

**FACTORS FOR TEACHERS' RETENTION DECISION IN THE
TEACHING PROFESSION IN TANZANIA
A CASE OF PUBLIC SECONDARY SCHOOLS IN
NYAMAGANA MUNICIPAL COUNCIL**

By

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**A Dissertation Submitted in Partial Fulfillment of the Requirement for Award
of the Degree of Master of Science in Human Resource Management
(Msc. HRM) of Mzumbe University**

2016

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled “*Factors for Teachers’ Retention Decision in Teaching Profession: A Case of Public Secondary Schools in Nyamagana*” a partial fulfillment of the requirements for award of the degree of Master of Science Human Resource Management of Mzumbe University-2016.

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DECLARATION

I **Maganga, Makisio** declare solemnly that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award. I am responsible for the content therein.

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DEDICATION

I dedicate this dissertation to my beloved father the late Mr. Charles Maganga and the late Mr. Marco B. Maganga, my uncle you have been my role models since my childhood. You gave me moral and spiritual support all the way. I wish you were here with me to witness this step I have made but for the love of God who loved you more, you are not here.

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LIST OF ABBREVIATIONS AND ACRONYMS

AAP	-	Australian Associated Press
DAO	-	District Academic Officer
DEO	-	District Education Officer
DFID	-	Department for International Development
EFA	-	Education for All
ELRA	-	Employment and Labour Relations Act
HM	-	Head Master/Mistress
HR	-	Human Resource
HRO	-	Human Resource Officer
LGAs	-	Local Government Authorities
NMC	-	Nyamagana Municipal Council
MDGs	-	Millennium Development Goals
MOEVT	-	Ministry of Education and Vocational Training
MP	-	Member of Parliament
MSc. HRM	-	Masters of Science in Human Resource Management
MU	-	Mzumbe University
PEDP	-	Primary Education Development Plan
PSA	-	Public Service Act
PSPIP	-	Public Service Pay and Incentive Policy
SASES	-	Selective Accelerated Salary Enhancement Scheme
SEDP	-	Secondary Education Development Plan
SOPAM	-	School of Public Administration Management
UPE	-	Universal Primary Education
URT	-	United Republic of Tanzania
WEC	-	Ward Education Coordinator

ABSTRACT

This study investigated factors influencing teachers' decision to stay in the teaching profession. The study was conducted in Nyamagana Municipal Council (NMC) public secondary schools. The study contains four specific objectives which are to find out how teacher personal characteristics influence teachers' decision to stay in teaching profession; to examine how job security and compensation influence teachers' retention decision towards teaching career at NMC public secondary schools; to find out whether working environment influence teachers' decision to stay in teaching profession in the public secondary schools at NMC and lastly to identify government initiatives for retaining teachers in their teaching profession at NMC public secondary schools.

The study used a case study research design to achieve its objectives. The sample of this study was 60 respondents who were obtained through purposive sampling, stratified sampling and simple random sampling. Since the study adopted both qualitative and quantitative research, interview and questionnaires were used as data collection tools. The field data was collected in accordance with the specific objectives, presented and then analyzed statistically through simple tables, graph and percentage analysis by using Statistical Package for Social Science (SPSS) Software.

The findings indicate that, teacher personal characteristics, job security and compensation are influential factors for teachers' decision to stay in teaching professional at NMC public secondary schools. The findings also revealed that a yearly gradual salary increase, working conditions improvement, provision of career development opportunities and promotion are initiatives that government implements to retain teachers.

Finally the study provides conclusions of the findings related to factors discussed in this work and how they influence retention decision among teachers. Then recommendations suggest for proper strategies to increase job satisfaction among teachers to increase the level of teacher retention in public secondary schools.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION	ii
COPYRIGHT	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
LIST OF ABBREVIATIONS AND ACRONYMS	vi
ABSTRACT	vii
LIST OF TABLES.....	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER ONE.....	1
PROBLEM SETTING.....	1
1.0 Introduction	1
1.1 Background of the Problem.....	1
1.2 Statement of the Problem	7
1.3 Research Objectives	8
1.3.1 Main Objective	8
1.3.2 Specific Research Objectives	8
1.4 Research Questions	8
1.5 Scope of the Study	8
1.6 Significance of the Study	9
1.7 Definition of Terms.....	9
1.8 Organisation of the Dissertation	10
CHAPTER TWO.....	11
LITERATURE REVIEW.....	11
2.0 Introduction	11
2.1 Tanzania Development Vision 2025.....	11
2.1.1 Development Vision.....	11
2.1.2 Education Vision.....	11

2.2 Education Background	12
2.2.1 Student Enrollment	12
2.2.2 The Importance of Secondary Education	13
2.2.3 Challenges on Teaching Work force.....	13
2.3 Theories of Teacher Retention.....	14
2.3.1 Human Capital Approach	14
2.3.2 Vroom Expectancy Theory.....	15
2.3.3 Herzberg’s Two-Factor Theory	16
2.4 Empirical Literature Review	17
2.4.1 Teacher Personal Characteristics	17
2.4.2 Job Security	18
2.4.3 Compensation	19
2.4.4 Work Environment.....	20
2.5 Synthesis.....	20
2.6 Conceptual Framework	20
2.5 Operationalisation of Variables	22
CHAPTER THREE.....	23
RESEARCH METHODOLOGY	23
3.0 Introduction	23
3.1 Research Design	23
3.2 Research Approach	23
3.3 Area of the Study	24
3.4 Target Population of the Study	25
3.5 Sample Size	25
3.6 Sampling Techniques and Justification.....	26
3.7 Data Collection Methods.....	27
3.7.1 Primary Data Collection Methods	27
3.7.2 Secondary Data Collection Method	29
3.8 Data Analysis Techniques	29
3.9 Ethical Considerations	30

CHAPTER FOUR.....	31
PRESENTATION AND DISCUSSION OF THE FINDINGS.....	31
4.0 Introduction	31
4.1 Reliability of the Data Collected	31
4.2 Demographic Characteristics of Respondents.....	32
4.2.1 Gender Distribution of Respondents.....	32
4.2.2 Age Distribution of Respondents.....	32
4.2.3 Distribution of Respondents by Level of Education.....	33
4.2.4 Experience of Respondents	34
4.3. The Extent of Teacher Turnover and Teacher Retention Decision Factors	35
4.3.1 Teacher Turnover.....	36
4.3.2 Teacher Retention Decision Factors	37
4.4 The Influence of Personal Characteristics on a Decision to Stay in Teaching Profession.....	38
4.4.1 Age	38
4.4.2 Marriage	40
4.4.3 Gender	41
4.4.3 Experience	42
4.4.4 Education Qualification.....	44
4.5 The Influence of Job Security and Compensation on Teachers’ Retention Decision in Teaching Career	45
4.5.1 Job Security	45
4.5.2 Compensation	46
4.6 The Influence of Working Environment on Teachers’ Decision to Stay in Teaching Profession.....	49
4.7 Government Initiatives for Retaining Teachers in their Teaching Profession	50
4.7.1 Gradual Salary Increase.....	51
4.7.2 Working Conditions Improvement	52
4.7.3 Career Development Opportunities	52
4.7.4 Promotion	53
4.8 Summary of the Findings	54

CHAPTER FIVE	55
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	55
5.0 Introduction	55
5.1 Summary of the Study.....	55
5.2 Conclusions	57
5.3 Recommendations.....	57
BIBLIOGRAPHY.....	59
APPENDICES.....	66

LIST OF TABLES

Table 3.1 Units of Inquiry	25
Table 3.2 Number of Respondents per School.....	27
Table 4.1 Reliability Statistics of the Findings	32
Table 4.2 Respondents Distribution by Gender	32
Table 4.3 Education Level of Respondents.....	34
Table 4.4 Identified Factors for Teachers’ Decision to Stay in Teaching	37
Table 4.5 The Likelihood of Young Teachers or Older Teachers to Stay in Teaching	40
Table 4.6 Whether Marriage Influences Teachers to Stay in Teaching.....	41
Table 4.7 Likelihood of Male Teachers or Female Teachers to Stay in Teaching....	42
Table 4.8 Whether High Qualified Teachers Stay in Teaching at NMC	44
Table 4.9 Whether Salary Influences Retention Decision	46
Table 4.10 Availability of Government Initiatives on Teacher Retention.....	51

LIST OF FIGURES

Figure 2.1 Teachers' Retention Model	21
Figure 4.1 Age Distribution of Respondents.....	33
Figure 4.2 Experience of Respondents	35
Figure 4.3 Whether Teachers are Leaving the Teaching Field or Not	36
Figure 4.4 Rank of Perceived Factors for Teachers' Retention Decision at NMC ...	38
Figure 4.5 Employed Young Teachers and Older Teachers on Retention Decision.	39
Figure 4.6 Whether Working Experience Influences Teachers' Retention Decision	43
Figure 4.7 Whether Job Security Influences Teachers' Retention Decision	45
Figure 4.8 Adequacy of Salary in Public Secondary Schools.....	47
Figure 4.9 Whether Working Environment is Attractive for Teachers Retention	49
Figure 4.10 Whether Government Measures are Available.....	50

LIST OF APPENDICES

appendix I: Introductory Letter	66
Appendix II: Questionnaire for Teachers.....	67
Appendix III: Interview Guide to HROs, HMs, WECs, DAOs And DEO.....	72

CHAPTER ONE

PROBLEM SETTING

1.0 Introduction

This chapter is mainly concerned with the general overview of the research. It presents the background of the problem, statement of the problem, general objective, specific objectives, and research questions. The chapter also presents the scope of the study, significance of the study and organisation of the dissertation.

1.1 Background of the Problem

Human Resources (HRs) are regarded as the most important resource in any organisation. Armstrong and Baron (2002) added that skilled and experienced people are now highly considered in making a significant contribution to organisational success and constituting a competitive advantage of that particular organisation. Today, motivation and retaining of high qualified and talented employees in many companies is regarded as an important element in successful business management practices (Clark, 2001). So, strategic staffing is viewed as an important aspect since highly talented core employees are crucial to organisational sustainability (Ettorre, 1997). Similarly, Aydogdu and Asikgil (2011) assert that in this rapid changing business environment, it must not be forgotten that the success and competing power of the organisation depends on commitment, motivation, satisfaction, quality and innovation of human resources.

In the present day context of rapid changing economic and market trends, organizations around the world have to demonstrate superior performance. As time goes on the working environment keeps changing from competitive nature to more and more competitiveness in all business aspects. The expectations of employees are increasing day to day calling up the employers to respond to their needs to accommodate challenges related job itself and work environment. This ultimately results into another challenging task of attracting and retaining high qualified employees. Increasingly, organizations are now competing to have and hold on the

best talented employees (Porter, 2001). Therefore, as suggested by Schreuder and Theron (2001), it is vital to retain talented employees. Thus, *talent management* within an organisation can only be achieved through retention. This is defined as “the implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing, retaining, and utilizing people with the required skills and aptitude to meet current and future business needs” (Lockwood, 2006, p. 2).

It is undeniable that, because of globalization the retention of employees has become a major challenge in many companies in the 21st century. Samuel (2008) argued that, globalization has extremely influenced mobility of qualified employees hence accelerating the rate of employees’ turnover in many organizations. Most of these employees quit because there is no goal congruence between organization’s goals and their own individual goals, interests and/or personality (Schneider, 1987). On other hand, employee turnover provides opportunities for internal promotion and recruitment of new employees with new skills. Armstrong (2009) stressed that turnover of key employees cannot have balanced impact on the business. According to Dess and Shaw (2001), turnover leads to significant costs both direct costs (e.g. management time, replacement, recruitment and selection) and indirect costs (e.g. reduced morale, pressure on remaining employees, new employees training cost, reduced quality of product/service, organizational memory loss and social capital loss).

In education setting, Kavenuke (2013) argues that, teachers provide education that works as a solution to poverty reduction, empowerment, sustainable development and how to overcome environmental challenges. Oziambo (2010) asserts that good quality of education depends on teachers who transmit values and norms of the society to students by either teaching them or being role models. They are leading the efforts of developing students’ knowledge, skills and core values. Despite such teachers’ essence, teachers do not stay in the teaching profession. Teacher retention is currently complicated especially when Smith and Ingersoll (2004) viewed that the decision to join teaching profession nowadays is being related to ‘a sink’ experience.

Teacher attrition or turnover is a universal challenge and has a negative impact on global policies. A growing body of research around the world shows that most countries are experiencing a substantial decline in meeting their teacher demands and supply regardless of progress made towards Education for All (EFA), Universal Primary Education (UPE) goals and the Millennium Development Goals (MDGs) (Pitsoe, 2013). Teacher attrition in the world has always been a problem in education sector since the number of teachers has never met the demands of the ever-increasing number of students in schools (Hannah et al., 2011: 108). Ashiedu & Scott-Ladd (2012) found that, the turnover and retention of teachers is a problem schools facing worldwide and mostly in the public schools. One of the possible solutions to this problem is having better attraction and retention strategies of value to teachers. For example, despite of other reasons it was estimated that by 2016 only primary schools worldwide would have a shortage of 18 million teachers. This including a 13 million shortfall in teachers in less developing countries and 5 million teachers shortage in industrialised countries (Australian Associated Press [AAP], 2007).

At the same time, Ingersoll as cited by Riggs (2013) concluded that anywhere in the world between 40 and 50 percent of teachers will leave the teaching profession within their first five years after employment (this includes the nine and a half percent who leave before the end of their first year once entering the teaching profession). Definitely, all careers have turnover and some shambling out the door is good for bringing in young blood and fresh faces of employees with new skills and knowledge. However, turnover in teaching career is about 4 percent more than other careers. Roughly 15.7 percent of teachers quit their teaching career and 40 percent of teachers pursuing undergraduate degrees in teaching do not even enter the classroom at all.

