

**EXPLORING FACTORS CONTRIBUTING TO SECONDARY  
SCHOOL TEACHERS' RETENTION IN RURAL AREAS IN  
PEMBA DISTRICT OF SOUTHERN PROVINCE, ZAMBIA**

**By**

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fulfilment of the requirements for the award of the degree of  
Master of Education in Educational Administration and  
Management**

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## DECLARATION

I, Jacob Munthali do solemnly declare that this dissertation represents my own work and it has not been previously submitted at this or any other university. All the work of other people has been duly acknowledged.

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## APPROVAL

This dissertation of Jacob Munthali has been approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration and Management by the University of Zambia.

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## ABSTRACT

This qualitative study explored lived experiences of secondary school teachers teaching in rural areas in Pemba District in the Southern province of Zambia. Dialoguing Unhu (Ubuntu) theoretical framework was adopted to help expound teachers' phenomenon of remaining teaching in rural areas when others in the profession are repelled. In 2008, the rural teacher attrition was at 13% annually which means that the already depleted population of rural teacher was reducing by 13% (MOE, EMIS Statistical Bulletin, 2008). Comparatively, MOGE's 2016 Education Statistics Bulletin collectively reported that the number of teachers who have been leaving since 2008 is much high than the 5000 annual teacher recruitment.

The sample size comprised of eleven teachers from three secondary schools, three headteachers and one district education official. The baseline for teacher participation in the study was ten year rural experience specifically in their current schools. Purposive and snowballing (referral) sampling techniques were engaged in the selection of the participants. Through open-ended interviews and Focus Discussion Groups (FDGs), participants shared information about their decisions to remain teaching in rural areas despite the tradeoffs.

Data collection was done through interviews and FDGs, journaling and pictures. Data analysis was done thematically using the phenomenological protocol to ensure trustworthiness and credibility, checking of transcripts, member checking strategy and triangulation. Practicing epoche (suspension of judgments) helped in the bracketing of personal biases, and assumptions.

There were several findings that contributed to teachers remaining teaching in rural areas as cited by participants: (a) peer support, (b) administrative support, (c) love teaching and learning, (d) sense of familial culture, (e) religion, (f) family factors, (g) entrepreneurial activities, (h) isolation, (i) affordability and quality of life and (j) an embracing local community.

Further analysis, resulted in main themes explaining why teachers have remained teaching in rural areas for more than ten years. The three main themes findings that emerged revolved primarily on peer and professional relationships, school environment and outside of school set up. All these main themes were permeated by the value of the existence of Unhu (ubuntu) and respect.

The findings suggest that retention of teacher was a result of good human relations and family oriented school environment. In addition, the Tonga culture (similar to ubuntu), teachers' commitment to contribute to the socio-economic activities of the school and community contributed to retention.

**Keywords:** secondary schools, embracing community, entrepreneurial activities, rural areas

## **DEDICATION**

This dissertation is dedicated to the greater cause for quality rural education especially to the teachers serving in rural and remote areas. I pray that they find peace and joy as they give their selfless service to humanity. May the spirit of ubuntu inspire them to serve Africa and beyond.

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## **SYMBOLS USED**

ZMW= Zambian Kwacha

US\$= United States Dollar

**NB:** At the time of compiling the report, US \$1 was equivalent to ZMW 11.60

## ACRONOYMS

<b>BUSTAZ</b>	Business Teachers Association of Zambia
<b>CPD</b>	Continuing Professional Development
<b>DEBS</b>	District Educational Board Secretary
<b>DESO</b>	District Education Standards Officer
<b>DOE</b>	Department of Education
<b>DUTF</b>	Dialoguing Unhu (Ubuntu) Theoretical Framework
<b>EAPS</b>	Educational Administration and Policy Studies
<b>ECZ</b>	Examinations Council of Zambia
<b>ESO</b>	Education Standards Officer (formerly Inspector)
<b>FGD</b>	Focus Group Discussion
<b>GRZ</b>	Government of the Republic of Zambia
<b>MOE</b>	Ministry of Education
<b>MOESVTEE</b>	Ministry of Education, Science, Vocational Training and Early Education
<b>MOFNP</b>	Ministry of Finance and National Planning
<b>MOGE</b>	Ministry of General Education
<b>NGO</b>	Non-Governmental Organisation
<b>PEO</b>	Provincial Educational Officer
<b>PWC</b>	Pilgrim Wesleyan Church

<b>PTA</b>	Parent-Teachers' Association
<b>SDA</b>	Seventh Adventist Church
<b>SOSTAZ</b>	Social Sciences Teachers Association of Zambia
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>UNZA</b>	University of Zambia
<b>USA</b>	United States of America
<b>ZMW</b>	Zambian Kwacha

## OPERATIONAL DEFINITION OF TERMS

**Headteacher** is the manager of a secondary school

**Incentive** rewards or conditions to improve intrinsic and extrinsic motivation.

**Induction** programmes that organisational system-wide and met to orient teachers on assignments and work.

**Mentoring** a process to help new teachers to become an effective and efficient professional.

**Peer support** this support enabling teachers give each other amongst themselves

**Rural** are places situated in working environment where schools are hard to reach or distant from the paved road.

**School culture** is organisational structure of the school enabling the school to function formally and informally.

**Secondary schools** refer to institutions that offer grade 8 to 12 post primary education.

**Teacher migration** is movement of teachers from one school to another due to pull and push factors.

**Teacher retention** refers ability for school to keep teachers in the same school for a period of more two years.

**Pupil** refers a person who receives formal education at a secondary school.

**Unhu (Ubuntu)** is explained in the African context as a concept or philosophy that guides human relationships.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Overview

The chapter outlines the background of the study. It describes the problem that the study attempted to address. It also states the purpose, objectives and research questions that needed to be answered. In addition the chapter presents the significance, delimitations, limitations and theoretical framework of the study. It concludes with the operation definitions and summary.

#### 1.2 Background

Teacher recruitment and retention in rural and remote areas has raised a lot of dust in Zambia and globally. It seems the dust has not yet settled. In rural areas around the turn of the 20th century had these huge infrastructure challenges including electrification and trying to connect telephone lines to all of these areas. Today, fiber optic cables and high-speed internet access have added to the list, therefore it is evident challenges are piling up for rural areas, consequently affecting the staffing and operation of rural schools.

Research on rural education (DOE, 2005; Kabungaidze, Mahlatshana and Ngirange, 2013) agrees that staffing rural schools remains a big challenge. Equally, UNESCO (2016) attests that in Zambia teachers are reluctant to pick up rural appointments resulting in wide variation in pupil-teacher ratios and shortage of teachers in some subjects. This is evident in low performance rates in subjects especially mathematics, science and business studies among rural candidates (ECZ, 2017). The problem of the teacher retention has been dragging itself for a long time. As most literature show rural teacher attrition is higher than the urban. In 2008, the rural teacher attrition was at 13% annually which means that the already depleted population of rural teachers was reducing by 13% (MOE, EMIS Statistical Bulletin, 2008). Comparatively, MOGE's 2016 Education Statistics Bulletin collectively report that the number of teachers who have been leaving since 2008 is much high than the 5000 annual teacher

recruitment meaning the system will continue to have fewer teachers to service the ever increasing learner population and hence the pupil-teacher ratio will continue to rise.

Many scholars in rural education research have focused on what schools lack and this spirit continues today. Many countries have adopted different models including monetary benefits to attract and retain teachers but the problem persists despite these 'silver bullet' solutions. This study salutes the efforts by MOGE and other stakeholders at addressing teacher retention in rural areas but argues that it equally important to learn from teachers who have whole heartedly accepted appointments in these areas where many shun on matters pertaining rural recruitment and retention.

From an American perspective, based on deficit approach Billingsley (2005) and Davis (2002) agree that the challenge of rural teacher turnover is real, teacher face varied problems regardless of location, inter alia, staff accommodation, funding and professional development are below urban schools standards.

In Zambia, it is quite striking that less attention has been paid to teachers who are satisfied working in rural areas which others in the ministry find it disagreeable due to pronounced vulnerability of these areas. Mulkeen one of the leading researchers in rural education in Africa in 2005 posited that increasing supply of teachers was not a solution for shortage of teachers in rural areas. He argued that there was need to think of new ways of attracting urban teachers to accept rural appointments and those graduating to willingly pick up positions in rural areas. Thus, the voices of experienced rural long staying teachers might help to fill this gap especially in the Zambian context, in particular in rural schools in Pemba District.

Sub Sahara Africa have responded to the shortage of staff in rural areas by focusing heavily on examining the magnitude of the problem than making and experimenting optional ways, narrating in particular how some countries attract, deploy and keep teachers but lack concrete proof of the efficacy of these methods ( Borman and Maritza, 2008 ; Mulkeen eta l.,2007). Therefore, this

work is a keen to dangers of deficit-based approaches to education, just looking at what schools don't have, or what communities don't have, rather than an asset-based approach or looking at the strengths of the rural areas.

In the USA and Australia there has been considerable movement towards asset based approach and research that support rural education. UNESCO (2015) argues that while it is assumed that working in rural areas is considerably more difficult and dissatisfying compared to urban areas, the UN agency observes that findings from many countries show that is not always the case.

Riding on two Australians (Boylan and Mc Swan, 1998) Watts (2016) further noted that closer relationship with students, support from school administration, appreciation and respect from the community encouraged teacher to stay longer. Zost (2010) attests that school administrators' support helped special education teachers to remain in rural districts.

In the USA, Davis (2002) conducted a study on 427 rural teachers to seek information on their professional pre- and in service education, satisfaction, commitment and community. His findings were in agreement with UNESCO's (2015) assertion of a profile of professionally satisfied, community integrated, family oriented teacher enjoying the rural lifestyle and environment. Equally, the study of Goodpaster et al. (2012) concluded that community interactions, professional development and rural school structures were key three factors teachers attributed to their remaining in rural areas.

Furthermore, Watts (2016) in line with the scholars above concluded that strong familial school culture, administrators' support, Appalachian 'the red necks' culture and teachers' commitment to community positively impacted teacher retention in rural school districts of eastern Kentucky. Earlier, Murphy and Angeleski (1996) apart from other factors mentioned above had listed spousal employment in the same community as a factor in rural teacher retention. On a different platform Jorgensen (2002) from discussions with headteachers suggested that teacher's abilities to contribute in school decision making and a positive school culture influence their chances to remain in rural school districts.

From an African perspective, Gomba (2017) conducted a study investigating reasons teachers remained teaching in Zimbabwe. The study was permeated with the political and economic turmoil experienced in that country. The study suggested that the reasons teachers remained were: to support their families, job security, unmarketable, support from colleagues and administration.

From the Zambian perspective Masaiti and Naluyele (2011) conducted a study on employee's perception of incentives and recognition programmes. The study suggested that recognition and rewards, level of satisfaction with work and incentives were important factors teachers continued working for the ministry. Equally, professional development (training) was highly rated by all teachers.

Watts (2016) reviewed literature from other scholars which supports the idea that commitment was important to teachers' job satisfaction, and that the main aspects of teachers' job satisfaction were organization culture, administrative power and teacher's competency. The role of school administrators in teacher retention cannot be over emphasised because administrator can change teachers' lives through creating conducive school environment. Equally, school administrators have a mandate to introduce teachers to the community, mentoring and creating opportunities for professional development. In other words, the provision of these conditions in a cordial working environment encourages teachers to stay longer.

Bennell's conclusion regarding working condition in schools have been supported by a range of scholars that indicate strong perceived status influence recruitment and retention of high-quality candidates, and other teacher motivation morale and professional satisfaction (Bennell 2004,2011 and Akyeampong, 2007).

UNESCO (2015) outlined broad range of factors that contribute to acceptable working conditions for teachers, including effective management, well-resourced schools and classrooms, government and parental support for the school. In addition, the right of teachers to: work autonomously; have responsibilities clearly delineated; work in a management and supervision

regime that respects their autonomy; contribute to constructing, implementing and evaluating policies that assist them in providing a high level of professional service. All these factors are aimed at providing the best possible learning atmosphere to aid the pupils get the quality learning outcomes. Thus this requires that teachers work as a team and meet frequently with pupils and parents regularly.

Mulkeen (2010) argues that the efficacy of monetary retention policies in Africa is strongly questioned and there is ample evidence. Therefore examining the organisational characteristics of schools and teacher working conditions is an important and powerful research area in the issue of rural teacher retention.

Thus, from that background this present study attempts to find out factors contributing to retention of rural teachers, through the lens of long staying rural secondary school teachers in Pemba District.

### **1.3 Statement of the problem**

A lot of studies on rural education have a tendency to focus on deficit based approach that is studying what rural teachers and schools lack. Equally, the problem of attracting and retaining teachers in rural areas is real. As earlier alluded, in 2008, the rural teacher attrition was at 13% annually which means that the already depleted population of rural teachers was reducing by 13% every year (MOE, EMIS Statistical Bulletin, 2008). In addition, MOGE's 2016 Education Statistics Bulletin collectively report that the number of teachers who have been leaving since 2008 is much high than the 5000 annual teacher recruitment meaning that the system will continue to have fewer teachers to service the ever increasing learner population and hence the pupil-teacher ratio will continue to rise.

MOE (1996) acknowledges that stability in staffing is one of the factors in creating an effective school. Retaining teachers in rural schools facilitate provision of wide range of subjects and clear direction on teaching and learning.

Furthermore, stability in staffing in rural areas will help MOGE to achieve its mission of providing quality education to all Zambians.

Thus, this study attempts to address teacher retention by exploring the lived experiences of teachers who have chosen to remain teaching in rural areas. Rural teacher retention as a study interrelate various aspects of human, social and economic development of the country, thus it is important. Equally, staff stability in rural areas can lead to efficient and effective schools.

Therefore, this study explored factors contributing to secondary school teachers' retention in rural areas in Pemba District of Southern Province, Zambia so as to entice teachers already serving in rural areas to stay longer and attract those who are discouraged to work in rural areas. Equally, most research has not adequately given voice to rural teachers experiencing rural education to suggest firm recommendation about teacher retention. In summary, this study was aimed at those who may need to have an option to decide on retaining qualified teachers, the teachers themselves, administrators at all levels, parents and local community, and other stakeholders.

#### **1.4 Purpose of the study**

This study aimed at exploring factors that contribute to rural secondary school teachers' retention in Pemba District of Southern Province in Zambia.

#### **1.5 Research Objectives**

The study objectives were to:

1. Identify professional relationship elements secondary school teachers regard in their remaining teaching in rural areas.
2. Establish school culture factors that positively enhance teacher retention in rural secondary schools.
3. Determine outside of school conditions that contribute to rural secondary teachers to stay longer in current schools.

## **1.6 Research Questions**

The general research question was, what factors contribute to the retention of secondary school teachers in rural areas? Therefore, three questions assured the general question was answered:

1. What professional relationship elements do teachers regard in their remaining teaching in rural areas?
2. How does school culture factors that positively enhance teacher retention in rural secondary schools?
3. What conditions outside of school contribute to rural secondary teachers to stay longer in current schools?

## **1.7 Significance of the study**

The current study gives a unique perspective pertaining to the issue of teacher retention in Pemba rural schools. The study intends to add to the growing knowledge on teacher retention in rural areas from a Pemba perspective.

In addition, the study may be significant at a local level in Pemba District and possibly other districts in the Southern province of Zambia in understanding factors that determine secondary teacher retention in rural areas.

Discovering the motivations that make teachers to remain teaching in rural areas may reveal clues that may support teacher retention in the future. The teacher's stories, as told by the interviewed teachers, may be used by education authorities to retain other teachers. This study on teacher retention, done from the perspectives of "stayers," is significant for enabling policymakers at local levels to formulate teacher retention policies, most of which formulated based on research findings.

With evidence that many teachers are shunning rural areas while at the same time many are seeking transfers for better opportunities in urban schools, influencing qualified teachers to seek appointment and remain in rural areas seems a desirable option. The study is also significant in its direct influence of

teachers. The study identifies the reasons teachers currently working in rural schools give for their motivation to remain teaching in rural areas. This helps in motivating other teachers to do the same.

### **1.8 Delimitation of the study**

This study was conducted in Pemba District of Southern Province. Equally, selection of the district was necessitated by the unique position it holds among other districts in the province, as it was first to be created among the new districts in the province after 2011 (Patriotic Front Government Era). The district was created in 2012 and is in its infancy with only four gazetted secondary schools. Though there were plans to build new ones and upgrade some primary schools to have secondary level.

