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The Impact of Retention Strategies on the Performance of Teachers in Private Secondary Schools: A Case of Dodoma City, Tanzania

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Abstract. The presence of persistent needs for motivated teaching staff to uphold the standards of education at secondary schools poses a significant challenge concerning the retention of competent teachers in private secondary schools. Teacher turnover poses significant tests for educational establishments, affecting both the stability of the schools and the quality of education provided. Like other educational institutions, the prevailing competition to recruit and retain highly qualified teachers, private secondary schools face the problem of maintaining competent teachers within a context characterized by higher rates of staff turnover. This article is to provide a comprehensive theoretical evaluation of strategies to sustain teachers' retention in private secondary schools by assessing the potential advantages associated with the implementation of effective retention measures. Moreover, the study probed into the existing literature to explore many retention features including, professional growth opportunities, organizational culture, leadership, and compensation to provide insights into the formulation of effective retention strategies to be applied by schools. By gaining a comprehensive understanding of the strategies, challenges, and potential outcomes, school management and educational policymakers can advance the efficacy, prosperity, and stability of learning environments for teaching staff and students. A cross-sectional survey design and the research approach combined both qualitative and quantitative paradigms. Simple random sampling (SRS) and purposive technic were used to draw a sample of eighty (80) respondents. SRS was adopted to interrogate teachers and purposive for key informants. Data analysis was employed by use of multiple responses, multiple linear regression, and analysis of variance (ANOVA). Salary, adequate learning facilities, a welcoming environment, and leadership style were identified as retention methods by the study's findings. The survey, however, identified the following barriers to implementing teachers' retention strategies including heavy workloads, lack of chances to advance, low pay and benefits, poor working conditions, and higher workplace stresses. Despite the outlined retention strategies, implementation matters including the lack of professional development opportunities, attractive incentive packages, and work-related benefits, unfavourable working conditions, and stress brought on by heavy workloads should be adequately addressed by school management and other decision-makers if they need to retain their valuable talented teachers.

Keywords. Employees' Turnover, Employees' Retention, Retention Strategies, Private Secondary Schools, Employee Benefits

1. INTRODUCTION

Staff retention is a prevalent concern on a global scale that affects countries at various stages of development including Tanzania. Employee turnover has become one of the most persistent tests confronting contemporary institutions about the premeditated retention of esteemed staff. In human resources management, employee turnover has been a prominent concern in several organizations for a long period. The overwhelming presence of workers requesting to terminate employment irrespective of their age has been a matter of concern to most managerial strategists. Retention strategies have been acknowledged to positively affect individual job performance and commitment to more interest to remain in the occupation. In the same vein, secondary school teachers play a crucial role in determining the performance success of private secondary schools. The presence of an insistent need for motivated teaching staff to uphold the standards of education at secondary schools poses a significant challenge concerning the retention of competent teachers in private secondary schools (Agboola & Offong, (2018). Private secondary schools often encounter difficulties associated with employment turnover, which have a detrimental effect on the overall academic performance and achievements of their students. Like other educational institutions, the prevailing competition to recruit and retain highly qualified teachers, private secondary schools face the problem of maintaining competent teachers within a context characterized by higher rates of staff turnover. One of the primary obstacles encountered by these private secondary schools pertains to the inability to retain highly skilled and motivated personnel (Faremi, 2017).

Regarding teaching staff turnover rates, certain secondary schools undertake strategic implementation for professional development initiatives, revision of remuneration structures, introduction of flexible work arrangements, and recognition of new programs to boost teaching staff morale through a favorable work environment. Yet, there are unresolved matters related to staff retention leading to discontent among teachers and subsequent turnover (Gozon, & Yango, 2023). In addition, there is a theoretical gap in how all-inclusive implementation of retention strategies within the context of private secondary schools in Tanzania. The existence of hostile fundamentals inside the teaching staff stimulates a pessimistic outlook towards the occupation, hence executing the retention of specialists within the field poses a challenging endeavour (Nyachio, 2022). The departure of talented teachers from the school system can have detrimental effects on both pupils and the overall performance of the schools. It is therefore indispensable to underscore the vital need for the consistent retention of highly skilled teachers within the educational system to guarantee the delivery of high-quality teaching.

Although prior research explored certain related elements in this area, there is a dearth of comprehensive studies that analysed the interconnectedness of different retention techniques and their overall influence on teaching staff performance, student results, and school success, in the context of Tanzania. Fewer studies examined the utilization of retention strategies and their influence on employees' performance through varied sectors, retention techniques within the business sector mostly emphasized the utilization of financial incentives (Allen, 2008). As stated by Ahmad, & Azumah, (2020). various tactics employed to achieve work-life balance within the context of public schools offered valuable insights into effective strategies that failed to address the distinct issues encountered by private secondary schools in Tanzania. This study aims to address the retention strategies and their impacts on the performance of secondary school teachers in Dodoma City Tanzania.

