

INFLUENCE OF WORKING CONDITIONS STRATEGY ON EMPLOYEE RETENTION IN RURAL PUBLIC SECONDARY SCHOOLS IN TANZANIA

Gideon Yona Sikawa 

PhD Candidate, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Nairobi, Kenya
skayon@yahoo.co.uk

Esther Waiganjo

Senior Lecturer, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Nairobi, Kenya

Romanus Odhiambo Otieno

Professor, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Nairobi, Kenya

Abstract

One of the most significant developments in people management over the past years has been the focus on effectively managing the individuals who are most important to the strategic success of companies, both domestic and international. This study attempted to investigate the influence of Working Conditions Strategy on Employee Retention in Rural Public Secondary Schools in Tanzania. Descriptive research design was used along with positivism paradigm to carry out this study. The target population comprised 3497 public secondary schools in Tanzania. Stratified random sampling technique was employed and stratification was done by zone. The sample size was 358 rural public secondary schools. Structured questionnaire and focus group discussion were employed as instruments for data collection. Data collected from the field were analyzed using Statistical Package for Social Sciences (SPSS 23.0). Inferential statistics was applied to analyze numerical data which were gathered using closed ended questions. Various diagnostic tests were carried out to address various forms of bias that could occur. Results showed that there was a positive significant influence of working conditions on employee retention in rural public secondary schools in Tanzania evidenced by regression coefficient of 19.183 with p- value of 0.000. The study concluded that, Retention of key

productive employee is imperative for all organizations locally and internationally because the resulting churn created by replacing employee that voluntarily leaves the organization costs the business both directly and indirectly. Factors responsible for the declining morale in the teaching profession in secondary schools and reasons for poor academic performance of rural public secondary schools in Tanzania were identified as areas for further research.

Keywords: Strategy, Retention, Working Conditions, Employee Retention, Tanzania

INTRODUCTION

In today's' complex and dynamic global environment, multinational organizations have to manage a global workforce to achieve sustainable growth. Managing a global workforce is challenging - it is mobile, diverse, and not bound by geographic and cultural boundaries (Stahl et al., 2012). New generation executives are looking for challenging assignments with adequate compensation to get professional satisfaction where as an effective work-life balance strategy is not simply about complying with the law. Working conditions can be regarded from different perspectives. In general, they can be defined as the physical and psychosocial aspects of the workplace. Working life is important for all individuals; it contributes to a person's wellbeing, helps people to have social relations, develop skills, and earn their living. Working life may also have negative effects on individuals; physical and psychosocial aspects of work may have some hazards for individuals (Haggqvist, 2004).

Education is accepted as the most crucial element of development. Schools as social organizations have significant effects on teachers. For this study, working conditions of teachers are defined as the physical and psychosocial aspects of schools. Some examples of the physical conditions are resources of school, number of students per class, and noise level at school. Some of the psychosocial conditions are relations with pupils, parents, colleagues and school principals, constant changes, time pressure, workload, and role conflict (Direk, 2003; Holloway, 2002). Both physical and psychosocial aspects of the work place have great importance on teachers' well-being which has effects on students' well-being (Dollard, et al., 2003). Working conditions may have various positive and negative impacts on employees' outcomes such as turnover intentions. Different research on various working samples have shown that perceived work conditions may affect turnover intentions (Houkes et al., 2001; Huang et al., 2007; Podsakoff et al., 2007; Poilpot-Rocaboy et al., 2011; Burakova et al., 2014). Mueller and Price (1990) have established that the determinants in voluntary turnover are of a psychological, sociological, and economic nature. Their explanatory model of voluntary turnover

integrates different types of determinants, such as working conditions, environmental conditions, and employee characteristics. The authors point out that if employees' expectations toward the organization are not fulfilled, the consequences for job satisfaction and commitment to work result in the employees deciding to leave the organization. In this regard, Dawis and Lofquist (1984) argue in their model that the degree of satisfaction from the perspective of the employee as well as of the employer predicts the extent to which the individual is likely to stay. In case of a mismatch between the person and the working environment, this model predicts forms of adjustments between the two. Thus, active adjustment on the part of the individual implies that he or she is trying to change the working environment. Adjusting reactively, individuals may also change their behavior to better match the environment. When no more adjustment proves possible, the person leaves the job. According to Mobley et al. (1978) model, that explains the withdrawal process, cognitive behavioral variables are mediators of the relationship between satisfaction and employee's turnover. This conceptual model describes the cognitive process in which job dissatisfaction leads the individual, at first, to think of leaving, and then to intend to leave, which is accompanied by the active search for another job, resulting in the decision to leave if an interesting job offer arises.

A positive working conditions is believed to make employee feel good about coming to work and provide the necessary motivation to sustain them throughout the day. This observation is echoed by Wells and Thellen (2002), who stress that organizations offering suitable levels of privacy and sound controls at the work place thereby improving levels of motivation and commitment in employee have an increased ability to satisfy and retain employee. The geographic location of a school is a key factor that can influence teacher turnover, with teachers in rural and the more remote areas being more likely to leave than their colleagues in urban or metropolitan schools (Ingersoll, 2001b). Much effort is required to retain staff in the regional or remote regions (Miles et al, 2004). This is particularly so because of the remoteness and lack of facilities in the rural areas. The socio-economic level of where the school is located is a contributor as well. For instance, research in the United States of America suggests that high poverty public schools experience higher levels of turnover than the more affluent public schools (Bryke et al, 2003). Research in other industries shows that employee tend to identify more with smaller groups (Tyson, 2006).

There is considerable evidence in the literature that building a supportive, positive non-„toxic“ environment where reliability and trust are high, enriches employee and helps to generate a sense of comradeship that in turn helps to retain employee (Abbasi et al., 2000). Alternatively, disruptive social and professional interactions in schools will lead to higher turnover (Norton, 2001) and this can be seen in the attrition of teachers because of disciplinary

problems with students (Ingersoll, 2001a). Lack of job satisfaction is another reason teachers leave (Ingersoll & Smith, 2003; Webster et al., 2004). Job satisfaction could influence how employee perceives the relationship between their work role and the fulfillment of values important to them (Locke, 1996; Bunting, 2005). Teachers' response to the absence of job satisfaction is no different; many resign from their positions (Ornstein & Levine, 2006).

