Effectiveness of Teachers' Motivational Strategies in Government Secondary Schools in Tanzania

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Abstract

This study assessed the effectiveness of teacher motivational approaches in Government secondary schools in Tanzania. Six secondary schools found in Kyela district were used as a case study. The sample of the study includes a total of 194 respondents. Data collection methods used include questionnaires, semi-structured interviews, focus group discussion and direct field observations. The findings revealed a variety of teacher retention and motivation approaches that include setting of considerable teacher's workload, school working conditions and distance from home to school. Employer's recognition, reasonable pay, and training of teachers seemed to motivate them at work. The study recommends that schools and Government authorities should ensure reasonable pay, improved teacher training programmes and participation in decision-making.

***Keywords**: collaborative decision, instructional supervision, motivation approaches, secondary schools, working conditions*

Introduction

Recruitment and retention of teachers has been a complex problem over time in different places of the world. For example, in many developing countries, the number of new teachers seemed to be not keeping up with population growth. In Western countries where sufficient numbers of teachers are prepared, newly prepared teachers choose either not to join teaching profession soon after graduation or leave teaching after a few years. However, teacher retention does not seem to be a problem in some countries. For example, until the early 2000s, policy effort in

the United States was directed towards meeting the needs for teachers. The policy effort focused on supply issues such as instituting and encouraging alternative licensure routes into teaching, establishing scholarships and loans for prospective teachers, and increasing salaries to make teaching more attractive. Minimum effort was directed towards improving teachers' working conditions in schools in Tanzania (Darling-Hammond, Berry, Haselkorn, & Fideler, 1999). An exploration of effective teacher retention procedures for sustainable school development for children learning would be the emphasis of current studies.

Literature Review

Loeb, Rouse, and Shorris (2007) emphasized on the challenges affecting teacher retention programmes including the low expected earnings in teaching compared to the earnings in other professions a factor that can deter people to pursue a teaching license and thereby affect the supply of new teachers. Thereby, teacher shortages would appear in two content areas of the most susceptible fields, which are mathematics and science, fields in which salaries are relatively higher in occupations outside teaching. Similarly, schools in large cities and rural areas are most susceptible to shortage of teachers. In urban areas, the cost of living is higher than in rural areas although there are more job opportunities for educated workers; teaching is challenged by the concentrations of immigrant children from impoverished families. Rural areas may find it difficult to attract teachers based on their location and available resources compared with the urban which is rich in resources. Districts government should develop shrewdness in recruitment practices to attract teachers from the qualified applicant pool for sustainable school developments. The literature indicated that in many parts of Sub-Saharan Africa the projected demand for secondary school teachers exceeded the projections and in some cases by substantial amounts (Bennell & Akyeampong, 2007). This situation was attributed to high rates of teacher attrition, illness and teacher preparations bottlenecks. However, although high salaries encourage better performance and improvement of service delivery, they are important in promoting job satisfaction and teacher retention (Bennell & Akyeampong, 2007). Thus, it is argued that teachers express a strong desire for professional support, better teaching and learning resources, supportive supervision, and continuous in-service professional learning (Mulkeen, Chapman, DeJaeghere, Leu, & Bryner, 2005). Likewise, economic factors influence teacher retention as teachers make rational economic decisions about their careers and seek better-paid jobs. However, there is considerable evidence that teachers feel their work is becoming stressful and falling in status (Haki Elimu, 2011), making it difficult for teacher retention practice.

