Volume 10 Issue 2 January-June 2024

JOURNAL OF POLICY AND LEADERSHIP

Retention Strategies in Public and Private Schools: A Comparative Analysis

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Abstract	Article info
While teacher retention is necessary in schools, it can only be achieved with proper strategies. The study examined the teachers' retention strategies in public and private Secondary Schools in Morogoro Municipal Council. The study adopted a qualitative approach with a case study design. A purposive sampling technique was employed to select 26 participants. Interviews, documentary reviews and observations were used to collect data. The data were analysed using thematic and content analysis and presented using direct quotations and narrations. The findings found that public and private secondary schools use various teacher retention strategies, including job security, engagement in decision-making, good working environment, good working relationship, good salary, allowances, rewards and recognition. The approach that retains teachers in public schools varies from those that maintain teachers in private schools. Most public-school teachers seem highly satisfied with job security, the salary they receive on time, and their involvement in decision-making and working relationships. In contrast, teachers in private schools feel happy with the recognition, appreciation, and extra pay based on student performance. They are also highly dissatisfied with their salaries, which are low and always received late; they are not involved in decision-making and need more job security. Teachers expressed their fears about working on short-term contracts, and thus, they wish to move to public schools if they secure an opportunity. The study recommends that schools should learn from each other on the best practices for retaining teachers.	

1.0 Introduction

Teachers play a significant role in facilitating the learning process; thus, schools cannot function without teachers but may function without other resources (Alagwa, 2022). Throughout the history of education in Tanzania, teacher attrition has been a challenge at all levels of education, including public and private secondary schools (Chikoyo, 2018). Applying appropriate administrative strategies in management is essential because the right strategy results in the retention of qualified teachers. According to Kieti et al. (2017), school management must effectively use administrative strategies, including planning, coordinating, controlling, organising and commanding, to retain qualified secondary school teachers. While teacher retention is necessary in schools, it is challenging to attain this goal because teachers, especially secondary school teachers, constantly seek greener pastures by moving from one school to another. This indicates that teachers' retention can only be attained with proper strategies.

The need to apply different techniques to ensure teachers' retention has been perceived as a critical issue in many parts of the world. Researchers such as Sadik (2018) and Silva et al. (2019) highlighted the need to use different strategies to retain school teachers. Various techniques have been applied in other situations in developed and developing countries. For instance, a good working environment has shown a positive outcome in the United States of America, Brazil and South Africa, where teacher turnover was reduced after improving the school environment (Coates, 2015; Silva et al., 2019; Salesho & Naile, 2016). Providing facilities and improving teaching infrastructure and working environment, including the availability of security services, welfare, health, and a safe working environment, increases teachers' retention (URT, 2015; Kiptum, 2018). Providing these facilities is one of the strategies to inspire, motivate and enhance the retention of science teachers, especially in public and private secondary schools. This is further supported by studies such as Allen and Sims (2017) and Bisaso and Wambede (2020). A study by Lewis and Sequeira (2018) found that empowering teachers, including involvement in decision-making, is a successful strategy for retaining science teachers. This is linked to the leadership practised by school heads in which they can influence the retention of teachers (Simango, 2022). Also, Kamundi (2021) found that teacher turnover in Kenya was high in Christian-owned schools, primarily due to a lack of cooperation and appreciation.

More than restraining efforts to retain secondary school teachers is required to obtain the desired results in all subjects. The Government of Tanzania recognises the need to develop retention strategies, which has been made evident in the speech by the President of the United Republic of Tanzania, Her Excellence Dr Samia Suluhu Hassan, during the meeting with women in Dodoma on 8th June 2021, when she said that the government is committed to increasing education opportunities for women and girls to ensure that they benefit from the advancement of science and technology. Similarly, in July 2021, the President stated that the government had begun implementing a project to build at least one boarding secondary school for girls in each region to increase girls' access to science subjects (Hassan, 2021).

Producing skilled personnel with knowledge in science is only possible by retaining qualified secondary school teachers. A study by Asantemungu and Anicet (2019) in Tanzania revealed several challenges facing public and private secondary schools in retaining secondary school teachers. Such challenges included poor living standards, unconducive school environments, and the need for recognition from school management. Studies indicate that public schools often face more challenges related to resources, bureaucratic constraints, and large class sizes than private schools. While private schools generally have more flexibility in implementing innovation retention strategies and emphasise smaller class sizes and a supportive administrative environment, the study further showed that good staff retention was a universal problem for many private institutions. Thus, personnel retention is a global issue faced by developed and developing countries, including Tanzania. The challenges faced in retaining teachers are more pronounced in secondary school teachers.

