

ST JOHN'S UNIVERSITY OF TANZANIA

**AN ASSESSMENT OF THE FACTORS THAT
DETERMINING TEACHERS TURNOVER AND LOW
RETENTION RATE, IN SECONDARY SCHOOL: THE
CASE OF DODOMA MUNICIPAL COUNCIL.**

MOHAMED J. GOMBATI

MBA (HUMAN RESOURCE MANAGEMENT)

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENTS FOR THE
REQUIREMENTS OF A MASTERS OF BUSINESS ADMINISTRATION
(HUMAN RESOURCE MANAGEMENT) AT THE ST JOHN'S UNIVERSITY
OF TANZANIA
JULY, 2014**

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CERTIFICATION

I, the undersigned, certify that, I have read and hereby recommends for acceptance by St. John's University of Tanzania, a dissertation entitled "**An Assessment of the factors that determining teachers turnover and a low retention rate in Secondary Schools**", case of Dodoma Municipal Council, in partial fulfilments for the requirements for a Masters of Business Administration (Human Resource Management) at the St John's University of Tanzania.

.....

Dr Damas K. Mbogoro

(SUPERVISOR)

Date.....

DECLARATION

I **Mohamed J. Gombati**, declare that, this dissertation is my own work, and it has not been and will not be presented, for any other course of study. I confirm that, an appropriate credit has been given, where reference has been made to the work of others.

Signature.....

DEDICATION

This dissertation is dedicated to Alhaj Mohamed, Hajat Halima Zaar and
Comrade M K K

ACKNOWLEDGEMENTS

First I thank you God who enabled me to accomplished this task

The completion of this work, has been possible through the support and contributions of many individuals, organizations and institutions. It is tedious at best, to mention everybody and every institution by name, but I humbly wish to express my gratitude to all them.

I am particularly indebted to my family, for both financial and moral support during the course of my study. In a very special way, I would like to thank Dr. Assad A. Kipanga, Dean of the Faculty of Commerce and Business Studies for his constant encouragement, constructive criticisms and inspirations, which were indeed very helpful throughout the course of this study.

Furthermore, my gratitude goes to my supervisor, Dr. Damas K. Mbogoro of the Archbishop James University College. His professional guidance, encouragement, constructive criticisms and comments have resulted to the success of this work.

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Last and not least to my lovely wife Zamarady Mbikilwa and our daughter Firdaus who missed me a lot when undergoing this research process, to you all, I say thank you so much.

However, it should be noted that any short comings on this research are entirely belong to me.

ABSTRACT

Employees are strategic resource for the development of a organization. Retention of qualified staff is one of the major challenges facing secondary schools. This research, has been conducted to study an assessment of the factors that determining teachers turnover and a low retention rate, among secondary schools in Dodoma Municipal Council.

The non-probability random sampling was used to select 13 schools that yielded 117 respondents. Data, were collected by using interview of key people with experience and knowledge, on retention and questionnaire provided to secondary schools teachers, to establish the factors that determining a low retention rate among secondary schools teachers.

The Results show that, a desire to take on a new challenge, bad relationship with management, lack of opportunity for advancement, appreciation, better compensation and benefits else where, personal situation at home, lack of control overwork or working environment and long working hours have a great contribution in resignation of employee and facilitated them to get a attracted to get job with other employer. In terms of bad relationship with colleagues and travelling distance to work, were cited as minimal impact in resignation of employees. The recognition, good supervision, communication, compensation/pay, good working conditions, promotional opportunities, job security and an opportunity for learning and growth have rated as a better in determining the retention among secondary schools teachers. Responsibility and accountability for as result, stimulating task and prestigious or status, were rated as minimal in determining the reason for an employee to stay.

There were different factors that determined a low retention rate among secondary school teachers. Findings from this study, pointed to a set of recommendations to be implemented. These include implementation of induction programs, reducing beginning teachers' workload, development a national human resource development framework, improving sector participation, in a development dialogue training as will a retraining and regular rewards.

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LIST OF ABBREVIATIONS

DMC:	Dodoma Municipal Council
OPRAS:	Open Performance Review Appraisal System
HR:	Human Resource
MOEC:	Ministry of Education and Cultural
MBO:	Management by Objectives
VETA:	Vocational Education Training Authority

CHAPTER ONE

1.0 Introduction

In this chapter the statement of the problem, together with the background of the study are discussed. The focus of the following part of the chapter are the objectives of the study, significance of the study, ethical consideration, as well as the research methodology applied in it.

1.1 Statement of the problem

Labour mobility, poses serious challenges to many organizations in the world today. As a result, employees' retention in many parts of the world, including Tanzania is no longer a buyers' market as it used to be (Farber, 1999). This global situation, is not different in the context of the education industry of Tanzania. The education industry is facing the challenges of attracting and retaining certain employees, due to the competition, for their specialized and professional skills and an increased rate of labour mobility. The competition is further intensified by the inability of many school and college systems, to prepare their graduates for the needs of modern and rapidly growing private sector.

As a result of this, labour mobility has been very evident in the education sector of Tanzania. For instance, for three consecutive years Dodoma Municipal Council experienced a steady increase in the employees' turn over, from the education sectors to non-education sectors. It is estimated that between 2009 and 2011, a total of 185 turned away from teaching in Dodoma Municipal Council. This information is summarized in the table that follows.

Table 1.1: Employees' Turnover

Years	Number of Employees Who Moved from the DMC
2009	37
2010	43
2011	105

Source: The DMC Human Resources Management Office

The Public Secondary Schools are more affected than Private Schools due to the market competition. Science subjects also are affected more than the commercial or arts subjects due to factors such as science teachers have a few teachers.

Dodoma Municipal Council is surrounded by Higher Education Institutes. These Higher Education Institutions provide a room and an enabled environment for secondary teachers an opportunity for a new job and further study. Despite the government struggle much to ensure that public schools had an adequate number of teachers for an effective attainment of targeted goals, of a quality education delivery in the country especially recently on the launch of Big Result Now in the education sector. According to Hinkin & Tracey (2000 p.14-21), indirect costs like loss of productivity and low morale, are high and can be seen as a significant component of turnover. Teachers' turnover resulted in a definite decrease in the quantity of output and poor services delivery, as there are fewer teachers in particular in science subject teachers. It also leads to a decrease in the quality of output. The reduction of productivity disturbed the smooth delivering of service to public secondary schools.

The increased labour mobility in Tanzania similarly, can be attributed to the enactment of the revised labour law (Employment and Labour Relations Act No.6 of 2004) which protect workers' rights, to move from one employer to another, without rigid procedures as it was the case before the enactment of the law.

Therefore, the perceived high rate of labour turnover in the Dodoma Municipal Council, demanded a study which could establish the determinants necessary to retain secondary school teachers in their current jobs.

1.2 Background statement

In today's business world, retention of valuable employees is one of the most critical issues confronting leaders. Talented employees, who have competencies that are critical for the survival of an organisation, are difficult to retain because they often attach more importance to their own career path than to organisational loyalty, which, in turn, can result in voluntary turnover (De Vos & Meganck, 2009:45-46).

In the light of this understanding, thus, one of the considerable managerial responsibilities for the continued success of any organization in the labour market characterized, by a high rate of labour mobility is the attraction and retention of the best employees (Rynes and Barber, 1990). In this argument, Schultz (1981) contends that, organizations' performance largely depends on the application of knowledge referred to as human capital. Human capital is defined as the traits such as intelligence, knowledge aptitudes, commitment and skills, and the ability to learn that people bring to the workplace. Barber

and Roehling (1993) conclude that, the ultimate cost of failure to attract and retain the best employees may be organizational failure.

Employers and employees experience a turnover, as a costly process because for the employer, there is a high replacement and institution cost, whilst the employees experiences monetary and psychological costs (Huang, Lin & Chuang, 2006:492). The implications of the high turnover are the increased recruiting, selecting and training costs, together with the disruption of the efficient running of the organisation, when knowledgeable and efficient employees leave the organisation (Robbins, Odendaal & Roodt, 2004:16). Research by Mayfield and Mayfield (2008:41) have shown that, when considering the price of reassigned work load, lost organisational memory, and successor recruitment and training, the average turnover cost can, range beyond 1,5 times an employee's annual salary. Adding to the cost, Gostick and Elton (2007:13) state that, the remaining workforce is decimated by turnover because many employees mentally follow their departing colleagues.

According to the MOEC report, (2008) the public secondary school teachers' turnover rate in Tanzania is 4 -6. MOEC report (2008) defined Teacher attrition, as the number of teachers leaving their teaching jobs for any reason, including retirement, illness, death, movement to non teaching posts, and resignation. According to Ingram (2011), employee turnover rates can increase for a variety of reasons, and turnover includes both employees who quit their jobs and those who asked to leave. According to Shahnawaz and Jafri (2009), employee turnover causes sleepless nights for organizations and human resource managers. The effects of employee turnover, are so

immense that no organisation should even hesitate to acknowledge that, it is a real problem. Employee turnover will always be a problem, sometimes to a lesser extent but employee turnover, can never reach a satisfactory level unless continuous focus and prevention plans are put in place by management. One of the prime responsibilities of management, is to attempt to consistently decrease the turnover rate by investigating and eradicating the causative factors. Getting the right people to work in an organisation is more critical now than ever, because the different organizations competitively search for talented, skilled and experienced people. The workforce is growing, but the pool of skilled, talent and experienced teachers is not growing quickly enough, to fill the slots available in labour market.

Public secondary schools, need employees with skill and academic qualification who can deliver quality services, to society and national to achieve the expectation of Big Result Now in education sector. Rasano (1985), considered turnover as a bad sign for the organisation as it involves a considerable visible and invisible cost. It may tarnish the image of the company as a bad employer. Organisations, are inclined to forget the amount of tacit knowledge and expertise lost, through employee turnover and even more important, the loss of stability and team spirit among the groups that work as a team. When employees leave on a continuous basis and high turnover occurs, it may become a problem for the management especially where skills are relative scarce, and recruitment is costly as it takes several weeks to fill a vacancy.

Due to shortage of teacher in public secondary school, the problem of employees' turnover become more delicate. According to Branham (2005), an excessive employee turnover, is often cited as a key barrier to high quality services. High teachers' turnover can negatively impact on performance of students.

The view advanced by Barber and Roehling (1993), is also shared by Turban and Greening (1996) who contend that, the recognition of the importance of human resources, has increased in recent years such that the attraction and retention of the best employees, is now viewed as a major source of sustainable competitive advantage.

Although, the importance of attracting and retaining the best employees to the functioning and effectiveness of organizations, has long been noted by a number of scholars and practitioners of human resources and strategic management, there exist no unified theory and research on the topic, as lamented in the literature (Rynes, 1991; Turban & Keon, 1993; Turban & Greening, 1996; Trank, et al., 2002). This being the case, there has been calls for a greater attention to understand what attracted employees to certain employers and what made them remain with their current employers, despite the existence of other alternative employment opportunities (Barber, 1998). The understanding of the employee attraction and retention is the central to understanding of the entire process of labour mobility.

1.3 Definitions of key terms and concepts

1.3.1 Employee retention

Employee retention, is defined as the existence of an ongoing employment relationship (Huang *et al.*, 2006:492). The retention of employees has become a leading challenge faced by many organisations worldwide. Consequences such as the high cost of recruitment and selection, the possible loss of productivity during the adjustment period, the probable loss of business opportunities, poor customer rapport as well as the hidden cost of lost productivity have drawn organisations attention to the magnitude of retention

1.3.2 Employee turnover

According to Robbins (2003: 24), a turnover is the voluntary and involuntary permanent withdrawal from an organisation. High staff turnover typically results in increased cost of recruitment, selection and training.

1.3.3 Job satisfaction

Robbins (2003: 25), states that, job satisfaction is simply an individual's general attitude towards his or her job. Satisfaction is also negatively related to turnover, even stronger than absenteeism. Other factors such as labour-economy conditions, expectations about alternative length of tenure and job opportunities, with the organisation are important constraints on staff turnover. Evidence indicates that as an important moderator of the satisfaction-turnover relationship, is the employee's level of performance

1.4 A brief review of the literature

A literature review, was done to establish the determinants of secondary teacher's retention, through gathering information from resources such as the magazines internet, articles, text books, newspapers and journals.

1.5 Methods

1.5.1 Target population

The target population, involved individuals working at different positions in the Dodoma Municipal Council. The population at the time of the study comprised 117 employees and managers.

1.5.2 Sampling technique

The sampling technique used, was the non-probability convenience and purposive sampling technique. This technique allows for the selection of those elements or members of a target population, that are the easiest to acquire to form a required sample group

1.5.3 Sample size

The sample size of the study was 117 people, including secondary school teachers and other stakeholders

1.5.4 Method of data collection

1.5.5 Measuring instrument

For the purpose of this study, data were collected using a survey in the form of questionnaires. The questionnaire, as survey method, was sent to all persons employed at the Dodoma Municipal Council. Interviews and also desk interview were used to collect the data.

1.5.6 Statistical analysis

For the purpose of this study, a combination of both quantitative and quantitative research approaches was employed. Quantitative research technique, was mainly on the measurement to compare and analyse different variables. Data were analysed using descriptive statistics.

1.6 General Objective

The overall objective of this study, was to assess factors determining a low retention rate among Secondary School teachers in Dodoma Municipal Council.

1.6.1 Specific Objectives

- i. To examine teachers terms of service.
- ii. To establish the magnitude and the course of the low retention rate
- iii. To assess the effects of turnover and recommend a way forward.

1.7 Research question

1. What makes employees get attracted to take jobs with particular employers?
2. What factors make employees to remain with their current employer, despite the availability of other alternative employment opportunities?
3. What are the effects of secondary teacher's turnover in education sector?

1.8 Ethical issue

In undertaking this study, the following ethical issue were taken into consideration;

1.8.1 Informed consent

Obtaining an informed consent was the first and most important precaution to take when doing a research study (Grinnel and Williams, 1995:8). In the course of undertaking this study, participants were informed about a clear goal of what their participation entails. The participation was voluntary and participants were privileged to withdraw from the research at any time should they opt to do so.

1.8.2 Anonymity/Confidentiality

To keep one's identity anonymous, it is advised that the researcher should not identify the subjects afterwards (Babbie, 2001:472). Throughout this study, subjects remained anonymous and their involvement and results of the study, could not in any way be linked to individual subjects. Identifying questions were not asked to ensure one's anonymity. Furthermore, the research dealt with mainly public servants where one of their core value, is proper use of official information.