In Tanzania, teacher retention mechanisms are implicitly documented in educational development policies and programmes of the United Republic of Tanzania (Kavenuke, 2013). However, there are some aspects that indirectly relate to teacher motivation and retention mechanisms. For example, the Tanzania education and training policy addresses on quality of education improvement through in-service teacher training, adequate teaching and learning materials, rehabilitation of physical facilities, consolidated pre-service teacher training, and strengthened monitoring and evaluation system. The Secondary Education Development Programme - SEDP considers the optimum utilization of teachers, tutors and school physical facilities as well as the expansion of school facilities, especially in underserved areas. Further, the Government through SEDP pledges for the reaffirmation of its commitment to the construction and rehabilitation of secondary school classrooms, teachers' houses, laboratories, libraries, provision of teaching and learning materials, training pre-service and in-service teachers, improving water supply and sanitation (URT, 1995; URT, 2004a; URT, 2004b). However, these efforts might be contrary to teachers' expectation, as contended by Mulkeen, et al. (2005) that teachers' high salary encourages their better performance. Nevertheless, the improvements in conditions of service are important in motivating teachers' job satisfaction and retention. Considering the situation in Kyela district, there were more than 15 community secondary schools expected to accommodate more than 200 secondary teachers. However, a regular Government procedure for recruitment and allocation of teachers has been considered for teacher recruitment programmes in community secondary schools. Despite several efforts by the government to facilitate teacher retention including that documented in the educational policies and programmes (URT, 1995; URT, 2004a; URT, 2004b), there has not been a clear path through which the district adopts to ensure teacher retention in secondary schools. The incidence of labour mobility among teachers in the district is increasing. However, there seem to be a few indicators that substantiate the fact that teacher retention approaches in the district are inadequate.

The working conditions for teachers are not only important components to improving the quality of education in the respective society, but also constitute the rights-based aspects. A number of human rights agreements such as the United Nations International Covenant on Economic, Social and Cultural Rights, 2006 and particularly those concerned with the right to education refer explicitly to the obligation of Governments to continually improve the working conditions of teachers. Additionally, the educational and training policies and programmes direct the Government officials to ensure better teaching environment and welfare of teachers in secondary schools (United Republic of Tanzania - URT, 1995; URT, 2004a; URT, 2004b; Haki Elimu, 2011). The situation of Secondary schools in Kyela District seemed to show some misalignment between the intention of the

educational policies and programmes in the country. The number of teachers who leave teaching profession was identified and a few indicators substantiated the discrepancy. However, there are limited studies to explain the devastating situation of teacher turnover in the district despite the observed Government initiative to improve the teaching conditions in the district. This study, therefore, examined the effectiveness of teacher retention approaches in maintaining the quality of teaching condition in Kyela District. The purpose of the study was to investigate the effectiveness of the teacher retention approaches used by Kyela District authorities. Specifically, the study addressed the following objectives:

i.   To assess the experience of teachers and their conditions of work in Kyela district secondary schools.
ii. To find out teachers' perceptions of motivational approaches adopted in Kyela district.
iii. To examine the role played by authorities to improve work conditions and motivate teachers in Kyela district.

Methodology

A qualitative case study design was adopted to examine individuals' perceptions, opinions, feelings and practices regarding the effectiveness of teacher motivational strategies for retention of teachers in Kyela District. A qualitative case study provides in-depth descriptions and explanations about individual behaviours at their original context (Grunbaum, 2007). Yin (2009) indicated that case study is useful in understanding the past and current educational phenomena, which influence individuals' perceptions and job practices because there isno clear distinction between the studied phenomena and the context. The case of the study was the individual's perceptions and opinions regarding satisfaction of teachers with the effectiveness of retention approaches, whereas the unit of analysis was the individual's responses from their natural setting (Grunbaum, 2007).

The study used a case study design that helped the researcher to have an opportunity to study a wide area and research respondents with varied experiences and views. It involved secondary schools in Kyela District because of their diversity. Some schools are located at the core of the district; some are locatednear the town and others in remote areas. The variation of school locations was purposely opted in order to obtain multiple views of informants, thus increasing the reliability of the study. The study used purposive sampling to the respondents of interviews and Focus group Discussion (FGD) and simple random sampling techniques to the respondents of questionnaires.

The study involved four methods of data collection: first, the direct field observation was used to gather information on the effectiveness of teacher retention mechanisms in Kyela District. Moreover, FGD providedinformation on teachers' satisfaction with the retention approaches adopted by different education authorities in the district. Thus, several phenomena were observed including the overall school teaching and learning conditions, facilities for teachers' welfare, for example housing and transport as well as teachers' income generating opportunities in their residential areas. These phenomena helped to analyse the approaches, perceptions, and efficient ways to enhance teacher retention in the study area. Second, semi-structured interviews were used to collect data from the heads of school, District Education Director - DED, District Education Officer - DEO, Ward Education Officer - WEOs and the former teachers. The method was used to gather bio-data of the respondents, information on attrition rate and different teacher programmes that were adopted in managing teacher staffing issues. Third, the questionnaire comprised open and closed ended questions on the job experience and teachers' perception of motivational approaches adopted by different educational authorities as well as their suggestions on the efficient ways through which teacher retention can be enhanced in the study area. Fourth, the focus group discussion was used due to its wide application in behavioural research and it allows openness and flexibility of probing more opinions, feelings, attitudes, and other behaviours of the informants. Researchers conducted four focused group discussions constituting five respondents in each research school. There was an equal distribution of participants of FGD based on social groups and sex.