Despite all the efforts made for quite a long time, teacher turnover still exists in public and private schools, where teachers either move from one school to another or even leave the teaching field altogether. High turnover rates can disrupt the continuity of instruction and negatively impact students' performance. The mechanisms to retain teachers have remained an issue. Several studies conducted in Tanzania and beyond, such as Mbiu (2019), Chikoyo (2018) and Alagwa (2022), indicate the persistence of the challenges of teacher retention. This paper, therefore, examines the teacher retention strategies used in public and private secondary schools, using schools in Morogoro Municipality as a case study to represent other secondary schools in Tanzania. The findings create awareness among Heads of Secondary Schools and

educational policymakers on retaining qualified teachers in their schools. This will include providing information on the actual practice of retaining teachers, which will help improve teacher retention in secondary schools and reduce the problems of teacher attrition and turnover in the teaching profession.

2.0 Theoretical Perspective of The Study

The study used two theories of human motivation—Maslow's Hierarchy of Needs (1943) and Herzberg's Two Factor Theory (1959). Maslow's hierarchy of needs theory is based on clarifying human needs into a hierarchy from lower to higher. Maslow believed that once a certain level of need is satisfied, it will no longer motivate a man at work, and then the next higher level of need must be activated to encourage the human being. Under this theory, Maslow identified five levels of needs in hierarchal order, including physiological, safety, social, esteem and self-actualisation. *Physiological needs* are all basic needs for human life at the bottom of the hierarchy and the first to be attained or satisfied for human survival, which, once attained, do not motivate anymore. *Safety needs* are associated with feeling economically secure and protected from physical dangers. To meet these needs, an individual is prompted to work hard to earn more money, but when satisfied, an individual becomes inactive unless the next level of needs is achieved. *Social needs* focus on social interaction, companionship, and belongingness, and individuals prefer to work in groups to accomplish these needs. While *esteem needs* refer to self-esteem and self-respect, such as self-confidence, achievement, competence, knowledge and independence, *self-actualisation needs* represent the culmination of all the lower, intermediate, and higher needs of human beings. Self-actualisation is the final level of needs an individual strives to attain under the Maslow hierarchal model of needs that the person's motivation transforms the perception of self into reality.

Chikoyo (2018) Maslow's hierarchy of needs assumes that every individual needs fulfilment: physiological, safety, belonging, esteem, and self-actualisation. Maslow illustrates that fulfilling one type of need persuades an individual to desire the needs of the next level. Referring to the factors identified in the reviewed literature, physical needs such as adequate salary and better working conditions affect the physiological need level. If teachers do not fulfil their basic needs, they seek other opportunities. However, if teachers have fulfilled their basic

needs, as Maslow pointed out, they will consider other factors such as a safe and protective environment, fair management and job security.

Moreover, social factors of fostering positive and strong relationships with other teachers, students, and the community fulfil their needs to be loved and accepted. Teachers develop a sense of belonging and care with others; such solid social connections help them stay in the profession longer. However, if employers, in this respect, the government does not fulfil teachers' needs at different levels and times, they (teachers) could opt to quit teaching. This theory complements Herzberg" s two-factor theory discussed below.

Herzberg's theory, or two-factor theory, which also guided the study, was introduced by Fredrick Herzberg, a behavioural scientist, in 1959 as an extension of the work of Abraham Maslow. According to the theory, in jobs, some factors lead to job satisfaction (Satisfiers or 'Motivators), and others lead to dissatisfaction (Dissatisfiers or Hygiene factors). The motivators are job content elements that influence employees to perform well at school and make them pleased and satisfied. On the contrary, hygiene factors are aspects of a job context that need to be included in the workplace, such as work relationships, organisation policies, kind of supervision and work conditions that should exist in the workplace but which may create dissatisfaction in jobs for some employees. The hygiene factors can be well managed to reduce or prevent dissatisfaction, but they are not a source of motivation or dissatisfaction (Alagwa, 2022). According to this theory, when one considers an effective strategy to retain employees in an organisation, the management must not rely only on intrinsic variables to influence employee retention but rather combine both intrinsic and extrinsic variables. For instance, good salaries and other remunerations (are intrinsically motivating) but more than good salaries and remunerations are needed to ensure personnel retention. Other aspects act as extrinsically motivating variables but are not inherently motivating; they include how the administration treats employees, security and the provision of social services. These extrinsic variables may influence employees to remain at work (Bevins, 2018).