1.9 Conceptual framework

Human resources management has to do with how systems, policies and practices are integrated so as to attract, train, recruit, deploy, develop, retain and maintain workers needed by organizations. The analysis of human resource, is based on key human resource concepts which are

- Productivity
- Efficiency
- Effectiveness
- Quality

In addition, variables and factors influencing human in these above parameters were analysed, and these are:

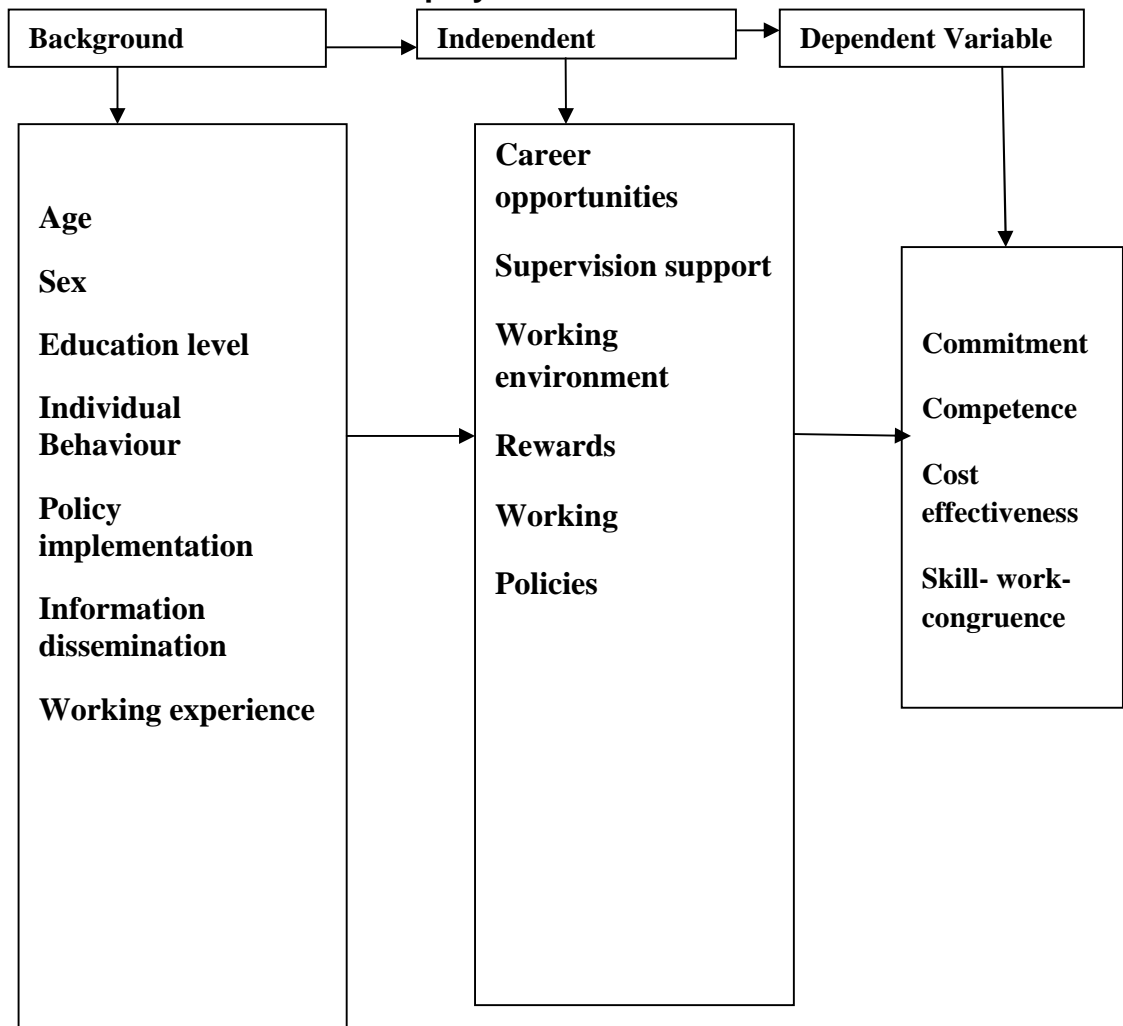
- Political support and for the sector, including visionary leadership
- Economic support- the proportion of the national budget and GDP going to education
- Entry ability level, qualifications and intelligence, versus availability of candidates
- Diversity of skills and ability mix for different subjects and functions in sector
- Cultural variables such as team work, cooperation, doing maximums, and competitive spirit
- Organization culture- attitudes towards work, expectation encouragement
- Organizational climate- atmosphere at work place
- Organizational structure- the structural arrangements such as decentralization and hierarchy.
- Managerial strategies- division of labour, clarity of roles and authority
- Regular appraisal and rewards annual performance reviews, counselling and appreciations.
- Training and retraining- pre training and regular retooling or in-service.

The primary objective was to assess the factors that determine a low retention rate of secondary school teachers, in Dodoma Municipal Council. A number of studies had found that, managing a turnover is a challenge for

organizations, as different organizations using different approaches to retain employees (American management association, 2001). Retention, is considered as all-around module of an organization's human resource strategies. It commences with the recruiting of right people and continues with practicing programs, to keep them engaged and committed to the organization, (freyer muth 2014). As described above, the nature of job choice in free agent labor markets appears to be considerably different from traditional turnover models that view job change as a sequential process of dissatisfaction, with drawl cognitions, and evaluation of alternatives (eg Mobley 1977).

In this study therefore it is assumed that, variables such as career opportunities, supervision support working environment, rewards, work-life policies and level of education and experiences have direct influence on retention.

**Figure 1.1: Conceptual framework
Employee Retention**



1.10 Significance of the study

- The study, will help the Republic Government of Tanzania, to identify the causes of secondary school teachers' turnover and develop the strategy to retain them;
- The study, might offer a tailor-made solution to policy makers on how secondary school teachers' turn over can be dealt with;
- The study might also, result into a policy adjustment on teachers' recruitment in public schools. The results of this study, may offer

significant inputs to policy makers, on the necessary interventions to ensure career development of secondary school teachers.

- The study may also, widen knowledge gain towards understanding issues under employees' retention; thereby, helping to retain employees in other sectors as well; and
- The study, is essential for the researcher to meet the requirements for the award of a Master of Business of Administration (Human Resource Management).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The objective of this chapter, is to review the theory and empirical research previously conducted on labour turnover and retention. This will enable a better understanding of determinants of employees with respect to staying in the organization. Producing, recruiting and retaining education professionals, remain key challenges facing but not confined to Tanzania, as these have been documented as challenges globally. This requires organizations to be creative and innovative, in order to retain the services of skilled employees. As competent employees are required in any organization, the company must be able to attract, protect, develop and retain its employees. Therefore, an organization should create a conducive and harmonious working environment that will have a positive effect on employee retention throughout the organization

This study, deals with the intentions to determine the determinants of employee retention rather than, the actual reasons as to why the employees will leave or stay.

Organisations seek to foster productive employees; however, employees disengage from their work for a variety of reasons. Employees may exhibit a lack of organizational commitment that, is directly related to their level of job satisfaction, or it may be a result of work-job conflicts. However, regardless of the genesis of the issue, a lack of engagement on behalf of an employee, is typically displayed via withdrawal behaviors.

2.1 Employee Retention

Employee retention is defined as the existence of an ongoing employment relationship (Huang *et al.*, 2006:492). The retention of employees, has become a leading challenge faced by many organisations worldwide. Consequences such as the high cost of recruitment and selection, the possible loss of productivity during the adjustment period, the probable loss of business opportunities, poor customer rapport as well as the hidden cost of lost productivity have drawn organisations attention to the magnitude of retention (Chew & Chan, 2008:503). Luna-Arocas and Camps (2008:27) believe that, maintaining a stable workforce is one of the key sources of sustainable competitive advantage for organisations. In addition, these authors indicate that, retaining employees is cheaper than recruiting replacements. Retention management, refers to the collection of human resources (HR) practices developed to reduce voluntary turnover rates (De Vos & Meganck, 2009:46). With retention management, certain organizational incentives and HR strategies are implemented that, are effective in reducing voluntary employee turnover. However, these incentives and strategies will only be successful if they are consistent with what employee's value (De Vos & Meganck, 2009:46). Examples of incentives or strategies implemented, to create more positive organizational climates for the purpose of retaining valuable employees, include equitable remuneration that reflects performance, sufficiently challenging and interesting work, as well as opportunities for training and career development (Chew & Chan, 2008:504).

2.2 Elements of retention approaches

Various elements can be considered when developing a retention approach. Some of the elements will be discussed in more depth as part of the motivation techniques in Section

2.2.1 Rewards/compensation

Reward systems are used to reinforce desired performance. They indicate to individuals and to groups how they should direct their energies (Smit, Cronje, Brevis & Vbra, 2007:334). The existence of a formal reward policy, allows organisations to encourage behaviour “that contributes towards its vision and towards the support of its organizational change programmes” (Fox, 2006:51). In order to be effective, rewards must always be aligned with what employees value (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw & Oosthuizen, 2006:280). Attracting good applicants, retaining good employees, motivating employees and complying with the law are all objectives of compensation systems (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006:351). Grobler *et al.* (2006:351) proclaim that, these objectives can be obtained by conducting wage surveys to determine the current wage rate in the market, implementing job evaluation systems that, employees see as reasonable, rewarding good performance, offering incentives, and documenting HR records and government legislation.

Reward or compensation systems, consist of extrinsic and intrinsic rewards. Compensation, which is the pay an employee receives for a job (George & Jones, 2005:84), can be divided into monetary rewards and benefits (Grobler *et al.*, 2006:351). Taylor *et al.* (2006:651) state that, while pay is negatively

related to job satisfaction, most managers see it as a prime retention factor. However, Chew and Chan (2008:507) argue that, although pay is acknowledged as a potential precursor of organizational commitment and the intention to stay, pay alone is not sufficient. They use the example that even though low pay might steer employees away, high pay will not automatically result in them staying.

2.2.2 Recognition

Compensation and recognition is not synonymous (Gostick & Elton, 2007:128) Recognition gives employees the extra push they need, to do their jobs just a little better (Gostick & Elton, 2007:129) and is one of the most powerful motivational tools at managers disposal. Praise is a form of recognition and works for everyone. Praise may be in verbal or written form and can be as simple, as sending an e-mail conveying recognition for a task well executed. Although non-monetary recognition involves little or no cost, it is seldom used as an incentive (Fox, 2006:51). Through their studies, Chew and Chan (2008:513) found that, recognition positively predicts organizational commitment and the intention of an employee to stay. From this, it can be concluded that, employees are more likely to express commitment to an organisation and remain with that organisation when their capabilities, efforts and performance are recognized (Chew & Chan, 2008:507).

2.2.3 Training and development

Employees, need to develop certain competencies in order to improve their performance (Werner, Bagraim, Cunningham, Potgieter & Viedge, 2007:115). If performance improves, it is an indication that that there have been

quantifiable changes in knowledge, skills, attitudes and social behaviour (Cascio, 1998:262). Training is defined by Hodgetts and Luthans (2000:462) as the use of a process that, will change employee behaviour and attitudes in such a manner that, it will increase the chances of the accomplishment of goals.

According to Maurer and Lippstreu (2008:328), organisations can offer support for development and learning by means of the following:

- i. Providing learning and skills development resources that can help improve skills
- ii. Assigning tasks or jobs that may help develop employees
- iii. Establishing work rules and reward policies
- iv. Providing freedom from time constraints, to make it possible for employees to participate in career-related learning and development activities
- v. Placing a high value on employee learning and development
- vi. Expressing an “employee learning orientation” to employees.

Formal classroom training, on-the-job training, coaching, mentorship programmes, temporary assignments, shadowing assignments, assignment to project teams for learning, self-managed training and business management programmes, are all methods of training that can be used (Werner *et al.*, 2007:115). One of the direct benefits an employee may derive from training and development, is an improvement in skills, which allows him/her to complete a job successfully. This increase of ability improves an employee's potential to perform on a higher level.

Furthermore, training increases employees' self-efficacy, which makes them more confident and leads them to expect to be successful. Consequently, employees become more willing to undertake job tasks and exercise a high level of effort (Robbins *et al.*, 2004:370).

2.3 Employee Turnover

The inability to retain employees, leads to employee turnover, which is disruptive and costly to any organisation. George and Jones (2005:90), define a turnover as the permanent departure of an employee from the employing organisation. According to Lussier (2002:85), turnover describes the rate at which workers leave an organisation. Robbins *et al.* (2004:16) describe turnover as the permanent withdrawal of staff from an organisation, which may be either voluntary or involuntary.

In all organisations, turnover is expected and cannot be avoided. Resignations, discharges, retirement and death are all causes of turnover (Grobler *et al.*, 2006:125). Further causes that can lead to turnover include lowered levels of job satisfaction and organisational commitment (Van Dam, 2008:562), the nature of the work itself, job involvement (Taylor, Murphy & Price, 2006:646), remuneration and recognition, as well as the lack of opportunities for training and career development (Chew & Chan, 2008:507). For the organisation, these causes may be controllable or uncontrollable. Controllable turnover is voluntary (for example, the resignation of an employee), whereas uncontrollable turnover is involuntary (for example, the death or retirement of an employee) (Cascio, 1998:622).

2.3.1 Implications of turnover

Turnover can be functional or dysfunctional. Functional turnover is when the departure of an employee is to the benefit of the organisation and dysfunctional turnover, is when that departure hurts the organisation (Grobler *et al.*, 2006:125). Situations where organisations can benefit from employee turnover, include when poor performers leave and good performers stay, and when new recruits lead to the introduction of new ideas and approaches (George & Jones, 2005:91). Therefore, if most of the people who left were poor performers, turnover could be considered a good thing. Unfortunately, this is not the case (Gostick & Elton, 2007:12). In terms of monetary costs, worker morale and competitive advantage, the implications of dysfunctional turnover for organisations are immense (Mayfield & Mayfield, 2008:41). The components of the monetary turnover, cost for the employer includes separation costs (separation pay, exit interview, administrative functions related to termination), replacement costs (communication of available job, interview, administrative functions, testing, medical examinations, *etc.*), and training costs for the new employee (Cascio, 1998:623-624).

According to Robbins *et al.* (2004:16), the cost of turnover in South Africa is estimated at several million rand per year. Adding to the monetary cost, the loss of organizational memory and the consequential employee behaviors that precede the act of leaving, such as absenteeism, reduced loyalty, lower job satisfaction and poorer productivity, must also be taken into consideration (Mayfield & Mayfield, 2008:41). If employee retention improves, additional human resource expenses are considerably reduced (Taylor, Murphy & Price, 2006:646). Mayfield and Mayfield (2008:41), suggest that,

dysfunctional turnover can be lowered by factors such as employee autonomy, task significance and effective feedback.

2.3.2 Causes of Employee Turnover

An understanding of the causes and antecedents of turnover, is a first step for taking action to reduce turnover rates (Michal *et al*, 2001). Bratton and Gold (2003) identify some factors causing high staff turnover and these are;

- The job not matching new employee's expectations,
- A lack of attention from line managers,
- A lack of training,
- Lack of autonomy,
- Lack of challenge and variety within the work,
- Disappointment with the promotion and development opportunities,
- Disappointment with standards of management, including unapproachable, uncaring and distant behaviour and a failure to consult

It is important for the organizations to conduct exit interviews, in order to find out the reasons as to why employees leave for the purpose of developing plans and strategies, that will assist in curbing employee turnover. However, research indicates that, exit interviews are not a trustworthy informational basis for the identification of factors, that cause turnover in an organization (Griffeth and Hom. 2001). Some organizations utilize exit interviews to find out the reasons as to why employees are leaving, in order to rectify and improve the situation that may lead to some good retention strategies. However, it must be stated that, certain employees may not provide an

accurate information in interviews. Griffeth and Hom(2001) state that, as a result of the exit interview s inaccuracy, most academic researchers concerned with employee turnover, use the exit interview only as a secondary data collection tool.

According to Griffeth and Hom 2001, voluntary resignations are controllable because management can offer better wages, working conditions and opportunities to retain employees, while dismissals are controllable because management can use more constructive strategies, such as training, unambiguous policies on discipline and coaching, to shape an employees behavior to a desired level rather than dismissing the employee. Dismissal can also be avoided, if due attention is given to the selection of suitable persons and to the encouragement of stable groups, through careful induction procedures and proper socialization.

There are some factors that are, in part, beyond the control of management, such as the death or incapacity of a member of staff. Other factors have been classed as involuntary turnover, in the past such as the need to provide care for children or aged relatives. Today such factors should not be seen as involuntary turnover, as both government regulation and company policies create the chance for such staff to come back to work, or to continue to work on a more flexible basis Simon et al. (2007).

Price (1997, p.107) also states that, a distinction has to be made between avoidable and unavoidable turnover. Avoidable turnover is considerable as controllable in the sense that, management could have reduced, minimised or prevented such loss.

Schultz and Schultz (2006, p.243) state that, retrenchments due to cost-cutting measures can be regarded as involuntary turnover. Though they do not make an explicit comparison between involuntary and voluntary turnover, the implication is that, when an employee makes the decision to leave the organisation, it is considered as voluntary turnover. Nel et al (2008, p. 584), as stated above, distinguish between voluntary resignations and dismissals, but consider both as controllable staff turnover. Swanepoel, Erasmus, Van Wyk and Schenk (2003, p. 772) also distinguish between voluntary (resignations) and involuntary (dismissals) staff turnover and mention that, both these types of staff turnover should be measured.