Findings and Discussion

The study findings are presented and discussed in three major themes including approaches for teacher retention, assessment of teacher perceptions of the teacher retention approaches, and the way teacher retention processes were successful in the study area.

Teachers' teaching periods in schools

The study findings revealed that the teachers' duration of stay are in three main categories. The cross examination of the teaching experience in terms of the duration spent in teaching career by school categories showed a significant variation associated with spatial location of the schools, as indicated in Table 1.

Table 1: *Teachers' Teaching Duration by School Distance from Town centre*

Duration	School accessibility from town			Total (%)
	Core of the town	*Moderate distance*	*Periphery*	
▪ Less than 1 year (n=52)	21.2%	32.7%	46.2%	100.0
▪ 1-5 years (n=54)	37.0%	29.6%	33.3%	100.0
▪ 5-10 years (n=24)	50.0%	33.3%	16.7%	100.0
▪ Above 10 years (n=8)	62.5%	25.0%	12.5%	100.0
Total (N=138)	**34.8%**	**31.2%**	**34.1%**	**100.0**

The study results in Table 1 first, report the duration between one and five years as the dominant category of teachers' teaching experience with regard to distance to the school from town. Results indicated a distribution that was relatively equal to the school accessibility from Kyela town as there were 37%, 29.6% and 33.3% of teachers who worked in schools for a period between 1 and 5 years, with moderate distance from town, and in town periphery schools respectively. Second, the results report another category of teachers whose duration in teaching career was less than a year. The study found that the duration skewed to 46% of teachers with less than a year, followed by 32.7% of teachers with moderate distance, and 21.2% of teachers in the core of the town. Third, the results indicate a category involving teachers whose duration of teaching in the career was between five and ten years. The results indicated that the duration skewed for 50% of teachers in the core of the town, 33.3% of teachers in moderate distance, and 16.7% of teachers in periphery from town. Consequently, results revealed teachers' teaching experience above ten years reflecting that 62.5% of teachers in schools were working at the core of the town, 25% of teachers in moderate distance, and 12.5% of teachers in periphery from town.

The skewed distribution of teachers in some areas reflected schools' accessibility and the possibility of retaining teachers in the study area. The dominance of the teachers teaching in the periphery secondary schools for less than one year reflected that new teaching posts have been mostly allocated to the periphery schools compared to the core of the town.

School working condition

Findings discovered that teachers' motivation to work was determined by the school working conditions and class size.

(a) Teachers' views of work conditions and motivation

The study discovered findings on working condition based on different respondents. For instance, those working in the town indicated the environment was motivating compared to their colleagues in rural schools. The level of motivation among teachers appeared to decrease significantly with increase in distance between schools in the core and those in periphery of the town (Table 2).

Table 2: *Teachers' Assessment of Teaching Condition*

Teaching condition	School accessibility from town			Total
	Core of the town	*Moderate distance*	*Periphery*	(%)
Motivating (n=47)	51.1%	34.0%	14.9%	100
Not motivating (n=91)	26.4%	29.7%	44.0%	100
Total (N=138)	34.8%	31.2%	34.1%	100

Table 2 shows a skewed distribution of teachers' motivation with the working condition inherent in their schools reflecting the differential working conditions between schools at the core of towns, moderate distance, and those at the periphery. This situation reveals that majority of respondents (51.1%) teaching in schools at the core of the town believed that their working conditions are motivating compared to the minority of teachers (14.9%) who were teaching in the periphery secondary schools. These findings corroborated with studies by Adedeji and Olaniyan (2011), who found that there is a problem with teacher staffing in rural secondary schools where it was difficult for school administrators to obtain qualified teachers who could stay and teach in rural schools. A study by Bennell & Akyeampong (2007) shows that a number of aspects were discovered to influence teachers' motivation including the workload, allowances, housing, home to school distance, schools' facilities, and big teacher-students' ratio. The findings of the current study reveal that these aspects relatively influenced teachers' performance with regard to the distance of the school from the town as one of the informants explained:

> I reside in Kyela town, and I have to travel everyday by bicycle to school. It is about 20 kilometers… I have never thought of staying close to my working station because the houses for accommodation at school are inadequate. As a result, the school itself does not provide houses for teachers.

