

Influence of Talent Management Strategy on Teachers' Retention in Rural Public Secondary Schools in Mkuranga District, Tanzania

By

Gideon Y. Sikawa

PhD, Jomo Kenyatta University of Agriculture and Technology, 2019

Abstract

One of the most significant developments in people management over the past years has been the focus on effectively managing the individuals who are most important to the strategic success of companies, both domestic and international. This focus has taken the general labels of "talent management." The study investigated the influence of strategic talent management practices on teacher retention in rural public secondary schools. Specifically, the objectives established whether career development, succession planning, working conditions and reward management practices influence teacher retention in rural public secondary schools. The researcher used descriptive research design to carry out this study.

The study was guided by four theories

- Social cognitive theory
- Social exchange theory
- Expectancy theory
- Person-Environment Fit theory

This study had used positivism philosophy, this was due to the belief that only "factual" knowledge gained through [observation](#) (the senses), including measurement, is trustworthy. With this philosophy, the study leaned on [data collection](#) and [interpretation](#) in an objective way. The findings were observable and quantifiable because positivism depended on quantifiable observations that lead to statistical analyses as it has an atomistic, ontological view of the world as comprising discrete, observable elements and events that interact in an observable, determined and regular manner. This study adopted the positivism philosophy since it focused on the teacher retention crisis which is measured numerically. The study also involved hypotheses testing based on facts obtained from the primary source in the surveyed public secondary schools.

The target population for this study was teachers of rural public secondary schools. Random sampling technique was employed to select a sample size of 280 teachers from the listed public secondary schools. Structured questionnaire and documentary review were employed as instruments for data collection. A multiple linear regression model was used to test the significance of the influence of the independent variables on the dependent variable. In order to establish the influence of strategic talent management practices on teacher retention. Further, the study tested four hypotheses in addition to carrying out correlation and descriptive tests.

The results regarding the influence of career development on teachers' retention revealed that:

- Career development had 6 items and none of items recorded factor loading below 0.40. Thus, the variables of career development and teacher retention had a strong positive relationship indicated by a correlation coefficient value of 0.626 (p-value <0.001). This suggests that there was a linear positive relationship between career development and teacher retention, implying that unit increase in career development would lead to a

linear increase in teacher retention.

- Respondents (62.5%) were of opinion that career development opportunities could increase teacher retention at 51-75%. Therefore, null hypothesis was rejected and it was concluded that there is a positive significant influence of career development on teacher retention in rural public secondary schools

On influence of succession planning on teacher retention in rural public secondary schools, the study showed that;

- Majority of respondents (61.1%) were of opinion that succession planning greatly influences teacher retention in rural public secondary schools. Further, the variables of succession planning and teacher retention had a positive relationship indicated by a correlation coefficient value of 0.68 (p-value <0.001).
- Teacher mentoring was reported to be somehow leading to staff retention especially when other things like salary and job promotion were included, otherwise it does not lead to employee retention.
- A great number of respondents revealed that merit-based promotion encourages retention in schools. Therefore, null hypothesis was rejected and it was concluded that there is a positive significant influence of succession planning on employee retention in rural public secondary schools

On the influence of working conditions on teachers' retention in rural public secondary schools, the study revealed that;

- The variables of working conditions and teacher retention had a strong positive relationship. In the Analysis of Variance (ANOVA), results for regression coefficients revealed that the F-statistic value recorded was significant with p-value less than level of significance, hence the null hypothesis was rejected.
- Healthy working environment within the schools was reported to influence teacher retention. This means that healthy working condition contributes a lot on teacher retention; that is instances where there are good working conditions, none of the employee are willing to move.
- The schools do not provide modest offices for teachers. Majority of the respondents greatly disagreed that schools provide modest offices for teachers in rural public secondary schools in Mkuranga District. Schools were reported to be unable to provide teachers with work equipment (chalks, marker pens, flip charts, computers/laptops pens, text books, mask and duster).
- Teachers in rural areas were not provided with residential houses. In most cases, many teachers, particularly qualified ones, expected good houses, with electricity and running water, greater social opportunities, better education for kids and health services, and some additional economic opportunities. While those expectations can hardly be met in remote areas, these areas (compared to urban ones) were equally more susceptible to diseases, problems with local languages, poor classrooms, school resources, leisure opportunities, less accessibility to health services, feelings of isolation and exclusion from opportunities for participation in consultation or professional development, and possibility of greater workloads due to teacher shortage.
- Some teachers failed to cover the syllabuses because of spending time following up on their salaries or related payments. The above explanation reveals that the Tanzanian government deployed teachers in remote areas without or with unsatisfactory social services, which adversely affected their motivation and commitment to teaching.