Grobler et al. (2006) define turnover in the same way as Nel et al (2008). Grobler states that turnover is the movement of employees out of the organization.

These authors distinguish between avoidable and unavoidable turnover, without clearly indicating the difference between these two types of turnover. They, however, mention that, staff turnover is linked to job satisfaction, with the inevitable result that organisations are mostly concerned with the reasons why employees want to leave an organisation.

Staff turnover, can be described as the frequency or amount of voluntary termination (Gordon, 1991, p. 745). Newton & Davis (1997, p.261) define turnover, as the proportion of employees leaving a job during a given time period. According to Price (1997, p.106), involuntary turnover may occur for reasons, which are independent of the affected employee such as the need to cut cost, restructuring or downsizing, where employees have been forced

to leave. Voluntary turnover, represents the exercise of choice and is the result of a decision-making process, where employees have chosen to leave. Turnover reflects the effect of the balance between organisational benefits (pull factors), and career attitude to work (push factors). Turnover behaviour may be counteracted by career aspiration, if expectations for advancement keep employees in the organisation, added to by fear of unemployment (Hayes, O'Brien Duffield, Shamian, Buchan, Hughes, Heather, Laschinger, North & Stone, 2006).

Career attitudes and prospects, distinctly affect prospective turnover behaviour of employees, who are found in a stable internal labour market. Individuals who lack security in the internal labour market, develop a careerist attitude towards work. Such attitude, is based on staying in the job only until a better one is found. Some employees with a careerist attitude, leave their jobs for no other reasons than just to leave. These employees, are seen as more cosmopolitan than their colleagues or over-reactive to unfriendly job situations. In all cases, it is the intensity of the career attitude that impels a move and has consequences for turnover. An alternative explanation for turnover patterns, could be provided by the market viability argument. This theory claims that, the more control a person has over his/her professional knowledge, the greater the mobility of the person (Negrin & Kirschenbaum, 1999).

Jones (1990), referring specifically to the nursing industry, states that when considering the definition of turnover it is important to acknowledge that, some turnover can be viewed as beneficial to an organisation. Staff turnover,

offers an opportunity for cost reduction with decreased salaries, benefit costs and vacation pay for new employees. Productivity, could increase by providing better person-job matches as employees move to jobs, where their performance will be greatest, contributing to an efficient labour market (Grey & Phillips, 1996). However, in a situation such as in South Africa, where there is a shortage of nursing personnel, this statement might not be valid.

Labour turn-over refers to the movement of employees in and out of business. However, the term is commonly used to refer only to wastage of the number of employees leaving. In that case, Labour turnover, is the analysis of the number of people leaving the organization, which can be voluntarily or involuntarily. Voluntarily, is the cessation of membership of an organization by an employee of that organization.

Involuntarily Turnover, may occur for reasons which are independent of the affected employees, such as the need to cut costs, restructure or downsize, Armstrong, M (2006).

2.3.3 Effects of employee turnover

According to Sheil (2006), A high turnover can be a serious obstacle to productivity, quality, and profitability at firms of all sizes. For the smallest of companies, a high turnover rate, can mean that simply having enough staff to fulfill daily functions is a challenge, even beyond the issue of how well the work is done when staff is available. Turnover, is no less a problem for major companies, which often spend millions of dollars a year on turnover-related costs. For service-oriented professions, such as management consulting or account management, a high employee turnover can also lead to customer

dissatisfaction and turnover, as clients feel a little attachment to a revolving contact. Customers, are also likely to experience dips in the quality of service each time their representative changes.

The cost of turnover, varies with the difficulty of the job to be performed. For example, in a food-processing company, showing someone how to put jars of jam into a cardboard box may take five minutes, so the cost of training someone to handle this job would not be high. If, however, the tyrannical manager of the food processing line at the company, kept driving away food cookers and quality-control workers, the cost of constantly training employees in this critical area could be high.

In general, reducing employee turnover saves money. Money saved from not having to find and train replacement workers can be used elsewhere, including the bottom line of the company's profit statement. The U.S. Department of Labour estimates that, it costs about 33 % of a new recruit's salary to replace a lost employee. In other words, it could cost \$11,000 in direct training expenses and lost productivity, to replace an experienced employee making \$33,000. Private industry, estimates for highly skilled jobs peg turnover losses, at a much higher level, up to 150% of the position's annual salary.

Some research studies have found that, turnover from transient workers has a lasting effects on loyal employees who stay with a company. One study tested productivity among workers who were exposed to a management-planted person, who quit in the middle of a task, citing dissatisfaction with the

job and the company. A second group of employees, worked with another planted person who had to leave the task because of illness. The group exposed to the employee who quit had a lower productivity levels than the group exposed to the ill employee. The employees apparently, took the complainer's statements to heart while the ill employee had nothing bad to say about the company.

However, high turnover can sometimes be useful, though. Employers who are poor interviewers may not discover that, new employees are actually poor employees until after the workers have been on the payroll for several weeks. Rather than go to the trouble and documentation of firing these underperforming workers, some companies rely on turnover to weed out the bad employees. When the learning curve is small and the consequences of always having inexperienced workers are minimal, a high turnover may not be seen as a significant problem.

2.3.4 Characteristics encouraging teachers' turnover

2.3.4.1 Teaching Experience.

There is strong evidence that, teacher turnover is the highest among beginning teachers. The likelihood of a teacher moving or leaving declines significantly, after he /she has been in the classroom for four to five years. Attrition rates increase again after 25 to 30 years in the profession, as retirement age approaches. Studies conducted across the United States, have corroborated this U shaped pattern of attrition, with teachers in their middle years staying at the highest rates and those in their early and late years leaving at higher rates (Allen, 2005; Plecki et al., 2005; Provasnik &

Dorfman, 2005; Buckley et al., 2004; Luekens et al., 2004; Hanushek et al., 2001; Texas Education Agency, 1995).

2.3.4.2 Teacher Age When Entering the Profession.

Several studies have indicated that, those who enter teaching at a more mature age are less likely to leave, than those who begin teaching when they are younger (Allen, 2005; Provasnik & Dorfman, 2005). In a five-year study of teacher turnover in four midwestern states, Theobald and Michael (2001) found that, teachers who entered the profession at age 30 or younger departed at significantly higher rates. Teachers, who were 31 or older when they entered the profession were significantly less likely to depart.

2.3.4.3 Teacher Gender

Studies have found that, male and female teacher turnover rates are similar. A slightly an equal percent (7.4 percent) of male and female teachers reported leaving the profession (Luekens et al., 2004). In their five-year study of teachers in four midwestern states, Theobald and Michael (2001) found no significant differences in the percent of male and female teachers leaving the profession.

While turnover rates for men and women are similar, the reasons may be different. The exit pattern for males, is more consistent with the traditional job search model and males who leave teaching, are much more likely than women to be reemployed. Females are more likely to cite pregnancy and child rearing as reasons for leaving the profession (Allen, 2005; Podgursky et

al., 2002). The finding shows that, female and male teachers have similar turnover rate.

2.3.4.4 Teacher Subject Area.

Although most researchers have concluded that, teacher turnover is strongly affected by academic field, the National Center for Education Statistics' Teacher Follow-up Survey data indicated that, retention rates were similar across all subject areas (ranging from a low of 80.6% for arts and music teachers to a high of 86.5% for social studies teachers) (Luekens et al., 2004).

In their study of teachers in four midwestern states, Theobald and Michael (2001), found that, maths and science teachers were more likely to leave teaching,

Differences in attrition rates between academic areas, were attributed to the fact that the fields of math and science offer more attractive earning opportunities outside of teaching than other subject areas.

2.3.4.5 Teacher Qualifications.

Studies have shown that, nationwide, those who were teaching in a field in which they were certified, were less likely to leave the profession than those who were teaching in a field in which, they were not certified (Allen, 2005; Ondrich et al., 2005).

Findings, on the influence of academic degree attained on turnover have been mixed. Croasmun, Hampton, and Herrmann (1999) found that, teachers

who completed graduate work or obtained a master's degree stayed in the profession longer than other teachers. However, the Texas Education Agency (1995) reported that, teachers with bachelor's degrees remained in the profession at higher rates than teachers with advanced degrees, with teachers holding doctoral degrees having the highest attrition rates.

There is some evidence that, teachers with a higher test scores are more likely to leave teaching. For example, Steinbrickner (2002, 2001) found that nationally, teachers with higher SAT scores, were more likely to leave the profession in their early years of teaching. Podgursky, Monroe, and Watson (2002), concluded that, Missouri teachers with higher ACT scores were more likely to leave the teaching profession. Murnane and Olsen (1990) reported that, North Carolina teachers with a higher teacher licensing examination scores were more likely to exit teaching.

2.3.5 How to prevent employee turnover

Employees are important in any running of a business; without them the business would be unsuccessful. However, more and more employers today are finding that employees remain for approximately 23 to 24 months, according to the 2006 Bureau of Labour Statistics. The Employment Policy Foundation states it costs a company an average of \$15,000 per employee, including separation costs, paperwork, unemployment; vacancy costs, including overtime or temporary employees and replacement costs including advertisement, interview time, relocation, training and decreased productivity when colleagues depart. Providing a stimulating workplace environment, which fosters happy, motivated and empowered individuals, lowers employee

turnover and absentee rates. Promoting a work environment that, fosters personal and professional growth promotes harmony and encouragement on all levels, so the effects are felt company wide. (Costello, 2006, December)

Continual training and reinforcement, develops a work force that is competent, consistent, competitive, effective and efficient. Beginning on the first day of work, providing the individual with the necessary skills to perform their job is important. Before the first day, it is important the interview and hiring process expose new hires to an explanation of the company, so individuals know whether the job is their best choice. Networking and strategizing within the company, provides ongoing performance management and helps build relationships among co-workers. It is also important, to motivate employees to focus on customer success, profitable growth and the company well-being. Employers, can keep their employees informed and involved by including them in future plans, new purchases, policy changes, as well as introducing new employees to the employees, who have gone above and beyond in meetings. Early engagement and engagement along the way, shows employees they are valuable through information or recognition rewards, making them feel included. When companies hire the best people, new talent hired and veterans are enabled to reach company goals, maximizing the investment of each employee. Taking the time to listen to employees and making them feel involved will create loyalty, in turn reducing turnover allowing for growth (Meyer 1993).

Any organization that experiences a high turnover, especially persistent high turnover, tends to spend a lot of time, money and resources training

personnel and getting new hires up to speed. We tend, to get attached to those who come through our ranks and make training, quality expectation, and management easy.

If we are not careful, we may tend to grow attitudinal towards those who “make our job harder”, who may not have the same natural fit as our last favorite employee, or who may require basic training, whereas the last trainee ‘got it’. These predispositions can sabotage our ability to create an attractive workplace for employees.

In a labour market with limited natural resources, they can pin our frustrations on those who have not got our background in the industry or organization. Individuals whose goals ultimately lead them through the organization rather than make a home there, may also receive our passive aggressive frustrations through behaviors and attitudes.

The secret with high turnover is this: we may be more responsible for a high turnover than we’d care to admit. When we let ourselves get set in ideas that, pre-determine how good an employee is going to be, in a mindset that judges an employee’s level of commitment against our own level of commitment, we are setting ourselves up for disappointment.

That disappointment, can eventually work its way back to our employees in the form of judgments, un-supportive attitudes, pre-emptive non-listening, and the like. Unrealistic expectations undermine a potentially beneficial employer-employee relationship, with inappropriate feedback and demands. Like it or not, the employee needs to participate in determining his or her

level of commitment, support and training needed in order to best contribute to the organization(Bashir 2008).

The big picture, is not ideal employees and effortless management. The big picture is the successful functioning of the organization.

Often, the extent of the problem is below the radar. Passive aggressive behavior on the part of a manager is in payment for a lower level of commitment to the job, or due to the perception on the part of the manager, that the new hire or trainee is not trying. The trainee may not be as ideally suited for the tasks and perspectives,

that make doing those tasks efficient and up to the manager's standards.

These passive aggressive perceptions and their consequent behaviors are not uncommon, especially with managers who have invested a high level of commitment, have a great deal of skill in the jobs they are training, and have taken pride in their work.

Misconceptions about the employee, however, can create a stressful atmosphere, with less patience than is optimal for training the people, that are available to fill those positions. In a world of dwindling naturally talented people filling those positions, we owe it to ourselves and our organizations to get these stressful, tension inducing attitudes out of the way get to know our staff and how we may support them, their goals and interests on their journey through our tasks and roles.

Remember, employees are employees. No matter how good they may be. So set your expectations and therefore attitude accordingly. Employees are important in any running of a business; without them the business would be

unsuccessful. However, more and more employers today are finding that employees remain for approximately 23 to 24 months, according to the 2006 Bureau of Labour Statistics. The Employment Policy Foundation states it costs a company an average of \$15,000 per employee, including separation costs, paperwork, unemployment; vacancy costs, including overtime or temporary employees and replacement costs including advertisement, interview time, relocation, training and decreased productivity when colleagues depart. Providing a stimulating workplace environment, which fosters happy, motivated and empowered individuals, lowers employee turnover and absentee rates. Promoting a work environment, that fosters personal and professional growth promotes harmony and encouragement on all levels, so the effects are felt company wide.

Continual training and reinforcement develops a work force that is competent, consistent, competitive, effective and efficient. Beginning on the first day of work, providing the individual with the necessary skills to perform their job is important. Before the first day, it is important the interview and hiring process expose new hires to an explanation of the company, so individuals know whether the job is their best choice. Networking and strategizing within the company, provides ongoing performance management and helps build relationships among co-workers. It is also important to motivate employees to focus on customer success, profitable growth and the company well-being. Employers can keep their employees informed and involved by including them in future plans, new purchases, policy changes, as well as introducing new employees, to the employees who have gone above and beyond in

meetings. Early engagement and engagement along the way, shows employees they are valuable through information or recognition rewards, making them feel included.

2.4 Secondary School

The term secondary schools in the Tanzania context, refers to the post primary schools that offer “formal education to persons who will have successfully completed seven years of primary education, and have met the requisite entry requirement” (MOEC, 1995, 6). Such schools are divided into two categories and these are: Ordinary Level Secondary Schools (4 years) and Advanced level secondary school for two years.

2.5 Public Secondary Schools

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 or public schools.

2.6 Motivation

Motivation, is defined by Robbins *et al.* (2004:131) as the methods that relate to an individual’s intensity, route and determination of effort towards the achievement of goals. Nelson and Quick (2006:150) define motivation as the process of producing and maintaining goal-directed behaviour. According to Hodgetts and Luthans (2000:372), motivation is “a psychological process through which unsatisfied wants or needs leads to drives that, are aimed at

goals or incentives". All underlying behaviours are caused by motives or needs. An individual possesses a variety of needs that compete against each other, where the need with the strongest strength at a given moment is the one that results in a specific activity (Fox, 2006:61).

Sources of motivation generally are categorised into two groups: extrinsic motivators and intrinsic motivators. Behaviour that is performed for its own sake, is intrinsically motivated and behaviour that is performed to acquire material or social rewards, or to avoid punishment is extrinsically motivated (George & Jones, 2005:177). Examples of extrinsic motivators are salary, working conditions and job security, while opportunities to use one's own initiative and creativity are examples of intrinsic motivators. The vast diversity of people and the complexity of their behaviour, have led to a broad range and variety of motivation theories. The purpose of these motivation theories, is to attempt to explain and predict observable behaviour (Nelson & Quick, 2006:150). Motivation theories can be broadly divided in two groups: needs theories and process theories. Needs theories address the needs that are unique to each individual and focus on the factors within each person that initiate, guide, sustain and stop behaviour. The process of how behaviour is initiated, directed, sustained and stopped is explained by process theories (Amos, Ristow & Ristow, 2004:150).

2.6.1 Motivation techniques

There are several motivation techniques available to managers.

2.6.1.1 Praise

Lussier (2002:207) is of the opinion that, giving praise is perhaps the most underused motivational technique of all. Ironically, this is one of the most powerful, least expensive and simplest techniques available.