2. THEORETICAL FRAMEWORK

The theoretical framework comprehends how employees' perceptions, motivations, and behaviors are affected by the efficacy of teachers' retention strategies.

2.1 Two Factor Theory

The two-factor theory hypothesizes the existence of two distinct categories of elements that exert an impact on employees' motivation and job satisfaction: hygiene factors and motivators. Hygiene factors encompass several elements of the work environment, such as remuneration, working conditions, job stability, and organizational regulations. Similarly, motivators encompass factors such as acknowledgment, accomplishment, possibilities for advancement, and developmental prospects (Shazali, Abu, Ruslan, Ridzuan, Ramli, & Hong, 2018). Managers often apply this theory to augment employees' job happiness foster employee motivation to engage in organizational knowledge sharing and mitigate voluntary employee turnover (Onukwu, & Okafor, 2021). Although the theory regulates the motivators and hygiene factors that employees need and empowers them to achieve organizational goals, the theory concluded from a limited experiment covering engineers and accountants with a less significant direct cause-and-effect relationship between satisfaction and performance and fails to consider situational variables.

2.2 Expectancy Theory

Expectancy theory is a theoretical framework about motivation, which posits that individuals' motivation to engage in certain behaviors as influenced by their perceptions of the connection between their efforts, performance, and desired results. In the realm of retention strategies, employees may exhibit enhanced motivation to excel in their roles and remain committed to their positions when they hold the belief that their performance will be duly acknowledged and rewarded through various retention initiatives. The theory provides insights into the influence of employees' perceptions of the efficacy of retention measures on their motivation, performance, and ultimately their inclination to remain or depart from the firm (Rehman, Sehar, and Muhammad, 2019). The efficacy of the theory is contingent upon the active engagement of managers to optimize effectiveness, allocate sufficient time to assess the competencies of their employees, and ensure the availability of appropriate resources to facilitate effective job performance. The strength of the theory lies in its ability to foster voluntary and enthusiastic engagement of employees in organizational endeavours, which pertains to instances where organizational management provides specific responsibilities and predicates the staff's motivation from the opportunity to perform and get incentives. However, if management fails to select rewards that are perceived as valuable, employees may experience a decline in motivation to accomplish their tasks. Furthermore, the theory presupposes all components to be known and cannot be effective without the participation of administrators but employees may not value them, which ultimately leads to a decline in motivation to perform.

2.3 Social Exchange Theory

Social exchange theory is a framework within social psychology that postulates that individuals partake in a sequence of interpersonal transactions, wherein the nature of these transactions is contingent upon the perceived costs and advantages associated with them. Within the context of the professional environment, individuals establish a social exchange relationship with their employers, wherein they offer their contributions in terms of effort and performance and receive a range of incentives and advantages, including financial compensation, employment stability, and prospects for personal and professional development. In the retention strategies framework, employees can assess the efficacy of retention initiatives by considering the perceived equity

of the rewards and advantages they acquire in return for their performance and dedication to the firm (Sang, 2021). The theory facilitates the conception of how employees' evaluations of the equity of retention methods might influence their dedication, productivity, and their choice of whether to remain with or depart from the firm. In the same way, the theory enables a broad audience to comprehend its fundamental assumptions and establish connections with them and can expedite the process of reaching definitive conclusions. However, the theory places relationships in a linear structure, while some relationships might skip steps in terms of intimacy, others may perceive the mathematical model of the theory as an oversimplified approach to understanding human interactions (Redmond, 2015).

3. FACTORS ASSOCIATED WITH EMPLOYEE PERFORMANCE

While some scholars advocate for the creation of a friendly learning and working environment to enhance employee retention, employees prioritize employee recognition, flexibility, and training as key factors for extending their employment. On the other hand, some literature elucidates certain aspects to explicate the situation; nonetheless, it is accompanied by a multitude of underlying differing assumptions. According to Shao (2013), a set of characteristics and techniques that contribute to the retention of individuals inside an organization include; skill recognition, learning & working climate; job Flexibility and cost-effectiveness; learning, training, and career development; Superior-subordinate relationship and communication; Compensation and benefits and organizational commitment to motivation

3.1 Skills Recognition and Working Climate

Skill recognition is a means of acknowledging personal job achievements. Meeting individuals' demand for acceptance through recognition of their individual job achievements has a positive impact on employee retention. As stated by Nduhura, Nakajubi, Byamugisha, Wicky, & Natamba, (2022), there is a noticeable rise in the number of job seekers who are actively searching out organizations that prioritize employee input, growth, education, teamwork, conventional wage and benefit packages from employers. The acknowledgment of individual skills is subject to age limitations, serving as a catalyst for fostering positive behavior, ethical conduct, collaborative teamwork, enhanced self-assurance, and personal development among all members of an organization (Omona, 2013). Skill recognition including verbal praise, rewards, and learning opportunities have a positive impact on individual performance and retention.