### **1.9 Limitation of the study.**

Communication and time were limitations because some of these schools were difficult to reach and have poor or no network facilities. The other challenge was information on long serving teachers was not readily available, however, through the intensive help of the DEB office, headteachers and long serving teachers in rural areas the target sample was identified. The study may not be generalized due to the qualitative nature of the study and the uniqueness of rural schools.

### **1.10 Theoretical Framework**

#### **Dialoguing Unhu (Ubuntu)**

The study adopted dialoguing Unhu (ubuntu) theoretical framework. Ubuntu is an African humanistic philosophy that place focus on 'being human through other people'. Equally, the phrase 'I am because we are all are' is commonly reflected in ubuntu discourse. This way of thinking and doing things has been applied in theology, politics, management, computer science and education.

At the periphery of the dialoguing Unhu theoretical framework is ‘dialogue’ by Lortie (1975) and ‘Unhu’ (Ubuntu) philosophy (Gomba, 2017) that drive teachers to become motivated and remain in teaching. However, surrounding the teaching profession, are problems as raised by Lortie of presentism, conservatism, and individualism. The dialoguing Unhu model proposes that teachers should have Unhu and engage in dialogue with pupils as well as colleagues for them to be motivated, solve problems, and remain in the profession.

Solving problems, Lortie (1975) advises that teachers should not eliminate individualism and practice collaboration, and collegiality, in order to promote strong learning and professional communities. This illustrates the importance of dialoguing among teachers as central theme in this theoretical framework to solve these challenges and problems.

Rugonye and Rupande, (2016) posit that in the Shona culture, teachers who are considered as leaders with Unhu, are expected not to lead, but allow the people to lead themselves and not impose his will on them. The important values of a teacher with Unhu are to consult, share, and be willing to learn from others. Although Unhu is ideal for teacher retention, some ideas of Lortie such as psychic rewards are important in teacher motivation. So this model is addressing issues of teacher retention, motivation, and elimination of problems through dialogue with Unhu (Ubuntu).

### **1.11 Organization of Dissertation**

Chapter one provides the background of this study. Equally, the statement of problem, the research purpose, objectives, questions and the significance of the study are presented. In addition, the theoretical framework together with the study’s delimitation and limitation are addressed.

Chapter two presents theoretical underpinnings and provides a review of literature related to this study. The chapter opens with the models of recruitment and retention. The review proceeds with a discussion on theory of job

satisfaction and influencing factors on job satisfaction. The last segment of the review addresses general factors associated with reasons teachers stay longer in rural areas. This chapter critiques the studies reviewed, and identifies and justifies the gap and the essence of undertaking this study.

Chapter three presents the methodology that was used for this study. It shows the research design that was adopted, the population and sample size, the data collection method and instruments and data analysis methods as well as the procedures, discussions, trustworthiness credibility of the study.

Chapter four is a presentation and of the findings for this study. The findings are presented using research questions and the emerging themes.

Chapter five provides a discussion of findings. This is done using research objectives and the emerging themes. The findings are also confirmed and disconfirmed by the reviewed literature and the theoretical framework adopted for this study.

Chapter six presents a conclusion for this study as well as the recommendations made. Thereafter, the chapter is succeeded by references and appendices.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

The previous chapter provided the background to the problem that lead to the study. Thereafter, the chapter presented the statement of the problem, research purpose, objectives, questions and significance of the study. In addition, the chapter outlined the theoretical framework guiding the study; delimitation, limitation, and the operational definition were presented.

The present chapter examines literature from other studies related to this study. The literature review was chosen according to its relevance to topic under investigation: exploring factors contributing to secondary school teachers' retention in rural areas in Pemba District of Southern Province, Zambia. The chapter opens with the models of recruitment and retention. The review proceeds with a discussion on theory of job satisfaction and influencing factors on job satisfaction. The last segment of the review addresses general factors associated with reasons teachers stay longer in rural areas.

#### **2.2 Recruitment and Retention Models**

The following section will discuss a handful of these models, including the hardship model, mandate model, distance model, recruitment model, teacher resiliency model and others.

Monaco (2016) quote McEwan (1999) that the issue of addressing rural teacher recruitment and retention is grounded in teachers' inclination to trade off financial and non-financial aspects of the job in an attempt to achieve high job satisfaction.

##### **The Hardship Model**

The hardship model (and the later-discussed mandate model) falls under what is termed the rural deficit model. The perspective of rural life is taken to be that "it

is deficient in all the qualities which would attract teachers”, and this belief underlies how the problem of teacher recruitment is addressed in these particular models (Ankrah-Dove 13). Monaco (2016) quoted Reid et al. elucidating the problems of this perspective, stating “it is as if rural society is judged in terms of a deficit discourse (dominated by the desire to make them like us) rather than a diversity discourse (recognition and value of difference).” Reid et al. (2009) go on to argue that the stereotype of the rural ‘problem’ acts as a barrier which must be overcome by focusing on the benefits of the rural social space. As the hardship model (and mandate model) is inherently founded in this belief, it makes no attempt to address this conceptualization issue.

In general, the hardship model involves incentivizing rural teaching roles by implementing salary increases, bonuses, travel allowances or subsidized housing when recruiting new rural teachers (Lowe, 2006). Loan forgiveness plans can also act as an incentive for new teachers. Financial incentives such as these are a common tool in Africa, yet are often unsuccessful. Some authors suggest that while the hardship model of incentivizing rural teaching positions may be a useful short-term remedy for recruitment, it lacks use in the long term for retention purposes and achieving sustained and stable education environments. In other words, hardship models attempt to address the “cultural deficit” of rural living through financial incentives, rather than attempting to address the deficit itself.

However, Monk (2007) counters this argument with the problems of such an approach. Apart from the potentially exorbitant cost, it is difficult to ascertain what is a large enough offset to convince teachers, and this is likely to vary on an individual basis. Additionally, although this may get new teachers in the door, it does not guarantee their commitment or effectiveness (Monaco, 2016). These problems, in addition to its cost, raise questions about the sustainability of such a model. In terms of the hardship model, one author posited that non-financial strategies could be even more important in retention than financial incentives (Jerrard, 2016).

In contrast, the three major benefits of the hardship model are that: 1) It can be implemented immediately, with little to no change in policy framework and thus little administrative cost besides the increase in pay itself (Lowe 2006); 2) It attempts to address the problem of low teacher pay, one of the most common complaints of rural teachers (Monk 2007). Increasing teacher pay is not dangerous politically; resistance will come from budget strain rather than political opposition (Goldhaber, 2006).

In summary, the hardship model is a quick, simple solution. However, there are questions about its sustainability and whether it can actually ensure motivated teachers. Additionally, it is expensive. The last point in particular raises questions about its effective use in lower income countries.

### **Mandate Model**

Ankrah-Dove (1982) defines the mandate model as “the compulsory posting of all newly-trained teachers to rural schools for a period of years, the requirement of service in rural school for eligibility for promotion,” and states that this model is often relied upon in less developed countries. This model can lead to issues such as whether recruitment in this way will lead to adequate retention and whether teachers will choose to leave the profession or work in urban private schools rather than face being posted to rural schools. Current teachers may resist the proposal of such a policy, making it difficult to execute. It has also been suggested that unwilling participation in rural schools, which can be caused by implementation of the mandate model, may bring a negative attitude to the classroom, resulting in poor teaching quality and therefore poor educational quality for the student (Economic Development Institute of the World Bank, 1993). This model also suggests a message which reinforces the idea of the rural deficit model by implying that rural positions are so undesirable that postings must be enforced. Because the postings are usually for young and inexperienced teachers, with few, if any, experienced staff to assist them, there is the potential for struggle in such an isolated atmosphere, resulting in an unsuccessful educational experience for students (Monaco, 2016). However, this argument supports Ankrah-Dove’s view, resulting in the least experienced teachers being

placed in potentially the most challenging teaching roles, while simultaneously ensuring a certain level of future attrition; therefore, such a model fails to address retention (Monaco, 2016).

### **Recruitment Model**

The recruitment model offers scholarships or similar benefits to high-achieving school students from rural areas, under the condition that they return to that area to teach. One study undertaken by Adams and Woods (2015) investigated this model by looking at the relationship between teacher retention and familiarity with rurality. While the initiative didn't focus on offering scholarships to students from rural areas, it did determine that a familiarity with the area and culture the teacher would be teaching in aided teacher retention, and specifically related this to whether the teacher themselves had attended a rural school (Adams and Woods (2015). Therefore, it is theoretically plausible, reasonable that encouraging students to return to their local rural area as teachers would contribute to teacher retention..

As such, any recruitment model must also involve specialized rural training – an emotional connection is not sufficient. Staffing rural schools with ill-prepared but familiar teachers does not serve the long-term purpose of successful education for rural students with job-satisfied teachers (Azano and Stewart, 2015).

This sentiment is similarly argued in Miller et al. (2014), who states that exposure or immersion in rural communities, is important, but must be done in an instructional rather than observational capacity. In teacher education programs, reliance on the 'apprenticeship of observation' is not enough; student teacher experience have to "intentional, well-planned, and implemented with a critical lens" (Azano and Stewart 2015).

Hudson and Hudson (2008) argue that recruiting only students from rural backgrounds to fill rural placements is far too limited an approach to adequately fill vacancies and provide successful teaching experiences. Such a model may

artificially limit diversity in the profession. According to Azano and Stewart, “the key finding is that teaching candidates need explicit instruction on theory and pedagogies for success in rural schools and to use personal histories or transform social capital into meaningful, relevant pedagogy”.

In terms of retaining teachers, Collins (1999) argues that it should be a joint school community effort. He further goes on to say that “this helps new teachers overcome feelings of isolation, acquire a sense of community security, and develop professional competence”. One final note about the recruitment model is that it is inherently a localized process and for this reason functions much better in decentralized education systems (Cobbold, 2006).

Consequently the recruitment model may work very well in a system like Zambia, where individual districts are responsible for their own recruitment, yet fail completely in a system like Thailand, where the centralization of the education system may completely mitigate the benefits of localized recruitment. At the same time, this also means much of the development of such a program, and therefore the administrative burden, falls onto the already burdened rural schools. This is expensive in both cost and time.

### **Distance model**

The distance model involves the utilization of information-communications technology (ICT), usually through internet, to mediate, improve, or enhance the classroom experience (Meyer, 2014). The major benefit of the distance model is it allows a single teacher to be in multiple classrooms (Hammer et al. 2005). Through this distance education model, an alliance between multiple rural schools could allow for one teacher to teach multiple classrooms of students simultaneously via distance-learning. In doing so, the distance model addresses many of the problems rural teachers face by allowing them to live in their preferred area while still teaching rural students. The major drawback of this model is that it is inherently reliant on infrastructure, and a high level of infrastructure at that. Adedeji and Olaniyan (2011) highlight that distance education addresses a great many of the problems found in rural education in

Africa, yet as so many rural districts in Africa are lacking adequate electricity, much less dedicated broadband internet, distance education is at the moment unfeasible. In fact the cost of installing this infrastructure is beyond the level of a rural school's budget, thus depend on a government or private industry initiative. It is possible that improvements in cell phone service and access may present an alternative to dedicated internet (Brown 2005). Monaco (2016) quotes Vesselinov and Grego (2012) that Duolingo, a mobile application that allows its users to learn a variety of languages through cell phone-based games, is one such example of m-learning. Unfortunately, m-learning suffers some of the same problems as internet-based distance learning, namely a high initial cost due to its reliance on technology.

The benefits of the distance model are not limited to solely increasing access to teachers or materials. Starr and White (2008) ascertained that ICTs are not only useful in the transmission of lessons for students, but also to allow for supportive and time-saving meetings. This can be utilized by headteacher particularly for collaborative school efforts, teacher-parent meetings and student-teacher communications. The increased efficiency provided by these benefits can reduce the administrative burden on rural schools, freeing up resources that can then be put towards recruiting and retaining teachers.

Therefore, mere introduction of ICT technology to a classroom does not in itself neither improve the learning experience nor inherently increase efficiency (Sutherland et al. 2009). Literature is rife with examples of donated technology falling into disrepair, being outright ignored, or simply being used as alternatives to existing technology (rather than enhancements or efficiency-increasers).

Finally, this model has yet to be fully realized in wealthy countries like the United States and Great Britain – it is a long way from being applicable to the Zambian context. Despite its many benefits, its extremely high cost means it is only a solution on a long-term timescale (Monaco, 2016).

## **Teacher resiliency model**

The teacher resiliency model is designed to improve teacher retention that relies on creating conducive administrative and classroom culture, rather than the external policy measures championed in the other models. As explained by Malloy and Allen (2007), the concept can simply be defined as a system built around “nurturing the nurturers”. In their study, the authors examine a particular U.S. rural school with a reputation for high teacher retention and determine how well its policies align with the three dimensions of teacher resiliency building: caring and support, high expectations, and meaningful participation.

In the study, Malloy and Allen found that the requirement of caring and support was met by focusing on three dimensions of collaboration, entitled “supportive,” “facilitative,” and “informative”. The supportive dimension was achieved in the following ways: teacher recognition strategies, family-like support between teachers and the headteacher in times of personal stress, illness or need, faculty social gatherings and reduced assignments for teachers facing a particular period of stress. The facilitative dimension was apparent in teacher-led (rather than state-mandated) activities. These were feedback-based activities such as “team teaching, peer evaluations, reflective conversations related to best practices which enable teachers to develop the capacity to become more effective”. The informative aspect, “to better equip colleagues to address challenges,” was significantly present because of a faculty decision to undertake a mentor training program. To put it more simply, the school focused on encouraging collaboration between administration-teacher and teacher-teacher, while simultaneously promoting autonomy (Monaco, 2016). In this way, the model creates a community of which teachers become a part, thereby encouraging retention.

The teacher resiliency model requires a culture that recognizes individual efforts. The model accomplishes this by establishing a culture of teachers being the ones in charge of norms and monitoring, rather than a more centralized system where the school culture is dictated by the headteacher or administrators outside the school (Monaco, 2016).

In terms of the meaningful participation aspect, the examined school was found to satisfy career growth opportunities for teachers by holding twice-yearly reviews which allow the teacher to be stimulated in remaining involved (Malloy and Allen, 2007). Additionally, teachers were not defined by status, but treated as equals.

There are roadblocks in the implementation of certain aspects of teacher resilience, such as resistance by administration on the state/province or national level (Monaco, 2016). Additionally, a teacher resiliency approach requires the efforts of all teaching staff and is not achievable if teachers refuse to become involved. In countries with high levels of teacher absenteeism, like Zambia, this may be difficult to achieve.

The value of this model is that, like the recruitment model, it is a localized and individualized process (Monaco, 2016). Additionally, as the majority of this model is decided in-house, schools can begin implementing it without national policy changes. Consequently, this model is both low in cost and relatively quick to implement.

### **Boylan's model for Teacher Retention**

The contribution of Boylan to rural education research is massive (1991-1998). A study he conducted in this period on 1100 teachers in New South Wales in Australia resulted in the development of a theoretical model for teacher retention. In this model the teacher is viewed at the centre while being surrounded by four spheres of influence that would affect his or her decision to stay or leave.

According to Boylan et al (1993) the spheres of influence include the following: Within classroom; Whole school; Community and; Family/Personal factors. This model argues that teacher retention is a complex set of interaction between these influences.

Further analysis of the model, Boylan et al (1993) maintains within classroom activities and family/personal factors have immediate and direct implications on

teachers' retention. Briefly, within classroom activities, include positive relationship with pupils and peers while family factors include family stability, quality of life and happy with rural living.

Equally, whole school-level and community level activities represent the 'social' content of teaching experience. The whole school-level activities are various activities the teacher does outside classroom teaching itself. Boylan et al (1993) observed that these might be the sources of frustration among staff. Meanwhile, community level activities are a complex set of interactions that include parental support, the teacher's involvement in the community, the geographical area, safety of the environment and rural lifestyle.

### **The job embeddedness Model**

Job embeddedness is a combination of psychological, social and financial influence on employee retention. These aspects on job and working conditions are connected. Mitchell et al (2001) posited that individuals with greater number of connections have a great difficult in living their job.

Furthermore, this model has three dimensions: links, fit and sacrifice. Equally, the three dimensions can be reflected from two spheres, organisational and community based meaning embeddedness can take place either on-the-job or off-the-job (Mitchell et al., 2001).