Praise meets employees' needs for self-actualisation (esteem), growth and achievement and, therefore, is a motivator (Lussier, 2002:208). Praise provides a person with a feeling of achievement that will ultimately lead to job satisfaction.

2.6.1.2 Objectives and management by objectives

The basic principles, of Locke's model of goal setting form the foundation of management by objectives (MBO) (Hellriegel *et al.*, 2006:277). MBO, is described by Hodgetts *et al.* (2000:479) as an executive structure that allows for subordinate goals, coaching, counselling and the provision of feedback to be set up jointly by employees and management. The association of objectives and management by objectives to Locke's model of goal setting can also be seen in Cascio's suggestion that, in the determination of the objectives the following should be agreed upon by the key people involved (Cascio, 1998:314): the major objectives for a given period of time the plans for how and when the objectives will be accomplished the measurement for the determination of whether the objectives have been accomplished or not.

The effectiveness of MBO as a motivational tool, lies in the fact that employees participate in the goal-setting (objective-setting) process. Employees' willingness to accept goals is increased by their participation in the process and this willingness is essential for the goals to be motivating

(Hellriegel *et al.*, 2006:277). The success of MBO, is in the chain reaction that an effective MBO system offers: if the employee succeeds, the manager succeeds; if the manager succeeds, the department succeeds; and if the department succeeds, the organisation succeeds. Implementing an effective MBO system, takes approximately three to five years. The reason why MBO systems often fail is that, not many companies are willing to make this time commitment (Cascio, 1998:314).

2.6.2. Work (job) design

Work design, relates to the concept of intrinsic motivation and entails performance being improved, through the thoughtful design and redesign of jobs. This approach is based on the principle that, if the jobs people do are made more interesting and challenging people, will achieve higher levels of motivation, satisfaction and performance (Taylor, 1998:181). Lussier (2002:211) describe job design, as the structure used by employees to change inputs into outputs and proclaims that, more performance-related problems are caused by poorly designed jobs than what managers actually realise. Methods that can be used to create enough interest to motivate employees, include job enrichment, job enlargement and job rotation. Job enlargement and job enrichment are associated with Herzberg's two-factor theory (Taylor, 1998:181). Job enlargement comes about when the task being performed, is enlarged or when several small tasks are given to one worker, resulting in the job cycle being increased and in short-cycle jobs, which often create boredom, being eliminated (Grobler *et al.*, 2006:141). Increasing the tasks but keeping the tasks at the same level of difficulty and

responsibility, is referred to as horizontal job loading (George *et al.*, 2005:206).

2.6.2.1 Job Satisfaction

Job satisfaction, is one of the key attitudes that is of interest to managers and researchers alike, and can be defined as a situation where the evaluation of a person's job or job experience, leads to a pleasurable or positive emotional state (Nelson & Quick, 2006:120). Smit *et al.* (2007:299) refer to job satisfaction as a person's general attitude towards a job. As it is based on employee attitudes, job satisfaction is inferred and personal, and is influenced by an individual's perceptions (Lussier, 2002:87). Luna-Arocas and Camps (2008:32) define job satisfaction, as the feelings a person has about their job, including the different facets of that job. Job satisfaction is described by Lussier (2002:85) as a combination of attitudes towards a person's work.

2.7 Conclusion

It is important for managers, to have an understanding of why people would leave the organization and it is equally important, to identify those factors that attract people to organisations (Amos, Ristow, Ristow and Pearse, 2008) Job satisfaction has the largest direct effect on turnover intent (Lambert, Hogan and Barton, 2001). Hospital managers, health administrators and policy makers responsible for health services in rural areas, need to work in collaboration with their communities, to address sources of dissatisfaction and to improve working conditions for nurses, if they are to reduce the turnover of nurses in their regions and improve access to care (Pillay, 2009). Training and Development, could also contribute to employee retention and

turnover. For example, employees who are given opportunities for training may remain within the organization. However, some employers could have fears that, if their employees are well trained, they may leave the organization for better jobs elsewhere. Employees who lack in organizational and professional commitment, who are unhappy with their jobs, and who experience excessive burnout and stress but not enough social support, are likely to contemplate leaving the organization (Michal *et al.* 2001). Employees who are committed to their employing organizations, are less likely to quit than those who are not (Sikorska-Simmons, 2005). Recruitment may be one way of building intellectual capital but it is of a little use if an organization cannot retain key employees. This often creates conducive environment to boost the morale of the employees. Any organization, that is not having a good human resources attraction and retention strategy, is faced with a challenge of losing valuable employees.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section covers procedures and methods, that were employed when conducting the study. A large part of it discusses the methods employed in collecting primary and secondary data, which include the identification of the sample size, sampling techniques and the data analysis techniques. . All of these aspect were necessary for maximizing reliability and validity of the research results.

3.1 Research Design

A research design is a plan or a blueprint of how you intend to conduct the research (Babbie and Mouton, 2001). In the design process, care should be taken to ensure that all tools match with the original hypothesis and research objectives (Gray, 1994). To fulfil this, a structured questionnaire was designed to collect quantitative data responsible, for fulfilling the objectives of the study. The completed questionnaires provided useful information in undertaking the study. In addition, interviews with the senior managers were conducted to confirm and further explore the results. On the other hand, departmental documents and other records were analysed to explore the turnover trends.

3.2 Sample size

Enon (1995), defines a population as people that a researcher has in mind from which she /he can obtain information. Furthermore, Gorddard and Melville, (2001) and Babbie, (1991), define population as that group about

whom the researcher should be able to draw conclusions, one that is the subject of the research interest. On the other hand, Blanche, Durrheim and Painter (2006), define a population as a larger pool from which our sampling elements are drawn, and to which we want to generalize our findings.

3.3 Sampling

Fox and Bayat (2007), argue that, sampling is mainly categorized into two namely probability and non-probability sampling. In a probability sampling, each element in the population has a known and non-zero probability (chance) of being included in the sample. In the non-probability sampling on the other hand, the chosen elements do not have an equal chance of being included in the sample. For the purposes of this research, non-probability random sampling was used. This is a kind of convenience sampling in which, a sample of a study is taken from a group that is conveniently accessible to a researcher. This method, is useful especially when a researcher is constrained with budget and time (Fox and Bayat, 2007).

3.4 Population

Davies (2007), defines a population 'as the category of people from whom a researcher plans to draw a sample. Similarly, Gray (2009) defines population as the total number of possible units or elements that are included in the study. For this particular study, a sample of 117 individuals that include the dropouts in between 2009 to 2011 and those currently on job within Dodoma Municipal Council was used.

3.5 Selected Population and Sample for the Study

Secondary Schools teacher professionals employed in the Dodoma Municipal Council and other professionals, those linked with education industry serve as the population for the purpose of this study. These employees are responsible for the core business of the organization, which is to render a better education services to the population of the Dodoma Municipality. The sampling method that, was utilized in administering the questionnaire is non-probability. Cooper and Schindler (1998) contend that non-probability sampling procedures, may be used because they satisfactorily meet the sampling objectives. Two of the reasons to choose non-probability over probability sampling were cost and time.

The choice of the sampling was convenient and the results of the study would still be valuable to the study. Although some form of random sampling is usually preferred, not all sampling entails random sampling, for instance, where a sampling frame is unavailable, or where research is exploratory, researchers may strategically select a sample based upon his/her judgments about the population of interest, with a specific purpose in mind, even though such a non-probability sample will not be fully representative, the rationale is that it will provide useful data for a sample judged to be typical of, or at least provide some interesting insight into, the wider population according to some characteristics thought to be prevalent amongst sample members (Gill and Johnson, 2002).

It was clear that, with a population of about 1200 of secondary schools teacher professionals scattered in different research areas, it would be difficult to do probability sampling hence the choice of convenience sampling

which is the easiest and cheapest. While a convenience sample has no controls to ensure precision, it may still be a useful procedure and often one will take such a sample to test ideas about a subject of interest, and the results may present evidence that is so overwhelming that a more sophisticated sampling procedure is unnecessary (Cooper and Schindler,1998).

Arellano University (n.d) states that for an experimental study, a minimum of 15 respondents may be involved; for longitudinal studies, 2 or more respondents may be used; for case studies, 5-10 cases may be used; and for a descriptive study the following maybe considered: 1) if the population is 100 or less, 100% of the population, 2) if the population is greater than 500, 10 to 20 % of it may be used:

$$S= 10\% \times N$$

$$S= 20\% \times N$$

Where:

S= Sample Population

S= Total Population

3.6 Data collection technique

Data collection methods or techniques, are means of securing the required research information. For the sake of this study, both primary and secondary data were employed. Primary data are fresh data and collected for the first time, and thus happens to be original in character (Kothari, 2004). Interviews and questionnaires were the preferred modalities for the primary data collection. On the other hand, Secondary data are those data previously

collected by other researchers and passed through statistical process (Kothari, 2004)

3.6.1 Interview

Kothari (1990), associates the interview method with cost effectiveness and bolding strength of capturing empirical data in both informal and formal settings. In depth interview was employed despite being slow in acquiring data. Open-ended questions were designed to solicit information relating to actual and expected returns, on respondents and their relations to employee retention. Closed ended questions on the other hand were intended to capture information, relating to respondents' attitude towards the employee retention. The designed questions were similar to all respondents so as to solicit homogeneous information.

The use of this method has fetched recognition from many scholars due to its undisputable merits. Rwegoshora (2006), associates the method with many advantages including: (i) the possibility of studying events that are not open to observation (ii) it is easy when it comes to the study of abstract factors like attitude, back emotions and reactions of the respondents, (iii) allows for the study of phenomenon in its historical background, (iii) allows for gathering information that is quite reliable, and (iv) enables a researcher to study past events.

Interviews are mainly of two types; structured and unstructured interviews. Structured interview involves the use of tight control over the format of questions and answers. Of particular interest in this type, is semi-structured interview where questions are open ended and emphasis is on the

respondent to elaborate points of interest (Denscombe, 1998). In this case, the interviewer normally has a list of issues needing answers, from the respondents but with some flexibilities in terms of the order of the questions. The use of semi-structured interviews has many advantages. Kothari (1990) argues that, semi-structured interview allows the researcher to restructure questions if the need arises. In conducting this particular study, the researcher found that the use of semi-structured interviews was very useful, as they allowed face-to-face discussion with respondents, restructuring of some questions to suite the situation and capturing some controversial issues among the respondents.

3.6.2 Questionnaire Method

A questionnaire, is a data collection method that capitalizes on the use of a group of written questions to gather information from respondents (Blanche Durrheim, Painter 2006). This involves administering unstructured questionnaires, with open ended questions and a few closed questions in which there were definite, concrete and pre-determined questions for the respondents to answer on their own. In conducting this study, a number of questions were printed in a definite order on a set of forms and presented to the respondents. The set of questions was uniform to all respondents.

The use of this method is associated with so many merits. Kothari (2009) argues that, the use of questionnaires in data collection has many merits including;

1. Low cost even when the coverage area is too large and widely spread.

2. The method is free from the bias of the interviewer; answers are in respondents' own words.
3. Respondents have adequate time to give well thought out answers.
4. It is easy to reach even respondents who could otherwise not be reachable.
5. It is efficient in the case of deploying large samples and thus the results are more dependable and reliable.

However, the same method suffers from a number of limitations. These limitations includes but not limited to:

1. Low rate of return of the duly filled questionnaires in which case bias due to no-response is often indeterminate.
2. It is limited to respondents who are educated and cooperating.
3. The control over questionnaire may be lost once it is sent.
4. There is inbuilt inflexibility because of the difficulty of amending the approach once questionnaires have been despatched.
5. There is also a possibility of ambiguous replies or omission of replies altogether to certain questions; interpretation of omissions is difficult.
6. It is difficult to know whether willing respondents are truly representative.
7. This method is likely to be the slowest of all.

3.7 Data Analysis

In conducting data analysis, simple methods of data analysis were employed to test the hypothesis in question. The use of frequency tables and pie charts

were too helpful in shaping the conclusion. Prior to this, the collected had to be cleaned and later on exported to Microsoft Excel for data entry. These data, were then edited and coded before exporting to SPSS software for analysis. The analysis at this point was mostly qualitative which gave descriptive statistics for construction of charts to maximize clarity. On the other hand, where verbal discussion was used to gather inputs the analysis of it leveraged on the content analysis method. The uses of SPSS help the researcher to make the research work more scientific and reliable. In addition to this, SPSS software can also be proved quite useful for the purpose of graphical representation of the raw data. With the help of the SPSS application, different graphs based on different complex data can be drawn easily and effectively. It reduces the time and efforts of the researcher employed in the process of drawing the graphs based on the data. Along with this, the SPSS software also plays a significant role in the process of interpreting and analyzing of the data retrieved from various methods.

3.8 Validity and Reliability of Data

To ensure validity and reliability of the study findings, the used tools and collected information were constantly reviewed to avoid any possible human errors. For instance, pre-testing of questionnaires was done in order to ensure that, respondents are able to understand the questions rightly. The use of multiple data collection methods was employed to ensure the results, are less biased to the possible maximum point. Lastly, the use of SPSS software and other data analysis techniques, were critical to ensure the results are not influenced by anyone including the researcher himself. Validity

relates broadly to the extent to which the measure achieves its aim, that is, the extent to which an instrument measures what it claims to measure, or tests what it is intended to test; and reliability refers to matters such as the consistency of a measure – for example, the likelihood of the same results being obtained, if the procedures were repeated (Wilkinson, 2000). Rosnow and Rosenthal (1996) contend that, “Content validity means that, the test or questionnaire items represent the kinds of material (or content areas) they are supposed to represent, which is usually a basic consideration in the construction phase of any test or questionnaire”. The questions that were developed in the questionnaire, are both directly and indirectly linked to the literature as reflected in Chapter Two. During the pilot survey, two senior officers of Dodoma Municipal Council were specifically selected, in order to assist in the determination of the appropriateness of questions and statements. Therefore, efforts have been made to ensure validity of the questions and statements reflected in the questionnaire.

CHAPTER FOUR

RESULTS

4.0 Introduction

This chapter, analyses data in an attempt to assess factors that determining teacher's turnover and a low retention in secondary schools. It also, analyses the impacts of employee's turnover to for Dodoma Municipal Council, and suggesting employees' retention strategies to curb the situations. The interpretation and discussion of the result were carried out, in relation to the objectives of the study, research questionnaire and in comparison with the cited literature reviews. Appropriate officials from the Human Resource Department, were selected for interviews because of their involvements in employees' turnover practices. The officials selected for the interviews, were considered to be the most knowledgeable in terms of providing more insight, with regard to employees' turnover. The author also referred to other officials and documentation, which provided an additional information on the topic. The knowledge was presented descriptively and tendencies as well occurrences were categorized in terms, of how they were related to the employees' retention in order to reach the objectives of the study.

4.1 Study Procedure and Description Sample

Unstructured interviews firstly were conducted with Human Resource Officer and Municipal Secondary Education Officer. A purposive and convenience sampling was used to select the participants. According to Welman, Kruger & Mitchell (2005: 204), a purposive sampling is normally used to select people to be interviewed and gather a valuable information firstly. The Performance

Systems were regarded as officials with valuable information, regarding employees' turnover and provided useful information, on possible causes of employee turnover. Preference, was given to these informants due to their position in the institution as well as their experience and expertise. The researcher also referred to other HR practitioners to gain additional information.

Secondly, a questionnaire was designed and administered to participants. Hard copies of the survey questionnaire were given to 117 of the Secondary education school teachers, all of whom responded back.