One source of dissatisfaction amongst teachers is their inability to balance work with non-work commitments (Kyriacou & Coulthard 2000). Balancing the inside work and outside work life of an employee is important for schools and providing flexible work arrangements can help (Fisher et al, Shaw, 2006). The decision to leave the teaching profession may also be due to stress from fatigue and frustrations (Go`mez-Mejia, et al 2004; Cooper, 2006). A job-related stress develops because of the employee physiological and psychological responses towards a type of condition or stressor at the work place (Zellars, 2002). Within the school context, stress could be created by the need to produce detailed paper work (Fullan, 2001), teaching subjects out of their individual field of expertise (McConney & Price, 2009) and changing standards for assessing student performance which may be time-consuming and difficult to implement. MoVET (2013) reported poor working conditions, delay in payment of allowances, salary and arrears, poor housing and office conditions, lack of career development and work overload as factors responsible for teachers attrition in rural public secondary schools in Tanzania. The aforementioned facts form the basis for carrying out this study which intends to investigate the influence of talent management strategies on employee retention in rural public secondary schools in Tanzania.

LITERATURE REVIEW

Theoretical Framework

A theoretical framework is the application of a theory, or a set of concepts drawn from the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem.

In this study, two theories, Herzberg's motivation - hygiene theory and Social Exchange theory were used to exhibit the influence of working conditions on employee retention rural public secondary schools in Tanzania.

Herzberg's motivation - hygiene theory

According to Herzberg's Motivation Theory, the hygiene factors are those if fulfilled remove dissatisfaction; these are basic needs, working conditions and motivators. If these remain unsatisfied, they bring demotivation to work; employees tend to lose interest in work and

attempt to find other employment opportunities (McCauley, P & Wakefield, and T. 2006). Herzberg concluded that factors which seemed to make an individual feel satisfied with their jobs were associated with the content of the job; and were labeled motivators, yet factors that seemed to make individuals feel dissatisfied were associated with the job context; these he labeled hygiene factors. Herzberg argued that two entirely separate dimensions contribute to employee behavior at work. Hygiene factors and motivator hygiene factors refer to the presence or absence of job dissatisfies. When hygiene factors are valued, work is dissatisfying. These are considered maintenance factors that are necessary to avoid dissatisfaction but they do not themselves contribute to the jobs satisfaction and motivation of personnel. That is, they only maintain employee in the job.

Therefore managers should provide hygiene factors to reduce sources of worker dissatisfaction and be sure to include motivators because they are the factors that can motivate workers and ultimately lead to job satisfaction. In line with Herzberg's view, unsafe working conditions or a noisy work environment would cause employee to be dissatisfied with their job but their removal may not lead to a high level of motivation and satisfaction. Other examples of hygiene factors include; salary, status, security, supervision and company policy. On the other hand, motivators leading to job satisfaction are associated with the nature of the work if self. They are those job related practices such as assignment of challenging jobs, achievement, work itself, recognition, and responsibility advancement and opportunities for growth in the job. Herzberg argued that when motivators are absent, workers are neutral towards work, but when motivators are present, workers are highly motivated to excel at their work. Sergiovanni cited in Cheptok (2002) while studying factors which affect job satisfaction, and dissatisfaction of employee, came up with the view that the factors, which contribute to their satisfaction are, achievement, recognition and responsibility while those contributing to dissatisfaction were organizational policy and administration, interpersonal relationship, supervision and personal life.

Social Exchange Theory

According to social exchange theory, as individuals interact over time, they experience the need to reciprocate the support and assistance of the other person, called the norm of reciprocity (Towers Perrin 2008). For example, if one person helps a friend, this friend will experience an obligation to reciprocate at some time in the future, offering a form of assistance that is equal in magnitude. If this norm of reciprocity is fulfilled, a trusting and loyal relationship evolves. Individuals experience a strong urge to reciprocate favors. Indeed, individuals feel more motivated to reciprocate a favor than most benefactors actually predict (Flynn, 2003)

Social exchange theory, however, highlights some subtle complications that compromise relationships. For example, if individuals help someone else, they expect a favor in return that is comparable to the cost, effort, or inconvenience of this act. In contrast, if individuals receive assistance, they return a favor that is comparable to the benefit or gain they enjoyed as consequence of this act--almost regardless of the cost or inconvenience (Zhang & Epley, 2009). This principle can elicit resentment in relationships. If individuals offer support that was very inconvenient to them, but not especially beneficial to the other person, they will expect a major favor, but receive a trivial favor, in return.

They will, thus, tend to experience a sense of resentment, which can compromise the stability and trust of their relationship with this person. In short, social exchanges are sometimes perceived as unjust by one or both parties. Benefactors, for example, might feel their assistance was not reciprocated sufficiently. Such perceived inequities can elicit conflict (Branham, L. (2005), emotional distress (Bakker et al, 2000), or physical illness (Siegist, 2005). When individuals offer assistance to someone else, the level of support they demand in return is uncertain. Instead, the recipient must estimate the subjective value of this assistance and reciprocate accordingly (Brown 1986). Sometimes, the benefactor and recipient of assistance value some act differently. Benefactors, for example, might feel their assistance of someone was very valuable. The recipients, however, might feel this assistance was trivial. As a consequence, they might not return the favor adequately.

The benefactors might feel this exchange was inequitable (Adams, 1965), which provokes resentment. Zhang & Epley (2009) uncovered a key source of possible inequities. To estimate the value of some act, benefactors primarily orient their attention to the most salient property of this behavior: the cost or effort that was incurred. If some form of assistance was arduous, risky, inconvenient, expensive, or costly in some other sense, benefactors will perceive this act as elevated in value and expect a significant favor in return. If some form of assistance was simple and effortless, in contrast, the benefactors will perceive their own behavior as not especially valuable and expect a modest favor in return. Obviously, a problem arises when the assistance is costly but not beneficial. The benefactor will expect a sizeable favor in return.

The recipient, in contrast, will not intend to return the favor to a large extent. The benefactor, thus, will feel the exchange was inequitable. Zhang & Epley (2009) conducted a series of studies to substantiate these arguments. In the first study, participants imagined they were the benefactor or recipient of some favor. The favor was either very costly--such as waiting in line to purchase baseball tickets for 2 hours--or not as costly--such waiting in line for 30 minutes. The benefit was either pronounced--for example, the seats were excellent--or minor--

that is, the seats were obscured. Next, if participants had imagined they were the benefactor, they predicted the money that should be spent on a gift, to show gratitude. If participants had imagined they were the recipient, they predicted the money they should spend on this gift. Consistent with hypotheses, benefactors expected a sizeable gift only if the act was costly. In contrast, recipients purchased a sizeable gift only if the act was beneficial (Zhang & Epley, 2009).

