

THE INFLUENCE OF WORKING CONDITIONS ON TEACHERS' RETENTION IN RURAL PUBLIC SECONDARY SCHOOLS IN SUMBAWANGA DISTRICT

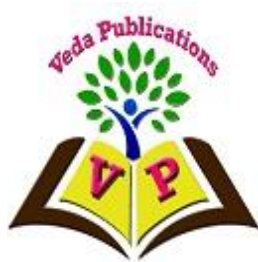
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Abstract



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The purpose of this study was to investigate “the influence of working conditions on teachers’ retention in rural public secondary schools in Sumbawanga District, Rukwa Tanzania.”. The study was guided by Herzberg’s Motivational Theory. This study adopted mixed research approach and convergent parallel research design. Questionnaire and interview were used as research tools to collect data from 93 respondents, whereby 87 teachers were sampled through stratified and simple random techniques, 5 heads of rural public secondary schools and 1 District Educational Officer was selected through purposive sampling technique. The quantitative data was analyzed through SPSS Version 20 and presented using tables, percentage, figures and frequencies, while qualitative data was analyzed through thematic analysis. The finding of this study showed that retention of teachers in Sumbawanga District was very low due to poor working conditions such as lack of professional development, high workload, poor accommodation along with safety and security, lack of social services and lack of enough teaching and learning materials. Also, the study recommends the need for the government through Ministry of Education and other educational stakeholders to cooperate in order to improve the retention rate of teachers in rural areas through creating a good working condition that will enable teachers to conduct the responsibilities effectively. Also, the government need to establish different motivational package to rural teachers which will motivate them to work in rural areas, by doing that they will not feel isolated.

Keywords: Working; Working Condition; Retention: Teachers Retention.

1. Introduction and Background of the study

Generally, working conditions concerns emerged in Europe soon after industrialization in 1950s. The industrialization was associated with the establishment of white-collar job together with discoveries of different machines which replaced human beings. Since the early 90s, the working conditions has increased the level of stress to teachers especially in rural areas and it has also affected the decision making among teachers (Modest & Onyango, 2021). In general, working condition in rural school was more difficult than in urban schools because of poor working and living conditions. Although teachers who have grown from rural areas, they are familiar with their surroundings and it's easy for them to cope with their environment than those who grew up in urban areas; it's very difficult for them to cope with rural lifestyle (UNESCO, 2017). The term "working conditions" means the working surroundings and all actual situations impressing activity in the organizations including different things like legal aspects, physical aspects and responsibilities (ILO, 2022).

Globally in 1919, there was introduction of International Labor Organizations (ILO) with agreement to improve quality of job and working conditions among the members' state. ILO put up the Decent Work Agenda which deals with protections of working conditions for all workers; also, government and employers must ensure that all workers have good working conditions that produce income with safety, protection, ensuring fair opportunities and treatment, professional improvement, job security and voice of every worker to be heard (ILO, 2019). In rural areas, the retention of teachers tends to increase the intention of teachers to leave the place from rural areas to urban areas. According to DFID report (2012) in order to provide quality education, the good working conditions of teachers are highly needed. In Africa, similar problem of working environment of teachers in rural areas is rampant; the working conditions of teachers are not different from one country to another despite the 2004 Africans Union Conference which was held in Burkina Faso with the major aims of improving working conditions and quality of job. Different studies show that many countries faced the problem of poor working conditions in rural public secondary schools (Bushiri, 2014).

In relation to this Tanzanian government made efforts to improve the quality of education which would meet the demand of globalization by improving working conditions of employees, for example, introduction of Educational Sector Development Plan in 2016 to

2025 and Educational and Training Policy of 2014 and Sustainable Development Goals with the major aim of creating conducive working conditions so as to deliver quality education (URT, 2018). According to Msuya (2016) good performance of teachers in their working areas, various things like job security, good relationship with others and conducive working conditions are things which are needed. There were several confirmations in Tanzania to show that many teachers were depressed with working conditions. This is because there is inadequate teachers housing, working conditions which are bad with limited teaching and learning facilities, inadequate training and social services. Onyango (2020) asserts that in Tanzania, the government sets up aims and purpose to assist the education development in the country by introducing the Tanzania Teachers' Services Commission (TSC) which was established in 2015 under MOEVEST to deal with different services and welfare of teachers and ensuring better job performance among teachers. Not only that but also the government of Tanzania has made some efforts to improve the working conditions, for example, the establishment of Employment and National Employment Act of 2004 which provides legal framework for effective and fair employment relation and improving working conditions. In 1973, there was formulation of Tanzania Workers Association which was adopted from Europe with the aims of demanding workers' rights which include good working conditions and all things which support workers to perform their duties effectively.

Agriculture is the backbone of Sumbawanga economy. The people from this place tend to cultivate various crops like maize, rice, wheat and sorghum; also, there is a good tourism attraction which entices different tourists such as Lake Rukwa where people enjoy boat riding, swimming and fishing activities that take place. Not only that but also there is Karambo falls, the popular place which is very attractive tourist destination. Despite of having all these resources, teachers keep deserting these places in rural areas to urban areas because the working conditions of teachers in rural areas is not good with limited classes which make them to have large class size and lack of social services. Poor administration support, remoteness of the area from headquarters due to rough load, limited infrastructure. According to Kawa (2017) in Sumbawanga rural district, there was 74 percent of teachers turnover, absenteeism at 78 percent; In this view, the researcher investigated the influence of working conditions on teachers' retention in rural public secondary schools in Sumbawanga District, Rukwa, Tanzania.

