

**INFLUENCE OF STRATEGIC TALENT
MANAGEMENT PRACTICES ON TEACHER
RETENTION IN RURAL PUBLIC SECONDARY
SCHOOLS IN MKURANGA DISTRICT, TANZANIA**

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**Influence of Strategic Talent Management Practices on Teacher
Retention in Rural Public Secondary Schools in Mkuranga District,
Tanzania**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university

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DEDICATION

DEDICATION

This Thesis is dedicated to my family. Special dedication goes to my kids Gerry, Gian and Giana who made me stronger, better and more fulfilled than I could have ever imagined. I love you to the moon and back. Above all, God the almighty Father with whom all things are possible.

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LIST OF ABBREVIATIONS AND ACRONYMS

BHRC	Building Human Resource Capacities
BLUE	Best Linear Unbiased Estimates
EFA	Education For All
ERC	Employee Retention Connection
ESDP	Education Sector Development Program
GLCs	Government Linked Companies
HRD	Human Resource Development
HR	Human Resource
MDGs	Millennium Development Goals
MIC	Middle Income Country
MoVET	Ministry of Education and Vocational Training
NFYD	National Five Year Development
NPM	New Public Management
NSDS	National Skills Development Strategy
PGF	Person-group fit
PSD	Public Service Delivery
PSF	Person-supervisor fit
PSS	Public Secondary Schools BLUE
PVF	Person-Vocation Fit
SEDP	Secondary Education Development Program
SET	Social Exchange Theory
SHRM	Strategic Human Resource Management

SPSS	Statistical Package for the Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Program
UPE	Universal Primary Education
URT	United Republic Of Tanzania
VIF	Variance Inflation Factor

DEFINITION OF TERMS

- Career Development:** Refers to a sequence of separate but related work activities that provide continuity, order and meaning to a person's life. It is not merely a series of work-related experiences, but consists of a series of properly sequenced role experiences leading to an increasing level of responsibility, status, power and rewards (Flippo E, 2008).
- Employee Retention:** Refers to a technique adopted by businesses to retain an effective workforce and at the same time meet operational requirements (Hirsch E, 2007). Earle, H. A. (2003) described it as "a process in which the employees are encouraged to remain with the organization for the maximum period of time or until the completion of the project."
- Succession Planning:** Refers to a process for identifying and developing new leaders who can replace old leaders when they leave, retire or die. Succession planning increases the availability of experienced and capable employees that are prepared to assume these roles as they become available. Taken narrowly, "replacement planning" for key roles is the heart of succession planning (Charan, *et al.*, 2001).
- Teacher retention:** Refers to the retention of talented teachers identified by the organization, and to whom the talent management initiatives are focused (Menaldo & Victor 2016).
- Talent Management:** Refers to "activities and processes that involve the systematic identification of key positions which differentially contribute to the organization's sustainable competitive advantage, the development of a talent pool of high potential and high performing incumbents to fill these

roles, and the development of a differentiated human resource architecture to facilitate filling these positions with competent incumbents and to ensure their continued commitment to the organization” (Collings & Mellahi 2009).

Talent: Refers to those individuals who can make a difference to organizational performance either through their immediate contribution or, in the longer-term, by demonstrating the highest levels of potential, Hirsh (2006).

Working conditions: Refers to working environment and all existing circumstances affecting labor in the work place, including: job hours, physical aspects, legal rights and responsibility organizational culture, work load and training, Armstrong (2005).

Operationalization: Refers to a process of defining the measurement of a phenomenon that is not directly measurable, though its existence is inferred by other phenomena. Operationalization thus defines a fuzzy concept so as to make it clearly distinguishable, measurable, and understandable by empirical observation (Lewis and Heckman, 2006).

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.” This study attempted to investigate the influence of strategic talent management practices on teacher retention in rural public secondary schools Mkuranga District. 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 target population comprised 280 teachers of rural public secondary schools in Mkuranga District. Purposive and random sampling techniques were employed to select teachers from the listed public secondary schools in Mkuranga District. The sample size was 280 teachers from rural public secondary schools in Mkuranga District. Structured questionnaire and review of relevant reports and journals were employed as instruments for data collection. Inferential statistics were applied to analyze numerical data which were gathered using closed ended questions. Data collected from the field were analyzed using Statistical Package for the Social Sciences (SPSS 23.0). A multiple linear regression model was used to test the significance of the influence of the independent variables on the dependent variable. The study findings indicate that strategic talent management practices had a positive significant influence on teacher retention. Results showed that there was a positive significant influence of career development, succession planning, working conditions and reward management on teacher retention in rural public secondary schools in Mkuranga District. The study concluded that, there is a positive and significant influence of independent variables on dependent variable and therefore the entire null hypotheses were rejected and it was concluded that all the explanatory variables had positive significant influence on teacher retention in rural public secondary schools in Mkuranga District. It was recommended that schools’ management and governing boards should provide modest offices and residential houses to teachers in rural schools and ensure general improvement of working conditions.

CHAPTER ONE

INTRODUCTION

This chapter presents background of the study and a brief description of public secondary schools in Tanzania. It further puts forth the statement of the problem, research objectives and hypotheses to be tested. The chapter proceeds to explain the significance and scope of the study and finally offers an overview of limitations encountered in the course of execution of the study activities.

1.1 Background of the Study

The concept of talent management gained more ground and relevance due to evolution of corporate human resource and training in today's present work environment. The concept of talent management was originated in 1980s and 1990s the time when the responsibilities of human resource department/personnel department shifted from being routine administration and processing, to more complex configuration and planning duties.

At a time when decision makers relied solely upon HR departments for employee management and competent evaluations, the idea of talent management was born or emerged (Ackland, 2015). During this period, most organizations realized that HR had larger role in recruiting and training the right people to fit into the work force environment. Again, HR plays vital role in developing good compensation packages which include; employees' fringe benefits, stock options and bonuses, and serving as a central point of communication for employee health and happiness (Bersin, 2006).

On the other hand, talent management deals with human capital management which consists of people, knowledge and skills. Recent study by Gardner (2002) noted that talent management is a major global challenge confronting most organizations in the world. Due to scarcity of talent, organizations around the world are competing for the same pool of talents to acquire and retain talents in order to maintain their

operations and continue to grow in terms of service and profitability (Chuai *et al*, 2010).

With regards to this, talent management is very useful in organizational learning and development. It changes the way firm organized and use technology, allocate resources, and measure optimal performance. Apart from that, progress of talent management is very important in developing and discovering new talented employees in the workforce. “Advances in talent management system such as human capital management technology, is useful to HR leaders implement global recruiting strategies where they domicile and to generate the insights needed to drive quality of hire, internal mobility and a proactive approach of building talent pipelines” (Dhanabhakym, M., & Kokilambal, K. 2014).

Unfortunately, most of the advanced talent management systems have not translated meaningfully towards organizational performance due to the way firms design and manage their organizational structure. Heimen *et al.*, (2004) argue that the way organization attracts develops, retains, motivates, manages and reward its employees determines the duration or extent they will stay on the job. For instant, employees who get better job offer and good working condition with another employer quit than staying on the job. To remain focused and competitive in business environment, some firms should develop attractive package, bonus, fringe benefits and flexible working hours to accommodate everyone to be able to increase organizational performance and employees’ value.

In an organization, the main objective is to recruit the right employee to the right position; this is the main goal of Talent Management (Bohlander & Snell, 2013). (Thakur & Surampudi 2011). Thakur (2011) simplifies that; the efforts of talent management employees get advantage from: career improvement, expand the knowledge about organizations objectives, higher motivation and job satisfaction. However, Sinha and Sinha (2012) stress that, employee retention issues are developing as most basic workforce administration difficulties of the prompt future. In spite of that, Anupam and Upasna (2012) sum up that, if organization balances

the Talent Management and implement within the organization can tackle the retention problem.

Yllner and Brunila (2010) carried out a study on talent management and the manner in which companies work towards retaining and managing technical specialists in a technical career. The researchers found out that Talent management is of great importance especially in the ever changing contemporary world as a strategic and competitive tool. In addition, when associated with corporate strategy, talent management becomes a motivating factor in realizing greater profits in the corporate world. Qualitative method was employed. The study was contextualized on oil and gas industry based in Norway. Furthermore, there was a comparison between the Norway industry and another in Sweden. The two were compared as they had similarity in variables used which were size and technical capabilities.

Tiwari *et al* (2013) investigated the strategies and practices of talent management and their impact on employee retention and effectiveness of its execution. The study revealed that age of employees is independent from satisfaction but experience of employees does affect the satisfaction with the practices of talent management. Walsh and Taylor (2007) in article “Developing in-house careers and retaining management talent” revealed that although compensation and work and life balance are important, it is the absence of opportunity for professional and organizational growth and development that affects employee retention.

Ross (2005) revealed that the retention war starts at the hiring stage, with companies recruiting employees whose talents and interests fit with both the short- and long-term needs of the organization. Altrnaz *et al* (2013) considered effects of talent management on organizational trust in Ankara hotels and revealed that changing mid-range and senior hotel executives’ perceptions of talent management in a positive way will have a positive impact on trust in the organization.

The irreversible shift from the industrial age to informational age has given rise to knowledge jobs, which has intensified demand for high caliber managerial talent. This increasing demand along with growing propensity for employees to switch the

company has made employee retention a real concern for organizations. Study of Hay Group shows that in next 6 years, the global turnover rate is expected to rise from 20.6 to 23.4 percent (Hay Group, 2013). Deloitte's Human Capital Trends Study 2014 identifies retention as one of the top two people issues of organizations (Bersin, 2013). Due to the huge differential value created by a talented employee, the recent researches in human resource area tend to focus on retention of talented employees than of entire workforce. No organization can even imagine hazards of losing a top talent, especially to its rival organization. At times, even a single employee can change the destiny of the organization. McKinsey and Company highlight the importance of talented employees by pointing out that a best software developer can write 10 times more usable lines of codes than average developers (Michaels & Axelrod, 2001).

The combined pressure of demographic, workforce and market forces has made managing talented employees a herculean task. It is in this scenario the HR practitioners and consultants advocates 'talent management' as a panacea for dealing with all talent-related issues and in last one decade it is evolving as a valuable human resource initiative for talent retention. Talent management that includes identifying, developing and cultivating of those individuals who are of great value to an organization, gains prominence because of its claim on reducing turnover of talented employees which is a serious concern of organizations.

Even though practitioners and consultants praise talent management for the miracles it can create in an organization, how talent management leads to greater employee retention, seems to be an unexplored terrain. Like any other management strategy, talent management cannot directly influence the retention behaviour of employee. So what could be the attitude developed in talented employees that may influence their behaviour is crucial in understanding the role of talent management in employee retention.

1.2 Teacher Retention

Teacher retention refers to the ability of a school to retain its teaching workforce. Teacher retention can be represented by a simple statistic (for example, a retention rate of 80% usually indicates that a school kept 80% of its teaching workforce in a given period). However, many consider teacher retention as relating to the efforts by which employers attempt to retain the teaching workforce in their schools. In this sense, retention becomes the strategies rather than the outcome (Wikipedia).

According to Get Les McKeon, teacher retention is defined as "A systematic effort by employers to create and foster an environment that encourages current teachers to remain employed by having policies and practices in place that address their diverse needs. The costs associated with turnover may include lost customers, business and damaged morale. In addition, there are the hard costs of time spent in screening, verifying credentials, references, interviewing, hiring and training the new teachers just to get back to where you started.

Elfers *et al.* (2006) opines that managing teacher retention emphasizes on the strategies that result to employee retention that thoroughly inspire such cohesion, productivity and level of staff commitment to duty. Easley (2006) describes five philosophies of retention management that could enhance personnel satisfaction, commitment and output. Effective teacher retention practice in rural areas requires several specific capabilities, and one of the most important capabilities is to establish roots in the community. As indicated by Bornfield *et al.*, (2002), the rootedness of teachers in the areas is the most important influencing factor.

To be more specific, if teachers have successfully set foot and established deep and close bonds in the area, it will be difficult for them to make a decision about moving as the community has already offered home to them. From this perspective, the community - rooted practice of recruitment and retention is critical to the education of rural areas. As indicated by Ingersoll (2001), school administrators may need to be trained about how to effectively support teaching staff at work and help them fit into school culture in order to retain the recruited teachers.

In particular, according to Ingersoll (2001), re-culturing is a sustainable approach for recruitment and retention of teachers. This approach is about how to shift or alter the teachers' perceptions and attitudes toward their job and how they spend time. Furthermore, the retention of high-quality teachers involves various stakeholders to take the responsibility, such as school principal and supervisors (mainly school administrators), teachers and the government (policy-makers or decision-makers). In particular, this approach for teacher's retention requires the collaboration between different stakeholders or parties. In addition, it relates to the school culture and general atmosphere or climate at school, since all the stakeholders determine the organizational culture of school.

Retaining all the employees may not be the desire of every business. Most of the organizations are concerned with retaining the high performers, those who possess key skill and knowledge needed to run the organization and those who are difficult to be replaced. Greenberg and Sweeney (2010) also emphasize that organizations should make efforts to keep their best talent despite difficult times. They further argue that it is the top performers that distinguish one business from another.

Cardy & Lengnick-Hall (2011) also advocate that if best workers are not retained, an organization can be negatively affected from the operational to the strategic level and that human capital remains one of the few resources that can provide a sustainable competitive advantage. They however suggest that employees should be classified as platinum, gold, iron and lead, and that organizations should spend more effort to retain platinum employees as compared to the lead employees. It is worth mentioning here that employee's exit from a job has different dimensions.

However, the issue which is of relevance here is that certain factors of employee's exit may be controlled by the management while there are other factors on which the management has little or no bearing. For example an employee may leave his job because of family situation, job offers and pursuit of new opportunities. Cardy & Lengnick-Hall (2011) further emphasize that efforts to maximize retention are consistent with a concern for employees and a desire to make the organizational

environment as “sticky” as possible in order to keep employees. Efforts to minimize turnover, on the other hand, can be seen as motivated to reduce or avoid a cost.

Zineldin, (2000) has viewed retention as “an obligation to continue to do business or exchange with a particular company on an ongoing basis”. Denton (2000) has clearly stated that employees who are happy and satisfied with their jobs are more dedicated towards their work and always put their effort to improve their organizational customer’s satisfaction. Stauss *et al.*, (2001) has defined retention as “customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions, with the first four being emotional-cognitive retention constructs, and the last two being behavioral intentions”. Panoch, (2001) forwarded the view that organizations today take great care in retaining its valuable employees and good employees as they are increasingly becoming more difficult to find.

Walker (2001) was of the view that managing and retaining promising employees’ is an important fundamental mean of achieving competitive advantage among the organizations. Cutler (2001) was of the view that one of the most important demands on management today in any organization is keeping the most vital and dynamic human resources motivated and dedicated. Steel *et al.*, (2002) added to this view that “the fact is often overlooked, but the reasons people stay are not always the same as the reasons people leave”. Researchers such as Amadasu (2003), Taplin *et al.*,(2003); Gberevbie (2008) have found that if appropriate employee retention strategies are adopted and implemented by organizations, employees will surely remain and work for the successful achievement of organizational goals.

In the view of Acton *et al.*, (2003) the Human Resource Department plays an active role in retaining its employees. It make policies for employee betterment such that employee would be satisfied with the organization and stay with the firm for longer time. This shows that it is not just retention of employees but also retention of valued skills. Researchers such as Cascio *et al.*, (2003) have agreed that an organization’s inability to formulate and implement strategies capable of recruiting competent employees and retaining them to achieve organizational goals is one of the main challenge facing organizations in the area of performance.

1.3 Talent Management at the Global Level

One of the most important developments in international human resource management over the past fifteen years has been the increased focus on the effective management of those individuals with high levels of human capital who are central to organizational success, both at home and abroad (Tarique and Schuler, 2010). Ever since the second half of the 1990s, the field of talent management has become a key area of focus for both practitioners and academics.

Talent management (TM) can be thought of as a subset of strategic human resource management (SHRM), which concentrates on meaningful techniques aimed at attracting or identifying, motivating, developing, and retaining organization's most valuable employees and ensuring their deployment in those roles that add the greatest value in the organization.

Indeed, while a recent report by Ernst & Young (2010) has claimed that "superior talent management correlates strongly with enhanced business performance", we have as yet little solid academic research on the outcomes of effective talent management on individual and organizational outcomes. At an individual level, highly talented employees, when managed effectively, have the potential to generate value for the organization significantly in excess of average organizational performers. For example, for jobs that require repetitive, non-creative work, top performers are 2-3 times more productive than others, while for jobs in more creative and specialized work, the difference can be as much 6 times. On average – across all jobs, trades, and world regions – the best employees are about 4 times more productive than their other colleagues (Mankins & Root, 2013). A key challenge for talent management is to maximize the contribution of these employees to the sustainable success of the organization.

From an academic perspective, the debate on talent management can be traced to the mid-1980s, with the dawn of the discourse on the strategic role of human resources in organization success. However, the academic community has, initially at least, been rather skeptical of the concept of talent management. Most criticism has been

related to the lack of conceptual and intellectual foundation, as well as the apparent absence of definition and academic precision of the underlying constructs (Collings & Caligiuri, 2010). The empirical evidence on talent management remains scarce. The limited evidence that is available, however, points to widespread disparities between the rhetoric of formal policies and the reality of organizational practice (Vaiman & Holden, 2013).

While the majority of organizations do recognize the paramount importance of talent management, most of them fail to manage talent effectively (Schuler *et al*, 2011). The recent global financial crisis has prompted questions on the continued significance of talent management, but evidence suggests that it remains a major issue for senior managers in most economies with skills gaps lingering in many sectors. For some companies, identifying, attracting and retaining talented, high value employees in key roles and positions has actually increased in importance in recent years (Sparrow and Farndale, 2011). This is supported by the most recent PWC Global CEO Survey, which reports that talent management remains the number one priority for 78 per cent of companies worldwide (PWC, 2012)

Talent Management in Tanzania

The National Five Year Development Plan for Tanzania (NFYDP 2016/17-2020/21) points out that successful implementation of the plan is hinged on timely availability of adequate human resources having the right mix and quality. The plan further notes that human resources remain the primary challenge hindering achievements in the provision of social services including education. From the mid-1990s, the Government implemented a number of measures to revamp social services provision, including promoting private sector providers. Such measures included policy reviews, for instance the Education and Training Policy of 1995, with a view to stepping up the enhancement of human resource capacity and development of skills.

The Tanzania 2025 Vision directs improved provision of tertiary education and training that will provide the critical mass of high quality human resources required to effectively respond to and master development challenges at all levels (URT,

1999). This includes for industrialization which is at the top of the 5th Government's agenda for socio-economic development. While the education sector is itself faced with the shortage of human resources particularly teachers, it is at the same time tasked with the production of human resources for other sectors.

The NFYDP 2016/17-2020/21 describes the education sector as the path towards achieving the human capital development required in uplifting the country's skills profile for industrial development. The NFYP 2011/12-2015/16 described the key skills needed for the achievement of the vision 2025 and also set targets for the attainment of the required skills by 2015. The aim therefore is for the education sector to devise interventions that will ensure Tanzania continues to increase the number of skilled workers.

The estimated gap in skilled workers required for Tanzania to realize Middle Income Country (MIC) status by 2025 is high. The NFYDP 2016-21 clearly states as its strategy choice the need to build competent and competitive human capital (vocational, technical, professionals, graduates and postgraduates) in areas relevant to industrial development. This is to be done through increased investment in human capacity building at all levels in accordance with the National Skills Development Strategy (NSDS). This includes the utilization of pre-employment and post-training institutions.

Public Secondary Schools in Tanzania

Secondary education is widely believed to provide the optimum setting to prepare young people, predominantly adolescents, for healthy and productive adult lives, including participation in social, political, and economic spheres (Naisujaki *et al.*, 2017). In addition, for countries like Tanzania to compete in the global economy, a significant number of citizens need secondary education in order to acquire specific skills and aptitudes necessary for an increasingly technology driven market (Jacob & Lehner, 2011).

Due to this background, global access to Secondary Education is currently growing at an increasing pace (UNESCO, 2008, 2010) which results into an increased

number of secondary education learners. In the mid-1990s, the Millennium Development Goals (MDGs) and the Education for All (EFA) initiatives had driven an education reform agenda which focused on improving access to Primary Education in developing countries like Tanzania.

In more recent years, proponents of post –basic education have gained a voice and wider access to good Secondary Education as being increasingly recognized as a critical element in achieving the goals of human development, political stability, and economic competitiveness (World Bank, 2014). In Tanzania, secondary education occupies a pivotal role in the functioning of the economy and the education system itself. This is revealed by an experience which shows that, majority of the people in both the private and public sectors are expected to be secondary education leavers.

In 2004, the Government of Tanzania launched its Secondary Education Development Plan (SEDP) aiming to renovate the Secondary Education system throughout the country. SEDP was formulated in line with the development of ward/Community based Secondary schools. The goal was to ensure more access and equity of participation across geographical, gender, disadvantaged groups, and the marginalized among the community. Such a critical plan was to curb the substantial increased number of pupils enrolled in Primary schools, thereby creating an upward demand for increased access to Secondary Education (Kambuga, 2013). In 2005, nearly 124, 884 students were enrolled in Forms 1-6 while in the year 2012 the number went up to 1,602,752. By any measures, these large enrolment increases over a short period of time (URT, 2013) which might compromise with the quality of education if the teacher-learner ratio is not balanced to meet the present demand.

1.4 Statement of the Problem

Alongside the recruitment of new teachers, the retention of existing teachers is a key component in maintaining teacher supply and performance of students in schools (Ingresol, 2010). Attracting and retaining excellent teachers is one of the most

important drivers of a well-functioning education system—a system that must prepare diverse students with complex needs to participate in today’s knowledge-driven economy (Mulkeen, 2010). In this respect, Hargreaves (2000) argues that there is no any educational system that can rise above the quality of its teachers and that no nation can be elevated above the level of its teaching staff.

Teacher retention has become a global challenge, many developed and developing countries are struggling to staff and retain teachers in schools, particularly in low performing, rural, and less desirable areas (MacBeath, 2012). There is no shortage of evidence that teachers’ retention policies in most Sub-Saharan African countries, Tanzania inclusive, are not only in state of crisis but are more critically unachievable as they depend much on fiscal resources, which in practice are not available (Mulkeen *et al.*, 2007; URT, 2012a).

One of the major challenges facing Tanzania today is the retention of teachers in rural areas. For example, in 2013, a total of 16,000 teachers posted into various schools in rural areas, 50% of them left after two months, causing worries to the government on the quality of education (MoEVT, 2014). According to The Citizen newspaper of 19 April, 2013 p5, graduates appointed to teach in the peripheries, such as Kigoma and Kagera left immediately after reporting. The report by Haki Elimu (2011), states that more new teachers allocated to rural areas, left within the first year.

In response to this situation, the government has been focusing on the expansion of teacher training and the recruitment of new graduates on an annual basis in order to increase the number of teachers in secondary schools across the country through the program known as SEDP II. All these efforts do not seem to solve teacher retention crisis because the current teacher student ratio 1:120 exceeds the recommended ratio 1:40 (URT, 2016). Teacher retention crisis has led to shortage of teachers in rural secondary schools which ultimately led to poor performance in form four and six National examination results. For instance, in 2015 only 6.3 % of students who sat for form four national examinations passed while 93.7% failed (BEST 2015). This is a frightening failure rate.

Urban areas have qualified teachers who are unemployed, while rural areas have unfilled posts. This pattern of simultaneous surplus and shortage is strong evidence that teachers' retention crisis is on increase and there are no known strategic talent management practices that had been taken by either schools' management or government to ensure that teachers reach and stay into the schools they are posted. Some researchers in this area have researched on teacher shortage and poor performance of rural schools. Naisujaki *et al*, (2017) investigated the reasons for students' poor performance and shortage of teachers in rural public secondary schools while Elia and Devotha (2018) conducted a study on perceived challenges and prospects of community secondary schools in Tanzania.

Naima (2015) investigated factors causing secondary school teachers' delay in reporting to their work stations in Tanga district, Tanzania. No attempt has been made to identify the strategic talent management practices responsible for teacher' retention in rural public secondary schools in Tanzania. It is hence against this background this study was undertaken to fill the missing knowledge gap by examining the influence of strategic talent management practices on teacher retention in rural public secondary schools in Mkuranga District in Tanzania.

1.5 Research Objectives

1.5.1 General Objective

The general objective of this study was to examine the influence of strategic talent management practices on teacher retention in rural public secondary schools in Mkuranga District in Tanzania.

1.5.2 Specific objectives

The specific objectives were as follows:

1. To placate the influence of career development on teacher retention in rural public secondary schools in Mkuranga District in Tanzania,

2. To articulate the influence of succession planning on teacher retention in rural public secondary schools in Mkuranga District in Tanzania,
3. To determine the influence of working conditions on teacher retention in rural public secondary schools in Mkuranga District in Tanzania,
4. To evaluate the influence of reward management on teacher retention in rural public secondary schools in Mkuranga District in Tanzania.

1.6 Research Hypotheses

The study was guided by the following hypotheses;

- H₀₁: There is no significant influence of career development on teacher retention in rural public secondary schools,
- H₀₂: There no significant influence of succession management on teacher retention in rural public secondary schools,
- H₀₃: There is no significant influence of improved working conditions on teacher retention in rural public secondary schools,
- H₀₄: There is no significant influence of reward management on teacher retention in rural public secondary schools.

1.7 Significance of the Study

Retention of key productive employee is a major challenge for all organizations locally and internationally because the resulting churn created by replacing employees that voluntarily leave the organization costs the business both directly and indirectly. This study is meant help the Ministry of Education understand the existence of direct costs arising from loss of talents, leading to interruptions in the work, generating a loss of knowledge associated with these employees.

The study moreover, generates knowledge which is believed to help the rural public secondary schools' governing boards and the Ministry of education and Vocational training understand effective strategies for better develop and engage their employee, and plan more effectively for the leadership and talent needs of the future. The study may assist the Ministry of education establish development plans for all employee (targeted career development for all levels of employee;

incorporating performance assessment, succession management and learning initiatives). The study is also positioned to provide essential feedback to the government of Tanzania on the causes of poor performance and high turnover rate inherited in public secondary schools. This feedback can assist the government the magnitude of the problem and develop strategies to mitigate the same.

Rural public secondary schools and teachers can benefit from the results of this study as it uncovers a lot of issues that may lead to improved working conditions, pay increase and introduction of incentives, leave allowances, promotion based on merit, reward management and career development that are thought to be vital but lacking in rural public secondary schools. The study is hoped to be of assistance to academicians, scholars and other stakeholders as a platform for further research on role of strategic talent management practices on teacher retention in rural public secondary schools in Mukranga District.

