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Teacher Perspectives Regarding Low Teacher Retention in Rural Primary Schools in Tanzania

Tumaini Urio Morgan
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Walden University

College of Education and Human Sciences

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Tumaini Urio Morgan

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the review committee have been made.

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Walden University
2023

Abstract

Teacher Perspectives Regarding Low Teacher Retention in Rural Primary Schools in

Tanzania

by

Tuma Morgan

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

August, 2023

Abstract

Tanzania, similar to other nations in Sub-Saharan Africa, has been experiencing a severe teacher shortage. The problem that was addressed is that factors influencing rural primary school teachers' decision to continue teaching in Northeast Tanzania are unknown. The purpose of this qualitative descriptive study was to investigate teachers' perceptions on teaching in rural primary schools in Northeast Tanzania and the reasons why they remain. This study was guided by self-efficacy theory, a subset of Bandura's social cognitive theory. This descriptive qualitative study explored how rural primary school teachers in northeast Tanzania describe the challenges that cause them to consider abandoning their professions, the influences that cause them to remain, and the role that teacher self-efficacy plays in influencing the retention of those teachers. Eleven teachers who taught in rural primary schools in Northeast Tanzania were interviewed in semi-structured interviews. Four themes were identified in the data using thematic analysis and inductive coding that included (a) overcrowded classrooms cause heavy workloads, (b) student absenteeism and a shortage of school supplies, (c) the importance of seeing students succeed, and (d) the importance of internal rewards. This study may facilitate positive social change by informing policymakers about a teacher retention model that may be utilized as a guide for teacher retention in rural primary schools. The findings indicate that retention could be improved by providing teachers with the necessary support, incentives, and resources to assist them to fulfill their obligations.

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Dedication

This work is dedicated to my three children, but primarily to God, who enabled me to surmount every obstacle. Daily, I have experienced God's guidance. My faith in God is unwavering. Finally, to the rural primary schools' teachers in Tanzania who continue to educate students despite the challenging environment. Thank you very much.

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Chapter 1: Introduction to the Study

Teacher retention is a global problem that disproportionately affects rural communities in Sub-Saharan Africa (Adnot et al., 2017; Amuzu & Ansong, 2017). In 2015, the United Nations established 17 global objectives to address humanity's most severe issues by 2030 (Bergman et al., 2018). One of the objectives was the need to increase the number of teachers in Sub-Saharan Africa by 15 million by 2030 to meet the 17 minimum requirements of the UN's global objective (Amuzu & Ansong, 2017; Bergman et al., 2018). Tanzania, like many other countries in Sub-Saharan Africa, has a severe teacher shortage (Bergman et al., 2018; Marwa, 2016; Zugelder & Shelton, 2020). To meet the 2030 objective, Tanzania requires a 10% annual growth rate in education, notably in rural and isolated areas, but is falling short (Bergman et al., 2018; Melubo & Lovelock, 2019). Low teacher retention may reduce educational quality and negatively affect society (Abdu & Nzilano, 2018; Redding & Henry, 2019; Zugelder & Shelton, 2020).

Based on my years of observation and experiences while supporting a few rural primary schools in Tanzania, I developed this research study to investigate the problem. Rural primary school students may be academically lagging their urban primary peers worldwide (Adnot et al., 2017; Amuzu & Ansong, 2017). Furthermore, I explored the factors that influenced those teachers who remained, emphasizing their self-efficacy. Bandura (1977) asserted that an individual with a high level of self-efficacy in a positive or negative environment is more likely to succeed and be highly self-motivated (see Abdu & Nzilano, 2018; Zakariya, 2020). According to Bandura, the relationship between

external factors and self-efficacy predicts despair, apathy, and effort maximization. In despair, an individual who lacks self-efficacy and continues living in a bad environment is more likely to encounter failures and succumb to depression. Apathy occurs when individuals with low self-efficacy live in an unsupportive environment and become demotivated and helpless when their efforts are unsuccessful or unappreciated. Effort maximization is when individuals with a high sense of self-efficacy are more likely to strengthen their efforts to affect desired changes when confronted with an unsatisfactory situation (Bandura, 1977).

Tanzania's low teacher retention rate could be attributable to multiple factors (Abdu & Nzilano, 2018). Low teacher retention rates in rural education facilities may be attributed to a lack of teacher accommodation and social support services, low salaries and also delayed payroll, unsuitable teaching and learning conditions, large classroom sizes, language barriers, a lack of professional development, and a lack of alternative activities (Abdu & Nzilano, 2018; Boniface, 2020; Zakariya). What motivates teachers to continue teaching in an adverse community is unknown. There is a paucity of research on rural primary schools in this region that elucidates the factors that motivated teachers to remain in these areas despite environmental adversity. Consequently, I explored the factors that influenced these teachers' decisions to remain in that area despite the resignation of other teachers.

Rural primary school teachers in Tanzania were chosen as my target audience because they greatly influenced younger children who required a solid foundation to excel in school and life beyond graduation. Students with a solid education contribute to

their country's economic growth in wealthy areas worldwide. However, the areas that most need economic development are often rural areas without essentials (Abdu & Nzilano, 2018; Karas, 2019).

In this chapter I introduce the study by discussing the research problem, the purpose of the study, the research questions, and the theoretical framework, and providing a historical context for the study. In addition, the research methodology and definitions of key terms, assumptions, limitations, the significance of the study, and implications for social change are presented.

Background

Most educational frameworks in Sub-Saharan Africa were derived from European educational frameworks developed for European students during colonial times and have undergone considerable changes and adjustments since the 1960s (Abdu & Nzilano, 2018; Lindsjö, 2018; Zugelder & Shelton, 2020). Despite significant progress, many countries, such as Tanzania, struggle with what makes a good and successful educational system for Tanzanian students in rural and urban primary schools. Among the current issues was low teacher retention (Boniface, 2020).