Briefly the first dimension links can be illustrated as follows: If a teacher connects with other teachers and easily engages in the activities of the school it becomes difficult to leave the school. Mitchell et al (2001) explains that the stronger the links, the more embedded the employee may become and the more bound he or she is to a job, the supervisor and team.

Equally, the second dimension, fit equates to the adaptability with the school and surrounding areas in terms of personal values, goals, knowledge, skills and abilities, climatic conditions, religious beliefs and entertainment activities.

Interestingly, the third dimension is sacrifice. This involves tangible benefits that a teacher may have to give up in case of leaving the school. Mitchell et al (2001) explains that these sacrifices may be psychological, social or material cost of leaving one's school and community.

The implications for education administrators would be that it is vital formulate retention policies reflecting these dimensions to ensure that teachers are retained.

### **Unhu model**

At the periphery of the dialoguing unhu model is 'dialogue' by Lortie (1975) and 'unhu' philosophy that drive teachers to become motivated and remain in teaching. Unhu is explained in the African context as a concept or philosophy that guides human relationships (Chitumba, 2013). It is a moral theory that explains that our humanity is shaped and influenced by our interaction with others.

In addition, surrounding the teaching profession, are problems as raised by Lortie of presentism, conservatism, and individualism. The dialoguing unhu model proposes that teachers should have unhu and engage in dialogue with students as well as colleagues for them to be motivated, solve problems, and remain in the profession. Solving the problem, Lortie (1975) advises that teachers should not eliminate individualism and practice collaboration, and collegiality, and at the same time promote strong professional and learning communities. This illustrates the importance of dialoguing among teachers as central theme in this framework to solve these challenges and problems.

Rugonye and Rupande, (2016) posit that the important values of a teacher with unhu are to consult, share, and be willing to learn from students. Although unhu is ideal for teacher retention, some ideas of Lortie such as psychic rewards are important in teacher motivation. So this model is addressing issues of teacher retention, motivation, and elimination of problems through dialogue with unhu.

### **Kelly and Fogarty's Model**

This model focuses mainly on pre-service teachers and novice teachers. Kelly and Fogarty (2015) suggest that the model explains the challenges teachers encounter in accepting rural appointment. They argue that if challenges are addressed together with factors of attracting and retaining teachers the problem would begin to be solved.

Kelly and Fogarty (2015) posit that teachers' acceptance of a rural position is a behavioural process. Therefore, this action is a function the attitudes of the individual teachers and the norms of their culture and social environment.

The implication for this model is that recruitment and retention policies should be in account with the psychology of the teacher, their sociological context and resulting behavioural intentions.

### **Concluding thoughts on models**

In terms of the specific characteristics of successful recruitment and retention practices, not every model will be suitable for every school and thus it requires an individualized approach (Monaco, 2016). Ankrah-Dove (1982) also indicated the strategies, in particular those falling under the rural deficit model should be specific to the interests and motivations of the teacher, and these will vary based on the locale of the school. Additionally, as local contexts change with time, models will have to be re-evaluated consistently over the years (Hammer et al. 2005). In short, successful recruitment and retention strategies will forever be a moving target, dependent on local circumstances; it is extremely unlikely for them to be a "silver bullet," implementable at the global or national level, able to permanently solve the problem of rural recruitment and retention. Solutions will always be unique to the local context; models that are adaptable to individual contexts should be prioritized (Monaco, 2016).

### **2.3 Theory of Job Satisfaction**

This literature review argues that there is a link between the models discussed above and teacher's job satisfaction. Equally, the interesting outcome of these models is to ensure that the teachers (employees) are content with their appointments regardless the location they are assigned. Thus this section will briefly discuss matters relating to teachers' job satisfaction based on theories of individual and environmental nature with a historical chronological perspective spanning from 1935 to 1993.

In 1935 Hoppock was curious about the issue of job satisfaction. He carried out a detailed study on job satisfaction on employees in various companies. This in-depth study suggested the concept of job satisfaction and defined it as 'an individual's direct feeling towards his or her job related to a combination of physiological, psychological and environment factors'.

The major contribution of this study was the new terminology 'job satisfaction' which the study suggested that was massively affected by specific factors such as stress, work conditions and leadership styles (Hoppock, 1935).

Eighteen years later, Schaffer (1953) added to the literature on job satisfaction by outlining 12 individual needs among others included recognition, emotional needs, control, economic needs and security in order to achieve satisfaction at work. Further analysis of Schaffer's work, it is probable to link it to motivation theories that state that an individual can only move forward to high levels of need after low level needs have been met. This position has direct reference to teachers in rural areas whose decision to stay or leave depends on securing basic conditions.

Eight years later Porter (1961) proposed five materialistic categories of needs for individual's job satisfaction. These included social needs, security needs, autonomy needs, self actualisation and esteem needs. As earlier alluded these needs focused mainly on material prospects.

Moreover, six years later, Weiss, Dawis, England and Lofquist (1967) developed the Minnesota Satisfaction Questionnaire (MSQ) a composition of subscales to measure intrinsic satisfaction, extrinsic satisfaction and general satisfaction. MSQ is a combination of variables of dimension to measure job satisfaction which include: ability utilisation, activity achievement, authority, advancement, company, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision, variety, and working condition. The outcome of this MQS battery check can determine whether teachers in rural areas are likely to stay or leave.

Furthermore, two years later, Friedlander and Margulies (1969) suggested other factors composed job satisfaction. The factors included social and technical environmental, recognition and self actualisation. Further, analysis of this study shows that some of the factors relate to the study by Porter in 1961.

Seven years later, Hackman and Oldham (1976) proposed that job satisfaction included a variety of factors including work itself, the value of work, the level of autonomy and pay. The application of this study to rural teachers' work value can be reflected through various ways, for instance income, achievement, social status and personal contribution. Equally, Hackman and Oldham (1976) advises that realisation of work value is a long term and might take decades of work.

Finally, seventeen years later, Agho, Mueller and Price (1993) proposed that job satisfaction consists of support from supervisors (leaders), distributive justice and co-worker relationships, conflict between work and family, working time and organisational policy and regulations. This current study agrees that support from headteachers can promote satisfaction at work thus improve teacher retention; while conflict with headteachers and peers can do otherwise.

## **2.4 Influencing Factors on Job Satisfaction**

In a school organisation, teachers are the most significant and valuable asset. It is important to ensure that this human resource is satisfied with their job, so they can contribute towards the functioning of the school to the best of their abilities

and improve learner achievement. Demographic and work related situational variables are mainly two categories of factors influencing job satisfaction. Comparably, demographic variables includes include occupation, age, gender and education background while work related situational variables include work, room for development, benefits, leadership, co-workers, work stress and psychological factors (Kumari, Josh and Pandey, 2014). This section will briefly discuss work related situational variables as may apply to rural teachers.

### **Work**

Grover (2013) posits that a feeling of content and achievement at work affects a teachers' general satisfaction. He further illustrates that the happier the teacher feel at school, the higher the sense of achievement he or she creates. Equally, the higher the level of job satisfaction, the teacher is more likely to have developed more space or promotion opportunity. This position is equally held by Zhang (2000), Hu (2007) and others who argue that an individual teacher is mainly preoccupied about promotions and career development. Thus, decreased morale about the job may create dissatisfaction towards their job due to lack of enough space for development and promotion opportunities.

### **Benefits Package or Pay**

This variable for job satisfaction is also referred to as compensation. It is the monetary benefit given to teachers by the employers in exchange for services rendered. Neog and Barua (2014) posit that monetary compensation and rewards are considered to be the most imperative value teachers work for. When they feel their pay is and benefits are sufficient enough to sustain their living the feel satisfied with their work. It worth noting that when teachers experience promotion and increase in compensation, they feel immerse pleasure and satisfaction towards their jobs. Neog and Barua (2014) argue that compensation occupies the first rank in the determination of the job satisfaction as compared to other major determinants.

## **Leadership and Supervision**

This variable applied to a school environment would illustrate that within the school, teachers and other workers need guidance, direction and management. Parvin and Kabair (2011) posit that behaviour and attitudes of the leader would directly increase teachers' job satisfaction. Thus, the support of supervisors is one of the important factors for teacher retention and positive outcome of one's duties.

Equally, Neog and Barua (2014) explain that support from the supervisor defines the extent to which the leaders and administrators make provision for space, care and value their contribution. The supervisors' support, care and assistance help teachers develop the perspective of being appreciated, heard and cared for therefore; they feel satisfied with their jobs. Thus, they are likely to stay longer.

## **Co-workers**

Peer support which is favourable and appropriate is vital in developing a work environment that fosters job satisfaction. Basford and Offermann (2012) posits that co-workers are important as they are identified with the social environment and serve as the school guides, therefore may aid to cut peer turnover intentions.

Leah and Colin (2013) comparatively explained that positive worker environment is associated with increased attendance, assignment performance, peer support and novice socialisation while negative co-worker relationships are possibly rise competition and aggression powered by jealous of differences in benefits and peers' stereotyping behaviour.

## **Psychological status**

Hamaimbo (2016) posits that rural secondary school teachers tended to feel higher level of social status compared to their urban counterparts. This boost in their psychological status is the result of the feeling of being appreciated by their immediate communities. This favourable status helps a teacher to be calm at

work as result of feeling satisfied. This atmosphere promotes teacher retention. Equally, where teachers feel community is dismissive of their profession, their morale is undermined and others may prefer to leave that environment.

## **2.5 Reasons why teachers stay longer in rural areas**

According to the literature there are many reasons that could contribute to teacher retention depending to the individual. This section will discuss some of them which generally relate to the models and other theories discussed earlier.

### **An overview of opportunities for rural teaching**

Adedeji and Olaniyan (2011) posit that the concept of ‘rural’ has no universal definition because different countries have different perception of what our rurality means. From an African perspective, Atkin (2003) describes rural areas as locations with natural environment dominated by pasture, forests, mountains and savannah which lack basic infrastructure like good roads, electricity, potable water and hospitals. While from a global perspective National Geographic Education (2013) describes rural areas as a location with low population densities and large amounts of underdeveloped land, where residents largely depend directly or indirectly on primary activities such as agriculture as their principal, if not the their only source of livelihood.

For a long time rural education research has been fascinated with challenges that teachers face in rural areas which discourage and repel many. Equally, over a decade ago researches have taken interest in the opportunities for rural teaching. Halsey and Drummond (2014) submitted that local community’s acceptance, the indigenous children they worked with, the surrounding environment, the benefits their family received and they accommodation they lived in influenced the teachers to accept rural positions and stay. Equally, others picked up the assignments because the offered benefits such as more autonomy comparable to urban schools and there were also more opportunities for collaboration.

Halsey and Drummond (2014) summed up the most common reasons for taking up rural positions as related to professional, personal and place with teachers

being motivated by pragmatism, opportunism and idealism. Below this part will review in detail some of the issues outlined above.

### **Professional Relationships**

This current study acknowledges that there is mounting evidence that professional support influences retention. The quality and fair exchanges among members of the school or organisation promote retention. Below administrative and peer support are briefly discussed together with other supporting elements.

#### **Administrative support**

MOE (2005) posits that school heads and their management boards are very vital in terms of motivating and retaining teachers. Thus, creating a conducive working and living atmosphere is clear mandate that rests on the administrators' shoulders. Therefore, administrative support improves teacher commitment, morale and satisfaction (Lock et al., 2012a). Equally, if the administrators offer teachers' professional recognition and greater autonomy could go a long way in supporting retention efforts.

Furthermore, literature suggests that good relationships that they have with different people contributed them to staying teaching in rural areas (Halsey and Drummond, 2014; Gomba, 2017). The positive relationship stretched from the administration, students, community, and other teachers. Similarly, in Zimbabwe teachers hailed how the administrators were trying to keep them motivated through the tough times in the country (Gomba, 2017). The teachers felt that the administrators support them in acquiring teaching materials they need in a timely manner. According to teachers, this in some way acts as motivation and inspires them to work hard. According to the teachers, the administrators were approachable and consistently show effort in addressing their concerns.

#### **Peer Support**

Neog and Barua (2014) posit that amiable and friendly relationship with peers enable teachers to perform their tasks, jobs and work duties in an effective and

efficient manner. Peer support is vital as it helps in clarifying role ambiguity, mitigating conflicts and ameliorating overload and helps reduce turnover plans (Clay and Olitt, 2012).

Dindia (2002a) identifies reasons for co-worker friendships formation as job security, career advancement, information access, shared similarities and physical proximity. As earlier stated a positive peer atmosphere is related with increase in attendance, instrumental collegial support, novice socialisation, and assignment performance while antagonistic co-worker relationship encourages competition and aggression fuelled with envy thus likely to undermine retention efforts (Leah and Colin, 2013).

### **Professional development**

Many studies point to the provision of in-service education that is well supported both financially and releasing staff to take up the opportunities through participation in extended courses and programs of professional learning has been recognised as crucial for professional growth and teacher retention (Masaiti and Naluyele, 2011; Gomba, 2017). Equally, Boylan and Wallace (2009) posit that space for professional growth allows reflection on the importance of planning lessons, team work and exchange of knowledge in supportive manner.

### **Lifelong education / Further study**

Systemic support for rural teachers to undertake further professional study related to pedagogy, curriculum, educational leadership, upgrading content knowledge through enrolment in tertiary education courses such as Masters, Degrees, Graduate Diplomas or Certificates courses which can be accessible through distance education provision can lead to teacher retention (Masaiti and Naluyele, 2011).

### **Subscription to professional journals**

Furthermore, Boylan and Wallace (2009) asserted that supporting the professional reading of rural and remote teachers through paid subscription to the relevant professional journals which are identified by the individual teacher to be engaged and value their rural existence can improve rural teacher retention. For example, this may include subscription to broad focused journals such as Australian Journal of Education, Education in Rural Australia as well as specialist journals focussing on particular curriculum (Lock et al., 2012a). Similarly, Sharplin (2013) recognised that professional reading engages the teacher with current ideas and issues about teaching which ensure that the teacher is informed, up-to-date and knowledgeable about developments in teaching.

### **Membership of professional associations**

In addition, Miller and Graham (2015) noted that allied to professional journal subscriptions is membership of the relevant professional organisations that are most relevant to the rural teacher's areas of expertise. Equally, Boylan and Wallace (2009) posited that membership provides access to a network of likeminded teachers who share a common interest and passion in curriculum and pedagogy. It also provides information about and access to special events, curriculum materials reviews and current directions within that specialised curriculum area, thus this reduces the burden of professional isolation.

### **Professional study leave**

Moreover, Graham et al., (2015) illustrates that in a number of Australian states and territories, the concept of providing the rural or remote teacher with the opportunity to undertake an extended period of study leave focussing on school leadership and organisational strategies, teaching practices, curriculum development and implementation, and pedagogy has been supported in an attempt to retain teachers. This position was also supported by Boylan and Wallace (2009) in their study.

## **Conference attendance support**

Sharplin (2014) suggested that another component of professional learning for the rural teacher is to be supported to attend provincial and national conferences in education that are relevant to their teaching specialisations. This support includes not only the travel and accommodation costs for the teacher but also the provision of a relief teacher to continue the teaching programme for this teacher's class (Graham et al., 2015).

## **School culture factors that positively enhance teacher retention**

### **Conceptualising School Culture**

Deal and Peterson (2016) posit that understanding school culture is a critical part of teacher retention, leadership rules and achievement. Equally, school culture is a mirror of the beliefs, needs and values of the individuals who make up a community.

Deal and Peterson explains that school culture is a complex interactions of traditions that ritual is formed over time as teachers, student, parents and administrators work together to deal with crises and accomplishments. Dinkmenyer, Carson and Micheal (2016) state that main role of school culture is to create a common purpose for students, staff and parents. The following extract from MOE (1996) explains school culture in a Zambian context:

*The values, aspirations and traditions of the school prove a justification for everything else it does. It manifests these through the aims it formulates, stories about its history and its past pupils, its rules and regulations and the way it is organised, the environment it creates for teaching and learning, its assemblies, routine ritual, and special ceremonies, the upkeep and appearance of buildings and surroundings, its distinguishing symbols such as colours, mottoes, crest, uniform, among others. All of these, and others factors, contribute to corporate culture and identity of the school. All of them can be harnessed to creating an effective school.*

Below, some of the issues pertaining to school culture are discussed.