(b) The ratio between the number of teachers and students

Teacher and students' ratio is an important aspect that influences teachers' working condition. This aspect was prevalent in the core of the town schools especially where teacher-students' ratio appeared to increase in number of enrolment of

students in each year. For example, one of the secondary schools in the core of the town observed that the first year enrolment of O-level was 400 students equivalent to the number of continuing students. Consequently, the study determined the average teacher-students' ratio in the studied schools, as summarised in Table 3.

Table 3: *Teacher-Students' Ratio in the Studied Schools*

School location	Total number of students	Total number of teachers	Average teacher-students ratio
▪ Core of the town	2450	64	1:38
▪ Moderate accessible	1881	57	1:33
▪ Periphery	1827	63	1:29

Table 3 indicates that the ratio of teachers to that of students is high in the schools located in the core of the town and decreases with distance from town to school location. For example, the study discovered that teacher-students' ratio in the core of the town schools was at average of 1:38, then the ratio decreased to 1:33 for those in the moderate distance from town, and to 1:29 for those in the periphery. It is on this basis that the challenges of teacher-students' ratio were higher in schools located at the core of the town than those in the periphery.

Furthermore, the findings showed that housing influenced teachers' teaching, especially secondary schools in the periphery and moderate distance to town. However, it was not because schools in the core of the town provide adequate housing to their teaching staff but it was because of the fact that housing in the town is more reliable for accommodation than in the rural (moderate accessible and periphery) centres. The study noted that the situation forced many teachers who were teaching in the moderate accessible and periphery secondary schools to reside in the town, a finding that concurs with that of Bennell & Akyeampong (2007). The school facilities were also an important aspect in the studied schools; it was a challenge facing majority of schools especially those with moderate accessibility and those in the periphery. One teacher from the school located in the core of town noted:

> Although my school is well-built with facilities that are better than those in the nearby schools; they are insufficient [houses] to accommodate the big number of teachers in schools. Sometimes, more than two teachers share the same chair and table in the staff room.

These findings reflected previous studies that schools are able to offer their teachers

a safe, pleasant, and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best (Haki Elimu, 2011).

(c) Determinants of teacher's motivation at work

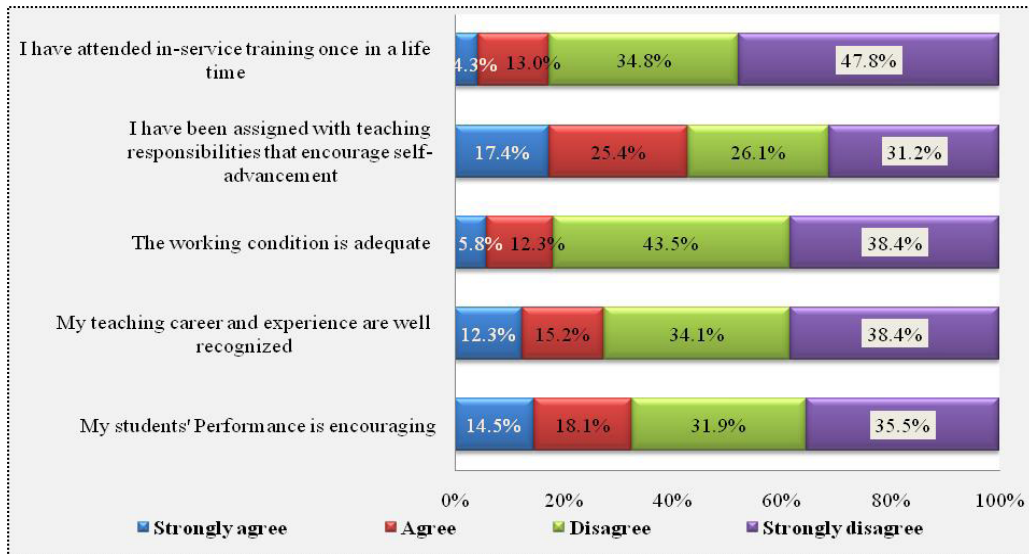The study reported findings regarding aspects that motivated teachers in working places, as shown in Figure 1.