For decades, low teacher retention rates have been identified as a phenomenon (Acheampong & Gyasi, 2019). Research by Abdu and Nzilano (2018) and Acheampong and Gyasi (2019) asserted that teacher shortages were more problematic in rural schools than in urban primary schools. The prevalent reasons behind the abandonment of the teaching profession worldwide included low incomes, inadequate teacher training programs, an overburdening workload, and deplorable working conditions were cited as

the most prevalent and contributing factors of teachers leaving the profession worldwide (Geiger & Pivovarova, 2018). In addition, Geiger and Pivovarova (2018) confirmed that low teacher retention was one of the major contributors to the scarcity of competent teachers worldwide.

Mbiti et al. (2019) revealed that low teacher retention interfered with students' academic performance in rural primary schools in Tanzania. Nonetheless, Mbiti et al. did not concentrate their research on factors influencing those teachers who continued teaching in rural primary schools in Northeast Tanzania; therefore, I intended to better understand factors that influenced those teachers who remained in their positions in rural environments. Rural primary school studies had identified low teacher retention rates among the factors influencing low academic achievement; however, it was essential to understand the influences teachers perceived as related to their leaving (see Frahm & Cianca, 2021; Seelig & McCabe, 2021).

Previous research focused on the issues of low teacher retention rates in educational settings. For example, Boniface (2020) reported ineffective teacher retention practices in sub-Saharan countries. Boniface conducted a qualitative study on the effects of Tanzania's low teacher retention rate in secondary institutions. Boniface discovered specific factors that influenced teachers to abandon their positions in secondary schools: a lack of housing and social services, school-level conflicts, inadequate teaching and learning conditions, teachers' participation in decision-making, and an absence of alternative activities. Various researchers discussed factors contributing to students' low academic performance in schools and what led to low teacher retention. The geographical

and environmental were essential in understanding the differences in teachers' career satisfaction across the globe (Acheampong & Gyasi, 2019; Ashraf et al., 2019; Kaniuka, 2020; Williams et al., 2022).

Similarly, Ng et al. (2018) examined early field experiences for teacher candidates and how these experiences contributed to teacher resilience and retention. The authors discovered, after completing a qualitative research and accumulating data via semistructured interviews, the authors found that early exposure to both the realities and complexities experienced in teaching contributed to teacher retention by assisting teacher candidates in assessing their resilient qualities. Ng et al. found that resilient qualities in teachers that helped protect them from leaving their positions included their level of passion for teaching, self-efficacy beliefs, and their level of positive emotions.

Comparing Boniface (2020) and Ng et al. (2018) was imperative for this current study. It is difficult for teachers to promote their resilient qualities if they experience a lack of accommodation at their schools, recurring conflicts, and poor learning and teaching conditions. Without addressing these issues from the perspectives of schools and teachers, it was understandable that the issue of low teacher retention rates was not improving within the country of Tanzania.

Because low teacher retention rates had not significantly improved within Tanzania, it was essential to understand what schools were doing to address the issue. Sikawa (2020) conducted quantitative research to resolve the school's low teacher retention rate. The author collected information from 280 rural public secondary school teachers in the Mkuranga District using a structured questionnaire. The author concluded

that teachers were likelier to remain at their posts if schools engaged in strategic management practices when recruiting teachers. Sikawa reported that successful strategic management practices included advancing teachers with professional development and career development opportunities, appropriate succession planning, strong working conditions, and reward plans. However, previous research did not support these results. According to Boniface (2020), many secondary school teachers in Tanzania experienced school-level conflicts, poor teaching and learning conditions, and an absence of participation in decision-making. Consequently, this study sought to comprehend the experiences of rural primary school teachers in northeast Tanzania considering the disparity between this and previous research.

Ester (2018) reported that recruitment practices in Tanzanian secondary schools appeared hostile, affecting teacher retention rates. The author concluded that many participants found secondary schools to promote aggressive recruitment strategies, such as forcing teachers to separate from their families to receive a teaching position in a different district or geographical area or being deployed to a location without any input from the teacher. Other recruitment procedures that appeared hostile to the participants were low starting salaries and poor treatment of teachers by their supervisors. Additionally, Ester found what secondary teachers would perceive as positive experiences that could influence them in remaining at their post. Schools could start offering these positive influences, including timely remuneration, more attractive pay packages, improving teaching and living environments, and offering and providing practical orientation and mentoring opportunities.

Teachers posted to rural and remote areas encounter significant challenges adjusting to their new environment. When posted, these teachers are asked to sign an annual contract (Mbiti et al., 2019). Additionally, rural primary schools in those environments face low teacher retention rates. Low teacher retention rates generally follow because teachers in such environments frequently feel isolated and alienated and are highly inclined to resign or transfer to another urban school (Boniface, 2020). However, the most challenging task is getting young teachers to work in rural areas (Mbiti et al., 2019). As recent events have shown, economic security is a crucial factor in the lives of schoolteachers and other professionals. Financial compensation is critical since it contributes to the family and employees' well-being (Mbiti et al., 2019).

Another significant factor affecting teacher retention was most educational institutions' unpleasant working atmosphere. When working conditions are insufficiently supportive of teachers, regardless of their level of commitment, it is difficult for them to carry out their obligations effectively (Mbiti et al., 2019; Wronowski, 2018; Zugelder & Shelton, 2020). This research was critical in determining the elements that influenced a teacher's decision to stay while others left. Exploring those elements shed light on whether the technique employed with those who remained in a rural environment, regardless of the difficulties, was beneficial. Hence, based on the findings, I identified those factors and moved forward with the next task.

Problem Statement

The specific problem addressed in this study was that factors influencing rural primary school teachers' decision to continue teaching in Northeast Tanzania are

unknown (see Abdu & Nzilano, 2018). The factors influencing low teacher retention rates in the education spectrum are adequately documented (Carver-Thomas & Darling-Hammond, 2019). However, it is unknown in the literature why those remaining in their positions chose to do so despite experiencing challenging conditions that compelled others to leave. Low teacher retention rates in rural Tanzanian primary schools are not new (Abdu & Nzilano, 2018; Karas, 2019; Lindsjö, 2018; Mlawa, 2018).