The study aims at making contributions to knowledge on talent management and strategic use of talent management practices to enhance staff retention. The study is important since can contribute to additional knowledge on theory and practice of human resource management by providing a comprehensive report on how strategic talent management practices can influence teacher retention in rural public schools. The academic researchers and students may find this research important in helping them understand talent management practices and in effect open up other research gaps.

1.8 Scope of the Study

This study examined the influence of strategic talent management on teacher retention in rural public secondary schools in Tanzania. Talent management is a problem in almost all organizations in Tanzania due to the talent war but rural public secondary schools are more affected by this situation when compared to other organizations. Descriptive research design was employed along with positivism paradigm (quantitative). The target population for this study was all the 936 teachers in 35 Public Secondary Schools in Mkranga District, Tanzania.

Questionnaire interview and documentary review were used as data collection tools to a sample of 280 rural public secondary schools' teachers in Mkuranga District. The study employed four independent variables namely; career development, succession management, working conditions and reward management. Teacher retention was used as a dependent variable.

1.9 Limitations of the Study

This study encountered a number of limitations. First, it was a cross sectional survey and hence the researcher could not monitor the turnover behaviour of the respondents. The measurements relied on the perceptions of the respondents and not their actions. However, cross sectional studies have consistently proved that employees' behaviour patterns of intention to leave their employers are the strongest predictors of actual turnover and are used in retention studies (Chew, 2004; Sutherland, 2004).

Second limitation was that availability of empirical research on talent management in public secondary schools was very limited meaning the results of the study had to be interpreted with caution. The researcher thus recommends more research studies that explore the field of talent management be carried out in secondary schools and in the education sector at large.

Third limitation was selection bias. The researcher had a limited ability to gain access to the appropriate geographic scope of participants. Some schools were not easily accessible due to poor infrastructure in rural areas. This made it difficult for researcher to obtain information from appropriate respondents. Some teachers were not considered appropriate respondents because they were new recruits, hence lacked proper information concerning the study. To minimize this limitation, the researcher had to utilize motorcycle means of transport to gain access to appropriate respondents.

Fourth, inadequate previous research studies were another limitation. Prior research studies from the region in which this research was conducted were limited. The researcher traced very a few previous research studies related to this topic and hence

rendering it difficult to provide theoretical foundations for the research questions that were investigated. To deal with this limitation, the researcher developed another topology by venturing into literature review from the developed world. There is therefore the need to develop literature on talent management in the region.

Fifth limitation emanated from methods/instruments used to collect the data. After analysis of research findings, the researcher realized that was unable to include an important question in the survey. This question was on the role of “hardship allowance” or “special motivational package” on retention. Further researchers are called to address this concern.

Sixth, the study also experienced an initial slow response from the respondents who were mainly busy with tight teaching schedules but this was mitigated by having constant follow-up on phone and physical visits to the respondents personally and by use of research enumerators. Seventh, some teachers failed to respond to some items and left blank spaces. The researcher attempted to follow up on them and read the unanswered questions to get a verbal response and subsequently fill in the blank spaces. It was expected that apathy or unwillingness by teachers to provide important or correct information was to pose a major problem to the research findings. However, efforts were made to convince the respondents that the information given was only meant for study purposes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of various literature related to the subject under the study. It consists of theoretical framework and Models of employee retention under which different theories and models related to the study were discussed. It also contains a conceptual framework, which shows the interlink between independent and dependent variables. The chapter moreover, puts forth a detailed literature review pertaining to independent and dependent variables namely; career development, succession planning, working conditions, reward management, and teacher retention respectively. Furthermore, it presents the key findings of past similar studies, critique of existing literature, research gaps and finally the summary.

2.2 Theoretical Framework

A theoretical framework refers to the theory that a researcher chooses to guide him/her in research. Thus, a theoretical framework is the application of a theory, or a set of concepts drawn from the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem (Vaiman & Vince, 2008). In theoretical framework, this study discusses talent management models and theories that link to employee retention in an organization. The researcher explained the relationship between strategic talent management practices and teacher retention using four theories namely; Social Cognitive Career Theory, Expectancy Theory, Social Exchange Theory and Person-Environment Fit Theory.

2.2.1 Social Cognitive Theory

This theory has been termed as the most promising career theory that may prove satisfactory in retention and career development. Lent and Brown (2006) expanded the scope of social cognitive career theory, offering a new and related social – cognitive model designed to explain the ways in which previously identified inputs

such as self-efficacy and outcome expectations, along with person and contextual variables are related to employee retention.

The primary focus is on the central elements of social cognitive namely; self-efficacy and outcome expectations. Self-efficacy can be defined as an individual's sense of control and responsibility for his/her personal environment. It is also defined as the beliefs in one's capability to organize and execute the courses of action required to produce given attainments. Self-efficacy is concerned with the belief in the ability to exercise control over one's actions and events that affect their lives.

Beliefs impact life choices, motivation, quality of actions and the ability to overcome adversity. The sources of self-efficacy are derived from three sources: mastery experience, vicarious experience and social persuasion. Vicarious experience is observing the model of someone similar managing a task successfully and drawing experience. Outcome expectations refer to the personal belief that successfully performing certain tasks may result in probable response outcomes.

The interviewed teachers believe that if they exert reasonable effort in execution of their duties, school management will provide them with career development opportunities that act as a motivator for a continued service with the school. This theory associates individual failure to insufficient skill and knowledge which are deemed as acquirable. It is therefore imperative for schools to provide customized training and development opportunities to teachers. This theory is relevant to the current study especially for the variable on career planning because it holds that, career behavior is driven by self-efficacy or belief in the ability to accomplish something worthwhile. It also indicates the negative consequences of not developing employee career wise. It associates employee's failure to inadequate or lack of career development.

This theory holds water in as far as career development is concerned. One of the most important aspects of personal growth that teachers hold dear is their academic progression. Many of the interviewed teachers were of the opinion that career progression is of vital importance as it assures them self - efficacy; an aspect which

is important in teaching. They argued that, with career progression, they feel confident of their abilities and hence more likely to take specific actions to reach them. If teachers feel supported and their goals and career advancement looked into, their intention to stay will be higher.

Since this theory advocates about outcome expectations, teachers have a lot of expectations once they join schools. They expect that if they perform their tasks with due diligence and enormous effort, management will recognize this contribution in terms of material and moral support. When these efforts are not matched with their contribution, then demotivation will be evident and ultimately conflict will result leading to intention to quit. Therefore, a thorough understanding of Social Cognition Theory by schools' management can help in mitigating teacher retention crisis in rural schools and in turn promote students' academic performance.

2.2.2 Social Exchange Theory

The exchange theory views employment relationship as consisting of social or economic exchanges (Bryne, 2003). Economic exchange relationships involve the exchange of economic benefits in return for employees' efforts and are often dependent on formal contracts which are legally enforceable. On the other hand, social exchanges are 'voluntary actions' which may be initiated by an organization's treatment of its employees, with the expectation that the employees will be obligated to reciprocate the good deeds of the organization Gould and Davies (2005).

The exchange approach view of organizational commitment posits that individuals attach themselves to their organizations in return for certain rewards from the organizations. According to this view, employees enter the organization with specific skills, desires and goals, and expect to find work environment where they can use their skills, satisfy their desires and achieve their goals. Perception of favorable rewards management/exchange from the employees' view point is expected to result in increased retention to the organization. On the other hand, failure by the organization to provide sufficient rewards in exchange for employee's efforts is likely to result in decreased organizational retention of employees. From this

perspective, social –exchange theory suggests that employees respond to perceived favorable working conditions by behaving in ways that benefit the organization and /or other employees. Equally, employees retaliate against dissatisfying conditions by engaging in negative work attitudes such as absenteeism, lateness of preparing to quit the organization.

SET had been widely used to explain the relationship between an organization and employee. It is a theory that relates to understanding of workplace behaviour and how employers and employees communicate and interact with one another. Martin & Tekleab (2010) explained that the rationale of SET and employee turnover intention decision is mutual process between employees and employers. The theory is used as the basis in explaining how employee decides to be more or less committed in their work. The basic principle of SET is that relationships grow stronger over time turning into trusting, loyal and mutual understanding as long as parties stand by certain instructions of exchange.

According to SET perspective, employees exchange their identification, loyalty and attachment to the organization, in exchange of incentives from the organization. This indicates that an employee decision to remain as a member of the organization is determine by the employee's view of fairness in the organization in relation to employee's contribution. Meyer and Smith (2000) argued that if employees believe that they are not treated fairly by the organization they will quit the organization.

Uren and Samuel (2007) identified that employees perceives an organization to have a competitive advantage over the other in terms of how much it embraces different talent management practices which makes unique employees to have a positive perception of their employers' commitment to support them. Talent development, Career development and Work-life Balance practices lead to the achievement of both the business and individual overall objective. This will translate to high employee performance and more engagement, satisfaction and retention of employees in the organization (Lookwood, 2006).

It is noted by Aryee *et al.*, (2002) that social exchange theory explains how employees attach themselves to their firms in anticipation of some returns from the firms, a behavior which has resulted to employee changing organizations to those that are offering better remuneration, training and career development plan in order to achieve their goals (Njoroge, 2012). It is in this view that employees anticipate when offered favorable rewards it automatically leads to increased performance (Uren and Samuel, 2007). Harvat (2009) however notes that employees always react negatively against dissatisfying conditions by developing negative work attitudes, for example, absenteeism.

According to this theory, teachers are expected to be more loyal to their employers because of the anticipation they have on the incentives from the schools. Failure by schools to equitably reward the teachers leads to non-commitment of the teachers to the schools that affects teacher retention rate. Moreover, the extent to which teachers expect to find a working environment where they can utilize their skills, satisfy their desires and achieve their goals influence their intention to quit or stay.

If the working environment fulfills the desires and goals of the teachers, favorable exchange of rewards between schools and teachers could be achieved. As a result, this will increase retention of teachers in schools. On the other hand, if the schools fail to provide sufficient reward in exchange for the teachers' efforts, it is likely that teachers will quit the schools. It is unquestionable evidence that teachers attach themselves to their schools in return for certain rewards. It is the role of schools' management to understand what motivates teachers to stay working.

2.2.3 The Expectancy Theory

The expectancy theory was proposed Vroom (1964), the expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectations that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. In as far as this study is concerned, teachers may remain committedly working in schools if their expectations of so behaving are met through fair succession planning and equitable

distribution of rewards. In this theory, it is assumed that teacher is likely to remain working in his present job if he or she knows that performance will be measured, evaluated and rewarded with positive outcomes like pay rise, fringe benefits, promotion, recognition and other related variables.

In essence, when employees are encouraged and supported to develop their careers, succession plans are clearly and openly communicated and implemented, make them meet some of the expectations at work places. Likewise, when teachers are provided with improved working conditions and fairly rewarded, their expectations are said to have been met and retention is assured. Making sure that teachers always expect future pay raises and potential job promotions can keep them working hard to achieve personal goals. If teachers expect little compensation and no growth opportunities in return for their work, they may put forth only minimal effort until they eventually look to a new employer for new opportunities.

Expectancy theory is very relevant to this study because it underscores the expectations that teachers are always associated with at the time they join schools. It indicates how teachers value career advancement, improved working conditions, merit based succession plans and equitable rewards and if all or some of these (especially improved working conditions and career development) are lacking in rural public secondary schools, teachers will indicate red light which may result into intention to quit. Therefore, all the independent variables have their roots in the expectancy theory and hence it was chosen by the researcher to provide a theoretical foundation for strategic talent management practices influencing teacher retention.

2.2.4 Person-Environment Fit Theory (P-E Fit)

One of the theories related to this research is Person-Environment Fit (P-E fit) theory. Fitting to a particular working environment is a multidimensional perception which includes person-job fit (PJF), person-organization fit (POF), person-vocation fit (PVF), person-supervisor fit (PSF) and person-group fit (PGF). Holland theory is commonly used to explain the P-E fit theory. It explains the interactive components between employees and the environment. The theory further claims, that if there is

any change in the employee current job, the employee may consider changing jobs as well. The theory also assumes that employees constantly search for an environment to practice their skills and capabilities, express their thought and take on a role.

The Person-Environment theory discusses the changing approach of the relationship between a person and an occupation. According to Nyanjom (2013), people are dynamic in nature and when they are exposed to any environment, they tend to change with any change in the environment. Nyanjom (2013) notes that jobs change and at the same time people change jobs. Holland *et al.*, (2006) argues that people are more interested in good working environments that allow them to utilize their abilities, skills and have a contribution towards the organizational achievements. Additionally, Harvat (2006) observes that people pursue areas that match with their attitudes and values and also give them an opportunity to exercise their abilities and skills.

Kireru (2013) argues that employee performance is highly influenced by career development of the individual employee. Career development forms an important part of the employee performance. As clearly stated by Holland *et al.*, (2009), many far sighted organizations have embraced career development which has evolved from an isolated tool of individual growth becoming a key strategic asset for the organization in assuring its employees of a continuous growth (Kireru, 2013). The relationship between environment and the person through career development gives the employee a chance to be interested in such an organization and stick with it (Nyanjom, 2013).

Holland *et al.*, (2009) further argues that the relationship between environment and a person can only be discussed in terms of reinforcement, congruence and satisfaction. However, the only way in which incongruence can be overcome is by changing perception, jobs, behavior, and development of the individual employee (Kireru, 2013). Nyanjom (2013) in his study found out that it is easy to retain employees with the organization by assuring them that at the end of the day they will achieve something in return mostly through individual development which is attainable by

providing opportunities for career growth through career development and the necessary utilization of employees competence and it is under this perspective that Person-Environment Theory became relevant to this study.

Teachers always search for a working environment that matches their values and attitude which allow them to showcase their skills and abilities. In the context of strategic talent management and teacher retention, this theory opines that employees tend to remain in an organization if they have a sense of achievement through personal development by the organization. Hence schools have to provide teachers with opportunities for career growth and appropriate use of their skills. If teachers perceive that the environment is compatible with their personality and individual needs, this will increase the possibility of the teachers to stay with the schools for a longer period of time.

2.3 Models of Talent Management and Employees' Retention

There are three important models on talent management and employee retention namely; Zinger Model, ERC 's Retention Model and Integrated System for Retaining Employees. The following is a brief description of the models;

2.3.1 Zinger Model

According to this model, talent management involves attracting and retaining high-quality employees, developing their skills, and continuously motivating them to improve their performance. Talent Management ultimately results into employee retention by gaging people in authentic and recognized connections to strategy, roles, performance, organization, community, relationship, customers, development, energy, and well-being as companies leverage, sustain, and transform their work connections into results.

According to the Zinger Model, employee retention is directed towards achieving results of the organization that the department, team, or individual wants to achieve. To achieve results, companies need to craft a strategy to get there. Talent management must be authentic practice and retention of competent employee

requires powerful recognitions. This model emphasizes that talent management can contribute to effective performance and performance demonstrates company's ability to retain top performers who excel at performance. Good employee retention should foster star performers.

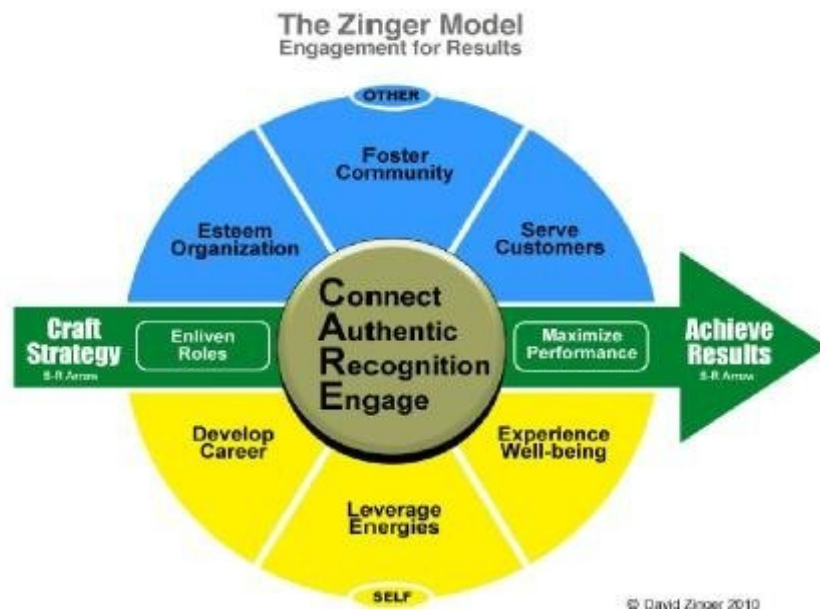


Figure 2.1: Ginger Model

Source: Sultana Nazia & Bushra Begum (2013)

This model narrates that, powerful retention involves improved working conditions, a well-planed and implemented succession, and effective management of organizational rewards. According to this model, work should contribute to employee well-being and career advancement.

2.3.2 ERC's Retention Model

Employee Retention Connection's model concentrates on applied organizational experience indicating three primary drivers of employee retention namely; stimulating work/improved working conditions, recognition and reward and leadership/ succession planning.



Figure 2.2: ERC Retention Model

Source: As figure above

According to this model, motivational leadership also helps retain employees. Therefore, leaders should champion change and must be open to new ideas. They should inspire a shared vision of organization direction, develop the capabilities of others and become a model for a behavior that reflects organization values. Companies should recognize and reward a job that is done well and should reinforce desired behavior's and create an emphasis and focus on recognition. They should celebrate successes in order to build self-esteem and enhance camaraderie and team work.

2.4 Conceptual Framework

Conceptual framework deals with synthesizing the existing views in the literature concerning a given situation – both theoretical and from empirical findings. The synthesis may be called a *model* or *conceptual framework*, which essentially represents an “integrated” way of looking at the problem (Liehr & Smith, 2008). Thus, a conceptual framework may be defined as an end result of bringing together a number of related concepts to explain or predict a given event, or give a broader understanding of the phenomenon of interest – or simply, of a research problem. In this study, the conceptual framework comprised four independent variables namely;

Career development, succession planning, working conditions and reward management respectively. On the other hand, teacher retention represented the dependent variable as depicted in the figure below.

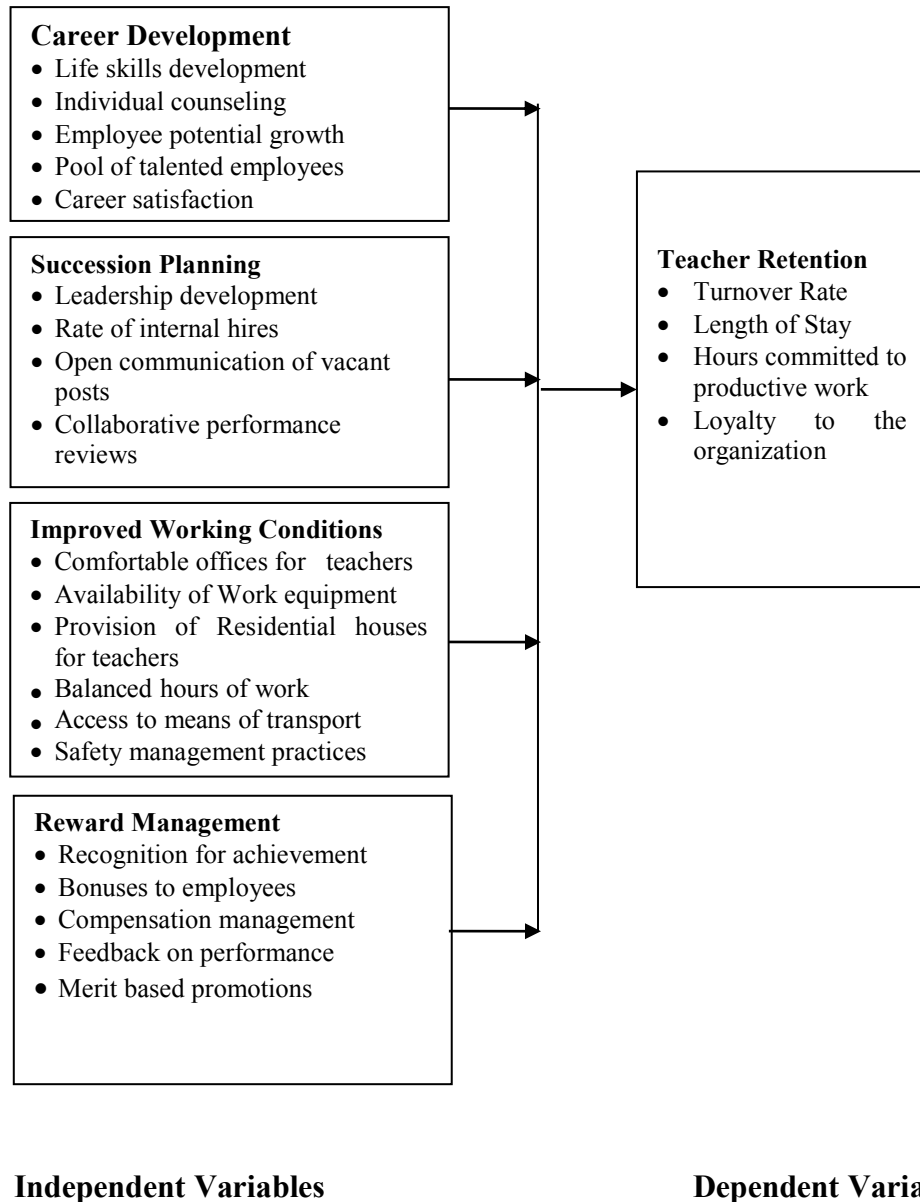


Figure 2.3: Conceptual Framework

2.4.1 Career development

Career development is concerned with preparing employees so that they can move within the organization as it develops, changes and grows (Nadler (208). The continued development of employees is important. An organization which does not develop its workforce cannot develop its competitive strategies. For example, a study by Mason and Bishop (2015) examined the impact of the UK recession on adult training. The study found that employers reduced off-the-job training during the recession. However, the effects of such cutbacks on skill levels were partially alleviated by more precise targeting of on-the-job training to meet skills improvement needs. Nevertheless, the authors argue that future productivity and competitiveness are likely to be impaired by failure to upgrade adult workers' skills during the recession (Mason & Bishop 2015, Kim & Ployhart 2014). Hence it is possible that skill gaps will develop within organizations as a result of fragmented development programmes during this period (Mason & Bishop 2015).

Not only is employee development important from an organizational perspective; it is also important from an employee standpoint (Armstrong, 2014). There is also a stream of research which suggests that employees will behave favourably within firms when they perceive the organization as having their best interests at heart, that is, focused training, career development plans and new learning opportunities. For example, in a study by Fallon and Rice (2015), the researchers compared the role of perceived employee development in paid and volunteer staff turnover intentions. It was found that personal development was a strong predictor of job satisfaction for paid employees and, in turn, job satisfaction was a stronger predictor of an intention to stay for paid employees (indirect relationship).

In terms of voluntary workers, support and recognition was a stronger predictor of job satisfaction for volunteers. The findings of the study also advocated the idea of tailored employee development programmes to enhance employee satisfaction. Moreover, Hosie *et al.* (2013) have found that in the south-east Asian retail petroleum industry, worker autonomy (empowerment) and training opportunities are strongly related to job satisfaction. The results showed that these two variables alone

accounted for 35% of the variance in job satisfaction, while skill variety and task feedback accounted for 15%.

Moreover, the role of feedback in employee development should not be underestimated. For instance, Kuvaas and Dysvik (2010) have found that the relationship between the perceived helpfulness of performance appraisals (positive employee reactions) on work performance was significant only for employees reporting high levels of perceived regular day-to-day feedback. The results also showed that the perceived helpfulness of employee appraisals was directly related to affective employee commitment.

As evidenced from a one-size-fits-all approach to employee development is now obsolete. Development plans must be tailored to individual goals as well as the organizations, and feedback must be both accurate and relevant to the employee (Kuvaas & Dysvik 2010). Ng *et al.* (2005) in their Meta-analytical results who revealed that, organizational support (e.g. training and development opportunities) have a strong influence on subjective career success. Borman and Maritz, (2008) who found that teachers' retention is influenced by forces pulling teachers into the teaching profession, mitigating their motivational behavior and career satisfaction.

The measurement of employee development is also a critical issue. It has already been highlighted how employee development is linked to a wide range of employee outcomes, such as employee performance (Bapna *et al.*, 2013), job satisfaction (Fallon & Rice 2015), employee turnover (Koster *et al.*, 2011), extra-role discretionary behaviours (Gavino *et al.*, 2012) and employee attitudes (Sahinidis & Bouris 2008). Employers must also be able to manage and measure employee development in order to avoid the threat of skill gaps or obsolete skills (Mason & Bishop 2015).

Hence by measuring employee development, employers can make more informed decisions regarding the effective deployment of talent and avoid skill shortages or employee turnover. Measuring employee development may involve recording the number of annual promotions within the organization, analyzing the effect of training

and feedback on employee outcomes, the type of training courses taken (Del Valle *et al.*, 2009), and measuring employee performance and identifying skills gaps (Cabrilo *et al.*, 2014). The important factors in employee retention are investment on employee training and career development. Furthermore, Bassi and Van Buren, 1999 established that, career development is the key factor of attraction and retention the form of flexible, sophisticated and technological employees.

Employers must ensure employees have a career path in the organizations. Gaffney (2005) emphasizes that it is not enough to have employee development plans in place; career plans must be put in place and aligned with employee goals in order to reduce employee turnover and to increase employee engagement. A career development path provides employees with an ongoing mechanism to enhance their skills and knowledge, which leads to mastering their jobs and added professional development. For example, in a study by Benson *et al.*, (2004), the researchers examined the impact of general skill development and voluntary turnover at a large manufacturer in the US. The results showed that participation in tuition reimbursement reduces turnover while employees are in school.

The results also demonstrated that for individuals who enter a firm who are not already college graduates, a tuition reimbursement program is a particularly effective means to encourage the more ambitious employees to invest the time needed to improve their skills and enhance their career prospects within the organization. Moreover, for those in the study who obtained associate's or bachelor's degrees, it was shown that tuition reimbursement enhanced retention while they were studying and was not associated with an increase in turnover when they completed their degrees. Conversely, the results showed that employee turnover increases drastically when individuals earn their graduate degrees.

Crucially, however, the study found that the propensity for employees to leave after earning a graduate degree is greatly reduced if employees are subsequently promoted (even after controlling for the wage increase that accompanies promotions). Hence, a job promotion can be a powerful retention tool, but the organization must align the promotion with employee goals. As Benson *et al.*, (2004, p328) highlight,

‘Employers should guard against losing valued employees once they attain graduate degrees by attending to the match between their new skills and their jobs, and by managing their expectations and careers.’ In other words, there has to be an outlet for employees’ new skills and lessons, and a career development plan for each employee, otherwise it does not seem like progression.