Herzberg's theory precisely portrays the importance of these factors, as specified in the literature review on teacher attrition-related factors. According to Herzberg, individuals are unsatisfied with the satisfaction of lower-order needs at work, such as those associated with minimum

salary levels or safe and pleasant working conditions. Instead, individuals look for the gratification of higher-level psychological needs related to achievement, recognition, responsibility, advancement, and the nature of the work itself. If such factors are met accordingly, they can avoid dissatisfaction, resulting in teacher attrition. However, if the factors are satisfied, they could positively impact the teachers" decision to stay in the profession (Chikoyo, 2018). Therefore, school leaders should give material and moral support or incentives to show care and encourage employees to work hard and remain at their workplaces. Material support includes bonuses, accommodation and transport, and moral support includes recognition, appreciation, success and advancement. The theory is relevant to this study since it explains how a conducive environment may motivate workers to stay in a school longer.

3.0 Methods

3.1 Study Design and Approach

This study used a qualitative approach to examine teachers' retention strategies in public and private secondary schools. The researcher employed a qualitative approach for data collection and analysis. Qualitative research allows the researcher to acquire information through data collection methods, especially face-to-face interviews, observation and documentary reviews (Tarimo & Swai, 2024). This study used a case study design suitable for studies involving a small population. The case study helped the researcher to understand the intensity of teachers' retention strategies for public and private secondary schools where four secondary schools in Morogoro Municipality, two public and two private secondary schools, were selected, and the retention strategies were compared across the schools using qualitative methods.

3.2 Sampling and Data Collection

A total of 26 participants were selected using purposive sampling techniques. The principles of saturation guided the number of participants involved in the study, as the interviews ended when no new information was collected from the participants (Anasel & Swai, 2023). All 26 participants were considered to have vital information for this study; therefore, their involvement depended on their roles in dealing with teachers. Twenty-two participants were from schools, including School Managers, Heads of Schools and public and private secondary school teachers. In addition, four participants, including the Municipal Director, the Head of a

Secondary school in Morogoro Municipality and two Ward Education Officers, were selected from Morogoro Municipal Council. The Municipal Director, for instance, is in charge of several matters in the council, including education.

Moreover, the Ward Education Officers of the Secondary Education Department are in charge of all education matters in the ward. At the same time, the managers deal with teachers regarding discipline, employment and promotion. On the other hand, heads of Schools are responsible for administrative roles, playing a pivotal role in enhancing teachers' retention in secondary schools. Teachers are vital stakeholders in this study, and their experience and views informed the research and provided reliable information to enrich the study.

All 26 participants were interviewed using an interview guide developed before data collection (Masue et al., 2013; Anasel, 2019). The interviews sought to collect information about strategies for retaining secondary school teachers in Morogoro Municipal Council, including schools' challenges in keeping their teachers. In addition, various reports from the selected schools and the Municipal Education Section were reviewed to analyse the strategies used to retain teachers. Observation of the school environment and teaching infrastructures was conducted to examine the teaching environment. Data collection methods were triangulated, and the tools were pre-tested before the data collection to ensure data validity. Observation and document review were supplemented by interviews, during which the issues observed or found in the documents were probed. The purpose was to ensure that the information collected was comprehensive, clarified the strategies, and allowed for a comparison of the strategies implemented in public and private schools.

3.3 Data Analysis and Ethical Consideration

Data analysis in qualitative design is accompanied by listening to participants' verbal descriptions and reading and re-reading the verbatim transcriptions of written responses (Anasel & Swai, 2021). The recorded information was transcribed within 24 hours after the interviews. The transcripts were written in English, and the interviews were conducted in Swahili and English. Multiple reviews of the transcripts were cross-checked for the accuracy and completeness of the data. A thematic analysis was undertaken to describe common themes among key informants during the interviews. The thematic analysis focused on extracting high-

level themes from the data. This involved familiarising the data by reading and re-reading the transcripts, labelling the data into codes that reflect the study objectives, organising codes into broader themes, reviewing the themes, and using the same to write the report. This was accompanied by content analysis to describe the information collected from the documents and observation. Content analysis identifies patterns, trends, and relationships within the data. Qualitative content analysis involves interpreting the identified patterns' meaning and examining the relationship between various themes. The themes that emerged from the interviews, observation, and documents were merged and used in the findings section of this paper. All ethical procedures for conducting social science research were observed, from designing the study to data collection, analysis, and writing. A research permit was sought from the Morogoro Municipal Council, and a permit to visit the schools was given. The participants were informed about the study and assured of the privacy of the information provided. Anonymity of participants was also ensured when collecting, storing and processing data.