Many researchers, such as Acheampong and Gyasi (2019), Geiger and Pivovarova (2018), and Williams et al. (2022) identified factors that influenced teachers to leave their teaching environments or positions. The factors included perceived poor working conditions, low salaries, low morale, stressful work environments, lack of support from administrators, excessive workloads, separation from their families, and more (Boniface, 2020). Although the research focused on improving teacher retention rates, previous researchers have not sufficiently explored the factors influencing primary school teachers who remained in rural school environments in Northeast Tanzania (Acheampong & Gyasi, 2019; Hallinger et al., 2018; Moses et al., 2019). Understanding factors influencing teachers to stay in their rural primary school positions could bring positive social change to improve teacher retention.

Within Northeast Tanzania, preprimary schools typically enforce a student-to-qualified-teacher ratio of 131:1 (Kauffman et al., 2022). A 24:1 ratio in urban private schools skews the ratio; however, in public schools, it is 169:1 (Kauffman et al., 2022; Lindsjö, 2018; Moses et al., 2019). In addition to low teacher retention, teacher shortages

were exacerbated in 2016 by teachers' uneven distribution and workloads (Abdu & Nzilano, 2018; Casely-Hayford et al., 2022).

Purpose of the Study

In this qualitative descriptive study, I explored teachers' perceptions of teaching in rural primary schools in Northeast Tanzania. Numerous research showed that low teacher retention was apparent, particularly in rural environments where teachers left their profession (Abdu & Nzilano, 2018; Boniface, 2020; Godda, 2018; Nangusu, 2019; Zugelder & Shelton, 2020). It was known that secondary school teachers left their professions because of complex conditions that compromised their teaching abilities in those environments (Boniface, 2020; Godda, 2018; Nangusu, 2019; Zugelder & Shelton, 2020). However, the factors influencing those who decided to stay and continue teaching in rural primary schools in Northeast Tanzania were unknown.

I selected 11 teachers for a rural primary school in Northeast Tanzania. I gathered data through semistructured interviews and journaling. These participants' data were gathered, transcribed, and coded. The final participant count was contingent on data saturation. Data saturation occurred when I encountered redundancy in the responses provided by the participants; that is, no new information was obtained, indicating that the data collection procedure could stop (see Bloomberg & Volpe, 2018).

The design of the study and method of data collection allowed me to explore and understand the influences that rural primary school teachers in Northeast Tanzania experienced when deciding to remain in rural schools and their perceptions of teaching in that environment (Bloomberg & Volpe, 2018; Godda, 2018; Gomba, 2015; Karas, 2019).

This study's findings could help identify teachers' experiences when continuing teaching in a rural primary school setting in Northeast Tanzania. This information could additionally assist in improving teacher performance. Furthermore, this research may enlighten the study with valid information that may bring changes that the education system needs regarding rural primary schools in this region. For example, improved strategic plans may help a successful intervention that increases teacher retention rates. To achieve the purpose and aims of this study, the following section contains the research questions.

Research Questions

The following three research questions guided this study:

RQ1: What challenges do rural primary school teachers describe that cause them to consider leaving their professions?

RQ2: How do rural primary school teachers in Northeast Tanzania describe influences that cause them to remain?

RQ3: What role do teachers report that self-efficacy plays in overcoming the challenges they face in rural primary schools in Northeast Tanzania?

Theoretical Foundation

Self-efficacy theory, a subset of Bandura's (1986, 1977) social cognitive theory, was used in this study. Bandura (1986) defined self-efficacy as the self-perception of one's ability to effectively initiate and complete certain activities at specified levels of effort, exert additional effort, and persist in the face of adversity. This theory guided the research to explore the perceptions of rural primary school teachers in Northeast Tanzania

on the influences that they experienced that assisted them in staying in their teaching position. Self-efficacy theory highlights the essence of the individual and their perceptions of their abilities as critical determinants of substantial outcomes (Bandura, 1977, 1986, 1997; Boniface, 2020; Colson et al., 2017; Goddard et al., 2017). In the self-efficacy theory, Bandura (1997) posited that in a particular environment, one's behavior can determine one's capability to accomplish tasks that can vary on three dimensions: (a) person, (b) behavior, and (c) outcome (Bandura, 1986).

An individual with high self-efficacy is more likely to achieve success and has a strong sense of self-efficacy (Bandura, 1977). A person with low self-efficacy who persists in a negative environment is more likely to experience failures and develop melancholy. Likewise, an apathetic individual is a person with low self-efficacy. In an unfavorable atmosphere, a person may feel demotivated and helpless after unsuccessful or unappreciated efforts. Nonetheless, individuals with a strong feeling of self-efficacy, even in the face of adversity, are more likely to intensify their attempts to make desirable outcomes in their lives, a phenomenon called effort maximization (Bandura, 1986).

Self-efficacy theory helps researchers explore how individuals actively shape and are shaped by their environments (Bandura, 1977). Individuals' beliefs about their efficacy are influenced by four distinct sources according to self-efficacy theory: (a) mastery experience, (b) vicarious experience, (c) verbal persuasion, and (d) emotional and physiological states (Bandura, 1977, 1986, 1997). I used one of the four primary sources of self-efficacy, and three environmental self-efficacy experiences to guide my study when formulating its central theoretical propositions.

This theory served as a lens for examining the various beliefs held by teachers that influenced their decision to remain in specific environments (see Demir, 2018, 2020; Sokmen & Kilic, 2019). This theory is explicitly related to the study of understanding teachers' teaching experiences in unfavorable environments that did not support their retention (Bilač & Miljkovic, 2017). Furthermore, mastery experiences could help researchers understand whether teacher self-efficacy had been compromised or increased (Sokmen & Kilic, 2019). More information on the theoretical framework and how it connects to teacher retention is included in Chapter 2.

