a white work uniform.

2.2.4 Subculture

Subculture is defined as a group of individuals with both a unique pattern of values and a philosophy which are not inconsistent with the organization’s dominant values and philosophy (Schermerhorn, 1992).

2.2.5 Employee Retention

Mita (2014) defined employee retention as “a technique adopted by businesses to maintain an effective workforce and at the same time meet operational requirements”. Bidisha (2013) described it as “a process in which the employees are encouraged to remain with the organization for the maximum period of time or until the completion of the project”.

2.2.6 Freedom

Gollancz (1956) described that personal freedom is essentially an inner thing; something inside a man; the presence of something in a man's personality, not the absence of constraint from without.

2.2.7 Job Security

It is the assurance given by the company or organization to their employees to ensure that they remain with them for a reasonable period of time without being wrongly dismissed (Adebayo and lucky, 2012).

2.2.8 Social Security

Pynes (2009) social security is the act of providing retirement, disability, death, and Medicare benefits. It provides four kinds of benefits: disability benefits, benefits for the dependents of retired or disabled workers, benefits for the survivors of a worker who dies, and the lump-sum death benefits.

2.2.9 Employee

As described by Storey (1989) employees are valued assets, a source of competitive advantage through their commitment, adaptability and high quality. Legge (1989) defined employees as 'a valued assets and as a source of competitive advantage through their commitment, adaptability, and high level of skills and performance'.

2.2.10 Employee Turnover

According to Reggio (2003), employee turnover "refers simply to the movement of employees out of an organization". It is a negative aspect, which might lead to the failure of employee retention strategies in the organizations.

2.3 Theoretical Literature Review

Theoretical literature review in this study is mainly guided by Maslow (1954) hierarchy of needs, Herzberg (1957) Two – Factor Theory, Vroom (1964) Expectancy Theory, Adams (1965) Equity theory, and Mitchell et al (2001) Job Embeddedness Theory.

2.3.1 Maslow's Hierarchy of Needs

Maslow (1954) formulated five major need categories which apply to people in general, physiological needs, safety needs, social needs, esteem needs and self-fulfillment needs which is the highest need of all. Maslow arranged these needs in priority starting from Physiological need which includes oxygen, food, water and sex. Safety need, the need for protection against danger and deprivation of physiological needs, Social need, the need for love, affection and acceptance as belonging to a group, Esteem need, the need for high evaluation of oneself (self-esteem) and to have the respect of others. Maslow classified these needs into two sets: the first set includes, the desire for achievement, adequacy, confidence, independence and freedom. The second set includes, the desire for status defined as respect or esteem from other people and it was manifested by recognition, attention, importance, or appreciation. Maslow also stipulated that Self-fulfillment (self-actualization) which is the highest need of people is mainly based on the need to develop potentialities, skills, and to become what one believes one is capable of becoming.

Maslow's theory states about the lower need that when it is satisfied, the next highest need becomes dominant and that the individual's attention is turned to satisfying this higher need. Furthermore, the theory emphasizes that the need for self-actualization

can never be satisfied. According to Maslow, 'man is a wanting animal'; only an unsatisfied need can motivate behavior and the dominant need is the major motivator of behavior (Armstrong, 2006). Therefore, the basic needs described in this theory promote employees' retention and act as guidelines for this study.

2.3.2 Herzberg's Two-Factor Theory

Following the investigation into the sources of job satisfaction and dissatisfaction of accountants and engineers, Herzberg et al (1957) developed two – factor model of satisfiers and non-satisfiers. The theory perceived that people have the capacity to report accurately the conditions that made them satisfied and dissatisfied with their jobs. According to Herzberg's Two-Factor Theory, two groups were established and the first group of employees was mainly concerned the content of the job particularly achievement, recognition, advancement, autonomy, responsibility, and the work itself.

The second group of employees was mainly based on accounts of 'bad' periods which was most frequently concerned the environment of the job particularly company policy and administration, supervision, salary, and working conditions. The theory manifested the need for freedom of employees to disclose information about satisfied and dissatisfied conditions, the need for achievement, recognition, advancement, and autonomy on their act which functions as sources of personal growth and employee retention.

2.3.3 Expectancy Theory

Vroom (1964) argued that the strength of a tendency to act in a certain way depends on the strength of an expectancy that the act will be followed by a given consequences

and on the value or attractiveness of that consequence to the actor. According to Vroom's theory of expectancy, employees have a number of alternatives to predict whether to quit or to stay at a job, whether to exert substantial or minimal efforts at a task. Vroom's theory reflects real life of employees who largely decide to quit or stay with the organization by expecting gaining positive outcomes. According to Vroom, most employees have a positive outcome for receiving additional money or recognition, and promotion that the outcome depends on the needs of individuals. The theory is useful since it describes employees' retention factors, which incorporate with this study.

2.3.4 Equity theory

Equity theory is about the perceptions people have on how they are being treated compared with others. To be dealt equitably is to be treated fairly in comparison with another group of people (a reference group) or a relevant other person. It states, in effect, that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably (Armstrong 2006).

Adams (1965), proposed two forms of equity: distributive equity, which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution in comparison with others; and procedural equity, or procedural justice which is concerned with the mind employees have about the fairness with which procedures in areas such as performance appraisal, promotion and discipline are being operated. Tyler and Bies (1990) identified that Adequate considerations of an employee's viewpoint; Suppression of personal bias towards the employee; Applying criteria consistently across employees; providing early feedback to employees

concerning the outcome of decisions; providing employees with an adequate and explanation of the decision made are five factors which contribute to creation of procedural fairness which finally affect employee attraction.

2.3.5 Job Embeddedness Theory

This theory was introduced by Mitchell et al (2001) it is a new approach aims to understand retention as embedded employee choose to remain employed despite any attitudinal issues or dissatisfiers. By Mitchell et al “job embeddedness theory is also known as the theory of employees’ retention”. Mitchell added that, employee in an organization is more retained when their mind feel that human resource management practices are favorable, decisions are made honestly, performance is evaluated fairly, and their jobs are secured.

Dell and Kumasey (2013) argued that organizational culture is an important recipe for encouragement or discouragement of behaviors in organization. It serves as a link or bond between employees and organization. Mitchie (2000) noted that, “it has been suggested that organizational culture affects such outcomes as productivity, performance, commitment, self- confidence, and retention”.

However, Armstrong (2006) in his retention strategy model argued that key people stay with the organization and that wasteful and expensive levels of employee turnover are reduced. Armstrong stressed that dissatisfaction with career prospects is a major cause of turnover to certain extent, this has to be accepted. More and more people recognize that to develop their careers they need to move on, employers should plan to provide career development opportunities by providing employees with wider

experience; introducing more systematic procedures for identifying potential; encouraging promotion from within; developing more equitable promotion procedures and providing advice and guidance on career path.

The above theories have been reviewed and linked to employees' retention. Most of them proposed that employees may be motivated by the provision of opportunities for personal development and growth, respect, recognition, autonomy, social affiliation, adequate working conditions, additional money or adequate salary, organizational policies, organizational administration, promotion and early feedbacks towards employees' concerns, hence retention of potential employees. These theories are adequately fit to this study as they determine the way organizational culture can affect retention.