Therefore, null hypothesis was rejected and it was concluded that there is a positive significant influence of working conditions on teacher retention in rural public secondary schools in Mkuranga District.

Regarding the influence of reward management strategy on teacher retention in rural public secondary schools, the results showed that;

- Respondents (33.5%) reported that reward management could lead to employee retention at 51-70%. Pearson's Moment Correlation Coefficients established that there was a strong positive linear relationship between reward management and teacher retention.
- Respondents (77%) reported that schools do not compensate teachers of their effort. This situation demoralized employee and increased turnover intentions in rural public secondary schools in Mkuranga District.
- The amount of salary paid to employee was not satisfactory. A further interesting scenario on this aspect was the observation that, despite the high shortage of teachers, their salaries are not likely to increase, contrary to the laws of demand and supply mostly operating to regulate prices in normal labour markets. This is because the teachers' labour market differs from traditional labour markets or most conventional markets, as governments in most cases politically control and manipulate the supply and demand of teachers.
- The overall Regression Coefficient results showed that that there was a positive and significant influence of career development, succession planning, working conditions and reward management (independent variables) on teacher retention (dependent variable). Thus, the null hypotheses were rejected and it was concluded that, all the explanatory variables; career development, succession planning, working conditions and reward management have positive significant influence on teacher retention in rural public secondary schools in Mkuranga District.

➤ Interview Responses

Career development was found influencing teacher retention by 61%. It was found that, school management perceives career development activities as costly undertaking and therefore, lack of readiness to engage in such activities. On the other hand, many interviewees stated that 'fair succession planning was vital for teacher retention, adding that many teachers leave their schools and join other schools/organizations after having stuck on the same job rank for quite long. Positive working conditions were found influencing retention and provide the necessary motivation to sustain teachers throughout the day, so it was found to be the first priority on their list.

Conclusion

- The study established that talent management has a significant positive influence on teacher retention in rural public secondary schools. However, rural public secondary schools do not offer talent management opportunities as a strategy towards effective retention of teachers and therefore, teachers' retention remains a critical problem in rural public secondary schools.
- The results suggest that majority of respondents (62.5%) strongly agreed that career development opportunities could lead to teacher retention their schools.

- Succession planning and teacher retention were found to be positively related. Majority of respondents (61.1%) indicated that succession planning increases teacher retention in rural public secondary schools.
- Accordingly, working conditions and teacher retention are positively related. About 92% of respondents rated working conditions as a number one variable amongst variables influencing teacher retention in rural schools
- Teachers in rural areas are not provided with residential houses. In most cases, teachers, more qualified ones in particular, expect good houses, with electricity and running water, greater social opportunities, better education for kids and health services, and some additional economic opportunities
- Moreover, teachers fail to cover the syllabus because of spending time following up on their salary or related payments. It has been previously documented that remote rural areas suffer an acute lack of services such as clean water, electricity, access to healthcare and telephone coverage.
- Rural public secondary schools' management does not compensate teachers of their extra job duties. This situation demoralizes teachers and increases turnover intentions in these schools
- There was a positive and significant influence of Career development, Succession planning, Working conditions and Reward management (independent variables) on teacher retention (dependent variable).

This study provided the following recommendations.

- Schools' management should support career development to encourage retention of teachers by enhancing teacher professional development interventions in rural areas.
- Teacher professional development for schools in rural areas should be aligned to programs that take cognizance of the contextual characteristics of schools, enabling teachers to graduate not only with an understanding of education theories and practice but also with sensitivity towards rural community lifestyles and their vision for education.
- It is important for schools to make sure that teachers are provided with offices that relate to their status and adequate work equipment as a strategy towards retaining and getting maximum output from them.
- Schools' management has no option but to make sure that teachers get modest accommodation in order to retain them. In an attempt to solve the problem of lack of residential houses, the following strategies are recommended; Schools' management and the governing board should look for companies, non-governmental organizations (NGOs) or community groups which could build low-cost houses for teachers. The local or central government could make acceptable arrangements to provide land where such houses could be built near schools. The land given could be used within acceptable terms as collateral to securing loans from banks to build those houses. In return, these houses could be rented to teachers at a reduced price, and schools could assist, for instance, through paying part of the renting costs (depending on the financial situation of a school).
- Local people are urged to provide short-term accommodation for teachers with pressing needs like new non-native teachers, while looking for permanent housing solution. Female teachers' accommodation must be prioritized.

- A new perspective of teachers' rights that takes account of actual working conditions that allows for the allocation of appropriate rewards and incentives that are based on the experiences of teachers working in rural schools (rewards and incentives) as a means to compensate their efforts is needed.