Kavenuke (2013) compared teacher attrition as loose-gain game. In this case, therefore, regrettably teacher turnover becomes bad to the teaching cadre when high qualified and competent teachers leave teaching altogether. Interestingly, on the other hand, turnover becomes good to a place where such high qualified and competent teachers opt to go. Such argument is in line with Macdonald (1999) who postulated that attrition among teachers from the teaching profession may be good

for other economic sectors as qualified and knowledgeable teachers when move across other employment sectors. Mfaume (2012) observed that younger and less experienced teachers are more likely to leave teaching profession believing that they have worked for few years and therefore they have nothing to lose in terms of fringe benefits such as pension or in case they decide to terminate the employment contract. Contrary to this, the study by Utah Foundation in RAND report no. 676 of (2007) added that, the turnover of old aged teachers is naturally since this group is near to retirement age that can benefited from the fringe benefits.

In Sub Saharan African countries like Tanzania most of the teachers leave their profession to look for 'green pastures' at the estimated attrition rate for teachers in the country is 3 percent (URT, 2006: 51). On other hand, experience shows that, during deployment most of teachers are posted directly to the working areas they never chose. This facilitates teachers to report to the schools and leave shortly because they are not familiar to the posted environment (Kavenuke, 2013). This relates to earlier observation by Ngimbusyi (2009), who explains that graduate teachers from different universities and colleges normally fill special forms to choose three regions they wish to work. But it happens that the Ministry of Education and Vocational Training (MoEVT) posts these teachers to other different parts of the country without considering their choices on the places they would like to work. Therefore, deployment of teachers without considering their prior choices to the working areas inevitably triggers teacher turnover hence impairing teacher retention.

Tanzanian government has recognized the role of retaining employees by enacting employee and labour relations laws, policies and procedures such as Employment and Labour Relations Act, (ELRA), No. 6 of 2004 and Public Service Act (PSA), No. 8 of 2002 which address number of issues including financial and non financial incentives as motivational strategies to reduce employee movement from public organizations (Said, 2011). Also, the government established Selective Accelerated Salary Enhancement Scheme (SASES), which aimed to attract and retain qualified professional, technical and managerial staff (Public Service Pay and Incentive Policy [PSPIP], 2010). Hon. Hawa Abdulrahman Ghasia (MP) described this as government intervention aimed at attracting and retaining well qualified personnel, in the public

service, as well as motivating employees by addressing equitable remunerations across the service' (PSPIP, 2010).

Despite all efforts, experience has shown that these government initiatives toward retentions strategies have been in vain. This is because the high rates of employees' movement (including teachers) from one organisation to another continue to persist. For instance, Bennell & Mukyanuzi (2005) asserted that in primary schools in Tanzania there is high level of teacher turnover as it was found that almost one in five teachers in the rural surveyed schools had left in 2005. Again in 2008 only, 163 degree holder teachers out of 5,836 teachers who were posted in different public secondary schools on that particular year left the profession (voluntary resignation) and 140 diploma holder teachers out of 20,032 teachers left the teaching profession as well (International Task Force on Teachers for EFA, 2010).

Therefore, with this movement of teachers the question remains that: Why are all these teachers leaving or not even entering the classroom in the first place after deployment? (Ingersoll as cited by Riggs, 2013). The reasons that individuals are motivated to stay or leave any career are many and complex. Therefore understanding employees' motivational reasons is necessary before any changes can be recommended (Analoui, 2007). Teacher turnover in the schools is affected by personal factors, monetary rewards and school characteristics like size and geographical location as well as the organisational working conditions (Murnane, Singer, Willet & Olsen, 1991; Ingersoll, 2001a; Marshall & Marshall, 2003; Skilbeck & Connell, 2003).

Teachers leave for many reasons that are broadly divided into two groups: working conditions and personal factors (Futernick, 2007). School demographics, the lack of support of or lack of support by administration, low salary, lack of resources, lack of teacher control over decision making and low performing student populations are factors that make up working conditions (Bartlett, 2004). Personal reasons include having a family, relocating for a spouse's job and poor health.

Despite the number of literature on employee turnover which aimed at finding out factors that cause employees to quit (Griffeth *et al.*, 2000) little is known about the factors that drive employees to stay in their career. For example, Maertz and Campion (1998) noted that, comparatively less turnover research has focused specifically on how an employee decides to remain with an organisation and what determine this attachment.

Tasmanian government (2013) provided that the factors affecting employee's decision to stay with an organisation can be grouped into four categories; that is the job itself, culture, personal reasons and external factors. People like the challenging, interesting and meaningful *job* with good salary and conducive working conditions. Also, the job that offering career development opportunity, provides recognition, status and long-service leave. In case of *culture*, employees are attracted where management recognizes their competency and good performers are rewarded, the management style is supportive; there is a sense of security about the organisation and the organizational values match with their personal values. *Personal factors* also influence employees to stay in issues like goal congruence, convenient geographical location, age, health and individual confidence. Lastly, other *external factors* include labour market influence on the availability of other jobs, competition from other industries and the community view of the job and organisation.

Christopher (2014) added that, there are several factors that contribute to teacher job satisfaction levels hence decide to stay, such as school culture; school size; communication with school leaders, parents and colleagues; equipment and facilities; students' performance and abilities; professional treatment among others. Also insisted that, when job satisfaction is maintained through realistic work-loads, manageable class sizes and flexibility in compensation facilitates retention (Preston, 2000; Hunt, 2002; Skilbeck & Connell, 2003; Webster, Wooden & Marks, 2004).

Johnson, Berg & Donaldson (2005) believe that, the influence of teachers to stay in teaching profession depends on both intrinsic and extrinsic rewards receiving at work place. These rewards sometimes interact in ensuring the satisfaction of teachers for retention decision. Intrinsic rewards may include things like teaching subject that one

loves, contribution of good performance to his/her students and career development opportunities. Extrinsic rewards include compensation in terms of salary and other fringe benefits, public recognition and promotion.

Although retention processes is studied along with quitting processes, the reasons why people stay are not always the same as the reasons people leave (Steel *et al.*, 2002). Therefore, this research focused on finding out why some teachers are motivated to remain in the teaching profession in public secondary schools in Nyamagana Municipal Council.

1.2 Statement of the Problem

Tanzania faces the challenge of teacher turnover at all levels of education as it has been explained by different literature. For instance, it was found that about 303 public secondary teachers left the teaching profession in 2008 only (International Task Force on Teachers for EFA, 2010). In Nyamagana, within three consecutive years (i.e. 2013, 2014 and up to November 2015) about 326 teachers were employed in the public secondary schools but 49 (which is equal to 15%) of these teachers have been estimated to quit the profession for various reasons (NMC, 2015). However, statistically the number of teachers who decide to leave is lower compared to the number teachers remaining in the profession. This can be seen in the same three consecutive years when 49 teachers left, 277 of employed teachers (85%) remained in teaching professional. This implies that, while few teachers decide to leave teaching profession, many of them stay. Understanding the reasons why teachers stay is an important goal and a stepping stone for Tanzanian government to ensure retention of the highly qualified and competent teachers in the public schools for superior performance. Therefore, this study intended to find out factors influencing teachers' decision to stay in teaching profession in NMC public secondary schools.

1.3 Research Objectives

1.3.1 Main Objective

The overall objective of this study was to find out the factors responsible for making public secondary school teachers in NMC be motivated to remain in the teaching profession.

1.3.2 Specific Research Objectives

- i. To find out how teacher personal characteristics influence teachers' decision to stay in teaching profession.
- ii. To examine how job security and compensation influence teachers' retention decision towards teaching career in NMC public secondary schools.
- iii. To find out whether working environment influences teachers' decision to stay in the teaching profession in the public secondary schools at NMC.
- iv. To identify government initiatives to retain teachers in their teaching profession in public secondary schools at NMC.

1.4 Research Questions

- i. How do personal characteristics influence teacher's decision to stay in the teaching profession?
- ii. How do job security and compensation influence teacher's retention decision towards teaching career at NMC public secondary schools?
- iii. How does working environment foster teachers' decision to stay in the teaching profession in the public secondary schools at NMC?
- iv. How does government ensure retention of teachers in public secondary schools at NMC?

1.5 Scope of the Study

The study covered only public schools in NMC, whose control and management are directly under the government. NMC like other Local Government Authorities

(LGAs) in Tanzania owns a number of public secondary schools with teachers as employees. Therefore, finding out the factors influencing teachers stay in their teaching professional was carried out in these public secondary schools. These schools are running under government supervision through Ministry of Education and Vocational Training (MoEVT).

1.6 Significance of the Study

This study intended to find out the factors influencing teachers stay in public secondary schools. The findings of this study can be useful for the public sector to realize if there is a need of coming up with new sufficient retention strategies. The study helps the researcher to come up with useful recommendation for the public sector to be able to retain their employees in relation to the factors influencing them stay. Moreover, the study helps the researcher to meet the academic requirements of Mzumbe University for the award of the degree of Masters of Science in Human Resource Management (Msc. HRM).

1.7 Definition of Terms

The following definitions are provided for purpose of this study:

Public secondary school : The term Public Secondary School is defined as “a school directly maintained and managed by the ministry or a local authority” (National Assembly, 1995). These are secondary schools that are owned and financed by the central government through the ministry of education and vocational training or local authority. In other words, these are state owned schools.

Teacher retention: The act of a teacher to remain or being hold in a particular school or teaching profession resulting from goal congruence between individual goals and organizational goals.

Teacher turnover: A reduction in the number of teachers that occurs when they decide to resign and move to another school or organisation and not replaced.

1.8 Organisation of the Dissertation

This dissertation consists of five chapters; chapter one provides Introduction which includes Background of the problem, Statement of the problem, Objectives of the study, Research questions; Significance of the study, Scope of the study and Definitions of the key terms. Chapter two; is about Literature review which consists of Theoretical and empirical Literature review from earlier studies, the Synthesis and Conceptual framework. Chapter three is about Research methodology that comprises of research Design, Research area, Population of the study, Sample and sampling Procedures; the Sample size, Data collection methods and Data Analysis methods. Chapter four is about presentation, analysis and discussion of findings obtained from the field. Lastly, chapter five provides summary, conclusion as well as recommendations regarding this dissertation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter is organized into four main parts. The first part presents the theoretical review, the second part is about empirical review, the third part deals with synthesis of both theoretical and empirical review of related literatures and the last part is about theoretical framework on factors influencing teachers to stay in the teaching profession.

2.1 Tanzania Development Vision 2025

2.1.1 Development Vision

Tanzania Development Vision 2025 highly prioritizes the education sector since it is considered to be essential in bringing social and economic transformation. Thus, education is a strategic agent for mind-set transformation and for the creation of a well-educated people equipped with the knowledge needed to competently and competitively solve the development challenges which face the Nation. Secondary Education in Tanzania plays a vital role in the development of the society through continuous production of creative, knowledgeable, and problem-solving graduates. Therefore, qualitatively the education system should be restructured and transformed with a focus on promoting creativity and problems solving (URT 2000:19 cited in MOEVT, 2010).

2.1.2 Education Vision

The Tanzania education vision states that “a well-educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels.” In responding to this, the Tanzanian Government is struggling to provide equitable quality education and vocational skills to all. This needs

adequate numbers of qualified teachers and attractive environment to win stakeholders willingness to participate fully in providing education delivery as well as conducive teaching/learning environments for students and teachers at all levels (MOEVT, 2010).

2.2 Education Background

Tanzania government has set ambitious policy reforms in both primary and more recently in secondary education. These have obviously improved the quality of education in the country especially classroom infrastructure and students enrolment (Sumra & Rajani, 2006). Since 2001, Tanzania has taken major initiatives to restructure its primary and secondary education sectors. The Primary Education Development Plan (PEDP, 2002-2006) and the Secondary Education Development Plan (SEDP) implemented starting in 2004 have led to important improvements in provision of basic education in the country.

2.2.1 Student Enrollment

The existence of PEDP and SEDP increased enrolments in schools, for instance in primary education there is an increase of pupils from 3,942,888 (1,992,739 boys and 1,950,149 girls) in 1996 to 8,247,172 pupils (4,086,280 boys and 4,160,892 girls) in 2012. In secondary education the number of students has raised up from 185,119 students (98,435 boys and 86,684 girls) in 1996 to 1,802,810 students (954,961 boys and 847,849 girls) in 2012. Also in higher education, the enrollment has increased from 13,974 students (9,597 boys and 4,377 girls) in 1996 to 81,462 students (55,512 boys and 25,950) in the very same year 2012 (Education and Training Policy 2014:11). However, this rapid increase of enrollments calls for an adequate number of well-qualified, highly competent, stable and dedicated teacher workforce (Cobbold, 2007).

2.2.2 The Importance of Secondary Education

Secondary education occupies a great role in the development of the economy and the education system itself. Experience shows that, in both the private and public sectors majority of people are expected to be secondary education leavers. Even, the whole primary education system depends on teachers who are products of the secondary education system. Also, candidates for higher and tertiary education are products of the secondary education system making it to be pivotal or the lynch pin. Importance effects of secondary education are more increasing being recognized in education of the off-springs, family planning and political awareness. Good quality of secondary education reflects good quality in human life, economic productivity and labour skills. Secondary education though is not sufficient for poverty reduction in the entire population but it is necessary. In summary, an improvement of secondary education will lay down a necessary foundation for a vibrant and viable middle class essential for the contemplated economic boost placing our country to be among middle income countries in the World (MOEVT, 2010).

2.2.3 Challenges on Teaching Work force

Teachers hold a key importance in any education system. Schools require teachers with relevant knowledge and skills to ensure teaching and learning process is carried out effectively. Teachers are role models who inspire students in terms of what they know, commitment to their work and relationships. Therefore, it is said that teachers should not only be available at school but be in the classrooms where the students are, for (MOEVT, 2010).