2.4 Empirical Literature Review

This part dealt with reviewing different studies conducted worldwide, in Africa as well as studies conducted in Tanzania on determining factors contributing to employee retention, the aim is to identify the gap between this study and previous studies done in the world, in Africa and lastly those studies done in Tanzania.

2.4.1 Empirical Literature Review Worldwide

Blake, et al (1989) investigated the relationship between organizational culture and employee retention, and the result indicated that organizational culture emphasizing interpersonal relationship values is uniformly more attractive to professionals than a culture emphasizing work task values. This implied that the culture stressing personal cooperation in the organization affect employees' commitment to stay working.

Saad, et al (2011) investigated the effect of organizational culture and job climate on employee retention in Pakistani and the results indicated that employee retention is more affected by organizational culture variables. Saad, et al (2011) argued that retention factors such as incentive program, union representation, co-worker, social support and less on working hours and supervisory program play a great and essential role on retaining employees.

Habib, et al (2014) investigated the impact of organizational culture on the job satisfaction, employees' commitment and the retention of employees in the organization in Punjab Pakistani and it was exposed that organizational culture is an important element, which greatly influences employee commitment, job satisfaction and retention.

Usha et al (2013) conducted a research on the impact of organizational culture on employee retention at a cement plant in India and the findings indicated that the retention policies at Jaypee cement plant are fair enough and that they should as act as retention drivers in the organization.

Ashiedu et al (2012) conducted a study in Australia on understanding teacher attraction and retention drivers and found that factors like, good working conditions, compensation, recognition schemes, opportunities for professional development, job security, salaries, fair appraisal, and performance management of teachers were considered most influential factors for teachers' attraction and retention.

Kraft, et al (2016) conducted the study in the united states of America on the relationship between school contexts, teacher turnover and student achievements in

New York City (NYC) middle schools whereas the results indicated that reductions in teacher turnover depends on improvement in school leadership, academic expectations, teacher relationships and school safety.

2.4.2 Empirical Literature Review in Africa

Madueke et al (2017) examined the relationship between organizational culture and employee retention of selected commercial banks in Awka Nigeria and findings indicated that employees want to stay with such organization for their career growth.

Duze et al (2013) retaining and developing quality teachers in Nigeria was found that much of the time teachers may be retained in organization only if they are offered and satisfied with good working conditions, social services like infrastructures, additional pays, room for decision making, and good organizational administration.

Kwenin (2013) assessed the relationship between work environment, career development and employee retention in Vodafone Ghana Limited in Ghana and findings indicated that work environment and career development opportunities has constructive relationship with employee retention and thus affected employees' decision to stay in Vodafone Ghana Limited.

2.4.3 Empirical Literature Review in Tanzania

Muhoho (2014) assessed factors influencing employee retention in Tanzania's public and private sector work place and the study revealed that there was a high rate of turnover in Tanzania's work organizations and that those who stayed in the same organization were from public organizations. Factors like low salaries and benefits

were the reason for leaving. Also results indicated that organizational justice, prestige and high security to their jobs were found out to be the great influence on employee retention.

Boniface (2016) conducted a study on teachers' retention in Tanzania remote secondary schools and the results indicated that good school leadership, democracy, fairness, empowerment, cooperation, listening teachers, availability of social services, decent housing, parents' support and involvement are factors for enhancing retention support especially in remote areas.

Mchia (2013) conducted a research on factors affecting teachers' turnover in public secondary schools in Ruangwa Rural District Council, and found that geographical location was a factor which caused a number of teachers to leave public secondary schools in Ruangwa District, for example, according to findings Chienjere secondary school is located far away from the village something that cause most teachers fail to report to their new employment, and those who reported left their schools immediately due to the absence of basic social services such as water, electricity and lack of teachers' houses.

According to findings the total number of teaches who have left voluntarily from 2009-2013 in Ruangwa District was 21 and its average ranges from 1 to 7 teachers per year. However, findings revealed that to reduce teachers' turnover, teachers' working conditions should be improved, salary and other benefits should be increased and teachers' houses should be constructed to indicate that teachers are cared and their professionals are valued.

Malisa (2015) conducted a study in Hanang district council towards teachers' retention strategies in secondary schools in Tanzania, and found that "the success for teachers' retention depends upon strategies employed and how teachers perceive them". However, findings indicated that secondary school teachers who were investigated were neither satisfied nor comfortable with how the strategies were executed by the district council and other stakeholders.

On the other hand, the study found that provision of accommodation to teachers within the school environments, provision of opportunity for career development to teachers, exercising timely promotion to teachers, involving teachers in different decisions touch them and provision of teaching and learning facilities to teachers seemed to play a great role either in retention or decreasing turnover in secondary schools.

Awiti (2013) from the study she conducted in Ilala municipal council upon the management strategies of teachers turnover, findings indicated that teachers are primarily attracted to teaching by intrinsic motivation and extrinsic motivation like health facilities and workload, and accountability on the part of the government factors that play a major role in retaining them and lack of these is a major cause of employee turnover.

2.5 Research Gap

A number of studies on factors for employee retention including the study of Saad, et al (2011), Ashiedu et al (2012), Kraft, et al (2016), Kwenin (2013), Madueke et al (2017), Duze et al (2013), Muhoho (2014), Boniface (2016), Mchia (2013) and Malisa

(2015) have been reviewed. However, it was identified that some of them were based on assessing factors for employees' retention in other sectors rather than in public secondary schools and others were concentrated on factors for teachers' retention in rural public secondary schools. Therefore, this study filled the gap by determining the impact of organizational culture on employees' retention in public secondary school at Dodoma municipal council.

2.6 Conceptual Framework of the Study

A conceptual framework is a representation either graphically or in narrative form of the main concepts or variables, and their presumed relationship with each other, (Punch, 1998). In this study the conceptual framework consists of two variables, independent and dependent variables. Independent variables include factors for teachers' retention in public secondary schools, which are constructed on the basis of specific objectives, research questions and literature review. These factors are personal freedom, social and job security, personal advancement and growth, respect of individuals' rights, recognition, promotion and early feedback. The conceptual framework was constructed to express and direct the collection of data as shown in the Figure 2.1.

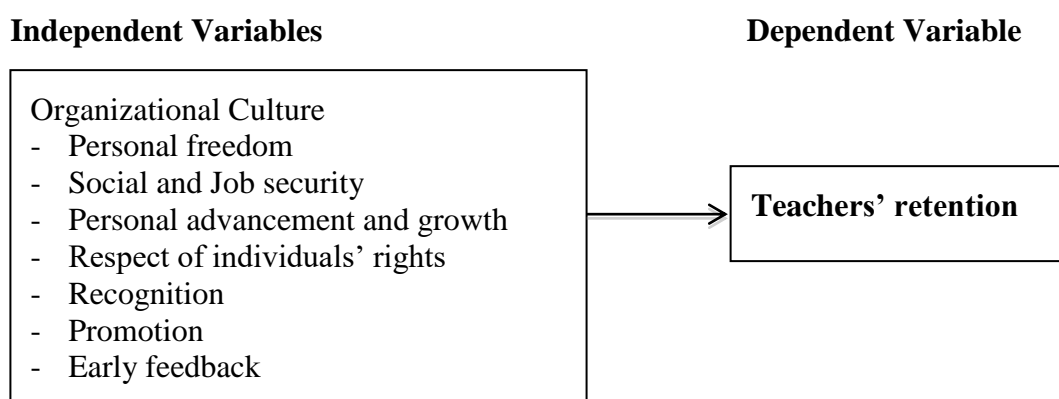


Figure 2.1: Conceptual Framework

Source: Researcher

2.7 Theoretical Framework

Several theories have been reviewed and more insights have been identified on retention issues. In most cases theoretical framework intends to indicate the relationship between organizational culture (Independent variable) and teachers' retention (dependent variable) which are found in this study.