Nature of the Study

I used a qualitative descriptive design for this study and applied semistructured interviews and journaling as the sources of gathering data (see Patton, 2014). These assist in better understanding the influences that teachers described factors that influenced them to remain and teach in their rural primary schools in Northeast Tanzania (see Kozleski, 2017; Yin, 2018). This qualitative descriptive approach generated meaning and understanding through detailed descriptions provided by the participants (Bloomberg & Volpe, 2018). This study included 11 teachers who had taught for at least 3 years in a rural primary school in Northeast Tanzania. Bloomberg and Volpe (2018) and Kozleski (2017) stated that qualitative research facilitates collaboration between researchers and participants. This collaboration facilitated the researcher in locating participant-important topics or concerns.

I used semistructured, face-to-face, open-ended interviews and journaling to collect data (see Bloomberg & Volpe, 2018; Yin, 2018). According to Kozleski (2017)

and Patton (2014), semistructured interviews are essential for qualitative data collection. Interviewing 11 teachers was an appropriate sample size for qualitative research (see Bloomberg & Volpe, 2018). The interview questions were open-ended, allowing for greater sharing and elaboration, and journaling was included. In accordance with the problem, purpose, research questions, theoretical framework, and methodology (see Appendix A), the interviews were comprised of 12 open-ended questions.

In addition, journaling and open-ended questions enabled me develop rapport with the participants. As a researcher, I avoided emotional involvement that could compromise the reliability and validity of the information gathered. I created a comfortable atmosphere for the participants to convey their message freely and openly. Using this interview structure and journaling allowed for probing for clarity and further discussion during the interviews (Kozleski, 2017; Yin, 2018). Data analysis included a thematic coding process (see Bloomberg & Volpe, 2018). A thematic coding process occurred when I gathered the data, identified, analyzed, and interpreted the participants' commonly used words, phrases, and ideas to develop key themes (see Creswell & Poth, 2016; Korstjens & Moser, 2018; Patton, 2014). Finally, the themes represented the data in the discussion highlighted in Chapter 4 of this dissertation (Creswell & Poth, 2016; Merriam & Tisdell, 2016).

The data may reveal the behaviors of those involved and the factors that influenced them to remain in their current schooling environments. The qualitative research method was appropriate for my study because it did not generalize to a larger population; rather, its process was inductive and emergent, and it was limited to the

region under research. Ultimately, the aim was to improve practice and obtain an in-depth understanding of sound educational processes (see Creswell & Poth, 2016; Merriam & Tisdell, 2016). This approach may help lead to information contributing to higher teacher retention. It may also help create a strategic plan that will help unearth the strategies, insight, and ideas of those teachers who decide to remain and continue teaching in unfavorable conditions (Merriam & Tisdell, 2016).

Definitions

The following terms were used frequently throughout this research; therefore, their definitions are provided below:

Teacher retention: Teacher retention rates is a field of education research that focuses on how school characteristics and teacher demographics influence whether teachers remain in their schools, transfer to other schools, or abandon the profession prior to retirement (Theodory, 2017).

Teacher turnover: Teacher turnover occurs when professionals whose primary purpose is teaching in the classroom depart, separate from the district, or transition from classroom instruction to another role (Carver-Thomas & Darling-Hammond, 2019).

Assumptions

There were a few assumptions about the sample for this study. Firstly, I assumed that teachers were willing to participate and answer the open-ended interview questions honestly. This study was conducted without financial incentives or other promotional motives. I assumed that the gleaned perspectives were correct and interpreted accurately as they intended to be perceived. I provided participants with transcripts to verify that

their point of view was reflected precisely. Participants were given detailed accounts of their experiences and were not asked to withhold any information.

Secondly, I assumed the research environment was like other rural primary schools in Tanzania and that the participants I interviewed commonly shared experiences or indicated a shared circumstance. As the researcher, I presumed that all participants in the study recognized the significance of education, as evidenced by their genuine desire to participate in the study free of promises or incentives. I assumed that all the research participants would participate. Therefore, this research assumed that participants were trustworthy and contemplative throughout the open-ended interview questions.

Scope and Delimitations

The scope for this study focused on the perceptions of rural primary school teachers in Northeast Tanzania and remaining in those schools despite difficult living conditions in those environments. It also targeted rural primary school teachers in Northeast Tanzania who were devoted to remaining in their positions. Therefore, to participate in this research, participants met the following criteria:

- Each participant was currently working in Northeast Tanzania.
- Each participant was fluent in the English Language.
- Each participant worked in their current position for at least 3 years.

The scope of this study applied to understanding the challenges teachers who taught in a rural primary school in Northeast Tanzania faced and their description of teaching in said environments. It also led to understanding factors that influenced teachers who remained

at their rural primary schools in Northeast Tanzania to address low teacher retention rates in that environment.

Delimitation consists of the attributes that define and elucidate the conceptual limits of research (Bloomberg & Volpe, 2018; Patton, 2014). In my control as a researcher, I chose to study teachers in a Northeast Tanzania rural primary school environment rather than an urban one because there was a wide disparity between these environments, as supported by previous research (Lindsjö, 2018). This research delimited to understand whether rural primary school teachers in Northeast Tanzania had formerly taught in different school environments, such as urban primary schools in Tanzania. As far as transferability was concerned, this study was not generalized to fit all other settings, though the lessons learned in one setting might be helpful to others (see Bloomberg & Volpe, 2018; Patton, 2014). Therefore, individuals could not participate in this study if they were not teaching in a rural primary school in Northeast Tanzania and had not been teaching for at least 3 years.

Limitations

Queirós et al., (2017) defined limitations as external factors of the study that are beyond the control of the researcher. Due to the fact that I was the only researcher accumulating and analyzing data, this study was limited. The other limitation was that the study was limited to rural teachers from primary schools in Northeast Tanzania. This region relied on agriculture, which required rain to produce food (Rutsaert et al., 2021). Here students were exposed to their mother tongue rather than the Kiswahili and the English used by the teachers. As a result, this region was impoverished and challenging to

live in, mainly if one grew up in an urban environment where living standards were higher than in a rural environment where basic needs were scarce and considered a luxury. This limitation highlighted the situations that could jeopardize the study's validity (Bloomberg & Volpe, 2018). This sample did not represent all rural primary schools in Tanzania or elsewhere. It was not intended to be generalized to any larger population but to guide schools facing similar challenges. Thus, additional research is recommended to ascertain any influences on teacher retention in various populations and geographical regions.