4.2 Scheme of Services and Salary Structures for the Education Sector

Staff in Tanzania

Teachers and administrators in Ministries, Regions and Districts share the same salary scales. It is defined by education and grades as follows:

Form IV +_ Training (2 years)	Salary Scale	Monthly Pay
Grade A Teacher:		
: Level III	TGTS. B1-B8:	344,000 – 395,800
: Level II	TGTS. C1-C12	432,500 – 537,000
: Level 1	TGTS. D1-D10	589,000 – 710,500
: Senior Teachers	TGTS: E1-E10	769,000 - 899,500

Form VI + Training Diploma (2 years)

Diploma Teachers	: Assistant Education Officer III	TGTS: C1 – C12
	: Assistant Education Officer II	TGTS: D1- D10
	: Assistant Education Officer I	TGTS: E1-E10
	: Senior Ed. Officer	TGTS: F1-F10
		1,003,000 –

1,232,500

Form VI + University Education (3 years)

Graduate Teacher: Ed. Officer II	TGTS D1-D10
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Ed Officer I	TGTS E1-E10
Senior Ed. Officer	TGTS F1-F10
Principal Ed. Officer II	TGTS G1–G12
	1,320,000-1,633,500
Principal Ed. Officer I	TGTS – H1-H12
	1,734,000 – 2,306,000

Some of the issues raised about these scales include:

- The most recurrent complaints from teachers were that their salaries did not provide a living wage. They said that, they were paid less than either civil servants in other categories, with similar numbers of years of education such as health workers. The Tanzania Government salary structure for 2013/2014 given below, shows for example that, new employees in health had until recently began with a salary of Tsh. 380,000, while a Grade A teacher began with 344,000 or level B1.
- In general, salaries under the set schemes without additional benefits did not provide a living wage. and that, could encourage teachers to search for other means of earning income. These activities in turn, reduced the amount of time teachers spent either in schools or on other professional activities such as preparation and marking. Even with the recent upgraded salaries, there was still a little incentive for the bright youths to go into teaching.
- The latest comparison of salaries taken from the World Bank 2011 has throuwn that, Tanzania has the third lowest salaries in the whole of Africa and UNESCO[2012] says, Tanzania payed secondary school teachers a factor of about 5.9 times the country's GDP per capital,

against a rate of 7.5 paid in comparable countries in terms of per capita incomes. .

- There was no special incentive for university graduates, in areas of high demand such as Science, Mathematics and English to become teachers. Science teachers used to receive an additional increment over other teachers but this was dropped some years ago for financial reasons.
- Teachers complained that, the range within the schemes of a service was inadequate. With a maximum of five grades in each scheme, a teacher reaches at the bar of his or her scale after 12 to 15 years while she/he might have 20 or even 30 years more to go until retirement. This was a long period when teachers could not receive any increase in salaries.

There was no an increase in salary or provision of additional benefits such as transport, utilities, housing, or responsibility allowances, when teachers took on the role of being a head teacher, headmaster or teachers' college principal etc. This means that, there was a little incentive for teachers to assume the additional management and administrative responsibilities, and was also harder for the Ministry or Districts to hold headmasters accountable. They had nothing to loose.

4.2.1 Attitudes towards the Education Sector and the Teaching Profession

There are pervasive and rampant negative statements, undermined the attractiveness of the teaching profession in Tanzania today. During the times

of independence in 1961, teaching was referred as the best profession and the first President of the Republic, Julius Kambarage Nyerere, was referred and fondly referred to as **Mwalimu** = “**for a teacher**”. He exemplified intelligence, humility, and a higher level social, moral values, and habits.

During the 1960s, people got government grants for higher levels of schooling, on the basis of a positive recommendation from schools that, would make good teachers. Almost all educated people in the community and in the government are current or former teachers. Parents were proud when their sons and daughters were selected to become teachers. Teaching was a highly regarded and respected profession, that benefited from a reasonable remuneration.

Today things have changed. Teaching is often seen as the last choice for a life profession. In the community, teachers have to prove that they were persons of a substance of no prior assumptions, and were are made about the superiority of their intellect or morals. Indeed, in some areas, teachers are treated badly to the point that they have been caned by policemen and beaten up by councilors, paramilitary police, and parents as the following rendition of quotations from the mass media in Tanzania demonstrate:

1. *“Mwalimu anadhaliishwa, atafundishaje?”*

Hiyo ndiyo sababu mwaka 2009 aliyekuwa mkuu wa wilaya ya Bukoba Vijini , Albert Mnali, aliwadhalilisha walimu kwa kuwachapa viboko mbele ya umma”. [“A teacher is shamed in public. How can she/he teach? That is why in 2009, the then, District Commissioner for Bukoba Rural, Albert Mnali, shamefully caned them in public]”.

Mwanahalisi 14 Februari 2011

2. *“Mwalimu aishi stoo ya shule, adai ualimu kwake ni mkosi”*. **“A teacher lives in a school store and says teaching for him was a cause.”**

Mwananchi Jumapili Januari 22, 2012

3. *“Wavamizi Watishia Kuuu Walimu Rukwa”***Mwananchi**, 28.11.2011.
“Robbers threaten to kill teachers in Rukwa.

4. *“Mwalimu anusurika kuuawa kwa ushirikiana”***Tanzania Daima**
Februari, 6, 2011. **“A teacher escapes death because of witchcraft.”**

5. *“Wanafunzi wanane wambaka mwalimu; ”***Mwananchi**, 17.02.2012”.
“Eight students rape their teacher.”

4.2.2 Demographic Characteristics of the Sample

The study set out to cover 117 respondents through questionnaires. Face to face interviews were targeted at other 20 key informants. The researcher received responses from 100 respondents through questionnaires and interviewed 17 key informants.

4.3 Distribution of Respondents by Designation Held

The distribution of designation reported by the respondents is shown in Table 4.1

Table 4.1: Distribution of respondents by designation held

S/N	Designation	Number of respondents	Percentage
1	Municipal Director	1	0.85
2	Head of Department	3	2.56
3	Head Masters/Misteres	10	8.55
4	Principal Ed. Officer I	4	3.42
5	Principal Ed. Officer II	10	8.55
6	Senior Ed. Officer	20	17.09
7	Ed. Officer I	19	16.24
8	Senior Assistant Ed. Officer	18	15.38
9	Assistant Ed. Officer I	15	12.82
10	Assistant Ed Officer II	15	12.82
11	District Secretary (Teachers Services Department)	1	0.85
12	District Secretary (Teachers Trade Union)	1	0.85
	Total	117	100

Source: Field Work Survey, 2014

4.3.1 Characteristics of Respondents

The Respondents involved in this study were in two categories, and were for top officials and other education stake holders in the district council level and public secondary school teachers. There after data were presented in two components: descriptive statistics highlighting the distribution of the respondents, according to gender, age, marital status, education level and

working experience data were treated and organized according to the research objectives propelling the study.

Most respondents, were of the age between 26 and 35yrs who made 55.6% followed by 36 and 45yrs 17.1%; the next group was for the respondents aged above 46 and 14.5% and the last group was between 18 and 25yrs 12.8%. These responses have shown that, the middle aged were many than other while the least group of them were youths between 18 and 25 years.

Gender was highly observed during data collection, this is vividly witnessed in the table 2 below where 52.7% of the respondents were males and 47.3% females.

Marital status of respondents was also taken into consideration; Married respondents were the most, followed by single while only one was separated.

The education level of them was observed in data collection, most of them were Graduates 72.5% followed by Diploma holders 26.4% while only one respondent was a Form Four leaver 1.1%

Retirement is among the factors for shortage of teachers in public secondary schools but, the overall amount of turnover accounted for, by retirement was relatively minor when compared to that resulting from other causes, such as job dissatisfaction and teachers seeking better jobs or other careers.

These findings suggest that, school staffing problems were neither synonymous with, nor primarily due to, teacher shortages in the conventional sense of a lack or deficit of qualified candidates. Moreover, this analysis

suggests that, increases in students enrolment and increases in teacher retirements were not the primary factors at the root cause of staffing difficulties, as the current theory holds. Rather, data suggest that, school staffing problems were primarily due to an excess demand resulting from a “revolving door”, where large numbers of teachers departed their jobs for reasons other than retirements.

The findings of their analysis have important implications for educational policy. Supply and demand theory holds that, where the quantity of teachers demanded was greater than the quantity of teachers supplied, there were two basic policy remedies: increase the quantity supplied or decrease the quantity demanded. Current policies will not only fail to solve school staffing problems, but they will also divert attention from the primary underlying problem the manner, in which schools were managed and teachers are treated.

From the perspective of this analysis, schools were not simply victims of a large-scale, inexorable demographic trends; there was a significant role for the management of schools in both, the genesis and solutions of school staffing problems. Rather than an increase the quantity of teacher supply, an alternative solution to school staffing problems was decrease the demand for new teachers by decreasing the turnover.

Data suggest that, improvements in organizational conditions, such as increased salaries, a support from school administration, reduction of students’ discipline problems, and an enhanced faculty input into school decision-making, would all contributed to lower rates of turnover, thus

diminished school staffing problems, and ultimately aid the better performance of schools which is the core target of the nation.

4.3.2 Age of respondents

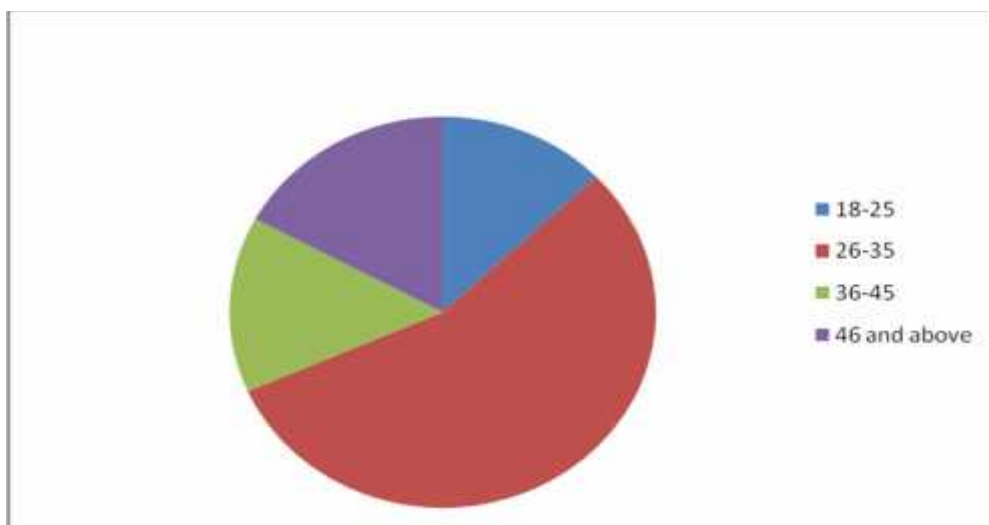
Table 1: below, presents data on the question that wanted to understand the age of respondents involved in the questionnaire. Basing on the table, it was found that respondents aged 18-25 were a few 12.8% and those aged 26-35 were the most 55.6% while the aged 36-45 were 14.7% and the last group was of those aged 46-and above 14.1%.

Table 4.2: Age of respondents

Age	Frequency	Valid Percent
18-25	15	12.8
26-35	65	55.6
36-45	20	17.1
46 and above	17	14.5
Total	117	100

Source: Field Work Survey, 2014

Figure 4.1: Age of respondents



Source: Field Work Survey, 2014

These findings imply that, majority of teachers were youths. Youths implied strength and ability to change. If youth population was not satisfied with their employment environments it was more likely that they would leave employment. It is a high time for the government to ensure that, it improved working environment and remuneration to attract youths to remain in teaching carrier, otherwise the turnover rate would keep on increasing daily.

The relationship between age and turnover, may be based on a number of influences. Younger employees may have more entry level access, more job opportunities and a fewer family responsibilities, making job mobility easier

The relationship between teachers' age and their turnover has been found to follow a U-shaped curve. Although, there is some disagreement as to why this is the case, researchers have consistently found out that, younger teachers had very high rates of departure, subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the retirement years (e.g., Bobbitt et al., 1994; Boe et al., 1998; Grissmer & Kirby, 1987, 1992, 1997; Hafner & Owings, 1991; Murnane, Singer, & Willett, 1988). This concurs with the findings through interview that, youth teachers are easily tempted to leave teaching profession than the aged ones.

4.3.3 Sex of Respondents

This study, wanted to understand the composition of the respondents in terms of sex. Basing on the table 2 below, it was found out that, 59.8% of them were male and 40.2% females. This shows the reality of workers in

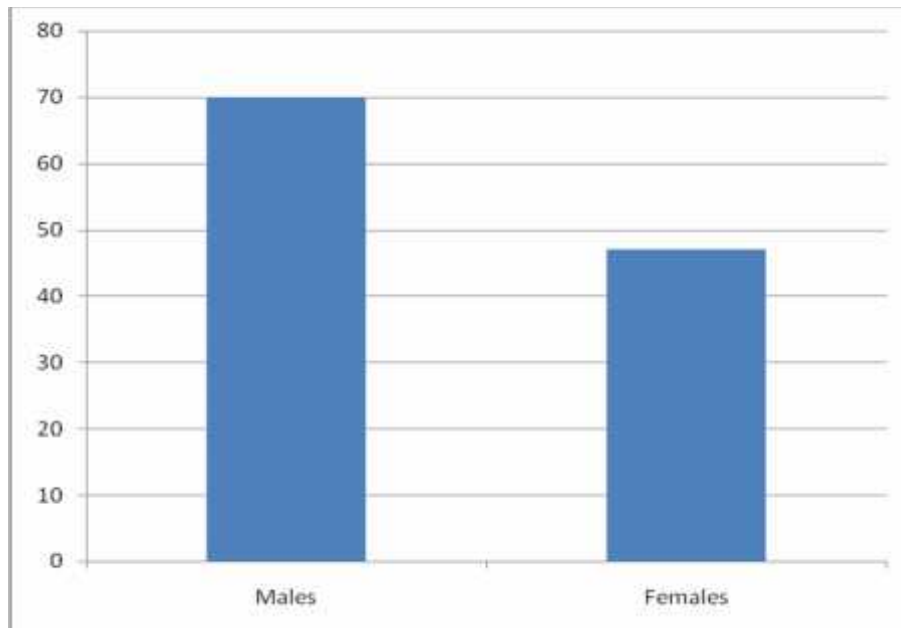
most organizations that men were more than females, and the reality of African culture that, women were responsible of taking care of children at home while men were responsible of supporting their families with all basic needs.

Table 4.3: Sex of the Respondents

Sex	Frequency	Valid Percent
Males	70	59.8
Females	47	40.2
Total	117	100

Source: Field Work Survey, 2014

Figure 4.2: Sex of the Respondents



Source: Field Work Survey, 2014

4.3.4 Marital status of Respondents

Marital status of respondent has been one of the factors. Table 3 below shows that, 55.5% of the respondents were married and 36.8.5% single, 4.6% of respondent were widow, 2.6 % of them were divorced and one

separated which is 0.8%. This Findings imply that, most teachers were married and were more responsible, and most likely to take more time to arrive at any decision unlike the single respondents. It also implied that, if working environment was improved married couple were more likely to remain employed.

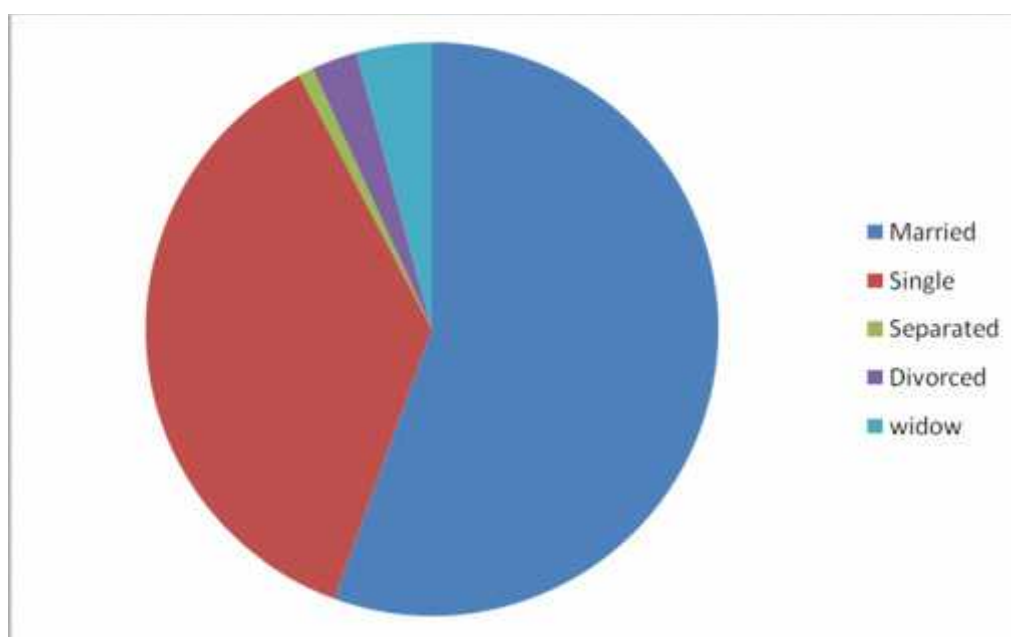
It was the task for the responsible stake holders, ministry and the government in general, to improve working environment by providing all the essential working tools, good accommodation and other social services, without forgetting a reasonable remuneration which was a leading factor, for teachers' turnover in public secondary schools in Tanzania. This is due to the fact that married couples had crucial responsibilities to support families hence leaving job was great a risk unless had enough balance to support families during transition period.