### **Love teaching and kids**

According to Bondai and Kaputa (2016) educators are attracted to teaching because of the intrinsic rewards teaching offers. Intrinsic rewards such as a sense of accomplishment refer to the internal satisfaction one receives while performing the duties of his or her job. In Zimbabwe, Gomba (2017) submitted that some of the teachers unequivocally stated that the reason they are teaching in rural areas is that they love teaching and kids in general which was in line with the school culture of their schools. Teaching to them is a passion and they enjoyed it. In addition, the teachers indicated that the reason they joined teaching is because they wanted to be teachers in the first place. In fact, most of them had, themselves, looked up to teachers in their local rural communities as their role models.

### **Incentives in teaching**

According to Miller and Graham (2015) some teacher stated that the major reason that contributed or rather led to remain teaching in rural schools were the incentives that got from their schools.

Equally, in Zimbabwe after the country abandoned its own currency for foreign currencies, in addition to the salary teachers were given incentive as a retention mechanism by individual schools (Gomba (2017)). The teachers said the incentive fee was initially called retention fee.

In essence, the retention fee was meant to retain the teachers in the schools and not follow others who had left for other countries. According to the teachers, the incentive (retention) varied from school to school with church-run schools offering more as compared to council and government owned schools (Gomba, 2017).

### **Internet connection and other teaching/learning materials**

Similarly, Gomba (2017) found that apart from the resources that the rural schoolteachers cited as reasons for remaining teaching in rural areas, schools had

internet connection. Some of the teachers said that internet availability at their school made it easier to work as they could ask students to do research this was aiding in building an effective school culture. According to the teachers, they were connected with the outside world, and the most important thing was that it is available to them for free.

### **Religion**

Gomba (2017) reported that the Catholic secondary school, teachers felt that they were still in teaching in rural areas because of the Catholic faith that the school followed. Teachers expressed that at the church related institution students are guided by the Bible and were being brought up to be well-mannered students. The teachers said that because of that they did not meet any problems with students and enjoyed working in such an environment. The students were encouraged to be well behaved and respect their teachers at school and elders in the community. The teachers interviewed said that they had always wanted to teach at a church-run school, and they are happy to be at the school despite the challenges they face brought by the bad economic environment (Gomba, 2017). They said that for as long as they teach, their school was the best and they couldn't foresee transferring to any school. On pupil discipline, most literature asserts that generally learners in rural areas tend to be well behaved and respect their teachers and elders (Lock et al., 2012a; Graham et al., 2015).

### **Conditions outside the school that enhance teacher retention**

Davis (2002) posited that a complex set of connections outside of school environment can influence the teacher to either leave or stay. Equally, these interactions stretch from teacher involvement in the community, parental support, geographical area, safety of location and rural lifestyle. Below some of these factors are discussed briefly.

### **Community**

According to Gomba (2017) teachers stayed longer because of the community had embraced them. The community the teachers talked about constituted

parents of children who learnt at the school, the local business people who owned small shops, and the local leadership. The teachers, including their headmaster who was also interviewed talked about the connectedness of the community and the school. The school was seen as part and parcel of the larger community such that they were not left out in local social gatherings (Miller and Graham, 2015; Gomba, 2017).

### **Affordability and Quality of Life**

Boylan et al. (1993) observed rural communities are often praised for benefits of rural lifestyle they offer such as a healthier, quieter, safer lifestyle; a good place to raise children; a small, caring and plenty of clear and open spaces.

According to Gomba (2017) affordability came in different forms and the teachers stated that they would not trade their current rural based schools for urban-based schools. The teachers stated that rural-based grocery stores do not raise prices of goods as often, compared to the urban-based ones. In addition, they could access goods and services on credit.

Teachers were able to save money and some of them have managed to buy cars. Some teachers said they are even building houses in urban areas due to affordable rural area lifestyle that allowed them to save money(Gomba, 2017).Although teachers lamented on the issue of accommodation, they were satisfied with the relatively cheaper rates as compared to what urban teachers' pay.

Whereas most schools in the rural areas provide free accommodation for their teachers, urban schools do not provide accommodation. The teachers stated that they enjoyed working in the rural areas because they do not pay for accommodation, and rates such as water and electricity are nominal. In fact, the teachers who taught at a boarding school stated that everything is free including accommodation, water, electricity, internet, and that they were even provided breakfast and lunch (Gomba, 2017).

According to Gomba (2017) for some of the teachers the rural areas were no longer places shunned by people who want to progress in life. The teachers identified some of the other advantages of being in a rural area. To them the life in a rural area is cheap. In addition to cheaper, affordable goods and services, rural area-based schools have access to free land where teachers are allowed to do gardening. The teachers stated that by doing gardening, which may not be possible in urban-based schools, thus cutting cost of running the family (Gomba, 2017). Other teachers said that they enjoyed gardening and would grow all kinds of vegetables, saving money by not buying everything from the grocery store and market.

On other hand, Boylan and Mc Swan (1998) argue that rural lifestyle comes with some massive demerits posing challenges in retaining teachers in rural classroom. Boylan et al (1993) tops isolation be it profession, geographical or social is frequently mentioned as one of such tradeoffs. Equally, others list lack of shopping centres, health service and cultural activities.

### **Isolation**

While other studies have negativity to rural isolation, Gomba (2017) notes that teachers at the government-owned rural school stated that the reason they were still teachers at their particular school was that the school was isolated. The teachers said this was an advantage that encouraged them to stay in teaching. They pointed out that the location of the school was ideal for them since it was located in a remote area away from bad influences from other schools. Teachers said that the students behave well and when they discipline them, they do not cite any rights as compared to students at other schools. The community was a closed community. Miller and Graham (2015) posit that the teachers articulated that the rural school environment is quiet and that brings with it less stress due to noise associated with urban areas.

### **Fear of the unknown**

Similarly, in Zimbabwe, Gomba (2017), although teachers talked about lack of alternatives and opportunities as reasons for remaining in teaching, they also added

that fear of the unknown was also hindering them from trying out different things. The teachers dismissed the notion that in Zimbabwe there were opportunities and instead talked about going to other countries as an alternative. That alternative does not guarantee getting a job so to them it was not an alternative.

### **Lack of alternatives**

In Zimbabwe, Gomba (2017) submitted that some of the teachers said that the reason they are still in teaching is because there are no jobs due to the worsening economic and political situation. They said they feel stuck in teaching because of lack of desirable alternatives and other opportunities. One option they had was of going to South Africa, but they said that the country was already flooded with Zimbabweans. Most teachers who had gone there were working in farms.

### **Family factors**

It is important to stress that in the Zimbabwean culture, family includes the extended relatives and not only one's parents or spouse and kids (Gomba, 2017). Some of the teachers said that they remained in teaching because they provide parental support.

Similarly, Boylan and McSwan (1998) recognised influences related to the teacher's family and included a diverse set of considerations such as: quality of lifestyle considerations; accessibility to their extended family network; employment opportunities for the teacher's partner; the availability of secondary and post-secondary education; and, personal satisfaction and contentment with their rural lifestyle.

### **The Positive Status of Teachers**

Literature has revealed that status of teachers was generally low though those in rural areas slightly enjoyed higher status than the ones in urban areas because of the limited number of professions (Hamaimbo, 2016). However, it has been revealed that though the status of teachers was generally low it was highly valued and appreciated in terms of the contribution teachers made to society in rural areas.

## **2.6 Summary**

The chapter briefly discussed literature pertaining to the study. The chapter opened with models of recruitment and retention. The review proceeded with a brief discussion on the theory of job satisfaction and influencing factors on job satisfaction. The last part of the review addressed general factors associated with why teachers stay longer in rural areas.

The next chapter will discuss the methodology and methods used to collect and analyse data for this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

The chapter presents the methodology and research design. Equally, this chapter outlines the research site, target population, sample size, sampling methods, research instruments, data collection and analysis procedures and ethical issues.

#### **3.2 Research Methodology**

The study adopted a qualitative paradigm due to the nature of the study. The qualitative strand ensured that achievement of a holistic view of the phenomenon by exploring experiences, meaning, feeling and perceptions (Tashakkiori and Teddie, 2013; Creswell, 2013). Therefore, the study attempted to lay a foundation by briefly reviewing the following: qualitative interpretive paradigm with its ontology and epistemology to ensure excellence and understanding in the process of executing the study in a trustworthy and credible manner.

##### **Qualitative Interpretive Paradigm**

This study as earlier alluded adopted a qualitative interpretive approach. Its worldview is constructivist, naturalistic because of its understanding and interpretation of human and social reality. This paradigm is concerned with subjective meanings as it aims to recognise individuals' interpretation and understanding of the social phenomenon in this case teachers' perspective for remaining teaching in rural areas. Guba and Lincoln (1994) posit that this type of research investigates highlights how subjective interpretations of individuals and groups shape the objective features of society.

In this study terms such as credibility, transferability, dependability and confirmability are replace the usual positivist criteria of internal and external validity, reliability and objectivity.

## **Ontology**

This study rides on qualitative interpretive ontology which basically is relativist. Therefore in this study realities exist in the form of multiple and intangible mental constructions that are based on lived experiences. Equally, the study intended to report these realities therefore, language (words) actively shaped and moulded reality (Creswell, 2007).

## **Epistemology**

This study's epistemology is subjective and transactional in which the researcher and respondents are fused in a single entity and this interaction leads to the findings (Shah and Al-Bargi, 2013). Therefore, this subjectivity becomes the only way to answer the lived experiences kept by individuals (Guba and Lincoln, 1994). Thus, this study examined the experiences of different individuals and focused on what all respondents had in common while experiencing remaining teaching in rural areas in Pemba District.

### **3.3 Research design**

This qualitative study employed the qualitative interpretive approach. Thus, the decision to pick this design based on the fact that the study wanted to explore and comprehend the perceptions and lived experiences of the teachers who remain working in rural schools in Pemba District. Therefore, this understanding would only be possible if the researcher studied and investigated the social perspectives in the respondents' natural setting (Corbin and Strauss, 2015). In addition, qualitative interpretive approach could be engaged when studying problems that require an understanding of the meanings of individuals or groups as they identify with social and human issues (Creswell, 2013).

Equally this approach can be used if a "researcher is interested in understanding how participants make meaning of a situation involved" (Merriam, 2002).



### **3.5 Study population**

The study population in this study consisted of rural secondary school teachers in Pemba District of Southern Province. At the time of the study, the district had only four secondary schools, of which two were boarding schools while others day schools. Equally, one was owned by the church and the rest by the government.

One of the criteria for selecting respondents was that they should have taught for more than ten years in their current schools. Thus, the teachers at the newly gazetted school were left because they had not taught at their current for more ten years. It was from that population of teachers at the three schools that the sample was drawn.

### **3.6 Sample and Sampling techniques**

Selection of participants was done through snowball sampling (Maxwell, 2013; Patton, 1990) to identify key informants, who helped to identify other participants in a process called snowballing or referral sampling (Corbin and Strauss, 2015). This study had 11 rural secondary school teacher respondents, civil servants on GRZ payroll.

The respondents were assumed would help in answering the questions under study as they were all qualified and experienced teachers. As a qualitative researcher it was imperative to recognize that some informants provide richer, more insightful and valuable information than others (Marshall, 1996). The critical component of selecting participants was ensuring that they experienced the phenomenon being studied, were in a position to share and interested in understanding its nature and meaning (Gall, and Borg, 2007).

The key participants were identified through purposive sampling. The first person sampled acted as an informant to identify other prospective study participants (Corbin and Strauss, 2015). The main reason for employing this method was that some of these participants were “hidden” from the researcher, as were not known to researcher, hence were not easily accessible (Noy, 2008). In some cases, the

key informants referred the researcher to multiple participants, and the referred participants became informants and refer the researcher to other participants, hence the procedure was iterative (Corbin and Strauss, 2015). With snowballing, the researcher managed to narrow the range of variation and focus of similarities of the participants. For example, focus on participants who had the highest number of years in teaching at the school. Snowballing as a sampling technique was effective: it saved time, because the teachers knew qualified, experienced, and long-serving teachers. It is also important to acknowledge that DEB office and headteachers also helped in the process though they relied much on teachers who had stayed longer. It should be acknowledged that during the period of the research there was a declaration from government earlier to transfer long staying teachers and their response to this call was not favourable.

Although informants identified and referred to potential respondents with similar features, it was the researcher's duty to make sure the characteristics required were present in people referred to the researcher. For this reason, all teacher participants met the following criteria:

- The teacher had been teaching in the same school and was not intending to leave in the next 12 months.
- The teacher held a teaching qualification from a recognizable teacher training college or University.

In addition to these minimum requirements, respondents were to voluntarily participate. There was no fixed sample size for the study as this was determined based on saturation of data (Corbin and Strauss, 2015). Fugard and Potts (2015) posit that there is little reliable guidance on what sample size is needed for a thematic analysis with suggestions ranging from 6 to 400 plus depending on the type of data collection and size of the project. Saturation of data (information power) occurs when there is repetition of data during. The researcher felt saturation of data when he finished interviewing the eleventh teacher participant and started to see similar instances over and over. It became empirically evident that categories were saturated, a theory emerged, and no additional data prompted development of new properties of categories (Seale, 1999).

## **Demographics overview**

For this study, a total of 11 teachers participated: (a) 7 females and 4 males were interviewed both individually and collectively. Equally, teachers in different roles that area male DEBS, 2 male and female headteachers participated in this study due to their positions as district and school leaders respectively. All participants interviewed were qualified teachers who had a teaching qualification, were GRZ payroll and had a minimum of 10 years teaching in their current rural school.

In this study pseudonyms were used to identify respondents and their school in order to ensure anonymity and confidentiality. As earlier stated, it should be acknowledged that during the period of the research there was a declaration from government to transfer all teachers who stayed in their current schools for more five years and this did not go well with some teachers. Thus confidentiality and anonymity was paramount in this study. Ten teachers interviewed for this study were married and one widowed.

### **3.7 Research Instruments**

This qualitative study employed the following methods to collect data: focus group discussions guide, open-end interview guide, a field journal and an audio recorder. Open ended-structured interview guides have been developed for use with the teachers, headteachers and DEBS in order to gain insight on the lived experiences of teachers in rural areas. Equally, to fill the gaps from individual teacher interviews and gain collective insights FGD guides were also developed for teacher participants. The audio recorder was engaged together with note taking, which would later be transcribed.

#### **Interviews guide**

The interviews were developed to collect in-depth qualitative data on lived experiences on why secondary school teachers choose to stay longer when others in the profession found this disagreeable. Respondents were approximately equally distributed from Hamaundu, Moyo and Sangani secondary schools.

Giorgi (1997) posits that an interview seeks to adopt an attitude where the researcher places himself in the state of reduction and bracket his perceptions. Equally, Maxwell (2013) suggested that interviews should be conducted in the posture of wonder and openness, seeking concrete details with an eye toward action in order to uncover the meaning or essence of the experiences of the respondents. Important to mention the interview were conducted in natural setting of the respondents choosing mainly in empty serene classroom or office for those who had. The interview session lasted for 30-50 minutes. Others respondents were met several times for the process of member checking as required in qualitative research (Grix, 2010).

### **Focus Group Discussions (FGDs) guide**

FDGs equally known as Focused Group Interviews are interviews in which more than one person is involved (Bryman, 2008). In this particular study FDGs were conducted to teachers so as to get their views collectively and patch up gaps from individual interviews on conditions that contributed to their retention in rural Pemba schools.

Riding on Bryman (2008) and Punch (2011) FDGs were chosen because: firstly, through group interaction, diverse realistic and more clearly considered ideas are uncovered; it is a quick way to generate and consolidate a wealth of data; and as teachers were already peers in their schools, this increase the group ability to discuss and interact.

Through the three FDGs meetings that were conducted with each session ranging from 30-50 minutes the study managed to explore the conditions obtaining in the sampled schools.

### **3.8 Data collection procedures**

In executing the qualitative interpretive study, the researcher adopted FDGs and interviews to gather data as stated earlier. The goal in study, like all other qualitative approaches, is to describe things as they are, and not to interpret things based on the researcher's experience (Gall et al, 2007). Potential participants

were identified through the help of the headteachers and other long serving teachers through the snowballing process. Once the headteacher granted permission for the research, they referred to at least one long serving teacher and, through the process of snowballing, the long serving teacher referred to others.

After agreeing to be interviewed, the interviewees signed the consent form. Each interview lasted between 30-50 minutes. Both FDGs and interviews consisted of open ended questions seeking to explore the participants' teaching experiences and the meanings they made of remaining teaching in rural areas.

During the process of interviewing, the researcher also took short notes so that he stayed attached to the interview process. About six participants asked to listen to the digital records. This was essential, as they ended up adding to what they had said during the interview, thus adding to the data. After transcribing the audio-taped interviews, data was analysed using thematic data analysis.