Shortage of qualified teachers is one of the major challenges facing Tanzania today. The number of teachers available in schools does not tally with increasingly enrollment of students currently in provision of quality education making the challenge even more acute. Therefore, SEDP II focused on expansion of teacher training and the recruitment of new teachers on an annual basis to increase the number of teachers in secondary schools across the country. These projections showed that if SEDP II could successful the output of degree holder teachers would

increase by 50 %. It was assumed that by 2015 Tanzania would have achieved a teacher/pupil ratio of 1:20 for secondary school (Form 1-6). But the overall shortage of teachers is further complicated by the fact that those teachers who are available tend to quit from rural schools (MOEVT, 2010).

However, all educational policies adopted by Tanzanian governments over the years such as Education and Training Policy (ETP) of 1995 and new ETP of 2014 in their respective reform programmes mostly seem to be effective on expansion of physical infrastructure and enrollment but failing to recognize the essential role of teacher attraction and retention in educational system.

2.3 Theories of Teacher Retention.

Retention involves taking initiatives to encourage employees to remain in the organisation for the maximum period of time (Griffeth & Hom 2001 as cited by Ghansah 2011). The quality of teaching in schools depends on the availability of resources, curriculum, and instructional leadership as well as individuals who facilitates teaching/learning in each classroom (Loeb & Myung 2010). Effective and qualified teachers play a very vital role to the success of the whole education system and particularly in improvement of students' performance (Kavenuke, 2013). These teachers are basically attracted to teaching career by intrinsic motivation, but extrinsic factors play a major role in retaining them (Cooper & Alvarado 2006). However, the retention of quality teachers is one of the multiple predicaments an educational system faces (Adrianzén 2012). Organizations (such as schools) are facing a number of problems in employee retention nowadays. Hiring of skilled people for the job is significant for an employer. But retention is even more important than hiring new employees (Ghansah 2011). Below are some authors who tried to provide (theories) approaches in handling the situation;

2.3.1 Human Capital Approach

The fundamental principle of the human capital theory of occupational choice is that individuals undergo a systematic evaluation of the net monetary and non monetary

benefits comparing from other different field and make systematic decisions on which career to enter, stay or leave it. The monetary benefits include the salary that one earns in that profession, and promotion opportunities. The non monetary benefits include working conditions, peer supports, length of working hours, and availability of adequate teaching/learning materials, students' attitude and supports from parents parental. Probably, reasonable people choose those jobs that maximize their net returns (Kirby & Grissmer, 1993).

When an employee stays in a particular profession accumulates a human capital which is in turn is translated into wage premiums. Generic capital and specific capital are two types of human capital. The generic capital is the one that can be transferred to other professions fairly easily, and specific capital that is applicable to that profession only. Therefore, an employee with greater the amount of specific capital is less likely to leave the profession. Examples of such capital are home ownership, specialized knowledge; promotion and probably is the most important and unconditional entitlement of sharing a pension fund in the retirement system. This is one of the main reasons to why young employees with less experience are more likely to leave the profession earlier rather than employees at mid career accumulated greater amounts of specific capital with age or working experience that eventually act as barriers of quitting the profession (Kirby & Grissmer, 1993).

2.3.2 Vroom Expectancy Theory

Vroom Expectancy theory provides some instructions for retaining employees in organisation. It proposes three elements namely *Valence*, *Expectancy* and *Instrumentality* which work together to influence a motivational force to employees (Scholl, 2002).

Valence is the degrees to which employee's needs seeking to be fulfilled through rewards provided by an organization. Good alignment of the employee's needs with reward system that an organisation offering to its employees is defined as high valence. Contrary, low valence is when the employee's needs not properly aligned with the organizational rewards system can lead job dissatisfaction hence increase

turnover and reducing retention rate of employees. Valence is simply can explained as the intended satisfaction an employee receives from a particular payment (Redmond, 2010).

Expectancy is a condition of thinking that something good is going to happen. Therefore, the higher the expectancy rate, the higher the employees' retention rates for organisation. Expectancy can be influenced by a number of factors such as ability and interest. Normally, lack of ability and interest decreases individual's expectancy. But management of the organisation can increase expectancy among employees by discovering and supply the needed resources, good supervision, and developing employees making them more competent and confident in their abilities (Redmond, 2010).

Instrumentality is a belief of employees on whether they will actually get what they desired once entering in the employment contract. Instrumentality increase depends much the implementation of reasonable rewards system for attaining and accomplishing the organizational goals. The factors affecting instrumentality are leadership style, supervision, rules and policies (Scholl, 2002).

Therefore, directly retention is affected by employee's desires and motivation as outcome of job satisfaction. And application of motivation theories such as Herzberg two -facto theory found to be among proper strategies for employee retention protocol in the organisation. Herzberg's findings indicated that reasons for job satisfaction are quite different from the ones leading to job dissatisfaction and employee turnover (Spector, 1985).

2.3.3 Herzberg's Two-Factor Theory

The two-factor theory is the extension of Maslow's ideas on motivation. Herzberg's work categorized two groups of human needs based on the lower and higher levels. The first group, he named *hygiene factors* and the other group was known as *motivators*. These hygiene factors are lower level needs such as salary rate, good working conditions, job security and management styles which cannot lead to satisfaction of employees. Motivators are the higher levels needs in which mostly

employees look for their gratification and become satisfied. These are such as achievement, career development opportunities, recognition and nature of job itself. This is to say, the presence of one set of factors leads to employees' satisfaction while another and separate set of factors lead to dissatisfaction at work place. For instance, an employee who finds work meaningless may decide to leave regardless of all the environmental factors being well looked after. Therefore, employers by using a positive reinforcement strategies have special duties for creating a motivating climate and work enrichment on every applied efforts as well as maintaining expected hygiene factors for maximization of employee satisfaction and retention, (Tyson & York, 2002). And it should be remembered that individual satisfaction and dissatisfaction are not depending on each other that once one increases, the other diminishes but independent events.

2.4 Empirical Literature Review

This research work is a continuation of other works on the matters related to the teachers' retention. Different studies have highlighted the important factors which influencing teachers like other employees stay in their organisation especially in the public sector and for the purpose of this study have grouped into four categories;

2.4.1 Teacher Personal Characteristics

Researchers have collected teachers' demographic information for better understanding of teachers' decision to stay or leave their profession (Wikipedia, 2015). This demographic information include teachers' age, gender, family status, education level, experiences, social contexts, and occupation preferences that an individual has (Preston, 2000; Mitchell, Brooks, Holton & Lee, 2001; Ingersoll, 2001a cited by Ashiedu & Brenda, 2012). Using age for instance, young aged employees are more likely to leave than older ones (Kirby & Grissmer, 1993; Ingersoll, 2001a; Chelli & Rosti, 2002; Heijden, 2003 as cited by Ashiedu & Brenda 2012). Likewise, the high turnover rate is observed among secondary teachers is said mostly to those with high education qualifications (Boe, Bobbitt & Cook, 1997 cited by Ashiedu & Brenda, 2012). Gender also plays a role in this turnover trend where

by female teachers are leaving more than male teachers to leave (Wikipedia, 2015). Meanwhile, Ingersoll as cited by Riggs (2013) confirmed that anywhere teachers tend to leave the teaching career within their first 5 years of employment.

Kavenuke (2013) found that, family and economic status of the family matters for teachers' decision to stay in the teaching profession. Family socio-economic status is measured by job of the head of the household, income and the level of education (Guarino et al., 2004). The study done by Dworkin as cited in Guarino et al. (2004) asserted that teachers who come from families with high status are more likely to leave the teaching profession compared to those from families with low status. Therefore, it is not surprising in developing countries to see most of the teachers continue teaching only because of the low socio-economic status and family characteristics rather than being satisfied or motivated. For instance, Javaid (2009) points up that, in Pakistan because of a very high level of poverty rate, men join teaching profession while preparing themselves for civil services/ police forces entry examinations. Women on the other hand, supplement the income earned by their husbands by continue teaching for the well being of families. There are a big number of teachers who are leaving the teaching profession as a resulting a thousands of children miss education opportunities (PEDP 2007: 37). How do we retain teachers so that they do not run away from the teaching profession? Zombwe (n.d) argued the shortage of teachers in developing countries especially in African countries is because most of these teachers are using a teaching profession as a ladder for further studies then after changing the profession.

2.4.2 Job Security

Watson (2014) a cursory glance at the top drivers of employee attraction and retention shows that of 27 options, job security was the second most frequently selected attraction driver and the fourth most frequently selected retention driver. Job security has been a key element of attraction and retention since the 2008 financial crisis, if not before. (Kwan, 2013) Employers must realize the significance of job security to their employees. Job security enables employees to feel more secure with their work and making them more willing to utilize their full potential for the success

of organisation. With high job security, employees would be innovative enabling the organisation to accommodate business competition against rivalry from other organisations. This results a competitive advantage and would greatly improve the organizational overall performance. Thus, job security also is an important means to motivate employees for increasing productivity and in fact, it is more significant than salary alone.

2.4.3 Compensation

Compensation is said to be key factor to attract and retain the best workers, especially during economic or market place vitality or mergers or acquisitions when people are uncertain about their jobs (Noe et al., 2003:494). Moncarz et al. (2009:441) pointed out that, the most remarkable strategies for employees' retention in an organisation are compensation and benefits. Studies have found that highly competitive reward system increases employee commitment which resulting to attraction and retention of important and well qualified employees (Moncarz et al., 2009:441).

On other hand Mtigandi (2010) found that, the most important positive factor influencing employee's decision to stay in the public company is compensation. Government organisation can provide employees with competitive salary package, and other the related benefits. Compensation plays as a significant role in the employee's motivation. Directly, it is related to employee's commitment and satisfaction.

In addition, Beulen (2009:277) revealed that remuneration and career opportunities to be the main reasons why employees leave organizations. Noel et al. (2003:439) noted that when it comes to employees' retention, employees who are employed from another organisation are often attracted with premises of higher salaries. Some companies are said to pay special "hot skills" premiums to employees whose expertise is crucial and often difficult to obtain (Cappel, 2000:106 cited in Hytter, 2007:67). This supported by the study that was done by Horwitz et al. (2003:32) who

found that a high competitive pay package is related second amongst retention strategies.

2.4.4 Work Environment

Working conditions factors have been given considerable attention by researchers because of their impact on job satisfaction. For instance, according to Padilla (1993) unfavorable working conditions in an organisation are associated with high rates of employee turnover, which is an indication of job dissatisfaction. On a similar fashion, Ondara (2004) found out that most Kenyan teachers work in deplorable working conditions, a situation that causes lot dissatisfaction among the teachers.

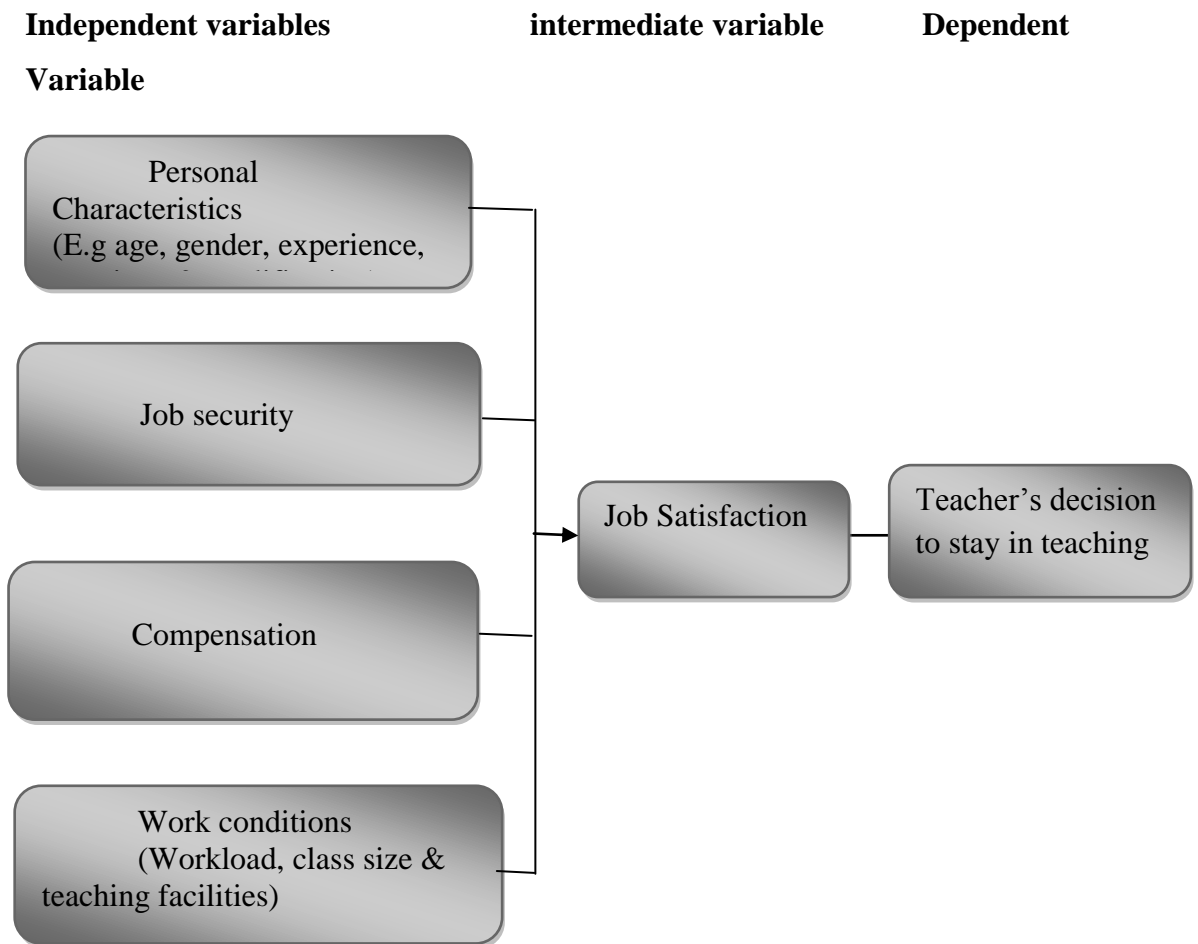
2.5 Synthesis

The literature review depict that there are gaps in a sense that, most of these related studies and theories are based on studying the factors influencing both attrition and retention of teachers. Thus, the factors influencing attrition rate can foster the retention rate as well. This is according to review of related literatures and studies above. It's true that, attrition and retention decisions of teachers can be studied altogether but normally are influenced differently. On other hand there is no clear documented research on this particular problem carried out in NMC. Therefore, basing on a single side the researcher wanted to know the factors influencing teachers' decision to stay in teaching in the public secondary schools NMC.