Conceptual Framework

In this study, working conditions was treated as an independent variable in which comfortable offices for teachers, work equipments, residential houses for teachers, balanced hours of work, access to means of transport and workload distribution were among the operational elements. On the other hand, tenure of employment, management support for employee development, competitive wages and compensation management were treated as operational elements for the dependent variable employee retention. Figure 1 below represents the conceptual framework which indicates the influence of working conditions on employee retention.

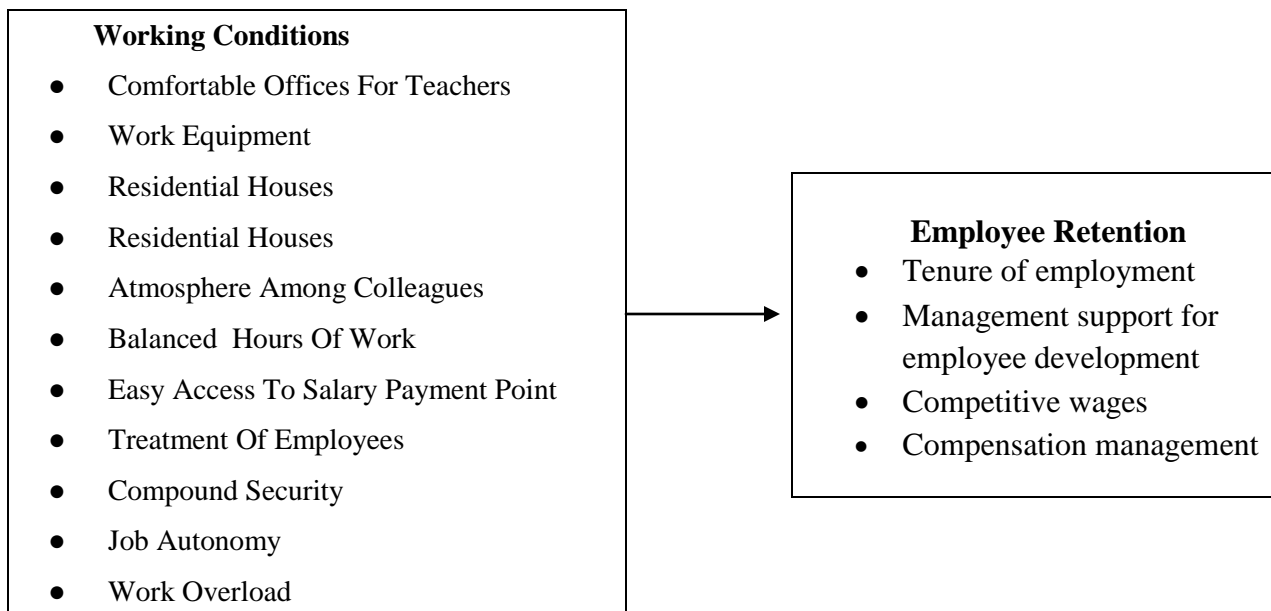


Figure 1 Conceptual Framework

Numerous studies have attempted to explain working conditions in various areas such as for example employee turnover (Martin 1979), job satisfaction (Iaffaldano & Muchinsky, 1985), employee turnover, job involvement and organizational commitment (Sjöberg & Sverke 2000). Working conditions is one of the factors that affect employee's decision to stay with the

organization (Zeytinoglu & Denton, 2005). Hytter (2008) analyzed that work environment has commonly been discussed by industrial perspective, i.e. with a focus on physical aspects such as, heavy lifts, noise, exposure to toxic substances etc. The interesting part is; characteristics of work environment vary in services sector as compare to production sector because it has to interact with the clients/consumers (Normann 1986). Depending on the kind of business and kind of job, interactions will be more or less frequent and more or less intense. The interaction between employees and consumer/client hence demands a move of focus from the physical to the Psycho social dimension of work environment. Psycho social work environment includes support, work load, demands, decision latitude, stressors etc. It's very important to recognize the emerging needs of individuals to keep them committed and provide the work environment as necessitate (Ramlall, 2003). Milory (2004) reported that people enjoy working, and strive to work in those organizations that provide positive work environment where they feel they are making difference and where most people in the organization are proficient and pulling together to move the organization forward.

An independent study conducted by ASID demonstrated that physical/ working conditions contribute as a major factor effecting the decision of employee's whether to stay or leave the job. It has been identified that light is a possible determinant of job performance, noise sometimes create a snag in office environments and is harmful to employee corporal and psychological welfare, inspiration, and at times, productivity. The most numerous audio grievances are, be short of speech seclusion i.e. eavesdrop people conversation and getting same sentiments as well. Access to nature helps to lessen stress and apprehension; it is beneficial for health environment as well. Workspace designs have a profound impact on workers and tend to live with job as long as satisfied (Brill, et al, 2001). According to ASID, to keep better privacy and to avoid distractions, the design of office equipment and furniture must be corresponding to it. In order to retain old workers, the design of workplace should create environment that support workers of poor eyesight, provide tools which need less potency and apt position for aging body (Croasmun, 2004). According to Miller et al (2001), employees get benefited by work environment that provide sense of belonging. Firms with generous personalization policies may have better chance to satisfy and retain employees by providing appropriate level of privacy and sound control on workspace which enhances the motivation levels to commit with the organization for the long term (Wells & Thelen, 2002). In his major study, Earle (2003) identifies that in the framework of economy; different generations evaluate risk in a different way and prioritize the value of work environment differently. The focus of organizations must be on how to provide better jobs with great work environment to retain employees (Lennart Levi, 2002).

While some studies have reported on the deleterious effect of adverse working conditions on health (Conne-Perréard et al, 2001), many authors have highlighted the protective role of certain psychological resources in facing difficult working conditions. For example, some authors (Marc et al., 2011) identified professional isolation as a psychosocial risk factor. In a study on psychosocial risk factors, Bué et al. (2008) emphasized the protective effect of social support when facing difficult working conditions while other authors (Caron and Guay, 2005) demonstrated the link between social support and mental health. If satisfaction is a mediator of withdrawal intentions, it would be relevant to analyze whether the meaning of work could act as a mediator between perceived work conditions and intentions to leave, which to our knowledge, has not yet been explored. None of the existing studies have considered meaning of work as a mediator variable. Mobley (1977) distinguishes the intention of seeking a new job and the intention to leave and says that the intention of seeking and the resulting job search generally precede the intention to leave and actual turnover except in cases of impulsive behavior.