### **3.9 Data analysis**

The researcher reviewed the work of Moustakas (1994), Creswell (2007) and other scholars on qualitative research methodology. Following Moustakas (1994) the data analysis was inductive. Thus, to generate the initial codes the data was read and re-read in order to become familiar with what the data meant.

The next phase was reduction and elimination of data that was not in line with the experiences in identifying the factors why teachers were staying in order to create categories for another analysis.

In addition, combining or clustering was done into what reflected the data. Worth noting was that this phase was done for several times to further group and reduce categories until all factors were grouped and reduced in three main themes of teachers' experiences. Moustakas (1994) advises that these themes should be used to construct individual and overall textual, structural and descriptions, adding into a complete essence of the experience. At this juncture, the researcher conducted member checking to verify the accuracy representation of their description.

### **3.10 Trustworthiness and credibility of data**

Creswell (2014) posit that trustworthiness in qualitative research pertains to use of checks for accuracy of the findings from stand point of the researcher, respondents or the readers. Equally, Graneheim and Lundman (2004) suggest that in qualitative research a variety of trustworthiness are used such as transferability, dependability and credibility.

To achieve trustworthiness for this study triangulation (using different sources of data) was used. Namely, the researcher collected data through interviews, focus groups, taking pictures, and journaling. He also used a field journal to document experiences, thoughts, and personal reflections during the data collection process. Equally, following Creswell's (2004) advice the general themes were taken back to the respondents to ascertain if they felt the themes were accurately analysed.

Graneheim and Lundman (2004) argued that "trustworthiness will increase if the findings are presented in a way that allows the reader to look for alternative interpretations". Consistency in qualitative research may be achieved through documentation of the steps of the research procedures (Creswell, 2014). One procedure of ensuring consistency used in this study was to ensure the transcripts were devoid of mistakes in the transcription process. The researcher also made sure that the definition of codes was maintained throughout and during the process of coding.

### **3.11 Ethical consideration**

Ethical consideration was paramount to this study. Other than seeking permission from senior education authorities, the researcher sought informed consent from the actual participants. All particulars of the study were explained in full to the participants, including their right to withdraw. The collected data was held in strict confidence and only be used for this research. Pseudo names were used to guarantee anonymity of the respondents and their schools. As earlier stated, it should be acknowledged that during the period of the research there was a declaration from government to transfer all civil servants who had served for more

than five years in their station. Thus, confidentiality and anonymity was paramount in this research.

### **3.12 Summary**

The chapter presented the methodology and research design. Equally this chapter outlined the research site, target population, sample size, sampling methods, research instruments, data collection and analysis procedures and ethical issues.

The next chapter presents the finding the study.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Overview

The current chapter describes the findings of the study. This study examined the conditions that contribute to secondary school teachers to remain teaching in rural areas by investigating the lives of eleven teacher respondents in Pemba District of Southern Province. As earlier stated, 3 headteachers and DEBS participated in this study as well. The findings were based on the following research questions:

- What elements of professional relationship do teachers regard in their remaining teaching in rural areas?
- How do school culture factors positively enhance teacher retention in rural secondary schools?
- What conditions outside of school contribute to rural secondary teachers to stay longer in current schools?

This interpretive qualitative study explored why secondary school teachers in rural Pemba District of Southern Province, Zambia remained teaching in rural areas for more than ten years despite many challenges which repel other teachers. Chapter one, presented an overview of the topic on teacher retention and made a case as to why this topic is worthwhile.

Then, the current literature on teacher retention in relation to the topic was discussed in chapter two. Executing the methodology described in chapter three data was collected and analysed to answer the research questions.

In this current chapter findings from the study are described and explained from themes that emerged from data analysis including verbatim from respondents.

In order to ensure easy reference to the three sampled schools and teachers while at the same time protecting their privacy, pseudonyms have been created. The schools presented comprises: Hamaundu, Moyo and Sangani Secondary Schools.

The teacher participant consists of Cornan, Queen, Kenneth, Chipo, Marsh, Mary, Patricia, Steve, Patson, Joe and Lisulo.

#### **4.2 Characteristics of teacher respondent’s demographic profiles**

Eleven teachers participated in this study, four females and seven males. The ages ranged from 30 to 59 years. This study took in account profiles of the respondents as regards to gender, age, marital/relationship status, background home community, highest level of qualifications, teacher experience in rural and urban, teaching experience in primary and secondary schools, current grade level teaching, overall teaching experience, entrepreneurial activities , respondent owning a car and involvement in capital investments. The Tables 1-14 below are well illustrated, showing these characteristics.

**Table 1 Distribution of Respondents by Sex (N=11)**

---

<b>Demographic variable: Sex</b>	<b>Number</b>
Male	7
Female	4

---

**Table 2 Distribution of Respondents by Age (N=11)**

---

<b>Demographic variable: Age</b>	<b>Number</b>
30-39	1
40-49	8
50-59	2
60 or over	0

---

**Table 3 Distribution of Respondents by Marital/Relationship status (N=11)**

---

<b>Demographic variable: Marital/Relationship status</b>	<b>Number</b>
Single/never married	0
Married	10
Separated	0
Divorced	0
Widowed	1

---

**Table 4 Distribution of Respondents by Background Home Community Type (N=11)**

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<b>Demographic variable: Background Home Community</b>	<b>Number</b>
Urban	4
Rural	7

---

**Table 5 Distribution of Respondents by Highest Level of Qualification (N=11)**

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<b>Demographic variable: Highest level of Qualification</b>	<b>Number</b>
PhD	0
Masters Degree	2
Bachelors Degree	7
Diploma	2

---

**Table 6 Distribution of Respondents by Teaching Experience in Urban areas (N=11)**

---

<b>Demographic variable: Teaching experience in urban area</b>	<b>Number</b>
Yes	2
No	9

---

**Table 7 Distribution of Respondents by Teaching Experience in Primary School (N=11)**

---

<b>Demographic variable: Teaching Experience in Primary School</b>	<b>Number</b>
Yes	8
No	3

---

**Table 8 Distribution of Respondents by Current Grade Level Teaching (N=11)**

---

<b>Demographic variable: Current Grade Level Teaching</b>	<b>Number</b>
Junior Secondary	11
Senior Secondary	11

---

**Table 9 Distribution of Respondents by Teaching Experience in years (N=11)**

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<b>Demographic variable: Teaching Experience</b>	<b>Number</b>
10 -14	2
15-19	5
Above 20	4

---

**Table 10 Distribution of Respondents by Teaching Experience in Rural areas (N=11)**

---

<b>Demographic variable: Teaching experience in rural areas</b>	<b>Number</b>
10-14 years	2
15-19 years	5
Above 20 years	4

---

**Table 11 Distribution of Respondents by Teaching Experience in their current rural schools (N=11)**

---

<b>Demographic variable: Teacher experience in current school</b>	<b>Number</b>
10-14 years	7
15-19 years	3
Above 20 years	1

---

**Table 12** Distribution of Respondents' Entrepreneurial activities (N=11)

---

<b>Demographic Variable: Entrepreneurial activities</b>	<b>Number</b>
Farming (crop)	3
Farming (cattle)	3
Poultry	2
Maize buying	1
Real Estates	3
Tailoring and catering services	1
Transport	1
Butchery	1
Grocery	2
Running a private school	1
Household bakery	4
Computer/secretarial/printing services	1

---

**Table 13 Distribution of Respondents owning a car (N=11)**

---

<b>Demographic Variable: Owning a car</b>	<b>Number</b>
Teachers owning a car	11

---

**Table 14 Distribution of Respondents involved in Capital Investments (N=11)**

---

<b>Demographic Variable: Capital Investments</b>	<b>Number</b>
Houses	10
Small holding farm	3
Commercial building (shopping complex in Pemba town)	1
School	1

---

#### **4.3 Themes on factors contributing to teacher retention in rural areas**

As the researcher began to analyse notes from personal journal, audio recordings, transcripts from the interviews and FGDs it was realized that participants used anecdotes, metaphors, and their stories to answer the questions asked. Analysing these, the researcher began to decipher common phrases that helped gain greater understanding of teachers' experiences in rural areas for more than ten years. Common phrases that emerged from this analysis were: "mentoring," "love working with pupils," "working with age mates," "family needs support," "good relationship," "community," "support children," "respect," "incentives," "cheap lifestyle," "farming" "business" "entrepreneurial activities" "saving and

investments,”“stepping stone to better things,” “easy to go school” and “supportive administration.” The three major themes and sub-themes emerged, namely: i. Professional Relationships; (a) Peer support (b) Administrative support ii. School Culture; (a) Love teaching and learning (b) Sense of familial culture (c) Religion iii. Conditions outside of school: (a) affordability and quality of life, (b) family factors, (c) entrepreneurial activities (d) isolation, and (e) embracing local community. The themes and subthemes that emerged are shown below on Table 15.

**Table15 Main themes and Sub themes**

<b>Themes</b>
<b>Main theme: Professional Relationships</b>
<b>Sub themes:(a) Peer support</b>
<b>(b) Administrative support</b>
<b>Main theme: School Culture</b>
<b>Sub themes: (a) Love teaching and learning</b>
<b>(b) Sense of familial culture</b>
<b>(c) Religion</b>
<b>Main theme: Conditions outside of school</b>
<b>Sub themes :(a) Affordability and quality of life</b>
<b>(b) Family factors</b>
<b>(c) Entrepreneurial activities</b>
<b>(d)Isolation</b>
<b>(e)Embracing local community</b>

In presenting findings, it became prudent to arrange them according to themes, drawing out key issues being discussed by participants (Lester,1999). The findings are reported robustly, but truthfully, and used verbatim to illustrate points. Below themes are presented in detail.

#### **4.3.1 Views on elements of professional relationship teachers regard for remaining teaching in rural areas**

Investigating the ways professional relationships enhanced teacher retention was the first assignment of this study. The discussions with DEBS, headteachers and teachers provided helpful feedback on how this phenomenon was understood by teachers serving in rural areas of Pemba District.

##### **DEBS' views**

The DEBS was asked what he thought his office was to do to ensure novice teacher stayed in the district. His response was that:

*Administrator's support does not work [for teachers] like it used to . . . [But we] can't just leave them out by themselves. We have to back them up. If they have issues with parents or pupils, we can't turn our backs on them. We have to show them that this is a really good place to work and learn and we just have to be there for them.*

In addition, the DEBS stated that in his meetings with headteachers he always emphasised good professional relationships aimed at building each other. From the perspective of his office he commented that:

*I think [our teachers] feel supported, and I think that support translates into success and is proven in pupil achievement as the district is becoming a shining star in the province.*

The DEBS further illustrated what was taking place in the district in response to the question:

*We have teacher subject association in schools and at all levels in the system. We provide professional development here at the district and at the school level. Teachers go for education tours the least being Siavonga where all secondary school teachers gathered there for recreation and workshop. It is a positive experience. New teachers have a supervisor to oversee in the process. It's pretty positive.*

## **Headteachers' Views**

The headteachers were asked what administrative support they gave their teachers which made them to stay longer in their schools. The headteacher of Sangani affirmatively said that:

*I think that administrative support in all its types is very important because if [teachers] don't feel like [they] have that support and [they're] not going to be supported, [they] are not going to want to stay in that position.*

The headteacher at Hamaundu Secondary answering to same question confessed that: *I honestly don't think I would ever have a teacher leave my school because of the lack of support that they would have received.* Equally, the headteacher of Moyo Secondary School thought deeply about his staff and responded on the importance of teamwork and instructional support:

*This is what I tell people all the time when they say, 'You're doing such a good job.' I say, 'Thank you, but I'm not doing the good job. I'm not the person teaching pupils. I'm not the person planning lessons. I'm not that person. I'm here to be their cheerleader, to be their resource leader, to be their runner, and to be their defender. I'm not the person that needs the credit for what's happening in this school. If everything is going right, everybody else gets the credit. If something goes wrong—now that's my burden.*

## **Teacher's views**

One of the consistent phrases that teachers repeated and emphasised that has contributed to their staying teaching in rural areas is the positive good relationships that they had with different people. The positive relationships roll from the administration, pupils, community and other teachers.

From both interviews and focus group discussions responses were similar in all the three schools. Equally, teachers affirmatively appreciated the elements of company, peer support and team work in their schools. Peer support and administrative support has been presented in detail from teachers' views below.

### **(a) Peer support**

The teachers identified peer support or good relationships among teachers themselves as having played a part in them staying teaching in rural areas, and especially at their schools. This response was consistent across all three schools in this study. Moreover, teachers strongly valued elements of cooperation, support, and teamwork.

The teachers recognised that apart from being work mates they had become personal friends with other teachers. On the professional side, the teachers talked about team teaching as a source of good relationships at their schools. With team teaching, a teacher who is most knowledgeable in a particular subject/topic may offer to teach another teacher's class. In fact, the teachers said that team teaching at times is coordinated at the departmental level. Patricia talked about the extent of the team-teaching relationship:

*The relationship with fellow teachers is very good. I have no problem with them. I also have personal friends whom I teach with. Here in the rural we share nearly everything. At a professional level, we also share working experience ... we share topics. So, we are friends and we work well and live well here.*

When asked what keeps teachers in their current school, Patson replied about the love he has for his school community:

*I think we do have a unique atmosphere, and we do have love for each other. These are family. If I need something, [these are the people] whom I would come to. These people will be more of help to me even more than sometimes my own family would.*

It is important to state that the relationship did not end at school but extended to their social lives. In the social context, some of the teachers reviewed that they often support each other in times of social crisis such as death. Furthermore, teachers would help the bereaved teacher by offering financial as well as emotional support. They emphasised the importance of social relationships. As if this was not enough, they explained that rural areas may be lonely and in many cases the teachers are far from home, hence the importance of having such relationships. It is worth noting that the extent of their relationships encouraged

these teachers stay at their schools, and ultimately remain teaching in rural areas. Chipso had this to say about the relationship they had outside teaching:

*At school we're co-workers and we're friends. But then we also celebrate [together] and go to someone's 'muchaaado' that is weddings parties. If someone was sick or something, everyone would help.*

In addition, the teachers said that they have outstanding relationship with other staffs who were not teachers, especially those who worked at the school commonly known as auxiliary staff.

#### **(b) Administrative support**

Equally, teachers at the three schools hailed how the administrators were trying to keep them motivated through the good and tough times. The teachers felt that the administrators supported them in acquiring teaching materials they needed. According to teachers this acted as motivation and inspired them to work hard. Furthermore, the teachers reviewed that the administrators were approachable and consistently showed effort in addressing their problems. Lisulo had this to say:

*The relationship with the administrators is so far so good. They are trying their best. There is nothing much to complain about them ... we have good relationship. In fact, it's a professional relationship. I get what I want from them in time. I don't have any serious problems with my bosses.*

Some teachers informed the study that among others reasons they stayed was that the administration ensured that allowances due to them were received for instances rural hardship allowance, housing allowance and responsibility allowance for diploma holders handling senior classes.

Others commended administrators for being supportive when they were upgrading themselves academically. They told the study that systemic support for rural teachers to undertake further study which is mainly accessible through distance education led them to stay.

Other teachers commended the administrators for supporting them to attend district, provincial and national professional meetings such as SOSTAZ, BUSTAZ and many others. This support included not only the travel and accommodation costs but also substances allowances were provided when funds were available.

#### **4.3.2 Views on school culture factors that enhance teacher retention in rural secondary schools**

This study also paid particular attention to the contribution school culture has on teacher retention. The discussion with DEBS, headteachers and teachers in three schools revealed that school culture was a very important issue in teacher retention. Human relations connections among teachers, pupils, and other people were paramount as seen as the teachers recalled lived examples of daily interaction generally at the school level.