4.0 Retention Strategies of Secondary School Teachers

The main aim of this study was to examine retention strategies employed in public and private secondary schools in Morogoro. The study found several strategies used to retain teachers in secondary schools, including involvement in decision-making, recognition and reward, improvement of the working environment and assurance of their job, as clarified below.

4.1 Teacher's Involvement in Decision Making

The findings showed that teachers were relatively involved in school decision-making. In contrast, the teachers employed in public schools were found to be more involved in decision-making than was the case with teachers in private schools. While teachers in public schools are happy with the level of engagement in decision-making, the teachers in private schools said they were hardly involved in decision-making. This was confirmed by one of the Heads of Schools who had this to say when responding to the question that sought to understand the strategies used to retain teachers;

> Teachers are usually consulted when making decisions because they have good opinions to contribute. They implement those decisions and are sometimes affected by choices. So, when they are involved in the decision-making process, the implementation of the decisions is simplified (Interview on 11ᵗʰ March 2021).

When the teachers in the same school were asked about their involvement in decision-making, most were happy to participate in most of the decisions made at the school level. This explicitly shows the extent to which teachers' involvement in making decisions related to their work makes them feel valued. Some teachers reported that they had been able to provide their views on daily activities, including successes, challenges, and constructive suggestions to improve their performance. When teachers are involved in decisions at a school level, they feel like they are part of the school administration, so they may not decide to leave the schools quickly. Teachers' involvement in decision-making increased teachers' commitment to their work, which is strongly associated with a smooth implementation of the decisions and upshooting the possibility of staying in a respective school.

The situation was relatively different in private schools, where most of the interviewed teachers indicated dissatisfaction with the level of engagement in decision-making. The decision-making in private schools is typically centralised in the top management level of the school, as clarified by one of the teachers who participated in the study:

> The top management makes decisions in this school. I have never been involved in any of the decisions. I sometimes feel bad because I have many ideas for improving our school, but I have no opportunity (Interview on 09th March 2021).

These findings partly concur with a study by Chikoyo (2018) and Alagwa (2022), who found that one of the strategies school heads use to retain teachers is involving them in decision-making at the school level. The finding of this study further indicates that while public school teachers are involved in decision-making, their counterparts in private schools are not engaged in decision-making, which in turn makes them feel bad, thus reducing their working morale. Involvement in decision-making implies empowerment (Swai, 2017; Simango, 2022) to ensure

that teachers think they are part of the school administration, increasing the probability of retaining them.

4.2 Provision of Rewards and Recognition to Teachers

The study found that providing rewards and recognition to teachers was among the retention strategies. Teachers in private schools are reported to be given either rewards or recognition, unlike teachers working in public schools. One of the Head Teachers shared a report indicating a list of teachers awarded in 2020. The best-performing private schools tend to issue certificates of recognition and sometimes money or both for the best-performing teachers. One of the interviewed teachers showed her certificate of recognition due to students' better performance in her subject. Reward and recognition motivate teachers to work hard and value their efforts. This is indicated by one of the interviewed participants:

> This school provides certificates, which makes me committed because it recognises one's effort. This practice is different from other schools where I worked before, where no rewards or recognition were provided, even to say thank you (Interview on 12th March 2021).

Furthermore, the findings on the same question explicitly indicated that most teachers in private schools are rewarded in terms of money as bonuses apart from monthly salaries. This is supported by one of the Heads of Schools involved in the study,

> We used to pay some money to the teachers who performed well, especially when students passed the national examination (Interview on 25th March 2021).

The interviewee further added,

> We provide breakfast and lunch to our staff and support anyone who starts constructing his/her house with galvanised iron, helping him/her have a permanent home. This catalyses motivation for teachers to work and be committed to the school businesses (Interview on 25th March 2021).

On the other hand, public school teachers are given different rewards or recognition based on students' best performance. Teachers in public schools are only paid a monthly salary, and the majority are unsatisfied with this.