The concept of "job flexibility" enables individuals to effectively manage their job and personal responsibilities, hence fostering a more harmonious equilibrium across various age groups. Individuals with job flexibility alternatives tend to exhibit higher levels of individual commitment, focus, satisfaction, productivity, loyalty, and mental capacity (Bernard, & Ngaira, 2016). In the same way, organizations that offer cost-effective job flexibility options can meet the needs of their employees across different age groups and enables resource redistribution to be allocated to recruitment, workspace modifications, sick leave, employee absences, and commuting expenses (Alagwa, & Ligembe, 2022). Therefore, it is crucial to offer cost-effective "flexibility" alternatives to retain potential employees.

3.2 Career Development and Superior-Subordinate Relationship

Employee training ensures the long-term commitment and retention of personnel, regardless of their age. Organizations have to guarantee that all employees have access to training and development programs is important in fostering organizational growth, and enhancing performance and technical advancements (Jalala, 2017). There exists a positive association between the provision of training programs to employees and a significant rise in employee

retention rates. The utilization of training methods provides growth opportunities, offers work incentives, competitive pay and benefits, and fosters supportive work cultures (Irema, 2015). Career planning on employee development programs addresses the absence of a well-defined promotion trajectory and can play a crucial role in preserving the necessary skills to sustain staff competitiveness. The ability to embrace various career and life choices are essential motivator for employees. Thus, an increasing prevalence of flexible career opportunities and life options may result in some staff choosing not to depart from the company and explore opportunities elsewhere (Nonso, Emenike, & Unachukwu, 2021).

Managers and administrators at all levels are required to assume the role of instructors to participate in employee development. It is important to demonstrate genuine care, which functions as an intangible reward that has a significant impact on employee motivation (Tehseen, & Hadi, 2015). Moreover, effective communications improve employee identification with their agency and build an openness and trust culture. Many institutions strive to provide information that employees want and need in a better way of communication, through the most credible sources on a timely and consistent basis.

3.3 Compensation and Job Commitment

Developing a remuneration system that facilitates employee development poses a unique and specific strength for organizations. Some organizations emphasize nurturing a cooperative work atmosphere while preserving a system that rewards players based on individual accomplishments (Seiph, 2021). It is imperative that the entire firm fully embraces the culture of fostering employee development. In contrast, the practice of granting pays raises to employees who were promoted and transitioned to a new framework whereby individuals may get a salary for lateral career transitions aligned to their personal growth and professional advancement. The relationship between realized benefits and retention enables people to people stay, but often questioned by management strategists and researchers (Irema, 2015).

The employees who are highly committed exhibit a greater intention to stay with the employer and heightened motivation to attend work, that is, there exists a negative correlation between dedication and employee turnover. The level of commitment exhibited by employees has a favorable influence on job performance and employee retention. There however, is a growing trend where employees are obliged to assume greater career trajectories and opt for other opportunities and acquisition of skills to enhance employability across different organizational contexts (Ambukege, 2020). Exceptional skills and abilities offer opportunities and render inclination for alternative occupations in case the existing career fails to meet the expectations.

4. EMPLOYEE'S TURNOVER

According to Ahmad, and Azumah (2020), individuals often leave their employment positions as a result of dissatisfaction with several factors such as compensation and benefits, relationships with supervisors, work-life balance, the nature of the work itself, career prospects, trust in senior management, and the potential for better opportunities in other organizations. Headmasters often lack awareness regarding the presence of dissatisfied teachers and their demands inside their departments (Agboola, & Offong, 2018). Similarly, school managers cannot accurately anticipate the future requirements of their staff, demonstrate a deficiency in understanding the factors that contribute to their staff's job satisfaction, and result in the potential loss of key personnel (Gozon & Yango, 2023). Involuntary turnover refers to the deliberate termination of the working relationship by the employers that is an inescapable occurrence that employees may experience when staff decide to terminate their positions due

to the surpassing of overhead activities and expenses (Jalala, 2017). In light of the feedback provided, the school may opt to implement employee layoffs as a proactive measure.

5. TEACHERS' RETENTION STRATEGIES AND PERFORMANCE

Employee retention refers to the organizational objective of retaining skilled people and minimizing turnover rates by creating an ideal employee working environment and offering competitive compensation and a healthy work-life balance (Nduhura, Nakajubi, Byamugisha, Wicky, & Natamba, 2022). In Thailand for example, offering competitive compensation, opportunities for career progression, engaging job roles, and chances for personal growth contribute to higher employee retention rates. As Bernard and Ngaira (2016) put it, the patterns of retention and voluntary turnover intentions among hospital employees and the perceived support from the management influence the retention decision in the current positions.