The following study was undertaken by Weng and Hus (2009), Karavardar (2014) in Turkey with 226 auditors from 92 audit firms in Turkey. This study examined the direct effect of organizational career growth on turnover intention, as well as the buffering influence of organizational commitment on this relationship among auditors in Turkey. It was found that professional ability development and remuneration growth have strong influences on turnover intention.

According to Chang (1999), individuals who seek career growth have higher expectations for career growth opportunities within their organizations. To the degree that individuals can meet their career growth needs within an organization, they are more likely to remain with that organization. Failure to meet these expectations would lead these individuals to seek employment opportunities elsewhere. (Weng & McElroy, 2012).

2.4.2. Succession Planning

Noe *et al.* (2000) define succession planning as a process of identifying and preparing suitable high potential employee to replace key players within the organization as their terms expire. There are different perspectives about succession planning but almost all of them hold a common root. Some consider it as a process of planning for succession of choosing the next senior team. For other groups, it is an adequate pool of proper talents for in-house recruitment.

Some succession planning is a “future-proofed” strategy that enables the organization to grow and perform in the future successfully (Hills 2009). In these three different explanations, a unique basis can be found, which is; “have the right people in the right jobs at the right time” (Hills 2009).

Investment in human capital requires careful planning. Under the talent management umbrella, succession planning is an important organizational business strategy to develop and retain talent (Lockwood *et al.*, 2006). Ruthwell (2005) examined succession planning as a staffing responsibility that relates to promotions, terminations and retirement. In addition, succession planning has a direct impact on reducing staff turnover.

In a study by Bernthal and Wellins (2001), on “Retaining talent: A benchmarking study” which involved 118 organizations comprising 2,766 leaders and 2,969 associate, found that two-third of employees indicated that they would rather grow inside their present organization than leave. The study also revealed that the ultimate reason for employees to leave an organization was due to lack of employee development and meaningful work. Therefore, this is evident that effective succession planning improves the organization’s chances of retaining key personnel according to the survey.

Additionally, Chew (2005) did a comparative study on achieving organizational prosperity through employee motivation and retention at Malaysian Institutions. His study found that while focus on competitive pay packages to attract and retain talented cadres is clearly effective in manifesting job motivation, complimentary strategic HR practices are profoundly important in reducing staff turnover. According Bhambri *et al.*, (2002), bringing in an outsider for a middle management position, instead of cultivating an insider, could lead to more employee turnover and lower morale. They explained that building talent within a firm might be a better choice than recruiting outsider for management positions because outside successions are usually accompanied by frustration and resistance from inside executives. Further, according to Friedman and Saul (1991), outside successions also lead to a higher level of senior executive turnover than inside successions.

Additionally, Eshiteti *et al.* (2013) conducted a qualitative study to establish the effects of succession planning programs on staff retention in the sugar companies of Western Province, Kenya. The study respondents consisted of 90 management staff members of three sugar companies. The respondents were assessed with a semi-

structured questionnaire constituting of a five - point Likert scale. Using descriptive statistics to analyse their data, they established that more employees had high job satisfaction because of going through the succession planning process with the hope of being next in line of management. This, according to them, had a positive effect on the retention of staff in the sugar firm. Another study by Tunje (2014) on succession planning practices and employee retention in large media houses in Kenya revealed that there is a positive relationship between succession planning practices and employee retention.

2.4.3 Working Conditions

In today's complex and dynamic global environment, multinational organizations have to manage a global workforce to achieve sustainable growth. Managing a global workforce is challenging - it is mobile, diverse, and not bound by geographic and cultural boundaries (*Stahl et al., 2012*). Working life may also have negative effects on individuals; physical and psychosocial aspects of work may have some hazards for individuals (*Haggqvist, 2004*). Schools as social organizations have significant effects on teachers. For this study, working conditions of teachers are defined as the physical and psychosocial aspects of schools. Some examples of the physical conditions are resources of school, number of students per class, and noise level at school.

Some of the psychosocial conditions are relations with pupils, parents, colleagues and school principals, constant changes, time pressure, workload, and role conflict (*Direk, 2003*). Both physical and psychosocial aspects of the work place have great importance on teachers' well-being which has effects on students' well-being (*Dollard, et al., 2003*). Working conditions may have various positive and negative impacts on employees' outcomes such as turnover intentions. Different research on various working samples have shown that perceived work conditions may affect turnover intentions (*Poilpot-Rocaboy et al., 2011; Burakova et al., 2014*). Mueller and Price (1990) have established that the determinants in voluntary turnover are of a psychological, sociological, and economic nature.

Their explanatory model of voluntary turnover integrates different types of determinants, such as working conditions, environmental conditions, and employee characteristics. The authors point out that if employee's expectations toward the organization are not fulfilled, the consequences for job satisfaction and commitment to work result in the employees deciding to leave the organization. In case of a mismatch between the person and the working environment, this model predicts forms of adjustments between the two. Thus, active adjustment on the part of the individual implies that he or she is trying to change the working environment. Adjusting reactively, individuals may also change their behavior to better match the environment.

When no more adjustment proves possible, the person leaves the job. According to Mobley *et al.* (1978), model that explains the withdrawal process, cognitive behavioral variables are mediators of the relationship between satisfaction and employee's turnover. This conceptual model describes the cognitive process in which job dissatisfaction leads the individual, at first, to think of leaving, and then to intend to leave, which is accompanied by the active search for another job, resulting in the decision to leave if an interesting job offer arises.

A positive working condition is believed to make employee feel good about coming to work and provide the necessary motivation to sustain them throughout the day. This observation is echoed by Wells and Thellen (2002), who stress that organizations offering suitable levels of privacy and sound controls at the workplace thereby improving levels of motivation and commitment in employee have an increased ability to satisfy and retain employee. The geographic location of a school is a key factor that can influence teacher turnover, with teachers in rural and the more remote areas being more likely to leave than their colleagues in urban or metropolitan schools (Ingersoll, 2001).

Much effort is required to retain staff in the regional or remote regions (Miles *et al.*, 2004). This is particularly so because of the remoteness and lack of facilities in the rural areas. The socio-economic level of where the school is located is a contributor as well. For instance, research in the United States of America suggests that high

poverty public schools experience higher levels of turnover than the more affluent public schools (Bryke *et al.*, 2003). Research in other industries shows that employee tend to identify more with smaller groups (Tyson, 2006).

There is considerable evidence in the literature that building a supportive, positive non-„toxic“ environment where reliability and trust are high, enriches employee and helps to generate a sense of comradeship that in turn helps to retain employee (Abbasi *et al.*, 2000). Alternatively, disruptive social and professional interactions in schools will lead to higher turnover (Norton, 2001) and this can be seen in the attrition of teachers because of disciplinary problems with students (Ingersoll, 2001a). Lack of job satisfaction is another reason teachers leave (Ingersoll & Smith, 2003). Job satisfaction could influence how employee perceives the relationship between their work role and the fulfillment of values important to them (Bunting, 2005). Teachers' response to the absence of job satisfaction is no different; many resign from their positions (Ornstein & Levine, 2006).

One source of dissatisfaction amongst teachers is their inability to balance work with non-work commitments (Kyriacou & Coulthard, 2000). Balancing the inside work and outside work life of an employee is important for schools and providing flexible work arrangements can help (Fisher *et al.*, 2006). The decision to leave the teaching profession may also be due to stress from fatigue and frustrations (Go'mez-Mejia, *et al.*, 2004). A job-related stress develops because of the employee physiological and psychological responses towards a type of condition or stressor at the work place (Zellars, 2002).

Within the school context, stress could be created by the need to produce detailed paper work (Fullan, 2001), teaching subjects out of their individual field of expertise (McConney & Price, 2009) and changing standards for assessing student performance which may be time-consuming and difficult to implement. MoVET (2013) reported poor working conditions, delay in payment of allowances, salary and arrears, poor housing and office conditions, lack of career development and work overload, as factors responsible for teachers attrition in rural public secondary schools in Mkuranga District.

From the research done by Lyimo (2014), the study established that low salary has affected teaching profession by decreasing the status of teachers. Teachers' status has dropped and some of teachers have engaged in other business and professions which provide high salary. This leads to the shortage of teachers in public secondary schools and affects students' learning. Lyimo suggested for the welfare of teachers to be significantly improved, primarily through the provision of adequate salaries that are paid on time. On the other hand teacher benefits regarding leave and transfer allowances, among others, need to be clarified. Lyimo *et al.*, (2017) found that some teachers fail to cover the syllabus because of spending time following up on their salary or related payments.

Hytter (2008) analyzed that work environment has commonly been discussed by industrial perspective, i.e. with a focus on physical aspects such as, heavy lifts, noise, exposure to toxic substances etc. The interesting part is; characteristics of work environment vary in services sector as compare to production sector because it has to interact with the clients/consumers (Normann 1986). Depending on the kind of business and kind of job, interactions will be more or less frequent and more or less intense.

The interaction between employees and consumer/client hence demands a move of focus from the physical to the Psycho social dimension of work environment. Psycho social work environment includes support, work load, demands, decision latitude, stressors etc. It's very important to recognize the emerging needs of individuals to keep them committed and provide the work environment as necessitate (Ramlall, 2003).

Milory (2004) reported that people enjoy working, and strive to work in those organizations that provide positive work environment where they feel they are making difference and where most people in the organization are proficient and pulling together to move the organization forward. An independent study conducted by ASID demonstrated that physical working conditions contribute as a major factor effecting the decision of employee's whether to stay or leave the job. It has been identified that light is a possible determinant of job performance, noise

sometimes create a snag in office environments and is harmful to employee corporal and psychological welfare, inspiration, and at times, productivity.

The most numerous audio grievances are, be short of speech seclusion i.e. eavesdrop people conversation and getting same sentiments as well. Access to nature helps to lessen stress and apprehension; it is beneficial for health environment as well. Workspace designs have a profound impact on workers and tend to live with job as long as satisfied (Brill, et al, 2001). According to ASID, to keep better privacy and to avoid distractions, the design of office equipment and furniture must be in correspondence to it.

In order to retain old workers, the design of workplace should create environment that support workers of poor eyesight, provide tools which need less potency and apt position for aging body (Croasmun, 2004). According to Miller et al (2001), employees get benefited by work environment that provide sense of belonging. Firms with generous personalization policies may have better chance to satisfy and retain employees by providing appropriate level of privacy and sound control on workspace which enhances the motivation levels to commit with the organization for the long term (Wells & Thelen, 2002).

The focus of organizations must be on how to provide better jobs with great work environment to retain employees (Lennart Levi, 2002). While some studies have reported on the deleterious effect of adverse working conditions on health (Conne-Perréard *et al.*, 2001), many authors have highlighted the protective role of certain psychological resources in facing difficult working conditions. For example, some authors (Marc *et al.*, 2011) identified professional isolation as a psychosocial risk factor.

In a study on psychosocial risk factors, Bué et al. (2008) emphasized the protective effect of social support when facing difficult working conditions while other authors (Caron & Guay, 2005) demonstrated the link between social support and mental health. If satisfaction is a mediator of withdrawal intentions, it would be relevant to analyze whether the meaning of work could act as a mediator between perceived

work conditions and intentions to leave, which to our knowledge, has not yet been explored. Mobley (1977) distinguishes the intention of seeking a new job and the intention to leave and says that the intention of seeking and the resulting job search generally precede the intention to leave and actual turnover except in cases of impulsive behavior.

Work dissatisfaction is a factor that leads the individual to explore new alternatives (Peake & McDowall, 2012). Mobley *et al.* (1979) mention the negative relationship between turnover and the age, position, job content, intention to stay in the current position, commitment, and job satisfaction. They point out that less than 20% of the turnover variance is explained. Other explanatory factors have been identified. Mitchell *et al.* (2001) explained withdrawal intentions with new processes, adding factors that influence the decision to leave, such as satisfaction and commitment, the comparison between the current situation and the future situation, and the occurrence of particular life events. Several studies have confirmed the influence of job satisfaction and organizational commitment on withdrawal intentions (Cossette & Gosselin, 2009).

In the North Carolina Teacher Working Conditions Survey, working conditions were found to play a vital role in student performance as well as teacher retention (Hirsch, 2004). Moreover, teachers viewed their working conditions similarly regardless of their years of experience. The items that teachers ranked highly for improving working conditions included planning time, technology and instructional supplies, professional development, and having a role in decision making related to budget and the school improvement team. North Carolina's turnover rates were as high as 24% in some districts, which demonstrated the need to focus on retention efforts (Hirsch, 2004).

As the research demonstrates, working conditions are at the root of the teacher retention dilemma. Yet, most studies do not address this area completely. Loeb *et al.* (2005) found that the strongest predictor of California teacher turnover rate was school conditions. This causes one to question why the most important factor to teacher retention has the least amount of empirical research. When working

conditions are examined more closely, a multi-faceted problem is found that encompasses one's workload, supportive network, school climate, expectations and demands, paperwork, and students' ability levels.

The dynamics of each school and individual classroom have various effects that contribute to teacher stress. Therefore, the best predictor of attrition would be to examine the local schools, or at least the schools in a given region, to find overarching similarities that can then be addressed to improve retention rates. Teacher stress amplifies, resulting in low morale, which can become another contributor to teacher attrition (Hunt & Carroll, 2002).

School climate is another influential factor to teacher retention. This may translate to an integrated school culture, mentors with common planning time with the new teachers, supportive principals, or an overall team approach to education (Johnson & Birkeland, 2003). Peer observations and collaborative curricular planning has been shown through research to have the most positive effects on new teacher retention rates due to the professional culture that is created within the school (Kardos, 2005). Even novice teachers need colleagues that they can count on to ensure a positive working environment that supports all teachers. This integrated professional culture helps everyone to constantly improve learning within the framework of the school environment (Kardos *et al.*, 2001).

Teachers' perception of their working conditions includes teachers' evaluations and observations of their physical and psychosocial working conditions; it is dependent upon the individual teacher and individual school. Working condition elements in a school perceived by a teacher may not be the same as the ones perceived by another teacher in another school. That is why factors of working condition are accepted as context and person specific (Zhao, 2007). There have been changes in working conditions of people, because of the socioeconomic, technological, and educational changes in recent years. Working conditions of schools also have been influenced by those changes.

In the past, teachers were only responsible for transmitting knowledge and information to students, but today, teachers' role has changed as a result of advanced technology, globalization, and educational changes. Now, a teacher's role is described as being a mentor and a coach, helping students to develop his or her motivation, and search for knowledge (Daun, 2004). Teachers have to consider the technological, organizational, and pedagogical changes, and also the changes in students' relationship to information and knowledge; they have to take into account both the academic development of students, and their social and psychological well-being (Greenglass & Burke, 2003).

Good working conditions such as good relationships and a suitable workload at schools have positive influences both on schools and teachers. Some of these positive influences are reducing teachers' stress, turnover, absence, sickness, and are increasing teachers' motivation, job satisfaction, cooperation, and effectiveness in classrooms, and increasing student achievement (Skolverket *et al.*, 2004). On the other hand, bad working conditions such as work overload, crowded classrooms, low salary and status, students' behaviour and motivation problems, poor physical conditions, lack of necessary resources, low support from administrators, colleagues, and parents have a negative impact on teachers (Vogel, 2004). Some of the negative impacts are high level of stress, poor morale, and low job satisfaction (Işıkhan, 2004). Good psychosocial working environment has positive effects on students' learning and satisfaction in school (OECD, 2003).

Erjem (2004) found that a significant percentage of public high school teachers working in Istanbul did not feel committed to their work places, because of the poor working conditions at schools. In Sweden, a study (Skolverket, 2006), which comprised 120 schools, 1866 teachers and 6788 students, found that some proportions of teachers' workload has increased such as parental contact students' individual needs, students with special needs and interventions for them, team meetings, and joint conferences; teachers also mentioned that the content of their work and responsibility in teaching have increased. The study showed that almost half of the teachers sometimes or always experience poor discipline or disruptive noise during the lessons, and teachers sometimes had negative relationships with

their administrators, colleagues, and students. The study also revealed that for teachers' happiness with the administrators and students are more important than happiness with the colleagues and work team.

2.4.4 Reward Management

Reward management is an integral part of a human resource management approach to managing people. It is concerned with the formulation and implementation of strategies and policies that aim to reward people fairly, equitably and consistently in accordance with their value to the organization. Armstrong (2009) argues that reward management is concerned with the development of appropriate organizational cultures, underpinning core values and increasing the motivation and commitment of employee.

In the effective management of rewards strategies, organizations are likely to attract, retain and capitalize on the benefits of a loyal and high-calibre workforce. Grobler *et al.* (2012:403) observe that inadequate compensation is often the cause of turnover. Compensation is the most critical issue when it comes to attracting and retaining talent (Chew 2004:4). Compensation represents both intrinsic and extrinsic rewards that employees receive for performing their jobs. Intrinsic compensation reflects employees' psychological mind-sets that result from performing their jobs while extrinsic compensation includes both monetary and non-monetary rewards (Martocchio, 2013).

Pratheepkanth (2011:85) argues that the reward system is an important tool that management can use to channel employee motivation in desired ways. If the reward strategies are implemented effectively in the organization they can act as a retention strategy. It has been argued that, the degree to which employees are satisfied with their job and readiness to remain in an organization is a function of compensation package (Obisanjo, 2012). McKeown (2002, p2) found that some managers explained employee retention as "reducing the employee turnover rate to an acceptable level whilst others think retention is about compensation".

Friendly and good remuneration scheme is one of the very vital characteristic of retention because it fulfills the monetary and material needs (Walsh & Taylor, 2007). Salary retirement and job security have been shown to be important personal issues that may affect the satisfaction of faculty members in colleges and universities. The study found that less than half of the faculty members in a national research indicated that they were satisfied with their salary and fringe benefits. According to Kreitner (2004), paying low salaries often means that top performers leave their jobs and others who might not be as good take these jobs. In addition to the salaries and wages, well rounded benefits such as health plans, insurance and pension plans offered to employees sends a powerful message to the employees that they are important.

Raises are also important especially if given at a time when other employers might not be giving them as they usually keep the employees motivated (Walker, 2004). A company can retain their employees based on the fact that if the employees leave their job they might not be able to replace the benefits they are getting by moving to a new company. Raises are also important especially if given at a time when other employers might not be giving them as they usually keep the employees motivated (Walker, 2004).

The more significant the raise, the more an employee will feel appreciated. If there is not enough money to give everyone a raise, the top performers can be awarded raises. Bonuses are also given in cases where there are not enough money to offer raises. Offering a raise or bonuses every year helps the workers feel that they are moving ahead (Walsh & Taylor, 2007). Employers can also use a combination of hard-monetary and soft-nonmonetary benefits so as to retain employees. Nonmonetary strategies such as reward systems, provision of childcare, off time, stock options, and discounts for purchases among others can be combined with monetary benefits to motivate employees and also to gain their loyalty.

Non cash rewards and perks can also be used to recognize exceptional performance. Verbal recognition, trips and public recognition can send an important message regarding the importance of employees to the other employees (Wambugu & Ombui,

2013). According to Yang (2011), management can also examine the needs and issues of the employees so as to come up with compensation packages that can meet these needs. Money is an influential motivator of those who seek refuge through riches, but the guarantee of money may imply little to an economically secure individual who demands show off gratification from demanding work.

People's needs concerning when and how to be paid also vary if rewards are to motivate job performance effectively, need to be administered in ways that satisfy operative needs, foster positive expectations ensure impartial allotment and extrinsic reward outcome (Kreitner, 2004). Organizations need rewards to get people motivated to do things that they would not otherwise do. Moreover, a study of academics in Makerere University by Amutuhair (2010) established that remuneration and tenure influenced their retention.

Recognition means appreciation with a show of gratitude. When such appreciation is offered to the work performed by employees, they feel inspired to perform better and better. In the organizational atmosphere, status means the grading of positions, rights and duties in the formal organization structure the status system is a tool of motivation because it is tremendously significant for most of the people. For this reason, status system should be closely related to the abilities and the aspirations of people on the organization (Wambugu & Ombui, 2013). Top performing employees are harder to come by and even harder to keep.

Successful organizations recognize the importance of developing a recognition and reward program to recognize and validate the work of the employees. According to Uddin and Rahman (2008), these programs can be formal such as ones that offer material incentives for the employees who achieve predestined goals or informal such as providing of positive feedback such as verbal praise. Recognition of employee behavior is rooted in the psychology principle of positive reinforcement in that behavior that is rewarded is more likely to be repeated. Recognition of behavior that promotes the organizational goals has been shown to improve employee performance and retention (Sutherland, 2008).

According to Armstrong (2006) the aim of promotion system of an organization should be to facilitate management to attain the best workforce available within the company to occupy higher positions and to grant employees with the opportunity to progress their careers within the company, in accordance with the opportunity available and their own abilities. Most individuals have a need for high evaluation of themselves and feel that what they do should be recognized by others concerned. Promotion is an employee growth and development plan and also taken as a reward for good performance and recognition of employee capabilities (Samuel & Chipunza, 2009). It carries a high value in employee retention as a clear succession plan keeps the employee motivated to keep up a good performance and long term commitment with the company. Promotion also creates a sense of defense among the present employees.

Regular feedback regarding employee performance would provide the direction for the employee to improve his/her performance and get a promotion. These assure the employees that the organization is interested in their progression and development (Sangaran & Jeetesh, 2015). Promoting employees should also be based on factors such as career coaching, professionalism, competence and should be transparent so as to prevent employees from engaging in politics to exert pressure on managers for rewards and promotions. Another form of developing employees is providing promotion opportunities. Past studies; (Chabbra & Mishra, 2008), suggest that employees often opt to stay longer where they experience personal and professional development.

Talent management is a growing discipline (McDonnell *et al.*, 2017) with a growing consensus on talent management definitions, theoretical frameworks, and levels of analysis (Gallardo-Gallardo & Thunnissen, 2016). Three significant themes in the talent management literature can be identified. First, there is discussion of exclusive or inclusive talent management approaches (Dries, 2013). This debate concentrates on the question whether talent management activities should focus on all employees (Ingham, 2006) or only on those select few identified as talent (Lewis & Heckman, 2006). While this debate in organizations has not yet been resolved, Gallardo-

Gallardo and Thunnissen (2016) and Swailes (2013) conclude that the exclusive approach is prevailing in theorizing and studying talent management.

The second theme concerns the intended employee outcomes of talent management with the implicit assumption of the “Pygmalion effect” (Eden, 1984). The Pygmalion effect occurs when others’ expectations of high performance (e.g. from the talent’s supervisor) positively influence actual/perceived performance of talents (Dries, 2013; Gallardo-Gallardo *et al.*, 2013). Research on employee reactions to talent identification reports positive effects for talents on attitudinal outcomes, such as commitment to increased performance demands, building skills, and supporting strategic priorities (Björkman *et al.*, 2013). Conversely, Lacey and Groves’s (2014) analysis indicates that those who are excluded from the talent pool experience career disadvantages. Combined, these findings suggest that those who are identified as a talent experience more positive outcomes than those who are not identified as a talent.

The third theme critically addresses the conflation of talent management practices and activities promoted by consultancy firms and practitioner associations (Stahl *et al.*, 2012; Swailes, 2013). Thunnissen *et al.* (2013) are critical of a “unitarist” “top-to-bottom managerialistic” orientation in which practices are implicitly based on the mutual gains assumption, assuming that the talent management practices would equally benefit the employer and the employee (Thunnissen *et al.*, 2013), but with little focus being given to employee voice. In the talent management literature, the experience of talent management at the personal level remains under-examined (Blackburn, 2016) and insights provided by talents themselves are currently absent. Thunnissen *et al.* (2013) suggest moving towards a more pluralistic view of talent management, and McDonnell (2011) argues that methods including ethnography may be of value.

2.5 Empirical Review

Talent management has been studied by various authors but in different aspects and directions. Wurim, (2012) conducted a research on talent management and employee retention in a public sector enterprise in Plateau State University Boko, in which survey investigation method was used in collecting data and Kruskal- Wallis test statistics was used to analyze the data. The result indicate that the implementation of proper talent management practices, processes and programs significantly impact on employee retention.

Hughes *et al.*, (2008) in Research "A strategy for improving employee recruitment, retention and engagement within hospitality organizations" investigated the effect of Talent management on employee recruitment, retention and engagement. The study revealed that the benefits of an effectively implemented talent management strategy include improved employee recruitment and staff retention rates, and enhanced staff engagement. These outcomes have been associated with improved operational and financial performance.

Ibrahim *et al.*, (2014) explored talent management practices and employee retention in Malaysian Government Linked Companies (GLCs). The respondents for the study were drawn from GLCs employee in Malaysia. The population for the study comprised of executive employee or higher ranking officers who serve in GLCs. Out of the 495 GLCs, the sample organizations was randomly chosen based on systematic sampling technique. In the research, a judgmental sampling technique was used to select qualified candidate respondents.

All odd numbered companies were chosen as sampled companies. The study used statistical analysis to generate result. The data collected from the questionnaires were analyzed using the SPSS version 20.0 software. The study concluded that as Malaysia aspires to transform into a developed and more competitive economy by 2020, talent will play a crucial role in order to strive for success and to sustain strong economic growth. The study recommended that GLCs should focus on nurturing and developing talent of the human capital in GLCs.

Walsh and Taylor (2007) in article “Developing in-house careers and retaining management talent” revealed that although compensation and work life balance are important, it is the absence of opportunity for professional and organizational growth and development that affects management retention. Altnaz *et al.*, (2013) considered effects of talent management on retention in Ankara hotels and revealed that changing mid-range and senior hotel executives’ perceptions of talent management in a positive way will have a positive impact on employee’ retention in the organization.

Oladapo (2014) carried out a study on the impact of talent management on retention in Strayer University. This study sought to understand the challenges and successes of talent management programs and the reasons why some companies choose not to have a program. This study also tested the predictive power of job security, compensation and opportunity on retention rates. Findings revealed that for the organizations sampled with a talent management program (69% of those studied), participants overwhelmingly recognized the strategic value of an effective talent management program despite significant challenges to implementation. Participants cited opportunity for job advancement as the most significant factor affecting retention rate.

For the organizations sampled without a talent management program (the remaining 31% of those studied), indicated absence of executive management support. The study further revealed that job security, compensation, and opportunity for advancement were not found to have predictive value for employee retention rates. Though data confirmed Lockwood’s findings that although pay and benefits initially attract employee, it is not the primary reason given for retaining them.

Plansongnern *et al.* (2011) investigated talent management strategies and employee retention implemented in three leading cement companies in Thailand. The study revealed that robust talent management planning, well supports of the management, organizational unity, balance of work and Routine life, and other environmental and organizational factors were important factors that retain talent

staff to organizations. Tiwari *et al.*, (2013) investigated the strategies and practices of talent management and their impact on employee retention and effectiveness of its execution. The study revealed that age of employee is independent from satisfaction but experience of employee does affect the satisfaction with the practices of talent management.