Table 4.4: Marital status of Respondents

Marital status	Frequency	Valid Percent
Married	65	55.5
single	43	36.8
Separated	1	0.8
Divorced	3	2.6
Widow	5	4.3
Total	117	100

Source: Field Work Survey, 2014

Figure 4.3: Marital status of Respondents



Source: Field Work Survey, 2014

4.3.5 Education level of Respondents

This study focused also, on knowing the education level of respondents in relation to turnover. Table 4; below indicates that 72.5% of the respondents were graduates and 26.4% were Diploma holders and only 1.1% had, certificate.

These findings implied that, most teachers were graduates hence marketable even to other organizations, this and more mobile for better jobs with a better working environment and good remuneration, to satisfy their families unlike those who were not graduates. Studies have shown that, nationwide, those who were teaching in a field in which they were certified, were less likely to leave the profession than those who were teaching in a field, in which they were not certified (Allen, 2005; Ondrich et al., 2005).

This agrees with the findings obtained through the direct observation that, most teachers who left teaching profession were those who joined the profession through One Month Induction Course. Science teachers, were the most who last to join other profession with an attractive working conditions and remuneration.

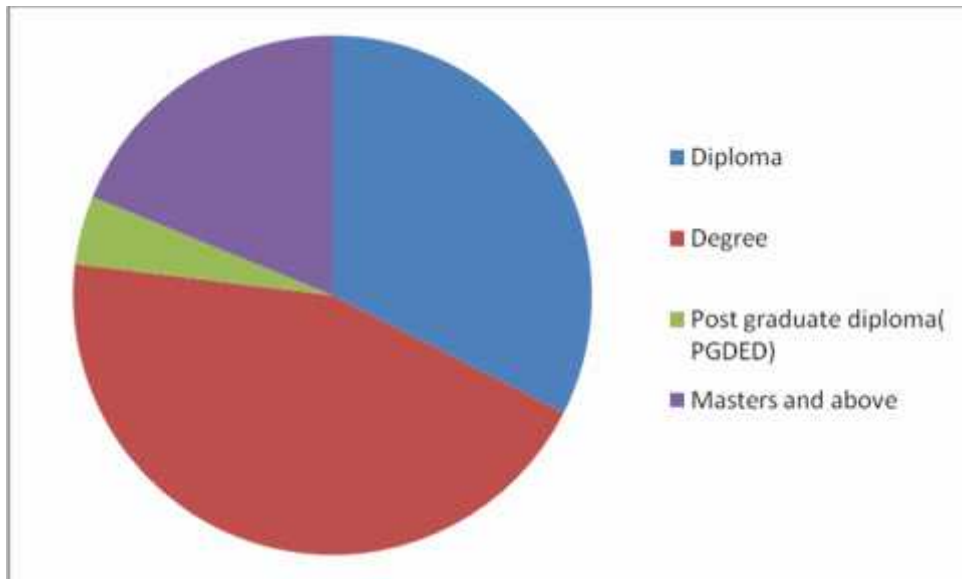
Special attention, needed to be paid by the government to handle these teachers if really needed to retain them, for the betterment of education sector in the country and this, is only possible through raising the budget for education sector. Special incentive should be introduced to motivate science teachers to remain in their teaching profession, hence promote science in the country, which is the key for nation economic development in this era of advancement of science and technology.

Table 4.5: Education level of Respondents

Education level	Frequency	Valid Percent
Diploma	38	1.1
Degree	52	26.4
Post graduate diploma(PGDED)	5	
Masters and above	22	72.5
Total	117	100

Source: Field Work Survey, 2014

Figure 4.4 : Education level of Respondents



Source: Field Work Survey, 2014

4.4 Working Experience in current position

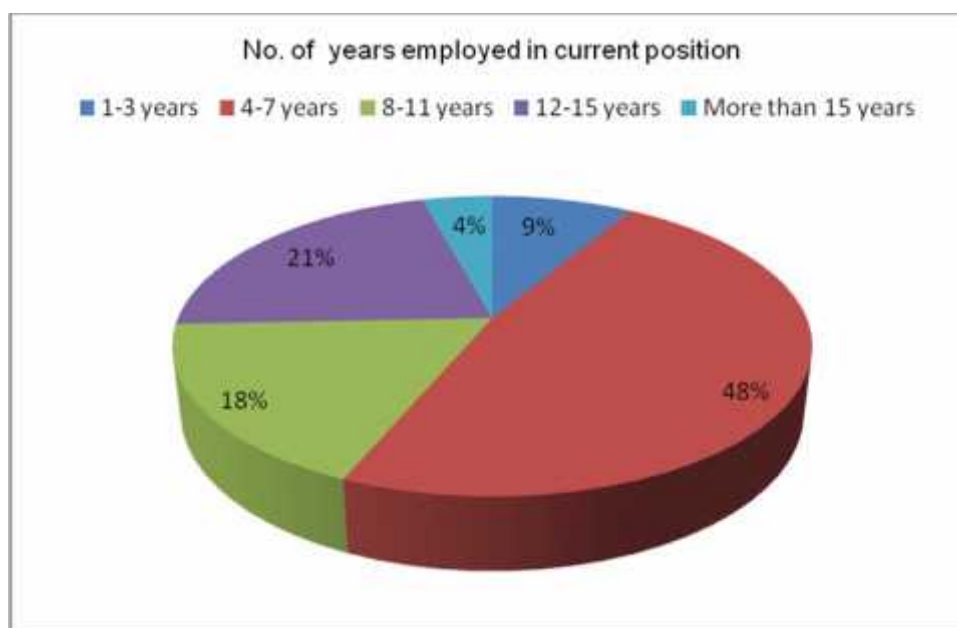
According to data obtained from study area, results leave shown that 47.9% of the respondents have been for 4 up to 7 years in current position.

Table 4.6: Working experience in current position

Years employed in	Frequency	Valid Percent
Current position		
1-3	10	8.5
4-7	56	47.9
8-11	21	17.9
12-15	25	21.4
More than 15 years	5	4.3
Total	117	100

Source: Field Work Survey, 2014

Figure 4.5: Working experience in current position



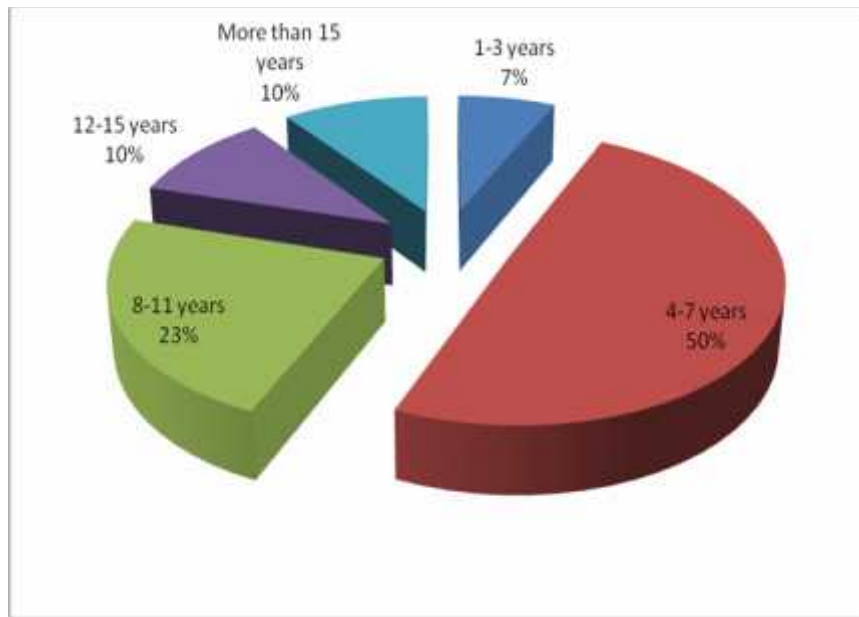
Source: Field Work Survey, 2014

Table 4.7: Working experience in Dodoma Municipal Council

Years employed in Current position	Frequency	Valid Percent
1-3	10	8.5
4-7	56	47.9
8-11	21	17.9
12-15	25	21.4
More than 15 years	5	4.3
Total	117	100

Source: Field Work Survey, 2014

Figure 4.6: Working experience in Dodoma Municipal Council



Source: Field Work Survey, 2014

What make employees get attracted to take jobs with particular employers?

4.4.1 A desire to take on a new challenge

41.1% and 23.9% of respondents, strongly agreed and agreed on that, a desire to take a new challenge had an impact on attracting to take jobs with particular employers. Data also revealed that, when an employee acquires more knowledge and skills had a desire to take new challenges. Thus managements should necessarily create an enabling environment, which would provide a room for a creativity and challenging work to employees.

Table 4.8: Education Level * A desire to take new challenge

Cross tabulation Count

		A desire to take new challenge					Total
		strong is disagree	Disagree	Neutral	Agree	Strongly agree	
Education Level	Diploma	3	3	3	5	6	20
	First degree	3	5	2	5	12	27
	PGDED	4	6	5	9	18	42
	Master +	1	6	0	9	12	28
Total		11	20	10	28	48	117
Percentage		9.1%	17.1%	8.5%	23.9%	41.1%	100

Source: Field Work Survey, 2014

4.4.2 Bad relationship with management

According to data, 28.2% of the respondents strong agreed and agreed on that, the relationship between employee and management played great role on influencing employees, to be attracted to take a job to a particular employer. Human resource is the most valuable asset of an organisation as it makes the structure workable. There is a need of paradigm shift from machine thinking to system thinking hence there important of sound relationship between management and employee.

Table 4.9: Bad relationship with management

	Bad relationship with management									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	5	4.30%	20	17.10%	26	22.20%	33	28.20%	33	28.20%

Source: Field Work Survey, 2014

4.4.3 Bad relationship with colleagues

The results show that, 28.2% and 22.1% of respondents strong disagreed and disagreed respectively, that bad relationship with colleagues did not influence employee to resign and take job to another employer, also 23.9% of them were neutral, this implied that, bad relationship with colleagues did not have a considerable impact on someone to get attracted with a particular employer.

Table 4.10: Bad relationship with colleagues

	Bad relationship with colleagues									
	Strong disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	33	28.20%	26	22.10%	28	23.90%	17	14.50%	13	11.10%

Source: Field Work Survey, 2014

4.4.4 Lack of opportunity for advancement

Findings indicated that, 38.5% and 29.9% of them strongly agreed and agreed that, lack of an opportunity for an advanced were factors to search for another employer. Most respondents felt that, there were no other opportunities for an advancement after reaching the bar in their scheme of

service and revealed that an appointment to Head of department, Municipal Academic officer and Municipal Logistic and Statistics Officer, was not well described as well treated as a confidential issue.

Table 4.11: lack of opportunity for advancement

	Lack of opportunity for advancement									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	14	11.90%	12	10.30%	11	9.40%	35	29.90%	45	38.50%

Source: Field Work Survey, 2014

4.4.5 Lack of appreciation (perception of recognition)

Findings revealed that, 29.1% of them strongly agreed, 25.6% agreed, 19% strongly disagreed, 14.5% neutral, while 11.1% disagreed. That implies lack of appreciation had a great impact, to influence employee to resign and got attracted to other sectors. The feedback to the employee had a great value to their performance. When an employee was valued, always tended to achieve beyond the expectation of the employer. This has implied in the study that employees who needed the recognition and appreciation, better in their activities. Secondary school teachers felt that the employer most time lamented when poor performance of students occurred.

Table 4.12: Lack of appreciation (perception of recognition)

	Lack of appreciation (perception of recognition)									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	23	19.70%	13	11.10%	11.1	14.50%	30	25.60%	34	29.10%

Source: Field Work Survey, 2014

4.4.6 Better compensation and benefits else ware

According to the findings, 34.2% and 27.4% of the respondents strongly agreed and agreed respectively, that better compensation and benefits else where had an impact on resignation of employees. Secondary schools teachers could be not paid any teaching allowance despite of efforts made, on teaching even of extra hours and curricular to students. The fell that, their cadre had been neglected and given a low priority compared to other sectors such as healt.

Table 4.13: Better compensation and benefits else ware

	Better compensation and benefits else ware									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	12	10.20%	13	11.10%	20	17.10%	32	27.40%	40	34.20%

Source: Field Work Survey, 2014

4.4.7 Long working hours

The study wanted to understand attitude of teachers on working hours, 31.6% and 30.8 % of them strongly agreed and agreed respectively, that long

working hours had an impact on resignation of teachers. During interviews, teachers expressed their feeling in long working hours, especially to science subject, some of schools had one science subject teacher, thus due to their demand in market most of them decide to resign and join other cadre, such as statistician, chemists and biological technologists.

Table 4.14: Long working hour

	long working hour									
	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	17	14.50%	12	10.30%	15	12.80%	36	30.80%	37	31.60%

Source: Field Work Survey, 2014

4.4.8 Lack of control over work or working environment

An organisational culture is a key to the happiness of employees. When the focus on the realisation of goals was greater than the focus on people, their well-being and development, employees experienced a lack of appreciation and development. The Human Resource Officer with whom an unstructured interview was conducted, indicated strongly that lack of people-centred approach to talent management, contributed to employees leaving the organization.

Table 4.15: Level satisfaction with good working in environment

	Good working condition									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	17	14.50%	20	17.10%	26	22.30%	16	17.90%	33	28.20%

Source: Field Work Survey, 2014

4.4.9 Travelling distance for work

This study, wanted to know the distance of respondents working place from their residences if had any contributions to resignation of the teachers. Most them 25.9% were neutral, 23.9% disagreed, 18.8 % 15.5 % agreed and 16.2 % strongly. Findings implies that, most of them lived not very far from schools and that, factors as a minimal contribution in determining a low retention among secondary schools teachers.

Table 4.16: Travelling distance to work

	Travelling distance to work									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	22	18.80%	28	23.90%	30	25.60%	18	15.50%	19	16.20%

Source: Field Work Survey, 2014

4.4.10 Personal situation at home

Data collected revealed that, 28.2% and 22.2% of the strongly agreed and agreed respectively. This was due to the fact that, most of them whether men or women supported their families. Thus forced them to seek for other opportunities which would help to support their families.

Table 4.17: Personal situation at home

	Personal situation at home									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	18	15.40%	15	12.80%	25	21.40%	26	22.20%	33	28.20%

Source: Field Work Survey, 2014

4.4.11 Training and support to reach their potential lacking

Data collected revealed that 32.5% and 28.2% of respondents strongly agreed and agreed respectively, which implies that, training and support to reach some one potentially lacked the contribution to resignation and attracted employees to seek other jobs other employers.

Table 4.18: Training and support to reach your potential lacking

	Personal situation at home									
	Strong disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	14	11.90%	13	11.10%	19	16.30%	33	28.20%	38	32.50%

Source: Field Work Survey, 2014

4.5 What factors make employee to remain with their current employer despite the availability of other alternative employment opportunities?