Statement of Problem

Different studies show the connection within working environment and job satisfaction because better working conditions with available teaching and learning materials is essential in order to make teaching activities process effective (Jezza, 2019). Good working conditions are very potential in influencing teachers' morale (Bushiri, 2014).

World Bank report (1990) cited by Mwita (2019) the agency of the United Nations which is concluded that without improving working conditions of teacher such as safety, health service and supportive teaching materials, teachers will not perform better. Job gratification of teachers was affected by various reasons including working conditions. Sumbawanga, in particular, is the district with a good and fertile land that supports the cultivation of various crops such as maize, wheat, sorghum, potatoes and various vegetables. Also, varieties of natural attractions are available in the area that attracts different tourists. Despite the presence of such life-supporting endowments, yet, teachers who are employed in public secondary schools in Sumbawanga rural tend to leave their working places as others apply for transfers to urban areas while others change their job. According to HR Payroll report from Sumbawanga District Council (SDC) and Employees' Registers (2018) teachers trending turnover rate in 2015/2016 was 5.8 percent, 2016/2017 was 7.0 percent, 2017/2018 was 9.7 percent and 2018/2019 teachers' turnover rate was 11.4 percent. Turnover cases are increasing every year due to poor working conditions. However, turnover could hinder the sustainable development in Sumbawanga District. Therefore, this study intended to investigate the influence of working conditions on teachers' retention in rural public secondary schools in Sumbawanga District.

2. Literature Review

In Zambia, Daka (2016) carried out a study on the effect of work life of teachers in rural areas. The study employed mixed approach, descriptive survey design and 74 was the sample size. The researcher argued that accommodation, water supply, physical condition of the schools, materials for teaching and learning activities, long distance from rural area to town, allowance and recognition altogether affect teachers' performance in rural areas. Working conditions of teachers was not conducive and attractive to teachers to remain at their working places. There was also shortage of toilets, old buildings which were not attractive enough for

teachers to remain in class, insufficient allowances of teachers which are not paid on time and that oblige teachers to travel in town every term in order to fill the allowance claiming forms. So, government should think about that so that to make teachers to be satisfied to work in rural areas by increasing enough social services that would be easy for teachers to meet their daily needs.

Modest at. el. (2021) conducted a study on the influence of school workplace conditions of teachers' job satisfaction in rural public secondary schools, in Bukoba District in Kagera Region. The study used mixed approach; data collection methods were questionnaire and interview guide. The study revealed that poor working environment exist in various public secondary schools because teachers' job satisfaction is low due to inadequate teachers' housing and health safety, poor working conditions and poor relationship between teachers and supervisors. The study recommended that good and efficient policy framework can motivate educational stakeholders to play a part in establishing a conducive working environment.

Moreover, Chikoyo (2020) conducted a study in Tanzania on the influence of working environment on teachers' attrition in public secondary school with a case of Manyara. The researcher found that shortage of teaching and learning resources, school location, big class size and inadequate classes influenced teachers' turnover whereby in rural schools there is no enough resources for teaching and learning with large class size because of inadequate classrooms to support effective teaching and learning. Also, another reason for teachers' quitting the teaching professional was living condition of teachers because in rural areas teachers tend to rent houses with very low standard in terms of security because during rainy seasons, their homes were at high risk. This makes teachers to quit the job so that to get better life in urban areas. On the issue of health insurance system for teachers in rural areas it did not help teachers, most health centers in rural areas lack health facilities for example drugs which make patients to buy drugs from nearby pharmacies. Also, the issue of salary payment for rural teachers is lower as compared to the difficulties they experience in rural life.

Swai (2013) carried out a study on effect of incentives and initiatives on teachers' retention. The finding showed that the influence of working conditions and salary on teachers in Rukwa region make teachers to be dissatisfied in their teaching profession because salary is relatively low as compared to other job positions, bad working conditions, and lack of

compensation packages. Motivates teachers to quit. Furthermore, Shonje (2016) showed that teachers work in poor conditions such as lack of in-services training, promotions and necessary facilities for effective teaching and learning. Also, most of teachers live at a long distance from school which affects them to conduct their day-to-day responsibilities which leads to lowering their morale to work. Also, this leads into teachers' absenteeism which results to poor students' academic performance. Furthermore, Shonje adds that poor working conditions can reduce worker productivity and affect workers job satisfaction which impact the organization.

3. Research Methodology

The study employed Mixed Research approach whereby both qualitative and quantitative data were used together. Creswell (2014) defines mixed approach as the way of researching that involves use of both qualitative and quantitative approaches in a single study. The use of mixed approach helped the researcher to collect, analyze and interpret data in different ways because each approach addresses the weakness of other. In this study, the researcher employed a convergent parallel mixed design in which the researcher collects both forms of data at the same time and then integrates the information in the interpretation of the overall results. A sample size of 98 drawn from 326 targeted population through probability and non-probability sampling technique. The researcher used interview guide and questionnaire to get required information. Also, the researcher ensured anonymity to the respondents through prohibiting them to mention their names during data collection.