According to Maslow's hierarchy of needs theory, people (employees) need to be retained in organization when they perceive that they are satisfied with protection against danger and deprivation of physiological needs, achievement, adequacy, confidence, independence and freedom (Maslow, 1954). In most cases the Two-Factor theory suggested that employees can be retained in the organization through career development (Herzberg et al, 1957).

Adams (1965) developed Equity theory which was greatly based on two forms of equity: distributive equity and procedural equity. Equity theory emphasized that employees have the mind of being rewarded according to their contribution and being treated equitably through performance appraisal, promotion and discipline. Vroom (1964) indicated that employees have the sense of receiving recognition and promotion which in actual sense make them to stay working with the organization.

In Job Embeddedness theory, it has been perceived that staff working in an organization is more retained when they feel that human resource management practices are favorable, decisions are made honestly, performance is evaluated fairly, and their jobs are secured, (Mitchell, 2001).

Therefore, organizations need to encourage culture of recognition, promotion, respecting employees, securing their employment, protecting them, providing them with freedom of expression and offering them with opportunities for career development and growth for retention promotion.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with different procedures on finding answers to questions including research design, research approach, Area of the study, population of the study, sampling design and sample size, methods of data collection, reliability and validity of instruments, data analysis procedures, and ethical issues that guided the study.

3.2 Research Design

“Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Kothari, 2004). This study used descriptive research design that was particularly based on case study design to enable the research to cover the cited area and be able to collect the required data through various different data collection methods such as interviews, and questionnaires. It is important that the case study design used also manageable sample size to represent the whole population of that particular area.

3.3 The Research Approach

Quantitative approach involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion, and qualitative approach is concerned with subjective assessment of attitudes, opinions and behavior (Kothari, 2004). This study used both qualitative and quantitative approaches whereas qualitative approach covered a large part of the study by

analyzing and interrelating data in forms of words regarding organizational culture on employees' retention while quantitative approach analyzed data in terms of numerical situation to describe respondents' characteristics.

3.4 Area of the Study

This study was about the impact of organizational culture on employee' retention, it was geographically and administratively based on Dodoma municipal council in Dodoma region.

The area is located at Dodoma urban district in Dodoma region and it has 37 public secondary schools which are: Kisasa secondary school, Chinangali secondary school, Makole secondary school, Nzuguni secondary school, Ntyuka secondary school, Mlimwa secondary school, Uwanja wa Ndege secondary school, Mnadani secondary school, Ihumwa secondary school, Sechelela secondary school, Bihawana secondary school, Chigogwe secondary school, Chihanga secondary school, Chikole secondary school, Dodoma secondary school, Hazina secondary school, Hombolo secondary school, Ipala secondary school, Itega secondary school, Kikombo secondary school, Kikuyu secondary school, Kizota secondary school, Lukundo secondary school, Makutupora secondary school, Mbabala secondary school, Mbalawala secondary school, Miyuji secondary school, Mkonze secondary school, Mpunguzi secondary school, Msalato secondary school, Mtumba secondary school, Nala secondary school, Ng'hong'honha secondary school, Umonga secondary school, Wella secondary school, and Zuzu secondary school. However, among of mentioned schools above were selected to be samples for the study in order to gather the intended data.

3.5 The Population OF THE Study

Population is the totality of the object under investigation whereas this study used 3 district education officers for secondary schools, 10 heads of school and 93 ordinary teachers from public secondary schools.

3.6 Sampling Design and Sample Size

3.6.1 Sampling Design

This study used two sampling design, which are purposive sampling and simple random sampling.

3.6.1.1 Purposive Sampling

Purposive sampling is the act of choosing individuals as a sample from the relevant population to produce targeted information. This study used purposive sampling to select 1 DEO, 1 DAO, and 1 SLO and they were selected because they are ones who manage and control teachers' development. The study also used purposive sampling to select 10 heads of school and they were so selected because they are ones who are very close to teachers and also they are ones who may provide key information about teachers' retention or turnover.

3.6.1.2 Simple Random Sampling

Kothari (2004) defines simple random sampling is a method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample. Kothari explains that once an item is selected for the sample, it cannot appear in the sample again. This study used simple random sampling to select 10

public secondary schools and also was used to select teachers through $n=N/1+N(e^2)$ whereas n represents the sample size, N represents the population size and e represents sampling error.

$$\begin{aligned} n &= 1243/1+1243(0.1^2) \\ &= 1243/13.43 \\ &= 93 \end{aligned}$$

3.6.2 Sample Size

A sample size is a number of items selected from the universe to form a sample (Kothari, 2004). This study used a sample of 106 participants out of 1256 whereas 3 respondents were DEO, DAO and SLO, 10 respondents were heads of school and 93 respondents were ordinary teachers.

Table 3.1: Sample Composition

Sample types	Gender		Total	%	Sample design	Data collection tools
	Male	Female				
DEO	1		1	0.9	Purposive sampling	Interview method
DAO	1		1	0.9	Purposive sampling	Interview method
SLO		1	1	0.9	Purposive sampling	Interview method
Head of schools	6	4	10	9.4	Purposive sampling	Interview method
Teachers	41	52	93	87.7	Simple random sampling	Questionnaire method
Total	49	57	106	100		

Source: Researcher

3.7 Method of Data Collection

In this study interview and questionnaire methods were employed/ used for gathering and collecting the required and reliable data towards the impact of organizational culture on employees' retention in public secondary schools. However, the study collected primary data from due sources.

3.7.1 Primary Data

Primary data are those, which are collected afresh and for the first time, and thus happen to be original in character (Kothari, 2004). This study devoted interview and questionnaire methods for data collection.

3.8 Data Collection Tools

There are so many tools for data collection in the field of research, but in this study two tools were employed, namely interview and questionnaire tools.

3.8.1 Interview Method

Kothari (2004) describes that the interview method of data collection involves presentation of oral – verbal stimuli and reply in terms of oral – responses. This method can be used through interviews, if possible, through telephone interviews. He emphasizes that personal interview method requires a person known as the interviewer asking questions generally in face to face contact to the other person or persons and that it is usually carried out in a structured way. In this study, interview method was used in obtaining the required data by asking questions 1 DEO, 1 DAO, 1 SLO, and 10 head of schools.

3.8.2 Questionnaire Method

Questionnaire is among of data collection methods used for obtaining the required information from the relevant source of the study. This method involves a number of questions constructed, and printed or typed in a specific order form. It is also known that in this method, data are extracted by mailing questionnaires to participants who read and understand questions and write down the answer related to the question in

the space provided. In this method, respondents were advised to answer questions by using their own words. Through this method closed ended questions were constructed for obtaining accurate primary data from respondents about the study, also was used open ended questions to let respondents be free to provide a large body of data concerning the impact of organizational culture on employees' retention, particularly in public secondary schools at DMC. In this study questionnaires were given to 93 public secondary school teachers who provided huge information about the study.