Secondly, I was familiar with the physical environment and teachers' teaching methods. According to Shaffer (2018), data, by itself, are meaningless. Shaffer noted that qualitative researchers employ various strategies to account for credibility and not remove it, which is hard to do in any case but to identify and account for its influence on how data are understood. Being born and raised in Northeast Tanzania and having attended schools in this environment, I see the disadvantages of the education system there; therefore, I demonstrated personal bias (Korstjens & Moser, 2018; Patton, 2014). To help mitigate this bias, I considered my reflection on my education in Tanzania, the USA, and my teaching career in the United States. My dissertation chair, committee members, URR, and scholar peers assisted in reviewing my open-ended semi-structured interview questions to ensure they aligned with the study's problem, purpose, research questions, theoretical framework, and methodology. I also used journaling to address any biases described in detail in Chapter 3.

Significance of the Study

This study's findings may help promote significance to the practice, significance to the theory, and positive social change by exploring influences that may be experienced that might allow for higher teacher retention rates. The teaching profession and teachers' pivotal role in developing a nation's human capital foundation cannot be overstated. These critical positions are critical to primary education, particularly in underdeveloped countries (Abdu & Nzilano, 2018; Oke et al., 2016). The foundation of economic prosperity leads to stable, self-sustaining societies (Abdu & Nzilano, 2018; Zhu et al., 2018). A well-trained and knowledge-driven education workforce is any country's primary engine of economic prosperity (Abdu & Nzilano, 2018; Oke et al., 2016). Owing to the low teacher retention in rural primary schools in Tanzania, this research explored factors that influenced those teachers who remained to teach in Northeast Tanzania.

Significance to Theory

The information this study obtained may be an opportunity to understand better the various issues in rural primary schools in Tanzania related to low teacher retention that otherwise could not have been observed without this research. Also, each primary school differs depending on demographics and has customized policies. Perhaps this research may benefit the policymakers, using the information as a recommendation to develop policies adaptable for every rural primary school. Hence, this research may assist the Ministry of Education to formulate and establish an incentive package that helps teachers meet and retain their needs. This study was guided by Bandura's (1977) self-efficacy theory. By guiding this research with a solid theoretical foundation, it provided

more support for the efficacy of the theory while also understanding human behavior from a self-efficacy standpoint.

Significance to Practice

This study provided significance to practice because it bridged the gap in the literature that made this research viable. For example, this may be the first research conducted in this environment. Most of the literature focused on secondary school settings in Tanzania and ignored rural primary school settings (Mbonea et al., 2021; Lawrent, 2020; Sikawa, 2020). There was a gap from other studies that showed no research on factors influencing teachers who remained in rural primary schools in Northeast Tanzania and their perceptions of teaching in those environments.

Low teacher retention rates in rural primary schools meant teacher shortages, thus, low-quality education for the students. Low teacher retention rates in these environments are significant because if a student does not graduate successfully at the end of primary school, they do not have an opportunity to go to secondary school (high school) or college and have a career based on that education. Low teacher retention compromised student academic success. Therefore, this research may assist in understanding the influences teachers experience to remain in their profession. By providing a quality foundation for one's education primary school education aims to ensure broad-based learning, which focuses on developing social, cognitive, cultural, emotional, and physical skills (Chernyshenko et al., 2018).

The outcome of this research may assist with educational reform or improve teacher retention. Perhaps the current research may assist schools in understanding the

influences of teacher turnover rates. This understanding may assist schools in developing improved recruitment strategies while addressing the needs of teachers; poor working conditions, lacking administrative support, poor learning environments, low pay, and being separated from their families.

Significance to Social Change

The implication of this study may contribute to positive social change and influence the community or society at large. This study may help stabilize education matters in rural primary schools regardless of the environment. In other words, this study may determine factors influencing teachers who remain in rural primary schools and their perceptions of teaching in those environments. This study may establish valid concerns about the educational implementation of effective teachers and committed and consistent teaching in rural settings.

This study's findings may help contribute to positive social change by improving primary schools, particularly in rural environments in Northeast Tanzania. Ultimately, the information acquired from this study may assist identify factors influencing teachers' decisions to stay. Policymakers may use the findings to improve the planning, teacher deployment, and implementation of whatever supports teacher retention.

Other instances of social change may involve the community at large. Some literature identified that teachers in Tanzania experience low pay, poor working conditions, and separation from their families (Boniface, 2020). With understanding, the economic experiences of teachers may improve, as may family situations, decreasing stress levels for not having to work in stressful environments during their teaching tenure.

Summary

In this chapter I introduced the challenges that low teacher retention rates produce in rural schools in Tanzania. In addition, it provided previous literature-identified factors that influenced some teachers' decisions to remain in rural schools and their perceptions of teaching in those settings. This study's background section included a summary of the relevant research. The problem statement and purpose of the study centered on the need to better comprehend the factors that influence teachers' decisions to remain in rural primary schools in northeast Tanzania, as well as their perceptions of teaching in those settings.

The research questions provided a navigation inquiry and theoretical framework afforded by Bandura's (1977) social cognitive theory, focusing on self-efficacy. This theory is examined in depth in Chapter 2. This chapter also identified definitions that provided a basic understanding of the common terminology used throughout this research. Assumptions, scope, delimitations, and limitations provided the study's boundaries. The significance of this study may contribute to increasing teacher retention and student success in rural primary schools. It was also significant because it helped me understand the phenomenon, which may help influence policy and bring positive social change to rural communities.