4. Findings and discussion

The influence of Working Conditions on Teachers Retention

In examining the influence of working conditions on teachers' retention in rural public secondary schools in Sumbawanga District, both questionnaires and interview were used as the method for data collection so as to get the information. The following factors that spur secondary teachers global to quit the profession include unconducive workplace, lack of teaching and learning material, poor social services, lack of accommodation, lack of professional development opportunity, high workload, poor safety and security, poor cooperation from administrators.

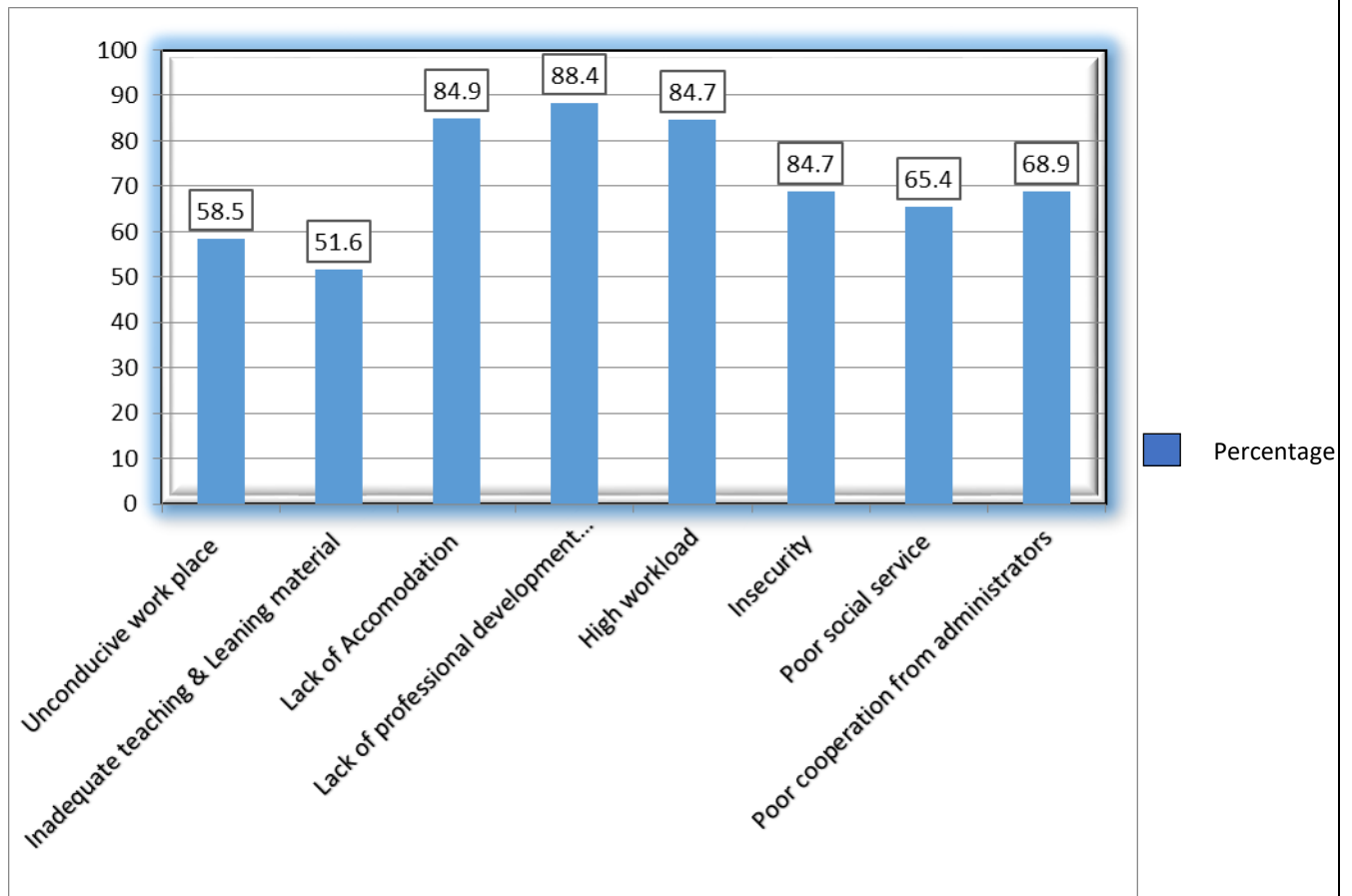
Figure 4.1: The Influence of Working Conditions on Teachers Retention (n=98)**Source: Field Data (2022)**

Figure 4.1 shows the factors that influence secondary teachers to quit the profession. The findings reveals that 58.5 percent of respondents reported that unconducive workplace influence secondary teachers in rural areas to quit the place. Based on the findings in table 4.1, 51.6 percent of respondents indicated that inadequate teaching and learning materials decrease teachers' morale to work in rural areas as well as 84.9 percent respondents asserted that teachers quit the place in Sumbawanga District due to the lack of enough houses to accommodate teachers. Furthermore, 88.4 percent revealed that secondary teachers in rural areas lack opportunity for professional development because there is no workshop, seminars to increase teachers' skills and knowledge in teaching process. Also, the findings in table 4.1

indicates that 84.7 percent of respondents reported teachers quit the place in rural schools due to shortage of teachers something which increase large number of periods per week. 68.9 percent of respondents revealed that lack of security and safety in rural areas was another reason that spur secondary teachers to quit the professional in rural areas. The findings in table 4.1 further indicates that poor social services in rural areas like water services, electricity services, banking services and network services was another reason which spur secondary teachers to quit the profession in rural areas. Moreover, 68.9 percent of respondents revealed that there are poor cooperation and relationships between school administrators and teachers something which triggers communication breakdown.