2.6 Conceptual Framework

This section contains the conceptual framework for the study. The conceptual framework is developed from a review of literature and different studies carried out. Therefore, the common factors founded in the reviewed studies and theoretical review included compensation, personal characteristics; job security and work environment as illustrated bellow;

Figure 2.1 Teachers' Retention Model



Source: Researcher's construct, 2015

As explained in the pictorial framework in figure 2.1 above, the teachers' decision to stay in the teaching profession depends on personal characteristics, compensation, work environment and job security whereby job satisfaction acts as a link between independent variable and dependent variable. This independent variables and dependable variable association was used to justify the objectives stated in the study.

2.5 Operationalisation of Variables

In this study of teacher retention, some concepts may be found ambiguous. Therefore, to reduce misunderstanding, such terms have been defined on the basis of the context of the study as follows:

i. Teacher Personal Characteristics

Teacher personal characteristics included age, gender, experience (more than five years) and marriage as well as education qualification.

ii. Job Security

This refers to teachers' assurance or confidence that keeps them in their current job, i.e. teaching profession.

iii. Compensation

Monetary remuneration for services provided. While actually compensation may take in many forms, in this context is restricted in fiscal elements as salary.

iv. Work Environment

The term is used to describe the surrounding conditions in which teachers operates. This includes workload, class size as well as availability and adequacy teaching facilities.

v. Job Satisfaction

The feeling of pleasure and achievement that someone experience in his/her job when he/she knows that his/her job is doing great or the extent to which his/her work gives a feeling of not deciding to leave it.

vi. Teachers' Retention Decision

This is the mental process of choosing staying in teaching profession (from a set of alternatives leaving or staying) done by teachers against selection criteria (factors). These criteria usually include advantages and disadvantages, and alignment with preferences.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides detailed explanation on methodologies used to execute this study. The specific sections in this chapter include data collection methods, study design, target population and sampling techniques, data analysis and data presentation techniques.

3.1 Research Design

Research design is putting together conditions to specify relationships among variables. A process of controlling effects of inapplicable variables, plan for selecting the resources and types of information to be used in answering the research questions (Ndunguru, 2007). This study used a case study design. A case study is an empirical investigation that finds out a contemporary event within its real-life context especially when the line between event and context are not clearly observed (Yin 2009). Yin added that for the *case study*, it is when a "how" or "why" question is being asked about a contemporary set of events and the researcher has little or no control over the investigation. The unique advantage of the case study inquiry is an ability to deal with a full variety of evidence documents, interviews, artifacts, and observations. The case study allows an inquiry to hold the integrated and meaningful characteristics of real-life phenomena such as individual life cycles, management and leadership processes, and accommodation of change, international relations, and the organisation development.

3.2 Research Approach

Research approach is divided into two groups namely deductive (quantitative) and inductive (qualitative). The relevance of assumptions to the study is the main distinctive point between these two approaches. Deductive approach tests the validity of theories or hypotheses in hand, whereas inductive approach

contributes to the development of new theories and generalizations (Dudovskiy, 2016).

Quantitative research is generally related with the positivist paradigm. It involves collection and conversion of data into numerical form for statistical computations in which conclusions is drawn (Alzheimer Europe, 2009). The quantitative research insists on deductive reasoning which moves from the general to the specific. This is approach sometimes is known as a top down approach. The validity of conclusions is shown to be dependent on one or more other premises being valid.

Qualitative research is the constructivist paradigm that emphasizes on the social construction nature of reality. It is all about recording, analyzing and trying to realize the deeper meaning and importance of human behavior and experience, including beliefs, behaviors and emotions which contradicting the society. This approach is associated with a move from the specific to the general and it is sometimes known as a bottom-up approach (Alzheimer Europe, 2009).

Basically this study used qualitative approach and some applications of quantitative approach simultaneously. Qualitative approach was used to obtain data through questionnaires and in-depth interviews toward the existing situation and these findings on other hand were analyzed statistically SPSS software as part of quantitative approach. The analysis enabled the researcher to determine how independent variables influence dependent variable.

3.3 Area of the Study

The study was carried out in Nyamagana Municipal Council (NMC). NMC is one of the seven districts of the Mwanza region of Tanzania. Nyamagana and Ilemela are two municipal councils that make Mwanza city council. NMC comprises the northern half of the city of Mwanza. In the northern and western part is bordered by Lake Victoria to the south by the Ilemela Municipal, and to the east by the Magu District. According to the 2012 census, the population of the NMC was 363,452. The council comprises 18 wards that are Pamba, Mironko, Isamilo, Butimba and Mkuyuni: Nyamagana, Mbugani, Igogo, Buhongwa and Mkolani: Igoma, Mahina,

Kishili, Luchebele, Lwanhima, Mabatini, Mhandu and Nyegezi. Currently, the NMC has 30 public secondary schools.

3.4 Target Population of the Study

The target population of this study was 1281 secondary school teachers from 30 public secondary schools of the NMC and 14 non teaching staff (associate officials) that made the grand total of 1295 target population in which, the sample size obtained. However, due to limitation of resources the study was carried out in three secondary schools (that is Ole Njolaay, Mirongo and Nyakabungo) since they are not scattered thus their proximity favored the researcher to move from one school to another as well as sharing of common characteristics. Therefore, the population of the study included the following units/department as illustrated in table 3.1 below;

Table 3.1 Units of Inquiry

No.	Department/Unit	No. of Staff
1	Human Resource Department	5
2	Secondary Teachers	1281
3	Municipal Education (only officers)	7
4	Ward Education Coordinators	2
	Grand total	1295

3.5 Sample Size

A sample is a finite part of a statistical population whose characteristics are studied to acquire information about the entire population. When dealing with people, it can be explained as a set of respondents selected from a larger population for the intention of a survey (Webster, 1985 cited in Mugo, 2002).

‘How big a sample do I require?’ This is one of the most frequently asked questions by researchers (Daniel, 1999: Lwanga & Lameshow, 1991). The decision on a sample size for qualitative research can be even more difficult than in quantitative research. This is because there are no clear rules to be adhere to. It is mostly depend on what you want to know, the intention of the study, what is at stake, what will be valuable, what will have credibility, time bound and availability of resources. Fixed resources are always a case; you can choose to study one specific event/problem

deeper with a smaller sample size when seeking broad information. The validity, significance and comprehension generated from qualitative research have more to do with the information affluence of the cases selected and the analytical abilities of the researcher than with sample size (Mugo, 2002). Economist (1997) in Saunders et al, (2000) suggests a minimum of 30 to 50 items to be selected to form a sample. Therefore, for the case of this research the sample size was 60 respondents.

3.6 Sampling Techniques and Justification

The sampling techniques used in selecting respondents in this study were purposive or judgemental, stratified sampling and simple random sampling techniques.

i. Purposive or Judgemental Sampling

This method was used to select about 9 respondents that compose the sample size due to their importance in this study and therefore, they were not left behind. These included 3 education officers from NMC in education department (that is Education Officer, Academic Education Officer and Statistics and Logistics Officer) and from HR department 1 officer selected. Also the method used to select 2 Ward Education Coordinators of Isamilo and Mirongo as well as 3 Headmasters/Headmistress from secondary schools located in these two wards.

ii. Stratified sampling

This technique was used to identify the number of respondents from each school to be included from the sample size. In this study the secondary schools were considered as strata in which teachers obtained to complete the sample size. So the formula below was applied indicate the number of teachers being selected in each school and the calculations were summarized in the Table 3.2.

$$n_h = \frac{N_h \times n}{N} \text{ where by}$$

n_h = number sample per stratum needed
 N_h = population within a stratum/school
 (excluding Head of the schools)
 N = total population of all strata
 n = number of respondents needed in all schools (51)

Table 3.2 Number of Respondents per School

s/No	School	Total number of Respondents (N_h)	Expected respondents per school $\frac{n_h}{N} = \frac{N_h}{N} \times n$
1	Ole Njolaay Secondary school	36	14
2	Nyakabungo secondary school	50	19
3	Mirongo secondary school	46	18
Total		132	51

iii. Simple Random Sampling

In this technique the number of respondents proposed in **Table 3.2** for each school selected randomly. This sampling technique was used to select the names of 51 respondents excluding those who were already selected through purposive sampling. In each school the names of all teachers were written on pieces of paper, mixed together and the required number picked randomly. This ensured no biasness or favoritism occurrence during the process.

3.7 Data Collection Methods

Both primary and secondary data collection approaches used by the researcher. Different methods were applied to make sure that valid and reliable data are obtained.

3.7.1 Primary Data Collection Methods

Depending on the nature of the study that is case study, the instruments used in primary data collection were questionnaires and interview.

i. Questionnaire

A **questionnaire** is a research instrument composing a number of questions and other prompts for the intention of collecting information from respondents. Basically, there are two forms of questions; these are closed ended questions and open ended questions. *Closed ended questions* ask respondents to choose among the alternatives a possible set of answers to represent his/her view point. Questions in this kind offers simple alternatives such as ‘Yes’ or ‘No’ for respondent to tick /circle the answer in a frequency scale, important scale or an agreement scale.

Open-ended questions are not followed by any options answers and the respondent is supposed to provide his/her own answer by entering a number, a word, or a short statement. The responses are recorded in full, either by the interviewer or in the case of an individual survey the respondent put records for his or her own entire answers (Siniscalco & Auriat, 2005).

For the purpose of this study both types of questions were included in the questionnaires for mainly two reasons: while closed questions restricted the respondent to a finite (and therefore became more manageable) set of answers on other hand, open questions intended to bridge the gap between the very little existing information available about a topic as per pre-set specific objectives of the study and unknown information. This questionnaire was available in both hard copy and softcopy. It was mailed or administered specifically to 51 respondents (secondary teachers) within the sample size.

ii. Interview

An interview is conversation between two or more people where questions are asked for an interviewer to acquire facts from the interviewee. Interview is a standard part of qualitative research (Wikipedia, 2012). Interviews take many forms, some very informal and others more structured. These forms include structured interview, unstructured interview and group interview (McLeod, 2014).

Structured Interview is sometimes is known as a formal interview. Its questions are set in a standardized order; the interviewer cannot deviate from the interview schedule but can predict answers received.

Unstructured Interviews are sometimes called as ‘discovery interviews or informal interviews; the interviewer is just guiding the conversation than in a strict structured interview. An interview schedule not must to be used but if happens to be used open ended questions will be asked not orderly. Some questions might be added or missed during the progress of this interview type.

Group interview or focus group is the type of an interview whereby a number of respondents are interviewed together. The role of the interviewer is to make sure the

group members interact with each other and are in line with topic discussed (McLeod, 2014).

In this study, also both structured and unstructured interview was administered to ensure validity is increased regarding the pre-set specific objectives of study and generated qualitative data using of open questions. Structured interview was applied to 9 respondents (That is 3 education officials, 2 WEOs, 1 HRO and 3 HMs) as in most cases their time was limited while having worth-full data for this study. As long as duties and responsibilities and status of these respondents differ from one group to another thus needed flexibility during interviewing them. Unstructured interview was applied to respondents among 51 respondents together with the questionnaires supplied depending on the situation so as to obtain more and worthy information for the study. The data were collected via note taking and audio recording for further reference during data analysis.

3.7.2 Secondary Data Collection Method

This is the *documentary review*. It is about gathering data from secondary sources. Secondary data includes published books, manuscripts, articles and journals, research reports, newspapers and other unpublished literally work (Ndunguru, 2007). It involves gathering data that already has been collected by someone else. For the purpose of this study, council teachers recruitment and selection reports, teachers' turnover reports and internet materials; Human resources manuals, ELRA No. 6 of 2004, PSA No. 8 of 2002 and PSPIP of 2010 were reviewed for complementary of data obtained from questionnaire and interview methods for the success of this study.

3.8 Data Analysis Techniques

Data obtained from primary and secondary sources were presented and analyzed in a manner that provides answers to research objectives, questions and conceptual framework. Both quantitative and qualitative data were organized and analyzed statistically through simple tables, graph and percentage analysis by using Statistical Package for Social Science (SPSS) Software and therefore to justify statement of the

problem, research objectives and research questions. Pearson correlation analysis was used to test the reliability of the data collected from the field.

Simply, the obtained data was coded and analyzed systematically by SPSS as well as being edited in a way that will allow easy classification of particulars with similar characteristics be in one group, such as respondents profiles whose content includes respondent`s age, gender ,work experience and education qualification.

3.9 Ethical Considerations

Cohen et al; (2000) asserted that when planning and carrying out a research ethical standard, principles and procedures should be adhered to. The ethical issues considered in this study were;

Securing the introductory letter; the researcher secured the introductory letter from Mzumbe University which was sent to Nyamagana Municipal Council introducing himself and the purpose of the study.

Consent of Respondents; the data collection from respondents was done at their consent. No any respondent was forced to fill questionnaires or to be interviewed.