The next chapter of this dissertation, Chapter 2, will review the pertinent literature. The literature review establishes the study in the context of previous research, provides scholarly materials about the topic, and presents a significant empirical literature review according to relevant themes (Bloomberg & Volpe, 2018). The information to be

gathered will include a concise description of factors influencing teachers to remain in rural primary schools and perceptions of teaching in those environments.

Chapter 2: Literature Review

In this qualitative descriptive study, I sought to explore the perceptions of rural primary school teachers in Northeast Tanzania regarding influences that caused them to remain in that environment. The goal was to identify teachers' experiences influencing their decision to stay in a rural primary school in Northeast Tanzania. The problem of low teacher retention is a reality, and many of their colleagues are leaving their positions. The findings may help guide policies that encourage more teachers to remain in the classroom, as a shortage of teachers harms the educational sector and the students. This information could additionally assist in improving teacher performance. Moreover, this research may allow school leaders and administrators to develop more robust strategies, techniques, and practices to support teachers better when recruiting them to their schools. Improved strategic plans may help bring a successful intervention that increases teacher retention rates.

I developed three questions concerning the purpose:

RQ1: What challenges do rural primary school teachers describe that cause them to consider leaving their professions?

RQ2: How do rural primary school teachers in Northeast Tanzania describe influences that cause them to remain?

RQ3: What role do teachers report that self-efficacy plays in overcoming the challenges they face in rural primary schools in Northeast Tanzania?

Before these questions could be answered, however, there was a need to highlight the gaps in the literature, which supported the need to answer these questions or carry out the

study's purpose in the first place. Literature on Tanzania's teacher retention issue is not as rigorous as the retention issue in the United States or other developed nations. A few can be discussed, but most were not as comprehensive as the ones conducted in the United States (Boniface, 2020; Chikoyo et al., 2019). Some researchers have claimed that teacher retention is further aggravated by the lack of precise and reliable data on teacher demand and supply in Tanzania and data on the turnover movement and pertinent reasons (Boniface, 2020). Still, they should be included in this review to attain a snapshot of what is happening in Tanzania concerning teacher attrition, retention, and shortage. Studies outside of Tanzania, including those done in the United States, United Kingdom, and developing countries, should be explored and discussed because their findings can aid the current research direction.

Literature Search Strategy

To gather the materials included in this study, I checked major databases, including but not limited to Walden Library, JSTOR, Scholarly Journal Archive, Education Resources Information Clearinghouse, The Social Sciences, and Education Full Text, Sage, Science Direct, Web of Science, ProQuest Dissertations and Theses, ERIC (Educational Resources Information Centre), Ingenta Journals, PsychINFO, EBSCOhost, BEI, and PsycARTICLES. Google and Google Scholar were also used to locate Tanzania-related articles using the keywords *self-efficacy*, *teacher retention*, *teacher retention in Tanzania*, *teacher shortage*, *teacher shortage in Tanzania*, *teacher shortage and teacher quality*, *why teachers leave*, and *why teachers stay*. Studies chosen were mainly published within the last 5 years, even though those based in Tanzania

included earlier studies because of the lack of studies completed throughout the years, unlike studies conducted in the context of the United States. At least 80% of the sources consulted for this section were peer-reviewed and published within the past 5 years.

Self-Efficacy Theory

The present study was conducted through the lens of self-efficacy theory, described as a subset of Bandura's (1977, 1986) social cognitive theory. The theory was deemed the most appropriate to guide the research design in exploring the perceptions of rural primary school teachers in Northeast Tanzania on the influences that assisted them in staying at their teaching post for several reasons.

First, self-efficacy emphasizes the individual's essence and perceptions of their abilities as critical determinants of desired outcomes (Bandura, 1977, 1986, 1997; Boniface, 2020; Colson et al., 2017; Goddard et al., 2017). Bandura's (1997) self-efficacy theory defined the concept of self-efficacy as the belief in oneself concerning the ability to accomplish tasks. Individuals have different self-efficacy levels because this construct is dependent on three dimensions: (a) person, (b) behavior, and (c) outcome (Bandura, 1986). In education and teaching, teachers have different self-efficacy levels because of who they are, their experiences, and past behaviors when faced with the same scenario calling for their capacity to be demonstrated and the outcomes of these behaviors. Rural teachers have different self-efficacy levels despite having the same general experiences because of these three dimensions (G. J. Miller, 2020; Tran et al., 2018; Zugelder & Shelton, 2020). Self-efficacy theory helps researchers explore how individuals actively shape and are shaped by their environments (Bandura, 1977). Bandura (1977, 1986,

1997) proposed that self-efficacy is derived from four factors: (a) mastery experience, (b) vicarious experience, (c) verbal persuasion, and (d) physiological state. In the present study on why some Tanzanian rural teachers may choose to stay when many are leaving, the primary source of self-efficacy considered was mastery of experiences.

Because educators, more so rural teachers in a developing country, may endure significant stress levels that stem from work overload, unruly students, pressure from demanding administrators, disgruntled colleagues, and irate parents (Demir, 2018). At the same time, they may face individual problems that can add to their distress. Therefore, those who stay in their professions can be easily described as having a high level of self-efficacy to teach in not-so-pleasant circumstances.

It is also possible that these individuals experience job satisfaction and give their utmost best because they have mastered their field and wish to continue demonstrating it. The literature has described this scenario, though not in a Tanzanian context (see Calahan, 2019; Vega, 2018). The teachers who remain in the profession perform well despite facing the same challenges and obstacles which force others to depart are resilient, persistent, and have high self-efficacy (Calahan, 2019; Vega, 2018). Strong self-efficacy and optimism are regarded to be directly related to the continuation of careers in rural schools by primary teachers. Calahan (2019) and Vega (2018) asserted that the educational community must have information regarding the motivation and self-efficacy of teachers.

The second source of self-efficacy, according to this theory, is vicarious experiences (Bandura, 1986). Vicarious experiences come from observing others who

have undergone the same experience or accomplished the same task in question.