Wuim-Pam (2014) investigated the impact of effective talent management on employee core competencies in Plateau State University, Bokkos. Using a non-empirical approach, the result revealed that the skills, knowledge and abilities of employee impact job descriptions and performance management. The study concluded that tying core competencies with talent management is a win-win proposition as it provides organizations with a means of upgrading and retaining their valuable workforce.

Wuim-Pam (2014) therefore recommends the creation of a unique competency models where this skill is lacking within the organization itself and identification and possession of high-performing behaviours. Many studies have indicated that in today's rapidly moving dynamic, uncertain and highly competitive global markets, firms worldwide are facing major decisions and challenges in the global talent management (Schuler et al., 2011)

Kibui (2015) conducted a study on effect of talent management on employee retention in Kenya's state corporations. The study concluded that there was a positive significant influence of Career development, Competency mapping, employee engagement and performance management on employee retention. On the overall, career development had the most significant positive relationship with employee retention, followed by employee engagement and competency mapping. Overall there was an insignificant negative relationship between performance management and employee retention.

Grace *et al.*, (2014) conducted a study on critical analysis of talent management practices on medical employee retention in public hospitals in Kenya. The data obtained from the study indicated that talent management practices impact positively

on the retention of doctors and nurses in Kenyatta National hospital in Kenya. The variables in the talent management process including the availability of career development opportunities, nature of the workplace climate and learning, levels of training and development opportunities available, and attractiveness of compensation and benefits, have had an impact on the retention of doctors and nurses in Kenyatta national hospital in Kenya.

Wandia (2013) carried out a study on talent management in Kenya – Nairobi at Symphon (K) Ltd. and articulated that managing talents is a source of competitive advantage. The study adopted a case study research design to fulfill the objective of the study and the results were expected to provide an insight in understanding how the organization uses its dynamic capabilities as a strategic tool. The researcher interviewed seven senior managers at Symphony who were involved in the strategic process of managing organizational talent.

The data were collected through the use of the interview guide and content analysis was used to analyze the data. The study revealed that choice of talent management strategy massively affects firms' financial performance as can be reflected on increased sales revenue, increased productivity and increased market share. The study recommended that firms consider business models that invest in talent management and appropriately harness and leverage on intangible assets in the firm to attain competitive advantage.

Haghparast (2012) equally executed a similar study on talent management. The study sought to determine the relationship between element of talent management and organizational success in the department of Youth and Sport in west Azerbaijan Province. Results showed that between the elements of talent management ($r=0.430$) and talent management practices, ($r=0.287$) and organizational assessment ($r=0.346$) and motivational factors ($r=0.576$), and organizational success is a significant relationship, but the organizational talent identification ($r=0.115$) and organizational performance ($r=0.095$) and organizational planning ($r=0.162$) wasn't significantly associated with organizational success.

Pam (2012) critically evaluated the impact of talent management on employee retention in the Nigerian public sector. A hypothesis in line with the objective was drawn and tested based on data generated through a questionnaire. The survey investigation method was used in collecting data for the study from a sample of 349 top, middle and lower level management staff of five public sector organizations in Nigeria.

The Kruskal- Wallis test statistic was used to analyze the data. The findings indicated that the implementation of proper talent management processes significantly impact employee retention. It was thus concluded that talent management practices in Nigeria public organizations (where they exist), significantly impact on employee retention. The study recommended that all actors in talent management should be educated and trained in scientific methods of managing organizational talents.

Hughes *et al.*, (2008) in Research "A strategy for improving employee recruitment retention and engagement within hospitality organizations" investigated the effect of Talent management on employee recruitment, retention and engagement. The study revealed that The benefits of an effectively implemented talent management strategy include improved employee recruitment and staffs retention rates, and enhanced staffs engagement. These outcomes have been associated with improved operational and financial performance.

An exploratory study by Doherty (2010) assessed employee engagement and how to attract and retain the best talents. In the study, Rabo bank International was assessed covering over 340 offices in over 40 countries worldwide because Rabo bank was finding it difficult to consistently manage the performance of its employee to the same standards globally. The study recommended that organizations should be focused on people rather than on processes to save the organizations unnecessary spending of money on recruitment and training. The study revealed that job security, compensation, and opportunity for advancement were not found to have predictive value for employee retention rates. Though

data confirmed Lockwood's findings that although pay and benefits initially attract employee, it is not the primary reason given for retaining them.

Chikumbi (2011) investigated talent management and staff retention at the bank of Zambia using 40 middle - management as their respondents. He concluded from his study that, employees felt motivated by realistic objective setting, continuous learning opportunities, valued ideas and encouraging creativity which largely contributed to their retention. Isfahani and Busatani (2014) sought to establish the effects of talent management on employee retention for staff of the University of Isfaha in Iran and found that there is a positive relationship between talent management and employee retention regardless of the firm's characteristics.

Kataike (2013) conducted research which sought to determine the relationship between talent management and employee retention and it was found that there is a strong positive relationship between talent management and staff retention, and therefore management must give more attention to talented staff in order to retain their services in the long term. The study concluded that talent management cannot be separated from employee retention because they go hand in hand. Organizations need to develop their employees for them to perform well. On the other hand, Kochari *et al.* (2014) also conducted a study on critical analysis of talent management strategies on employee retention in the public hospitals in Kenya. The study indicated that talent management strategies impacts positively on the retention of employees in public hospitals in Kenya.

2.6 Critique of the Existing Literature

The relate management literature acknowledges that successful organizations share a fundamental philosophy of valuing and investing in their employee and managing retention of promising employee is considered as fundamental or mean of achieving competitive advantage amongst organizations (Mulkeen, 2010). Although literature shows that talent management is crucial to employee retention, very little has been done to justify this connotation and fewer in the context of Tanzania.

The theoretical framework and empirical literature demonstrate that past theories/models and empirical studies have not clearly addressed the relationship between talent management and employees retention in organizations. The review of the related literature on the topic unanimously acknowledges that successful organizations share a fundamental philosophy of “valuing and investing in their employees and managing retention of promising employees” is considered as fundamental of mean of achieving competitive advantage amongst organizations.

The reviewed literature demonstrates that while there is much prescription about the need for integrated approaches to talent management practices, there is no rigorous research on relationship between talent management and employee retention in rural public secondary schools in Tanzania. Boniface, (2016) conducted a study on Teachers’ Retention in Tanzanian Remote Secondary Schools – Exploring Perceived Challenges and Support. This study covered both public and private secondary schools meanwhile private secondary schools do not suffer much from retention problem as it is the case with public rural schools. The study dealt with exploration of perceived challenges and support and not strategic talent management practices.

A number of studies have been carried to investigate the causes of poor performance and shortage of teachers in rural areas. Naisujaki *et al*, (2017) investigated the reasons for students’ poor performance and shortage of teachers in rural public secondary schools while Elia and Devotha (2018) conducted a study on Perceived challenges and Prospects of community secondary schools in Tanzania. Naima (2015) investigated factors causing secondary school teachers’ delay in reporting and not staying long after reporting in their work stations in Tanga district, Tanzania. From these studies, it is evident that none of them addressed the influence of strategic talent management practices on teacher’ retention in rural areas in Tanzanian context.

Furthermore, a lot of literature on talent management and employee retention comes from the developed world and a few from some African countries like Nigeria, Ghana and Kenya, to mention a few. This is an indicator of a need for developing

more literature on talent management based on the regional context to bridge this literary gap. Although the review of the literature shows that talent management is a growing field, the effect of talent management practices and its added value has still not been explored. The reviewed theoretical framework is only capable of showing how talented employee could enable firms acquire competitive advantage; it does not clearly indicate reciprocal relationship between employee's contribution and the value attached to them by the employing companies.

In order to improve on talent management, there is need to undertake more comprehensive studies to uncover talent management problems affecting teacher retention in rural public secondary schools in Tanzania and suggesting the remedial strategies. In general, there is little literature on talent management and teacher retention in the context of Tanzania, the available literature concentrates on teachers' shortage and poor performance of remote secondary schools in Tanzania. This study therefore seeks to establish the influence of strategic talent management practices on teacher retention in rural public secondary schools in Mkuranga District, Tanzania.

2.7 Research Gaps

There are a number of gaps in literature ranging from geographical, methodology, time as well as the nature of organizations studied. Few studies in this area that are specifically identifiable in a Tanzanian context have concentrated on attrition and shortage of teachers. (cf. Geu, 2009; January, 2010), while others (cf. Mbiling'i, 2011; Mlavi, 2011; Kilasi, 2010; Chenelo, 2011 Raymond, 2016) concentrated on perceived challenges and opportunities for teachers in rural public secondary schools. However, no research known to the researcher has investigated the influence of strategic talent management practices on teacher retention in rural public secondary schools. Literature on talent management acknowledges that successful organizations share a fundamental philosophy of valuing and investing in their employee and managing retention of promising employee is considered as fundamental or mean of achieving competitive advantage amongst organizations (Mulkeen, 2010). However, scarce literature exists on talent management and teacher retention in Tanzania.

Since existing literature is mainly based on respondents from United States of America, Europe, and Asia, with comparatively few studies having been undertaken in developing countries like Nigeria, it is imperative to establish the relationship between strategic talent management practices and teacher retention related to Tanzanian context. The current study aims to contribute to the literature on talent management and retention practices by providing empirical evidence which extends existing conceptualization in this area.

In the current study, the researcher intends to bridge the existing gap in Boniface (2016) by examining strategic talent management practices necessary for retaining teachers rather than exploring the perceived challenges and opportunities in remote secondary schools. Many studies conducted in this area, for example Devotha (2018) and Naisujaki *et al.* (2017), concentrated on secondary schools including private ones in which retention of teachers is not a problem. This research study bridges this gap by concentrating on rural public secondary schools where the problem of teacher retention is of great concern.

Studies (Ibrahim *et al.*, 2014); Walsh and Taylor (2007); Plansoongnern *et al.* (2011) have shown that most of research studies on talent management and employee retention have been carried out using western samples and emerging economies in Asia such as China and South Korea. However, few studies have used samples from East-Africa and Tanzania in particular, thus challenging the generalization of these studies to a non-western context. In order to improve on talent management, there is need to undertake a more comprehensive study to uncover talent management crises affecting teacher retention within the context of rural public secondary schools in Tanzania which is also the motive behind this study.

Researchers have attempted to answer the question of what determines people's intention to stay or quit an organization (Kalliath & Beck, 2011). To date there has been little consistency in findings. Some of the reasons identified are job satisfaction, employer branding, changing hiring practices, interview exits, (Lathitha, 2012). Little research has addressed talent management practices and its effects on retention.

The existing theoretical models focus on retention and not on the relationship between talent management and retention. This study has blended various concepts from literature in order to come up with relational models. Most of the empirical studies such as a study by Schuler (2011), Staffan and Ellström, (2012), Kock and Ellström, (2011), Charles (2010) and (McDonnell, 2010) were undertaken in developed nations and thus there is lack of a comprehensive study within the local context that explains the role of talent management on teacher retention in rural public secondary schools in developing countries and particularly Tanzania. In the light of the above, the current study intends to bridge the identified knowledge gaps by establishing the influence of strategic talent management practices on teacher retention in rural public secondary schools.

2.8 Summary of Literature

Talent management is one of the primary management tools for 21st century human assets management because the significant resource for firms competing in this century is no longer land, capital, and other tangible assets but the human capital necessary to adapt organizations to global competition and maximize the benefits associated with the current technological boom. This study employed four theories to explain the influence of talent management on teacher retention in rural public secondary schools in Mkuranga District. These theories include; Social Cognitive theory, Social exchange theory, Expectancy and Person-Environment Fit theories.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodological approach for this study. It comprises the research design, research philosophy, justification for the choice of research philosophy, target population, sampling frame, sample size, sampling technique and data collection instruments. The chapter also presents data collection procedures, validity and reliability of instruments, diagnostic tests, statistical model, variable definitions and measurements.

3.2 Research Philosophy

The general notion behind a piece of research is considered to be its research philosophy, the term has been defined by Saunders *et al.*, (2009) as the belief that a researcher has of the development of knowledge which influences how research ought to be conducted. Easterby *et al.*, (2008) point out that awareness of the philosophy behind the research plays a significant part in determining an appropriate design to help in answering the research questions in a way that avoids ambiguity and confusion. Saunders *et al.*, (2012) consider that an understanding of the philosophy behind research enriches the understanding that the researcher has of the science of knowledge and, thus, enables him/her to improve the accuracy of a study in the field.

In the current study, the researcher employed positivism philosophy which adheres to the view that only “factual” knowledge gained through observation (the senses), including measurement, is trustworthy. In positivism studies, the role of the researcher is limited to data collection and interpretation in an objective way. In these types of studies, research findings are usually observable and quantifiable. Positivism depends on quantifiable observations that lead to statistical analyses. It has been noted that “as a philosophy, positivism is in accordance with the empiricist view that knowledge stems from human experience. 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” (Collins, 2010).

Crowther and Lancaster (2008) argue that as a general rule, positivist studies usually adopt deductive approach, whereas inductive research approach is usually associated with a phenomenology philosophy. Moreover, positivism relates to the viewpoint that researcher needs to concentrate on facts, whereas phenomenology concentrates on the meaning and has provision for human interest. In other words, studies with positivist paradigm are based purely on facts and consider the world to be external and objective. This study therefore adopted the positivism philosophy since it focused on the perceptions of teachers about the influence of talent management on teacher retention. The study also involved hypotheses testing based on facts obtained from the primary source in survey of public secondary schools

Justification for selecting positivism research philosophy.

The adopted research philosophy contains significant assumptions about how the context under investigation was viewed, and these assumptions determined the strategy and methods that were employed. Saunders *et al.* (2012) emphasize that the decision to adopt one particular research design over another is driven by the researcher’s ability to understand the topic under consideration. Jankowicz (2000) and Robson (2002) stress that there is no straightforward rule which obliges the researcher to choose one method for one investigation and another for another investigation. The adoption of a philosophy is influenced by practical matters; however a greater influence is likely to come from the relationship between the stance taken on knowledge and the development of it (Saunders *et al.*, 2007).

It is therefore important that knowledge development is fully understood in order that due consideration can be given to the form of evidence that is needed and to the methods of data collection and interpretation so that there is a degree of confidence that the research questions are being answered well within the investigative process (Easterby-Smith *et al.* (2002). Often, as Gilbert (2008) suggested, there can be a need for various types of data to be generated. Collis and Hussey (2003), claim that there

is no single best research paradigm and so it is better to think of the paradigms as lying on a continuum. Saunders *et al* (2007) warn that it would be easy to fall into the trap of thinking that one research approach is better than another.

3.3 Research Design

Kothari (2004) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in the perspective. The function of a research design is to identify and develop procedures and logistical arrangements required to undertake a study, and to emphasize the importance of quality in these procedures to ensure their validity, objectivity and accuracy (Arora, 2011). This is a descriptive study that used a cross sectional survey design. A survey is a structured set of questions or statement given to a group of people to measure their attitudes, beliefs, values or tendencies to act (Goodwin, 2016). The researcher chose cross sectional survey design to ensure highest cooperation and minimize refusal rates. It also enabled the researcher to measure prevailing attitudes and practices of teachers.

According to Burns and Bush (2013), a survey involves interviews with a large number of respondents using a pre-designed questionnaire, thus allowing collection of a significant amount of data in an economical and efficient manner (Sekaran, 2006). The primary purpose of survey research is to gather descriptive information about peoples' self-described attitudes, opinions, feelings, and behaviors (Goodwin, 2016). A survey also attempts to quantify social phenomena particularly issues, conditions or problems that are prevalent in the society and from sample results, the researcher generalizes or makes claims about the population (Creswell, 2003). This study used survey design to solicit teachers' views on the influence of strategic talent management practices on retention.

The Rationale of Using Quantitative and Qualitative Data

Johnson and Onwuegbuzie (2004) have given a definition of the mixed method approach to research as: "the class of research where the researcher mixes or combines quantitative or qualitative research techniques, methods, approaches,

concepts or language into a single study”. There are several viewpoints as to why qualitative and quantitative research methods can be combined. *Sale et al.*, (2002) comment as follows with regard to the combination of the two methods: “Both approaches can be combined because they share the goal of understanding the world in which we live. They share a unified logic, and the same rules of inference apply to both. A combination of both approaches provides a variety of perspectives from which a particular phenomenon can be studied and they share a common commitment to understanding and improving the human condition, a common goal of disseminating knowledge for practical use.

Both approaches provide for cross-validation or triangulation – combining two or more theories or sources of data to study the same phenomena in order to gain a more complete understanding of that phenomenon (interdependence of research methods) and they also provide for the achievement of complementary results by using the strengths of one method to enhance the other (independence of research methods).” In support of *Sale et al.*, (2002), Onwuegbuzie and Leech (2006) identify the following rationales for mixing qualitative and quantitative approaches:

Participant enrichment refers to increasing the number of participants in the research. Leech (2006) contends that the larger the sample, the more reliable and valid the research findings will be. In terms of this rationale, the sample used for this study was limited to all the rural public secondary schools in Kigoma, Manyara, Singida and Coastal regions where 275 respondents completed the questionnaire.

Instrument fidelity refers to maximizing the appropriateness and/or utility of the instruments used in the study. For the purpose of this study, two instruments were used, namely: questionnaires and documentary review. The questionnaire was appropriate in as far as it assisted the researcher to solicit biographical information about the respondents and strategic talent management practices.

Treatment integrity refers to mixing qualitative and quantitative research methods in order to assess the fidelity of interventions, treatments, or programmes.

Significance enhancement refers to maximizing the researcher’s interpretation of data. Moreover, as noted by Creswell (2009), Teddlie and Tashakkori (2009), using

different methods within a study can minimize the limitations, with the researcher having the potential to model different components and justify them. If methods are combined they can give insights at various analytical levels, and one type of method can be used to inform the development of another type (Greene, 2007; Saunders *et al.*, 2007). Cameroon and Molina (2010) stress mixed methods tend to be employed often within studies related to strategic management and business.

Validity of the findings is increased by the complementarities that exist between the mixed methods when used within research (Saunders *et al.*, 2009). As quantitative and qualitative analytical processes are autonomous, they are not mutually dependent and so it is possible to keep phases of a study apart until a final section when findings can be compared to aid in obtaining a more comprehensive overall understanding of an issue (Flick, 2006). In this research, the qualitative research results could provide extra information to expand upon awareness of the influence that talent management gained from the quantitative research findings.

The findings from the qualitative research confirm the quantitative findings by triangulation (Bryman and Bell, 2008). Previous observations and knowledge of the researcher were used, along with a qualitative approach for the analysis of findings from the semi-structured interviews with various teachers from rural public secondary schools to clarify and confirm the initial research phase findings. The application of a mixed method approach has the aim of uncovering mechanisms that lie underneath reality (Bell, 2009).

3.4 Target Population

Kothari (2004) refers to the target population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The target population for this study was all the 936 teachers in 35 public secondary schools in Mkuranga District, in Tanzania. This target population was preferred because of higher rates of teacher turnover in this district (Haki Elimu, 2011).

Table 3.1: Number of Teachers in Mkuranga District Public Secondary Schools

Ward	Teachers		Total number of Teachers
	Male	Female	
Bupu	38	32	70
Kimanzichana	46	29	75
Kisiju	36	28	64
Kitomondo	29	24	53
Lukaga	26	24	50
Magawa	31	28	59
Mbezi	76	56	132
Mkamba	24	23	47
Mkuranga	66	43	109
Nyamato	25	27	52
Pazuo	21	22	43
Tambani	34	30	64
Vikindu	29	21	50
Vianzi	36	32	68
Total	517	419	936

Source: Basic Statistics Portal, 2015

3.5 Sampling Frame

This subsection describes the source material from which the sample is drawn. It puts forth a list of items where a representative sample was drawn for the purposes of research. Sampling frame can be referred to a set of information used to identify a sample population for statistical treatment. It includes a numerical identifier for each individual, plus other identifying information about characteristics of the individuals, to aid in analysis and allow for division into further frames for more in - depth analysis (Mugenda et al., (2004). Sampling frame for this study was a list of 936 teachers of Mkuranga District from which a sample of 280 respondents was drawn.

3.6 Sample Size and Sampling Technique

According to Lance and Hattori (2016) sample is a subset containing the characteristics of a larger population. Samples are used in statistical testing when population sizes are too large for the test to include all possible members or observations. A sample should represent the whole population and not reflect bias toward a specific attribute. Taro Yamane (1967) formula was employed to calculate the sample size for this study. This formula was preferred because the target population for this study was less than 10,000 elements/objects. This formula is mathematically presented as follows;

$$n = \frac{N}{1 + N(e)^2}$$

Where; n is the sample size,
 N is the population size,
 e is the level of precision (5%)

Sample size calculation;

N =936

e =0.05

$$n = \frac{936}{1 + 936(0.05)^2}$$

Therefore, the sample size for this study was 280 teachers in public secondary schools in Mkuranga District.

Sampling technique is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains element representative of the characteristics found in the entire population (Orondo & Kombo, 2002). Purposive

and random sampling techniques were employed to select teachers from the listed public secondary schools in Mkuranga District. From 35 schools, 8 teachers per school were sampled using random numbers, resulting into 280 respondents. Krejcie and Morgan (1970) table for determining sample size for a finite population helped the researcher to arrive at eleven (8) teachers per school.

3.7 Data Collection Instruments

3.7.1 Primary data

Primary data is the data which is collected for the first time and thus happen to be original in character. Mugenda *et al.*, (2004) describe primary data as those items that are original to the problem underway. A questionnaire was the instrument of primary data collection in this study. It contained both closed and open-ended questions. Open ended questions (qualitative approach) added richness to the data and additional insights to the underlying reasons behind the quantitative results. The questionnaire was designed to address specific objectives, research question or test hypothesis (Mugenda & Mugenda, 2010). The questionnaire was adopted and modified from a study done by Oladapo (2014) on the impact of talent management on retention.

The questionnaire was structured on five point- Likert scale with weight assigned to; Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1. Questionnaire was preferred since the information obtained from questionnaire is free from bias and researchers influence and thus accurate and valid data is gathered (Kothari, 2006). The questionnaires were self-administered to teachers with the help of research enumerators. According to Cooper and Schindler (2003), self-administered questionnaire is advantageous in that they cost less than personal interviews and also enable the researcher to reach participants who may otherwise be inaccessible. Semi structured interviews were also conducted to solicit respondents' views, perceptions and feelings.

3.7 Secondary data

Secondary data refers to the already available information (Kothari, 2004). The researcher collected secondary data from published reference materials such as schools' talent management reports and journals, reports and publications from the ministry of education and research reports prepared by scholars.

3.8 Data Collection Procedures

The researcher obtained an introductory letter from the University (JKUAT-Kenya) and a research permit from the Mkuranga District Commissioner in which the study was carried out. In addition, the researcher produced his letter of introduction that was for assuring the respondents and the schools of confidentiality of the information to be provided. This was followed by the recruitment of research enumerators. With the help of research enumerators, the researcher physically administered questionnaires to the teachers in different schools and then collected them later at an agreed time that was convenient for both researcher and the respondents. The researcher collected both primary and secondary data for this study. The primary data was collected at source while secondary data was collected from published reference materials such as reports and journals.

3.8 Pilot Test

For the successful completion of a sound research project, a pilot study is mandatory (Folke *et al.*, 2018). Saunders and Lewis (2009) point out that the purpose of a pilot test is to refine the questions on the questionnaire in order to ensure that there is no ambiguity or bias so that the measuring instrument is fine-tuned for data collection. According to Burns and Bush (2013), the entire procedure and instrument must be open for criticism and comments by the random participants and the input by the respondents must be considered when amending the questionnaire for the main enquiry.

Before the actual data collection, the questionnaire was administered to some rural public secondary schools that were not included in the final study. The suitability

of the questionnaire for this study was tested by first administering it to 28 respondents which is 10% of 280 respondents. A pilot study was proposed to be carried out in Arumeru District, Arusha region to check for the accuracy of instrument that was followed by factor analysis to assess the reliability of the instruments.

Validity of Research Instrument

Sakineh and Hasan (2012) describe the validity in quantitative research as “construct validity” which implies the degree to which a test measures what it claims, or purports, to be measuring. They also assert that quantitative researchers actively cause or affect the interplay between construct and data in order to validate their investigation, usually by the application of a test or other process. The validity of the questionnaire was determined using construct validity method.

Construct validity is the degree to which a test measures an intended hypothetical construct (Tansley, 2011). Construct validity is a measure of the degree to which data obtained from an instrument meaningfully and accurately reflect or represents a theoretical concept. Example, would a score of 90 points on a reading test actually reflect the true reading ability of a pupil? (Kothari, 2004) Construct validity refers to how well the researcher translates or transforms a concept, idea, or behaviour into a functioning and operating reality, the operationalization (Trochim, 2006)

Reliability of Research Instrument

Reliability is consistency of measurement (Schuler, 1989), or stability of measurement over a variety of conditions in which basically the same results should be obtained (Nunnally, 2009). In research, reliability is influenced by random error. A dependable indicator provides information that does not vary as a result of the characteristics of the indicator, instrument, or measurement design itself. This study addressed reliability by using Cronbach alpha statistical test. The Cronbach alpha coefficient normally range from 0 to 1 and the higher the coefficient, the more reliable the scale. The piloted questionnaires were analyzed to determine their

suitability and their internal consistency. Reliability was established through computation of Cronbach's alpha through SPSS.

The researcher used .80 satisfactory level of reliability. Nunnally (2009) maintains that increasing reliabilities much beyond .80 are often wasteful of time and funds, because correlations at that level are attenuated very little by measurement error. The rule of thumb is that the reliability score (α) should be >0.5 in order to give confidence of relying on the data. If reliability score (α) is < 0.5 we conclude that there may be variable indicators which are not reliable for measuring the influence of talent management on employee retention and therefore a need to conduct a factor reduction analysis.

3.9 Data Analysis and Presentation

Mixed approaches/methods (qualitative and quantitative) were used during data analysis. Both approaches were preferred because the collected data were qualitative with inferential statistics. This study used quantitative data analysis methods that include, descriptive statistics and inferential statistics so as to show the frequency of occurrence through establishing statistical relationships between the independent variables and the dependent variables (Saunders, 2011). The Likert scale was adopted to provide a measure for qualitative data. In the questionnaire, the options such as SA, A, N and SD were assigned numerical values to facilitate the application of statistical techniques.