The researcher presented the respondents with the table having six subsections indicating the statement and five subsections which were presented with ten views in which participants were required to state their agreement on five points from the Likert scale which included strongly disagree, Disagree, Neutral, Agree and strongly agree. Then the sample of teachers were requested to put tick (✓) where appropriate to show the extent they accept the statement indicating the influence of working condition on teachers. Their responses are tabulated in the table 4.1

Table 4.1: The Influence of Working Conditions on Teachers Retention (n= 87)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Working conditions are friendly to teachers	21 (24.1%)	30 (34.4%)	19(21.8%)	14(16.0%)	3 (3.4%)	87
Availability of teaching and learning materials	20 (22.9%)	25(28.7%)	22(25.2%)	14(16.0%)	6(6.8%)	87
Availability of social service	29 (33.3%)	27(31.0%)	25(28.7%)	6(6.8%)	-	87
Accommodation	46(52.8%)	28(32.1%)	-	7(8.0%)	6(6.8%)	87
Professional development	52(59.7%)	25(28.7%)	6(6.8%)	4(4.5%)	—	87
Teacher's workload	48(55.1%)	26(29.8%)	6(6.8%)	4(4.5%)	3(3.4%)	87
Safety and health a	19(21.8%)	47 (47.1%)	14 (16.0%)	9(10.3%)	4(4.5%)	87
cooperation among Co- worker	2(2.2%)	11(11.4%)	17(17.24%)	25(28.7%)	32(40.2%)	87

Source: Field Data (2022)

Table 4.1 presents the quantitative findings on the influence of working conditions on teachers' retention in rural public secondary schools in Sumbawanga District. Also, there is qualitative information obtained from the study presented in quotation. The presentation is based on sub themes extracted from the findings. Those sub themes include unconducive workplace, lack of teaching and learning materials, lack of enough houses to accommodate all teachers, lack of professional development opportunity, high workload, and poor cooperation from administrator.

Conducive workplace

According to the findings it discovered that the school workplace was not supportive and friendly to teachers to work effectively. The results in table 4.1 shows that 24 percent which was equivalent to 21 respondents strongly disagreed that working conditions was not friendly to them, while 34.4 percent of teachers which is equal to 30 respondents disagreed that working conditions for teachers is friendly and 21.8percent were neutral, 16.0 percent agreed with the statement and last group of teachers which is 3.4 percent strongly agreed with the statement. The result reveals that poor working conditions in Sumbawanga District was a problem to most teachers working in Sumbawanga District. Furthermore, the response obtained from the interviewee about the working conditions of teachers in rural areas were in agreement with the findings above. During the interview with interviewee, it was revealed that teachers were working in poor and hard environment which did not support teachers to work effectively. One of the interviewees complained that:

The working environment here is not good as you can see this is the school head office the floor is broken and holes are also the. This is because it is a very old school it was parents' school and later became a secondary school, so many of its buildings are dilapidated. (Interview A. June, 2022)

This implies that the working area is not conducive, offices are full of cracks and holes, teachers cannot work effectively when the working conditions are poor and it makes teachers to be fractured but in order to perform well conducive working environment is important to teachers.

This finding was related to Fredrick Herzberg's theory in 1959 which is motivational and hygiene factor theory which recognizes that poor working conditions can discourage the employees to remain in the workplace and decrease their morale to work effectively. Also, the similar result was reported in the study by Modest & Onyango (2021) The study found that poor working condition is experienced in various public secondary schools because there is low level of teachers' satisfaction with inadequate teachers' housing and health safety, poor working conditions and poor relationship between teachers and supervisors. Teachers are satisfied to work in the environment with access of enough materials but lack of important equipment leads to stress among the workers, therefore, the government should create the

environment which is comfortable for teachers to facilitate accomplishment of different goals.

Teaching and learning materials

The findings from table 4.1 reveals that there are inadequate materials for teaching and learning something which affect the retention of teachers in Sumbawanga District. This sub theme is supported by the findings from table 4.1 which shows how respondents responded on the question which was asked if there is enough teaching and learning materials. The results discovered that most of the public secondary schools in Sumbawanga District lack enough materials for teaching and learning activities. This is supported by the findings from table 4.1 where by 20 respondents equal to 22.9 percent strongly disagreed with the statement; 25 respondents equal to 28.7 percent disagreed with the statement while 22 respondents equal to 25.2 percent were neutral. On the other hand, 14 respondents equal to 16.0 percent agreed and 6 respondents equal to 6.8 percent strongly agreed with the statement. From the respondents' answers it was revealed that most of the respondents disagreed that there are no enough materials for teaching and learning activities in their working environment. This implies that most of the public secondary schools in Sumbawanga district there is no enough materials for teaching and learning activities so teachers work without having enough material to support them to work effectively however, in the schools if there are enough teaching and learning materials, they increase teachers' morale to work effectively than when there are no enough teaching and learning materials.