Privacy and confidentiality; the privacy of respondents observed and information provided were treated with high confidentiality since they were not supposed to write or mention their names when filling questionnaires or being interviewed.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents demographic characteristics of the respondents involved in the study as well as the findings and its reliability measures. The data collected were analyzed using SPSS then interpretation and discussion were done. In most cases, descriptive statistics are presented through frequency tables and figures. Essentially, the analysis and discussion of field data based on the research questions are presented in the form of tables, pie charts and bar charts. Moreover, direct quotations were used to show what exactly the respondents explained about the issue under investigation.

4.1 Reliability of the Data Collected

Lee Cronbach (1951) developed a measurement for the internal consistency of a test or research study known as *cronbach's alpha*. It is expressed as a number between 0 and 1. Internal consistency describes the extent to which all the items in a research measure the same concept and hence it is connected to the inter-relatedness of the items within the study. Internal consistency should be determined before a test can be employed for research purposes to ensure validity (Tavakol et al; 2011)

In this study Cronbach's alpha computation shows that the relationship between independent variables and dependent variable in all 24 items lies on correlation coefficient of **0.522**. This indicates that there is strong positive correlation. Therefore, the data collected from the respondents were reliable and valid. Table 4.1 below shows the Reliability Statistics of the items;

Table 4.1 Reliability Statistics of the Findings

Cronbach's Alpha	Number of Items
0.522	24

Source: field data 2016

4.2 Demographic Characteristics of Respondents

The examination of the respondents, the following are the demographic characteristics were focused; gender, age, qualification and experience. These characteristics are important because they show the nature of respondents and possible reasons of the responses given by them. Then the findings are discussed.

4.2.1 Gender Distribution of Respondents

The findings indicate that 21 respondents (35%) are male and 39 respondents (65%) are female. This means that the averages of respondents by sex, females are more than males as interpreted in the Table 4.2.

Table 4.2 Respondents Distribution by Gender

	Respondents (n)	Percent (%)
MALE	21	35.0
FEMALE	39	65.0
Total	60	100.0

Source: field data, 2016

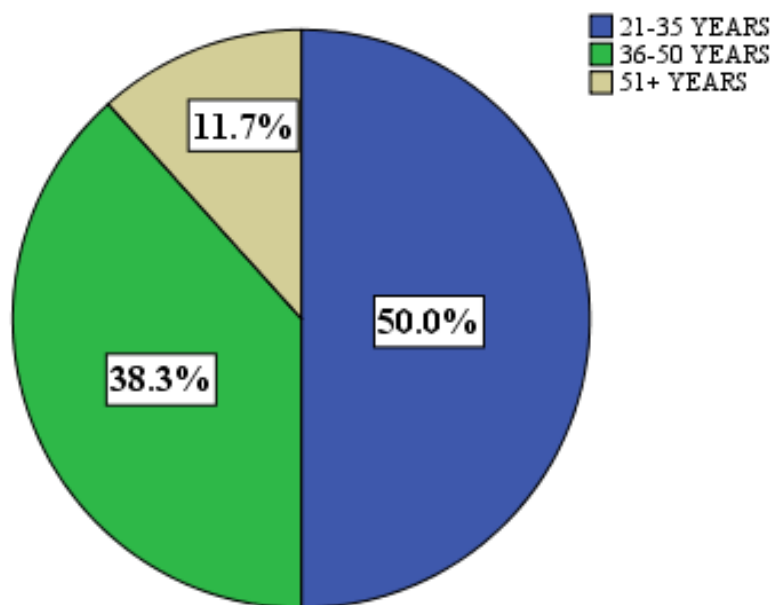
As indicated in figure 4.1 the number of female teachers in a population is higher by 65% than 35% of male teachers at NMC public secondary school. This aimed identifying gender distribution of respondents since it was very important to find out their gender in order to have balanced views between men and women. Though the percentage of respondents differs in terms of their sex but it had no negative impacts on the research as both sexes were included in the study, and their opinions manipulated equally in spite of their difference in gender.

4.2.2 Age Distribution of Respondents

Figure 4.1 shows the classification of the respondents by age into three class intervals; 21-35 years, 36-50 years and 51+ years. 30 respondents are aged 21-35

which makes up 50%, 23 respondents are aged between 36 and 50 which makes 38.3% and 7 respondents are aged 51 making it 11.7%. This means shows that majority of the respondents are aged 21-35 years, followed by those aged 36-50 and lastly those aged between 51 and 60 years.

Figure 4.1 Age Distribution of Respondents



Source: Field data, 2015

It was important at least to know age range of the respondents because of the assumption that the age of respondents would affect their decision to stay in the teaching professional.

4.2.3 Distribution of Respondents by Level of Education

The education level of respondents was categorized into three groups: Diploma holders, Degree holders and postgraduate holders and the findings are summarized in the table below;

Table 4.3 Education Level of Respondents

	Respondents (n)	Percent (%)
Diploma holders	8	13.3
Degree holders	49	81.7
Post graduate holders	3	5.0
Total	60	100.0

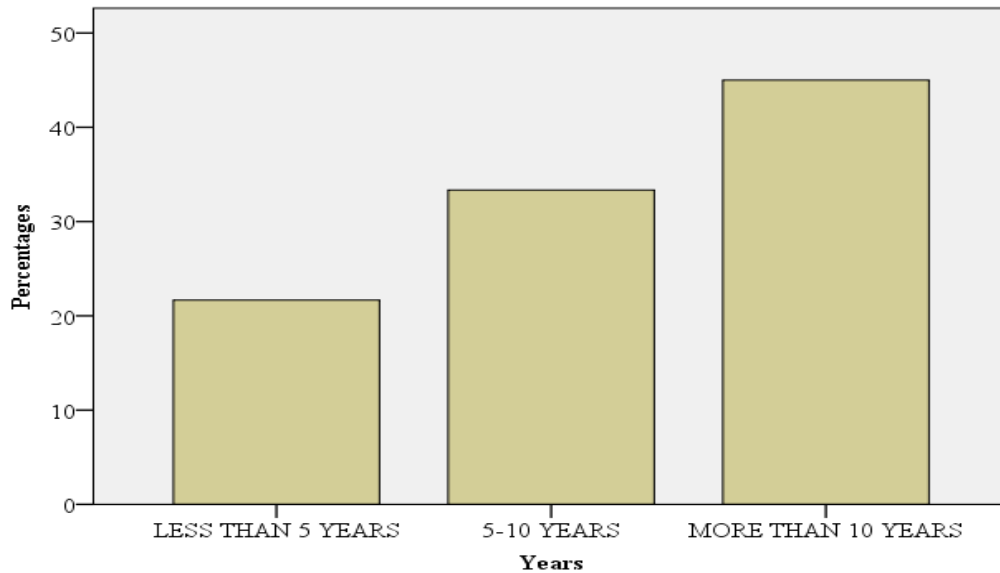
Source: field data 2016

As reflected in the Table 4.3 that 8 respondents (13.3%) had diploma in education, 49 respondents (81.7%) are holding bachelor degrees and 3 respondents (5%) are postgraduate holders. This means that in this study most of the respondents were degree holders. Moreover, this aimed at helping the researcher to know teachers' awareness on retention issues in terms of knowledge and skills as education level concerns. The motive behind this aspect was simply to find out the influence of education level toward decision to stay in the teaching professional.

4.2.4 Experience of Respondents

The findings show that 13 respondents out of 60 respondents (21.7%) have been in teaching profession for less than five years. Other group of 20 respondents (33.3%) has served the public in their career for duration of 5years to 10 years. Up to 45.0% of respondents (27 respondents) have been in teaching for than 10 years as interpreted in the Figure 4.2.

Figure 4.2 Experience of Respondents



Source: Field data, 2016

There was a need to know how long these respondents were in teaching so as to understand if the perception about teachers' retention decision is influenced by working duration one has spent in his/her career. The findings demonstrate that those who have been in teaching for more than 10 years are many compared to other age groups in the study.

4.3. The Extent of Teacher Turnover and Teacher Retention Decision Factors

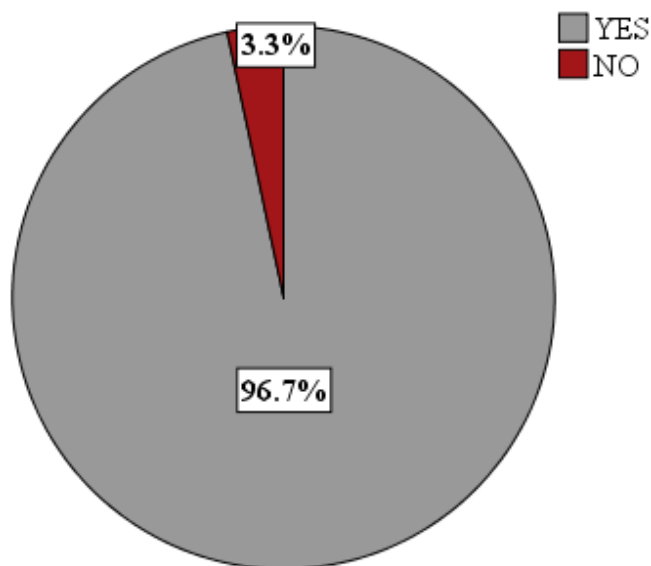
It had been stated that retention and quitting processes are studied together but the reasons why people stay are not always the same as those of leaving (Steel *et al.*, 2002). Therefore, despite of different questions asked toward specific objectives guiding this study, it was important to verify whether teacher turnover existed in public secondary schools at NMC making a way forward to factors for teachers' decision to stay in teaching professional. It is like studying two sides of a single coin that are inseparable. Thus Studying one side needs some knowledge of the other side for deep understanding. Therefore before the justification of the independent variables influence to dependent variable as described in Figure 2.1 the researcher

tried to grasp the respondents' understanding on the existence of teacher turnover among teachers at NMC public secondary schools.

4.3.1 Teacher Turnover

In three consecutive years (i.e. 2013, 2014 and up to November 2015) 326 teachers were employed in the public secondary schools but about 16 (5%) of these teachers was estimated to quit the profession yearly for the various reasons (NMC, 2015). Figure 4.3 indicates the findings on whether teachers are leaving the teaching field or not whereby 96.7% of respondents (58 respondents) agreed that teachers are leaving their teaching professional and only 3.3% of respondents (2 respondents) have never experienced teachers quitting their field. This justifies fact that teacher turnover still exists at NMC.

Figure 4.3 Whether Teachers are Leaving the Teaching Field or Not



Source: Field data, 2016

Table 4.4 Identified Factors for Teachers' Decision to Stay in Teaching

	Respondents (n)	Percent (%)
Teacher personal characteristics	12	20.0
Job security	25	41.7
Compensation	19	31.7
Work environment	4	6.7
Total	60	100.0

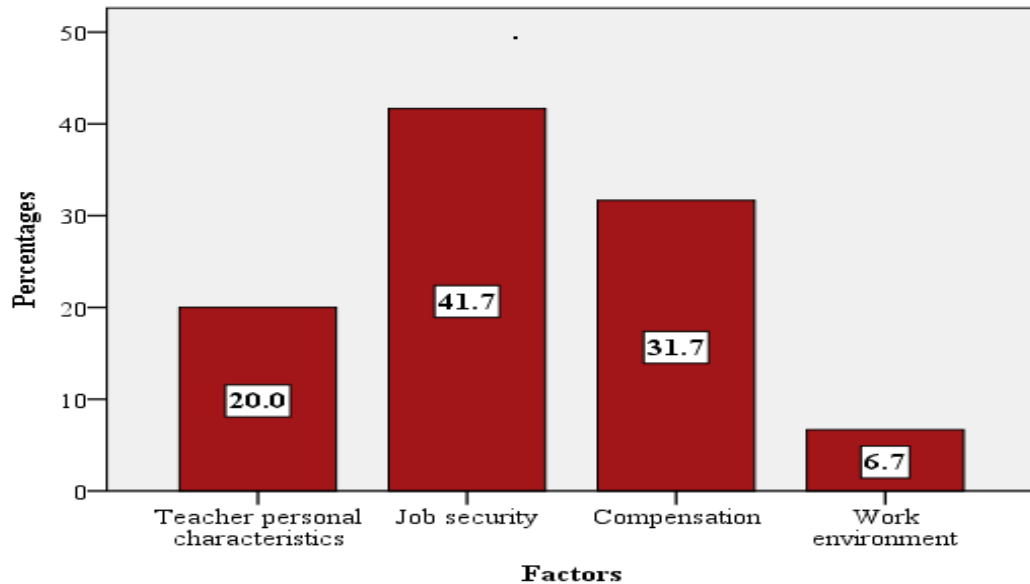
Source: Field data, 2016

4.3.2 Teacher Retention Decision Factors

Basing on conceptual framework in Figure 2.1, each respondent had to identify the factor (s) which influenced them to stay in the teaching professional. The findings indicate that, 12 respondents said teacher personal characteristics to be the reason why they decided to stay. Meanwhile 25 respondents mentioned job security, compensation was identified by 19 respondents and 4 respondents viewed working environment as to influence teachers' retention decision. These findings are summarized in the Table 4.4.

On other side, the researcher was interested to find out the prominent/leading factor among the mentioned ones that drive teachers to stay in their teaching professional. Using the obtained findings from the field in Table 4.4, tells us that the most influential and leading factor for teachers stay in their professional is job security whereby 41.7% of the respondents agreed with it. Compensation comes to the second place as constituted by 31.7% of the respondents; the next teacher personal characteristics having 20% of respondents and the last factor is working environment as accepted by 6.7%) of the respondents. Figure 4.4 interprets the prominence of the perceived factors at NMC.

Figure 4.4 Perceived Factors for teachers' Retention Decision at NMC



Source: Field data, 2016

This implies that when identified factors rated job security is leading since most of teachers responded that they are holding their teaching professional for they feel more secured compared to other fields.