For qualitative data, code categories were based on research question and were entered into computer with developed pattern codes to group the summaries of data into smaller number of sets, themes or constructs and using SPSS, the researcher analyzed the frequencies of the themes. The frequency of appearance of a particular idea was obtained as a measure of content as also suggested by Krishnaswamy *et al.*, (2006).

Descriptive statistics like mean scores, standard deviations, and percentages, were worked out to describe the characteristics of the variables in the study for purposes of establishing the underlying features in the relationship between talent management

and teacher retention. Descriptive analyses are important since they provide the foundation upon which correlational and experimental studies emerge; they also provide clues regarding the issues that should be focused on leading to further studies (Mugenda & Mugenda, 2010).

Furthermore, Statistical Package for the Social Sciences (SPSS) was employed to analyze quantitative data in which data were cleaned, coded, categorized per each of the research variables. Multiple regression model was fitted to the data in order to test the influence of the independent variables on the dependent variable. Multiple regressions are statistical tools that were used because it is the procedure that uses two or more independent variables to predict the effect of dependent variable. Multiple regressions attempted to determine whether a group of variables together predicted a given variable (Mugenda & Mugenda, 2008). Content analysis method was used to analyze qualitative data.

The hypotheses were tested using the t-test and F-test at 0.05 level of significance. A multiple linear regression model shown below was adopted in this study to establish the relationships among the various study variables. Such a model is adopted when the researcher has one dependent variable which is presumed to be a function of two or more independent variables. Multiple regression analysis examines the relationships among variables and the extent to which independent variables are linked and explain the dependent variable (Hair *et al.*, 2010).

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: β_0 = Constant, $\beta_1, \beta_2, \beta_3, \beta_4$ = coefficient of predictors

Y= represents the dependent variable (teacher retention) X_1 =represents employee career development X_2 =represents employee succession planning X_3 =represents working conditions X_4 = represents reward management ε = error term

Diagnostic Tests

This study tested for multicollinearity, normality, Q-Q test, and heteroscedasticity in the collected data to make certain that the assumptions of linear regression model were not violated.

Multicollinearity

The term multicollinearity refers to a situation in which there is an exact (or nearly exact) linear relation among two or more of the input variables (Bickel, 2007) posits that, multicollinearity occurs where two or more predictor variables in a multiple regression are highly correlated. Multicollinearity results in the estimate of one variable impacting on the dependent variable while controlling for other variables that tend to be less precise than if were uncorrelated.

The Gauss-Markov assumption only requires that there be no perfect multicollinearity and so long as there is no perfect multicollinearity, the model is identified, that is, it can estimate all the coefficients and that the coefficients remained “Best Linear Unbiased Estimates” (Bickel, 2007). Variance Inflation Factor was used to test for multicollinearity in the independent variable. VIF measures by how much the variance is exaggerated or inflated, and can be computed from either the simple correlation coefficient or the partial correlation coefficient.

Heteroscedasticity

Heteroscedasticity occurs when responses are not normally distributed or when the error term does not have constant variance. One of the critical OLS assumptions is that, the error term in the OLS regression Model $Y = \alpha + \beta X + \varepsilon$ has a constant variance; (that is, the error term is homoscedastic). Thus, $Var \varepsilon = E [\varepsilon - E(\varepsilon)]^2 = \sigma^2$; that is, the variance of the error term is constant. Now, if this assumption is violated, there would be a problem of Heteroscedasticity, which means the error term is no longer constant but varies with; say X. Scatter plot of the residual was employed to test for heteroscedasticity in the dependent variable. The scatter dots

were randomly distributed to check for heteroscedasticity and observe any systematic pattern of the scatter dots in the diagram.

Normality

The term “normality” actually derives from a more basic statistical concept: the normal distribution. The normal distribution describes the “shape” of a population as being in that of a bell curve. Skewness and Kurtosis tests were employed to determine whether the data appears to fit a bell-curve shape or checking the skewness of the dataset. In addition, a Q-Q test for normality was performed on the dependent variable (teacher retention). The Q-Q test is a plot of percentiles (or quintiles) of a normal distribution against the corresponding percentiles of the observed data.

The Q-Q test was also performed to determine whether the data appears to fit a bell-curve shape or checking the skew of a dataset, which can tell a researcher whether the data is symmetrical - normality requires symmetry. Although it is assumed in multiple linear regressions that the residuals are distributed normally, it is a good idea before drawing final conclusions, to review the distributions of major variables of interest (Ming'ala, 2002). Histograms are a good way of getting an instant picture of the distribution of data (Field, 2009). Therefore, histogram was also employed in the study to test the normality of the dependent variable. Kolmogorov- Smirnov and Shapiro Wilk test was also used to test the normality of all the variables. They compare the scores in the samples and check whether they have the same mean or standard deviation. Moreover, outlier test was carried out to detect the presence of outliers. This was important to ensure the data assume Gaussian condition.

Variable definition and measurement

To measure the research variables, the study determined the indicators/parameters of each independent variable and then employed Likert scale to measure the independent variables. Respondents were asked to respond to each of the statements in terms of five degrees of agreement or disagreement. The Likert scale comprised

of an ordinal scale of 1-5 (1= not at all, 2 = small extent, 3 = moderate extent, 4 = large extent, 5 = very large extent).

Career development is a series of activities or the on-going/life process of developing one's career. Employee Career development is an independent variable in this study. One of the key factors of retention of skilled employee is the provision of training and development opportunities (Chitalu, 2011). For many employees, an opportunity for continuous learning weighs heavily in their decision to accept or remain in a position. Employee career development was captured in attributes like: training and development, career support, management support, job guide, individual counseling and communication on expectation.

Succession planning is a process of identifying and preparing suitable high potential employee to replace key players within the organization as their terms expire. This is an independent variable in regard to this study. It was measured using attributes like; employee promotion rates, leadership development, ability to identify gaps in development, retention of high value people, percentages of managers with replacement plans, number of internally advertised jobs. A sudden vacancy can lead to confusion and loss of efficiency as the search for a replacement is conducted. The absence or loss of an employee could cause an inconvenience that could be avoided with some anticipation to serious succession development.

According to business dictionary "working conditions refers to working environment and all existing circumstance affecting labor in the work place, including: job hours, improved physical aspects, legal rights and responsibility, organizational culture, work load and training". Working conditions is an independent variable in this study. It was measured using parameters like; balanced hours work, high level of corporate citizenship, access to means of transport, safety management practices and physical conditions.

A positive work environment is believed to make employee feel good about coming to work and provide the necessary motivation to sustain them throughout the day. This observation is echoed by Wells (2002), who stress that organizations

offering suitable levels of privacy and sound controls at the work place thereby improving levels of motivation and commitment in employee have an increased ability to satisfy and retain employee.

Employee retention is the effort by an employer to keep desirable workers in order to meet business objectives. Employee retention is the dependent variable of the study which was measured using two dimensions; intention to leave and intention to stay. Teacher retention was further measured using parameters like turnover rate, length of stay, hours committed to work and productive work. Reward management is an integral part of a human resource management approach to managing people. It is concerned with the formulation and implementation of strategies and policies that aim to reward people fairly, equitably and consistently in accordance with their value to the organization. Reward management strategy was measured using attributes like level of employee commitment, corporate citizenship, merit-based promotions and compensation management practices.

Table 3.2: Variable Measurements

S/N	Variable	Operationalization	Item	Scale
1	Career Development	Training and development	1	Ordinal
		Individual counseling	2	Interval
		Personal Career support	3	Nominal
		Communication of expectations	4	Nominal
		opportunities for career growth	5	Nominal
2	Succession Planning	Leadership development	1	Ordinal
		Open replacement decisions	2	Interval
		Collaborative performance reviews	3	Interval
		Open communication for vacant	4	Nominal
3	Working Conditions	Comfortable office for teachers	1	Ordinal
		Work equipment	2	Interval
		Residential houses for teachers	3	Nominal
		Balanced hours of work	4	Nominal
		Access to means of transport	5	Nominal
		Safety management practices	6	Nominal
		Statutory working hours	7	Nominal
		Fair employee treatment	8	Nominal
		Secure work environment	9	Nominal
		work overload	10	Nominal
4	Reward Management	Recognition for achievement	1	Ordinal
		Bonuses to employees	2	Interval
		Compensation management practices	3	Interval
		Feedback on performance	4	Ordinal
		Satisfactory salary	5	Ordinal
5	Teacher Retention	Turnover rate	1	Interval
		Length of stay	2	Interval

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The methodology in the previous chapter provided for data collection, analysis and presentation. This section describes all appropriate information produced by the research procedures and statistical analyses of the findings; that is the chapter presents the empirical findings and results of the application of the variables using techniques mentioned in chapter three. Specifically, the data analysis was based on specific objectives where patterns were investigated, interpreted and implications drawn on them. The chapter starts with a preliminary analysis of the data before analyzing the study variables. The purpose of this chapter is to analyze, present and interpret data in form of tables, graphs and figures combined with a brief narrative and interpretation of findings.

4.2 Response Rate

4.2 Response Rate

The study sought to establish the respondent rate. Response rate is the extent to which the final data set includes all sample members and it is calculated as the number of people with whom interviews are completed, divided by the number of people in the sample, including those who refused to participate and those who were unavailable (Fowler, 2009). A sample of 280 was selected using Yamane Taro (1967) sample calculation formulae. A total of 280 copies of questionnaire were distributed. Results indicate that the majority (98%) of the questionnaires were returned while (2%) were unreturned. This was very much above the 70% which was considered adequate in descriptive statistics according to Mugenda and Mugenda (2010).

Babbie, (2007) also asserted that the return rate of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. Nyamjom, (2013) carried out a study on staff retention in state corporations and got a response rate of 75% which she also considered excellent and a representative of the population. The achieved success rate in the current study was 70% which implied that the response rate was very good. Quantitative data obtained from the questionnaires were presented in tables, frequencies and percentages as shown hereafter.

Table 4.1: Response Rate

Response Rate	Frequency	Percent
Returned	275	98%
Unreturned	5	2%
Total	280	100.00%

4.3. Pilot study results.

A pilot study was conducted to establish whether the research instrument was valid and reliable for data collection. The testing was done using a sample of 28 questionnaires where reliability, validity and factor analysis was conducted and the findings were interpreted and discussed.

4.3.1 Reliability and Validity of Research Instrument.

To begin with, reliability of a research instrument is a measure which indicates the extent to which the instrument is no bias (free from error) thus ensuring consistent measurement across time and the various items in the instrument. Reliability of the instrument was carried out using Cronbach's alpha constant which is a measure of internal consistency and average correlation. It ranges between 0 and 1 (Kipkebut, 2010). As a rule of thumb acceptable alpha should be at least 0.70, (Mugenda & Mugenda, 2010). Higher alpha coefficient values mean there is consistency among

items in measuring the concept of interest. Cronbach constant test was carried out for every variable to ascertain that the variable indicators were good enough.

For career development there were six items from the finding, no item was deleted and alpha coefficient recorded was 0.721 which is above 0.7. For Succession Planning, the alpha coefficient was again above the threshold. In this case, seven items were tested and no item was expunged. The overall alpha coefficient was 0.712. Reliability test using cronbach's alpha for Working conditions was conducted and out of ten items, none of the items was deleted and the overall alpha coefficient was 0.784 which also above 0.7. Similarly, the Cronbach's alpha coefficient for reward management was conducted and out of ten items, none of the items was deleted. The overall alpha coefficient was 0.768 which also above 0.7. Table 4.2 shows the details of the finding. Lastly the alpha coefficient for and employee's retention was found to be 0.822 respectively. In conclusion alpha test for the all the items were found to be reliable for measurement because the reliability coefficient was found to be above the recommended threshold of 0.7.

Table 4.2: Reliability of instruments

Variables	Cronbach's Alpha before removing some items	Cronbach's Alpha after removing Some items	No of Items before removing some factors	No of Items after removing some factors
Career development	0.721	0.721	6	6
Succession Planning	0.712	0.712	6	6
Working conditions	0.784	0.784	10	10
Reward management	0.801	0.801	6	6
Employees retention	0.822	0.822	4	4
AVERAGE	0.768	0.768		

4.3.2 Factor Analysis

Factor analysis focuses on the internal-correlations among data to come up with internally consistent surrogates of the variable (Mugenda, 2010). Cooper and Schindler (2008) suggested that factor loadings of 0.7 and above are acceptable. Other researchers indicate that 0.4 is the minimum level for item loading. Hair *et al.*, (2010) illustrates that factor analysis is necessary in research to test for construct validity and highlight variability among observed variables and to also check for any correlated variables in order to reduce redundancy in data.

In this study, factor analysis is used to reduce the number of indicators which do not explain the effect of independent variable on Employees retention. Tabachnick and Fidell (2007) described the factor loadings as follows: 0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good) or 0.71 (excellent). Career development had 6 items and none of the items recorded factor loadings less than 0.40. The factor loadings of 6 items for Career development were ranging between 0.521 and 0.872 with overall rating of 0.686 items Career development were therefore considered to be valid for the constructs represented.

Table 4.3 Factor loadings for Career development

Career development	Factor Loadings
1. My school supports personal career development goal	.613
2. My school has in-house skill training and development programs to develop its employees	.660
3. In our school, individual counseling is conducted to all employees	.521
4. School management recognizes that everyone potentially has a career and that, as a consequence, everyone has career development needs	.712
5. There is a clear communication of information concerning career options and opportunities with the school	.735
6. There is a room for individual assessments of abilities, interests, career needs and goals in the school	.872
Total	.686

The study intended to measure the effect of succession planning by using six items. All the 6 had factor loadings above 0.40 that is between 0.523 and 0.795. Therefore, all the items were found to be valid for the constructs they represented and could therefore be used in the study. In addition to that, an average factor loading of 0.680 was recorded. Table 4.4 shows the factor loading for every item.

Table 4.4: Factor loadings for Succession Planning

Succession Planning	Factor Loadings
My school stresses on leadership development	.667
Our school is good at open replacement decisions	.523
The school offers equal opportunities for promotion	.795
We practice collaborative performance review	.722
The school communicates vacant positions from within before advertising them externally.	.674
Our departments have high percentage of managers with replacement decisions	.701
Total	.680

The validity of working conditions was also tested using an instrument comprising ten items and the result recorded. Subsequently no item was discarded or removed. Factor loadings recorded was ranging between 0.518 and 0.804 as shown in Table 4.5. Since all items recorded factor loading above 0.40, the items under consideration were considered to be valid to measure the influence of working conditions on Employees retention in Public Secondary Schools in Tanzania.

Table 4.5: Factor loadings for working conditions

Working conditions	Factor Loadings
1. My school provides comfortable offices for teachers	.685
2. My school provides teachers with work equipment's (chalks, marker pens, flip charts, computers/laptops, pens, text books, mask and duster)	.518
3. My school provides teachers with residential houses	.694
4. If the answer in part (c) is yes, are the houses in good condition?	.632
5. Teachers stay at work within the agreed work hours	.564
6. Easy access to salary payment point could enhance teachers' retention in my school	.711
7. School management treats us as they would like us treat the school	.804
8. The school compound is secure	.692
9. I enjoy job autonomy at school	.599
10. I don't experience work overload at school	.722
Total	.662

Reward management had six items and from the original list of six items put forward to measure the influence of Reward management; principle component Analysis (PCA) method did not remove any item. Factor loadings recorded was between 0.511 and 0.692 as shown in Table 4.6 .The findings shows that all the items which were under scrutiny were valid.

Table 4.6: Factor loadings for Reward management

Reward management	Factor Loadings
1. My school recognizes employee achievement efforts	.642
2. My school remunerates employees	.511
3. My school compensates employees of their efforts	.692
4. I receive feedback on my achievement	.704
5. My school offers bonuses to employees	.528
6. The government pays satisfactory salary to teachers	.631
Total	.618

For the validity of Employees retention to measured, an instrument comprising four items were considered as originally compiled from the literature. From the finding, no item with low factor loading was discarded. The factor loadings were ranging between 0.904 and 0.947 as shown in Table 4.7. Besides that, items under consideration had an average factor loading of 0.917 for all items under consideration so they were considered to be valid to measure the influence of Employees retention in Public Secondary Schools in Tanzania.

Table 4.7: Factor loadings for Teacher retention

Teacher retention	Factor Loadings
1. Tenure of employment	0.914
2. Management support for employee development	0.903
3. Competitive wages	0.947
4. Compensation management	0.904
Total	0.917

The summary of the factor analysis for all the variables and reliability analysis for factors measuring the independents/explanatory variables and dependent

variable/response variable are indicated on the table 4.8; Career development shows that all the factor loadings for the 6 items was 68.6%. All the items were retained based on the general rule of thumb for acceptable factor loading of 40% above. Principle component analysis for Succession Planning with six items yielded a factor loading of 68.0%. No indicator was eliminated. The factor analysis for working conditions, with ten items shows factor loadings of 66.2% was recorded. For reward management, there were six items and no item was dropped and factor loading recorded was 61.8%. For out of six items, no item was dropped for inconsistency or irrelevance.

Lastly, the result of the factors measuring the dependent variable shows that Employees retention had four items and the factor loading was 91.7 % with no item expunged from the list. All the factor loadings were above the threshold which implies that all items fall within the acceptable range as indicated by the general rule of thumb. Note that the last column of table 4.8 is just a summary of reliability analysis which had already been discussed earlier refer to table 4.2.

Table 4.8: Summary of Factor Analysis

Independent /Dependent Variables	Number of Items	Overall factor loading	Reliability Cronbach's alpha
Career development	6	68.6%	0.721
Succession Planning	6	68.0%	0.712
Working conditions	10	66.2%	0.784
Reward management	5	61.8%	0.801
Teacher retention	4	91.7%	0.822

4.4 Diagnostics Tests

4.4.1 Multicollinearity test among the variable indicators using identity correlation matrix test.

Factor analysis was performed to ensure the suitability of all the factors observed within the five variables. First correlation matrix was computed for all the factors and examined for possibility of Multicollinearity between the items under consideration. Correlation matrix is an array of the correlation coefficients arranged in rows and columns showing the relation between a single factor and every other factor in the investigation. The correlation coefficient between a factor and itself is always 1; hence the principal diagonal of the correlation matrix contains 1s. This therefore means it is an identity matrix (Kothari, 2009). According to tables 1, 2, 3, 4, and 5 of correlation Matrices in appendix III, there was no Multicollinearity amongst the observed factors for the variables under investigation and the matrices were also identity matrices.

Further analysis using the determinants of the correlation matrices shown at the foot of each table indicates that the matrices obtained were all identity matrices since the determinants were all greater than 0.00001, so there was no problem of Multicollinearity for all the variables. In addition to that, Bartlett's Test of Sphericity shown in table 4.26 suggests that the matrices obtained in appendix iii were all identity matrices since the p-values were all $0.000 < 0.05$.

4.4.2 Sample adequacy test (Kaiser-Meyer- Olkin (KMO))

The sample adequacy was measured using the Kaiser-Meyer- Olkin (KMO) test. The sampling adequacy should be greater than 0.5 for a satisfactory factor analysis to proceed. A common rule is that a researcher should have 10–15 participants per variable. A factor analysis is inappropriate when the sample size is below 50 (Fiedel, 2005). Kaiser (1974) recommends 0.5 as minimum (barely acceptable) values between 0.7- 0.8 acceptable, and values above 0.9 are superb. From Table 4.9, the sample was acceptable since the KMO values were mainly between 0.644 and 0.810.

The least value was 0.644 which was also good enough since it was above the minimum of 0.5.

Table 4.9: KMO and Bartlett's test

Variables	Measure		
Career development	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.707
	Approx. Chi-Square		300.162
	Bartlett's Test of Sphericity	Df	45
		Sig.	.000
Succession Planning	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.764
	Approx. Chi-Square		426.463
	Bartlett's Test of Sphericity	Df	55
		Sig.	.000
Working conditions	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.644
	Approx. Chi-Square		304.174
	Bartlett's Test of Sphericity	Df	28
		Sig.	.000
Reward management	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.810
	Approx. Chi-Square		321.121
	Bartlett's Test of Sphericity	Df	28
		Sig.	.000
Teacher retention	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.736
	Approx. Chi-Square		442.465
	Bartlett's Test of Sphericity	Df	66
		Sig.	.000

4.4.3 Normality test

Skewness and Kurtosis test for normality

The study sought to find out how well the distribution could be approximated using the normal distribution. Consequently, Skewness and Kurtosis were employed as shown in Table 4.10. Skewness measures the deviation of distribution from symmetry and Kurtosis measures 'peakness' of the distribution (Ming'ala, 2002). The values of Skewness and Kurtosis should be zero in normal distribution (Field, 2009).

Table 4.10: Skewness and Kurtosis

Variables	Descriptive	Statistic	Std. Error	Z score
Career development	Std. Deviation	.45113		
	Skewness	.128	.147	0.871
	Kurtosis	-.166	.293	-0.567
	Std. Deviation	.44983		
Succession Planning	Skewness	.179	.147	1.218
	Kurtosis	-.311	.293	-1.061
	Std. Deviation	.57801		
Working conditions	Skewness	.130	.147	0.884
	Kurtosis	-.214	.293	0.730
	Std. Deviation	.30		
Reward management	Skewness	-.278	.147	-1.241
	Kurtosis	-.296	.293	1.627
	Std. Deviation	.57616		
Teacher retention	Skewness	-.827	.147	-0.873
	Kurtosis	1.113	.293	1.105

Although it is assumed in multiple linear regressions that the residuals are distributed normally, it is a good idea before drawing final conclusions, to review the distributions of major variables of interest (Ming'ala, 2002). Histograms are a good way of getting an instant picture of the distribution of data (Field, 2009). Therefore, histogram was also employed in the study to test the normality of the dependent variable as shown in figure 4.1 since t- test, regression and ANOVA are based on the assumption that the data were sampled from a Gaussian distribution (Indiana, 2011).

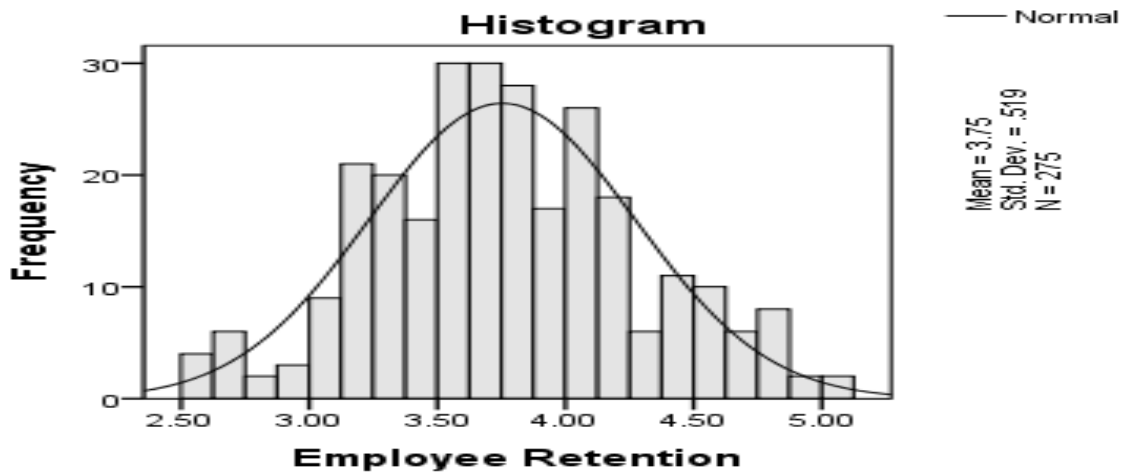


Figure 4.1: Histogram for normality test

Kolmogorov- Smirnov and Shapiro Wilk test for Normality

Kolmogorov- Smirnov and Shapiro Wilk test was also used to test the normality of all the variables. They compare the scores in the samples and check whether they have the same mean or standard deviation. The findings for Kolmogorov- Smirnov show that, the p- values were greater than 0.05 indicating that the samples were normally distributed. It was the same case with Shapiro-Wilk. The details of the findings are shown in Table 4.11.

Table 4.11: Kolmogorov-Smirnov and Shapiro -Wilk

Variables	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Career development	.060	275	.200*	.982	275	.157
Succession Planning	.084	275	.200	.981	275	.226
Working conditions	.050	275	.200*	.990	275	.133
Reward management	.087	275	.061	.979	275	.081
Employee retention	.075	275	.200*	.967	275	.314

*This is a lower bound of the true significance.

Normality using Q-Q plot

The normal Q-Q plot for the dependent variable, employee retention in rural public secondary schools in Tanzania, shown in Figure 4.2, indicates that the observed values were falling along a straight line. This therefore means the distributions were normal which was consistent with the earlier findings based on Skewness and Kurtosis test, Kolmogorov- Smirnov and Shapiro Wilk test.

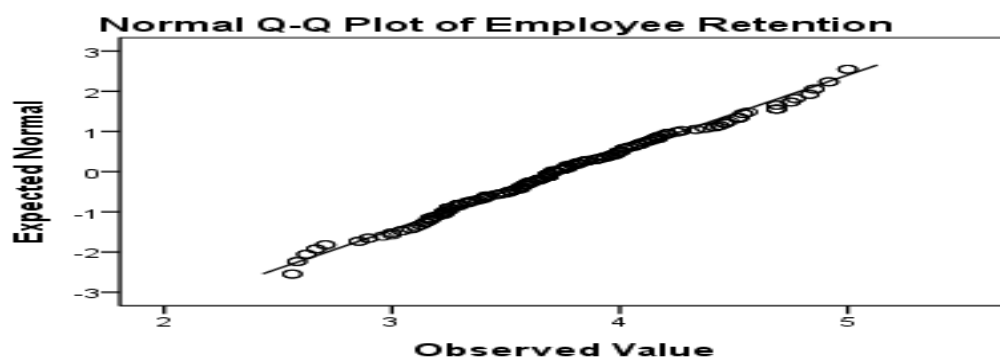


Figure 4.2: Q-Q Plot for employee retention

4.4.4 Outliers test

An outlier may be described as any observation far from the rest of other observation. The presence of outlier in any given data may make the data not to assume Gaussian condition that is normality condition. It is therefore important to test the presence of outliers in any given data and even remove them for normality condition to be satisfied. In this study, the outliers present are shown in Table 4.12. The findings from the table below indicate the presence of outliers in career development (4), Succession planning (3), Working conditions (4), Reward management (2) and teacher retention (3). The researcher reviewed the data set and realized that the outliers were the result of a typing mistake and decided to ignore the outliers by completely removing them from the data set, and thus making the data assume normality condition.