3.9 Validity and Reliability of Instruments

3.9.1 Validity of Instruments

Kothari (2004) validity refers to the extent to which a test measures what we actually wish to measure. On the other hand, Kothari continues to argue that validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. In this study, the instruments, which were used, for data collection covered the chosen sample of the relevant population and provide data which were expected. Also the study ensured validity through proper setting of objectives and that the instruments responded to those objectives by collecting reliable and accurate data and information.

3.9.2 Reliability of Instruments

Reliability has to do with the accuracy and exactness of measurement procedures (Kothari, 2004). He explains that a measuring instrument is reliable if it provides consistent results. In this study questionnaire and interview methods were used for data collection. To assure reliability of these instruments, questionnaires were constructed and posted to respondents three weeks before the time of data collection

begin to provide a room for respondents to give right answers to questions. Also reliability was assured by constructing open and closed ended questions relevance to the study before launching the interview. Similarly data were drawn from the known and authorized source to ensure reliability of them.

3.10 Processing and Analysis of Data

The data after collection, has to be processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan, processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis, (Kothari, 2004). According to Kothari, the term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups. This study used Microsoft Excel for data analysis on editing, coding, classification and tabulation of facts from filled questionnaires by respondents and from interviewing specific participants of the same population.

3.11 Ethical Issues

Ethics refers to the act of observing rules and regulations at a certain place when doing a right thing in a right way. In conducting a research, the study considered and respected all rights and dignity of all respondents, maintained confidentiality of respondents involved in the study for the completion of the research. Without ignoring, the permission for conducting a research was requested from the Directorate of Research Publications and Post Graduate Studies Office of the Open University of Tanzania (OUT). Also the study got the permission of conducting a research at Dodoma municipal council from District Executive Director (DED).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter is about presentation, analysis and interpretation of findings. The data presented were carefully reviewed after been collected from the right sources. The presentation of findings was mainly based on research objectives; research questions formulated in chapter one and general questions. The findings gathered from field through questionnaires and interviews were presented, analyzed and interpreted in a sequential order. The interpretation of findings was done according to objectives of the research as follows:

- (i) To determine how personal freedom can influence employees' retention.
- (ii) To determine how opportunity for personal advancement and growth influence employees retention
- (iii) To determine how respect of individuals' rights enhances teachers retention in public secondary schools in Dodoma municipal council
- (iv) To determine how job and social security enhance teachers' retention in public secondary school.

Questionnaires and interviews were planned in order to gather data concerning objectives of the study.

4.2 Background Information of Respondents

This section is concerned with respondents' age, gender, marital status, educational level, designations and working experience. These data are based on respondents from public secondary schools and district education office.

4.2.1 Demographic Characteristics of Respondents

Table 4.1: Shows that the total numbers of respondents were 106, among of them 21 (19.8%) were at the age of 20-29 years, 69 (65.1%) were at the age of 30-39 years, 16 (15.1%) were at the age of 40 years and above. Findings indicated that, most of teachers employed in public secondary school at Dodoma municipal council are at the age of 30-39, followed by the age group of 20-29 years and the last age group is of 40 years and above. The study also indicated that out of 106 respondents 73 (68.9%) were male and 33 (31.1%) were female. It is important to note that, this study was mostly covered by male respondents. 30 (28.3%) were single and 76 (71.7%) were married. It is equally important to note that the study marked great difference between single and married respondents.

In the side of educational level, it is indicated that 21 (19.8%) were diploma teachers, 73 (68.9%) were undergraduate degree teachers, and 12 (11.3) were post graduate degree teachers. This exemplifies that public secondary schools are mostly serviced by undergraduate degree teachers followed by diploma teachers and rarely by postgraduate degree teachers. Also the study showed that 1 (0.9%) respondent was a district education officer, 1 (0.9%) respondent was a district academic officer, 1 (0.9%) respondent was a statistic logistic officer, 10 (9.4%) respondents were headmasters/ headmistress, 4 (3.8%) respondents were academic teachers, 2 (1.9%) respondents were sports teachers, and 87 (82.1%) respondents were ordinary teachers. This reveals that the study was mainly covered by ordinary teachers who were followed by headmasters, academic teachers, sports teachers and lastly DEO, DAO and SLO.

Table 4.1: Demographic Characteristics of Respondents

Age group	Number of respondents	Percentage (%)
20-29	21	19.8
30-39	69	65.1
40-above	16	15.1
Total	106	100
Gender/sex	Number of respondents	Percentage (%)
Male	73	68.9
Female	33	31.1
Total	106	100
Marital status	Number of respondents	Percentage (%)
Single	30	28.3
Married	76	71.7
Total	106	100
Educational level	Number of respondents	Percentage (%)
Ordinary diploma	21	19.8
Undergraduate degree	73	68.9
Post graduate degree	12	11.3
Total	106	100
Designation	Number of respondents	Percentage (%)
District education officer	1	0.9
District academic officer	1	0.9
Statistic logistic officer	1	0.9
Headmasters /Headmistress	10	9.4
Academic Teachers	4	3.8
Sports Teachers	2	1.9
Ordinary Teachers	87	82.1
Total	106	100
Working experience	Number of respondents	Percentage (%)
1-5	45	42.5
6-10	43	40.6
11-15	12	11.3
16-above	6	5.7
Total	106	100

Source: Field Data

Lastly, the study shows working experience of respondents whereas 45 (42.5%) respondents have working experience of 1-5 years, 43(40.6%) respondents have working experience of between 6-10 years, 12(11.3%) respondents have working experience of between 11-15 years, and 6(5.6%) respondents have working experience of 16 years and above. The study indicated that most teachers in public secondary schools have working experience between 1-5 years.

4.3 Responses to Questions Addressed to Teachers

4.3.1 Personal Freedom

Table 4.2 shows the response of teachers on whether personal freedom is applicable in public secondary school, it was identified that 76(81.7%) teachers agreed that personal freedom is applicable in public secondary school, contrary to that response, 17(18.3%) teachers disagreed the presence of personal freedom in public secondary school. It is most importance to note that teachers in public secondary school are free to perform their duties especially, imparting knowledge to students in considering that 93 teachers who answered the question number 8, 81% supported the presence of personal freedom at their schools.

Table 4.2: Personal Freedom is Applicable in Public Secondary School

Response	Number of respondents	Percentage (%)
Yes	76	81.7
No	17	18.3
Total	93	100

Source: Field Data

4.3.2 Promotion in Education Field being Provided on Time

Table 4.3 shows the response of respondents on whether promotion in education field is provided on time, out of 93 respondents 14(15.1%) of them agreed that promotion is given on time whereas 79 (84.9%) respondents disagreed the situation. The study indicates that promotion in education field is not given on time considering that 79(84.9%) disagreed. Therefore, in public secondary schools, delayed promotion has to be solved by the government for retention improvement.