Furthermore, the findings correspond with the information provided during the interview with interviewee A. It clarified that there are inadequate materials for teaching and learnings materials in most of the school. Interviewee A explained that teachers have low commitment to work since they lack supportive materials for teaching and learning activities. The interviewee A said:

In this school there is no enough materials for the teaching and learning activities especially for science teachers, there is only one laboratory that is used for all science subjects and there are very few laboratory equipments that were brought during COVID19 and those equipments here in the school have no help because they are not used. (Interviewee A June, 2022).

This implies that, most of rural secondary schools in Sumbawanga district have no enough materials for teaching and learning activities, there is no library, laboratory with no equipments, shortage of desks and chairs, lack of enough water especially during the summer season; but in real situation teachers need conducive environment for example good classroom, desks, and chairs in order to work effectively.

The finding is related to Chikoyo (2020) who conducted the study to know the reasons for teachers' attrition. The researcher found that shortage of teaching and learning resources, school location, big class size and inadequate classes influenced teachers' turnover whereby in rural schools there is no enough resources for teaching and learning with large class size because of inadequate classrooms to support effective teaching and learning decrease teachers' morale to perform well in their duties.

Lack of accommodations

Accommodation was taken out as sub theme from the respondents' responses. The findings from table 4.1 indicated that there is inadequate number of teachers house in school areas. The findings indicated that 46 respondents equal to 52.8 percent strongly disagreed with the statement, 28 respondents equal to 32.1 percent responds disagreed while 0 respondents were neutral, 7 respondents equal to 8.0 agreed and 6 (6.8 percent) of respondents strongly agreed. From the data it shows that respondents strongly disagreed on the accommodation they get for the work. Also, from respondents' answers it shows that most of the schools in Sumbawanga district lack enough houses for teachers to live. Lack of accommodations to teachers around the school is one of the major challenges which impedes teachers' retention in Sumbawanga District. Alternatively, during the interview with interviewee B he supported the answers from teachers that there is no enough accommodation for teachers. Also, this information was supported by interviewee C during the interview session. Interviewee C narrated that

In this school there are only two houses for the headmaster and the second master, other teachers go to rent a house far from schools something that makes teachers to come late at school because transportation is also a problem in rural areas. (Interviewee C June, 2022).

This implies that teachers in Sumbawanga district face the challenge of securing houses to live because most of the schools in rural areas had no enough houses to accommodate teachers and because of this teacher have to rent house in the village and due to the limited house around the school, teachers live at the place which is far from their perspective school so teachers had to find private transport every day which increases the cost of life.

According to HakiElimu (2005) as cited by Jazza (2019) the government built more houses for teachers especially in the year of 1991 and 2004 whereby the percentage of teachers who can get the house increased from 24 percent to 27 percent but still the problem of accommodation for rural teachers remains challenging and due to the increase of number of teachers most of teachers have to find their own accommodation because of limited houses for teachers in rural areas. There has been a big gap from 2004 up to 2022. It's almost 18 years and due to the current situation and awareness about schools many people are going to schools nowadays and the number of hired teachers has also increased.

Therefore, these findings signify that walking for long distance to and from school demotivate teachers to work in rural areas as the result of conflict between school leader and teachers. Lastly all these challenges associated with long distance to from school are a result of low retention of teachers in rural areas.

Professional development Opportunity

The study reveals that there is inadequate professional development of teachers in most of the public secondary school in Sumbawanga District. This is supported by findings reported in the table 4.1 which indicates that 52 respondents equal to 59.7 percent strongly disagreed with the statement while 25 respondents equal to 28.7 percent disagreed, 6 respondents equal to 6.8 percent were neutral and 4 respondents equals to 4.5 agreed and 0 percent strongly agreed. Researchers found that in Sumbawanga district most of the rural schools' teachers lack opportunity to develop their professional skills. The results indicated that there are no opportunities for teachers in rural areas to improve their professional skills. In addition, the findings are supported by the information obtained during the interview where by interviewee QA explain that there is no any program for developing teachers in their professional skills because most of the teachers, they teach by using knowledge they get from the colleges. Interviewee QA reported;

Professional development these days does not exist, things are changing we have new system of competence-based curriculum but the challenge is teachers are not empowered from content-based curriculum to competence-based curriculum. So many teachers work habitually that if you do this that will come. (Interviewee QA June, 2022).

This implies that in rural secondary schools there is no program of training teachers in order to update their knowledge, teachers in rural areas teach by using the knowledge they get from the colleges. Moreover, training for teachers is very important to help them increase knowledge and to learn new different skills that will help to transform students' achievement; so, teachers should be given opportunities to go for in-service training and there should be equal chance for science teachers and art teachers, by doing so it will help to boost their morale and to perform their activities effectively.