Table 4.12: Outliers Detected

Variables	Position of observed outliers	Total number of outliers
Career development	22, 83, 34, 45	4
Succession Planning	31 ,75, 61	3
Working conditions	14, 77,78, 216	4
Reward management	92, 33	2
Employee retention	100, 232, 118	3

4.5 Demographic Information

4.5.1 Response by gender

To find out the distribution of gender amongst the respondents, gender response was analyzed and the results of the study show that out of the 280 respondents, 275 responded positively. The male respondents were 167 (60.7%) while 108 (39.3%) were female from the sampled schools under consideration as provided in table 4.13. This suggests that most of teachers within the rural schools in Tanzania are male compared to female employee indicating that there was lack of gender balance among the teachers. This finding relates to the findings by Borman and Maritza (2008) who found that there were more male than female teachers (76.3%) in secondary schools remote schools.

Acker (2006) as quoted in (Kireru 2013) observed that gender equality was very important as a trait as it can be used to improve talent management of all the staff involved. He argued that it fosters teamwork and also creates a sense of unity and an aspect of working together for a common goal with every individual effort being important to the attainment of the overall objectives. The findings differ from findings by Stockard and Michael, (2004) whose results suggest that women tend to be somewhat more satisfied with their teaching career, whereas men tend to be more likely than women to stay in teaching. Moreover, in their comprehensive meta-

analysis study, Bormann and Maritza (2008) observed that, out of 34 studies, 19 studies of gender as a moderator of attrition suggested statistically significant differences between men and women, indicating that the odds of men leaving teaching are approximately three fourths of those for women.

Table 4.13: Type of gender

	Frequency	Valid Percent	Cumulative Percent
Male	167	60.7	60.7
Female	108	39.3	100.0
Total	275	100.0	

4.5.2 Highest academic qualification

The respondent were asked to state their highest academic qualification and the response were as follows:- majority at 49.4% had Bachelor degree, 49% had Diploma as their highest academic qualification while 1.6% had Master's degree level. From the findings we can conclude that many of the respondents who were interviewed had Bachelor degree as highest academic qualification. Table 4.14 shows the results of the findings. The findings agree with the findings by Malachi and Wario (2013) in a related study done at KPLC found out that 50% of the employees had university degree while the rest had diplomas. These findings differ from those recorded by Makwaro (2014) who conducted a similar research in KPLC and found out that 45% were diploma holders, followed by 37% bachelor degrees, 12 % Masters and the least 6% PhD holders.

Table 4.14: Highest academic qualification

	Frequency	Valid Percent
Diploma	118	49
Bachelor degree	136	49.4
Master's degree	21	1.6
PhD	0	0
Total	275	100.0

4.5.3 Number of years worked

The respondents were asked the number of years they had worked and the results indicated that most of the employee had worked for a period between 16-20 years at 33.45% followed by those who have worked for a period ranging between 11-15 years at 27.64%. On the other hand those who have worked more than 21 years were 20.36%. Other respondents have worked for a period 1-5 years and 6-10 years at 13.09% and 5.46% respectively. From the result, it can be concluded that, many of teachers within rural public schools in Tanzania, have worked for more than 10 years. The results suggest significant experience among teachers.

These findings above differ from findings by Naisujaki and Jackson (2017), who did a similar research and found out that the majority (36%) had served in the rural public secondary schools for 21 years and above, 26% had served for between 16-20 years, 12% between 6-10 years while 4.9% had served for between 1-5 years. Ahuja and colleagues (2007) observed that older workers were less exhausted, more committed, and less inclined towards turnover. Figure 4.3 indicates the results.

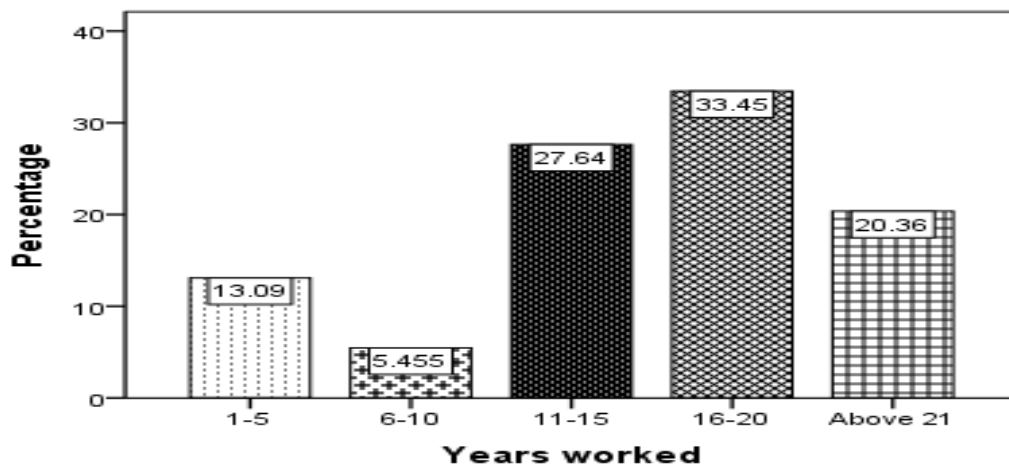


Figure 4.3: Number of years worked as a teacher

4.5.4 Talent support in the schools

The respondents were asked if their schools support talent retention where majority of respondents at 90.4% said that there was no talent retention support in their schools and it did not exist while 7.6% agreed that talent support exist in their schools and it is supported and lastly 2.0% of the respondents did not respond to the question and at the same time did not know anything concerning talent retention support. Table 4.15 shows the details of the findings. These findings differ from findings by Ducharme *et al.*, (2008) who investigated how emotional exhaustion resulting from job characteristics, co-workers' support, and workplace justice relates to turnover intention.

Their findings showed that, while emotional exhaustion significantly predicted the intention to quit, co-worker support prohibited quitting intents among counselors. Ballinger and colleagues (2010), using a sample of 330 employees from 45 veterinary hospitals in the US, investigated the effects of leader-member exchange and turnover before and after succession events. Their findings showed that employees who were well supported by their supervisors/leaders were less likely to leave the organization before than after the departure of the supervisor/leader, compared to those employees who were less supported.

Table 4.15: Talent support in schools

	Percentage
No talent retention support	90.4%
Talent retention support exist	7.6%
Missing	2.0%
Total	100.0%

4.6 Descriptive Statistics

4.6.1 Career development

The first objective of the study sought to determine the influence of career development on teacher retention in rural public secondary schools in Mukranga District. The respondents were asked to state the rate of increase of staff retention occasioned by career development opportunities offered by their school. The results suggest that majority at 62.5% indicated 51-75%, while 21.3% indicated 26-50%, 12.2% indicated retention rate of between 1-25%. The rest at 4.0% indicated staff retention to be between 76-100%. The results are shown in figure 4.4.

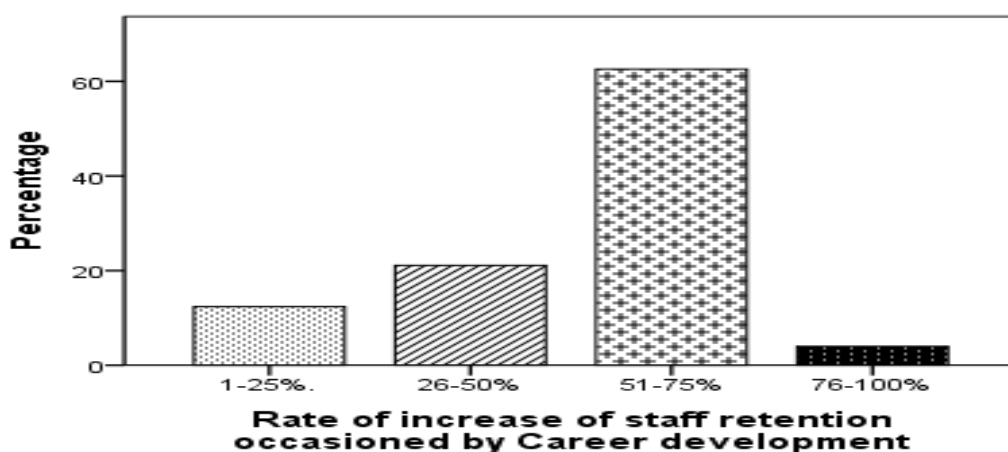


Figure 4.4: Career Development

Besides that, the respondents were asked in their opinion, if lack of adequate career development opportunities by their school is one of the main reasons why

employees leave for employment elsewhere, the responses were as follows:-85.8% said Yes while 14.2% said No; suggesting that lack of adequate career development opportunities led to departure of teachers within rural schools in Mkuranga District. The study findings concur with the study findings by Ceb (2015). Who in his studies established that, lack of career opportunity is the primary reason employees leave an organization. Table 4.16 shows the result.

Table 4.16: Lack of adequate career development opportunities in schools

	Frequency	Valid Percentage	Cumulative Percentage
Yes	236	85.8	85.8
No	39	14.2	100.0
Total	275	100.0	

Many respondents (70.2%) considered career development as a major tool for attracting, motivating and retaining good quality teachers. These findings are relevant to the findings by Messmer (2000) who found that one of the important factors in employee retention is investment on employee training and career development. Furthermore, Bassi and Van Buren, 1999 established that, career development is the key factor of attraction and retention the form of flexible, sophisticated and technological employees.

About 94.6% of respondents reported that schools do not offer career growth opportunities. This finding relates to the findings by Ceb (2015) who reported that, lack of career opportunity is the primary reason employees say they leave an organization. Further, it was noted that some of the issues identified by the respondents to enhance their career growth were as follows; introduction of financial support to enable them pursue further studies, introduction of career opportunities in schools, promotion of teacher to higher grades, giving permission for further studies among others. These findings relate to the observation by Ng *et al.*, (2005) in their Meta-analytical results who revealed that, organizational support (e.g. training and development opportunities) have a strong influence on subjective career success. Table 4.17 shows results.

Table 4.17: Career development for motivation, retention and opportunities

Question statement	Response	Frequency	Valid Percentage
Career development is one of the major tools for attracting, motivating and retaining good quality employees in schools.	Yes	39	14.2
	No	236	85.8
	Total	275	100.0
Opportunities for career growth offered to the employees in schools increases their retention	No	236	85.8
	Yes	39	14.2
	Total	275	100.0

The respondents were asked to rate the extent to which they agree or disagree with the following aspects of career development on retention of teachers in rural public secondary in Mukranga District. To know the extent to which the respondents agree or disagree that schools support personal career development goal. 40.6% strongly disagreed, 44% disagreed 12.6% were neutral, 2.3% agreed and 0.6%strongly agreed with a mean of 2.49 out of possible scale of 5. Based on this finding it is clear that many schools do not support personal growth for employee in rural secondary schools in Tanzania. These findings do not support the observation by Ng *et al.*, (2005) in their Meta-analytical results who revealed that, organizational support (e.g. training and development opportunities) have a strong influence on subjective career success.

On whether schools have in-house skill training and development programs to develop its employee, 26.5% of the respondents strongly agreed, 37.5% agreed 22.9% were Neutral, 8.0% disagreed while 5.1% strongly disagreed. A mean of 3.73% and standard deviation of 1.0089 was recorded indicating that majority of the respondents were in agreement that schools have in-house skill training and development programs for employee. This finding is supported by Pritchard (2007) who found out that training and development is one of the important retention programs incorporated in an effort to retain employees.

Concerning whether in each school, individual counseling is being conducted to all employee: - 30.6% strongly disagreed, 34% disagreed 22.6% were neutral, 13.3% agreed and 11.9% strongly agreed mean of 3.71 suggesting that the respondents were in disagreement that each school has individual counseling unit for counseling employee. To find out if school management recognizes that everyone potentially has a career and that, as a consequence, everyone has career development needs, the results were as follow: -1.5% strongly disagreed, 3.6% disagreed 18.9% were neutral, 51.3% agreed and 24.7% strongly agreed. The respondents were in agreement that management recognizes that everyone potentially has a career.

In general, it was observed that all the indicators under investigation as far as career development is concerned had an average of 3.95, 3.69 and 2.92 with corresponding standard deviation of 0.843, 1.019 and 1.219. The overall mean 3.84 and standard deviation 0.970 recorded. This demonstrates that majority of the respondents were in agreement that all items under consideration had effect on career development. Table 4.18 illustrates these results. The results are congruent with the findings by Borman and Maritza, (2008) who found that teachers' retention is influenced by forces pulling teachers into the teaching profession, mitigating their motivation behaviour and career satisfaction.

Similarly, a study by Jablin (1987) also highlighted that communication issues are antecedent to employees' affective responses in relation to communication satisfaction and job satisfaction as well as organizational commitment, which eventually lead to employee turnover intension and actual turnover. In this direction, the study shows that managers' methods and strategies of communication have a great deal of impact on subordinates' turnover. Thus, these two variables: manager's communication method and workers' intention to leave are correlated. Based on this descriptive analysis we can conclude that there was some positive significant influence of career development on teacher retention in rural public secondary schools in Mukranga District in Tanzania.

Table 4.18: Career development Descriptive Analysis

Statement	S.D	D	N	A	S.A	Mean	Std. Deviation
CD1	40.6%	44.9%	12.6%	2.3%	0.6%	2.49	.789
CD2	5.1%	8.0%	22.9%	37.5%	26.5%	3.73	1.098
CD3	30.6%	34.0%	22.6%	13.3%	11.9%	3.71	1.003
CD4	1.5%	44.0%	18.9%	51.3%	24.7%	3.95	.843
CD5	2.2%	13.2%	28.2%	36.6%	19.8%	3.69	1.019
CD6	12.0%	29.5%	25.5%	20.7%	12.4%	2.92	1.219
Total						3.84	0.970

4.6.2 Descriptive Statistics for succession planning

The second objective of the study was to determine if there is a positive influence of succession planning on teacher retention in rural public secondary schools in Mukranga District. The respondents were asked to state the extent to which they think succession planning could increase staff retention occasioned by opportunities offered by their school. The results suggest that majority at 61.1% indicated 51-75%, while 31.3% indicated 26-50%, 5.2% indicated retention rate to be between 1-25%. The rest at 3.4% indicated staff retention to be between 76-100%. This implies that, succession planning may play a big role in retaining employee in rural public secondary schools in Tanzania.

The study findings commensurate the findings by Lockwood *et al.*, 2006, who asserted that succession planning is an important organizational business strategy to develop and retain talent. Furthermore, Tunje (2014) conducted a study on succession planning practices and employee retention in large media houses in Kenya and revealed that there is a positive relationship between succession planning practices and employee retention.

Table 4.19: The rate of increase in teacher retention

Increase rate of employee retention	Frequency	Percentage
1-25%.	14	5.2%
26-50%,	84	30.5%
51-75%,	168	61.1%
76-100%.	9	3.3
Total	275	100%

Besides that, the respondents were asked to state in their own opinion if mentoring increases teacher retention and the responses were as follows: 50.2% said ‘No’ while 49.8% said ‘Yes’ suggesting that mentoring somehow leads to teacher retention especially when other things like salary and job promotion are included otherwise it does not lead to teacher retention in the absence of salary increments, job promotion among others. Table 4.20 shows the result.

Table 4.20: Teacher mentoring

	Frequency	Valid Percentage	Cumulative Percentage
No	138	50.2	50.2
Yes	137	39.8	100.0
Total	275	100.0	

Further the respondents were asked to suggest areas in regard to succession planning which their school should improve on to encourage staff retention. The areas listed were as follows; succession should be based on merit, communication should be good and there should be fairness in succession. The respondents were asked to rate their opinions regarding whether schools stress on leadership development. Majority of them at 49.1% of the respondents agreed that their schools stress on leadership development while 18.9% are neutral, 24.7% strongly agreed, a total of 7.2% either disagreed or strongly disagreed with an overall mean of 3.98 in scale of 5. The findings suggest that many schools stress on leadership development. This view relates to findings by Groves (2007) who reported that, successful organizations

should focus on creating a wide- ranging set of valuation and leadership progression practices that support the wide range of talents across the organization.

To establish whether employers' practice collaborative performance review within schools, 39.1% of the respondents agreed, and 17.4 strongly agreed while 15.8% disagree, 11.0% strongly disagreed and 16.7% remained neutral. With mean of 3.02 indicating that the respondents were again somehow in agreement that employee practice collaborative performance review within schools. Again, to investigate if schools communicate vacant positions from within before advertising them externally, 41.4% of the respondents agreed, 39.1% strongly agreed while 5.3% either disagree or strongly disagreed and 16.3% remained neutral.

Concerning whether departments have high percentage of managers with replacement decisions, 49.1% of the respondents agreed, 24.7% strongly agreed while 6.5% disagree 0.7% strongly disagreed and 16.3% remained neutral. Lastly to find out if merit-based promotion encourages retention in school, 32.1% of the respondents agreed, 19.8% strongly agreed while 14.2% disagreed, 12.4% strongly disagreed and 21.5% remained neutral.

In general, average rate of responses was 3.44 out of possible 5 with standard deviation of .866 confirming that succession planning effect on teacher retention in rural public secondary schools in Mkuranga District. The findings are supported by Ruthwell 2005, who examined the influence of succession planning on employee retention and concluded that succession planning as a staffing responsibility that relates to promotions, terminations and retirement has a direct impact on reducing staff turnover. The rest of the findings are shown in table 4.21.

Table 4.21: Succession planning descriptive Statistics

Statement	S.D	D	N	A	SA	Mean	Std. Deviation
SP1	0.7%	6.5%	18.9%	49.1%	24.7%	3.48	0.960
SP2	2.2%	10.6%	36.3%	36.6%	14.3%	3.98	0.909
SP3	2.9%	2.5%	19.6%	50.2%	24.7%	4.11	3.075
SP4	10.7%	9.5%	20.0%	41.2%	18.6%	3.90	0.920
SP5	11.0%	15.8%	16.7%	39.1%	17.4%	3.02	0.795
SP6	0.7%	6.5%	18.9%	49.1%	24.7%	3.97	0.837
Total						3.44	0.851

4.6.3 Descriptive statistics for working conditions

The study sought to establish if there was a positive influence of working conditions on teacher retention in rural public secondary schools in Mukranga Distric. The respondents were asked to state the rate of increase of staff retention occasioned by healthy working environment within the schools. The results suggest that majority at 28.73% indicated 1-25%, while 27.64% indicated 51-70%, 24.36% indicated retention rate of 25-50%, 9.82% indicated retention rate to be less than 10% and lastly 9.46% indicated staff retention to be over 70% as shown in figure 4.5.

The findings suggest that healthy working condition contributes a lot on teacher retention; that is, instances where there are good working conditions, none of the teachers is willing to quit. This observation is echoed by Wells and Thellen (2002), who stress that organizations offering suitable levels of privacy and sound controls at the work place thereby improving levels of motivation and commitment in employee have an increased ability to satisfy and retain employee.

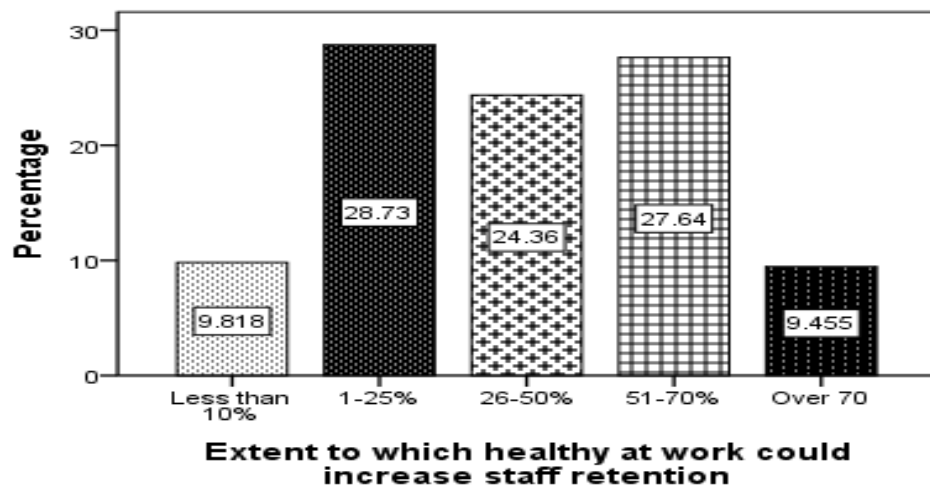


Figure 4.5: extent to which health work could increase staff retention.

Furthermore, the respondents were asked to state their level of agreement with the following items based on working conditions and how they are associated with teacher retention in rural public secondary schools Mukranga District. The findings were as follows: On whether school provides modest offices for teachers, about 10% of the respondents agreed while 5% strongly agreed, 5% were neutral, 42% disagreed and 38% of the respondents strongly disagreed.

On the other hand, on scale of 1 to 5, an average score rate of 3.15 was recorded with standard deviation of 1.099. This indicates that majority of the respondents greatly disagreed that schools provide modest offices for teachers in rural public secondary schools in Mukranga District. This finding is supported by Miles *et al.*, 2004 who asserted that, much effort is required to retain staff in the regional or remote regions, this is particularly so because of the remoteness and lack of facilities in the rural areas.

Concerning whether schools provide teachers with work equipment's (chalks, marker pens, flip charts, computers/laptops pens, text books, mask and duster), 56.1% of the respondents disagreed, and 14.6 strongly disagreed, 12.2% were undecided while 14.6% agreed and 2.4% strongly agreed. An average score rate of 3.68 was recorded with standard deviation of 0.997. This suggests that rural public secondary schools in Tanzania do not provide teachers with modern work equipments. This finding can be

supported by Vogel (2004) who asserted that many rural schools lack necessary resources which ultimately, has a negative impact on teachers' retention.

Again the respondents were asked whether schools provide teachers with residential houses. 26.8% of respondents agreed, 2.4% strongly agreed, 3% were undecided but 20.8% disagreed while 47% strongly disagreed. Average scale of 2.93 out possible 5 and standard deviation of 0.944 was recorded. This means that rural public secondary schools in Tanzania, in general, do not provide residential houses for teachers. The finding commensurate the findings by Eppley (2009) who identified accommodation together with the poor socio-economic background of many rural communities as additional challenges rural teachers face. To find out whether teachers stay at work within the agreed work hours, 26.2% of respondents agreed while 26.2% were undecided, 16.7% strongly agreed, but 9.5% disagreed and 21.4% strongly disagreed. Average score rate was 3.13 out of 5 and standard deviation of 1.381 was recorded. This indicates that most rural public secondary schools' teachers in Tanzania stay at work within the agreed work hours.

Based on whether easy access to salary payment point could enhance teachers' retention in schools, the findings suggest that; 44.8%, of respondents strongly agreed, while 16.6% agreed, 26.4 of respondents were undecided, 9.2% disagreed while 2.9% strongly disagreed. Average score rate was 3.63 out of 5 with standard deviation of 0.963. Respondents reported that, it takes them 2 days to travel to towns where they can access banks and withdraw their salaries. They report this situation as hectic and cost full given the fact that one should travel a distant away and incur two nights' accommodation cost. This result relates to the findings by Lyimo (2014) who established that some teachers fail to cover the syllabus because of spending time following up on their salary or related payments and participating in teachers' strikes.

To find out whether government pays teachers satisfactory salary, 41.6% of the respondents disagreed, 40.7% strongly disagreed, 13.7% were undecided, 2.9% agreed and 1.1% strongly agreed. An average score rate of 4.19 was recorded with standard deviation of 0.86 suggesting that employees are fairly treated. This implies

that, government pays unsatisfactory salary to teachers. The findings are relates to the study findings by Mulkeen *et al.*, (2007); Mulkeen, (2010) who found that salaries do not seem adequate to attract and retain well- qualified teachers, in particular teachers with degrees in mathematics and science; He further submits that, teaching is perceived as less attractive than other government jobs with the same entry qualifications. In fact, evidence shows that the salary level has often resulted in teaching being seen as the “profession of last resort” . Other details of the findings are shown in table 4.22. In general the respondents had mixed feelings as far as the items listed under working conditions are concerned with overall rating of 3.41 out of 5 and standard deviation of 1.208.

Table 4.22: Working conditions descriptive Statistics

Statement	S.D	D	N	A	S. A	Mean	Std. Dev
WC1	38%	42%	5%	10%	5%	3.15	1.099
WC2	14.6%	56.1%	12.2%	14.6%	2.4%	3.68	0.997
WC3	47%	20.8%	3%	26.8%	2.4%	2.93	0.944
WC4	21.4%	9.5%	26.2%	26.2%	16.7%	3.13	1.381
WC5	2.9%	9.2%	26.4%	16.7%	44.8%	3.63	0.963
WC6	40.7%	41.6%	13.7%	2.9%	1.1%	3.94	1.864
WC7	10.6%	13.4%	28.6%	22.3%	25.1%	4.28	0.807
WC8	8.0%	12.9%	20.0%	27.4%	21.7%	4.08	0.854
WC9	20.0%	14.6%	12.6%	25.1%	27.7%	4.16	0.815
WC10	11.6%	16.7%	26.9%	20.1%	24.7%	4.38	0.739
Total						3.410	1.208

4.6.4 Descriptive Statistics for Reward Management

The fourth objective was to find out the influence of reward management on teacher retention in rural public secondary schools in Mukranga District. Based on descriptive analysis, the respondents were asked to state the extent they think reward management could increase retention and the responses were as follows; majority at

33.5% of the respondents said reward management could lead to teacher retention by 51-70% followed 30.2% of the respondent said reward management could lead to employee retention by over 70%, whereas 15.6% of the respondents indicated that reward management could lead to employee retention by 26-50%. Lastly 9.1% said that reward management could lead to employee retention by less than 10%. From the findings it was concluded that reward management also leads to increase in employee's retention in rural public secondary schools in Mukranga District. The study findings relate to findings by Hytter (2007) who reached the conclusion that there is correlation between retention and reward. Table 4.23 gives the summary of the findings.

Table 4.23: Extent to which reward management could increase teacher retention

Percentage Increase	Frequency	Valid Percent	Cumulative Percent
Less than 10%	25	9.1	9.1
11 – 25 %	32	11.6	20.7
26 – 50%	43	15.6	36.4
51 – 70%	92	33.5	69.8
Over 70%	83	30.2	100.0
Total	275	100.0	

Also the respondents were asked to state the rate of increase of staff retention occasioned by reward management opportunities offered in their schools. The results indicate that majority at 33.8% indicated 11- 25%, followed closely with 26.9% who indicated staff retention between 26-50%, while 21.8% indicated 51-70% and lastly, 17.5% indicated retention rate to be between 71-100%. This implies that rural public secondary schools do not offer reward opportunities to their teachers. This was reported to be caused by poor financial position of schools and lack of support from the Ministry of education and Vocational training. The findings differ from the results by Pratheepkanth (2011:85) who argues that the reward system is an important tool that management can use to channel employee motivation in desired ways. He stresses that, if the reward strategies are implemented effectively in the

organization they can act as a retention strategy. The findings are further shown in table 4.24.