In the context of Indian information technologies (IT) organizations, indicate that organizations employ distinct strategies to enhance employee motivation, implementation of rewards, family involvement, and facilitation of frequent meetings between employees and management to ensure employee satisfaction (Ahmad & Azumah, 2020). On the other hand, the retention of important personnel is strongly influenced by the presence of growth opportunities and challenging work practices. In a study by Seiph (2021) in the Kilolo district in Tanzania, the elements contributing to instructors' turnover are contingent upon the income level, working environment, unavailability of working equipment, and lack of motivational elements leading to high teacher turnover rates, though, the study did not address the strategies to mitigate the identified problem. Teachers' retention is central to maintaining the effective functioning of schools' academic outputs (Ambukege, 2020).

5.1 Retention Strategies in Private Secondary Schools: Empirical Implication

The primary obstacle includes the absence of competitive remuneration packages that, teachers in private secondary schools often receive lower wages compared to their peers in public schools (Oad & Niazi, 2021). Prolonged teaching periods, excessive administrative responsibilities, and larger student classes contribute to dissatisfaction among teachers with a higher probability of quitting the existing teaching roles. Private secondary schools cannot offer continuous training opportunities as a result, it leads to higher rates of teachers' turnover. A deficiency in promoting a supportive atmosphere led to a higher likelihood of experiencing teacher attrition (Nonso, Emenike, & Unachukwu (2021). Private secondary schools have to acknowledge the contribution of teachers with a strong sense of inclusivity as a strategy to retain their teachers.

Although secondary schools provide teachers the opportunity to participate in workshops, seminars, and training sessions to augment their teaching skills and overall job fulfillment, professional growth emerged as the predominant option. A study by Onukwu, & Okafor, (2021). exhibited that the techniques lower staff turnover rates, amplify the sense of motivation toward the school goals, and increase the retention likelihood. According to Dodoma Educational Research Group (DERG), educational institutions that adopt flexible scheduling arrangements, improve administrative tasks, and assist in handling classroom difficulties demonstrate higher rates of teacher retention (DERG, 2018). As argued by the Private Schools Association (PSA), performance-driven incentives, competitive rewards, and supplementary incentives led to higher levels of teachers' retention and commitment toward the school goals (PSA, 2017).

Generally, employee retention is a strategic objective for organizations, aimed at retaining skilled workers and minimizing turnover that can be achieved by cultivating a positive work environment to foster employees' engagement, demonstrating gratitude towards employees, and

offering competitive compensation and a conducive work-life balance. As argued by Allen, (2008), emphasizing the significance of employees as a valuable organizational asset necessitates prioritization of their satisfaction through effective retention strategies to preserve a talented and dedicated workforce. In Thailand, factors such as competitive compensation, prospects for professional growth, engaging job roles, and chances for personal growth have a positive impact on employee retention. Conversely, the absence of these traits is associated with increased turnover (Oad, & Niazi, 2021). The study by Tehseen and Hadi, (2015). on the patterns of retention and voluntary turnover intentions among the population of university research administrators demonstrated a high level of retention among research administrators. The perceived support from supervisors and higher management support was the key driver to their retention.

Within the context of Indian IT enterprises, various organizations employ distinct strategies to enhance employee motivation and engagement through the implementation of awards, and rewards, fostering family involvement, organizing employee engagement activities, conducting regular and frequent meetings between employees and top management executives, and recognizing employees' contributions (Alagwa & Ligembe, 2022). Nonetheless, a significant determinant in maintaining the workforce was the perception of the organization's brand. Numerous enterprises exhibit an inadequate ability to meet the fundamental needs of their employees, perhaps resulting in employees turning over to competing organizations.

An established model to investigate managerial processes inside enterprises by Allen (2008), indicates that employees' perceptions of support from human resource practices influence the perceived organizational support and job satisfaction. The presence of growth possibilities and demanding work practices exerted a greater influence on the retention of key employees. However, the research indicated that the selected firms' employees demonstrated affective attachment towards their supervisors and their work and not towards the organization as a whole.

The study by Seiph (2021) on factors influencing teacher turnover in private secondary schools in Tanzania with a focus on evaluating employee-related factors that contribute to turnover among teachers in private secondary schools in Kilolo District, identified that factors influencing teacher turnover depend on; compensation, working environment, suitable working resources and employee satisfaction. The existence of insufficient motivational factors triggered elevated rates of teacher attrition. The study failed to examine the implications of insufficient retention strategies on the efficacy of teachers. In a study by Ambukege (2020) at Stanford University in 2013 on the importance of staff retention in facilitating optimal employee performance and improving overall work outcomes, it was noted that employee turnover continues to exist, despite the implementation of policies and regulations at both national and organizational levels. Therefore, it is imperative to make efforts to understand the fundamental causes behind the evident issue of staff retention in the present day and try to understand why retaining employees today seems to be difficult.