Depending on what one has observed—whether the other person was successful or not can affect one’s belief that they can experience the same. It also means that self-efficacy levels can increase if the person has many role models showing how they could be successful in the tasks or activities and guiding them to achieve the same. In the sense of resilient or persistent rural teachers, this theory may explain why those with mentors and those exposed to influential school leaders are more likely to stay in their jobs.

Bandura (1986) identified social persuasion or verbal persuasion as the third source of self-efficacy. The words of another can affect the person’s self-belief about completing specific tasks or achieving the desired skills (Demir, 2018). Moreover, when another person can persuade one to see that they can succeed and master a particular task, it is more likely that the individual will sustain themselves when difficulties arise (Colson et al., 2017). In rural teachers, one can be resilient and have high self-efficacy levels, making one persist in the post because others gave them verbal encouragement, such as from their mentors, students, or many others. Verbal persuasion can lessen feelings of self-doubt and encourage one to exert one’s best effort to the task at hand (Bandura, 1986), which in this case, is teaching in rural schools despite all the hurdles.

Individual emotional and physiological states are the fourth source of self-efficacy (Bandura, 1986). A person’s psychological responses refer to the individual’s responses, and emotional reactions to situations influence how they judge another’s efficacy (Bandura, 1986). For instance, stress levels can lower one’s confidence, so much so that a person’s perceptions of their abilities and capacities can decline (Chan et al., 2020).

Further, stress reactions or tensions are perceived as vulnerability signals for poor performance, whereas positive emotions can improve one's skills. From this angle, it can be gleaned why some teachers persist, and others do not or why some have better coping mechanisms while others do not.

Researchers in education have used this theory to understand teachers' persistence and ultimate retention, even though attrition and shortages are concrete issues. These researchers have used the theory to explore the various beliefs shared by teachers that influence them to remain in specific environments (see Demir, 2018, 2020; Sokmen & Kilic, 2019). As Sokmen and Kilic (2019) found, teachers with high self-efficacy levels also had a high level of job satisfaction, which can aid in making them want to stay in their jobs. On the other hand, they found that those with low self-efficacy also have low job satisfaction levels and higher risks of leaving.

Researchers who have used the theory also argued that the most effective way of developing a firm sense of self-efficacy is through mastery experiences (Demir, 2018; Madero, 2019; Werang et al., 2017). Some teachers can successfully master their teaching tasks despite challenges and barriers. In that case, they can successfully strengthen their sense of self-efficacy and their decision to stay, corresponding to this study's research questions. This theory is explicitly related to the study's purpose of understanding teachers' teaching experiences in unfavorable environments that did not support their retention (see Bilač & Miljkovic, 2017). Furthermore, mastery experiences could help researchers understand whether teacher self-efficacy had been compromised or increased (Sokmen & Kilic, 2019).

Review of Related Literature

Researchers have long established that teachers and teaching quality are perhaps the most critical factors shaping students' learning and growth in all levels and subjects (Bal-Taştan et al., 2018; Hajovsky et al., 2017; Kim & Seo, 2018). Researchers have argued that teachers are essential to school reforms and to offer high-quality education (Bal-Taştan et al., 2018; Hajovsky et al., 2017; Kim & Seo, 2018). However, even in a developed nation like the United States, statistics reported by the U.S. Department of Education have shown that nearly half a million teachers in the U.S. either move or leave the profession annually, leading to retention and shortage problems (D. Jones & Watson, 2017; Kelchtermans, 2017; Perryman & Calvert, 2020).

Teacher retention is so problematic that experts have labeled the teachers entering and leaving the teaching profession “the revolving door” (Heineke, 2018; Trinkle, 2018; Troyer, 2018). The U.S. Department of Education also reported that 15% of teachers leave yearly (García & Weiss, 2019; Reitman & Karge, 2019). Researchers also supported the notion that teachers, in general, are becoming increasingly dissatisfied with their duties and responsibilities as educators and are leaving the teaching profession (Carver-Thomas & Darling-Hammond, 2017; Erichsen & Reynolds, 2020; Okeke & Mtyuda, 2017). This dissatisfaction creates a retention crisis for school districts because many teachers leave the profession while the district fills needed teaching positions (Carver-Thomas & Darling-Hammond, 2017).

Despite the profusion of literature in other developed nations and even developing nations, there is a dearth of research evaluating the high attrition rate of primary teachers

and little effort to increase the retention rate, especially in rural Tanzania. I sought to reduce this literature gap with my study. The current literature presented covers studies completed in other regions since Tanzanian literature on the topic is severely limited. Understanding how the retention problem affects academic achievement in other countries can reveal essential insights into Tanzania's situation and determine what similar factors lead to high attrition. While the contexts are different, and the results will not be the same, the present literature can also influence the research to understand this dire educational issue in Tanzania.

Tanzania's Primary Education System

In theory, primary education has been fee-free since 2015 in Tanzania (Valente, 2015). Until the age of 15, students can enroll for free; however, more impoverished families can still not send their children to school because they must pay for uniforms, school materials, and examination fees, all of which they cannot afford. As a result, free-fee primary education in Tanzania still does not mean no students are left behind (Valente, 2015). This is an unfortunate scenario given how the free tuition initiative was meant to increase enrollment as the priority and to revitalize and improve the quality and access to primary education as its second purpose. The policymakers believed that through free-fee primary education and students' subsequent enrollment, teachers' classroom styles and methods would naturally improve (Valente, 2015).

The primary education period spans 7 years, after which the students must pass a common examination to obtain a primary school certificate. Free-fee primary education is also problematic for an additional reason. According to researchers, after primary school

fees were removed in 2001, the net enrollment rate in Tanzanian primary schools increased from 53% in 2000 to 73% in 2002 (Valente, 2015). This is a marked increase, and the upward trend continues. In turn, this led to significant increases in student-teacher ratios. This ratio affected the teachers' experiences and performance (Valente, 2015). It also caused a decline in teachers' subject-specific knowledge. Critics claimed that the central issue of fees-free at the primary level is unequal attention given to enrollment expansion and the goal of teaching quality improvement. There was also a general lack of attention to capacity building and institutional arrangement. Teachers' professional development programs were also affected (Valente, 2015).