Work dissatisfaction is a factor that leads the individual to explore new alternatives (Peake and McDowall, 2012). Mobley et al. (1979) mention the negative relationship between turnover and the age, position, job content, intention to stay in the current position, commitment, and job satisfaction. They point out that less than 20% of the turnover variance is explained. Other explanatory factors have been identified. Mitchell et al. (2001) explained withdrawal intentions with new processes, adding factors that influence the decision to leave, such as satisfaction and commitment, the comparison between the current situation and the future situation, and the occurrence of particular life events. Several studies have confirmed the influence of job satisfaction and organizational commitment on withdrawal intentions (Cossette and Gosselin, 2009). Various authors have highlighted the moderate negative correlation between job satisfaction and turnover, as well as the negative relationship between commitment and turnover (Porter and Steers, 1973; Mobley et al., 1979).

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

As the researchers demonstrate, working conditions are at the root of the teacher retention dilemma. Yet, most studies do not address this area completely. Loeb, Darling-Hammond, and Luczak (2005) found that the strongest predictor of California teacher turnover rate was school conditions. This causes one to question why the most important factor to teacher retention has the least amount of empirical research. When working conditions are examined more closely, a multi-faceted problem is found that encompasses one's workload, supportive network, school climate, expectations and demands, paperwork, and students' ability levels. The dynamics of each school and individual classroom have various effects that contribute to teacher stress. Therefore, the best predictor of attrition would be to examine the local schools, or at least the schools in a given region, to find overarching similarities that can then be addressed to improve retention rates. Teacher stress amplifies, resulting in low morale, which can become another contributor to teacher attrition (Hunt & Carroll, 2002).

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

Teachers' perception of their working conditions includes teachers' evaluations and observations of their physical and psychosocial working conditions; it is dependent upon the individual teacher and individual school. Working condition elements in a school perceived by a teacher may not be the same as the ones perceived by another teacher in another school. That is why factors of working condition are accepted as context and person specific (Zhao, 2007; as quoted in Öztürk, 2008; Skolverket, 2004). There have been changes in working conditions of people, because of the socioeconomic, technological, and educational changes in recent years. Working conditions of schools also have been influenced by those changes. In the past, teachers were only responsible for transmitting knowledge and information to students, but today, teachers' role has changed as a result of advanced technology, globalization, and educational changes. Now, a teacher's role is described as being a mentor and a coach, helping students to develop his or her motivation, and search for knowledge (Daun, 2004). Teachers have to consider the technological, organizational, and pedagogical changes, and also the changes in students' relationship to information and knowledge; they have to take into account

both the academic development of students, and their social and psychological well-being (Greenglass & Burke, 2003).

Good working conditions such as good relationships and a suitable workload at schools have positive influences both on schools and teachers. Some of these positive influences are reducing teachers' stress, turnover, absence, sickness, and are increasing teachers' motivation, job satisfaction, cooperation, and effectiveness in classrooms, and increasing student achievement (Direk, 2003; Erken, 2002; Skolverket, 2004; Tye & O'Brien, 2002; Velez-Arias, 1998; Williams, 1995). On the other hand, bad working conditions such as work overload, crowded classrooms, low salary and status, students' behaviour and motivation problems, poor physical conditions, lack of necessary resources, low support from administrators, colleagues, and parents have a negative impact on teachers. Some of the negative impacts are high level of stress, poor morale, and low job satisfaction (Işıkhan, 2004; as quoted in Sümer, 2007; Ko, 2003; Pehlivan Aydın, 2002; Vogel, 2004). Good psychosocial working environment has positive effects on students' learning and satisfaction in school (OECD, 2003).

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

METHODOLOGY

Research Design and Target Population

Descriptive research design was employed along with positivism paradigm (quantitative) to carry out this study. The target population for this study was 3497 public secondary schools in Tanzania. This target population was preferred due to the fact that there is a big shortage of teachers in public secondary schools (Ministry of education and Vocational Training, 2015). Taro Yamane (1967) formula was employed to calculate the sample size for this study. This formula was preferred because the target population for this study was less than 10,000 elements/objects.

The above formula is mathematically presented as follows;

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

Where;

n is the sample size,

N is the population size,

e is the level of precision (5%)

1 is constant

Sample size calculation; N =3497

e =0.05

$n = 3497/1+3497 (0.05)^2 = 358$

Therefore, the sample size for this study was 358 rural public secondary schools in Tanzania. About 158 copies of questionnaire were distributed at the annual general meeting comprising of heads of schools and academic masters held in four zones and 200 copies were administered to teachers in schools. Proportionate random stratified sampling technique was chosen to select rural public secondary schools.

Interviewer administered questionnaire, focused group discussion and documentary review were employed as data collection tools to a sample of 358 rural public secondary schools in Tanzania. Stratification was done by zone. The researcher selected a sample of 10% from each zone. This percent (10%) was obtained by dividing the sample size (358) by the total number of rural public secondary schools (3497), multiplied by 100% as shown below;

$358/3497*100%= 10\%$

Table 1 Sample size and Sampling Distribution Table

Zone	Total	Sample Proportion	Sample Size
Northern	957	96	10%
Eastern	875	88	10%
Western	854	85	10%
Southern	811	81	10%
TOTAL	3497	358	10%

Source: Prime Minister's Office, Regional Administration and Local Government, (2015).

Data Collection Instruments

Before the actual data collection, piloting of the questionnaire was done using some rural public secondary schools that were not included in the final study. The suitability of the

questionnaire for this study was tested by first administering it to 37 which is approximately 10% of 358 rural public secondary schools to be surveyed. The validity of the questionnaire was determined using construct validity method. The research adopted Cronbach alpha to determine the reliability of research instrument. Primary data were collected using questionnaire as the main data collection instrument. The questionnaire was adopted and modified from a study done by Oladapo (2014) on the impact of talent management on retention. The questionnaire was structured on five point- Likert scale with weight assigned to; Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1. The researcher collected secondary data from published reference materials such as schools' talent management reports and journals, reports and publications from the ministry of education and research reports prepared by scholars.

Diagnostic Tests

Multicollinearity in the study was tested using Variance Inflation Factor (VIF). A VIF of more than 10 ($VIF \geq 10$) indicates a problem of multicollinearity. Scatter plot of the residual was employed to test for heteroscedasticity in the dependent variable. The scatter dots were randomly distributed to check for heteroscedasticity and observe any systematic pattern of the scatter dots in the diagram. Durbin- Watson test was used to check for the presence of autocorrelation between variables. Gujarati (2003) observed that Durbin- Watson statistic ranges from 0 to 4. A value near 0 indicates positive correlation while a value close to 4 indicates negative correlation. A value ranging from 1.5 to 2.5 indicates; no autocorrelation. Skewness and Kurtosis tests were employed to determine whether the data appears to fit a bell-curve shape or checking the skewness of the dataset. In addition, a Q-Q test for normality was performed on the dependent variable (employee retention).