6. METHODOLOGY

The cross-sectional research design was employed in this study to gather data at a single point in time. Selected private secondary schools in Dodoma city were selected due to the presence of private secondary schools that can give intuitions on the necessity of implementing a customized assortment of retention strategies to teachers with a focus on factors associated with employee retention. A combined qualitative and quantitative paradigm provides a comprehensive understanding of the phenomenon under study. The qualitative part involved in-

depth interviews with respondents in the chosen schools. Semi-structured interviews were used to probe subjective experiences and perceptions on the impacts of teachers' retention strategies. Open-ended questions explored the distinctions, implementation, and perceived effects on performance to provide an understanding of complex dynamics within the intervention process (AED, 2006). The quantitative patterns involved the distribution of structured questionnaires to gather numerical data, employed retention strategies, frequency of use, and teachers' perceived performance. Likert scale questions have been used to quantify participants' responses with statements related to the effectiveness of specific retention strategies and their influence on teaching performance (Cresswel, 2009).

6.1 Sampling and Sample Size

Simple random sampling (SRS) for teaching staff and non-probability sampling (purposive) for key informants were adopted. Purposive sampling was employed to select key informants and involved the selection of participants who possess specific knowledge, expertise, or experience relevant to the research topic (Kothari,2012). Key informants included school administrators, human resource managers, and educational experts who had a deep understanding of retention strategies and their impact on employees' performance in private secondary schools. Simple random sampling (SRS) was used in selecting participants randomly from the population by ensuring that each member of the population had an equal chance of being selected. Teachers from several private secondary schools in the target area constituted the study population (Omona, 2013).

Sample size determination was obtained by the use of Krejcie and Morgan (1970) sampling approach since it is the most simplified formula for determining the sample size for a finite population by use of a table created. The sample size determination formula was expressed as;

$$S = X^2Np(1-P) +d^2 (N-1) +X^2P(1-P) \dots\dots\dots\text{Equation 1.}$$

$$S = [X^2Np + X^2P] (1-P) +d^2 (N-1) \dots\dots\dots\text{Equation 2.}$$

Where;

S = Required sample size

X² = Chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = Population size

P = Population proportion (assumed to be .50 to provide maximum sample size)

D = Degree of accuracy expressed as a proportion (.05).

A sample size of eighty (80) respondents was drawn comprising of six (6) head teachers, four (4) academic masters, six (6) human resources officers, and sixty-four (64) teaching staff,

6.2 Data Collection, Reliability and Validity

Data were collected through in-depth interviews, questionnaires, and documentary reviews. Interviews were used to gain an understanding of the employees' perspectives, thoughts, and experiences related to retention strategies and their impact on performance in private secondary schools. One-on-one, group interviews, and open-ended questions were used to uncover unique insights that might not be captured through other methods (Mohajan, 2017). The questionnaires were designed to collect structured data from teachers across various private secondary schools concerning demographic information, retention strategies perceptions, perceived impact on performance, and overall job satisfaction. Document review was used to assess the existing documents, reports, and policies to gather relevant information regarding the implementation of retention strategies by private secondary schools. The process includes reviewing internal documents, employee handbooks, policy manuals, and past initiatives aimed at staff retention (Mugenda & Mugenda, 2013).

Reliability measures the consistency, precision, repeatability, and trustworthiness of research. Parallel-forms reliability method was used to test stability, a reliability measure obtained by administering different tools to the same study. The scores from the different used tools were correlated to evaluate the consistency of results across different tools and the instrument was pre-tested during the pilot study to ascertain the parallel-form reliability (Mohajan, 2017). In the same way, internal validity (credibility) indicates whether the results of the study are legitimate from the sampling selection, data recording, and analysis process and whether the study can be replicated (Williams, 2007). To ensure validity, the researcher appropriately described the strategies, triangulation, comments supervisor, member checks, saturation, reflexivity, and peer review. To ensure the external validity of whether the results are transferable to other groups of interest, the researcher used heterogeneous groups, non-reactive measures, and precise descriptions of important terms.

6.3 Ethical Consideration and Data Analysis

To ensure research ethics and safeguard the rights and welfare of the objects of study, the participants were informed about the study purpose, procedures, and benefits, and written or verbal consent was obtained from the participants before data collection, that their personal information would be kept confidential, do not cause physical or psychological harm and secure by use of codes or pseudonyms to protect identities and the participants were treated with respect and dignity (Rosenthal & Rosnow, 2008; Mugenda & Mugenda, 2013). The letter for granting data collection was obtained from the Regional Educational Officer to allow secondary school workers to respond to participate in the study and certify that the research is conducted ethically and responsibly. Both qualitative and quantitative methods of data analysis were employed by use of multiple responses, multiple linear regression, and analysis of variance (ANOVA).

7. RESULTS

7.1 Respondents' Gender and Age

Understanding how gender interacts with retention strategies can provide valuable insights into teaching dynamics and how different genders may be affected differently by prevailing retention strategies. Similarly, the age distribution of respondents is of critical importance because retention strategies can be influenced by the diverse needs, interests, and motivations of individuals across age groups, resulting in differences in their perceptions and responses. Table 1 summarizes the gender and age characteristics of respondents.