This shows the necessity of upholding the concept of a reward system in the public sector, which includes both monetary and nonmonetary, such as extrinsic, intrinsic, and any other

social benefits that an employee receives from his or her organisation to increase employee satisfaction. According to Herzberg's theory, extrinsic factors, including recognition and rewards, are essential for retaining employees. A study by Gibson (2018) found that a lack of recognition, appreciation and encouragement from school leaders discourages teachers from being retained in the same school. Recognition and gratitude are the strategies that help ensure teachers' retention. The level of motivation among private school teachers is relatively higher than that of public-school teachers, especially in the aspect of pay and other incentives. The pay system in public schools and services, in general, is fixed across all public institutions and, therefore, the only determinant becomes the level of education possessed, but the actual performance is not considered for compensation, which is deemed necessary in the private sector to stimulate employee's motivation (Shibiti, 2020; Ogada et al., 2020). Hence, organisations, including public and private institutions operating in the current competitive labour market, should not take the efforts of their workforce for granted if they wish to retain them sustainably to develop a sustainable organisational competitive advantage.

4.3 Working Environment and Workplace Relationship

A positive working environment is associated with employees' motivation, job satisfaction and, ultimately, employee retention. The working environment for teachers comprises libraries with updated and relevant teaching and learning materials, laboratories with relevant apparatus and offices with modern furniture. The study found that the working environment in public schools could be better than private schools. The working environments in public schools are characterised by few laboratories and a shortage of teaching and learning materials against the significant number of students to use the available few facilities and materials in contrast to private schools where laboratories are available and equipped with modern apparatus and other

relevant material for teaching and learning purposes with an appropriate number of students in classes. One of the study participants from a public secondary school said:

> The working environment is at least good. There are laboratories, but they only accommodate some students. We do not have offices. Most of the teachers stay in classes or under trees doing activities related to teaching, including preparation and marking. We have only two toilets,

one for male teachers and the other for female teachers, which does not meet the needs as there are so many teachers, almost ninety-three (Interview on 23rd March 2021).

It was also reported that many teachers in private schools are satisfied with the working environment, as clarified by one of the Heads of Schools in private schools who, through an interview, had this to say;

> I provide a friendly environment for my teachers. I build laboratories and equip them with all the required materials, which support science teachers in teaching their subjects smoothly and mainly enhance the ease of performing practical activities. A sound library also helps teachers and students access learning materials and teachers' facilities (Interview on 25th March 2021).

The study's findings demonstrate a positive relationship between the working environment, a good working relationship, and employee satisfaction, significantly influencing teachers' retention. Developing and choosing a suitable retention strategy helps an organisation retain its employees while increasing their performance, ultimately reducing the rate of employees leaving the organisation or profession to which they belong (Chand & Ghimire, 2024). Similar findings are reported by Raymond (2018), who indicated that teachers value interpersonal relationships and effective organisational communication the most. In other words, good social relationships and communication promote teachers' welfare and job satisfaction. In another study, Mbiu (2019) found that private schools in Kenya employ teachers competitively. Still, most teachers in private schools and urban areas search for new jobs with greener pastures and better working conditions. The effort towards investing in improving the working environment

is an essential strategy for retaining teachers in public and private schools. A study by Sikawa (2020) suggests the need for teachers, especially in rural schools, with modest offices and residential houses to motivate them to stay in school. This is because when teachers feel financially secure, they are more likely to value a safe and supportive working environment, fair and transparent management practices, including involvement in decision-making. Teachers' focus will likely shift to higher-level needs if they meet other basic needs. Therefore, creating a supportive working environment, including fair management practices, can further increase teachers' satisfaction and retention.

4.4 **Assurance of Job Security**

The study results indicate that most public-school teachers feel secure with their work because they are employed in permanent and pensionable contracts. During interviews with teachers, it was reported that teachers work comfortably because they are not worried about losing their jobs. Teachers in private schools are employed on a contract basis and work on temporary contracts, reducing their job security. There are schools where teachers are given just one to two years' contracts, some teachers are given only three months' contracts, and some teachers work without contracts. This was highlighted by one of the teachers in a private school who moved from the school where she was working under a three-month contract, and now, in the current school, she has a one-year contract. This teacher has vast experience working on a contract basis and fears working under a short-term contract, as clarified in the quotation below;

> There is at least job security here because we are given a one-year contract every year, as opposed to the challenging conditions I experienced in my previous school, where I was given a three-month contract. I felt uncomfortable and had many fears because, after three months, the School Manager may renew or terminate the agreement. I also want the contract extended to at least three years or made permanent, as it is in public schools (Interview on 09th March 2021).