Figure 1. Determinants of teacher's motivation towards work (N = 138)

Figure 1 reflects the findings that the majority of respondents were not satisfied with work environment if their percentages are combined (disagreed and strongly disagreed) along with motivational factors. For example, while 67.4% (31.9% disagreed and 35.5% strongly disagreed) disagreed that teachers were motivated by the performance of their students, 32.6% (14.5% strongly agreed and 18.1% agreed) were of the the view that the academic performance of students motivated them to continue working at school. Similarly, figure 1 indicated that 72.5%) of majority of respondents (including 34.1% who disagreed and 38.4% strongly disagreed) were in disagreement with the view that the authorities both at the school and district level recognised the contribution of teachers' teaching experience and their career in enhancing students' academic performance. A few respondents accounting to 27.5% (12.3% strongly agree and 15.2% agree) showed teachers' satisfaction with the authorities which recognised their teaching experience and career at work.

Moreover, the study findings discovered that there was a great variation in the distribution of responses among respondents regarding the condition of working

environment. For example, 81.9% of respondents (43.5% disagreed and 38.4% strongly disagreed) indicated teachers' dissatisfaction with school working condition and 18.1% of the respondents (including 12.3% agreed and 5.8% strongly agreed) showed great satisfaction of teachers with school condition of working environment. These findings reflected great satisfaction by respondents in the secondary schools located in the urban environment where there were adequate housing and teaching facilities.

Regarding the teaching responsibilities though varied slightly among respondents, the findings revealed that 57.3% of respondents (26.1% who disagreed and 31.2% strongly disagreed) showed that responsibilities did not motivate teachers to work and 42.8% of respondents (17.4% strongly agreed and 25.4% agreed) agreed with the view that responsibilities motivated teachers to work and encouraged personal advancement. Additionally, it was revealed from the findings that majority of respondents (82.6%) noted that teachers were not attending in-service training (including 34.8% disagreeing and 47.8% strongly disagree) and only 17.3% (including 4.3% strongly agreeing and 13.0% agreeing) of respondents indicated that teachers were attending in-service teacher training programmes, thus, they were motivated to be at school.

In addition, the study sought to find out the manner in which teachers were motivated by motivational approaches that varied between individual schools based on distance to the town centre. Arguably, teachers who appeared to be motivated by school working condition taught in schools located at the core of the town and those who seemed not to be motivated by the general working condition taught in schools located at the moderate and periphery areas of the town. This finding concurs with findings by Bennell & Akyeampong (2007). Mulkeen *et al.* (2005). suggested that improving school buildings and teachers' accommodation, increasing teacher's responsibility for educational decisions, managing class sizes, increasing parental and community support, promoting collegial relationships among teachers and administrators, providing teacher support and recognition, providing teacher counseling and medical care services were some of the mechanisms to motivate and retain teachers in their work.

Teachers' perceptions of relevance of motivational approaches

The study presented findings related to teachers' perceptions of the effectiveness of teacher motivation and retention mechanism (Table 4).

Table 4: *Views about Effectiveness of Teacher's Motivation and Retention Approaches*

Effectiveness	School accessibility from town			Total %
	Core of the town	*Moderate distance*	*Periphery*	
▪ Effective (n=50)	44.0%	32.0%	24.0%	100
▪ Less effective(n=39)	35.9%	35.9%	28.2%	100
▪ Not effective (n=49)	24.5%	26.5%	49.0%	100
Total (N=138)	**34.8%**	**31.2%**	**34.1%**	**100**