4.4 The Influence of Personal Characteristics on a Decision to Stay in Teaching Profession

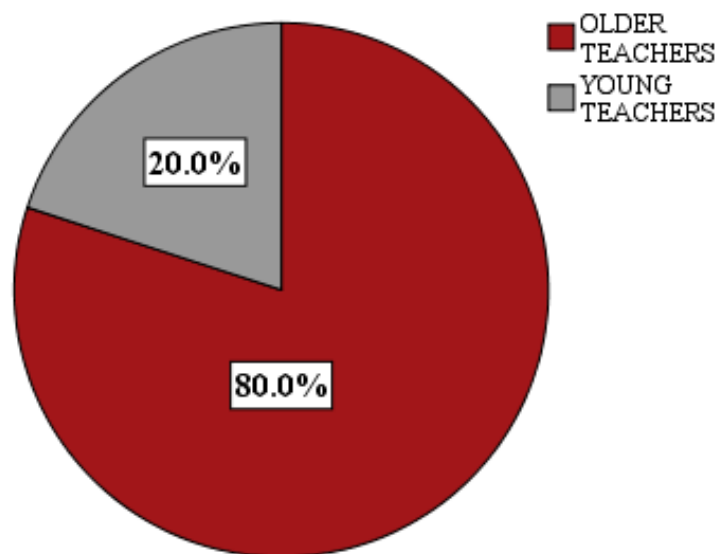
Teacher personal characteristic is among of the factors relating to the decision of teachers to stay in teaching professional at NMC public secondary schools. In this study the teacher personal characteristics include variables such as age, gender, experience (more than five years) and marriage as well as education qualification among teachers for their decision to stay in teaching career. Therefore, in describing how this factor is important to teacher's decision to stay in teaching these key indicators were considered.

4.4.1 Age

Age was considered in this study because of the assumption that the teachers' decision to stay in the teaching profession may be affected by their age. Therefore,

the main idea was to compare the possibility between teachers who are employed older than the young ones to stay or leave the teaching professional at NMC. This is because in most cases Tanzanian public teachers are posted direct to their teaching stations as long as they have qualified the final examination with no age limit.

Figure 4.5 Employed Young Teachers and Older Teachers on Retention Decision



Source: Field data, 2016

Findings from the study as illustrated in Figure 4.5 shows that about 80% of respondents said that older teachers once employed stay in their professional and only 20% of young employed teachers are likely to stay rather than leaving. This implies that a big number of teachers employed at old age are more likely to stay in teaching career to retirement age. This argument is supported by Ashiedu and Brenda (2012) who say younger age workers are more likely to leave than older ones as well as Smithers and Robinson (2004) who found that in 2002, young aged teachers and older teachers left in greater numbers than to be expected from their proportions in the profession while those aged 40-49 were the least likely to leave.

Moreover, the responses presented in Table 4.5 indicate that most of the respondents aged between 36 and 50 years (about 21 respondents out of 23 respondents) and 51 + years (all 7 respondents involved in the study) agreed older teachers being in a

position to stay in professional. It means that when a teacher is employed at 35+ is more likely to stay in teaching to retirement age.

Table 4.5: The Likelihood of Young Teachers or Older Teachers to Stay in Teaching

Age distribution	Who is likely to stay after employment		Total
	Older Teachers	Young Teachers	
21-35 YEARS	20	10	30
36-50 YEARS	21	2	23
51+ YEARS	7	0	7
Total	48	12	60

Source: Field data, 2016

In an interview done with Isamilo WEC about the same issue replied:

“.....when you are employed at more than 30 years age, it reduces the possibility of risk taking in looking a new job since most us at this age get married. Therefore, family hinders the decision of leaving the profession. Eventually, the only option is staying in your profession while looking alternative ways of increasing income such as petty businesses and life goes on” (Interview, 2016).

Therefore as explained above, age has an influence on teachers’ retention decision particularly to older teachers who are said to stay in the field to retirement age than young teachers who most of them uses teaching career as a stepping stone to another career as matter of age concerns.

4.4.2 Marriage

Marriage is a unique intimacy whereby a man and a woman join together for generation of new life. This union of marriage enables the continuation of the human race and the development of human society. It is clearly that the difference between man and woman is making this unique communion of persons possible (Bishops’ Conference, 2015). Simply, marriage means the acceptance of a new status with a new set of privileges and obligations; and the recognition of this new status by others. The motive behind this was to find out whether marriage influences teachers’ decision to stay in teaching profession.

Table 4.6 The Influence of Marriage on Teachers to Stay in Teaching

	Respondents (n)	Percent (%)
YES	41	68.3
NO	19	31.7
Total	60	100.0

Source: Field data, 2016

Table 4.6 presents the findings from the field whereby 68.3% of respondents agreed that there is association of being married and staying in teaching professional. On other hand, 31.7% of respondents disagreed on marriage being among the factors for their retention decision. Based on how marriage influences decision to stay in profession, it was found that many men from different fields that earn more than teaching professional such as politicians and businessmen prefer to marry teachers as they believe that teachers are good in parenting. This makes most of them to be exceptional wives since their daily duties and responsibilities are of dealing with children (students). Therefore when they get married, these female teachers are more likely to stay in their teaching professional regardless of the poor working conditions and low salary they get. It was also found male teachers are higher risk takers in quitting the teaching profession for another profession compared to female teachers. But when they get married reduces risk taking possibility to leave the teaching profession as family becomes the hindrance. Therefore, most of them stay in the teaching as marriage concerns.

4.4.3 Gender

The main concern here was to find out how the state of being male or female could influence the decision of teachers to stay in teaching profession. Table 4.7 shows the findings from the field whereby 73.3% of respondents said female teachers are likely to stay in teaching profession and 26.7% said male teachers.

Table 4.7 Likelihood of Male Teachers or Female Teachers to Stay in Teaching

Who stays more in teaching profession?		
Gender	Respondents (n)	Percent (%)
Male Teachers	16	26.7
Female teachers	44	73.3
Total	60	100.0

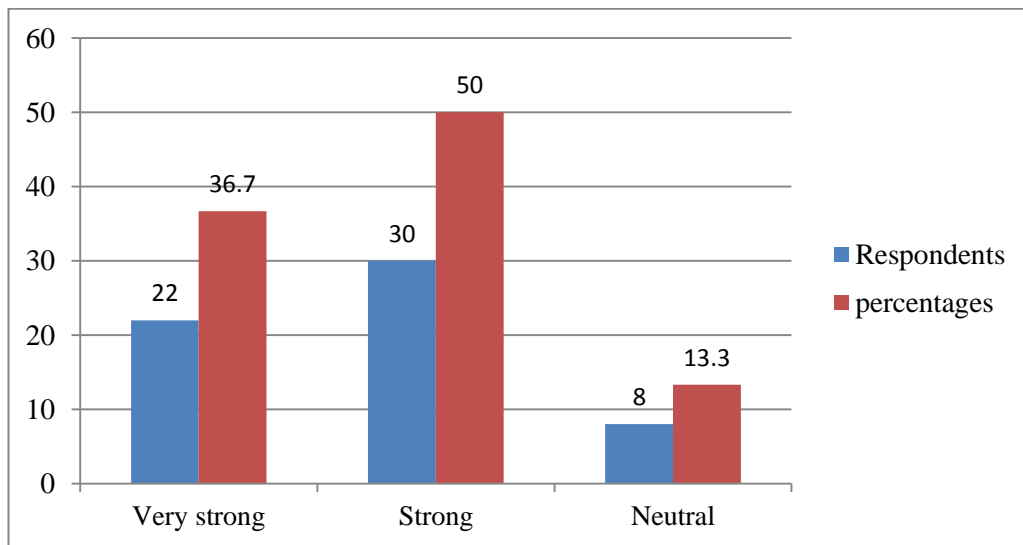
Source: Field data, 2016

These findings mean that the likelihood of female teachers to stay in teaching is greater than male teachers. The justification of the findings was that, rate of turnover in male teachers is higher than in female teachers. This is because male teachers are risk takers in looking alternative employments which pays more. Also it was argued that males in nature are initiators of the family that force them to work hard for their family welfare. Therefore before they decide to have family, males tend to ensure that life is stable to accommodate their families. This might go along with looking for green pastures outside teaching profession hence reduces the possibility of staying compared to female teachers.

4.4.3 Experience

Ingersoll as cited by Riggs (2013) believes that, teachers leave their teaching profession within first five years of employment. In this study working experience was expressed in more than five years of working after a teacher being employed. Therefore, the motive here was to found out how working experience can influence teachers to leave or stay in their profession.

Figure 4.6 Working Experiences' Influences on Teachers' Retention Decision



Source: Field data, 2016

Responses presented in Figure 4.6 indicate that, 36.7% of respondents agreed very strongly, 50% of respondents agreed strongly that working experience influences decision of teachers to stay in teaching profession and 13.3% of respondents were neutral. In reflection to these findings, there is no doubt that working experience is going along with an option of whether leave or stay in the teaching profession.

Vroom Expectancy theory supports the idea on assumption that employees' perception once employed is whether they will actually get what they desired after working for sometimes in a particular organisation (Kirby & Grissmer, 1993). Hence staying in a profession is when there is goal congruence between individual teacher goals and the school goals which is measured within a period of time after employment.

In addition the interview done with District Academic Officer (DAO) on same issue replied that;

'.....we enters in any career with our own goals or expectations that are to be fulfilled while achieving the organizational goals, for instance building a house in a specific period of time. Although individual goals and their definitions in terms of achievement differ from one person to another but failure or success in achieving the intended individual goals as time goes on may influence teachers to stay or quit the teaching professional...'. (Interview, 2016).

Therefore, while moving toward his/her intended goals, the teacher experiences a lot that can make him/her decide to stay or leave the teaching professional. This means that experience directly affects the decision of teachers to stay in education career at NMC public secondary schools.

4.4.4 Education Qualification

Teachers are important elements for the welfare of education system. So schools need knowledgeable and skilled teachers for provision of quality education to students (MOEVT, 2010). The main concern in this aspect was to find out how teacher's education qualification influences retention decision among teachers at NMC. Findings in the table 4.8 reveals that most high qualified teachers don't stay in their teaching professional in public secondary schools as indicated by 86.7% of respondents and only 13.3% of respondents said that these teachers stay in teaching.

Table 4.8 Whether High Qualified Teachers Stay in Teaching at NMC

	Is high qualified teachers stay in teaching?	
	Respondents (n)	Percent (%)
YES	8	86.7
NO	52	13.3
Total	60	100.0

Source: Field data, 2016

These findings are supported by Ashiedu & Brenda (2012) who found that the highest attrition rates as evident among secondary teachers with high qualifications. Therefore, shortage of qualified teachers is continuing to be the major challenges facing education system in Tanzania.

In their argument, respondents explained that education is an interdisciplinary field and therefore those high qualified and competent teachers in different subjects especially in science subjects normally look for green pastures in private schools or any other organisation since they are able to compete in labour market. For instance in 2008, 163 degree holder teachers who were posted in different public secondary schools left the profession (International Task Force on Teachers for EFA, 2010). Contrary to that, it was found that most of less competent teachers are more likely to stay in teaching career in public secondary schools as they have no optional

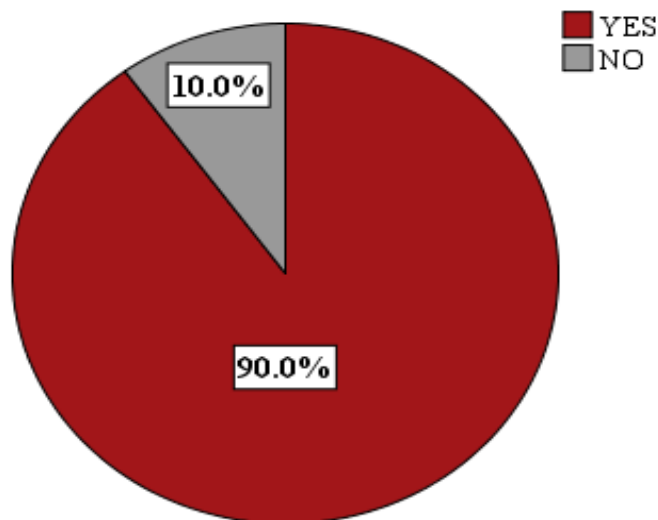
employment opportunities to look for. Therefore, public secondary schools are holding a big number of teachers with poor qualifications, and probably is one of the reasons to why public schools are performing poorly in national examinations compared to private schools at NMC.

4.5 The Influence of Job Security and Compensation on Teachers' Retention Decision in Teaching Career

4.5.1 Job Security

The nature of job security in public institution is much important to influence teachers' decision to stay in the public schools as it provides a room for teachers to feel fully secured. It was said that job security to be the most influential factor for teachers' retention decision at NMC. However, in the Figure 4.7 findings indicate that 90% of respondents involved in the study agreed that job security indeed fosters the decision of teachers to stay in their profession at NMC and only 10% of respondents disagreed.

Figure 4.7: The Influence of Job Security on Teachers' Retention Decision



Source: Field data, 2016

Respondents believe that it is only in public organisations where human relation theory is mostly practiced. This meant that individual social problems are highly tolerated in public institutions leading to high rate of teachers' retention in the public secondary schools. In qualitative analysis of the same question to the interview

respondents provided that job security can influence many teachers decision to stay in their teaching professional. Responding to question in an interview with Nyamagana Municipal Council HRO said:

‘.....a public servant (including teachers) once breach the employment contract it takes time to solve the problem due to the fact that the government procedures take a long time to solve the matter as stipulated in the ELRA No. 6 of 2004 and PSA, No. 8 of 2002. This gives the chance to an employee to adjust behavior which is contrary to private organizations...’ (Interview, 2016).