Statistical model

This study employed regression model to measure employee retention in rural public secondary schools in Tanzania. There were four independent variables in this study thus the multiple regression models were as follows:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where: β_0 = Coefficient of the model

β_1 = Coefficient of predictor

X_1 = Independent variable (working conditions)

Y = represents the dependent variable (employee retention)

ε = error term.

ANALYSIS AND FINDINGS

Pilot study results

A pilot study was conducted to establish whether the research instrument was valid and reliable for data collection. The testing was done using a sample of 35 questionnaires where reliability, validity and factor analysis was conducted and the findings were interpreted and discussed.

Reliability and Validity of Research Instrument

Reliability of the instrument was carried out using Cronbach's alpha constant which is a measure of internal consistency and average correlation. It ranges between 0 and 1 (Kipkebut, 2010). As a rule of thumb acceptable alpha should be at least 0.70, (Mugenda & Mugenda, 2003). Higher alpha coefficient values mean there is consistency among items in measuring the concept of interest. Cronbach constant test was carried out for every variable to ascertain that the variable indicators were good enough. Reliability test using Cronbach's alpha for Working conditions was conducted and out of ten items, none of the items was deleted and the overall alpha coefficient was 0.784 which also above 0.7. Lastly the alpha coefficient for employee retention was found to be 0.822. In conclusion alpha test for the all the items were found to be reliable for measurement because the reliability coefficient was found to be above the recommended threshold of 0.7. The findings are shown in the Table 2.

Table 2 Reliability of Instruments

	Cronbach's	Cronbach's	No of Items	No of Items
Variables	Alpha before removing some items	Alpha after removing Some items	before removing some factors	after removing some factors
Working conditions	0.784	0.784	10	10
Employees retention	0.822	0.822	4	4
Average	0.803	0.803		

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

The sample adequacy was measured using the Kaiser-Meyer- Olkin (KMO) test. The sampling adequacy should be greater than 0.5 for a satisfactory factor analysis to proceed. A common rule is that a researcher should have 10–15 participants per variable. A factor analysis is

inappropriate when the sample size is below 50 (Fiedel, 2005). Kaiser (1974) recommends 0.5 as minimum (barely acceptable) values between 0.7- 0.8 acceptable, and values above 0.9 are superb. From Table 3, the sample was acceptable since the KMO values were mainly between 0.644 and 0.736. The least value was 0.644 which was also good enough since it was above the minimum of 0.5.

Table 3 KMO and Bartlett's test for Sampling Adequacy

		Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.644
Working conditions	Bartlett's Test of Sphericity	Approx Chi ²	304.174
		Df	28
		Sig.	.000
		Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.736
Employee retention	Bartlett's Test of Sphericity	Approx Chi ²	442.465
		Df	66
		Sig.	.000

Factor Analysis

Factor analysis focuses on the internal-correlations among data to come up with internally consistent surrogates of the variable (Mugenda, 2010). Cooper and Schindler (2008) suggested that factor loadings of 0.7 and above are acceptable. Other researchers indicate that 0.4 is the minimum level for item loading. Hair et al., (2010) illustrates that factor analysis is necessary in research to test for construct validity and highlight variability among observed variables and to also check for any correlated variables in order to reduce redundancy in data. In this study, factor analysis is used to reduce the number of indicators which do not explain the effect of independent variable on Employees retention. Hair et al., (1998) and Tabachnick and Fidell (2007) described the factor loadings as follows: 0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good) or 0.71 (excellent).

The validity of working conditions was tested using an instrument comprising ten items and the result recorded. Subsequently no item was discarded or removed. Factor loadings recorded was ranging between 0.518 and 0.804 as shown in Table 4. Since all items recorded factor loading above 0.40, the items under consideration were considered to be valid to

measure the influence of working conditions on Employees retention in Public Secondary Schools in Tanzania.

Table 4 Factor loadings for working conditions

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

The study sought to establish if there was a positive influence of working conditions on employee retention in rural public secondary schools in Tanzania. The respondents were asked to state the rate of increase of staff retention occasioned by healthy working environment within the schools. The results suggest that majority at 28.73% indicated 1-25%, while 27.64% indicated 51-70%, 24.36% indicated retention rate of 25-50%, 9.82% indicated retention rate to be less than 10% and lastly 9.46% indicated staff retention to be over 70%. The findings suggest that healthy working condition contributes a lot on employee retention; that is instances where there are good working conditions, none of the employee are willing to move. This observation is echoed by Wells and Thellen (2002), who stress that organizations offering suitable levels of privacy and sound controls at the work place thereby improving levels of motivation and commitment in employee have an increased ability to satisfy and retain employee.

In addition to that, the respondents were asked to state their level of agreement with the following items based on working conditions and how they are associated with employee retention in rural public secondary schools in Tanzania. The findings were as follows: On whether school provides modest offices for teachers, about 10% of the respondents agreed and while 5% strongly agreed, 5% were neutral, 42% disagreed and 38% of the respondents strongly disagreed. On the other hand, on scale of 1 to 5, an average score rate of 3.15 was recorded with standard deviation of 1.099. This indicates that majority of the respondents greatly disagreed that schools provide modest offices for teachers in rural public secondary schools in Tanzania. Concerning whether schools provide teachers with work equipment's (chalks, marker pens, flip charts, computers/laptops pens, text books, mask and duster), 56.1% of the respondents disagreed, and 14.6 strongly disagreed, 12.2% were undecided while 14.6% agreed and 2.4% strongly agreed. An average score rate of 3.68 was recorded with standard deviation of 0.997. This suggests that rural public secondary schools in Tanzania do not provide teachers with modern work equipment.

Again the respondents were asked whether schools provide teachers with residential houses. 26.8% of respondents agreed, 2.4% strongly agreed, 3% were undecided but 34% disagreed and 60% strongly disagreed. Average scale of 2.93 out possible 5 and standard deviation of 0.944 was recorded. This means that rural public secondary schools in Tanzania, in general, do not provide residential houses for teachers.

To find out whether teachers stay at work within the agreed work hours, majority 26.2% of respondents agreed while 26.2% were undecided, 16.7% strongly agreed, but 9.5% disagreed and 21.4% strongly disagreed. Average score rate was 3.13 out of 5 and standard deviation of 1.381 was recorded. This indicates that most rural public secondary schools' teachers in Tanzania stay at work within the agreed work hours.