This has been supported in South Carolina by Matthew (2020) the findings show that the retention rate of rural teacher is not conducive which influences teachers desire to quit the job in rural schools because rural teachers receive salary which is not enough to meet the daily needs, unconducive workload, poor teachers' professional development because there is no any training which can help to enhance professional skills of teachers.

High Workload

The results from table 4.1 indicates that 48 respondents equal to 51.1 percent strongly disagreed with the workload, also 26 (29.8 percent) disagreed with the statement while 6 respondents equal to 6.8 percent were neutral, 4 respondents equal to 4.5 percent agreed and other 3 respondents equal to 3.4 percent strongly agreed to the point. Workload is the number of duties whereby the individual has to perform. From the results, most of the respondents strongly disagreed with workload in the schools, this indicates that in Sumbawanga district workload is high, that means there is high number of periods per week in most of the schools' teachers have high numbers of periods per week. The results from interview with interviewee C were in agreement with the findings above. During the interview with interviewee C it was recognized that number of periods is high compared to the number of teachers. Interviewee C reported that;

In my school the problem of high workload is for science teachers, you might find that one teacher has more than 25 periods per week because one teacher is supposed to teach from form one to form four, so science teachers are very busy from morning to evening throughout the week so as to cover the topics (Interviewee C June, 2020).

This shows that in most of public secondary schools in Sumbawanga district the number of periods is very high compared to the number of teachers which is caused by the shortage of personnel especially for science subjects. You may find that one teacher teaches from form one to form four because of the situation it makes one teacher to have 35 periods per week because there are no other teachers to help.

The result is supported by Ekabu, Kalai & Nyagah (2018) who carried out the study and came up with similar results that teachers' motivation in secondary schools is low because of poor working conditions and teachers have low morale towards their job which increases teachers' intention to leave the place because teachers are faced with different problems in schools like large class size and high workload with dangerous and old buildings, inadequate teaching and learning facilities like textbook, furniture and there is no laboratory for science subject which affect the performance of teachers.

Safety and security

The sub theme was generated from respondents' findings which determined whether there is safety and security in and around the school. This revealed from table 4.1 where by 19 respondents equal to 21.8 percent strongly disagreed 41 respondents equal to 47.1 percent disagreed with the statement, 14 respondents equal to 16.0 percent were neutral either is good or bad and 9 respondents equal to 10.3 percent agreed and 4 respondents equal to 4.5 percent strongly agreed with the statement. From the result it indicates that most of teachers disagreed with the safety and security in their schools. Also, from the teachers' response it shows that most of the public secondary schools in Sumbawanga district working conditions in term of safety and security is not good, there are some problems associated with safety and security something that makes teachers to work under pressure. During the interview which was conducted to the interviewee on the influence of safety and health on teachers' retention

interviewee C support the findings above that in his school there is no enough safety and security. Interviewee C state that,

In this school safety is low because 80 percent of buildings are dilapidated and bad which makes teachers to be uncomfortable when we are in the class especially during the windy periods, we fear the buildings may fall on us, only few classrooms were built during COVID19 which are in good condition. (Interviewee C June, 2022).

This implies that in Sumbawanga District most of the secondary school there is no enough security at work place and teachers work in pressure due to poor physical facilities which can support effective teaching and learning. This is because most of buildings around the school have low quality and few classrooms. Hence from the explanation from head of the school the researcher found that in Sumbawanga district there is no enough security for the working environment and teachers work under hard environment which does not support them to work effectively. A similar finding on this was obtained by Herzberg's two theory state that workers to be satisfied job security in their working environment should be considered. This means that there is also shortage of toilets, old buildings which are not attractive enough for teachers to remain in class. This entails, the government should ensure there is enough safety and security in and around the schools so that teachers can work without too much disturbance caused by poor working environment.

Social Services in Rural Areas

In the case of social services, the study discovered that there are no enough social services in rural areas. This is supported by findings in table 4.1 which shows how respondents responded on the question asked. 29 respondents strongly agreed, 38 respondents agreed while 11 were neutral, 5 disagreed and 4 respondents strongly disagreed. From the teachers' response it shows that most of the teachers disagreed with social services in the district. This implies in Sumbawanga district there is no enough essential social services like health center, banking services. Water services, network services. this indicates that due to the shortage of social services in the district, teachers are supposed to travel to town every time so that they can get the social services they want like health services, also from the teachers' response it seems that even the issue of month salary they are supposed to travel to

town so that they can get banking services which enable them to receive their monthly salary. The information obtained through interview with interviewee MM clarified that in Sumbawanga District there is inadequate social service something which affect the retention of teachers in rural areas. The interviewee MM added that,

In rural areas there is no enough social services because in some village when we want to get the information about office issues, teachers must travel for transport fair of 10,000 up 15,000 in order to get to go to the place where there is network so that to report the office issue. (Interview from interviewee MM June, 2022).