Table 4.3: Promotion in Education Field being Provided on Time

Response	Number of respondents	Percentage (%)
Yes	14	15.1
No	79	84.9
Total	93	100

Source: Field Data

4.3.3 Career Development Opportunity in Teaching Professional

Table 4.4 shows the response of respondents on whether career development opportunity in teaching professional is given to teachers, whereas 57 (61.3%) supported the matter and 36 (38.7%) respondents disagreed that career development opportunity is given to teachers. The study therefore indicates that career development opportunity in education field is given to teachers to encourage retention by considering that 57 (61.3%) respondents out of 93 agreed.

Table 4.4: Provision of Career Development in Teaching Professional

Response	Number of respondents	Percentage (%)
Yes	57	61.3
No	36	38.7
Total	93	100

Source: Field Data

4.3.4 Cultural Respect for Individual Teachers in Dodoma Municipal Council

Table 4.5 shows that among of respondents who filled questionnaires 74(79.6%) agreed that cultural respect is given to teachers in Dodoma municipal council, whereas 19(20.4%) disagreed that cultural respect is given to teachers in Dodoma municipal council. Therefore, the research indicates that respect for individual teachers is greatly applied in public secondary schools to ensure that the rate of teachers' turnover is controlled.

Table 4.5: Cultural Respect for Individual Teachers in Dodoma Municipal Council

Response	Number of respondents	Percentage (%)
Yes	74	79.6
No	19	20.4
Total	93	100

Source: Field Data

4.3.5 Early Feedback is being Applied in Public Secondary School

Table 4.6 shows that respondents who filled questionnaires were 93, among of them 81(87.2%) agreed that early feedback is applied. About 12 (%) were not sure whether early feedback is applied in government schools. Therefore, the study indicates in public secondary schools, early feedback is mostly applied to ensure that teachers' problems are resolved on time something, which in turn encourages retention.

Table 4.6: Early Feedback is being Applied in Public Secondary School

Early feedback	Number of respondents	Percentage (%)
To the large extent	18	19.4
Moderate	48	51.6
Low extent	15	16.1
Not sure	12	12.9
Total	93	100

Source: Field Data

4.3.6 Recognition is given to Teachers when they do better Job

Table 4.7 indicates that 93 were provided with questionnaires, 57 (61.3%) accepted that recognition is given to teachers when they do better job in their schools.

One teacher articulated that,

“When students perform well in their national examinations, teachers are given rewards like money, iron sheets and cups”.

Another teacher articulated that,

“Teachers who perform Good in their teaching, they are given certificate of appreciation, words of recognition and sometime simple party is prepared for congratulating them”.

But also 36(38.7%) articulated that no recognition is given to them. One teacher said,

“I don’t remember if it has been given. Normally we are just discouraged. But with exception of this year 2019 the ward executive officer gave teachers the offer of having a congratulating party at Dodoma hotel for the reason that our school was the 18th among 117th schools for the form four results”.

The study indicates that teachers in public secondary schools are recognized when they do better job.

Table 4.7: Recognition is given to teachers when they do better job

Response	Number of respondents	Percentage (%)
Provided	57	61.3
Not provided	36	38.7
Total	93	100

Source: Field Data

4.3.7 Job and Social Security are being Reasonably Applied in Teaching

Professional

Table 4.8 presents respondents and their responses. 64 (68.8%) agreed that social and job security are applied in teaching professional.

One respondent said,

“Job and social security are reasonably applied by securing employees in terms of sickness or accident”.

Another teacher said,

“In government schools, social and job security are applied that is why most teachers are still in their professional since they were employed”.

About 29(31.2%) disagreed the provision of job and social security in teaching professional. This study indicates that job and social security are reasonably applied in teaching professional to ensure teachers and their job remains safe all the time.

Table 4.8: Job and Social Security are being Applied in Teaching Professional

Response	Number of respondents	Percentage (%)
Applied	64	68.8
Not applied	29	31.2
Total	93	100

Source: Field Data

4.4 Cultural Values used by the Employer to Enhance Employee Retention in Public Secondary Schools

4.4.1 Personal Freedom

Table 4.9 shows that 93 respondents filled the questionnaires. 73 (78.5%) agreed that personal freedom enhances employee retention in schools. About 20(21.5%) disagreed

the personal freedom to retain employees in schools. The study therefore indicates that personal freedom enhances employees' retention in government schools by providing them with rights to freedom of giving opinions and expressions without interference, freedom of receiving and imparting information and ideas through meeting they hold, and freedom of association which in turn encourage teachers to remain in the professional.

Table 4.9: Personal Freedom on Enhancing Employee Retention

Level of retention	Number of respondents	Percentage (%)
Strongly agree	21	22.6
Agree	52	55.9
Strongly disagree	5	5.4
Disagree	15	16.1
Total	93	100

Source: Field Data

4.4.2 Job and Social Security

Table 4.10 shows that 93 respondents filled the questionnaires and 80(86.1%) agreed that job and social security enhance employees' retention. About 13 (14%) disagreed that job and social security enhance employees' retention. The study indicates that job and social security enhance employees' retention in government schools by ensuring that retirement, disability and death benefits are provided on time, also teachers' employments are secured by contract.

Table 4.10: Job and Social Security on Enhancing Employees' Retention

Response	Number of respondents	Percentage (%)
Strongly agree	18	19.4
Agree	62	66.7
Strongly disagree	8	8.6
Disagree	5	5.4
Total	93	100

Source: Field Data

4.4.3 Personal Advancement and Growth

Table 4.11 depicts that 93 respondents filled questionnaires and 71(76.3%) agreed that personal advancement and growth enhance employees' retention. 20(21.5%) disagreed that personal advancement and growth enhance employees' retention and about 2(2.2%) were not sure whether personal advancement and growth enhance employees' retention. The study then indicates that personal advancement and growth affect employees' retention through opportunities offered to teachers for further studies which in turn accompany with promotion of rank and salary increase after finishing.

Table 4.11: Personal Advancement and Growth on Enhancing Employees' Retention

Response	Number of respondents	Percentage (%)
Strongly agree	20	21.5
Agree	51	54.8
Not sure	2	2.2
Strongly disagree	9	9.7
Disagree	11	11.8
Total	93	100

Source: Field Data

4.4.4 Respect of Individual Rights

Table 4.12 shows that 93 respondents filled questionnaires. 71(76.4%) agreed that respect of individual rights enhances employees' retention, about 5(5.4%) were not sure whether respect of individual rights enhances employees' retention and 17(18.3%) disagreed that respect of individual rights enhances employees' retention. The study indicates that respect of individual rights enhances employees' retention in

government schools through teachers' involvement in decision making, equitable rewards and solving teachers' problems.

Table 4.12: Respect of Individual Rights Enhances Employees' Retention

Response	Number of respondents	Percentage (%)
Strongly agree	13	14
Agree	58	62.4
Not sure	5	5.4
Strongly disagree	5	5.4
Disagree	12	12.9
Total	93	100

Source: Field Data

4.4.5 Early Feedback

Table 4.13 indicates 93 respondents filled questionnaires, about 47(47.3%) agreed that early feedback enhances employees' retention. 42(45.2%) disagreed that early feedback enhances employees' retention whereas 4(4.3%) were not sure whether early feedback enhances employees' retention. The study indicates that early feedback enhances employees' retention in government schools since it provides solutions to the problem, and also early feedback help teachers understand that they are respected and valued.