Based on whether easy access to salary payment point could enhance teachers' retention in schools, the findings suggest that; 44.8%, of respondents strongly agreed, 26.4 of respondents were undecided, 9.2% disagreed while 2.9% strongly disagreed. Average score rate was 3.63 out of 5 with standard deviation of

0.963. Respondents reported that, it takes them 2 days to travel to towns where they can access banks and withdraw their salaries. They report this situation as hectic and cost full given the fact that one should travel a distant away and incur two nights' accommodation cost. This result relates to the findings by Lyimo (2014) who established that some teachers fail to cover the syllabus because of spending time following up on their salary or related payments and participating in teachers' strikes.

To find out whether schools' management treats employee the way they would like the same employee treat the school, 40.6% of the respondents agreed, 41.7% strongly agreed, 13.7% were undecided 2.9% disagreed and 1.1% strongly Disagreed. An average score rate of 4.19 was recorded with standard deviation of 0.86 suggesting that employees are fairly treated. This finding relates to the findings by Herzberg, 1966; Ramlall, 2004), who cited that fair treatment of teachers and the distribution and sharing of school level benefits/opportunities/resources are part of equity theory (cf. Robbins, 1993; Pinder, 1984; Ramlall, 2004). Other details of the findings are shown in table 5. In general the respondents were in agreement as far as the items listed under working conditions are concerned with overall rating of 3.41 out of 5 and standard deviation of 1.208.

Table 5 Descriptive Statistics

Statement	S.D	D	N	A	S. A	Mean	Std. Dev
WC1	38%	42%	5%	10%	5%	3.15	1.099
WC2	14.6%	56.1%	12.2%	14.6%	2.4%	3.68	0.997
WC3	7.3%	29.3%	34.1%	26.8%	2.4%	2.93	0.944
WC4	21.4%	9.5%	26.2%	26.2%	16.7%	3.13	1.381
WC5	2.9%	9.2%	26.4%	44.8%	16.7%	3.63	0.963
WC6	1.1%	8.6%	14.9%	45.7%	29.7%	3.94	1.864
WC7	10.6%	13.4%	28.6%	22.3%	25.1%	4.28	0.807
WC8	8.0%	12.9%	20.0%	27.4%	21.7%	4.08	0.854
WC9	20.0%	14.6%	12.6%	25.1%	27.7%	4.16	0.815
WC10	11.6%	16.7%	26.9%	20.1%	24.7%	4.38	0.739
Total						3.410	1.208

In measuring the validity of Employee retention, an instrument comprising four items was considered as originally compiled from the literature. From the finding, no item with low factor loading was discarded. The factor loadings were ranging between 0.903 and 0.947 as shown in Table 6. Besides that, items under consideration had an average factor loading of 0.917 for all items under consideration so they were considered to be valid to measure the influence of Employees retention in Public Secondary Schools in Tanzania.

Table 6 Factor loadings for Employee Retention

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

Respondents were asked to state their level of agreement on the extent to which each of the statements represented in matrix table 6 influences employee retention in their school. The study established the following findings; on whether my school is dedicated to tenure of employment, only 7.0% of the respondents disagreed and 11.8% strongly disagreed, while 5% were undecided, 40% agreed and 30.2% of the respondents strongly agreed. An average score rate of 3.41 was recorded with standard deviation of 0.936. This suggests that many rural public secondary schools are dedicated to tenure of employment. Concerning whether management supports employee development in rural public secondary schools in Tanzania, majority of the respondents agreed at 51.2%, 25.4 strongly agreed, 13.7% were neutral, 6.3% disagreed and 3.4% strongly disagreed with an overall mean rate of 3.81 and standard deviation 0.998. This confirms that management supports employee development in rural public secondary schools in Tanzania only that they don't stay longer.

In addition to that, researcher sought to find out whether schools pay employees competitive salary, about 24.2% of the respondents were undecided, 9% strongly agreed, 7.1% agreed and 20% disagreed while 39.7% strongly disagreed. An average score rate of 3.00 was recorded with standard deviation of 1.047. This also indicates that majority of rural public secondary schools in Tanzania do not pay competitive salary. This is reported to be one of barriers towards employee retention for rural public secondary schools in Tanzania.

The Respondents were further asked whether employee are compensated for their efforts, 51.2% of respondents agreed, 24.4% strongly agreed, 14.6 were undecided but 7.3% disagreed and 2.4 strongly disagreed. Average scale of 3.81 out possible 5 and standard deviation of 0.998 was recorded. This means that employees are compensated for their efforts in rural public secondary schools in Tanzania. The results commensurate the findings by Willis (2001) who, in his study established that, compensation is one of the crucial issues as far as attracting and keeping talent in organizations is concerned. The following table 7 summarizes these findings.

Table 7 Staff retention occasioned by talent management opportunities offered in school

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

Linearity Test

Linearity of variables was tested using correlation coefficients as suggested by Cohen, West and Aiken, (2003). To establish whether there is a linear relationship, the study adopted the Pearson's Moment Correlation Coefficients and the results were presented in table 8 below. The results indicate that the variables working conditions and employee retention had a strong positive relationship as indicated by a correlation coefficient of .758** which translate to R-square value of 0.574. Therefore 57.4% of employee retention was explained by working conditions.

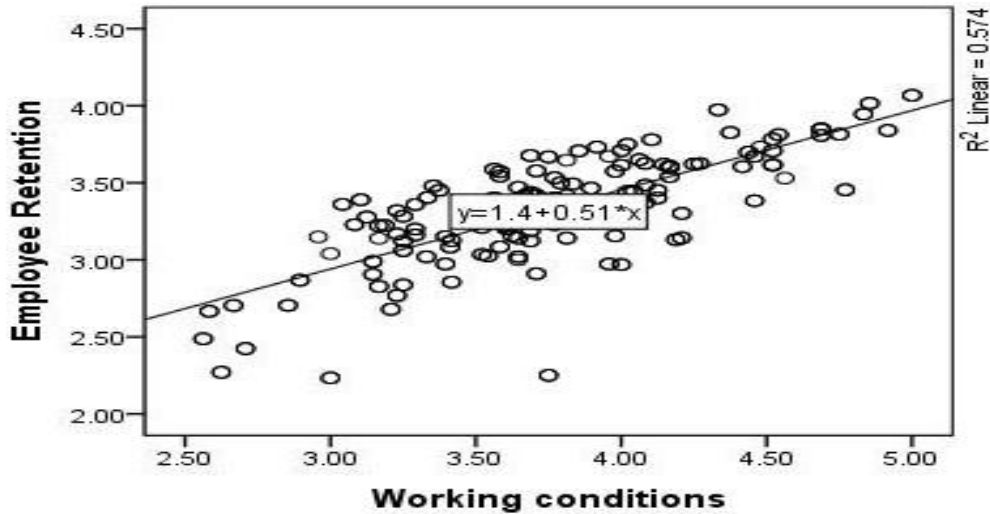
Table 8 Working conditions Correlation Coefficients

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

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

Scatter plot diagram shown in figure 2 indicates clearly that there was linear relationship between working conditions and employee retention.