In another interview, an educational officer on teachers’ retention said that:

‘.....employee is hardly to terminate the employment with the public sector because the rate of being fired is very low. Therefore, job security is one of the main factors keeping us in the employment of the public sector’ (Interview, 2016).

The findings and explanation above indicates that the feeling of job security by teachers is a catalyst to their willingness to remain in the employment in the public schools at NMC.

4.5.2 Compensation

The constitution of Tanzania of 1977 stipulates that, every person without any type of discrimination is entitled to compensation in proportion with work done and all persons working according to their ability are remunerated according to the measure and qualification for the work. Every person is entitled to just remuneration which is common known as salary. Kirby & Grissmer (1993) using human capital approach explained that as an employee stays in a profession accumulates human capital that translated into premium wages and other fringe benefits.

Table 4.9 The Influence of Salary on Retention Decision

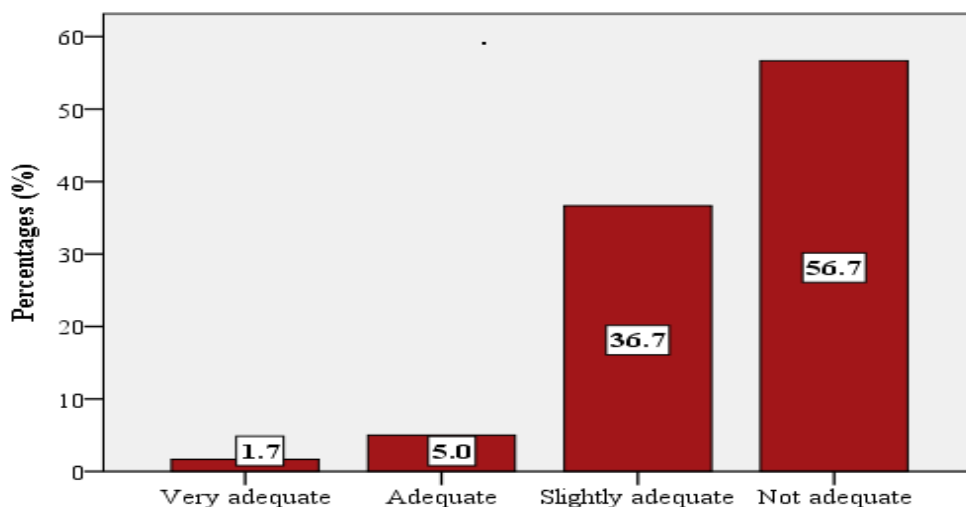
Responses	Is salary influences retention decision?	
	Respondents (n)	Percent (%)
Strong agree	34	56.7
Agree	17	28.3
Disagree	9	15.0
Total	60	100.0

Source: Field data, 2016

Table 4.9 presents the findings obtained from the field; whereby 56.7% of respondents strongly agreed and 28.3% of respondents agreed that salary plays a vital role on teachers' retention decision. Only 15% of respondents disagreed on but it is not taking off the fact that salary influences teachers' decision to stay in teaching profession at NMC as per data collected concerns. Vroom expectancy theory supports this on the assumption that the needs of employees are aligned well with the rewards system an organisation offers. When an organisation provides a reasonable reward system increases the probability of employees' retention. But poor alignment of needs with the rewards and can lead to low job satisfaction and thereby increase turnover and decrease retention (Redmond, 2010). Therefore, salary is one of the other common significant positive factors to influence employees' intention to stay in their career at NMC since as the more you are paid, the more likely to stay in your organisation or profession.

Despite of the fact that salary is crucial to any employee in an organization, most of the respondents at NMC are staying in the career not because are receiving reasonable monthly salaries but because are only able to afford basic needs for their family. For instance, Figure 4.8 shows that most of the respondents said that the monthly salary they get is not enough.

Figure 4.8 Adequacy of Salary in Public Secondary Schools



Source: Field data, 2016

With these findings the researcher was interested to find out why most of the teachers still held their teaching professional in relation despite inadequate salary. In one of the interviews in this study, the Mirongo WEC responded that;

'As public servants, we are aware that remuneration paid to staff by the government in form of monthly remuneration is very low compared to what is obtainable in private organizations. But as long as with this career we are able to satisfy our basic needs and do some other stuff slowly is the reason to why still holding it. However, this development may have contributed to the poor performance of public secondary schools in our country since most of the teachers do not utilize their potentials fully as it has been affected by pay rate. Therefore, they will always try to level their efforts with what they are paid' (Interview, 2016).

In another interview conversation with Ole Njoolay, a Secondary Head Mistress; He expressed his belief that;

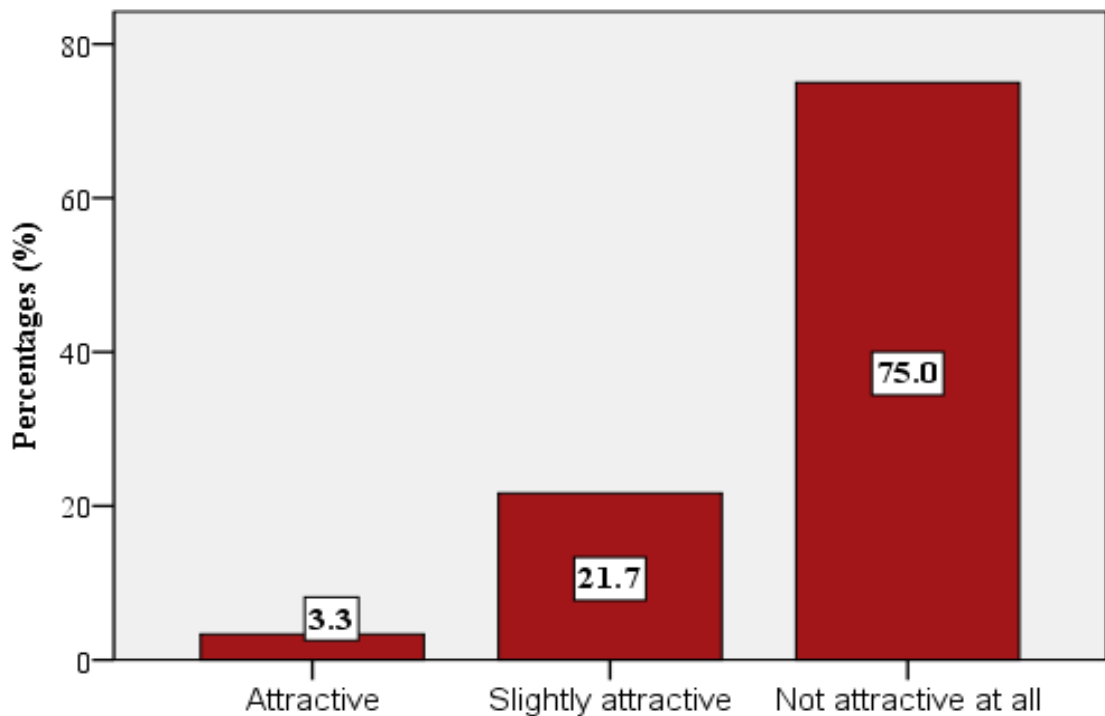
'Most teachers are always staying in their teaching field in the public secondary schools for limited labour market. It is very difficult to find an alternative employment opportunity especially in the private schools or any other organisations with high pay rate comparing to public sector because of globalization. Globalization has managed foreign teachers and other employees to cross our border looking for employment and now days is not wondering to find private schools are full of employees from other nations. Therefore, it is not an easy task to leave your profession in public schools when you have no alternative employment opportunity apart of from its low salary you get' (interview, 2016)

Therefore, teachers in Nyamagana Municipal Council are attracted to stay in their teaching, not because they are paid reasonable package of monthly remuneration rather than making their life go on and limitation on the availability of other alternative jobs with high salaries in the labour market.

4.6 The Influence of Working Environment on Teachers' Decision to Stay in Teaching Profession

Working environment such as workload, class size as well as availability and adequacy teaching facilities were given a considerable attention to influence teachers' decision of staying in their teaching profession in this study. The findings figure 4.9 indicate that 75% respondents said that working environment are not attractive at all, 21.7% of respondents argues that working environment are slightly attractive and only 3.3% of respondents answered as attractive. These findings imply that working environment in public secondary schools are unfavorable becoming good agent teacher turnover rather than retaining them.

Figure 4.9 Whether Working Environment is Attractive for Teachers Retention



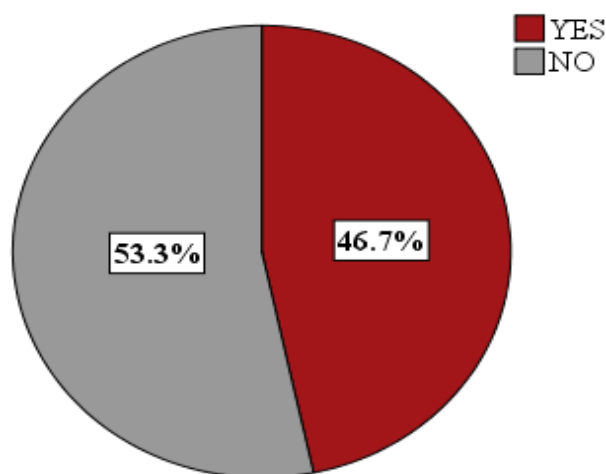
Source: Field data, 2016

The findings also relate with the work of Padilla (1993) who found that unfavorable working conditions in an organisation directly associated with high rates of employee turnover as an indicator for job dissatisfaction. Ondara (2004) added that dissatisfaction among teachers is because they are working in deplorable situation hence lead to turnover. Also it was found that when job satisfaction is attained through realistic work-loads, manageable class sizes and flexibility in compensation facilitates retention (Preston, 2000; Hunt, 2002; Skilbeck & Connell, 2003; Webster, Wooden & Marks, 2004). Therefore, working environment at NMC public secondary schools seem to be not among of the factors influencing teachers to stay in the teaching profession rather than quitting.

4.7 Government Initiatives for Retaining Teachers in their Teaching Profession

Under this specific objective the main concern was to find out whether there are any government initiatives taking to ensure these teachers are retained rather than leaving the teaching professional. Therefore, first thing was to know whether these initiatives exist or not and here are findings from the field; 53.3% of respondents disagreed on the existence of any government initiatives and 46.7% of respondents agreed that there are measures taken by government for retaining of these teachers as indicated in the Figure 4.10

Figure 4.10 Whether Government Measures are Available



Source: Field data, 2016

Moreover, these 28 respondents (46.7%) who agreed that there are initiatives taken mentioned gradual salary increase, work environment improvement, career development opportunity and promotion as measures Tanzanian government uses to ensure these high qualified teachers remain in their teaching especially in the public secondary schools. Table 4.10 summarizes these initiatives per respondents from the field

Table 4.10 Availability of Government Initiatives on Teacher Retention

	Respondents (n)	Percent (%)
Gradual salary increase	14	50.0
Work conditions improvement	4	14.3
Career development opportunity	6	21.4
Promotion	4	14.3
Total	28	100.0

Source: Field data, 2016

This is supported by Sumra and Rajani (2006) who believe that Tanzania has set an ambitious policy reforms in education sector and more recently the secondary education for improving the state of education in the country. Since 2001, Tanzania has taken major initiatives in improving primary and secondary education sectors. The Primary Education Development Plan (PEDP, 2002-2006) and the Secondary Education Development Plan (SEDP) implemented starting in 2004 have led to important improvements in provision of basic education in the country.

4.7.1 Gradual Salary Increase

It was found that teachers in the public schools the government as their employer provides a yearly salary increase in every financial year which starts from 1st July. This salary increase rate is inconsistency since it differs from year to year. Therefore, despite of the fact that salary provided by the government is not enough as indicated in the figure 4.9 but when hoping that next year will have salary increase become one of the reasons for teachers to stay in their teaching professional in public secondary schools. Also, the government introduced SASES aiming at attracting and retaining qualified professional, technical and managerial staff for addressing equitable remunerations across the public service (PSPPI, 2010).

4.7.2 Working Conditions Improvement

In several literature, working conditions especially unfavorable ones are associated with high rates of employee turnover, which is an indication of job dissatisfaction (Padilla 1993: Ondara, 2004). Explaining this initiative to ensure teachers are retained Isamilo Ward Education Coordinator stated that;

'One of the most teachers' quitting factors in the public secondary schools is poor working conditions. However in recent years Tanzanian government is trying to improve these working environments to attract and retain teachers in public secondary schools especially the high qualified ones. We observe these in continuing laboratory construction projects around all public secondary schools in the country and provisional increase rate of teaching and learning materials such as text books. All these are meant to influence teachers opt to stay in the public schools rather than leaving them' (Interview, 2016).

4.7.3 Career Development Opportunities

Career development is connected with employee's goals and objectives. It starts with self-actualization and self-assessment of employee's interests and abilities. The interests are then linked with the available opportunities. Therefore many employees join an organisation in which career development policy is well stated and clearly defined via practices. As matter of the findings in this study 21.4% of respondents of who agreed on the availability of government measures to ensure public schools teachers stay in their teaching said that it is only in public sector employees are allowed without any sort of discrimination to attend in-service training to upgrade his/her career while being paid by employer. Since individual satisfaction differs from one employee to another many public teachers opt to stay in public schools because of the available opportunities for further studies as stipulated in the Public Service Act, No. 8 of 2002.