##### **DEBS' views**

The DEBS focused the conversations on positive interaction among teachers in the schools. The commitment teachers had to the pupils reflected on that year's examinations results. He heartily stated that the reason teachers stayed was:

*I think the pupils. The teachers love their pupils. The teachers can make a difference with them, and I think that is the biggest influence. [We must] welcome the teachers, make them feel at home, and make them feel part of the staff.*

Surprisingly, he further rated the churches especially SDA and PWC which are predominant in the area for helping cementing teachers to their schools and communities. He affirmatively thought deeply and said that:

*It would be good to get teachers involved with a church if that's [their interest]. And in the church or whatever activities they're involved in, I think [it] would be helpful if [the district] shared [how to] get involved too.*

## Headteachers' views

On the second proposition of the study headteachers were asked why teachers stayed longer in their schools. The headteacher for Sangani Secondary responded that:

*We have a very good culture here at our school. As far as our teachers and everybody [at the school], we all have good relationships. I think once those relationships are built, it's kind of hard to leave the school.*

The headteacher further illustrated the human relations among the teachers as a family. She heartily said:

*We're just a very, very close family. This is our other family. We're really here with everyone within our school as we spend more time with each other than we do our immediate families.*

The headteacher for Moyo Secondary School further elaborated the characteristic family care for everyone including the poorest of all. The headteacher said that:

*One thing we are doing is the framework for understanding rural poverty. I brought that to my family, my teachers this year because I think there has been a disconnection [between] the teachers and the pupils because of poverty.*

Meanwhile, the headteacher for Hamaundu observed that in order to retain teachers it was important to nurture relationships at both individual and institutional level. He affirmatively said that:

*I think it's important that teachers feel part of the school family and [that] we really nurture relationships in our school. I think it's very important for people to feel welcomed, valued, accepted, and respected.*

Another interesting finding was that teachers who were familiar to the environment they grow up tended to stay longer. This came clearly from the headteacher for Hamaundu Secondary School who explicitly observed that:

*A lot of our teachers actually went to school at Hamaundu including myself. I think having that connection to the tradition of Hamaundu is important. I also think that helps our teachers to stay here once they*

*get the opportunity to teach at Hamaundu or other schools in the district.*

He further reiterated on the perception of the school as a ‘family unit’ as an important element in retaining teachers. He heartily said that:

*Teachers feel the difference [in the school culture], and they feel the family atmosphere that we encourage and promote within our school. It says a lot when people from other schools come to work [at Hamaundu] and [tell] our other teachers that we have it pretty good here . . . I think we really promote a family atmosphere with each other. We rally around [one another], and I think that part of it is because we have such a huge number of teachers that are Hamaundu people. . . . [This was especially evident] when there is a crisis with one of our teachers. I think that a lot [of what happens here] has to do with family tradition.*

Adding to this second proposition on headteachers’ views it is important to note the response from Sangani headteacher who affirmatively said that:

*I think the personal relationship [a headteacher has] with teachers absolutely affects their decision to stay. A headteacher has to make herself or himself personable to teachers so that they know [they are appreciated].*

### **Teacher’s views**

Through focus-groups and interviews participants were asked about what contributed to their decision to stay in relation to school culture. Through the conversations with teachers, school culture was seen in the way that the teachers saw themselves as a family and describe a need for each other in their lives. The following themes pertaining to teachers’ views on school culture are presented below.

#### **(a) Love teaching and learning**

The love for teaching and pupils in general was one of the main reasons teachers said they remained teaching in rural areas. Teaching to them was a calling and they enjoyed it regardless the location. In addition, the teachers shared the reason why they joined teaching that was to be teachers in the first place regardless the location. In fact, most of them had, themselves, looked up to teachers in their local

rural communities as their role models. To these teachers, salaries and incentives were not an issue when it came to teaching because when they joined teachers seemed to be well paid.

Despite, the gloomy picture painted by others about teaching in rural areas, Queen spoke richly about her rural experience. She reviewed that teaching was more than a job, it was a calling:

*I knew I would become a teacher because ... of the way that we had grown in the rural areas ... and by that time, teaching was a respectable profession. I remember the people that we knew that were 'some bodies' in the villages were teachers. Some had houses, some had cars. I admired the way they dressed, the way they went about their job and lives. So I always aspired to become a teacher.*

Some teachers said that they remained teaching in rural areas because pupils motivated and inspired them by showing eagerness to learn. To them, pupils who participated in class and showed interest to learn inspired them and helped to keep them stay in the rural schools. Joe also added that teachers remained because it is very fulfilling to see pupils they taught becoming better persons in life. One teacher shared that he had remained in rural areas for a long time because he was respected by pupils, counselled them, and was inspired by the ability to transform the lives of pupils and at the same time influencing the way they think. Joe had this to say:

*I enjoy teaching pupils and seeing them grow academically and physically to become men and women. It's the transformation that comes from my interaction with pupils and the knowledge that I get from them that kept me going. Some pupils can even educate you in other areas rather than academic.*

Some of the teachers who never thought of teaching in rural areas said they now love teaching in rural areas after all. Interestingly, the teachers said teaching in rural areas is addictive in nature since they ended up liking the place. Even though they identified challenges in rural areas in Pemba they pointed out that they had to do their job because the pupils were just innocent children. The teachers pointed out that when they think of leaving, they start thinking of all the positives the rural

school offers and the impact they make in children's lives, so they end up staying. Chipo had this to say:

*I love teaching in rural areas despite the challenges. It has become my life and my job. The love developed and that feeling of wanting to help the pupils has become a passion. So that is why I love teaching in rural areas.*

The teachers shared that they communicated well with their former pupils and some even appreciate them. Appreciation was not only expressed by pupils, as some of the teachers shared that even their parents express gratitude to the teachers for the work they do. One of the factors that kept these teachers in rural areas was appreciation. Equally, pupils, parents and community at large respected the teachers this in return made them stay.

#### **b) Sense of familial culture**

The sense of the school as a 'family unit' was also found to be crucial to teacher retention in this study. Teachers related the school organisation to a normal family where everyone was cared for and had responsibilities. A teacher from Hamaundu Secondary School explicitly reflected that:

*We [help] each other through each day. When the hard times and when the demands are so overwhelming, we share them with each other. If one of us is free, we'll take that load. We try to help each other. And, I think that's what makes us not want to leave because we've that connection [with] everyone here, and it is a family.*

Equally, teachers expressed the comradeship the gained by being in the company of colleagues. It was like their whole lives belong in the staffroom together with their peers. One can assume that working together really means living together. One teacher had this to say:

*I enjoy coming here every day and the people I work with. I enjoy their company. We are so open, and we have each other. Not everybody has that. It doesn't stop here at school. It goes beyond that to our home lives. We're checking on each other constantly.*

### (c) Religion

Teachers felt that they were still in teaching in rural areas because of the Christian faith that the school followed. Teachers revealed that at the church-run institution everyone was guided by the Christian values and interactions were well-mannered. The participants interviewed said that they have always wanted to teach at a church-run school, and they were happy to be at the school despite the challenges they faced. This was extended to others schools where most of the members of the school belonged to a similar Christian denomination that had some influence on their schools' cultures. They said that for as long as they teach, their school was the best and they couldn't foresee transferring to any school. Joe had this to say:

*As a PWC school, it's a Christian upbringing. The ethics are just ok. Actually they are trying ... if I am to stay in a rural school; it should be this place and not any other place. The way it is being aligned, it's better ... more than other rural schools ... the Christian set-up. The pupils are respectful and they are brought up in a Christian environment so that they acquire good morals. It's just good.*

The teachers also said the church-run school subsidises rentals costing them in the range \$6 - \$30 (K60-K300) per month and that was an added the reason why they have remained at the school. In addition, four teachers at the school stated that they were Wesleyans, so it was purely due to religious affiliation patriotism that they moved and remained at the school. The teachers stated that they would continue teaching at the school. Other teachers affiliated to other denominations affirmed the support of a religious community. Queen stated that:

*I think I like working at this school for quite a few reasons ... My religious affiliations also account for my interests in this school as a Wesleyan. It is a PWC mission school. I like working in that kind of an environment where I feel comfortable in that my spiritual affiliations are actually recognised here. It's just a question of religious patriotism which makes me to like this school. The incentive actually came as an added advantage for me to like this school.*

The teachers from both government and church run schools agreed that family-like institutional culture, good relationships, religion and the rural school setting

are factors that have helped them to stay. They stated that the factors are interrelated and influence each other.

### **4.3.3 Views on outside of school conditions that contribute to rural secondary School teachers to stay longer in current schools**

The contribution of conditions outside of school on teacher retention in rural areas was also the focus of this study. Discussions with DEBS, headteachers and teachers showed a passion for the community.

#### **DEBS' views**

The DEBS was asked as to what he thought were conditions outside of school that made the long serving teachers in rural areas to stay. He noted that the current challenges in availability of jobs and the job market for teachers enhanced teacher retention. Further noted the challenges that made teachers to leave as:

*People [meet] in college and they marry someone. If a teacher marries someone that is an engineer, then there's no work here. I think that plays a role [in teacher retention] . . . A lot of younger teachers are interested in moving away from Pemba because of so many challenges. It's tough for people who want to stay here mostly if they never grow up here or a similar community.*

On the positive side of the coin he reflected that teachers stayed because they had a passion to serve the local community they were assigned to. He observed that:

*[Teachers] that live here desire to stay here. We have a lot of teachers that are from here originally [and] they come back to work here. . . . We pride ourselves [in the fact] over the last few years, as we have made sure we put the focus on teachers and pupils' success.*

#### **Headteachers' views**

Equally, the headteachers were asked what conditions outside of school that contributed to the teachers staying in their schools. The headteachers asserted that family factors were out of their control; therefore teachers who were not supported by their families were likely to leave. The indicated that teachers whose

spouses were employed within the varsity of the school community were likely to stay longer. Also they observed that where families had two salaries rural life was quite bearable. One headteacher reflected that:

*For the area, [teaching] provides a comfortable living, especially if there is another spouse that works. That provides a very lucrative living. It allows the teacher to live more of an upper middle-class lifestyle instead of just a lower middle-class lifestyle.*

The headteacher for Hamaundu spoke of the local community as being instrumental in teacher retention. He stated that:

*Our community seems to be very welcoming and very appreciative of their teachers. Our local faith-based organizations and church are so supportive of their schools and teachers.*

Equally, familiarity with the local environment was also mentioned. They observed that teachers who were familiar to the rural set up easily adapted especially those that had passed through the school they were teaching. Also, they mentioned of teachers who were open- minded to see opportunities in the rural entrepreneurial activities were likely to appreciate rural set up. One headteacher summed up this as follows:

*Historically, in the last 10 years the majority of our teachers got placed here or decided to take a job here just to get their foot in the system. These teachers had full intentions of leaving [but] fell in love with this school and desired to stay. Despite being rural there are many business enterprises one can venture as some teachers have done. We have people who just love this area and want to be here. Teachers want to give back to this community and really care about the people of the area. Our staff and great pupils are what make a huge difference.*

### **Teachers' Views**

Through interviews and FGDs teachers talked about outside of school conditions that contributed to their continued stay in their schools. Some of themes on conditions outside of school are presented below.

### **(a) Affordability and quality of life**

Affordability and quality of life emerged as one reason some teachers stayed in rural areas. Equally, teachers spoke highly on their ability to afford goods and services. The teachers viewed rural areas as the ideal places for them to stay and teach because they were able to lead a normal standard life due to the affordable nature of goods and some services.

It was worth noting that affordability came in different forms and the teachers stated that they would not trade their current rural based schools for urban-based schools. The teachers inform the study that rural-based commodities do not rise in prices as often, compared to the urban-based ones, in other words the ‘dollar effect’ takes time to be felt in rural areas. In addition, they can access goods and services on credit.

Another important finding was that teachers indicated that they were able to save money and some of them have managed to buy cars. Some teachers said they are even building houses and other structures in urban areas due to affordable rural area lifestyle that allowed them to save and invest.

One participant, Mary has urban background confessed that she had tough time trying to get settled in a rural community. She narrated her early days and the reaction of her friends and siblings:

*I remember when I found myself in this situation here, the closest shopping mall is 100 plus kilometres whatever direction either Choma or Mazabuka. Therefore, lack of access makes you spent less. Generally, as a rural teacher I tend to make more due to allowances, but you spend less. Despite that many of my friends and family feel sorry for me but the different is I am not always that much broke.*

### **(b) Family factors**

Equally, family factors emerged as one of the reasons teachers stayed. This factor manifested itself in many ways from taking care of the extended family to intimately responding to the calls of their own nuclear families. Some teachers

stayed because their schools were near to their parents who were sick or needed someone close to support them.

In addition, some couples did not want to separate with their spouses especially if they teaching in the same school or community. Kenneth shared that he had to transfer from one urban school to a school where his wife taught just to be together with his family. Steve talked about the love of his young family as the reason he has remained in rural area. He said that:

*I have been married for seven years and we are teaching together with my wife at this school. It's wonderful that we are at the same school together. We couldn't afford to separate. Let's say I went to an urban school I would have to make arrangements that my wife would actually follow me there, and then the hassles involved actually, it's cumbersome sort of.*

Some of the teachers talked of the need to have their family members, especially children, have the best education at the schools they taught. They talked of the need to be with their children and watch them grow and do well at school. For example, Patricia said:

*I ... have children who were growing up, my own children ... and I wanted them to learn at a mission school. I found out that I could not afford to make them go to boarding schools, so I had to make sure I stay here just for my children ... if it was not for my children, I could be staying in an urban area or doing something somewhere and not teaching in rural areas. I stayed teaching in a rural area because I wanted to look after the family, especially after their father passed on in 2004. So being a single parent, it was so difficult for me to pursue urban living. I had to cope with teaching in rural areas so that I make sure that I bring up my children in the proper educational facilities, so I did not move ... even when he [my husband] was still alive, we just wanted to be in the same school ... together.*

### **(c) Entrepreneurial activities**

The study observed that some teachers remained teaching in rural areas because of entrepreneurial activities. The teachers were engaged in farming, maize buying, transport and small scale real estate businesses. Equally, one teacher participant was running a private secondary school in Chisekese. The capital was generated

from savings, profits from rural business ventures and loans. Others owned small shops in Pemba town and in the peripheral. Patson had this say:

*Entrepreneurship allows you to set your own earnings. Of course, you will be the one setting your own wage and making investments when you own the business. The work that you do would be for something you own, which can be a huge advantage compared to just working as an employee for the government. Rural areas also provide entrepreneurial potential to those who can see. It offers flexibility to rural living as an entrepreneur and teacher, you can schedule your work hours around other commitments, including quality time you would spend with your family since you have the resources.*

#### **(d) Isolation**

Another finding of this study was that teachers stayed because the schools were isolated. The teachers said this was an advantage that encouraged them to stay teaching in rural areas. They pointed out that the location of the school was ideal for them since it was located in a remote area away from bad influences from other schools. The teachers pointed out that the school environment was quiet and that brought with it less stress. Cornan had this to say:

*I like the calmness that is here ... you know the fact that you are isolated from the ills of other schools. I personally like to be alone, do my job ... and go home quietly. In isolation ... you have a lot of rewards ... like peace of mind, no expenses because you so isolated that you do not find anything to buy. If you are in a city you are bound to spend money every second, minute.....*

#### **(e) Embracing local community**

The results of this study show that an embracing local community promotes teacher retention. Teachers at the Moyo Secondary School said they stayed mostly because the community welcomed and embraced them. Generally, the teachers talked about the connectedness of the community and the school. The school was seen as part and parcel of the larger community such that they were not left out in local social gatherings. This showed that teachers and the community had good relationships. The teachers said that they had fostered some relationships with some individuals in the community to the extent of calling each other brother, sister, uncle, father, mother or in-laws. In that way, the teachers said

they felt a sense of belonging. Kenneth talked of the relationship they had with the parents:

*The local community is very understanding because they contribute a lot to the welfare of the school ... with teachers benefitting a lot. The parents are nice people ... although they are poor but they sacrifice a lot. The Head actually engaged the local leadership and at times they hold their meetings here ... the traditional courts, weddings and meetings to do with their community because the school is the central place. So, we are sort of a community here ... helping each other.*

The teachers said that the local business community helped them in many ways, including transport at a discounted price. Another way the community helps was allow the teachers to borrow food items and other things that they need and pay later. Marsh clarified this issue:

*I don't need to keep money with me all the time ... I get what I need at the shops and then pay them when I get paid. Even when I run out of sugar or I need to drink a beer, I just walk and ask for beer. Of course, they write down that I owe them so much. We do rely on them; they rely on us. It's a community.*

A teacher at a different government school stated that normally government-owned schools rely on collaboration of the community. He stated that community support was manifested by the help they render to the school especially in encouraging the school to grow vegetables by restricting the movement of their animals (cattle, goats and pigs) which tended to damage the crops.