Table 1: Gender and Age of Respondents

(a) GENDER AND AGE CHARACTERISTICS					
Gender	Frequency	Percentage	Age	Frequency	Percentage
Male	33	51.6%	18-24	11	17.2%
Female	31	48.4%	25-34	27	42.2%
Total	64	100.0%	35-44	10	15.6%
			45-54	16	25.0%
			Total	64	100.0%

Source: Field Survey, (2023).

The results indicated that 51,6% were males and 48.4% were females meaning that proficient adoptions by individuals can be influenced by a variety of factors e.g. individual career goals, gender biases, or societal settlements. The gender distribution within private secondary schools correspondingly gives rise to a discourse regarding the dynamics of the prevailing work

environment. The presence of a gender inconsistency in workplace representation may indicate gender-related obstacles around workplace culture, irritation, and impartial options for career advancement.

The age distribution of teaching staff revealed that the largest proportion accounting for 42.2% at the age of 25-34 years, followed by 45-54 years constituting 25.0%. The ages of 18-24 and 35-44 accounted for 17.2% and 15.6% respectively. The age distribution is of noteworthy importance in the evaluation of retention strategies and their influence on the performance of teachers in private secondary schools. Retention strategies that prioritize professional development and training may hold particular attraction to demographic characteristics by gender and age. While younger-aged teachers often prioritize the attainment of flexibility and a harmonious equilibrium between their professional and personal lives those belonging to the middle-aged may exhibit a greater inclination towards prioritizing stability and other employment perks, like healthcare coverage and retirement plans. Retention strategies should therefore recognize and utilize this experience to enhance teachers' retention and overall organizational performance

7.2 Education and Retention Strategies

The educational attainment of employees has the potential to exert an influence on their skill sets, knowledge base, and expectations. Consequently, these factors can subsequently affect their level of engagement, contentment, and overall performance within the organizational context. The findings based on educational characteristics and retention strategies are summarized in Table 2.

Table 2: Respondents' Education Characteristics and Retention Strategies

Level of Education			Retention Strategies		
Construct	Frequency	Percentage	Construct	Responses	
				N	Percentage
Diploma	9	14.1%	Salary	30	19%
Bachelor degree	33	51.6%	Sufficient learning facilities	64	40.5%
Master's Degree	22	34.4%	Positive climate	46	29.1%
Total	64	100.0%	Leadership style	18	11.4%
			Total	158	100%

NB: A '*construct*' was used to refer to an idea specifically produced for a given research and/or theory- building purpose.

Table 2 indicates that a significant proportion of respondents possessed a bachelor's degree (51.6%), master's degree (34.4%) and diploma (14.1%). The study comprised 64 respondents. The occurrence of the teachers based on educational background indicates that a considerable most of respondents have a minimum qualification to teach, though they may be presumably interested in pursuing professional progressions. Appropriate retention strategies might include; the enhancement of skills and advancement of one's profession are indispensable. Teachers who have obtained Master's degrees possess a wealth of expertise to enhance their roles and improve teaching performance. Therefore, schools can utilize this expertise by facilitating information exchange, offering leadership positions, and creating opportunities for the application of advanced talents in meaningful contexts. Moreover, teachers with diplomas are more likely to express interest in augmenting their abilities and certifications. Schools have to facilitate the provision of affordable training programs for upskilling the growth of individual teachers to enhance the overall academic performance in their schools.

To ascertain the retention tactics implemented by private secondary schools based on teachers' perspectives, the factors taken into consideration include; salary, enough learning resources, good climate, and leadership style. The survey results indicate that 19% of the participants perceived compensation as an effective strategy for employee retention. This finding aligns with the scholarly work of [Agboola and Offong \(2018\)](#), who emphasized the importance of competitive remuneration as a critical element in the retention of highly talented educators. Teachers, akin to other professionals, place significant importance on receiving equitable and competitive compensation for their dedicated endeavours. Table (3) summarizes the challenges encountered concerning the teachers' retention in private secondary schools,

Table 3: Teachers Retention Challenges

Aspect	Responses	
	Frequency	Percent
Professional development opportunity	30	19%
Salary and benefits	64	40.5%
Working conditions	46	29.1%
Workload and job stress	18	11.4%

Source: Field survey, (2023)

From Table 3, 40.5% of respondents acknowledged salary and benefits as a significant factor contributing to teachers' attrition. The finding that salary and benefits are the top concerns aligns with broader trends in the education sector. Adequate compensation is crucial for teachers' retention because it directly affects their quality of life and job satisfaction. Schools should consider conducting regular salary reviews and benchmarking against industry standards to ensure competitive compensation. The above-mentioned results are supported by the outcomes acquired from a conducted interview with the key informants, who offered the following viewpoints:

Key Informant 1: Educational Psychologist:

"In recent years, there has been a noticeable upsurge in the adoption of practical strategies by private secondary schools to augment the teacher's retention. The actions undertaken incorporate the cultivation of a caring ethos, the encouragement of a sense of belonging, and the establishment of continuing probabilities for professional development. One informant said, 'I consistently advise the school management must regularly engage teachers in performance evaluations and facilitate feedback sessions to assist teachers to reach their professional goals, advancement, and receiving recognition. These efforts contribute to reducing staff turnover and increasing job retention.