4.7.4 Promotion

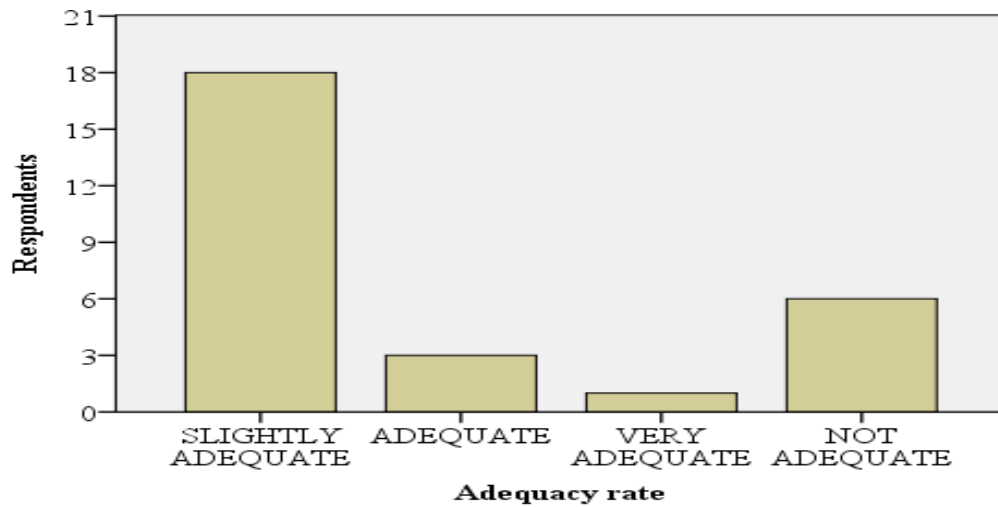
Promotion is another government measure said to influence teachers deciding to stay in teaching in public secondary school. This is supported by 14.3% of respondents who agreed on the availability of government initiatives to ensure public schools teachers stay in their teaching as shown in the table 4.9. Promotion is an upgrading of an employee's position in an organizational hierarchy system. Promotion may be because of good performance, educational qualification or seniority that particular employee owns. In interview with Nyamagana Human Resource Officer emphasized that;

'it is stipulated in S.15 of PSA, No.8 of 2002 that an employee will be promoted to higher post on merit based such as performance, qualification or personal qualities. Therefore good performer teachers and those who have gone for further studies for instance are more likely to stay in their career hoping to be promoted any time' (Interview, 2016).

Therefore, promotion is another initiative that government uses to ensure teachers stay in their teaching professional in public secondary schools since it is associated with salary increase and other fringe benefits to the promoted ones.

However, these government initiatives are compared to a single blood drop in the lake water on how can't turn the whole lake water into reddish as the findings indicate that 18 respondents (64.3%) out of 28 respondents who agreed on the existence of government initiatives said that they are slightly adequate, 3 respondents (10.7%) answered that they are adequate, while only 1 respondent (3.6%) replied that are very adequate and 6 respondents (21.4%) viewed these government initiatives that are not adequate at all. Figure 4.11 summarize adequacy of the initiatives toward teachers' decision to stay in teaching at NMC.

Figure 4.11 Adequacy of the Government Initiatives



Source: Field data, 2016

4.8 Summary of the Findings

The findings indicate that job security, compensation and teacher personal characteristics are perceived factors influencing teachers' decision to stay in teaching profession. These factors influence teachers differently depending on individual's perception which differs from one person to another. Job security viewed as an influential factor among the others. Although working conditions was described in the conceptual framework in figure 2.1 but was denied by the respondents in this study to be one of the factors for teachers' retention decision. Moreover, there are identified initiatives in which the government as overall employer of the public sector uses to retain high qualified teachers. These initiatives include gradual salary increase, work environment improvement, career development opportunity and promotion.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion and recommendations on the analyzed information based on the research findings presented and discussed in chapter four. This reflects the specific objectives presented in the earlier chapters of this document.

5.1 Summary of the Study

The main interest in this study was to find out factors influencing teachers' decision to stay in their teaching professional in NMC public secondary schools. But teacher turnover and teacher retention are studied altogether. Therefore, it was at least important to find out whether teacher turnover exist in public secondary at Nyamagana and findings revealed that about 49 teachers out of 326 teachers who employed in the public secondary schools in NMC in three years from 2013 to 2015 estimated to quit the profession for the various reasons (NMC, 2015). On other hand the researcher was able to find out that teacher personal characteristic, job security, compensation and working environment as factors influencing public teachers stay in their career at NMC. These factors seemed to affect teacher retention decision in different rate and job security was observed to be the leading factor. Below are summarized findings reflecting the research objectives of the study.

Firstly, on how the identified factors influence teacher retention decision, the findings revealed that under teacher personal characteristics employed older teachers are more likely to stay in the career to retirement age than young teachers who most of them uses teaching career as a stepping stone to another career as matter of age concerns. Also it was found that married female teachers are holding their teaching since they are boosted economically by husbands as heads of family. Experience matters as well in teacher retention decision since the findings revealed an individual opts to stay or leave in any career after working in sometimes while comparing the

success or failure of his/her intended goals. In education qualification, it was revealed that most of less competent teachers whom are many in public schools, they are more likely to stay in teaching career in public secondary schools as they have no optional employment opportunities to look for in a sense that can't compete in the labour market.

Secondly, job security in the public sector provides a room for teachers to feel fully secured because the rate of being fired is very low. This was associated with too long procedures in dealing with matters related to employment contract breaching which is contrary to private sector. Therefore, most of teachers take this as competitive advantage since they can be able to perform other issues while holding their teaching profession.

Thirdly, despite of the fact that a teachers uses his/her human capital in exchange for salary, findings revealed that teachers in public secondary schools are attracted to stay in their teaching not because they are paid reasonable packages of monthly remuneration rather than making their life go on and limitation on the availability of other alternative jobs with high salaries in the labour market.

Fourthly, in finding out whether working environment influences the teachers' retention decision in public secondary schools, the findings indicated that working environment such as workload, class size and adequacy of teaching and learning materials is not conducive at all to influence teachers stay in teaching profession. This is contrary to the fact that job satisfaction among teachers is maintained through realistic work-loads, manageable class sizes and enough teaching and learning materials.

Lastly, basing on the availability of government initiatives, the findings revealed a yearly gradual salary increase, working environment improvement, career development opportunities and promotion being the techniques that Tanzanian government uses to retain employees in the public sector. However, these identified and explained government initiatives are not sufficient since they are applied in a very low rate especially a yearly salary increase and low speed in improving of

working condition. Also, it was claimed that there have been bureaucratic procedures in provision of career development opportunities and promotion hence bring some sort of discrimination.

5.2 Conclusions

The main objective of this study was to interrogate the reasons for teachers' decision to remain in the teaching profession in public secondary schools. Understanding the values that underlie their choice may assist in developing better targeted attraction and improved retention outcomes. The findings suggest teacher personal characteristics, job security and compensation are influential factors in attracting and retaining teachers in teaching career. This implies that teachers are primarily attracted to teaching by intrinsic motivation, but extrinsic factors such as job security, salary and working conditions play a major role in retaining them making retention to have a direct and causal relationship with teachers' needs and motivation. Therefore, the relationship between personal characteristics surveys and teacher retention decision is useful to predict the retention potential of a teaching workforce at the school level. And as a teacher stays in a profession, tends to accumulate human capital that translates into wage premiums. Despite that in this study teaching professional is being perceived as unappealing profession with limited availability of alternative employment opportunities.

5.3 Recommendations

On the basis of the findings and conclusion of the study, the following recommendations are proposed for the retention of teachers in Nyamagana Municipal Council and the country as whole.

It was observed teachers' decision to remain in teaching professional starts with intrinsic motivation then is accelerated via extrinsic factors such as job security and salary. Therefore, the salary of teachers needs to be increased in reasonable rate reflecting the current living standard condition. Therefore, number of staying teachers in the public sector will be increased more and more as salary being one of the most positive factors for teachers' decision to stay in teaching professional.

Teachers like other employees need fair and equal treatment regarding employment affairs as stipulated in their contract. Issues like career development opportunities and promotion should be built on fairness and that's why a good communicated and applicable fair policy is needed to be addressed. This is because lack of equity and negative attitude toward some teachers reduces the likelihood to stay in their teaching professional.

Reasons for individual satisfaction that lead to retention decision differs from one person to another; for instance while some teachers think are more motivated to stay because of the job security a particular job has, others salary or individual characteristics comes first. Therefore, these individual differences in terms of driving forces toward retention decision need to be considered rather than basing on a single factor.

Working conditions such as daily duties and responsibilities, adequacy of teaching and learning materials and class size are very crucial aspects for teachers' decision on staying or leaving the teaching professional. Despite of its importance, working conditions are not impressive at all although there are some efforts carrying out to improve them but it seems like are in vacuum comparing to the real situation. Therefore, deliberate efforts are needed to rescue the situation toward conducive working environment so as to ensure teachers are enjoying hence increases the staying possibilities among teachers in their teaching professional.

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APPENDICES

Appendix I: Introductory Letter


MZUMBE UNIVERSITY

OFFICE OF THE VICE CHANCELLOR

Tel: +255 (0) 23 293120/1/2 Fax: +255 (0) 23 2604382 Cell: +255 (0) 789 722 733 E-mail: drps@mzumbe.ac.tz Website: www.mzumbe.ac.tz and www.drps.mzumbe.ac.tz	P.O.BOX 63 MZUMBE MOROGORO, TANZANIA
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Ref. No.: MSC/HRM/MZC/019/T.14 Date: 25th January, 2016

TO WHOM IT MAY CONCERN

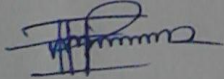
RE: INTRODUCTION OF MAKISIO MAGANGA

The bearer of this letter is a postgraduate student at our university (Mzumbe University) pursuing **Master of Science in Human Resource Management (MSc. HRM)**. As a part of requirements for completion of his studies, he is collecting information on ***"Factors Influencing Teachers' Decision to Stay in Teaching Profession in Nyamagana Municipal Council"***.

This letter serves to achieve three purposes. Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your Institute, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organisation/institute. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,



Dr. Erasmus F. Kipesha (PhD)
For: VICE CHANCELLOR

Appendix II: Questionnaire for Teachers

Factors for teachers' decision in teaching profession: A case of public secondary school in Nyamagana.

Dear Sir/Madam,

I request you to answer the following questions. The questions are purely for academic purpose and they do not intend to victimize any person in one way or another. Therefore there is no need of hesitating to answer these questions in transparency manner.

Your contribution in answering these questions will assist me in writing a research report which is a partial fulfillment of the requirements for the **Degree of Masters of Science in Human Resource Management of Mzumbe University 2016.**

Thank you in advance.

PART A: General information

Choose an appropriate answer by writing its letter in given bracket;

1. Gender
(a) Male
(b) Female ()

2. Age _____
(a) 21 – 35 years
(b) 36 – 50 years
(c) 51+ years ()

3. Qualification__
(a) Diploma holder
(b) Degree holder
(c) Post graduate holder ()

4. For how long have you been in the teaching profession?
(a) Less than 5 years
(b) 5- 10 years
(c) More than 10 years ()

PART B: Other information

Answer the questions according to the given instructions;

5. Have you experienced a number of teachers leaving the teaching professional?
(a) Yes
(b) No ()

6. On other hand, it is obvious most of teachers opt to stay in the teaching profession especially in the public schools. What do you think are the reasons?

Put a tick (✓) on appropriate reason (s);

- (a) Personal characteristics ()
 - (b) Job security ()
 - (c) Compensation ()
 - (d) Work environment ()
7. What do you think is the most prominent factor behind the decision to stay?
- (a) Personal characteristics such as gender, marriage, experience or qualification
 - (b) Job security ()
 - (c) Compensation in terms of salary
 - (d) Work environment such as Workload, class size & teaching facilities

How these factors influence teachers' decision to stay in teaching professional?

(For question 8-24 please read each question carefully and put a tick (✓) for your response **except** for question 23 you will need to explain)

8. Once employed, who stay in the teaching profession than others?
Young teachers Older teachers
9. Who is more likely to stay in profession between male teachers and female teachers?
Male teachers Female teachers
10. Often high qualified teachers always look for green pastures to other professionals.
YES NO
11. Does marriage influences the decision to stay in the teaching profession?
YES NO
12. Do you think working experience influences teachers' retention decision?
Very strong agree
Agree
Neutral
13. Do you salary plays a vital role in teachers' retention decision?
Strong agree

Agree
 disagree

14. What do you think about your salary?

Very adequate
 Adequate
 Slightly adequate
 Not adequate

15. My teaching profession has high job security hence low possibility to leave it.

YES NO

16. What do you think about your working environment?

More attractive
 Attractive
 Slightly attractive
 Not attractive at all

		YES	NO
19.	My responsibilities are consistent with my job description		
20.	Teaching facilities are available and adequate		
21.	Number of students in the class favors my stay in teaching <input type="checkbox"/> session.		

22. Do you think there is any government initiatives to ensure teachers stay in the teaching professional?

(a) Yes
 (b) No

23. If yes, briefly explain how _____

24. What do you think about the adequacy of the initiative (s) you have just explained?

Slightly adequate

Adequate

Very adequate

Not Adequate

()

APPENDIX III: Interview guide to HROs, HMs, WECs, DAOs and DEO

1. Gender_____
2. Age_____
3. Qualification_____
4. For how long have you been in your professional?
5. Have you ever thought about leaving or change your profession? Briefly, explain.
6. It is obvious most of teachers opt to stay in the teaching profession especially in the public schools. What do you think are the reasons behind? Elaborate.
7. How do you think age, gender, marriage, experience and qualification affect teacher's retention decision?
8. Comparing to other professions, do you think job assurance in teaching professional fosters teachers to stay?
9. How do you think salary is connected with your decision to stay in teaching?.
10. Explain the association between working conditions and the decision to stay or leave the teaching profession.
11. Explain how working conditions influence the decision to stay in the teaching professional.
12. What are the government's initiatives taken to ensure teachers stay in the teaching professional?
13. Give your opinions/comments/recommendations on ensuring teachers stay in their profession.