#### **4.4 Summary**

This chapter has presented 11 teacher participants who shared their life, personal, and teaching experiences through interviews and FDGs in a bid to explain how they make meaning of their remaining as rural secondary school teacher. Equally, perspectives from DEBS, and three head teachers were presented. This chapter shared three main themes supplemented by ten sub themes that explain how secondary school teachers in rural Pemba make meaning of their remaining teaching in rural areas for more than ten years. The teachers' teaching experience varied with some having at least ten years while others 20 years teaching experience in their current schools. The teachers also had varied teaching

qualifications with the least having a diploma while the two with the highest qualification of masters' degree.

Ten of the teachers were married and family was central to their decision to their staying. Only two teachers went to college knowing that they wanted to become rural teachers, while the rest initially wanted to work in urban areas. They all admitted that once they joined teaching in rural areas they loved the place despite its many challenges. Although this was the case, most were enthusiastic and dedicated teacher participants.

In addition to family factors, other supplementary key themes that emerged were the love of teaching and learning, relationships within the school environment (peer and administrative support), religion, sense of familial culture, affordability and quality of life, entrepreneurial activities, isolation and an embracing local community.

This chapter began with the rationale for doing this study. It described the setting and explained how the researcher engaged the teacher participants and collected the data. In addition, a description of the demographics of teacher participants with the aid of tables for graphical representation was presented.

The next chapter provides a full a detailed discussion of the findings. The organisation follows subtitles, ensuing from the research objectives: elements of professional relationship that teachers regard in their remaining teaching in rural areas; school culture factors that positively enhance teacher retention in rural secondary schools and; outside of school conditions that contribute to rural secondary teachers to stay longer in their current schools. All the main themes were permeated by the value of the existence of Unhu (Ubuntu) and respect.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.1 Overview

The findings of the study were presented in the previous chapter. However, no attempt was made to extensively analyse those findings.

The current chapter presents a discussion of the findings outlined in the previous chapter. This chapter is organised under the following subtitles, ensuing from the research objectives: elements of professional relationships that teachers regard in their remaining teaching in rural areas; school culture factors that positively enhance teacher retention in rural secondary schools and; outside of school conditions that contribute to rural secondary teachers to stay longer in their current schools. All the main themes were permeated by the value of the existence of *Unhu (Ubuntu)* and respect. In addition, this chapter makes an effort to deliberate the findings in relation to Dialoguing Unhu (Ubuntu) Theoretical Framework (DUTF). In other words, it illustrates a connection between this study and the theoretical framework.

#### 5.2 Elements of professional relationship that teachers regard in their remaining teaching in rural areas

The first assignment of this study was to explore elements of professional relationship that teachers regard in their remaining in rural areas. As earlier presented in chapter four on the proposition, one of the main theme that emerged was, professional relationships supported by two sub themes, peer support and administrative support. These themes are discussed separately below.

##### **Professional relationships**

On professional relationships this study found that, teachers repeated and emphasized that positive good relationships contributed to their staying teaching

in rural areas. The positive relationships roll out from the administration, pupils, community and other teachers.

#### **(a) Peer support**

In this study teachers identified peer support or good relationships among teachers themselves as having played a part for them staying teaching in rural areas especially at their current schools. This finding is similar with Leah and Colin (2013) who posit that favourable relationship with co-workers will not only enhance teamwork and coordination but also make members feel happy. They further note that favourable co-worker relationship is beneficial to the promotion of job satisfaction. Equally important, Sherony and Green (2002) agree that co-workers have been noted as central to workgroup culture and form a distinguished basis for organisational commitment and social support. In addition, as earlier stated in chapter two Dindia (2002a) identifies reasons for co-worker friendships formation as job security, career advancement, information access, shared similarities and physical proximity. As earlier alluded a positive peer atmosphere is related with increase in attendance, instrumental collegial support, novice socialisation, and assignment performance while antagonistic co-worker relationship encourages competition and aggression fuelled with envy thus likely to undermine retention efforts (Leah and Colin, 2013). It is probable that teachers in rural secondary schools are staying longer in these locations due good peer support.

#### **(b) Administrative support**

The study found that, administrative support enhance teacher retention in the three schools. Teachers at the three schools hailed administrators for keeping them motivated; acquiring teaching materials they needed in a timely manner. Equally, the teachers reviewed that the administrators were approachable and consistently showed effort in addressing their concerns. The scenario validates Neog and Barua's (2014) assertion that when the employees feel that they are receiving support, care and assistance from their supervisor, they develop this viewpoint that they are being appreciated, heard and cared for, hence, due to this, they feel

satisfied with their jobs. Equally, Masaiti and Naluyele (2011) posit that employee's view of recognition and rewards includes their level of satisfaction with their work and incentives as an important tool to stay in the organization. This scenario aids to explain why teachers in rural areas of Pemba District tend to stay longer.

Research also supports the idea that commitment (love of one's job) is vital to teacher job satisfaction, and that there are three main aspects of teacher job satisfaction: organizational culture, administrative power, and teacher efficacy (Manikandan and Raveendran, 2012; Protheroe, 2008). These three aspects of any school are the areas in which administrators can transform the lives of teachers, including rural schools. Therefore, school administrators set the mood in their respective schools and are influential in creating a school environment of failure or success. Equally, administrators are responsible for introducing teachers to the school and community, as well as providing mentoring opportunities and professional development for teachers. As if this is not enough, MOE (2005) posits that school heads and their management boards are very vital in terms of motivating and retaining teachers. Thus, creating a conducive working and living atmosphere is clear mandate that rests on the administrators' shoulders. Therefore, administrative support improves teacher commitment, morale, satisfaction and retention.

### **5.3 School culture factors that enhance teacher retention in rural secondary schools**

The second assignment for this study was to explore how school culture factors enhance teacher retention in rural school. As earlier presented in chapter four on the proposition, a main theme emerged, school culture and three sub-themes, love teaching and learning, sense of familial culture and religion. These will be discussed separately below.

## **School culture**

In this study the teachers' perception of school culture included personal connections among teachers, pupils and other people throughout the school community. School culture was defined as a context that a group may use to solve different problems in an organization. Fundamentally, Gruenert and Whitaker (2015) posit that school culture is a social teaching of unwritten rules that employees or members of the school learn as they try to fit in a specific school. The teachers recalled lived examples of the day-to-day interactions at the school level.

### **(a) Love teaching and learning**

The current study found that some of the teachers stated that the reason they remained teaching in rural areas was that they loved teaching and pupils in general. Teaching to them was a calling and they enjoyed it regardless the location. This is in agreement with Bondai and Kaputa (2016) position that educators are attracted to teaching because of the intrinsic rewards teaching offers. Intrinsic rewards such as a sense of accomplishment refer to the internal satisfaction one receives while performing the duties of his or her job. Also, this finding corroborates with Lock et al., (2012a) who suggested that other reasons for taking up rural positions include being encouraged to apply, wanting a challenge, a love of rural teaching/communities, wanting to contribute something, having a passion for rural teaching, the professional and personal opportunities it allows. Equally, Halsey et al., (2011) also support this position. Similarly, Gomba (2017) submitted that some teachers are teaching in rural areas because they love teaching and kids in general which was in line with the school culture of their schools.

### **(b) Sense of familial culture**

Another interesting finding was that teachers viewed the school community as a 'family unit' which was also found to be crucial to teacher retention in this study. Teachers viewed themselves as family and describe a need for each other in their

lives. This was evident through the various comments such as “Hamaundu Secondary School family.” Also comments on out-of-school support from co-workers and colleagues exhibited a strong personal bond. This finding is in line with Watts (2016) who posits that though not a biological family, teachers across schools still saw themselves as a school family similar to a family group. A school like members of the family share common values and provide each other a sense of affection and belonging. Teachers like family members understand that they have a group which can be leaned on for help in a time of emergency.

Equally, like Watts (2016) this study revealed that familial approach to employment in a school setting creates a familial school culture, which also created a collaborative and effective school culture which positively contributed to teacher retention and pupil achievement in rural areas. Similarly, this study is in agreement with Gruenert and Whitaker (2015) who asserted that a collaborative school culture is one where teachers share their values, work together, and are dedicated to improving the work and lives of their pupils. As if this is not enough, Watts (2016) noted that the colloquial term ‘school family’ is common in education in the 21st century. In this study teachers used term differently by including the pupils and other local community members with their nuclear or extended family members when talking about their ‘school family.’ This broad interpretation of the phrase positively promoted teacher retention. This study posits that family nature environment were an important part of happiness and endurance especially in a rural set up.

### **(c) Religion**

On the sub-theme, religion, this study found that teachers felt that they were still teaching in rural areas because of the Christian faith that the school followed. This was similar to other schools where most of the members of the school belonged to a similar Christian denomination which had some influence on their schools’ cultures. This is in line with Gomba (2017) who submitted that teachers at the Catholic secondary felt that they were still teaching in rural areas because of the Catholic faith that the school followed. It can be argued that religion plays an influence on teacher retention; Geertz (1993) argues that religion is a cultural

system of behaviours and practices, world views, ethics, and societal organisation that relate humanity to what an anthropologist has called “an order of existence”. In this way if teachers are able to relate their current religious experience to the way they have been wired previous, they tend to stay. Equally, the religious experience of most Zambian teachers originates from a colonial and missionary perspective plus the positive attributes of ubuntu an African humanistic philosophy practiced for centuries in this country. It probable that this religious ‘genetic makeup’ makes some teachers have a softer approach to rural communities thus they are able to stay longer.

#### **5.4 Outside of school conditions contributing to teachers staying longer in rural schools**

The final assignment of this study was to explore conditions outside of school that contribute to retention of secondary school teachers in rural areas in Pemba District. In this study, conditions outside of school emerged as a main theme contributing to teacher retention across all three schools. The sub-themes that emerged were affordability and quality of life, family factors, entrepreneurial activities, isolation and an embracing local community. Worth of note, for this study teacher retention was defined when teachers remained in the same teaching assignment a minimum of ten years in a row. The sub-themes are discussed below.

##### **(a) Affordability and quality of life**

The current study found that teachers viewed rural areas as the ideal places for them to stay and teach because they were able to lead a good quality of life due to the affordable nature of goods and some services. In the same vein the teachers indicated that they were able to save money and some of them had managed to buy cars. Some teachers said they were even building houses and other structures in urban areas due to affordable rural lifestyle that allowed them to save and invest. This finding is in agreement with Lock et al (2012a) who asserts that rural areas are also known to offer family-oriented settings, fresh air, and enhanced quality of life.

This study is in line with Gomba (2017) who alluded that for some of the teachers rural areas are no longer places shunned by people who want to progress in life. To these teachers the life in a rural area was cheap. In addition to cheaper, affordable goods and services, rural area-based schools had access to free land where teachers are allowed to do gardening. The teachers stated that by doing gardening, which may not be possible in urban-based schools, thus cutting cost of running the family (Gomba, 2017). Listening carefully to the teachers in this study, it is probable to acknowledge Boylan and Mc Swan's (1998) argument that rural lifestyle comes with some massive demerits posing challenges in retaining teachers in rural classroom. Boylan et al (1993) tops isolation be it profession, geographical or social is frequently mentioned as one of such tradeoffs. Equally, others list lack of shopping centres, health service and cultural activities. It is probable that for the teachers in this study the positives out-weight the negatives thus they have stayed longer in their rural posts.

#### **(b) Family factors**

The other interesting finding was that, family factors contributed to teachers staying longer in rural areas. Some of the married teachers who participated in this study taught together with their spouses, such that the issue of separation was out of the question. Also, some teachers stayed because their schools were near to their parents who were sick or needed someone close to support them. This finding corroborates Gomba (2017) who observed that some of the teachers said that they remained in teaching because they provided parental support. He notes that their parents had sacrificed a lot for them to be teachers, and hence, in their culture they had the responsibility of taking care of their parents. Similarly, Boylan and McSwan (1998) recognised influences related to the teacher's family and included a diverse set of considerations such as: quality of lifestyle considerations; accessibility to their extended family network; employment opportunities for the teacher's partner; the availability of secondary and post-secondary education; and, personal satisfaction and contentment with their rural lifestyle.

### **(c) Entrepreneurial activities**

One surprising theme that emerged from the interviews and FGDs with teachers was entrepreneurship, in the context of personal and rural poverty alleviation.

In this study teachers were normally involved in multiple tasks besides their jobs, such as looking after the family concerns, management of the household and getting involved in many activities such as entrepreneurial endeavours. A probable explanation is that rural life may offer flexibility to balance life and work issue. This finding contradicts with Opoku-Asare (2018) who argues that lack of other sources of income as a push factor makes it clear that lack of opportunity to engage in other income generation activities to supplement a teacher's salary is a threat to teachers' acceptance of rural posting as well as their decision to stay in the rural area. In this study this assertion is argued by Patson, a participant, who posits that:

*Rural areas also provide entrepreneurial potential to those who can see. It offers flexibility to rural living as an entrepreneur and teacher, you can schedule your work hours around other commitments, including quality time you would spend with your family since you have the resources.*

Although teachers in this study stated that they had small pieces of land to do farming, they also received fresh produce, meat and large quantities of maize from the community. The local community supply teachers with labour force to work as maids, sales ladies, farm hands, drivers and builders the list goes on. To them, this represented acceptance and support by the community. Consequently, rural secondary school teachers become a socio-economic force in poverty alleviation in rural areas. Rural teachers tend to be some form of investor community both as social and economic entrepreneurs as they improve their lives and that of the community.

### **(d) Isolation**

Another sub-theme which emerged from this study indicated that teachers stayed because the schools were isolated, peaceful and less stressful as compared to

urban areas. The teachers said this was an advantage that encouraged them to stay teaching in rural areas. They pointed out that the location of the schools was ideal for them since it was located in a remote area away from bad influences. While other studies have posits a negative attitude towards rural isolation, this study is in line with Gomba's (2017) position that some teachers stayed longer at their particular rural schools because they were isolated. Equally, this is in agreement with Miller and Graham (2015) who posited that the teachers articulated that the school environment is quiet and that brings with it less stress compared to noises associated with urban areas. It is probable that the peaceful flow of life and coupled with availability of basic human needs encourages rural teachers to stay longer in rural areas.

#### **(e) Embracing local community**

This study revealed that teachers had fostered some relationships with some individuals in the community to the extent of calling each other brother, sister, uncle, father, or mother. Literature (Waddell, 2010) abounds with evidence that teachers are likely to stay if they have found a welcoming community or school, and this is in alignment with the finding of this study.

The results of this study show that an embracing local community promotes teacher retention. Positive community relationships are mutually beneficial to the teachers and to the community. Such relationships are part of the Tonga culture of the local people in the study. Teachers pointed that the community respects them and they feel welcome to stay and work in the area. The existence of good community relationships for the three schools in rural Pemba has influenced teachers to remain teaching there. To illustrate this, one of the participants stated that he would not have remained teaching in the school had the community been rude and not welcoming.

The teachers gave evidence of the existence of good relationships with the community by showing the borehole (see Appendix H) where the community, teachers, and pupils fetch water especially when the electrical water pump was down. Also, the school hosted gatherings such community development meetings

and social events like weddings (see Appendix H). The community togetherness was apparent at the church-run school where teachers stated that the church helped to inculcate good values in people. The teachers in this study have remained due to an accepting community and isolated yet supportive and enriching environments.

### **5.5 Dialoguing Unhu (Ubuntu) Theoretical Framework (DUTF) connection to this study**

The study adopted Dialoguing Unhu (Ubuntu) Theoretical Framework which proposes that teachers should have Unhu (Ubuntu) and engage in dialogue with pupils as well as colleagues for them to be motivated, solve problems, and remain in the profession. Solving the problem, Lortie (1975) advises that teachers should not eliminate individualism and practice collaboration, and collegiality, and at the same time promote strong professional and learning communities. This illustrates the importance of dialoguing among teachers as central theme in this theoretical framework to solve these challenges and problems in order to create viable professional and learning communities.

Not only unity and collaboration among teachers is important, but community acceptance of teachers is a prerequisite and ideal for their retention. If teachers are accepted by a community, they become motivated to teach in the area, hence local school context is important in retaining teachers.

The Unhu (ubuntu) philosophy emphasizes collaboration and sharing, hence teachers should not experience externally imposed isolation at all. The finding is that the non-existent nature of individualism and presence of collaboration is a source of motivation and retention of teachers. Most participants (Kenneth, Joe, Lisulo, Patricia, and Chipso) reiterated the importance of having good relationships, both socially and professionally. Good relationships, which are grounded in the philosophy of Unhu (ubuntu in South Africa ) is similar to the Tonga culture of both plateau and valley, results in unity of purpose and helped spur teachers to remain teaching in rural areas. In the Zambian culture in general, especially among the Tonga people, from whom the participants in this study are

part, there are proverbs that encourage the people to work together and help each other realize their true potential.