This implies that in rural areas there are no enough social services people live in hard times and it seems that there are some villages where network is not accessible. Therefore, the government and other organizations should think about the life of village people, the government should establish important social services like health center, banking services and other important services to people so that to simplify the life of people in rural areas. By doing so it will help to boost their morale and they will be attracted to work effectively. Furthermore, the result resembles with Chikoyo (2020) who found that on the issue of health insurance system for teachers in rural areas, most health centers in rural areas lack health facilities for example drugs which make patients to buy drugs from nearby pharmacies or to travel in town. Also, the issue of salary payment for teachers in rural areas is lower as compared to the difficulties they experience in rural life. Therefore, government should establish enough social services in rural areas so that to motivate teachers to work in rural areas also to decrease the cost of life. Furthermore, the government should involve communities so that they can cooperate together in establishment of different social services in Sumbawanga district.

Cooperation from Administrators

The researcher was interested to know about the cooperation among staff and administration, the study found out that there is no good relationship between teachers and administrator. The table 4.1 indicated that 2 respondents equal to 2.2 strongly disagreed with the statement, 10 respondents equal to 11.4 percent disagreed with the statement, 17 respondents equal to 17.24 were neutral and 25 respondents equal to 28.7 percent agreed with

the statement while 35 respondents equal to 40.2 percent were strongly agreed with the statement. From the respondents' response, these results mean that in Sumbawanga district there is cooperation among teachers, good relation, peace and love among teachers and they cooperate in conducting different activities. Sense of togetherness in the working environment increases the morale among teachers and it has power to make things where they are supposed to be. Also, through cooperation it easy to solve some challenges which happen in the working environment. Moreover, conflict in any organization is inevitable but through cooperation people can learn new ideas and skills for the development of the organization. According to Herzberg's motivational - hygiene theory in the workplace there should be good cooperation among administrators and workers. Therefore, the administrators should cooperate with teachers in solving different matters and educational leaders especially supervisor should not be harsh to teachers. Furthermore, interviewee A seemed to be different from teachers during the interview session interviewee A commented that the relationship between employers and teachers is not good because administrators denied teachers right. with interviewee. Interviewee A narrated that,

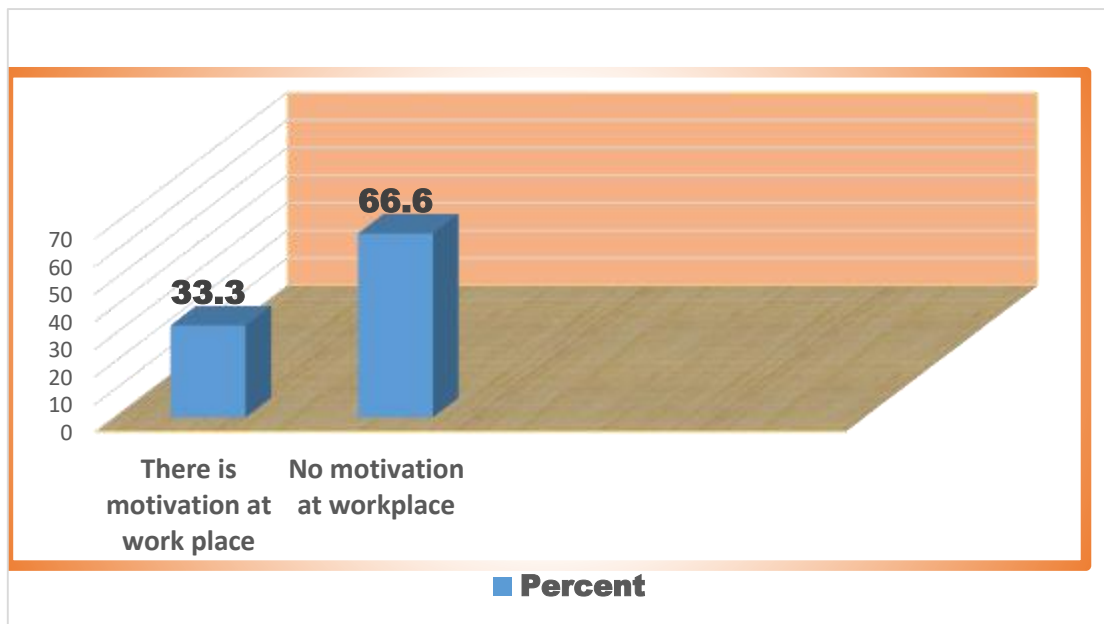
There is no a good relation between natives and teachers, secondly the administration and the teachers are not in good harmony simply because the needs of teachers cannot be facilitated since the administration denies teachers' right for example, teachers are not given their money for their leave although it is their right (Interviewee A June, 2022).

From the finding it implies that teachers themselves in Sumbawanga district have enough cooperation they cooperate in different issues but the problem is for communities and the educational administrators. The result resembles with Modest & Onyango (2021) on their study that revealed that poor working environment is experienced in various public secondary schools because teachers' job satisfaction is low due to inadequate teachers' housing and health safety, poor working conditions and poor relationship between teachers and supervisors. The study recommended that good and efficient policy framework can motivate educational stakeholders to play a part in establishing a conducive working environment.

Therefore, the administrative leaders should not be harsh for the teachers, they should cooperate with teachers in different matters and also should eliminate all kinds of humiliation

to teachers and during the supervision process should conduct supervision in constructive way.