Table 4.24: Staff retention occasioned by reward management opportunities in school

	Frequency	Percent	Cumulative Percent
71-100 %	48	17.5	17.5
51-70%	60	21.8	39.3
11-25%	93	33.8	73.1
26-50%	74	26.9	100.0
Total	275	100.0	

Again, to find out if schools compensate employee of their effort, a total of 63 (22.91%) of the respondents agreed while 212 (77.01%) disagreed suggesting that schools do not compensate employee of their efforts. This finding is opposed by Grobler *et al.*, (2012:403) who observed that, inadequate compensation is often the cause of turnover. Chew (2004:4) is of opinion that, compensation is the most critical issue when it comes to attracting and retaining talent. Table 4.25 summarizes the results.

Table 4.25: Compensation increases teacher retention in schools

	Frequency	Valid Percentage	Cumulative Percentage
Agreed	63	22.91	2.91
Disagreed	212	77.01	77.01100.0
Total	275	100.0	

The respondents were asked to rate the extent to which they agree or disagree that their schools recognize employee achievement efforts 10.8% strongly disagreed, 7.4% disagreed while 13.3% were neutral, 37.9% agreed and 40.7% strongly agreed. This strongly holds the view that, recognition for achievement is highly valued by employee and absence of the same can lead to declined morale to work. This view is supported by Wambugu and Ombui, (2013) who declare that verbal recognition, trips

and public recognition can send an important message regarding the importance of employees to the other employees.

With regard to whether schools remunerate employee, 6.0% strongly disagreed, 17.9% disagreed 7.3% were neutral, 57.9% agreed and 11.9% strongly agreed. This also conveys a message that, schools remunerate employees. Employee remuneration is critical to employee retention. It is reported by the respondents that, employee always seek greener pastures to enable improve their lives. This finding is backed by Amutuhaire (2010) who conducted a study of academician's retention in Makerere University and establish that remuneration and tenure influenced their retention.

In finding out if feedback on task achievement increases employee's job performance and interest into the job, the findings were as follows: 0.0% strongly disagreed, 4.8% disagreed while 13.8% were neutral, 54.8% agreed and 26.7% strongly agreed. It was moreover reported that, feedback informs employee of their effort and how well/bad they are doing on job as well as what is expected of them by management. Lack of feedback causes dilemma. The findings are greatly supported by Sangaran and Jeetesh, (2015) who assert that regular feedback regarding employee performance would provide the direction for the employee to improve his/her performance and get a promotion. These assure the employees that the organization is interested in their progression and development.

Moreover, the study sought to establish whether the amount of salary paid to employee was satisfactory and the responses were as follows; 1.1% of the respondents agreed, 2.9% strongly agreed, 13.7% were undecided, 41.7% disagreed and 40.6% strongly disagreed. An average score rate of 4.19 was recorded with standard deviation of 0.86 suggesting that the amount salary paid to employee is not satisfactory. The respondents reported that, the salary was only satisfactory to pay for household consumption bills and that, the low salary paid to them; makes teaching profession being considered as a last resort, thus making them feel disrespected. This finding relates to the findings by Lyimo (2014), who established that low salary has affected teaching profession by decreasing the status of teachers. Johnson *et al.*, (2006) noted that one way of improving the working conditions of rural teacher is to

offer salaries that are competitive thus motivating individuals to join the teaching profession. Kreitner (2004) is of caution that, paying low salaries often means that top performers leave their jobs and others who might not be as good take these jobs.

Lastly, the study sought to find out if schools provide bonuses to employee; the findings were as follows: 54.8% strongly disagreed, 26.7% disagreed while 13.8% were neutral, 0.0% agreed and 4.8% strongly agreed. This implies that, apart from the statutory salary, employees are not given any other motivational incentive. This finding opposes the view of Mandina (2012), who asserts that a retention allowance should be pegged at 60 per cent of basic salary as a means of boosting motivation and morale among teachers in rural areas of Zimbabwe.

It is also reported that government of Rwanda provides subsidized loans to trained teachers working in hard-to-reach areas. The vast majority of teachers in such areas have participated in the programme, making a minimum monthly contribution of 5 per cent of their salary, with members allowed to borrow up to 5 times their savings (Bennell & Ntagaramba, 2008). Walsh and Taylor (2007) are of opinion that, offering bonuses every year helps the workers feel that they are moving ahead.

Table 4.26: Reward management Descriptive Analysis

Statement	S.D	D	N	A	S.A	Mean	Std. Deviation
RM1	10.8%	7.4%	13.3%	37.9%	40.7%	4.02	1.024
RM2	6.0%	17.9%	7.3%	57.9%	11.9%	3.55	.861
RM3	0.0%	4.8%	13.8%	54.8%	26.7%	3.43	1.063
RM4	42.8%	21.9%	10.8%	5.9%	16.7%	3.83	.762
RM5	5.7%	6.2%	6.4%	46.2%	35.5%	3.55	1.064
Total						3.662	0.970

4.6.5 Descriptive statistics for teacher retention

This section considers descriptive analysis of dependent variable (teacher retention) in rural public secondary schools in Mukranga District. The respondents were asked

to state the extent they think talent management could increase retention. The following were the responses; majority at 34.55% of the respondents said that talent management could lead to employee retention by 51-70% rate followed by 31.27% of the respondent who said talent management could lead to teacher retention by over 70% rate, 15.64% of the respondents said talent management could lead to employee retention by arrange of 26-50% rate. The least was less than 10% rate which recorded 8% of the respondents.

From the findings it was concluded that talent management leads to increase in employee retention in rural secondary schools in Mukranga District. The findings relate to the findings by Hughes et al., (2008) who, in their Research "A strategy for improving employee recruitment, retention and engagement within hospitality organizations" revealed that the benefits of an effectively implemented talent management strategy include improved employee recruitment and staffs retention rates. Furthermore, Kataike (2013) examined the relationship between talent management and employee retention in commercial banks in Kenya. Using Pearson's correlation analysis, it was found that there is a strong positive relationship between talent management and employee retention. Figure 4.6 below presents findings summary.

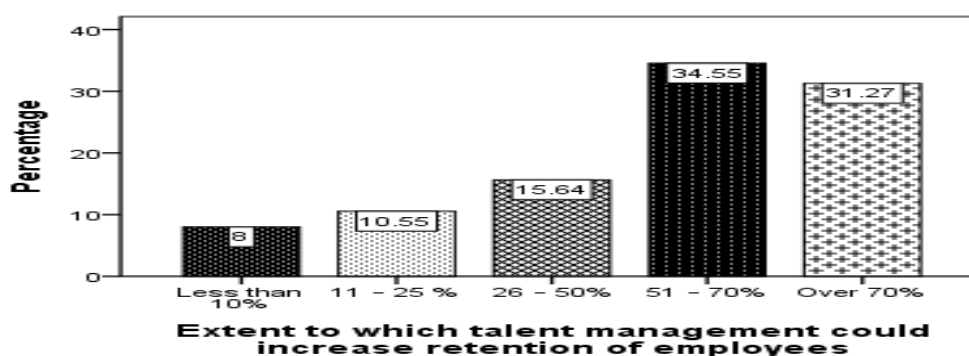


Figure 4.6: Descriptive statistics for teacher retention

The respondents were asked to state the rate of increase of staff retention occasioned by talent management opportunities offered in their school. The results indicate that majority at 31.3% indicated 11-25%, while 34.5% indicated 26-50%, and 19.6% indicated retention rate between 51-70%. The rest at 14.5% indicated staff retention

above 70%. These findings imply that, rural public secondary schools do not offer talent management opportunities as a strategy towards effective retention of teachers. Table 4.27 shows the summary of the results.

Table 4.27: Teacher retention occasioned by talent management opportunities offered in school

	Frequency	Percent	Cumulative Percent
11 – 25 %	86	31.3	14.5
26 – 50%	95	34.5	34.1
51 – 70%	54	19.6	68.7
Over 70%	40	14.5	100.0
Total	275	100.0	

Respondents were asked to state in their own opinion, if strategic talent management practices could increase retention. Majority of respondents (74.91%) said “Yes” while 25.09% said “No” suggesting that proper talent management within rural schools in Mukranga District leads to increase of employee retention. Finally, respondents were asked to state their level of agreement on the extent to which each of the statements represented in matrix table 4.24 influences teacher retention in their schools. The study established the following findings; on whether my school is dedicated to tenure of employment, only 7.0% of the respondents disagreed and 11.8% strongly disagreed, while 5% were undecided, 40% agreed and 30.2% of the respondents strongly agreed. An average score rate of 3.41 was recorded with standard deviation of 0.936. This suggests that many rural public secondary schools are dedicated to tenure of employment.

Concerning whether management supports employee development in rural public secondary schools in Mukranga District, majority of the respondents agreed at 51.2%, 25.4 strongly agreed, 13.7% were neutral, 6.3% disagreed and 3.4% strongly disagreed with an overall mean rate of 3.81 and standard deviation 0.998. This confirms that management supports employee development in rural public secondary schools in Tanzania only that they don’t stay longer. In addition to that, researcher

sought to find out whether teachers stay long working in their schools, about 24.2% of the respondents were undecided, 9% strongly agreed, 7.1% agreed and 20% disagreed while 39.7% strongly disagreed. An average score rate of 3.00 was recorded with standard deviation of 1.047. This indicates that majority of teachers in rural public secondary schools in Mukranga District do not stay working for many years. The following table 4.28 summarizes these findings.

Table 4.28: Teacher retention Descriptive Statistics

Statement	S.D	D	N	A	S. A	Mean	Std. Dev
TR1	11.8%	7%	5%	40%	30.2%	3.41	0.946
TR2	3.4%	6.3%	13.7%	51.2%	25.4%	3.81	0.998
TR3	39.7%	20%	24.2%	7.1%	9%	3.00	1.047
TR4	6.9%	12.2%	32.1%	36.0%	12.8%	3.41	0.946
Total						3.367	0.929

4.7.1 Multicollinearity test using Correlation analysis of independent variables

Correlation analysis gives the relationship between variables. In this study, Pearson Product Moment Correlation Coefficient (r 's) was used to establish the relationship between the independent variables. The correlation coefficients are summarized in Table 4.29. The findings reveal that there was significant relationship between independent variables since the p-values were all less than 0.01. Even though there was significant relationship between the independent variables, there was no problem of multi-collinearity among the variables because all the r values were less than 0.8 as suggested by Tabachnick and Fidel (2001).

Table 4.29: Correlation Analysis of Independent Variables

		X1	X2	X3	X4
X1	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	275			
X2	Pearson Correlation	.564**	1		
	Sig. (2-tailed)	.000			
	N	275	275		
X3	Pearson Correlation	.659**	.690**	1	
	Sig. (2-tailed)	.000	.000		
	N	275	275	275	
X4	Pearson Correlation	.603**	.664**	.762**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	275	275	275	275

**Correlation is significant at the 0.01 level (2-tailed). X1 = Career development, X2= Succession Planning, X3= Working conditions, X4= reward management.

4.7.2 Multicollinearity test among independent variables using VIF

Multicollinearity in the study was tested using Variance Inflation Factor (VIF). A VIF of more than 10 ($VIF \geq 10$) indicates a problem of multicollinearity. According to Montgomery (2001) the cut off threshold of 10 and above indicates the existence of multicollinearity while tolerance statistic values below 0.1 indicate a serious problem while those below 0.2 indicate a potential problem. The results in table 4.30 indicate that the VIF value for Career development was established to be 1.887 while its tolerance statistic was reported to be .530.

For Succession Planning was established to be 2.140 while its tolerance statistic was reported to be 0.467, the VIF value Working conditions was established to be 3.099 while its tolerance statistic was reported to be 0.323 and lastly reward management the VIF was 2.681 with tolerance statistic value of 0.373. Based on these findings, there was no problem of multicollinearity and this was supported by VIF and tolerance statistics values which were within the acceptable range.

Table 4.30: Multicollinearity for Independent Variables

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Career development	.530	1.887
Succession Planning	.467	2.140
Working conditions	.323	3.099
Reward management	.373	2.681

4.7. 3 Test for autocorrelation (independent of errors)

The assumption is that for any observations, the residual terms should be uncorrelated (independent). This assumption was tested using the Durbin- Watson test which tests for serial correlations between errors. It tests whether the adjacent residuals are correlated. A value of 2 means the residuals are uncorrelated, a value greater than 2 indicates a negative correlation between adjacent residuals, whereas a value below 2 indicates a positive correlation (Field, 2009). However, Durbin-Watson statistical values less than 1 or greater than 3 are definitely cause for concern. In this study the Durbin-Watson statistical value was 2.079. Table 4.31 indicates the results. The findings suggest that the residual terms were independent.

Table 4.31: Overall Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.827 ^a	.684	.679	.19996	2.079

a. Predictors: (Constant), X4, X3, X2, X1

b. Dependent Variable: Employee retention (Y)

4.7.4 Heteroscedasticity

Heteroscedasticity in a study normally occurs when the variance of the errors varies across observation, Long and Ervin (2000). Breusch-Pagan was used to test the null hypothesis that the error variances are all equal versus the alternative that the error

variances are a multiplicative function of one or more variables. Breusch-Pagan the null hypothesis that heteroscedasticity is not present which implies that homoscedasticity is present. If P-value is less than 0.05, reject the null hypothesis. A large chi-square value greater than 9.22 would indicate the presence of heteroscedasticity (Sazali *et al.*, 2010).

In this study, the chi-square values resulting from each regression where every independent variable was considered individually were: - 0.070510, 3.485941, 3.235798, 0.644984, 4.452674 indicating that heteroscedasticity was not a problem for all the models under consideration. The null hypothesis tested that variance is Constant was not rejected for all the models. Table 4.32 shows the rest of the findings.

Table 4.32: Breusch-Pagan test for Heteroscedasticity

Ho	Variables	Chi2(1)	Prob > Chi2
Constant Variance	Career development	0.070510	0.790595
Constant Variance	Succession Planning	7.832178	0.063217
Constant Variance	Working conditions	3.235798	0.072045
Constant Variance	Reward management	0.644984	0.421912

Overall, the chi-square value resulting from overall regression indicates that heteroscedasticity was absent hence variance was constant as shown in table 4.33.

Table 4.33: Overall Summary of Breusch-Pagan for Heteroscedasticity

Ho	Variables	Chi2(1)	Prob > Chi2
Constant Variance	Career development, Succession Planning, Working conditions, Reward management.	5.721347	0.026326

4.7.5 Linearity test

To find out whether there was linear relationship between Career development, Succession Planning, working conditions, Reward management and employee retention in rural public secondary schools in Tanzania; Pearson's Moment Correlation Coefficients was used as suggested by Cohen, West and Aiken, (2003). The result of the findings is presented on table 4.34, 4.35, 4.36 and 4.37 respectively. The results indicate that the variables career development, succession planning, working conditions and reward management had strong positive relationship with dependent variable retention of employees as indicated by a correlation coefficient values of 0.626**, 0.688**, 0.758** and 0.748**. This suggests that there was a linear positive relationship between career development, succession planning, working conditions, reward management (independent variables) and teacher retention in rural public secondary schools in Mukranga District. This implies that an increase in career development, succession planning, working conditions and reward management would lead to a linear increase in teacher retention.

Table 4.34: Career development Correlations Coefficients

Variable		Teacher Retention	Career development
Teacher retention	Pearson Correlation	1	.626**
	Sig. (2-tailed)		.000
	N	275	275
	Pearson Correlation	.626**	1
Career development	Sig. (2-tailed)	.000	
	N	275	275

Table 4.35: Succession planning correlation coefficients

Variable		Teacher retention	Succession Planning
Teacher retention	Pearson Correlation	1	.688**
	Sig. (2-tailed)		.000
	N	275	275
	Pearson Correlation	.688**	1
Succession Planning	Sig. (2-tailed)	.000	
	N	275	275

Table 4.36: Working conditions Correlation Coefficients

		Teacher retention	Working conditions
Teacher retention	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	275	275
	Pearson Correlation	.758**	1
Working conditions	Sig. (2-tailed)	.000	
	N	275	275

Table 4.37: Reward management Correlations Coefficients

		Teacher retention	Reward management
Teacher retention	Pearson Correlation	1	.748**
	Sig. (2-tailed)		.000
	N	275	275
	Pearson Correlation	.748**	1
Reward management	Sig. (2-tailed)	.000	
	N	275	275

Correlation is significant at the 0.01 level (2-tailed).

Alternatively, Scatter plot was also employed to test for linearity between dependent variable (Teacher retention) and independent variables (career development, succession planning, working conditions and reward management). The findings shown in figure 4.7 below indicate clearly that there was linear relationship between independent and dependent variables.

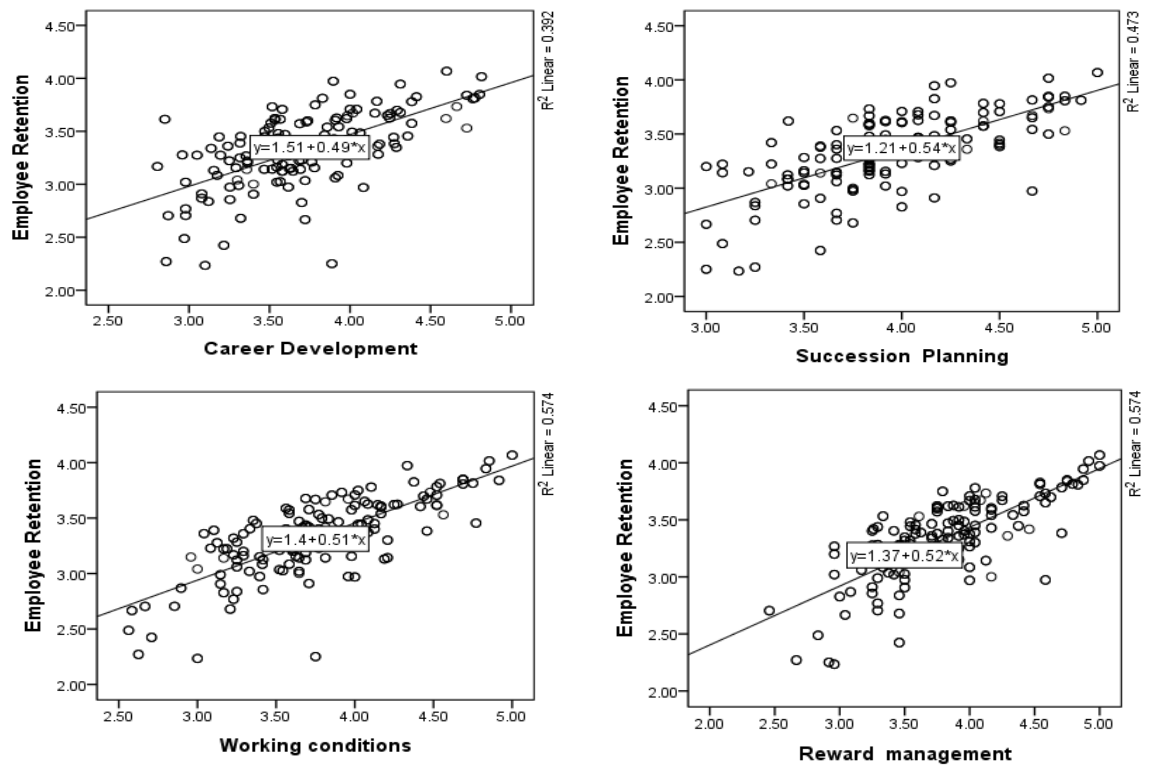


Figure 4.7: Scatter plot between independent and dependent variables.

4.8 Regression Analysis

4.8.1 Regression Analysis for career development and teacher retention

The first objective was to examine the influence of career development on teacher retention in rural public secondary schools in Mukranga District. This objective was tested using the null hypotheses that; there is no significant positive influence of career development on teacher retention in rural public secondary schools in Mukranga District. The test was conducted using linear regression model. From the model summary table 4.36, the strength of the relationship between predictor variable and the response variable is shown using correlation (R) or coefficient of determination R- square. The R-square is an indicator of how well the model fits the data. An R- square value which is close to 1.0 indicates that the dependent variable entirely depends on the independent variables while a value close to 0 indicates no correlation between the explanatory variables and the dependent variable (Ming'ala, 2002). Table 4.38 shows the regression analysis findings for the influence of career development on teacher retention in rural public secondary schools in Mukranga

District. From the Table the value of R- square value was .392. This implied 39.2% of teacher retention was explained by career development. We therefore reject null hypothesis and conclude that there is a positive significant influence of career development on teacher retention in rural public secondary schools in Mukranga District.

The results Analysis of Variance (ANOVA) for career development (X_1) and teacher retention shown in Table 4.39 further illustrate the significance of the regression model between career development and teacher retention. In this case, an F-Statistics value of 176.254 was recorded with p-value of 0.000 which was less than 0.05. This therefore implied that there was a significant relationship between career development and teacher retention in rural public secondary schools in Mukranga District.

From the coefficient Table 4.40, t - test was also used to test for the influence of predictor variable career development on teacher retention and there was a significant relationship between the two variables with p-value= 0.000 < 0.05 for model and t-statistics value being 13.276. The regression equations between teacher retention and career development for the model was expressed as; $Y=1.514+ 0.489X_1$. The model indicates that for every unit of career development, teacher retention value changes by 0.489. These results were also supported by the descriptive analysis.

Table 4.38: Regression analysis for career development and teacher retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.626 ^a	.392	.390	.27515	1.906

a. Predictors: (Constant), career development (X_1)

Table 4.39: ANOVA for Career development (X1)

Model		Sum of Squares	Df	Mean Square	F	Sig.
2	Regression	13.343	1	13.343	176.254	.000 ^b
	Residual	20.668	273	.076		
Total		34.011	274			

a. Dependent Variable: Teacher retention (Y) Career development (X₁)

Table 4.40: Coefficients for Career development (X1)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
Model2	(Constant)	1.514	.138		10.996	.000
	Career development	.489	.037	.626	13.276	.000

a. Dependent Variable: Teacher retention

From the results, the null hypothesis was rejected and it is concluded that career development has significant influence on teacher retention in rural public secondary schools in Mukranga District.

4.8.2 Regression Analysis for succession planning and teacher retention

The second objective was to determine the influence of succession planning on teacher retention in rural public secondary schools in Mukranga District. The objective was tested using the null hypotheses that; there is no significant positive influence of succession planning on teacher retention in rural public secondary schools in Mukranga District. The Pearson's Product Moment Correlation statistic was used to test the relationship between the succession planning and teacher retention. The R square value showed that 0.473 (47.3%) of teacher retention was explained by succession planning as shown in Table 4.41 below. This was quite significant at 0.05. These results indicate that there was positive significant association between succession planning and teacher retention in rural public secondary schools in Mukranga District.

To establish the significance of the regression model between succession planning and teacher retention, ANOVA was used and it was further noted in the Analysis of Variance (ANOVA) shown in Table 4.42 that, the F-statistics value was 245.291 with p-value of 0.000 which was less than 0.05. This means that, the model was statistically significant (that is, the model was good) indicating that there was a significant relationship between succession planning and teacher retention in rural public secondary schools in Mukranga District.

Similarly, the results in the regression coefficient table showed that, the t-value was 15.662 with p-value of 0.000 which is less than 0.05 level of significance. These values indicate that succession planning significantly affects teacher retention positively. This was in agreement with the findings on the ANOVA table. The model generated from the coefficient table was as follows; $Y = 1.209 + 0.539X_2$. This model implies that for every unit increase of succession planning, teacher retention increases by 0.539. Table 4.42 provides more details.

Table 4.41: Regression analysis for Succession Planning (X₂) and Employee retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
2	.688 ^a	.473	.471	.25617	1.950

a. Model 1 Predictor: (Constant) Succession Planning X₂

b. Dependent Variable: Teacher retention

Table 4.42: ANOVA for Succession Planning (X₂)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Constant	16.096	1	16.096	245.291	.000 ^b
1 Regression					
Residual	17.915	273	.066		
Total	34.011	274			

a. Dependent Variable: Teacher retention

b. Model 1 Predictors: (Constant), Succession Planning (X₂)

Table 4.42: Coefficients for Succession Planning (X2)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
Constant	1.209	.136		8.878	.000		
2 Succession Planning	.539	.034	.688	15.662	.000	1.000	1.000

a. Dependent Variable: Teacher retention (Y)

From the findings, there was positive significant influence of succession planning on teacher retention in rural public secondary schools in Mkuranga District, hence the null hypothesis was rejected and the alternative hypothesis adopted.

4.8.3 Regression Analysis for working conditions

To work on the third objective, a simple regression analysis was conducted to establish the influence of working conditions on teacher retention in rural public secondary schools in Mkuranga District. The research hypothesis tested was; **H₀**: There is no positive significant influence of working conditions on teacher retention in rural public secondary schools in Mkuranga District. To test this hypothesis, linear regression model was used as shown in Table 4.43. The coefficient determinant, R- square value was 0.574. This therefore implies that working conditions influenced teacher retention at least 57.4%. Analysis of Variance results for regression coefficients revealed that the F-statistic value of 367.97 was recorded showing that the model was significant with p-value being 0.000 which was less than 0.05 hence the null hypothesis was rejected. This implies that there is a significant positive influence of working conditions on teacher retention in rural public secondary schools in Mkuranga District.

The regression coefficient showed that the t-value was 19.183 with p- value of 0.000 which is less than 0.05 level of significance. These values indicate that working conditions significantly influence teacher retention in rural public secondary schools in Mkuranga District. This was in agreement with the findings based on the ANOVA table. The model generated from the coefficient table was as follows; $Y = 1.398 +$

0.514X₃. This model can be interpreted that for every unit increase of working conditions, retention of teacher increases by 0.514 as indicated in table 4.45.

Table 4.43: Regression analysis for working conditions and teacher retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.758 ^a	.574	.573	.23035	1.818

a. Predictors: (Constant), Working conditions (X₃)

Table 4.44: ANOVA for working conditions (X₃)

Model		Sum of Squares	Df	Mean Square	F	Sig.
2	Regression	19.525	1	19.525	367.970	.000 ^b
	Residual	14.486	273	.053		
Total		34.011	274			

a. Dependent Variable: Teacher retention (Y) Working conditions (X₃)

Table 4.45: Coefficients for working conditions (X₃)

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
Model2	(Constant)	1.398	.102		13.763	.000
	Working conditions	.514	.027	.758	19.183	.000

a. Dependent Variable: Teacher retention

From the analysis, it was therefore concluded that the third null hypothesis was rejected and it can be argued that there was a positive significant influence of working conditions on teacher retention in rural public secondary schools in Mkuranga District.