Table 4.13: Early Feedback Enhances Employees' Retention

Response	Number of respondents	Percentage (%)
Strongly agree	7	7.5
Agree	40	43
Not sure	4	4.3
Strongly disagree	12	12.9
Disagree	30	32.3
Total	93	100

Source: Field Data

4.4.6 Recognition

Table 4.14 depicts that 93 respondents filled questionnaires, 58(62.4%) agreed that recognition enhances employees' retention. About 33(35.5%) disagreed that recognition enhances employees' retention whereas 2(2.2%) were not sure whether recognition enhances employees' retention. According to these findings it has identified that recognition enhances employees' retention in government schools through provision of rewards like money, iron sheets, cups, certificates and words of appreciation, and through simple parties prepared for congratulating those who did well. Sometimes teachers who do better job are given priorities for further studies.

Table 4.14: Recognition Enhances Employees' Retention

Response	Number of respondents	Percentage (%)
Strongly agree	8	8.60
Agree	50	53.80
Not sure	2	2.20
Strongly disagree	14	15.10
Disagree	19	20.40
Total	93	100

Source: Field Data

4.4.7 Promotion

Table 4.15 depicts that 93 respondents filled questionnaires, among of them 56(60.2%) agreed that promotion enhances employees' retention, 37(39.8%) disagreed that promotion enhances employees' retention. The study indicates that promotion enhances employees' retention in government schools since it associates with salary increase to the promoted person.

Table 4.15: Promotion Enhances Employees' Retention

Response	Number of respondents	Percentage (%)
Strongly Agree	23	24.7
Agree	33	35.5
Strongly Disagree	8	8.6
Disagree	29	31.2
Total	93	100

Source: Field Data

4.5 Factors Influencing Teachers Leave / Change the Job

Table 4.16 indicates that 93 respondents filled questionnaires, 70(75.3%) complained about low salaries, lack of promotion and poor working conditions that are the main factors which may influence teachers leave or change the job.

One teacher said,

“Lack of enough salary, delayed promotion and poor working conditions discourage teachers to work and sometime they think to leave teaching professional and look for another opportunity”.

9(9.8%) claimed that lack of Freedom, Respect, job and social security are the influential factors for many teachers to change jobs.

One teacher said,

“Because teachers are not respected, they are given last chance on decision making. Teachers are not considered as the stakeholders who may give contribution to different aspect”.

2(2.2%) also claimed that poor policy towards teachers' promotion and low respect for teaching professional are factors discourage teachers in their professional whereas 1(1.1%) complained that negative attitudes towards teaching professional given by the society is a factor that discourages teachers. Also about 11(11.8%) teachers argued

that there is no any factor, which may influence them change the job. The study indicates that the main factors which may influence teachers leave teaching professional are low salary, lack of promotion and poor working conditions.

Table 4.16: Factors Influencing Teachers in Government Schools Leave or Change the Job

Factors for teachers leave the school	Number of respondents	Percentage (%)
Low salary, lack of promotion and poor working conditions	70	75.3
Lack of personal freedom, respect, job and social security	9	9.8
Poor educational policy	2	2.2
Negative attitude from the society	1	1.1
No factor	11	11.8
Total	93	100

Source: Field Data

4.6 Interview Questions

In this section, interview questions were addressed to district education officer, district academic officer, statistic logistic officer and heads of school to ensure that the required data are obtained.

4.6.1 Do you think that Teachers have the Freedom of doing their Job?

Table 4.17 depicts the response of respondents and the result was that 9(69.2%) agreed that teachers have freedom of doing their job.

One headmaster said,

“All teachers at school organize their works according to their scheme of work, and they are free to give their views through the meeting we do weekly”.

4(30.8%) disagreed that teachers have freedom of doing their job. The study therefore indicates that teachers in government schools have freedom of doing their job since high percentage of 69.2% agreed.

Table 4.17: Teachers have Freedom of doing their Job

Response	Number of respondents	Percentage (%)
Yes	9	69.2
No	4	30.8
Total	13	100

Source: Field Data

4.6.2 Teachers are being Satisfied with Social and Job Security

Table 4.18 depicts that 13 respondents were interviewed and 9(69.2%) agree that teachers are satisfied with social and job security.

A DEO said,

“Teachers are being provided with all rights, such as leave and treatment allowances, teachers also have security in their employment because they are guided by contract”.

About 4(30.8%) disagreed that teachers are satisfied with job and social security as it was claimed that social security specifically retirement benefits are normally delayed. The study indicates that secondary school teachers are being satisfied with social and job security, which in turn encourages teachers to be retained.

Table 4.18: Level of Satisfaction with Social and Job Security

Response	Number of respondents	Percentage (%)
Satisfied	9	69.2
Not satisfied	4	30.8
Total	13	100

Source: Field Data

4.6.3 Provision of Social and Job Security is the Means Per se for Teachers

Remain in their School

Table 4.19 depicts that 13 respondents were interviewed, 6(46.2%) agreed that provision of social and job security is the means per se influencing teachers remain in their school. 7(53.8%) disagreed that provision of social and job security is the means per se for teachers remain in their schools. The study therefore indicates that provision of social and job security is not the means per se for teachers to remain in schools.

**Table 4.19: Provision of Social and Job Security is the Means Per Se for Teachers
Remain in their Schools**

Response	Number of respondents	Percentage (%)
Yes	6	46.2
No	7	53.8
Total	13	100

Source: Field Data

4.6.4 Freedom on Influencing Retention in Teaching Professional

Table 4.20 indicates that 13 respondents were interviewed, 11(84.6%) agreed that freedom influences retention in teaching professional.

One head of school said,

“Actually teachers need freedom, as professional they have ethics which guide their conducts towards their job”.

2(15.4%) disagreed that freedom influences retention in teaching professional. The study therefore indicates that freedom influences retention in teaching professional.

Table 4.20: Freedom Influences Retention in Teaching Professional

Response	Number of respondents	Percentage (%)
Yes	11	84.6
No	2	15.4
Total	13	100

Source: Field Data

4.6.5 The Extent in which Respect Influences Retention in Teaching Professional

Table 4.21 indicates that 13 respondents were interviewed, 12(92.3%) agreed that to the large extent respect influences retention in teaching professional.

One head of school claimed that

“ Teachers need highly respect by being treated equitably as other employees, also need better salary, promotion on time and good working conditions as an indication that they are valued”,

Whereas 1(7.7%) disagreed that respect influences retention in teaching professional.

The study indicates that to the large extent respect influences retention in teaching professional.

Table 4.21: Extent in which Respect Influences Retention in Teaching Professional

Response	Number of respondents	Percentage (%)
Large extent	12	92.3
Low extent	1	7.7
Total	13	100

Source: Field Data

4.6.6 Cultural Values which can be used to Attract Teachers in Education Field

Table 4.22 indicates that 13 respondents were interviewed, 5(38.5%) claimed that freedom and respect can be used to attract teachers, 5(38.5%) claimed that promotion

and salary increase can be used to attract teachers. About 2(15.4%) claimed that in service training can attract teachers and 1(7.7%) claimed that social and job security can attract teachers. The study indicates that freedom, respect, promotion, and salary increase are most frequently factors, which can be used to attract teachers in public secondary schools.