Table 4 revealed effective teacher retention approaches as reflected by 44% of respondents from schools at the core of town, 32% of respondents from the moderate distance schools to town and 24% of respondents from periphery schools. Moreover, a category of respondents (35.9%) from schools at the core and the same number teaching in moderate distance schools and respondents (28.2%) from the periphery secondary schools believed that teacher retention approaches adopted by the authorities were less effective. Majority of respondents (49%) in the periphery secondary schools, 26.5% of the respondents from moderate distance schools to the town, and 24.5% of respondents at the core of the town showed that the available approaches were not effective for teachers' motivation and retention. The dominance of the respondents who indicated that the motivational approaches for teachers were effective in enhancing teaching in secondary schools at the core of the town was a reflection of teacher's accessibility to retention programme. The argument seems to warrant the view that teachers at the core of the town were highly motivated to retention approaches compared to their fellow in moderate distance and periphery secondary schools. These findings reflect the argument that quality education with acceptable learning outcomes when teachers are adequately motivated (Benell & Mukyanuzi 2005). The perceived effectiveness of the motivation and retention approaches are essential findings for discussion in this study.

(a) Motivating factors

The findings discovered aspects considered to retain teachers in the teaching profession including respect accrued from the *reasonable pay, public and in-service training* and the involvement in planning and implementation.

A reasonable pay: This was a dominant factor as 138 (53%) respondents viewed that teachers were highly motivated by salaries. The study found that teachers

perceived reasonable pay to be a mechanism for teacher motivation and retention at work. A study by HakiElimu (2011) suggested the use of remote incentives in the form of salary increases, flat hardship and/or earlier promotion allowances as strategies of retaining teachers in rural schools and this might significantly improve teacher retention in rural areas.

An average amount earned by teachers at the core of town and those at the moderate distance to town was similar and higher compared to those teaching in the periphery secondary schools. This aspect could be associated with the teachers' teaching experience in schools at the core and those at the moderate distance to the town have been in teaching career compared to those in the periphery. Hence, teachers in secondary schools at the core of town seemed to earn more incentives compared to those in the periphery. It was discovered from this study finding that the average expected pay of teachers in schools at the core of the town was the highest of all school categories and symbolised teachers' life styles in town, which relied on monetary exchange. The findings corroborate the debate in literature that higher salaries lead to better job performance (Mulkeen et al., 2005).

Respect from the public: This study reported how teachers were satisfied or dissatisfied with working condition due to *respect from the public*. Findings indicated that the majority (82.9%) of the respondents indicated that teachers were not satisfied and a few of them (17.1%) were satisfied by the ways the public respected teachers and their career. According to Lumpkin (2008), the public holds secondary schools and teachers accountable for students' learning. The study discovered various aspects believed to either satisfy or dissatisfy teachers at work that include *recognition, care* and *public concerns*. In these findings, respondents (51.2%) noted that teachers' respect was attained through *recognition* and others (31.7%) indicated teachers were concerned with the aspect *caring* in bringing respect to their teaching profession. They noted that when the community provides services such as houses, food and health to teachers it implies care. One head of schools in the periphery explained:

> The community organises and remits various facilities for the school. For example, last year the village members constructed bricks to facilitate the construction of missing classrooms. Equally, there are community programmes for providing food to the school for teachers' and students' consumption.

Likewise, respondents (17.1%) discovered that teachers needed *public concern* in the process of teaching and learning of their children in secondary schools. They needed the community's appreciation of their performance in various teaching activities in schools.

In-service training opportunities: The study reported that regular professional training motivated teachers in secondary schools. Table 5 indicated teachers' motives to participate in-service training opportunities.

Table 5: *Teachers' Views on their Motivation for Training Programmes (N = 138)*

Training attribute	Strongly agree	Agree	Disagree	Strongly disagree	Total (%)
o I need to go for training	50.7%	34.8%	8.7%	5.8%	100
o I have ever sought permission for training in both school and district authorities	63.8%	21.7%	8.7%	5.8%	100
o Permission was granted	13.0%	7.2%	29.0%	50.7%	**100**

Findings in Table 5 showed that respondents (85.5%) agreed and others (14.5%) disagreed with the view that they need to gofor professional training.. While respondents (85.5%) indicated that they sought permission, 14.5% of respondents noted that they had never sought permission to the authorities for the training. In addition, some respondents (20.2%) indicated that they received permission successfully and others (79.7%) noted that they did not receive permission to pursue professional training. In the same vein, it was noted from these study findings that the Government regulation created difficult situations for teachers to join long-term training after completing two years' probation. This situation depended on the number of teachers who applied for permission join a particular training. For example, the head of school in one of moderate distance schools to town asserted that:

> Indeed, the regulation requires teachers to go for professional training after two years of working consecutively in teaching profession, but this may depend on the number of requests. For example, for the year 2015, almost three quarters of my staff wanted to go for a Master's programme but only two teachers were successful.