Figure 2 Scatter plot between working conditions and employee retention



Regression Analysis

A simple regression analysis was conducted to establish the influence of working conditions on employee retention in rural public secondary schools in Tanzania. The research hypothesis tested was; H0: There is no positive significant influence of working conditions on employee retention in rural public secondary schools in Tanzania. To test this hypothesis, linear regression model was used as shown in Table 9. The coefficient determinant, R- square value was 0.574. This therefore implies that working conditions influenced employee retention at least 57.4%.

Table 9 Regression Analysis for Working conditions and Employee retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
2	.758 ^a	.574	.573	.23035	1.818

a. Model 1 Predictor: (Constant), Working conditions (X1)

Dependent variable: Employee retention (Y)

ANOVA Coefficient for working conditions

Analysis of Variance results for regression coefficients revealed that the F-statistic value of 367.97 was recorded showing that the model was significant with p-value being 0.000 which was less than 0.05 hence the null hypothesis was rejected. This implies that there is a significant positive influence of working conditions on employee retention in rural public secondary schools in Tanzania. Further results are shown in table 10.

Table 10 ANOVA for Working conditions (X)

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

a. Dependent Variable: Employee retention (Y) b. Model 1 Predictor: (Constant), X

Coefficient for working conditions

The regression coefficient showed that the t-value was 19.183 with p- value of 0.000 which is less than 0.05 level of significance. These values indicate that working conditions significantly influence employee retention in rural public secondary schools in Tanzania. This was in agreement with the findings based on the ANOVA table. The model generated from the coefficient table was as: $Y = 1.398 + 0.514X_1$

This model can be interpreted that for every unit increase of working conditions, retention of employee increases by 0.514 as indicated in table 11.

Table 11 Coefficient for working conditions of (X)

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

a. Dependent Variable: Employee retention (Y)

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

DISCUSSIONS OF KEY FINDINGS

The stated research hypothesis in this study was H₀: There is no positive significant influence of working conditions on employee retention in rural public secondary schools in Tanzania.

In relation to working conditions, ten operational aspects namely; school provides comfortable offices for teachers, school provides teachers with work equipment (chalks, marker

pens, flip charts, computers/laptops, pens, text books, mask and duster) school provides teachers with residential houses, condition of the houses, teachers stay at work within the agreed work hours, easy access to salary payment point could enhance teachers' retention in school, school management treats employees as they would like employees treat the school, the school compound is secure and I don't experience work overload at school were considered.

Working conditions may have various positive and negative impacts on employee outcomes such as turnover intentions. Different research on various working samples have shown that perceived work conditions may affect turnover intentions (Houkes et al., 2001; Huang et al., 2007; Podsakoff et al., 2007; Poilpot-Rocaboy et al., 2011; Burakova et al., 2014). Mueller and Price (1990) have established that the determinants in voluntary turnover are of a psychological, sociological, and economic nature. Their explanatory model of voluntary turnover integrates different types of determinants, such as working conditions, environmental conditions and employee characteristics. The authors point out that if employee expectations toward the organization are not fulfilled, the consequences for job satisfaction and commitment to work result in the employee deciding to leave the organization.

The respondents were asked to state the rate of increase of staff retention occasioned by healthy work environment within the schools. Majority, 62.60% indicated that healthy work environment increased retention at the rate of 51-70%. This observation is echoed by Wells and Thellen (2002), who stress that organizations offering suitable levels of privacy and sound controls at the work place thereby improving levels of motivation and commitment in employee have an increased ability to satisfy and retain employee. Also Mandhanya Yogita (2015) conducted a study on impact of healthy working environment on retention of employee, with special reference to automobile sector. The findings indicated that work environment had positive relationship with employee retention and thus affects employee decision to stay in the company.

On whether schools provide modest offices for teachers, about 42% disagreed and 38% of the respondents strongly disagreed. On the other hand, on scale of 1 to 5, an average score rate of 3.15 was recorded with standard deviation of 1.099. This indicates that majority of the respondents greatly disagreed that schools provide modest offices for teachers in rural public secondary schools in Tanzania. These findings are supported by the findings by UNESCO, (2015) which established that, many schools in developing countries are poorly designed and constructed. Facilities are often badly laid out, are either too hot or too cold, or are dark, unhygienic, inaccessible, dangerous and generally not conducive to effective teaching and learning. Moreover, the findings are consistent with those of Akyeampong and Stephens (2002)

who found out that, in Ghana teachers have expressed concerns about the quality of accommodation, while in Tanzania teachers have also lamented classroom facilities, school resources and access to leisure activities.

It is indeed the case that the school and working environments improve both the quantity and quality of schooling. Many rural schools lack the essential infrastructure to enable them function as safe, efficient and effective schools. The physical state of classrooms is very poor, with floors full of holes, roofs and ceilings broken and pertinent facilities in a poor state of repair. In South Africa, poor conditions of schools and inadequate services led to protests coordinated by Equal Education, a rights-based NGO. This resulted in the gazetting of legally binding Norms and Standards for School Infrastructure in 2013. These require every school to have water, electricity, Internet, working toilets, safe classrooms with a maximum of 40 learners, security, and thereafter libraries, laboratories and sports facilities. Further, water, electricity, classrooms, toilets and fencing should be provided within 10 years and the remainder by 2030 (Equal Education, 2015).

Again the respondents were asked whether schools provide teachers in rural public secondary schools with residential houses. A great number of respondents, about 60% strongly disagreed. An average scale of 2.93 out possible 5 and standard deviation of 0.944 were recorded. This means that rural public secondary schools in Tanzania, in general, do not provide residential houses for teachers. This result concur with the findings by McClure et al, (2003) who identified inadequate housing, and an expectation that teachers will teach multiple grade levels or multiple subjects as challenges for teacher in rural areas.