Key Informant 2: Human Resources Officer

'In this competitive educational sector, I have noted an increased recognition among private secondary schools of the significance of implementing strategic retention initiatives to retain their teaching personnel. Among of the fundamental strategies, is the provision of competitive compensation packages, encompassing appealing salary structures, performance-based bonuses, and comprehensive benefits, such as health insurance and retirement programs. I think the implementation of flexible work arrangements, the provision of remote teaching opportunities, and reduced workloads could potentially contribute to a more favorable equilibrium between work and personal life for teachers, eventually, it will lead to heightened levels of job satisfaction and increased likelihood of teacher retention'.

Key Informant 3: School Administrator

"I strongly pledge to the reality that having vigorous retention strategies in private secondary schools is very vital for maintaining teaching staff's stability and dedication. As a school administrator, I insist and making sure our strategies encompass mentorship, offering professional guidance, upholding a culture of transparent communication, and acknowledging teachers' achievements. These strategies help secondary school teachers cope with school norms, reduce attrition, and induce a sense of ownership and partnership. Prioritizing these practices can generate a favourable environment for teachers' retention and positively improve the academic performance of both teachers and students".

7.3 Teachers' retention challenges in private secondary school

The recognition that compensation and benefits are the main drivers and motivation for most teachers, the retention practice rests upon receiving a reasonable wage since it has a direct effect on the individual value of life and job satisfaction. As stated by Bernard, & Ngaira, (2016), competitive remuneration has a significant influence in reducing qualified teachers' turnover. There is an association between teachers' remuneration and their likelihood of remaining in the teaching profession Furthermore, the working conditions cover a wide range of factors e.g. physical surroundings, accessibility to school resources, and the level of administrative support. As argued by Faremi, (2017), factors such as administrative support, availability of classroom materials, presence of a supportive atmosphere, and continuous professional development influence teacher retention, classroom efficiency, and reduced turnover. These findings are substantiated by the views expressed by the key informants during the interview session.

Key Informant 4: District Education Officer:

"My experience has revealed that the retention of teachers is a complex task facing private secondary schools. The absence of competitive compensation packages frequently prompts teachers to seek higher-paying positions in public institutions or other sectors. This is due to the lack of comprehensive benefits, employment security, and absence of professional development opportunities leading to discontent. Private schools must invest in professional development programs, and establish clear and supportive management structures for teachers.

Key Informant 5: School Administrator:

"Honestly, the retention of teachers in private secondary schools has been very challenging due to exhaustion associated with high workloads and expectations to fulfill multiple roles ranging from teaching, administrative duties and lack of robust support system. Maintaining high academic standards and meeting students' and parental expectations contribute to huge pressure and job dissatisfaction among teachers. Schools have to implement mentorship programs, review administrative procedures, offer mental health support, and cultivate a collaborative inclusive culture".

Key Informant 6: Teachers' Union Representative

"Retaining teachers in private secondary schools has been difficult due to systemic problems, lack of collective bargaining rights and union representation which often leaves teachers without a platform to voice their concerns and negotiate for better working conditions. Similarly, the pervasiveness of job insecurity, unfair dismissal, and limited career advancement opportunities are among the contributing factors to higher rates of teacher turnover. To address these tests necessitates recognition of teachers' rights to unionize, and establishing clear career development pathways".

7.4 Impact of Teachers' Retention Strategies in Private Secondary Schools

A regression analysis was conducted to determine the impact of employees' retention strategies on employees' performance in private secondary schools. While academic performance is the

dependent variable, the predictors include promotion, leadership style, learning facilities, positive climate, salary, and work-related benefits as summarized in Table 4.

Table 4: Regression Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Durbin-Watson
1	.857 ^a	.735	.707	.23642	.571

a. Predictors: (Constant), promotion, leadership style, learning facilities, positive climate, salary, work related benefit.

b. Dependent Variable: Academic performance.

The model's R² value is 0.735, indicating that approximately 73.5% of the variance in teaching performance can be explained by the independent variables in the model. The Adjusted R² value of 0.707 considers the number of predictors in the model and is slightly lower than the R² value. Adjusted R² helps to prevent overfitting and provides a more accurate measure of the model's goodness of fit. Correspondingly, the standard error of the estimate is 0.23642 which measures the average deviation of the actual data points from the regression line. A smaller standard error indicates a better fit of the model to the data. Moreover, the model's R² value of 0.735 indicates a substantial portion of the variance in teachers' performance can be attributed to the included predictors. This suggests that the combination of promotion, leadership style, learning facilities, positive climate, salary, and work-related benefits has an outstanding influence on academic performance. From the analysis, it can be concluded that the model which includes the predictors of "promotion," "leadership style," "learning facilities," "positive climate," "salary," and "work-related benefits," significantly affects teachers' performance in private secondary schools.