Table 4.22: Cultural Values, which can be used to Attract Teachers in Education Field

Response	Number of respondents	Percentage (%)
Freedom and respect	5	38.5
Promotion and salary increase	5	38.5
In service training	2	15.4
Social and job security	1	7.7
Total	13	100

Source: Field Data

4.6.7 Whether Career Development and Growth Opportunities are Provided for Teachers

Table 4.23 indicates that 13 respondents were interviewed, 7(53.8%) agreed that career development and growth opportunity is provided for teachers, a DEO said,

“Every year two teachers from each public secondary school are allowed to go for further studies”,

A DAO also said,

“Every year teachers attend different courses such as bachelors’ degrees, masters’ degree, and PhD to improve their careers”.

6(46.2%) disagreed that career development and growth opportunities are provided for teachers. The study therefore indicates that career development and growth opportunities are provided for teachers.

Table 4.23: Career Development and Growth Opportunities are Provided for Teachers

Response	Number of respondents	Percentage (%)
Yes	7	53.8
No	6	46.2
Total	13	100

Source: Field Data

4.6.8 Teachers' Promotion is given on Time

Table 4.24 indicates that 13 respondents were interviewed, 2(15.4%) agreed that teachers', promotion is given on time.

A DEO said,

"Teachers are promoted after three years"

DAO said,

"Teachers are promoted on time but their salaries take time to change since promotion is given".

11(84.6%) disagreed that teachers' promotion is given on time. The study therefore indicates that teachers' promotion is not given on time.

Table 4.24: Teachers' Promotion is given on Time

Response	Number of respondents	Percentage (%)
Yes	2	15.4
No	11	84.6
Total	13	100

Source: Field Data

4.6.9 Promotion Contributes Toward Teachers' Retention

Table 4.25 indicates that 13 respondents were interviewed, 12(92.3%) agreed that promotion contributes to teachers' retention.

One headmaster explained that,

“It contributes because it associates with salary increase and other fringe benefits to the promoted ones”.

About 1(7.7%) disagreed that promotion contributes to teachers' retention. The study therefore indicates that promotion contributes to teachers' retention because it associates with salary increase and other fringe benefits to the promoted ones.

Table 4.25: Promotion Contributes towards Teachers' Retention

Response	Number of respondents	Percentage (%)
Yes	12	92.3
No	1	7.7
Total	13	100

Source: Field Data

4.6.10 Early Feedback Contributes Towards Teachers' Retention

Table 4.26 indicates that 13 respondents were interviewed, 11(84.6%) agreed that to the large extent early feedback contributes towards teachers' retention. About 2(15.4%) disagreed that early feedback contributes towards teachers' retention. The study indicates that early feedback contributes towards teachers' retention.

Table 4.26: Early Feedback Contributes Towards Teachers' Retention

Response	Number of respondents	Percentage (%)
Large extent	11	84.6
No feedback	2	15.4
Total	13	100

Source: Field Data

4.7 Discussion of Findings

This study assessed the impact of organizational culture on employees' retention in public secondary schools in Dodoma municipal council and the obtained findings indicated that personal freedom is applied, and influence teachers' retention in public secondary schools, this result concurs with the results of the study held by Duze et al (2013) which indicated that much of the time employees including teachers can be retained in organization only if they are offered and satisfied with room for decision making as well as that of Malisa (2015) which indicated that involving teachers in different decisions touch them and seemed to play a great role either in retention or decreasing turnover in secondary schools.

Findings also indicated that opportunities for personal advancement and growth can influence employees' retention in public secondary school, this result coincides with the results of the study held by Ashiedu (2012), and Malisa (2015) as well as that of Madueke et al (2017) which indicated that opportunities for career progression and effective professional development influence retention of employees in an organization.

Furthermore, findings also indicated that respect of individual rights enhances teachers' retention, these research findings correlate with the results of the study held by Ashiedu et al (2012) which indicated that fair appraisal and performance management of teachers influence retention. Malisa (2015) indicated that provision of accommodation to teachers within the school environments and exercising timely promotion to teachers encouraged retention in Hanang district council. Boniface (2016) found that teachers' empowerment and justice are important practices for

enhancing retention in Tanzania remote secondary schools. The obtained findings also indicated that job and social security can enhance teachers' retention in public secondary school, these findings relate with the study held by Ashiedu et al (2012) who found that good working conditions were considered most important influential for teachers' attraction and retention. He also found that job security is moderately important for manpower retention.

Duze et al (2013) found that much of the time employees including teachers can be retained in organization only if they are offered and satisfied with social services. Awiti (2013) found that teachers are primarily attracted to teaching by extrinsic motivation like health facilities. Mitchell (2001) found that staff working in organization is more embedded when they feel that their jobs are secured, and Muhoho (2014) found that high security to jobs was the great influence on employee retention in public organization.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter is concerning with research findings, implication of the study, conclusion, recommendations of the study, limitations of the study, and suggested areas for further study about the impact of organizational culture on employees' retention in public secondary school.

5.2 Summary of the Main Findings

The study aimed at determining the impact of organizational culture on employees' retention in public secondary school at Dodoma municipal council. It was specifically based on whether personal freedom, social and job security, respect of individual rights as well as opportunities for personal advancement and growth may be implemented to retain teachers.

5.2.1 Personal Freedom

The results obtained from the study indicated that a high percentage of respondents agreed that personal freedom may enhance employees' retention in public secondary school under the condition that if the result of the study is well implemented teachers at school will be free to act, to make decisions on matters concerning the school performance development through meetings they hold, to schedule the work and decide on the way to carry them out as well as voicing about deprivation of their rights something that teachers may have the sense of being valued.

5.2.2 Social and Job Security

The results obtained from this study indicated that social and job security is the most important value, which can enhance employees' retention in public secondary school. According to findings teachers need to be provided with retirement and disability benefits, need assurance of life all the time as well as to be ensured of their employment at work.

5.2.3 Respect of Individual Rights

The obtained and analyzed results from respondents indicated that respect of individual rights can enhance employees' retention in public secondary school if it is well implemented. According to these findings, it is depicted that teachers at their schools need respect of their rights by hearing their concerning and providing them with what they deserve.

5.2.4 Opportunities for Personal Advancement and Growth

The obtained and analyzed results from respondents indicated that opportunities for personal advancement and growth can enhance employees' retention in public secondary school under the condition that teachers need development of their professional to improve knowledge.

5.3 Implication of the Study

The findings obtained in this study indicate that organizational culture influence employees' retention. Under that circumstance, these findings will be used by educational stakeholders for turnover management. It will be used also to improve retention strategies at the area where organizational culture is not much considered for

retention. Moreover, the study laid down a starting point on assessing factors for retention at the area where this study failed to touch on.

5.4 Conclusion

The study made the conclusion that teachers in public secondary schools were satisfied with the provision of personal freedom, social and job security, respect of individual rights as well as the provision of opportunities for personal advancement and growth. These were exemplified by respondents themselves when they admitted that they were provided with freedom of expression through meetings they held, they were given opportunities for further studies to different colleges and universities, social and job security were given to them in accordance with their contract, and individual rights were respected by providing them with promotion, annual leave, and recognition in comparison with their contributions. These findings manifested the important of organizational culture on teachers' retention in public secondary schools, which also contribute to teachers' commitment on job performance.

