

Retaining teachers in rural secondary schools in mbarali district: strategies, problems and way forward

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This study examined the strategies employed by educational administrators to retain qualified teachers in rural public secondary schools. The study had four objectives: (1) explore the available human resources in the studied public secondary schools; (2) determine the challenges rural public secondary schools encounter in attracting and retaining qualified teachers; (3) explore strategies used by administrators to retain teachers in rural public secondary schools; and (4) determine the implications of the strategies used to attracting and retaining teachers in rural secondary schools. The study used qualitative research methodology using multiple case study design. A total of 62 respondents were obtained through stratified, purposive sampling and the data collections were through interview, FGDs and documentary reviews. Data were analyzed using Content Analysis. It was found out that teachers were insufficient in rural public secondary schools and that demographically Rural Public Secondary Schools (RPSS) were largely staffed by male teachers gender wise, by age constituted majority teachers aging below 35, and regarding subject specialization science subjects experienced acute shortages of teachers compared to art subjects. It was also established that many schools suffered inadequacy of support staff and that some completely did not have this kind of staff. It was further found out that the working conditions of RPSS were not favourable for teacher retention efforts. It was also established that a range of social challenges posed difficulty to retain teachers in rural public secondary schools. Educational administrators used various strategies including giving additional allowances to teachers, improve the working conditions, improve the supply of social services in rural schools, sending teachers to attend various academic workshops, and fair provision of chances for teachers to invigilate and mark NECTA examinations to attract and retain teachers in RPSS. The strategies employed by educational administrators to attract and retain teachers increased the number and rate of stay of teachers in RPSS, increased the morale of work among teachers, improved the instructional quality of the rural schools, improved the performance of students in national examinations and increased job satisfaction among teachers. The study recommended that RPSS should be allocated with middle age women teachers (40+ years) and male teachers within stable groups (35-49). Such groups are committed and look

forwarding to manage their jobs and relatively easy to satisfy. Also RPSS to look for NGOs and local community and invite them to build low costs houses for teachers. Measures have to be devised at school level to improve science teachers' retention. Lastly, a study must be conducted to come up with rural science teachers' intervention to attract and retain science teachers in rural public secondary schools (RPSS)