4.5.1 Recognition

Results show that, 28.2% of respondents strongly agreed, 22.3% agreed, 20.1% were neutral, 14.5% disagreed and 14.9% strongly disagreed. The result imply that the important of recognition to employee. This shows that,

when employee recognized the felt as a valued by employer. This created a sense of belonging and ownership and a value of employer. Thus, employees continued to stay with their employers because felt valued.

Table 4.19: Recognition

	Recognition									
	Strong disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	16	14.90%	17	14.50%	20	20.10%	26	22.30%	33	28.20%

Source: Field Work Survey, 2014

4.5.2 Good supervision/leadership

The study shows that, 51% of respondents agreed or strongly agreed that, good leadership was considered most important factor that, determined the staying of employees. Leadership style which created an environment to the employees to perform their jobs shall be applied for the purpose retaining employees.

Table 4.20: Relationship between Good Supervision and employee retention

	Good Supervision/Leadership									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	15	15.0%	15	15.0%	19	19.0%	36	36.0%	15	15.0%

Source: Field Work Survey, 2014

4.5.3 Communication

Findings revealed that, communication of feedbacks to employees had a great impact to employees to stay with current employer. The results show 47% of respondents agreed or strongly agreed that, communication was considerable important on influencing them to stay

An effective communication is necessary in designing and sharing the organization vision and helped people see the right connections.

4.5.4 Compensation/pay

The compensation level for public servant is perceived to be low, although the Education sector is said to have a remuneration package and reward system, that was perceived to be high. The compensation structure is rather flat and therefore, there is no difference between salaries of those who had worked in the field for long and new entrants. There was no integration between the different Human Resource processes, for example the performance management and the remuneration structure. As a result, outstanding performance was seldom rewarded. This led to job dissatisfaction which leads to people leaving the organization. There was also a huge discrepancy between the salaries of the management and employees directly under them. These results had a feeling of unfairness.

Table 4.21: Level of satisfaction with compensation

	Compensation/Pay									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	5	5.0%	15	15.0%	21	21.0%	20	20.0%	39	39.0%

Source: Field Work Survey, 2014

4.5.5 Good working Conditions

Out of 36% and 15% of the respondents agreed and strongly agreed respectively, that good supervision/leadership had great impact on a low retention rate. From the above fact, it is clear that, Supervision was an essential in helping a person to increase his/her effectiveness in service delivery supervision should be enriching, supportive, educational, and motivational and it should be able to provide guidance to the employees. Therefore, it can be concluded that supervision should be goal-orientated, and that, supervisors should have the ability to direct work to others, organize and integrate their activities so that, the organizational goals realized.

Table 4.22: Level satisfaction with good working in environment

	Good working condition									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	5	5.0%	20	20.0%	26	26.0%	16	16.0%	33	33.0%

Source: Field Work Survey, 2014

4.5.6 Promotional opportunities

As for 35% and 20% of respondents, strongly agreed and agreed on the issue of promotion opportunities, on factors that influenced the determining a low retention rate. This indicates the importance of promotional opportunities in the secondary schools. The respondents observe promotion opportunities enhanced productivity and the teachers life span at the organization.

Table 4.23: Promotion opportunities for growth

	Promotion Opportunities									
	Strong disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	5	5.0%	21	21.0%	20	20.0%	20	20.0%	34	34.0%

Source: Field Work Survey, 2014

4.5.7 Job security

Data collected show that, 28.2% strongly agreed, 26.5% agreed, 18% strongly disagreed, 16% disagreed and 15% neutral. Those imply that job security as a factor in determining retention of teachers, played a great role in influencing secondary schools teachers to continue stay with their current employers. When spoke about security they consider the issue of pension, longevity of their service and a stability of employments in education sectors.

Table 4.24: Job security

	Job security									
	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	22	18.80%	16	13.70%	15	12.80%	31	26.50%	33	28.20%

Source: Field Work Survey, 2014

4.5.8 Opportunities for learning and growth

Findings show that, 23.9% and 22.2% of the respondents strongly agreed and agreed respectively, that opportunities for learning and growth had a contribution on determining retention of secondary school teachers. The Participants narrated that, the possibility of acquiring knowledge, skills and experience, contributed to stay with their employers. During an interview which revealed that, current employers had a have great chance of getting permission for further studies.

Table 4.25: opportunities for learning and growth

	opportunities for learning and growth									
	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	13	11.10%	27	23.10%	23	19.70%	26	22.20%	28	23.90%

Source: Field Work Survey, 2014

4.5.9 Responsibility and accountability for result

Data collected show that, 29.1 of respondents were neutral, 21.4% were strongly disagreed 20.1% disagreed, 15.4% agreed and 14.0% strongly agreed. Those implied that, responsibility and accountability for results had

low effects as a factor in determining retention among secondary school teachers.

Table 4.26: Responsibility and accountability for results

	Responsibility and accountability for results									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	25	21.40%	19.6	20.10%	34	29.10%	18	15.40%	17	14.00%

Source: Field Work Survey, 2014

4.5.10 Stimulating task

Findings revealed that, 28.2% of them disagreed, 22.2% strongly disagreed, 19.7% neutral, 15.4 agreed and 14.5 strongly agreed. That implied stimulating task had a low contribution in influencing secondary schools teachers.

Table 4.27: Stimulating task

	stimulating task									
	Strong disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	26	22.20%	33	28.20%	23	19.70%	18	15.40%	17	14.50%

Source: Field Work Survey, 2014

4.5.11 Prestigious or status

Results show that, 28.2% of them strong disagreed, 21.4 disagreed, 19.6% neutral, 15.4% were agreed and strongly agreed. The prestigious or status of

Dodoma Municipal Council had minimal role in influencing employee to stay with their employers.

Table 4.28: Prestigious or status

	Prestigious or status									
	Strong is disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Respondent	33	28.20%	25	21.40%	23	19.60%	18	15.40%	18	15.40%

Source: Field Work Survey, 2014

CHAPTER FIVE

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter, presents the conclusion of what has been discussed in chapter four. It further, provides a recommendation for the addressed problem of teachers' turnover in public secondary schools in Tanzania. Finally, it puts forward areas that this study could not cover and hence requires further future studies.

In this chapter, factors that could influence teacher professionals to stay or Leave, the Department of Secondary Education are discussed. The goal of it, is to assess factors that determined to the turnover and a low retention of teachers professional staff, employed by the Dodoma Municipal Council, with a possibility of assisting the Dodoma Municipal Council, in developing a staff retention strategy. There were three objectives, that were formulated in relation to the goal of the study and these are:

- i. To examine teachers term of service
- ii. To establish the magnitude and the course of the turnover and low retention rate
- iii. To assess effects of turnover and recommend a way forward

5.1 To Examine teacher term of Service

Based on data that were obtained from this study, through the available documents such as Education professional scheme of Service, Strategic, operational plans, the Human Capital Management Information System and interviews, have revealed that a teacher arrives at bar of his or her scale after 12 or 15 years, while she/ he might have 20 or even 30 years more to

go until retirement. This is a long period when the teacher receives no increase in salary. Skidmore (1995:235) stresses that, professionals are important for the functionary of the organization. Employees want to move ahead both in position and in salary. Thus the procedures and standards for promotion, should be clearly defined by sound administration.

5.1.1 To establish the magnitude and the course of the turnover and low retention rate

By this study through the available documents, questionnaires and interviews an average turnover trend for 2008/9, 2009/10 and 2010/11 is (10%). However, this is an overall turnover which includes all employees of the Department of Education. The average turnover trend for education professionals is over 30%, for example in 2009 the turnover rate for science teachers were 48.5%, social science 34.5% and art subjects were 17%. It appears that, Dodoma Municipal Council had not managed to reduce the turnover rate effectively. The unavailability of effective retention strategy for the education professionals, could be one of the contributory factors in the challenge of the department to retain its critical employees.

Most respondents had clearly indicated the items that might influence their retention. Buhler (2002) states that, it is no longer enough to fit the person with the job to improve retention, the person must be suitable for the job and this fit increases the probability of staying with the firm for a longer period. There are ten retention indicators that have obtained the highest impact scores and these are; a desire to take on new challenge, bad relationship with management, lack of opportunity for advancement, lack of appreciation,

better compensation and benefits else where, personal situation at home, lack of control over work or working environment, and long working hours had great contribution in turn over and a low retention of education professional, in Dodoma Municipal Council. The recognition, good supervision, communication, compensation/pay, good working conditions, promotional opportunities, job security and opportunities for learning and growth had a great contribution in retention of secondary schools teachers, in Dodoma Municipal Council. This section responds to objective number two, which is, to establish the magnitude and the course of the teachers turnover and a low retention.

i. A desire to take new challenge

Wagner and Hollenbeck (1998), refer to task significance as a degree to which a job has a significant impact on the lives of other people, whether those people are coworkers in the same firm or other individuals in the surrounding environment. One of the most important factors in job satisfaction is the kind of work employees perform (especially when it is challenging or interesting) and the freedom they have to determine how the work is done. This item has the highest score of 65%. It is suggested from the above information that, majority of employees (more than three quarters), regard the significance of job as an important retention factor. This demonstrates that, education professionals would like to be given a sufficient space to perform their functions, by influencing the decisions that were affecting their jobs directly and if this was done, it would mean that, their significance would have been recognized. One of the

management responsibilities would be to assist the education professionals, in understanding their significance in the organization. Gupta-Sunderji (2004) suggests that, employees should be helped to understand the purpose of their job and why their positions are important to the company. This is a high percentage and it needs to be addressed.

ii. Bad relationship with management

It is important for the Dodoma Municipal Council, to have employees who valued relationships with others and this could have, a positive effect in keeping education professionals within the organization hence people skills have to be assessed on a regular basis, for example, Buhler (2002) states that, people management is often cited as a top reason that employees leave the firm and the key, is to address on a timely basis problems that results in high turnover. Employees cannot be expected to treat their customers with respect, in line with Batho Pele (People First) if they are not treated in that manner. If employees are satisfied, it is likely that they will treat patients and other clients in a friendly manner. Surveys and studies demonstrate that, people want more from work than money, while managers predicted the most important motivational aspect of work for people would be money, personal time and attention from the colleagues was cited by workers as most rewarding for them at work (Heathfield, 2008). This emphasizes the fact that, people wanted to be treated with dignity and respected by both supervisors and fellow employees. The Dodoma Municipal Council need to encourage employees to work in teams, for

example, establishing quality circles, so that each and every employee could make a contribution and at the same time, create a sense of belongingness to the team as well as the entire organization. Managers should try to make an employee's first day special, for example, new employees can be assigned a assistant who will help them to find the bathrooms, show them where the cafeteria was and have lunch with them sometimes during the first a few days of the week and the assistant should continue to check with new employees during the first month (Giguere, 2006). Quite a number of employees these days are independent, and they can easily move to organization where they would feel welcomed or well received. The average tenure is 10% but its higher for a certain education professionals.

iii. Training to Adequately do the Job

Most education professionals have successfully completed the basic training to perform their tasks; however, they are required to undergo further training at work, so as to keep up with the developments because of the technological advances and the like. Training and development opportunities have become a crucial retention-tool and employees, who are receiving training tend to be more loyal to the firm, more knowledgeable, and more skilled (Buhler, 2002). If employees are continuously developed, there are chances that the employees would remain in the organization. It appears that, about 60.7% wanted to stay because of the Training and Development that they received. This could suggest that certain employees felt that, their superiors were eager to assist them in advancing their careers. The

department may score high on retention through training if it is kept relevant. It is critical for employees, to be provided with development opportunities within a year or two after joining the organization. The departmental operational plan for 2013/2014 reflect a budget of Tshs 87,000,000 for Human Resources Development and Training, and this could be adequate to realize one of the departmental strategic objectives, which is, to facilitate effective recruitment, development and retention of human capital for an effective service delivery.

iv. Lack of appreciation

An involvement in the decision making processes of the organization, goes a long way in terms of retaining the best talents. Education professionals must be involved in decisions that were affecting them. For example, Lvosyk (2003) states that, an involvement and participation breeds responsibility and enthusiasm. Education professionals seem to be satisfied with the level of engagement and as a result, they wanted to stay and this item, has scored 54.7 % if the recognized by organization However, this appears to contradict the assertion by one of the managers, who has indicated that, there was a lack of a effective communication and an involvement of education professionals in the decision making processes. Once employees realized that, their opinions and suggestions were taken into cognizance, would be satisfied and in turn, customers would happy and simultaneously build up the reputation of the organization whereby, most employees would like to be associated with the Education Department of the Dodoma Municipal Council. The

leadership of the organization need to take this into cognizance, as this could have a positive impact in terms of minimizing employee turnover.

v. Good Leadership

The manner in which the organization is led, seems to be taken very seriously by the education professionals as 51% had demonstrated that, it might be a contributory factor to their exit intentions. Education professionals in Dodoma Municipal Council area had cited leadership as the main reason for leaving their employer. This illustrates how significant leadership was, within the organization like the Education Department. If Education professionals felt that were not appropriately led, would simply leave the organization. Leaders have a direct control over an employee's sense of achievement, recognition for those achievements, job structure and content, supervisory practices, and relationships with employees (Gupta-Sunderji, 2004). Employee retention and turnover are under the direct control of the organization's (or division's or department's) leaders. Ivancevich and Matteson (1996) define leadership, as the influence in an organizational setting or situation, the effects of which are meaningful and have a distinct impact on, and facilitate the achievement of, challenging organizationally relevant goals. It appears that employees of the Department of Education would prefer, a kind of management that will be prepared to listen and this can be done by involving the staff, in the formulation of organizational strategy which would reflect desired outcomes and set goals. However, the employees must also be

prepared to listen to the management. Any individual, in any position, at any level of the organization, can exert goal-specific influence on others. The Education Department has to seriously consider the training and development of its leadership, as the majority of respondents had cited that, lack of leadership as a turnover factor. Leadership is crucial for a team approach to be effective. It is significant for the teams to be kept together by good leaders, so that the members can be in a better position to solve the problems. This could remove the perception that, solution to problems was the responsibility of the managers.

Good leaders and their skills in promoting employees retention, appears to be the key in determining as to why people stayed or left. For organizations to keep its key employees, their number one priority should be to look at their management. The leader's relation to the employees play a central role in retaining employees, because employees need to feel involvement, and that their presence count(Hedberg and Helnius, 2007).

vi. Better compensation and benefits else where

Each organization has a responsibility to ensure that, rewards were fairly distributed to the employees, as poor management of rewards might lead to some of the best employees leaving the organization if they are compensated equally with the low performers. The study has shown that the critical importance of distributing rewards and incentives fairly, for example, they must linked to performance and the

actual achievement of the targets. The percentage of the respondents who had indicated that they might leave their current employer due to the way, in which rewards were distributed was 61.6% . It appears that Education Department has to improve its reward system, so as to be able to keep the best performing employees. Therefore, the Education Department cannot underestimate the importance of issues, such as a flexible work schedules and advancement opportunities, when it comes to a decision by employees to stay or leave the organization, because some employees did not regard financial reward as the most important, particularly those employees who felt got sufficient money. Employers need to understand the requirements of their employees and pay an attention to the most significant ones, that will boost their morale and in the process increase their chances to stay within the organization.

In this case, the Dodoma Municipal Council may conduct a research on employee satisfaction, in order to determine the level of dissatisfaction on its employees and address the identified push factors. There has to be consistency and fairness, in the distribution of benefits related to the compensation and promotion. The tendency of bringing in new people at a higher rate than the current employees, must be avoided as this has a potential to negatively affect the morale of the loyal workforce. Furthermore some of the employees may be prompted to leave the service and return later, when would be given an opportunity to bargain for higher salaries.

Employees should get rewards linked to their performance and achievements of targets. It is interesting to realize that, even the study revealed that, more than 50% of the respondents, would like the incentives or rewards to be based on performance or contributions. Therefore, there should be a sufficient funding that, is set aside, in order to ensure that high performers were rewarded for their good performance. The development of employees through the relevant training could also, be regarded as a reward more especially if it was linked to performance.