4.8.4 Reward management regression Analysis

Regression analysis was conducted to determine the influence of reward management on teacher retention. From the findings, an R-square value of .574 was recorded indicating that 57.4% of teacher retention was explained by reward management. Model summary table 4.48 shows the findings. ANOVA for Reward management registered F-statistics value of 324.390 as presented in table 4.46. The results indicated that the overall model reward management and employee retention was significant, that is, the independent variable, reward management was a good joint explanatory for teacher retention with P Value of $0.000 < 0.05$ which also confirmed the fitness of the model

According to the regression coefficient table 4.47, there was a positive and significant influence of reward management on teacher retention. The model is given as $Y = 1.372 + 0.516X_4$. The regression coefficient of 0.516 indicates that an increase in reward management by 1 unit leads to an increase in teacher retention by 0.516 units.

Table 4.46: Regression analysis for reward management and teacher retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.731 ^a	.534	.531	.23023	2.224

a. Predictors: (Constant), Reward management (X₄)

Table 4.47: ANOVA for reward management (X₄)

Model		Sum of Squares	Df	Mean Square	F	Sig.
2	Regression	19.587	1	19.587	324.390	.000 ^b
	Residual	16.484	273	.060		
Total		36.071	274			

a. Dependent Variable: Teacher retention (Y) Reward management (X₃)

Table 4.48: Coefficients for reward management (X4)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.372	.103		13.343	.000
Model2	Reward management	.516	.027	.758	19.194	.000

a. Dependent Variable: Teacher retention

From the analysis, the null hypothesis was rejected indicating that there was a positive significant influence of reward management on teacher retention in rural public secondary schools in Mkuranga District.

4.9 Multivariate Regression Analysis

This section presents the results on the combined effects of all the independent variables which are Career development, Succession planning, Working conditions and Reward management on the dependent variable Teacher retention in rural public secondary schools in Mkuranga District. A multiple linear regression model was used to test the significance of the influence of the independent variables on the dependent variable. Therefore, the overall model for the study was;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Teacher retention

X₁ = Career development

X₂ = Succession Planning

X₃ = Working conditions

X₄ = Reward management

e = Error term

Table 4.49 shows the analysis of the fitness of the model used in the study. The results indicate that the overall model was satisfactory as it was supported by coefficient of determination also known as the R-square of 0.679. This means that all the independent variables explain 68.4% of the variations in the dependent variable. In addition to that, the ANOVA Table 4.50 provides the results on the analysis of the variance (ANOVA). The results indicate that the overall model was statistically significant. This was supported by an F statistic of 145.785 and the reported p value (0.000) which was less than the conventional probability of 0.05 level of significance. These results suggest that the independent variables are good predictors of teacher retention.

The Overall Regression of coefficients results in Table 4.51 showed 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). From the findings, the overall model obtained is expressed as:

$$Y = 0.765 + 0.099X_1 + 0.157X_2 + 0.227X_3 + 0.191X_4$$

These were supported by beta coefficients of 0.099, 0.157, 0.191, and 0.227 respectively. These results show that a change in either of the variables will definitely lead to a positive change in teacher retention in rural public secondary schools in Mkuranga District.

Table 4.49: Overall multivariate Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.827 ^a	.684	.679	.19966	2.079

a. Predictors: (Constant), Career development, Succession Planning, Working conditions and Reward management.

Table 4.50: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.247	4	5.812	145.785	.000 ^b
	Residual	10.764	270	.040		
	Total	34.011	274			

a. Dependent Variable: Teacher retention: Predictors: (Constant), Career development, Succession planning, working conditions and Reward management

Table 4.51: Overall Regression Coefficients

Model	Unstandardized Coeff		Std Coeff	T	Sig.	Collinearity Statistics	
	B	Std. Er	Beta			Tolerance	VIF
(Constant)	.765	.117		6.545	.000		
Career development	.099	.037	.127	2.694	.008	.530	1.887
Succession Planning	.157	.039	.201	4.004	.000	.467	2.140
Working conditions	.227	.038	.334	5.954	.000	.373	2.681
Reward management	.191	.041	.281	4.671	.000	.323	3.099

a. Dependent Variable: Y (Teacher retention)

From the above analysis we can reject the entire null hypothesis that career development, succession planning, working conditions and reward management have no positive significant influence on teacher retention in rural public secondary schools in Mkuranga District and conclude that all the explanatory variables have positive significant influence on teacher retention in rural public secondary schools in Mkuranga District. The table 4.52 shows the summary of the rejected hypotheses.

Table 4.52: The summary of rejected Coefficients

Hypotheses	t- value	P- value	Decision
$H_0: \beta_1 = 0$ $H_1: \beta_1 > 0$	2.694	.008	Reject H_0
$H_0: \beta_2 = 0$ $H_1: \beta_2 > 0$	4.004	.000	Reject H_0
$H_0: \beta_3 = 0$ $H_1: \beta_3 > 0$	4.671	.000	Reject H_0
$H_0: \beta_4 = 0$ $H_1: \beta_4 > 0$	5.954	.000	Reject H_0

4.9.1 Optimal Model

Based on the tests conducted in this study, it was concluded that the independent variables (Career development, Succession planning Working conditions and Reward management) had an effect on the dependent variable (Teacher retention in rural public secondary schools in Mkuranga District). No variable was dropped, therefore the model remained as was proposed with $R^2 = 0.684$ meaning that the proposed study model was retained as the optimal model of study shown in the conceptual framework indicated in figure 4.8. The order in which the independent variables affect the dependent variable was as follows; working conditions >reward management> succession planning >career development. This was supported by t-values 5.954, 4.671, 4.004 and 2.694 respectively on the overall regression coefficient table.

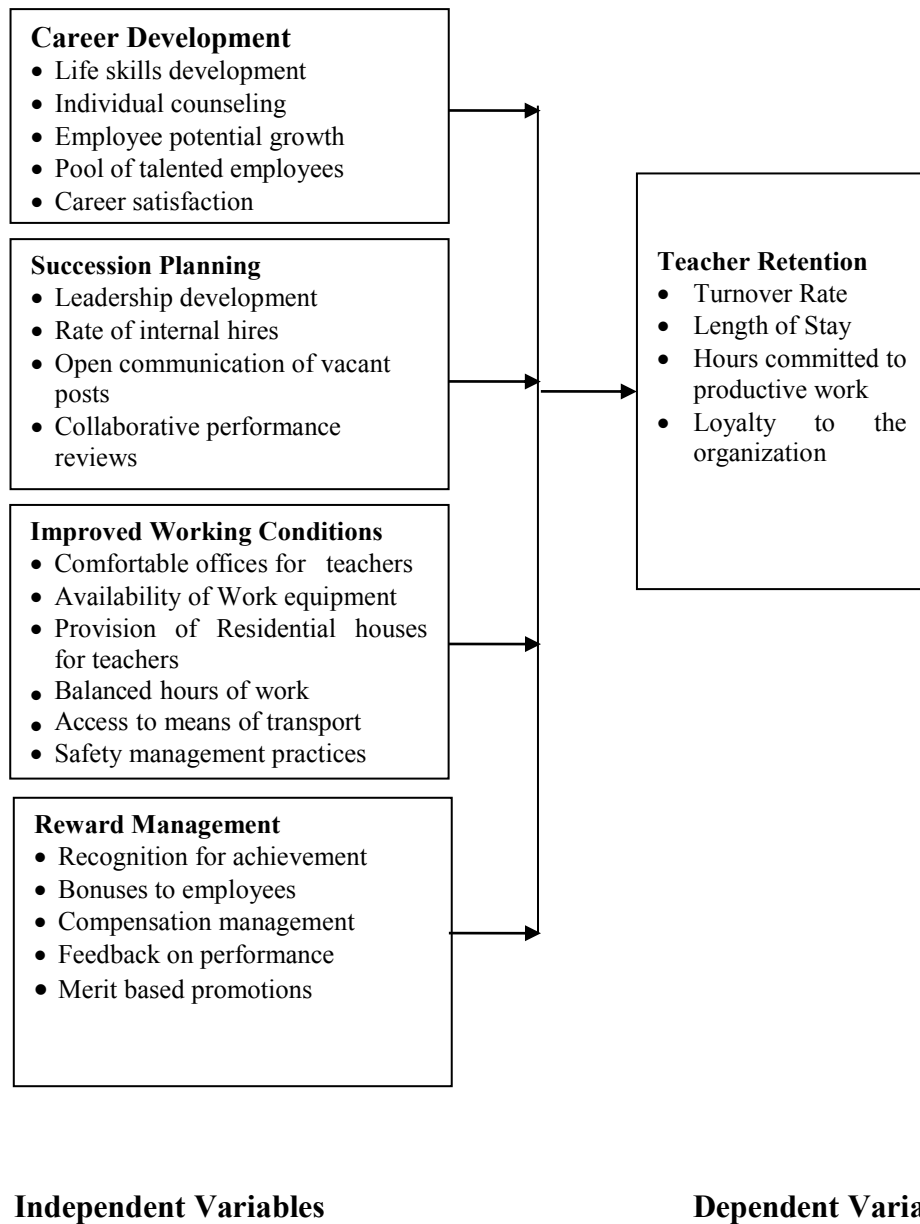


Figure 4.8: Conceptual Framework retained as the optimal model

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate the influence of strategic talent management practices on teacher retention in rural public secondary schools in Mkuranga District. The independent variables in the study were; career development, succession planning, working conditions and reward management. The dependent variable was teacher retention. This part of study presents the summary of the study congruent to specific objectives, research hypotheses, conclusions reached per the findings and recommendations for improving teacher retention in rural public secondary schools as well as suggestions for further research.

5.2 Summary of the Findings

The main objective of this research study was to establish the influence of strategic talent management practices on teacher retention in rural public secondary schools in Mkuranga District. In order to establish the influence of strategic talent management practices on teacher retention, the researcher tested four hypotheses in addition to carrying out correlation and descriptive tests. The summary of key findings is presented per variable as follows;

Influence of career development on teacher retention

The first objective of this study was to establish the influence of career development on teacher retention in rural public secondary schools in Mkuranga District. Career development had 6 items and none of items recorded factor loading below 0.40. The results from this study indicate that the variables 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.

Findings also showed that, majority of 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 conclude that there is a positive significant influence of career development on teacher retention in rural public secondary schools in Mkuranga District.

Influence of succession planning on teacher retention in rural public secondary schools.

The second objective of the study was to determine if there is positive influence of succession planning on teacher retention in rural public secondary schools in Mkuranga District. Majority of respondents (61.1%) were of opinion that succession planning greatly influences teacher retention in rural public secondary schools. The results of this study show that the variables succession planning and teacher retention had a positive relationship indicated by a correlation coefficient value of 0.68 (p-value <0.001). The Pearson's Product Moment Correlation statistic was used to test the relationship between the succession planning and employee retention. The R square value showed that 0.473 (47.3%) of teacher retention was explained by succession planning. This was significant relationship at 0.05 indicating that there is a positive significant association between succession planning and teacher retention.

Analysis of Variance (ANOVA) indicated that, the F-statistics value was 245.291 with p value $0.000 < 0.05$ suggesting that, the model was statistically fit and exhibited a significant relationship between succession planning and teacher retention in rural public secondary schools in Mkuranga District. 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 in Mkuranga District.

Influence of working conditions on teacher retention in rural public secondary schools.

The study sought to establish if there was a positive influence of working conditions on teacher retention in rural public secondary schools in Mkuranga District. The results indicate that the variables 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 study findings established that 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).

Findings revealed that, teachers in rural areas are not provided with residential houses. In most cases, many teachers, particularly qualified ones, expect 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) are 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.

It was further reported by the participants that some teachers fail to cover the syllabus because of spending time following up on their salary 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.

Influence of reward management strategy on teacher retention in rural public secondary schools.

The last objective was to find out the influence of reward management on teacher retention in rural public secondary schools. Based on descriptive analysis, majority the 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.

Majority of respondents (77%) reported that schools do not compensate teachers of their effort. This situation demoralizes employee and increases turnover intentions in rural public secondary schools in Mkuranga District. The findings indicate that the amount of salary paid to employee was not satisfactory. A further interesting scenario for this issue is 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 teacher 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 show that that there is a positive and significant influence of career development, succession planning, working conditions and reward management (independent variables) on teacher retention (dependent

variable). From the above analysis, the entire 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 costful undertaking and therefore, lack of readiness to engage in such activities. On the other hand, many interviewees stated that ‘fair succession planning is 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.

5.3 Conclusions

The study establishes 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. The item “recognition of teachers’ development needs by management” scored the highest mean (3.95) in which 36.6% and 19.8% of respondents agreed and strongly agreed respectively. It is worth noting that financial support to enable teachers pursue further studies, introduction of career opportunities in schools, promotion of teacher to higher grades, giving permission for further studies among others were some of the issues identified to enhance teacher career growth, although school management

does not support personal career development goal.

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. Besides that, teacher mentoring leads to staff retention at 49% especially when other things like salary and job promotion are included, otherwise it does not lead to teacher retention. Schools are good at open replacement decisions. Schools offer equal opportunities for promotion and communicate vacant positions from within before advertising them externally. Merit based promotion encourages retention in schools. These strategies are essential for attraction and retention of talents.

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; that is instances where there are good working conditions, none of the teachers is willing to move. Rural public secondary schools do not provide modest offices and work equipment for teachers. This situation calls for an immediate action as it may lead to decreased work morale.

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. While those expectations can hardly be met in remote areas, these areas (compared to urban ones) are 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.

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. 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. Findings indicate that, the amount of salary paid to teachers was not satisfactory. A further interesting scenario for this issue is 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.

Generally, there is a positive and significant influence of Career development, Succession planning, Working conditions and Reward management (independent variables) on teacher retention (dependent variable). The entire 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.

5.3 Recommendations

It was found that many schools do not support personal career development goal. It is important for schools' management to 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.

Study findings indicated that, teachers in rural public secondary schools are not provided with modest offices and work equipment. It is imperative for schools'

management to recognize that offices that are in poor condition and inadequate work equipment may lead to decreased work morale and ultimately intention to leave. It therefore important for schools to make sure teachers are provided with offices that relate to their status and adequate work equipment as a strategy towards retaining and getting maximum out put them.

Lack of residential houses for teachers in rural setting was one of the major problems facing teachers. Schools' management has to bear in mind that teachers, particularly the more qualified, expect good houses, with electricity and running water. 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 could be urged to provide short-term accommodation for teachers with pressing needs like new non-native teachers, while looking for permanent housing solution. The above two practices (1 & 2) have been tried elsewhere (e.g., in Texas, Mozambique and Lesotho). In Mozambique and Lesotho, for instance, NGOs and local communities or community groups have constructed/provided teacher housing in an attempt to make rural locations more attractive. Female teachers' accommodation must be prioritized. Furthermore, in Malawi, education management information system data reveal a strong association between the availability of housing in an area and the presence of female teachers in the school.

A new perspective of teachers' rights is needed 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. This is particularly important for women teaching in rural areas, as many have to cope with difficult lifestyle options, particularly when schools serve marginalized communities.

5.4 Areas for Further Research

The current study focused on the influence of talent management strategy on teacher retention in rural public secondary schools in Mkuranga District. Teaching was at one time the prime profession for all intelligent and educated people. Further research is needed to investigate factors responsible for the declining morale in the teaching profession in secondary schools in Tanzania. For many African countries, teachers were regarded with deep respect and dignified in the society.

Further, this study only concentrated on the teachers within rural public secondary schools. Future research studies can investigate the influence of strategic talent management practices using a variety of respondents in the same institution or in different institutions, for example teaching and nonteaching staff, so as to compare levels of retention among different categories of employees.

This study did not apply any mediating or moderating variables in investigating the influence of strategic talent management practices on teacher retention. Future studies can include such variables like leadership training, gender, age, to test their moderating or mediating effect of strategic talent management practices and teacher retention. The performance of rural public secondary schools deteriorates every year unlike rural private secondary schools. There is need to investigate reasons for poor academic performance of rural public secondary schools in Tanzania. A comprehensive research is also needed to establish the influence of "hardship allowance" on attraction and retention of teachers in schools classified as hardship schools.

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APPENDICES

Appendix I: Questionnaire for Teachers

My name is Gideon Sikawa, a Ph.D student at Jomo Kenyatta University of Agriculture and Technology. This questionnaire has been designed to facilitate a study aimed at establishing the influence of strategic talent management practices on teacher retention in rural public secondary school in Tanzania. You have been identified as a participant in this field. Your input in this study would be most valuable.

I'm therefore requesting your assistance to fill the attached questionnaire by ticking where appropriate or filling in the required information on the spaces provided as honestly and precisely as possible. The information given will be treated with high level of confidentiality, and will only be used only for academic purposes. You are also at liberty to choose either to participate or not to participate.

SECTION I: Personal Information

1. Gender: a. ☐ Male b. ☐ Female
2. Job title.....
3. Highest academic qualification.
☐ Diploma ☐ Bachelors ☐ Masters ☐ PhD ☐ Others
(Specify).....
1. How many years have you worked in this school?

SECTION II: Career Development

This section contains items about different dimensions of Career Development. There is no right or wrong response. Please tick appropriately as per your honest opinion.

1. Please indicate the extent to which each of the statements in the matrix represented below influences teacher retention in your school. Please record your answer by ticking at the space provided by the scale indicator.

Key: SA = Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1

Career Development	SA	A	N	D	SD
a) My school conducts in-house skill training and					
b) My school supports personal career development goal					
c) In our school, individual counseling is conducted to all teachers					
School management recognizes the need for teacher growth					
f) There is a clear communication of information concerning career options and opportunities with the					
g) Our school has a pool of talented teachers					

2) Kindly tick from the scale provided the percentage increase of teacher retention occasioned by career development opportunities offered by your school

☐ 1 – 25 % ☐ 26 – 50% ☐ 51 – 75% ☐ 76 -100%

3) In your opinion, is lack of adequate career development opportunities by your school one of the main reasons why teachers leave for employment elsewhere?

☐ Yes ☐ No

4) Do you consider career development a major tool for attracting, motivating and retaining good quality teachers?

☐ Yes ☐ No

5) In your opinion, do you think the opportunities for career growth offered to the teachers in your school increases their retention?

☐ Yes ☐ No

SECTION III: Succession Planning

1. Please indicate the extent to which each of the statements in the matrix represented below influences employee retention in your school. Please record your answer by ticking at the space provided, by the scale indicator.

Key: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1

Succession Planning	SA	A	N	D	SD
a) My school stresses on leadership development					

b) Our school practice open communication of vacant posts					
c) The school offers equal opportunities for promotion					
d) We practice collaborative performance review					
e) The school communicates vacant positions from within before advertising them externally					
f) There is high Rate of internal hires in our school					
g) Merit based promotion encourages retention in our school					

2. To what extent do you think succession planning could increase retention? ☐ Less than 10% ☐ 11 – 25 % ☐ 26 – 50% ☐ 51 – 70% ☐ Over 70%

3) Kindly tick from the scale provided the percentage increase of teacher retention occasioned by succession planning opportunities offered by your school
☐ 1 – 25 % ☐ 26 – 50% ☐ 51 – 75% ☐ 76 -100%

4) In your own opinion, does teacher mentoring increase retention? ☐ Yes ☐ No.

SECTION IV: Working Conditions

1. Rate the extent to which each of the statements in the matrix represented below influence teacher retention in your school by placing an X in the appropriate box.

Key: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1

Working Conditions	SA	A	N	D	SD
a) My school provides comfortable offices for teachers					
b) My school provides teachers with work equipment (chalks, marker pens, flip charts, computers/laptops, pens, text books, mask and duster)					
c) My school provides teachers with residential houses					

d) If the answer in part (c) is yes, are the houses in good condition?					
e) Teachers stay at work within the agreed work hours					
f) Easy access to salary payment point could enhance teachers' retention in my school					
g) School management treats teachers as they would like teachers treat the school					
h) The school compound is secure					
i) I enjoy job autonomy at school					
j) I don't experience work overload at school					

2. To what extent do you think healthy at work could increase retention? [] Less than 10% [] 11 – 25 % [] 26 – 50% [] 51 – 70% [] Over 70%

SECTION V: Reward Management

1. Please indicate the extent to which each of the statements in matrix represented below influences employee retention in your school. Please record your answer by ticking in the space provided by the scale indicator

Key: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1

Reward Management					
a) My school recognizes teachers' achievement efforts					
b) My school remunerates teachers					
c) My school compensates teachers of their					
d) I receive feedback on my achievement					
e) My school offers bonuses to teachers					
f) The government pays satisfactory salary to teachers					

2. To what extent do you think reward management could increase retention? [] Less than 10% [] 11 – 25 % [] 26 – 50% [] 51 – 70% [] Over 70%

3) Kindly tick from the scale provided the percentage increase of teacher retention occasioned by reward opportunities offered by your school [] 1 – 25 % [] 26 – 50% [] 51 – 75% [] 76 -100%

SECTION VI: Teacher Retention

1. Please indicate the extent to which each of the statements in matrix represented below influences employee retention in your school. Please record your answer by ticking in the space provided by the scale indicator

Key: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1

Employee Retention	SA	A	N	D	SD
a) My school experiences low teacher turnover rate					
b) Many teachers have stayed in school for over 20 years					
d) Teachers devote many hours working at school					
e) Teachers are loyal to the school					

Appendix II: Semi Structured Interview

Content No: 1 Teacher career parths development

1. Do you consider career development as an important tool for retaining teachers?
.....
.....
2. In what ways does your school support career development activities?
.....
.....
3. What are in- house training and development activities conducted at yoyr school?
.....
.....
4. Which opportunities for career growth offered to the teachers in your school?
.....
.....
.....
5. How do these opportunities school increase teacher retention?.....
.....
.....

Content No: 2 Teacher succession development

6. Do you consider succession planning an important talent management practice in retaining teachers?.....
.....
What areas in regard to succession planning should your school improve to encourage teacher retention?.....
.....

7. How does teacher mentoring increases retention?

.....

.....

.....

8. What roles does your school play in relation to leadership development?

.....

.....

9. Which practice does your school use to promote teachers?

.....

.....

Content No: 3 Improved working conditions for teachers

10. Do you think if schools improve working conditions, will so doing guarantee teacher retention?

11. How comfortable are teachers' offices at your school?

.....

.....

.....

12. What impact does heathy environment has on teacher retention?

.....

.....

13. Which work equipment are offered to teachers at your school?

.....

.....

14. How long does it take a teacher to be provided with a residential house?

.....

Content No: 4 Administration of incerntives to teachers

15. In your own opinion, does employee promotion increase retention? How?

.....

.....

.....

16. How does recognition of teacher's achievement could lead to retention of the same?

.....
.....

17. What areas in regard to reward management should your school improve to encourage staff retention?.....

.....
.....

18. What is your point of view with regards to the salary paid by the government to teachers?.....

.....
.....

Content No: Staff retention

19. In what ways does your school support teacher retention?

.....
.....
.....

Appendix I: Identity Correlation Matrix

Table 1(Identify correlation matrix for Career development)

	CD1	CD2	CD3	CD4	CD5	CD6
CD1	1.000	.563	.027	.517	.170	-.137
CD2	.563	1.000	-.133	.549	-.035	-.077
CD3	.027	-.133	1.000	-.081	.376	.380
CD4	.517	.549	-.081	1.000	.009	-.262
CD5	.170	-.035	.376	.009	1.000	.462
CD6	-.137	-.077	.380	-.262	.462	1.000

a. Determinant = .219

Table 2(Identify correlation matrix for Succession planning)

	SP1	SP2	SP3	SP4	SP5	SP6
SP1	1.000	.563	.027	.517	.170	-.137
SP2	.563	1.000	-.133	.549	-.035	-.077
SP3	.027	-.133	1.000	-.081	.376	.380
SP4	.517	.549	-.081	1.000	.009	-.262
SP5	.170	-.035	.376	.009	1.000	.462
SP6	-.137	-.077	.380	-.262	.462	1.000

a. Determinant = .313

Table 3(Identify correlation matrix for Working conditions)

	WC1	WC2	WC3	WC4	WC5	WC6	WC7	WC8	WC9	WC10
WC1	1.000	.583	.576	.551	.562	.325	.196	.252	.244	.253
WC2	.583	1.000	.416	.481	.484	.312	.100	.107	.210	.146
WC3	.576	.416	1.000	.492	.479	.310	.103	.210	.301	.310
WC4	.551	.481	.492	1.000	.625	.335	.172	.322	.270	.372
WC5	.562	.484	.479	.625	1.000	.394	.234	.356	.344	.266
WC6	.325	.312	.310	.335	.394	1.000	.304	.285	.391	.266
WC7	.196	.100	.103	.172	.234	.304	1.000	.471	.510	.387
WC8	.252	.107	.210	.322	.356	.285	.471	1.00	.541	.474
WC9	.244	.210	.301	.270	.344	.391	.510	.541	1.00	.565
WC10	.253	.146	.310	.372	.266	.266	.387	.474	.565	1.000

a. Determinant = .119

Table 4 (Identify correlation matrix for Reward management)

	RM1	RM2	RM3	RM4	RM5	RM6
RM1	1.000	.131	.367	.312	.099	-.105
RM2	.131	1.000	.104	.132	.077	.047
RM3	.367	.104	1.000	.499	.347	.048
RM4	.312	.132	.499	1.000	.315	.385
RM5	.099	.077	.347	.315	1.000	.448
RM6	-.105	.047	.048	.385	.448	1.000

a. Determinant = .333

Table 5 (Identify correlation matrix for Employee retention)

	ER1	ER2	ER3	ER4
ER1	1.000	.439	.269	.118
ER2	.439	1.000	.111	.210
ER3	.269	.111	1.000	.019
ER4	.118	.210	.019	1.000

a. Determinant = .715

Appendix III: Introduction letter



**JOMO KENYATTA UNIVERSITY
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**OFFICE OF THE CHAIRPERSON
P. O. BOX 62000
NAIROBI**

JKU/3/114/22

DATE: 24TH OCTOBER, 2017

To whom it may concern:

RE: RESEARCH PROJECT FOR: GIDEON YONA SIKAWA (HD412-1118/2015)


This is to introduce to you Mr. Gideon Yona Sikawa who is a student pursuing Doctor of philosophy in Human Resource Management in the Department of Entrepreneurship, Technology, Leadership and Management, in the School of Entrepreneurship, Procurement and Management, of Jomo Kenyatta University of Agriculture and Technology.

The student is currently undertaking a research on: **"INFLUENCE OF TALENT MANAGEMENT STRATEGY ON EMPLOYEE RETENTION IN PUBLIC SECONDARY SCHOOL IN TANZANIA"** in partial fulfilment of the requirement for the programme.

The purpose of this letter is to request you to give the student the necessary support and assistance to enable him obtain the necessary data for the research. Please note that the information given is purely for academic purposes and will be treated with strict confidence.

Thank you.

Yours Sincerely,


**Dr. Alice Simiyu
Research Project Coordinator, ETLM Department**



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