Teachers in private schools indicated a wish to have a three-year or permanent contract to increase their job security. Teachers in private schools also showed dissatisfaction with the delay in receiving their salary accompanied by irregular pay timeframe as opposed to teachers

in public schools whose salary is paid timely and uniformly based on merits. This is evidenced in the quotes below from critical informants who participated in the study. "*I do receive my salary on time, though it is minimal compared to my level of education. So, I am in the process of finding another school, but I wish to be employed in public schools"*. This corresponds to the views of another teacher in a private school;

> The salary I receive has stayed the same since I was employed. Instead, the manager keeps promising to increase my salary, but it has been almost four years now, and there has been no increment in my salary. So, I will leave this school anytime (Interview on 24th March 2021).

The findings indicate that teachers in public schools are more comfortable with their salaries than teachers in private schools. The discrepancy in salary satisfaction is a critical factor contributing to high turnover among teachers in private schools. Teachers in private schools are

often looking for better opportunities, particularly in public schools, where salary packages are more attractive and competitive than in private schools. This trend supports the study by Agboola et al. (2018) and Macha and Mhagama (2022), highlighting the significant relationship between pay, job security and overall teachers' job satisfaction and, ultimately, their retention. These studies align with the foundational principles of Maslow's Hierarchy of Needs, which posits that individuals prioritise fulfilling their basic physiological and safety needs before addressing higher-level psychological and self-fulfilment needs. This means that, for teachers, adequate pay and involvement in decision-making satisfy basic physiological needs, while job security addresses the safety need. Once the pay, in this case, salary and job security, are ensured, teachers are more likely to focus on other factors that contribute to their job satisfaction and professional well-being while increasing the chances of their stay.

5.0 Conclusion

The study highlights the importance of retention strategies to address the specific needs of teachers in various education settings. The study found several retention strategies for secondary school teachers, including the involvement of teachers in decision-making, working conditions and working relationships, job security and recognition and appreciation. The strategies that retain teachers in public schools vary from those in private schools. Most public-

school teachers are delighted with job security, the salary they receive on time, and their involvement in decision-making and working relationships. In contrast, teachers in private schools feel happy with the recognition, appreciation, and extra pay based on student performance. Teachers in private schools are reported to be highly dissatisfied with their low salaries, which are always received late, and lack of involvement in decision-making and job security. Teachers expressed fears about working on short-term contracts and reported their intention to move to public schools if given the opportunity. Regular monitoring of private schools to ensure compliance with established labour standards, including imposing a mandatory obligation to employers to offer employment contracts to their employees, is recommended to enhance job security. Lousy working environments, including poor teaching facilities in public schools, reduce the morale of teachers and, therefore, call for immediate

intervention to improve the working environment, including good offices and amenities, as well as teaching and learning material. Private schools are good at providing rewards for better results, which influence the retention of teachers in private schools; therefore, public schools are urged to adopt best practices. The teaching professions owe its origin to all other sectors and professionals. The comparative analysis underscores the significance of adopting a multifaceted approach to teacher retention. Learning from the successful practices of both public and private schools, school owners and the government can create a more supportive and sustainable teaching environment to reduce turnover of essential resources in our schools.

6.0 Policy Implication and Recommendation

The comparative analysis of teacher retention strategies shows that while public schools generally offer more attractive salary packages and provide opportunities to participate in some decisions and job security that contribute to higher job satisfaction and retention, private schools can improve their retention rates by addressing salary issues and enhancing overall working conditions. The findings highlight the need for tailored retention strategies to address specific requirements of teachers in public and private schools. Policymakers, school owners and administrators are encouraged to use insights from this study to develop more effective retention strategies and programmes for their schools. The study recommends monitoring the turnover rate trend and considers it as one of the influential factors in formulating policies. The

school development strategies should be aligned with teachers' needs to foster a committed teaching workforce and ensure teacher retention in schools.

7.0 Study Limitation and Future Research

The current study acknowledges the limitations, such as the use of one region, the sample size, and the variability of the school environment, which may limit the generalisation of study findings. In addition, the study used a single, qualitative research method, which is non-random and context-specific and therefore, the findings may only apply sometimes. Despite the limitations, the study remains essential in understanding the retention strategies in public and

private schools. Thus, the study suggests researching the long-term impact of retention strategies and considering adding additional factors to the study, such as teachers' demographics and regional differences. Further studies should also employ mixed methods, combining at least one qualitative and one quantitative research method and vigorous analytical methods.

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