7.5 Analysis of Variance (ANOVA)

ANOVA assesses whether observed differences are statistically significant. The ANOVA table presents the breakdown of variance in the dependent variable (Academic performance) into components explained by the regression (predictors) and the residual (unexplained variance).

Table 5: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.814	6	1.469	26.282	.000 ^b
	Residual	3.186	57	.056		
	Total	12.000	63			

a. Predictors: (Constant), promotion, leadership style, learning facilities, positive climate, salary work related benefit.

b. Dependent Variable: Academic performance

The regression row shows that the sum of squares attributed to the regression is 8.814, with 6 degrees of freedom. This sum of squares represents the variance in the dependent variable explained by the independent variables. The "Residual" row indicates that there is 3.186 units of unexplained variance, with 57 degrees of freedom. Lastly, the "Total" row shows the total variance in the dependent variable, which is 12.000 units, with a total of 63 degrees of freedom meaning.

7.6 Coefficients

The constant term represents the predicted value of the dependent variable when all predictor variables are zero. In this case, it's not directly interpretable in terms of the variables provided, but it's significant ($p < 0.001$), indicating that there are other factors not included in the model that contribute to the dependent variable. A summary of the statistical analysis is precisely presented in Table 6.

Table 6: Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.954	.084		23.183	.000
Salary	.068	.101	.072	.672	.004
Learning Facilities	.006	.087	.007	.068	.046
Positive Climate	-.163	.084	-.166	1.936	.078
Leadership Style	.042	.083	.041	.513	.034
Work Related Benefit	1.042	.134	.939	7.763	.000
Promotion	.127	.066	.141	1.923	.040

Source: Extracted from Statistical Analysis of Field Data, (2023).

From Table 6, the unstandardized salary coefficient (0.068) signifies that a one-unit increase in salary is associated with an increase in the predicted value of academic performance. The standardized coefficient (Beta) suggests that salary has a minor positive effect on the dependent variable. The $p = 0.004$ is less than 0.05, indicating that the effect is statistically significant. Similarly, the coefficient for 'learning facilities' indicates that a one-unit increase in learning facilities is associated with a 0.006 increase in the predicted value of academic performance. The effect is also small, and the $p = 0.046$ is less than 0.05, signifying a statistically significant effect. The coefficient for positive climate (-0.163) specifies that a one-unit increase in positive climate is associated with a decrease in the predicted value of academic performance. The effect is negative, but the $p = 0.078$ is greater than 0.05, meaning the effect might not be statistically significant at a 0.05 significance level.

The coefficient for 'Leadership Style' proposes that a one-unit increase in leadership style is associated with a 0.042 increase in the predicted value of academic performance. The effect is relatively small but statistically significant ($p = 0.034$) and the coefficient for 'Work Related Benefits' shows that its one-unit increase is associated with a substantial increase of 1.042 in the predicted value of the academic performance. The standardized coefficient (Beta) recommends that work-related benefit has a strong positive effect on academic performance ($p < 0.001$), representing a highly significant effect. Moreover, the coefficient for 'Promotion' suggests that its one-unit increase is associated with a 0.127 increase in the predicted value of academic performance. The effect is relatively small ($p = 0.040$) is less than 0.05, indicating a statistically significant effect. From this analysis, several factors seem to be influencing the academic performance. The most notable factors include salary, leadership style, work-related benefits, and promotion and learning facilities.

8. Conclusion and Recommendations

This paper focused on the strategies and potential ideals for retention of teaching staff at private secondary schools using a case of private secondary schools in Dodoma city in Tanzania. It was found that several aspects such as competitive wage packages, opportunities for professional

development, fostering great workplace cultures, and intrinsic motivators are paramount in teachers' retention strategies. On the other hand, different hindrances e.g. financial constraints, unsupportive leadership, and harsh working environment encourage teacher turnover. Effective leadership serves as a source of inspiration for teaching staff and establishes the basis for a thriving school culture in which teachers experience a sense of occupational activities. In the dynamic educational environment, it is crucial to put on efficient personnel retention strategies to adapt to the growing nature of private secondary schools. These research outcomes provide insights into the multitude of factors that impact staff retention and performance within the specific setting of private secondary schools in Tanzania. It is recommended that; to improve teachers' retention and academic performance in private secondary schools, irrespective of gender and age, there is a need to develop retention strategies provide development opportunities, promote a well work-life balance, promote equal opportunities, and establish a safe and respectful workplace in the schools. The study further proposes a need for further research with a focus on assessment of retention strategies across various schools including boarding and day schools with public schools owned by the government.

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