5.1.2 Effect of Employee Turnover

- The outgoing employee would take an institutional knowledge that the new employee must gain through experience. Rarely is this an institutional knowledge achieved for future employees
- New employees could incur relocation cost. This also impacts the new placements productivity
- Productivity lost while the position is vacant
- Demoralization of slayers
- Separation cost.

5.2 Conclusion

It is clear that, teacher turnover particularly at public schools was now qualifying to be a major challenge in Tanzania. The situation is further intensified by the lack of actual figures, showing the actual demand and supply of the needs on the ground. As a result, the efforts to address this

challenge, have always been falling short especially with the societal conflicting views of the situation.

Basing on the findings of the study, it is widely acknowledged that lack of employees retention strategy is a major factor that enormously contributed to a high teachers' turnover rates, in most public secondary schools in Dodoma Municipal Council. In addition, a lack of competitive reward program greatly contributed to a high teachers' turnover rates, in government secondary schools. The study has revealed that, the existing organizational reward package was not competitive enough, to retain employees and also lacked the elements of totality in its reward system.

5.3. Recommendations

5.3.1 Policy Recommendations for Retaining Teachers in public secondary schools in Tanzania

A plethora of studies suggest that, there was no single best solution for addressing public secondary school teachers' turnover. Salary increase alone is not enough to reduce attrition and mobility of employees. This sets a serious challenge to decision makers, who must determine which policies were most cost effective and feasible, given the local demographic and labour market considerations and availability of resources in Dodoma Municipal Council. Basing on these facts, this study is of the opinion that, the following undertakings may help to halt the existing turn over trend: They should be involved in discussions about the company vision, mission, values and goals. This strategic framework will never "live" for them or become "owned" by them, if they merely read it in email or hanging on the wall

(Heathfield,2008). One of the interviewees has also, alluded to the lack of direction and involvement of employees at lower levels in the crafting and implementation of organizational strategies. Information systems could assist the public education facilities by becoming a permanent structure as people come and go, the value of the experience may be incorporated in the systems, that will help in the operational effectiveness and functional integration within the department.

5.3.1.1 Implementation of Induction Programs.

Induction programs, should be designed to provide support to beginning teachers as they make the transition into the field. Since the research has shown that, teachers left the profession at the highest rates in the early years of their teaching careers, induction programs are needed to help new teachers become on-the-job learners. Studies reveal that, teachers with less than five years of experience without any induction training are nearly twice as likely to leave the profession.

Beginning teachers therefore, need a great deal of support as they learn to implement curriculum, teach and assess standards-based lessons. However, this support is expected to vary from one district to the other, though some elements like mentoring, orientation, and professional development sessions will remain similar. As a part of the program, they are expected to be oriented in the areas of organizational practices, employment conditions as well as school regulations and rules.

5.3.1.2 Reducing Beginning Teachers' Workload.

Many districts have to restructure beginning teachers' workloads, so they have more time to collaborate with other teachers, pursue their own research interests, and reflect on the practice of teaching. The reasoning behind this concept is that, more knowledgeable and professionally developed teachers, will be better able to serve their students.

Schools should find ways to limit the demands placed upon new teachers' time, such as providing them with additional release and planning time, or limiting their extracurricular responsibilities.

Reduced teacher workloads and close matches between qualifications and teaching assignments also could to support new teachers. Beginning teachers should attend monthly professional development sessions and be encouraged, to create an individual development plans that outlined their professional goals

5.3.1.3 Improving Working Environment.

Research has shown that, working conditions were an influential factor in teachers' decisions to leave or stay at their schools. Studies suggest that, an implementation of the following practices can improve the working environment .to provide teachers with a strong school leadership. Studies suggest that, schools with administrative staff who offered supportive leadership attracted and retained staff at higher rates.

Include teachers in school-based decision-making, instead of adopting a top-down administrative approach.

This will help teachers to feel that they were part of the school administration and that, had power and contribution to the success of the given organization. To provide teachers with as much autonomy as possible in their classrooms. Because high stakes testing, has become so widespread, many teachers felt they had a less influence over what their students learned and how were taught and address safety and discipline issues. Violent schools and undisciplined students often prompted teachers to move to other schools or even left the teaching profession.

To organize schools into small learning communities where beginning teachers would be treated like members of the community and could be engaged in an ongoing inquiry, model best practices, and develop knowledge and skills needed to help all students learn.

5.3.1.4 Provision of Financial Incentives

Studies suggest that, targeted financial incentives could help reduce teacherd turnover. Incentives can be used to encourage experienced teachers to increase their skills and expertise, take on an additional leadership responsibilities, move to hard-to-staff schools, and remain in classrooms longer. Dodoma Municipal Council could offer an array of financial incentives, including bonuses for the remaining public secondary school in the Municipal for a minimum number of years.

- Bonuses or targeted salary increases for teaching in hard-to-staff schools.
- Bonuses or targeted salary increases for teaching in critical demand subject areas.

- Bonuses for acquiring additional skills and knowledge.
- Bonuses for mentoring and assuming leadership responsibilities. Example becoming a Head of school, department, Class master, Discipline master, as well a Patron or Matron.
- Housing subsidies, that required teachers to remain in the district for a minimum number of years.
- Tuition assistance and forgivable loans, contingent upon teachers remaining in the district for a minimum number of years.
- Enhanced retirement benefits that encouraged experienced teachers to remain in the classrooms.

5.3.1.5 An Implementation of Enhanced Teacher Preparation Programs.

Many new teachers left classrooms because were not adequately prepared to enter the profession in the first place.

College and University teachers preparation programs to teach candidates skills and knowledge needed to succeed in classrooms.

These programs should also, assist candidates in their transition from the role of student to that of a teacher, by providing them with an exposure to a variety of real-life classroom situations. Cultural awareness and sensitivity training, should be included in teachers education programs, so as candidates were prepared to teach a diverse population of students represented in their community.

Colleges and Universities should provide an ongoing support to the recent teachers education graduates, including continued access to college faculty.

Organization that lacked very effective employee retention strategies, faced cases of a high employee turnover rates, that contributed to a loss of the most skilled and competent employees.

5.3.2 Regular appraisal and rewards.

When done transparently, regularly, and on equitable basis, appraisals and rewards can be important motivators, for workers and can help to keep them focused on the goals of the organization. This is not well understood in Tanzania. In fact, Tanzanians are almost paranoid when it comes to being evaluated, partly because of the impact of structural adjustment programs such as retrenchment and also points out that, there has been no consensus on appropriate systems among the different stakeholders, such as the trade unions. These problems may account for the long delays in introducing the Open Performance Review and Appraisal System (OPRAS), and could hamper its implementation even now. The education system is however in a great need of a system that is seen as fair and legitimate, by those involved with it and which would help to encourage a greater accountability by employees in the education system to students, parents, politicians and donors.

5.3.3 Training and Retraining.

The initial pre-service training, is very important in laying a firm ground but knowledge and skills become obsolete over time, so regular retooling such as in-service training is important for both job efficiency and motivating workers. In service training has been ad hoc, as there were no budgetary provisions

for it in districts and it is the first activity to be slashed when there are budgetary gaps.

5.3.4 Improving sector participation in the development dialogue

It is not a normal practice currently to include the education sector in discussions about high-level development initiatives and plan, for instance, when the country is negotiating large investments in gas and oil production, ICT, mining, tourism, uranium exploration, or the construction industry. As a result, the response of the sector to the staffing needs of these new ventures is seen as slow. Industry representatives had indicated that, they would welcome more active involvement by the education sector in planning of new private or public sector, initiatives, for example, by having government education representatives at all investment forums. This would help to ensure that VETA and technical colleges were more prepared to ramp up, the training of human resources to respond to the technical needs of a new activity and reduce the pressure to import foreign technical staff, thus minimizing decalages between development efforts and educational innovations.

5.3.5 Developing a national HR development framework

For a long time after independence, Tanzania had a tradition of producing manpower development plans. This activity was initially under the Ministry of Economic Development and Planning. It then moved to the Central Establishment, within the Ministry of Public Service Management, but fell by the wayside with the introduction of a more liberal economy. While rigid human resource plans are decidedly out of fashion, a flexible notional

national framework under an active think tank, might help to make the sector more responsive to the needs of the economy and the society in general.

5.4 Limitations of the Study and Recommendation for Future Research

The study mainly, focused on the Secondary Education Department which are relatively better than all other departments, in terms of staff shortages and resources. It is worse in the Health because only nurses were employed there, without the luxury of having doctors and other health categories like pharmacist, radiographers, physiotherapists and the like. As a result of the small sample and focus areas, it would be difficult to generalize the results of this study. However, the outcome could serve as an indication that, the Dodoma Municipal Council was faced with a great challenge in trying to retain education professionals. With regard to the future research on retention and turnover of education professionals, the following recommendations can be made.

5.4.1 Large Sample Covering More Areas

The study was mainly conducted in the Dodoma Municipal as public organization, whereas there are other Education facilities in the provided by private individuals such as religious institute and individual schools. A larger sample, covering public and private complexes would have allowed generalized findings. It is desirable that, this kind of study be extended to private education facilities, in order to test the differences between public and private sector education facilities.

5.4.2 Conducting Longitudinal Studies

In future, the study might be carried out over a period of time and include employees who had left service, for example, the information on exit interviews was not readily available, when required and it was not clear as to whether they were properly conducted, with a follow up to the respondents over a period of at least six months, after employees had left the service. However, there could be challenges in locating ex-employees and it may have costed implications. It may be more useful to extend personal interviews to education professionals at the production level, (even if it is one person per rank) as this could bring more light on the real reason, as to why employees stayed or left the Department of Education. In addition to that, the researcher may be in a position to clarify certain questions, as it became clear during the pilot survey and personal interviews with managers that, certain respondents understood the questions differently.

5.4.3 Extension of the Study to Include Private Sector Employees

It has been realized from the statistical information that, most education professionals preferred to work in the private sector as compared to public service. Public service has only managed to attract more art and social science teachers, as compared to private sector but it is not clear whether these social science teachers worked in public service by choice or due to limited opportunities outside the public service. Perhaps there were advantages to work in the public service and future research, involved the entire education professional irrespective of the sector where they worked, could divulge more information.

5.5 Summary

The following conclusions are drawn from the literature and the empirical study

- Motivation is the factor that determine low rendition rate. It was clearly reflected in chapter 4, that most of respondents were motivated to leave teachers service for a variety of factors that were inter related to one another, for instance bad working conditions coupled with low salaries and a desire for new challenges
- Working conditions are crucial as they indicated the type of organizations environment and structures teachers operated
- There was a close correlation between supervision and retention, most respondents indicated that, did not get any feedback and support from the supervisor. This resulted in poor efficiency and effectiveness, in service delivery, thus compromised the quality of work
- A low salary is one of the factors that determined retention of teachers. Low salaries were indicated by the respondents as one the reasons why the left and seeked employment elsewhere where were offered better salary packages
- Recognition and appreciation of the secondary schools teacher's efforts, are crucial in minimizing job turnover. In Chapter four reflected that, respondents needed recognitions and acknowledgments from both management and clients, for jobs well done by teachers in carrying out their tasks needed to be acknowledged and recognized, to feel valuable and appreciated by management and clients

- Training is essential in service delivery and kept retention maximum training enhanced and promoted an efficiency and effectiveness in productivity
- Promotional opportunities are crucial in retention of teachers.

An effective hiring to improve retention requires that, an attention be paid to the organization-job-person fit and the top management, must view employees as valuable assets that must be nurtured and supported (Buhler,2002). This is in line with quite a number of previous studies, that were conducted whereby there was a great opportunity for employees to remain in an organization, if there are good leaders. It should be stated that, the results of this research related to findings of a study conducted by Couper et al (2007), which revealed that while financial incentives are necessary, the work environment, sound management, and team relationships are equally important elements of a rural retention strategy. In most cases, health professionals are required to use complex skills and that appears to provide them, with an opportunity for independence, hence it is important for them to be given reasonable freedom to perform their tasks. It would be necessary for the Dodoma Municipal Council to provide a valuable organizational information frequently to its employees so that were clear about the impacts of their tasks to organizational effectiveness. The organization should encourage a creative innovation by fairly rewarding health professionals, who task reasonable risks to make improvements and invest on training and education, that is necessary for the stimulation of the new thinking. Towards the end of

2013, the department provided training to certain employees who will ultimately become change agents, to assist in the new projects geared to improving provision of appropriate education services under umbrella of Big Result Now (BRN) to the communities of the Dodoma Municipality. The Dodoma Municipal Council needs to develop a clear retention strategy, that would minimize employees' turnover.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE FACTORS DETERMINING LOW RETENTION AMONG SECONDARY SCHOOL TEACHERS.

I am a University student, undertaking Masters of Business Administration degree, at the St. John University of Tanzania in Dodoma.

I am collecting data on the factors that determining a low retention rate among Secondary School teachers in Dodoma Municipal Council.

The main motive of this questionnaire, is to obtain data which would help to reduce the existing problems of teachers' turnover and absenteeism, in public schools in Tanzania.

Please note that, those questions are purely for academic purpose, so your cooperation will be highly appreciated.

You are kindly advised to provide answers exhaustively, by identifying factors which might help to reduce problems in public schools by coming up with a possible solution to rescue the situation in our schools.

Data supplied would help the government, organizations, universities and many other people interested, in human resource management areas, so all data will be treated as confidential.

I once again, request you to participate fully in this questionnaire.

Thanks for your time and consideration

1. Back ground information to the respondents

- Please select appropriate answer in your opinion and make a circle in space provided, for questions that have been listed the possible answers.
- For other questions please provide responses in your own words

a) Into which Age' group do you fall

- i. 18-25 (1)
- ii. 26-35 (2)
- iii. 36-45 (3)
- iv. Above-46 (4)

b) Sex

- i. Male (1)
- ii. Female (2)

c) Education level (current qualification)

- i. Diploma (1)
- ii. First Degree (2)
- iii. Post Graduated Diploma in Education (3)
- iv. Masters and above (4)

d) Marital status

- i. Married (1)
- ii. Single (2)
- iii. Widow (3)
- iv. Divorced (4)
- v. Separated (5)

(e) How many years have you been employed in your current position

- 1-3 years - (1)
- 4-7 years- (2)
- 8-11 years- (3)
- 12-15 years- (4)
- More than 15 years-(5)

f) How many years have you been employed within the DMC

- 1-3 years - (1)
- 4-7 years- (2)
- 8-11 years- (3)
- 12-15 years- (4)
- More than 15 years-(5)

Section 2: Reason for resignation

The following factors can contribute to resignation. Please encircle the number that best describe how important each factor it is to you. Number 1 being not important and number 5 being very important.	Strong disagree	Disagree	Neutral	Agree	Strongly agree
A desire to take on a new challenge	1	2	3	4	5
Bad relationship with management	1	2	3	4	5
Bad relationship with colleagues	1	2	3	4	5
Lack of opportunity for advancement	1	2	3	4	5
Lack of appreciation (perception of recognition)	1	2	3	4	5
Better compensation and benefits elsewhere	1	2	3	4	5
Long working hours	1	2	3	4	5
Lack of control over work or working environment	1	2	3	4	5
Travelling distance to work	1	2	3	4	5
Personal situation at home	1	2	3	4	5
Training and support to reach your potential lacking	1	2	3	4	5

Section 3: Factors that influence employee to stay

The following factors can contribute to employee stay. Please encircle the number that best describe how important each factor it is to you. Number 1 being not important and number 5 being very important.	Strong disagree	Disagree	Neutral	Agree	Strongly agree
Recognition	1	2	3	4	5
Good Supervision/leadership	1	2	3	4	5
Communication	1	2	3	4	5
Compensation/pay	1	2	3	4	5
Good working Conditions	1	2	3	4	5
Promotional opportunities	1	2	3	4	5
Job security	1	2	3	4	5
Opportunities for learning and growth	1	2	3	4	5
Responsibility & accountability for results	1	2	3	4	5
Stimulating task	1	2	3	4	5
Prestigious or status	1	2	3	4	5