According to OECD (2011) teaching profession constitutes skills, knowledge and training to help teachers cope with changes and challenges, which are ahead of them. This was maintained to enable teachers gain new qualifications and subsequently be retained in the teaching profession. The findings revealed that although teachers were highly motivated to attend training they were restricted by rules and regulations provided by the authorities, which might have demoralized teachers' performance at work.

(b) Participation of teachers in decision making for motivation and retention approaches

The research reports that majority 138 (100%) respondents agreed that involving teachers in the planning of motivational and retention programmes for secondary school teachers is important. It was identified from the findings that teachers in the schools at the core of the town were much involved in decision-making compared to those teaching at the moderate distance and periphery secondary schools. In addition, the study investigated the level at which teachers were involved in the decisions about retention programmes including the planning and programme implementation levels. Teachers who were involved in the retention programme implementation were the dominant group (52.1%) followed by those involved in the planning level (29.1%). Moreover, respondents (18.8%) indicated that teachers' involvement in the planning, implementation levels of the teacher's motivation, and retention programmes is likely to be the most appropriate approaches in the study area. Regardless of the level, teacher's involvement was considered one of the factors related to moderate teachers' commitment in decision-making. Darling-Hammond and Wei (2009) argue that teacher's commitment is moderated by powerful intervening variables related to working conditions including the involvement of their authorities in decision-making for professional development opportunities. For instance, it was also discovered from this study findings that teachers were motivated to study because they wanted to acquire promotions and more salary. Since, the authorities sanctioned them to attend training; they coped with the situation using individual effort and decided to join further training, to look for alternative sources of income, and to relocate their residence (Table 6).

Table 6: *Teachers' Initiative to Cope with the Working Condition*

Efforts	School accessibility from town			Total (%)
	Core of the town	*Moderate distance*	*Periphery*	
• Join further training (n=47)	53.2%	27.7%	19.1%	100
• Search for alternative source of income (n=50)	36.0%	32.0%	32.0%	100
• Relocate the residential area (n=41)	12.2%	34.1%	53.7%	100
Total (N=138)	**31.2%**	**34.8%**	**34.1%**	**100**

The study results in Table 6 revealed that teachers who sought alternative sources of income were the dominant group in the studied schools. It was noted that teachers devoted into other activities that would provide them with extra income apart from that earned from teaching. For example, those engaged in income generating activities accounted to about 36% of all respondents in the schools at the core of town, and others (32%) in moderate distance and periphery schools from the town. Such extra incomes of teachers were generated from various activities including animal keeping, crop cultivation, petty business as well as service related activities. Thus, the decision to engage in alternative sources of income relatively suggested existence of insufficient salaries and difficult working environment experienced by teachers in secondary schools in the district, as reflected in literature on challenges of low earnings (Hakielimu, 2011; Loeb, Rouse & Shorris, 2007).

Besides, teachers joined further training based on own costs through the distance learning or financing their studies or both. It was noted that teachers' decision to pursue further learning originated from secondary schools at the core of the town by respondents (53.2%), at the schools in the moderate distance from town by respondents (27.7%), and 19.1% of respondents were from the periphery secondary schools. Meanwhile, results for those who relocated their residence showed that about 12.2% of teachers were teaching at the core of the town;about34.1% of teachers were teaching in the moderate distance from town, and 53.7% of teachers were teaching in the periphery secondary schools. The decision to relocate residence was based on the condition of better and cheaper life in the villages.

The role played by educational authorities in maintaining teachers at work

The study findings indicated different ways by which educational authorities maintain teachers in the district. One of the ways was provision of food to teachers during working hours. The schools provided food to teachers. The food could be obtained from school farm project. In some cases, schools provided a portion of land for teachers to cultivate food crops for their survival. As the head of school in one of peri-urban secondary schools explained:

> We have programmes to provide food to the newly employed teachers who report at this school. This is doneto make them survive at the time they are waiting for the release of the first salary. Nevertheless, the school has plenty of land in which teachers are distributed for cultivation.