5.5 Recommendations of the Study

According to findings, it is recommended that, the Government as well as school administrations should search for other retention strategies such as promotion, recognition, reasonable salaries, improving working conditions and providing accommodations within the school environment in order to improve teachers' retention in public secondary schools.

5.6 Limitations and Delimitations of the Study

The researcher encountered little challenges from respondents during data collection since few of them were not ready to fill the questionnaires something that made the

researcher to go several times to the field to make follow up so as to obtain the required data.

5.7 Suggested area for Further Studies

The study assessed the impact of organizational culture on employees' retention in public secondary schools and findings indicated positive results. It is suggested that more studies should be conducted to assess challenges facing organizational culture on retaining teachers under the condition that some of teachers and district education officers for public secondary school who were given questionnaires and interviews disagreed. It is also suggested that similar studies should be conducted in other areas of Dodoma region so as to verify the similarities of findings among other studies.

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APPENDECES

Appendix 1: Questionnaires for teachers

Introduction

I, Selengeta, Samwel Joseph, a postgraduate student of the open university of Tanzania, taking **masters of human resource management**, I am hereby conducting a research in Dodoma city on “The impact of organizational culture on employees’ retention in public secondary schools”. I am humbly requesting you to support me in this study by providing knowledge, information or data relevance to the research study in order to meet the academic requirements. It is hopeful that all given information will be treated confidentially and that they will be used for this academic purpose only. I am also kindly requesting you to devote your time in answering these questions as an academic stakeholder.

Thank you for more consideration.

Instructions

- i. Questionnaire contains both open- ended questions and closed- ended questions.
- ii. Answer questions on your own understanding.

SECTION A: General information (tick where is appropriate)

Please be honest in your responses. All your information will be reserved confidentially.

1. School level you teach

(i) Secondary school. [] (ii) Advanced secondary school. []

2. Age.....(years)

(i) 20 – 29 [] (ii) 30 – 39 []

(iii) 40 – above []

3. Sex

(i) Male [] (ii) Female. []

4. Marital status

(i) Single [] (ii) Married []

5. Educational level:

(i) Ordinary diploma education. []

(ii) Undergraduate degree education []

(iii) Post graduate degree education []

6. Designation/title

7. Teaching experience.....(years)

(i) 1- 5 [] (ii) 6 – 10 []

(iii) 11 – 15 [] (iv) 16 – above []

8. Is there personal freedom in your school?

(i) Yes [] (ii) No []

9. Is promotion in education field being provided to teachers on time?

(i) Yes [] (ii) No []

10. Is there any career development opportunity in teaching profession?

(i) Yes [] (ii) No []

11. Do you think there is the culture of respect for individual teachers in Dodoma municipal council?

(i) Yes [] (ii) No []

12. To what extent early feedback is being applied in public secondary schools?

.....
.....
.....

13. Explain what rewards being given to teachers in your school when they do better job?

.....
.....
.....

14. Are job and social security being reasonably applied in the teaching profession?

Explain.....
.....
.....

SECTION B: Questions

1. Are cultural values below being used by the employer to enhance teachers' retention in public secondary schools? Please put a tick in the appropriate space.

Cultural values	Strongly agree	agree	Strongly disagree	disagree
Personal freedom				
Social and job security				
Personal advancement and growth				
Respect for individual rights				
Early feedback				
Recognition				
Promotion				

2. What are the factors that may influence you to leave / change the job?

.....

.....

.....

THANK YOU FOR YOUR COOPERATION

Appendix II: Interview questions for headmasters/ Headmistress/ DEO/ DAO, SLO

Introduction

I, Selengeta, Samwel Joseph, a postgraduate student of the open university of Tanzania, taking **masters of human resource management**, I am hereby conducting a research in Dodoma municipal council on “The impact of organizational culture on employees’ retention in public secondary schools”. I am humbly requesting you to support me in this study by providing knowledge, information or data relevance to the research study in order to meet the academic requirements. It is hopeful that all given information will be treated confidentially and that they will be used for this academic purpose only. I am also kindly requesting you to devote your time in answering these questions as an academic stakeholder.

Thank you for more consideration.

Instructions

Please answer questions in this interview according to the requirements of the study only.

SECTION A: general information of respondents (put a tick in a correct position)

1. Sex

- (i) Male [] (ii) female []

2. Age

- (i) 20 - 29 [] (ii) 30 – 39 [] 40 and above []

3. Marital status

- (i) Single []
- (ii) married []

4. Educational level

- (i) Ordinary diploma []
- (ii) advanced diploma []
- (iii) Undergraduate degree education []
- (iv) postgraduate education []
- (v) masters degree and above []

5. Designation

- (i) Headmaster / headmistress []
- (ii) district education officer []
- (iii) district academic officer []
- (iv) statistics logistics education officer []

6. Experience in current position

- (i) 1 – 2 []
- (ii) 3 – 4 []
- (iii) 5 – 6 []
- (iv) 7 – above []

SECTION B: Answer the following questions correctly.

- 1. As a DEO/ DAO/ SLO/ Headmaster/ Headmistress, do you think teachers have freedom of doing their job? If yes. Explain.

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.....
.....

2. Based on your knowledge, do you think that secondary school teachers are being satisfied with their social and job security? Explain.

.....
.....
.....

3. According to your knowledge and experience, do you think that provision of social and job security to public secondary school teachers is the means per se for making them remain in their schools? If yes, why?

.....
.....
.....

4. In your view, do you think teachers' freedom can influence retention in teaching profession? Explain in brief.

.....
.....
.....

5. Do you think to what extent respect can influence retention of secondary school teachers in their profession? Explain.

.....
.....
.....

6. Do you think that lack of respect for teachers' rights at schools can enhance teachers leave their schools? If yes why? If no, explain in brief

.....
.....
.....

7. As a DEO/ DAO/ SLO/ or Headmaster/ Headmistress what cultural values do you think will attract teachers remain in their profession?

.....
.....
.....

8. For your experience, do you think that secondary school teachers are being provided with opportunities for career development and growth? If yes, to what extent. If no why.

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.....
.....

9. Do you think teachers' promotion is given on time? If yes, how. If no why.

.....
.....
.....

10. Do you think promotion contributes to teachers' retention? Explain.

.....
.....
.....

11. How much early feedback can enhance teachers' retention in public secondary schools? Explain in brief.

.....
.....
.....

12. Do you think poor feedback contributes to teachers' turnover in public secondary school?

.....
.....
.....

THANK YOU FOR YOUR COOPERATION

Appendix III: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES



Our Ref: PG201401392

Date: 04th February 2019.

District Executive Director,
Dodoma District Council,
P o. Box
Dodoma.

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 later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. SELENGETA, Samwel Joseph RegNo: PG201401392 pursuing Master of Human Resources Management (MHRM). We here by grant this clearance to conduct a research titled *"The Impact of organization culture on Employee Retention in Public Secondary school. A case of Dodoma Municipal Council"* He will collect his data at Dodoma District in Dodoma Region from February 2019 to April 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 thanks 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

Appendix IV: Plagiarism Report