On the other hand, Eppley (2009) identifies accommodation together with the poor socio-economic background of many rural communities as additional challenges rural teachers face. The provision of housing is an incentive to attract teachers to rural areas and may act as a remedial plan to shortage of teachers in rural public secondary schools in Tanzania. In Malawi, education management information system data reveal a strong association between the availability of housing in an area and the presence of female teachers in the school. In a study conducted on attrition of primary school teachers in Uganda, provision of housing is considered to be a key factor in ensuring teacher retention, especially in rural areas (Mulkeen, 2005). Currently 15 per cent of the school facilities grant is allocated to the building of teachers' houses.

Based on whether easy access to salary payment point could enhance teachers' retention in schools, the findings suggest that; 44.8%, of respondents strongly agreed. An average score rate was 3.63 out of 5 with standard deviation of 0.963. Respondents reported that, it takes them 2 days to travel to towns where they can access banks and withdraw their

salaries. They report this situation as hectic and cost full given the fact that one should travel a distant away and incur two nights" accommodation cost. This result relates to findings by Lyimo (2014) who established that some teachers fail to cover the syllabus because of spending time following up on their salary or related payments and participating in teachers' strikes. Lyimo concludes that if this situation is to be remedied, the welfare of teachers needs to be significantly improved, primarily through the provision of adequate salaries that are paid on time. Teacher benefits for example leave and transfer allowances, need to be clarified, known to all, and made available on time.

To establish whether there is a linear relationship between working conditions and employee retention, the study adopted the Pearson's Moment Correlation Coefficients. The results indicate that the variables working conditions and employee retention had a strong positive relationship as indicated by a correlation coefficient of .758** which translate to R-square value of 0.574. Therefore 57.5% of employee retention was explained by working conditions. Such findings do concur with those of Luekens et al, (2004) who found that poor working conditions are frequently cited as primary reasons why teachers leave the field. In the Analysis of Variance (ANOVA) results for regression coefficients revealed that the F-statistic value of 367.97 was recorded showing that the model was significant with p-value being 0.000 which was less than 0.05, hence the null hypothesis was rejected.

CONCLUSION

Working conditions and employee retention are strongly positive related. Healthy working environment within the schools influence employee retention by 70%; that is instances where there are good working conditions, none of the employee are willing to move. Rural public secondary schools do not provide modest offices work equipment and for teachers. This situation calls for an immediate action as it may lead to decreased morale to work.

Teachers in rural areas are not provided with residential houses. In most cases, teachers, more qualified ones in particular, expect good houses, with electricity and running water, greater social opportunities, better education for kids and health services, and some additional economic opportunities. While those expectations can hardly be met in remote areas, these areas (compared to urban ones) are equally more susceptible to diseases, problems with local languages, poor classrooms, school resources, leisure opportunities, less accessibility to health services, feelings of isolation and exclusion from opportunities for participation in consultation or professional development, and possibility of greater workloads due to teacher shortage. Moreover, teachers fail to cover the syllabus because of spending time following up on their salary or related payments. It has been previously documented that remote

rural areas suffer an acute lack of services such as clean water, electricity, access to healthcare and telephone coverage.

RECOMMENDATIONS

A new perspective of teachers' rights is needed that takes account of actual working conditions and allows for the allocation of appropriate rewards and incentives that are based on the experiences of teachers working in rural schools (rewards and incentives). This is particularly important for women teaching in rural areas, as many have to cope with difficult lifestyle options, particularly when schools serve marginalized communities. It is generally observed that government efforts to address critical problem of lack of modest housing for teachers are insufficient to the extent that the problem seems to increase over time. The current study advances a number of strategies that could be plausibly considered as alternative plans towards addressing this issue:

- i) Looking for companies, non-governmental organizations (NGOs) or community groups which could build low cost houses for teachers. The local or central government could make acceptable arrangements to provide land where such houses could be built near schools. The land given could be used within acceptable terms as collateral to securing loans from banks to build those houses. In return, these houses could be rented to teachers at a reduced price, and schools could assist, for instance, through paying part of the renting costs (depending on the financial situation of a school).
- ii) Local people could be urged to provide short-term accommodation for teachers with pressing needs like new non-native teachers, while looking for permanent housing solution. The above two practices (1 & 2) have been tried elsewhere (e.g., in Texas, Mozambique and Lesotho). In Mozambique and Lesotho, for instance, NGOs and local communities or community groups have constructed/provided teacher housing in an attempt to make rural locations more attractive (Mulkeen, 2006). Female teachers' accommodation must be prioritized. Furthermore, in Malawi, education management information system data reveal a strong association between the availability of housing in an area and the presence of female teachers in the school. In a study conducted on attrition of primary school teachers in Uganda, provision of housing is considered to be a key factor in ensuring teacher retention, especially in rural areas (Mulkeen, 2005).

The findings established that teachers fail to cover the syllabus because of spending time following up on their salary or related payments. It is recommended that, government authorities Ministry of Education and Vocational training liaison with financial institutions on

the possibilities of establishing micro financial services and fixing ATMs in rural areas to mitigate this challenge.

LIMITATIONS OF THE STUDY

This study faced a number of limitations; firstly, inaccessibility, the researcher faced a big challenge in accessing some schools. Many schools are in really remote areas where roads/infrastructures are poor/ unavailable. This took a great deal of time in collecting information from these schools. The researchers used to hire motorcycles (bodaboda) to access these schools. The problem with this type of transport was the safety of data because the data collection exercise was carried out during the rainy season and data could simply suffer from authenticity. In most cases the researcher used to cover the field documents with clear bag (a small - envelop shape plastic bag).

Secondly, tight teachers' schedule attributed to workload made it difficult for teachers to co-operate in the exercise. As it is reported in this study, some schools had a big number of students with a very limited number of teachers. This forces a teacher to carry on- non- stop teaching sessions. So wherever the researcher planned to meet/interview teachers it was always a "wrong timing". To deal with this situation, the researcher had to consult a head of school and convince him/her on a possibility to call a meeting with teachers for a shorter period of time. This worked out in some schools and valuable information was gathered.

AREAS FOR FURTHER RESEARCH

The current study focused on the influence of working conditions strategy on employee retention in rural public secondary schools in Tanzania. Further research is needed to investigate factors responsible for the declining morale in the teaching profession in secondary schools in Tanzania. For many African countries, teachers were regarded with deep respect and dignified in the society (Altbach, 2003). Teaching was at one time the prime profession for all intelligent and educated people (Omari, 2013). There is also a need to investigate reasons for poor academic performance of rural public secondary schools in Tanzania. The performance of these schools deteriorates every year unlike rural private secondary schools.

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