The second way was that some schools came up with an initiative to support newly employed teachers with accommodation because of poor and inadequate housing in the rural areas compared to urban areas where the houses are available but expensive. For example, in the urban areas, schools had special places for accommodating the newly employed teachers. Secondary schools in the periphery have built houses around school environment to accommodate teachers. One of the school heads at the core of the town explained:

> We have delegated a special room that is partitioned to accommodate both male and female teachers who are posted in our schools. When their salaries start flowing, they have option to move depending on their own interest... We also provide accommodation to teachers holding positions of head of school, vice of the school head and the academic officer.

The third way was that schools provided the teaching staff with adequate and reliable teaching and learning resources. This included schools with reliable and adequate books, stationery, well-endowed offices and classrooms to accommodate teaching and learning process. It was found that more teachers preferred working comfortably in the environment with adequate resources.

The fourth way was involved the provision of incentive to teachers with the best teaching performance. This initiative was found to be enhancing not only retention of teachers, but also the teaching commitment among teachers in the studied schools. There were schools with a standing order to motivate teachers whose subjects receive high performance by students in national examinations. In the analysis of one school, the head of a school in moderate distance secondary schools to town indicated that:

> We provide reinforcement to teachers whose subjects show better performance in the national examinations. This is done to improve teaching commitment among teachers, as well retain teachers in this school. In every 'A' grade in a subject, a teacher is awarded a sum of 10,000/= and 5,000 for 'B' grade.

These results reflected Mulford's (2003) argument that school leaders could be a major influence on such school-level factors for motivation and retaining teachers. Mulford noted that teacher retention at school level depends on the use of approaches including provision of food, provision of accommodation, adequate teaching and learning resources as well as incentives to teachers with best teaching performance.

Furthermore, the study revealed that at district level the District Educational Officers received newly employed teachers from the top authority and distributed them

in schools depending on the needs of each school, preferably in rural secondary schools. The district officers reported to the top officials about the arrival of newly employed teachers in their district and facilitated the availability salaries for these teachers. The district officials appeared to be irresponsible on issues of teacher retention services compared to school administration. To this end, it was, therefore, evident that there were varying motivational and retention approaches in the studied schools.

Conclusion

The study sought to assess the effectiveness of teacher retention approaches in Government secondary schools. It was based on the assumption that teacher motivation efforts facilitate motivation and retention of secondary school teachers in diverse ways depending on the nature of the school. Consequently, the interplay between teacher self- motivation and that of the school and district authority would motivate teachers to remain in their working stations.

The study assessed teachers' workload and students work load based on teacher-students' ratio, students' performance and the overall working conditions in schools. Although teachers whose schools are found at the core of the town had higher workload compared to those in the periphery, the working conditions in the schools at the core of the town was more promising to retain teachers compared to those in the periphery and moderate distance from town. Despite concerted efforts to retain teachers in the studied schools, teachers' interest in the studied schools rested on three folds; recognition, reasonable pay, and training.

Recommendations

The study indicated that teachers' involvement in the decision-making process regarding motivation and retention programmes is vital and it recommends that:

i.   Teachers should be actively involved in school based decision-making and collective leadership activities of planning, implementing and evaluating teacher's motivational and retention programmes. This practice is more likely to enhance teacher's recognition, commitment towards work and retention at school regardless of geographical location.

ii. School administrations should establish new ways to motivate teachers because decisions about salaries and allowances are conducted at the national level. This could be possible through each school motivating the best performing

teachers, providing teachers with opportunities to attend short training and seminars at school, district and regional levels and operating school-based income generating projects. In addition, by encouraging teachers to engage in extra activities, petty business, agriculture and food production that can help them generate cash for their survival and without compromising teaching.

iii. Government authorities in collaboration with stakeholders should consider appropriate ways of improving in-service training, retention and reasonable payment of secondary school teachers to raise students' academic performance in schools.

iv. A similar study covering a large sample of schools and geographical locations is needed to supplement the present findings; a study on how teachers are retained in private schools, and the role of school administrators in managing teacher motivation should be the focus of further investigation.

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