Figure 4.2: Motivation at around the school ($n = 87$)



Source: Field Data (2022)

The researcher intended to understand whether the working conditions in and around the school motivates teachers in Sumbawanga district. Respondents were supposed to indicate Yes or No to show whether the working conditions in and around the school motivates teachers or not. Therefore, the question was “do the working conditions in and around the school motivate the retention of teachers?” the researcher asked respondents through questionnaire. Figure 4.2 presents their view where by 33.3 percent agreed with the statement while 66.6 percent did not agree with the question. From the teachers’ response it seems in Sumbawanga district the working condition in and around most of the public secondary schools does not motivate the retention of teachers because the majority of respondents disagree with the statement.

On the other side, this question required respondents to explain how those working environments motivates or hinder the retention of teachers to those who said “YES” working condition in and around the school motivate the retention of teachers. The reasons behind were “The working places are near main road and security somehow influence teachers to

stay, school rules and regulation are observed, working environment increases morale and job safety to teachers. But to the other side for those who said “NO” they gave out their reasons that there is poor accommodation, poor housing, absence of teaching and learning materials, absence of teaching allowance, high number of teaching workload per week, working conditions is difficult and it influences teachers to look for a transfer, there is no water, health services are poor, poor relation with villagers, readiness of the learners in rural area is poor therefore it leads into poor working performance which confuses teachers to continue teaching at the place, number of students is high compared to the numbers of teachers which makes difficult to teachers to accommodate all the classrooms. Moreover, from the response of teachers it indicated that teachers who said “yes” their reasons are not strong also are few in numbers compared to majority of teachers who disagreed with motivation of teachers. This means that in Sumbawanga district working conditions in and around the schools does not motivate teachers because of poor working conditions.

Based on the current working conditions at my place I would prefer for a transfer

From the teachers’ response it shows that majority of teachers disagreed with the working environment and they have the desire to get the transfer so that they can work somewhere else. This is supported by findings reported in the table 4.1 which displays those 29 respondents equal to 33.3 percent strongly disagreed with the statement, 38 respondents equal to 43.6 percent agreed with the statement while 11 respondents equal to 12.6 percent were neutral, 5 respondents equal to 5.7 agreed with the statement and 4 respondents equal to 4.5 strongly disagreed. This means that teachers are unhappy to work in Sumbawanga district they work simply because they don’t have any means and anywhere to go and their life depends on their job salary

The results from interview with interviewee QA agreed with the findings above. During the interview with interviewee QA recognized that working environment in rural areas is not good compared to urban area. interviewee QA said that;

In general, the working environment in rural areas is not good as compared to urban areas, there is no human resource development at rural area because of shortage of workforce and there is not enough water, health service is

poor very costly to travel if you want to meet your employers (interviewee
QA June, 2022)

Furthermore, this implies that due to the limited important social services in rural areas like health center, unavailability of enough water resources, poor network makes teachers to have the desire to live in urban areas than in rural areas. The result is similar to Shonje (2016) the study findings revealed that teacher working in poor conditions such as lack of in-services training, promotions and necessary facilities for effective teaching and learning. Also, most of teachers live at a long distance from school which affects them to conduct their day-to-day responsibilities which leads to lowering their morale to work. Also, this leads into teachers' absenteeism which results into poor students' academic performance.

5. Conclusion

Based on the findings of this study, the researcher concluded that; in Sumbawanga district there are poor working conditions and the retention of teachers in rural areas is low that means the working conditions in Sumbawanga district do not influence the retention of teachers because in Sumbawanga district there is lack of enough social services, lack of professional development for teachers, poor security and health, shortage of teachers especially teachers for science subjects. Also, most of rural secondary schools there is no enough teaching and learning materials to support effective learning. Furthermore, the study finds out that in Sumbawanga district teachers are unhappy with the working environments because in general the working environment is not attractive compared to urban areas, there is no human resource development at rural area because of shortage of workforce; this makes teachers to be dissatisfied to work in rural areas as the teachers work because they have been employed by the government and they don't have other means to earn income. Moreover, poor working conditions increase teachers desire to think about transfer so that to find the place where there is conducive environments because it is the right of every individual to be treated well regardless of one's qualifications, so employers must treat well their employees by creating conducive working conditions so that teachers can work effectively because there is relationship between working conditions and teachers performance, therefore when working environment is bad then the performance of different activities will be poor.

Recommendation for Practice

Based on the study finding and conclusion, the following recommendations were made for action

- i. Government should provide different training to teachers so that to update their skills in order to be aware about any changes that occurs in education, teachers should be given chances to attend in different seminars, workshop after a period of time so that they can be competent in their professional skills. There should be in service training to all teachers that means science teachers and art teachers
- ii. Educational stakeholders and government should think on how to create the good infrastructure in rural schools by building enough classes based on the ratio of students because most of the rural schools seem to have old buildings and to provide enough materials for teaching and learning activities especially for science subjects, by doing so it will help to solve the problem of large class.
- iii. Educational administrator should stop to be too much strict to the teachers; they need to support teachers in various challenges because unity is strength. There should be a good relationship between educational administrators including the DED, quality assurance, supervisors and teachers.
- iv. Government should establish different motivational packages for rural teachers, government should find means to motivate rural secondary teachers by providing different motivational packages simply because of their burden they have as the result of poor environment compared to urban areas.

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