Ndonda and Sikwila (2014) abounds that existence of good relationships leads to respectful human relationships, a component of Unhu philosophy, is also of importance to teacher retention as discussed in chapter two. As seen from the findings of the study respectful relations are not limited to teachers only, but also include pupils, parents, and the community at large.

This study found that teachers remained due to community acceptance, existence of Unhu values, and the support they got from the parents of the children they taught, the community, administrators, and other experienced teachers. Parental support, the involvement of the community in the education of their children, and the welfare of teachers are also cited as sources of motivation for teachers (Ngwenya, 2015).

As presented in chapter two, teachers tend to stay longer in rural areas as they become competent in the classroom and connected to others through CPD, membership to professional associations, conference attendance support and other avenues of professional and social interactions. Through this dialogue with others, these rural teachers grow their instructional ability tend to have solid content knowledge, teaching experience, and rise high goals for themselves and their learners. These teachers are capable of employing a variety of teaching methodologies to empower pupils to own their learning processes as such they enjoy their work and likely to remain teaching in rural areas. Empowering pupils through cultivating critical thinking skills and dialogue is important when implementing a problem-based approach which is basically dialogue oriented.

Equally, when pupils are empowered, they exhibit good behaviour that is associated with Unhu and participation in dialogue. When that happens, teachers tend to be motivated and remain teaching in the rural classroom. Dialoguing Unhu brings transformation to both participants and results in teacher retention. When teachers exercise democratic values in the classroom, pupils are likely to practice what they are exposed to and Lortie (1975) refers this to 'apprenticeship of

observation'. This can be illustrated through Patricia who explained how she taught as a temporary teacher without training (popularly referred to as UT in those days) and would use methods and strategies employed by her teachers while still in a rural secondary school in Chivuna (St Josephs). Adopting her previous teachers' strategies influenced her to remain in teaching, as she fell in love with the process of teaching and her rural background became an asset as she settled to teach in Pemba District at rural secondary school.

This study found out that in demonstrating the spirit of Unhu philosophy the teachers remained teaching in rural areas because the community acted like their own home. In Unhu philosophy, no one is a stranger. Visitors are treated with respect and dignity. Hence the presence of a supporting community and existence of good dialoguing relationships with colleagues and pupils has encouraged teachers to remain teaching in rural areas.

## **5.6 Summary**

The chapter provided a platform for discussing the findings of the study by addressing each research objective. It started with elements of professional relationship that teachers regard in their remaining teaching in rural areas. The second section of the chapter addressed school culture factors that positively enhance teacher retention in rural secondary schools. Finally, the last section discussed outside of school conditions that contribute to rural secondary teachers to stay longer in their current schools. In addition, this chapter made an effort to deliberate the findings in relation to Dialoguing Unhu (Ubuntu) Theoretical Framework (DUTF). In other words, it illustrates a connection between the study and theoretical framework adopted.

The next chapter addresses the overall conclusion of the dissertation. It further provides recommendations and suggests actions for future studies coming from the findings of this study.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview**

The main findings of the study were discussed in the previous chapter. This chapter presents the conclusion and recommendations of the study. It is vital to restate the focus of the study which was explore factors contributing to secondary school teachers remaining in rural areas in Pemba District of Southern Province when others in the profession are disagreeable. Thus, this chapter ends the study by presenting the conclusion, recommendations and implications for further study.

#### **6.2 Conclusions**

This study has shed light on factors contributing to secondary school teacher's retention in rural areas in Pemba District of Southern Province. While factors contributing to secondary school teacher's retention in rural areas were conceptualised differently by different research participants, some themes and key factors associated with teachers remaining in rural areas (as defined in this study) were nonetheless, identified.

The study found out that three themes acted as epicentres of rural teacher retention namely, professional relationships, school culture and conditions outside of school. The sub themes revolved primarily around these main themes. Among the factors identified contributing to secondary school teacher's retention in rural areas were: peer support, administrative support, love teaching and learning, sense of familial culture, religion, family factors, entrepreneurial activities, isolation, affordability and quality of life and an embracing local community.

It is now clear what factors contribute to secondary school teacher's retention in rural areas in Pemba District of Southern Province, Zambia. In many circumstances rural areas have been stereotyped not much would be expected in retaining teachers despite rural hardship allowances. The challenges these schools faced were almost similar and so they would be expected to repel these teacher

participants. From the evidence of this study, it could be concluded that rural teacher retention was as a result of conscious effort of positive interaction among school administration, teachers, pupils, parents and other stakeholders of rural secondary schools in Pemba District of Southern Province. The study has revealed that factors contributing to secondary school teacher's retention in rural areas in Pemba District of Southern Province include:

- Professional factors which included peer and administrative support which relate to good relationships among teachers and their school leaders.
- School culture factors which included love teaching and learning, sense of familial environment and religion created a collaborative, efficient and effective learning, living and working atmosphere.
- Conditions outside of school included teachers and community cordial relationships in various aspects such as entrepreneurial activities, affordability and quality of life, an embracing local community and other socio-economic issues.
- Equally, teacher retention was supported by the culture of both the plateau and valley Tongas which is generally similar to Ubuntu in South Africa and Unhu across the valley in Zimbabwe.

This fits well with dialoguing Unhu (Ubuntu) theoretical framework which proposes that teachers should have Unhu and engage in dialogue with pupils as well as colleagues and local community for them to be motivated, solve problems, and remain teaching in rural areas.

Thus, Ubuntu was well explained by Desmond Tutu in 2008 when he said:

*One of the sayings in our country is Ubuntu – the essence of being human. Ubuntu speaks particularly about the fact that you can't exist as a human being in isolation. It speaks about our interconnectedness. You can't be human all by yourself, and when you have this quality – Ubuntu – you are known for your generosity.*

*We think of ourselves far too frequently as just individuals, separated from one another, whereas you are connected and what you do affects*

*the whole World. When you do well, it spreads out; it is for the whole of humanity.*

Indeed, the respondents of this study were generous and passionate about rural education despite the challenges they faced that repel others in the profession.

### **6.3 Recommendations for practice/policy**

Based on the above findings, this study hereby makes suggestions to the following: MOGE, district and school leaders, parents and teachers:

- MOGE to train headteachers in human resources development and management
- District and school leaders should value the school community's culture in recruitment and retention policies and process.
- Headteachers and teachers should promote in school and out-of- school fellowships
- Teachers must instill in themselves a love for pupils within their hearts regardless the location of the school.

### **6.4 Recommendations for further research**

The study was conducted by a lone researcher, who like many others found himself confronted by challenges of time restrictions. As a result, it was practically impossible for the study to have addressed all concerns related to this research. Thus, the following suggestion is therefore made regarding the way this study could be replicated (and possibly improved):

- Since this was a small-scale academic research, a similar one could be conducted at provincial or national levels, to determine why teachers choose to stay longer preferably; urban versus rural schools. For purposes of statistical generalisations, a quantitative study with sophisticated statistical techniques for data analysis would be most ideal.

Other areas which could be of interest for future studies include the following:

- Exploring the roles of the headteachers in the retention of teachers in rural schools.
- Exploring the involvement of the local community in retention of teachers in rural schools.

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## APPENDICES

### APPENDIX A: INDIVIDUAL INTERVIEW

#### Interview Guide—DEBS

Please tell me about yourself and your work.

1. How did you come to work in the current district?
2. What factors have contributed to teachers' decisions to remain in this district?
3. Did money or other incentives affect teachers' decisions to stay?
4. In what ways does administration help new teachers adjust and acclimate to the current school and the community as a whole?
5. Do these efforts affect teachers' decisions to stay? If so, how so?
6. How should the District socially transition new teachers to the schools?
7. How should the District, school, and the community engage teachers socially in order to attract and retain more teachers?
8. What kind of information should District leaders provide prospective teachers, prior to beginning a teaching assignment, regarding conditions in the rural areas of the District?
9. Do conditions outside of your District affect teachers' decisions to stay? If so, how so?
10. Do you think the District presents the characteristics of the community to teachers in an accurate and effective manner?
11. Does administrators' support affect teachers' decisions to stay? If so, how so?
12. Do actions of school and departmental level administrators influence teachers' decisions to remain in the current school? If so, how so?
13. What do you think school administrators and District administrators should do to ensure that new teachers remain in the District?

## **APPENDIX B: INDIVIDUAL INTERVIEW**

### **Interview Guide— Headteachers**

1. Please tell me about yourself and your work.
2. How did you come to work in the current school?
3. What factors have contributed to teachers' decisions to remain in this school?
4. Did money or other incentives affect teachers' decisions to stay?
5. In what ways does administration help new teachers adjust and acclimate to the current school and the community as a whole?
6. Do these efforts affect teachers' decisions to stay? If so, how so?
7. How should the school socially transition new teachers to the school?
8. How should the school and the community engage teachers socially in order to attract and retain more teachers?
9. What kind of information should school leaders provide prospective teachers, prior to beginning a teaching assignment, regarding conditions outside of the school?
10. Do conditions outside of your school affect teachers' decisions to stay? If so, how so?
11. Do you think the school presents the characteristics of the community to teachers in an accurate and effective manner?
12. Do administrators' supports affect teachers' decisions to stay? If so, how so?
13. Do actions of departmental level administrators influence teachers' decisions to remain in the current school District? If so, how so?
14. What do you think school administrators and departmental administrators should do to ensure that new teachers remain in the District?

## APPENDIX C: INDIVIDUAL INTERVIEW

### Interview Guide—Teachers

1. Please tell me about yourself and your work.
2. How did you come to work in the current school?
3. What factors have contributed to teachers' decisions to remain in this school?
4. Did money or other incentives affect teachers' decisions to stay?
5. What helped you adjust and acclimate to the current school and the community as a whole?
6. Do these efforts affect your decision to stay? If so, how so?
7. How should the district and school socially transition new teachers to the school?
8. How should the district, school, and the community engage teachers socially in order to attract and retain more teachers?
9. What kind of information should district and school leaders provide prospective teachers, prior to beginning a teaching assignment, regarding conditions outside of the school?
10. Do conditions outside of your school affect your decision to stay? If so, how so?
11. Do you think the district presented characteristics of the community to you in an accurate and effective manner?
12. Does administrator support affect your decision to stay? If so, how so?
13. Did actions of a specific immediate administrator influence your decision to remain in the current school? If so, how so?
14. What do you think immediate administrators and district administrators should do to ensure that new teachers remain in the school?
15. Considering everything we have discussed, overall, what is keeping you here in the current school?
16. Is there anything that your immediate administrators or district administration could do to further encourage your decision to stay?
17. Is there anything else you would like to add to our time today?

## APPENDIX D: FOCUS DISCUSSION GROUP GUIDE

### Focus Discussion Group Guide – Teachers

#### Question Purpose / Focus

1. Would you please tell me about your current teaching experience?  
To get an understanding of personal experiences of each teacher
2. What subjects and at what level do you teach?  
Subject and level taught may result in different experiences
3. Are you a qualified teacher?  
To see if the teacher qualifies for study
4. How many years in teaching experience do you have?  
To see if the teacher qualifies for study and at the same time get an understanding of the teacher's experiences
5. May you please tell me the experience you have had with your students?  
To ascertain the level of teacher satisfaction closeness with students. Might also help to explain if they love the job hence remain teaching in rural areas?
6. Would explain to me the kind of relationship you have with your colleagues at this school?  
To get an understanding if colleague relationship influence on their job
7. Would you explain the kind of relationship you have with your administrators?  
To get an understanding if relationship with the administrators influence them on their job
8. Do you like working at this school? If so, why do you like this school?  
The focus is to get information on the reasons for liking or not liking the school and the reasons behind
9. Have you ever considered transferring to another school? If why transfer to that particular school?  
To get the sincerity of the above question and also understand their position with regards to the school and other schools
10. Have you ever considered transferring to a school in an urban area? If so why did you?

The focus here is to get an understanding of rural as compared to urban schools from the consider transferring? What stopped you from transferring?

11. Describe an ideal classroom including facilities, available materials, students, co-workers and administrators.

The purpose is get teachers' perspective on their experiences comparing with what they have and what is ideal to them

12. How would you describe your role as a teacher? Is it what you expected when you were doing your teacher training?

To get an understanding of what they consider as their role in teaching.

13. What do you really love about teaching in a rural area?

To understand on what they love about teaching, thus get to understand the motivations to stay.

14. Why do you think you're still a teaching in a rural school despite the many challenges that repel others?

Get from them why they have remained teaching in rural areas against all odds.


15. What reasons may you give as to why you have remained teaching in rural areas for so long? Linking with their experiences; getting an understanding of why they remained

16. What motivates you to remain in classroom? Focus is linked to the school, classroom, and the teaching in rural areas general?

17. Is there anything else you would like to add or share that you think would help me answer my question of what meanings secondary school teachers make of their roles or the decisions to stay teaching in rural areas? Get any information I might not have asked in terms of their remaining teaching in rural areas.

18. Do have any questions or concerns about your experience staying teaching in rural areas that you'd like to share with me? Giving the teachers a platform to share with me their concerns.

APPENDIX E: INTRODUCTORY LETTER FROM THE UNIVERSITY  
OF ZAMBIA

  
**THE UNIVERSITY OF ZAMBIA**  
SCHOOL OF EDUCATION

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

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Date 7<sup>th</sup> March 2013.

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

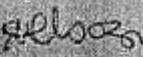
**RE: FIELD WORK FOR MASTERS/ PhD STUDENTS**

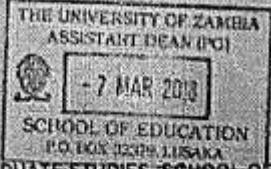
The bearer of this letter Mr./Ms. JACOB MUNTALI, Computer number 206445543 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Yours faithfully

  
Emmy Mbozi (Dr)  
ASSISTANT DEAN POSTGRADUATE STUDIES - SCHOOL OF EDUCATION



cc: Dean-Education  
Director-DRGS

## APPENDIX F: INTRODUCTORY LETTER FROM DEBS OFFICE

*All Communications should be addressed  
to the District Education Board Secretary  
Not to any individual by name.*

Cell NO: 0955-362646  
Email Address: victormoyo5@gmail.com



In reply please Quote

REPUBLIC OF ZAMBIA

**MINISTRY OF GENERAL EDUCATION**  
**OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY**  
**PO BOX 640042**  
**PEMBA**

13<sup>th</sup> March, 2018

The Head teacher  
Jembo Secondary  
Kanchomba Secondary  
Ndoni Secondary  
**PEMBA**

**RE: FIELD WORK FOR MASTERS STUDENT**

This serves to introduce Mr. Jacob Munthali a student at the University of Zambia, School of Education.

The student is taking a Masters programme in education. The programme has a field component which he/~~she~~ has to carryout and this office has granted the student permission to carryout the exercise.

Your usual cooperation will be highly appreciated.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Victor Moyo'.

Victor Moyo (Mr)  
District Education Board Secretary  
**PEMBA DISTRICT**

AK\*\*\*\*

# APPENDIX G: CONSENT FORM FROM ETHICS COMMITTEE

UNZA/ERC FORM 1



**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

Telephone: +260-211-290258/293937  
Fax: +260-211-290258/293937  
E-mail: [drags@unza.zm](mailto:drags@unza.zm)

P. O. Box 32179  
Lusaka, Zambia

**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

**CONSENT FORM**  
(Translated into vernacular if necessary)

**TITLE OF RESEARCH:**

**REFERENCE TO PARTICIPANT INFORMATION SHEET:**

1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.
2. Your permission is required if tape or audio recording is being used.
3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.
6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
7. The information collected in this interview will be kept strictly confidential.
8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.

**VOLUNTARY CONSENT**

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time. I can choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant's name (Printed): .....

Participant's signature: ..... Consent Date: .....

Researcher Conducting Informed Consent (Printed) .....

Signature of Researcher: ..... Date: .....

Signature of parent/guardian: ..... Date: .....

**APPENDIX H: PICTURES FROM THE FIELD**



**A house for long serving teacher**



**A serving teacher's car parked outside his house**



**Inside the house of the long serving teacher**



**A long serving teacher's toilet**



**A new a teacher's house front view**



**New teacher's house rear view**



**Inside new teachers' house**



**New teacher's latrine**



**New teachers' bathing shelter**



**A Wedding ceremony at Moyo Secondary school**



**A borehole shared by the school and community**