To accommodate the enrollment growth, teacher training must be cut short to start teaching in any environment where they are sent. Despite the increased workload, the pressure on teachers to ensure their students pass is constantly overwhelming. According to Gilligan et al. (2018), most developing countries generally have teachers who would rather see their students drop out instead of failing primary leaving exams. They fear that the results will reflect on their teaching abilities. As Uwezo (2013) reported, even if Tanzania has made significant progress toward achieving near-universal primary school access, there is still a growing worry that education quality could have been or still is being compromised. Uwezo stated that independent nationwide schooling assessments emphasized the low levels of learning in Tanzanian schools. Further, the researcher also highlighted that less than 30% of third graders could demonstrate competency even in second-grade numeracy or literacy lessons and tasks (Uwezo, 2013).

The Causes of Teacher Turnover

High teacher turnover rates have been a popular topic (Carver-Thomas & Darling-Hammond, 2017; Podolsky et al., 2017). Various subject populations, including teachers with varying levels of experience, have been the focus of research. The results provided explanations for why instructors abandon the field (Albright et al., 2017; Redding & Henry, 2018; Sorensen & Ladner, 2020). Issues related to retirement, accountability, salary, career change options, and educational mandates that create more workload and pressure are among their top reasons (Albright et al., 2017; Redding & Henry, 2018; Sorensen & Ladd, 2020).

The administrative climate and support are the primary set of high turnover reasons. Some teachers left their profession to pursue a career change because of poor administrative leadership at their school, lack of collaboration, inadequate discipline, and dissatisfaction with their job descriptions and responsibilities (Ford et al., 2020; Perrone et al., 2019; Tran & Dou, 2019). Thibodeaux et al. (2015) conducted a study to determine how high stakes testing requirements and principal leadership influence teacher retention. The conclusion of the study was that high stakes testing, and principal leadership styles had an important effect on the participants' decisions regarding leaving the teaching profession. According to additional research findings, the top five reasons why teachers abandon the profession are accountability, increased workload, student attitudes, lack of parental support, and ineffective leadership (Geiger, 2018; Geiger & Pivovarova, 2018).

In the United States, with the implementation of No Child Left Behind and Race to the Top under the Obama Administration, accountability became the number one

improvement strategy (Letendre, 2018; Rachell, 2020; Vinovskis, 2015). Increased accountability is one issue that has added to the United States's low teacher retention (Letendre, 2018; Rachell, 2020; Vinovskis, 2015). Even though educational accountability makes standardized test scores the benchmark for teachers' and school districts' progress toward providing quality education, these researchers believed that increased accountability harms teachers' health, time, and commitment to the teaching profession (Letendre, 2018; Rachell, 2020; Vinovskis, 2015).

Researchers in studies related to teacher retention also suggested that principal leadership behaviors directly affect teacher retention rates (Dahlkamp et al., 2017; Grissom & Bartanen, 2019; Player et al., 2017). In Thibodeaux et al.'s (2015) study, principal leadership styles statistically influenced teacher morale, satisfaction, and intent to leave or remain in the teaching profession. Shaw and Newton (2014) conducted a study that revealed a positive correlation between principals that engage in servant leadership and teacher retention. They disclosed that the administration's support significantly influenced their decision to leave or remain in the teaching profession. Shaw and Newton (2014) concluded that principal leadership's effectiveness or ineffectiveness directly affects teachers' job satisfaction.

According to the findings of other researchers (Aldridge & Fraser, 2016; Babo & Petty, 2019; Zakariya, 2020), school climate was a significant factor in teachers' decisions regarding leaving the profession. These researchers found that teachers' perceptions of the school environment and its effect on stress, teacher efficacy, and job satisfaction influenced their decision to remain in the profession or resign.

Effects of High Teacher Turnover Rates

There are many negative implications of high teacher turnover rates. High turnover rates could affect student achievement and translate to high costs for school districts (Henry & Redding, 2020; Sorensen & Ladd, 2020). School districts lose funds because they have invested money in the professional development of the teachers who are leaving and must invest additional money in new teachers' professional development (Henry & Redding, 2020; Sorensen & Ladd, 2020). Many studies agreed that the cost of retaining teachers can significantly affect the quality of education students receive (Henry & Redding, 2020; Sorensen & Ladd, 2020). There is a negative correlation between teacher turnover rates and student performance on standardized testing in reading and math. It is not only beginning teachers who are leaving. Some research trends asserted that most teachers who leave the profession have less than 5 years of teaching experience (Rhodes, 2019). However, some researchers confirmed a current trend supporting the theory that veteran teachers leave the profession with 20 years of experience (Blackman, 2018; Westmoreland, 2020).

Retaining teachers is vital to any educational institution. When teachers start to complain and leave the profession, it is time for policymakers to reevaluate what they are doing and listen to those working with the students (Orlando, 2014; Veldman et al., 2016; Watts, 2014). Teachers' voices need to be heard; however, literature exploring this phenomenon is scarce. While there are statistics to prove teacher turnover, there is a lack of empirical studies explaining why teachers have a low retention rate and the best ways to improve it. The best way to improve teachers' job satisfaction and meet their unique

needs to retain them is unknown (Orlando, 2014; Veldman et al., 2016; Watts, 2014). There is a need to evaluate teachers' unique needs and accommodations to satisfy their occupation and stay in their profession from the teachers' perceptions. Evaluating teachers' unique needs and concerns can be helpful to many, starting with the teachers themselves, the administrative personnel, legislative bodies, and the wider community (Orlando, 2014; Veldman et al., 2016; Watts, 2014). Most of the literature has focused on novice teachers, yet students benefit from years of experience, and very few studies have sought to understand why veteran teachers leave their jobs. The obligation to educate children necessitates the nation to invest in all teachers, including the teachers, who are often the "keepers" of the school culture (Orlando, 2014; Veldman et al., 2016).

The limited number of studies on veteran teachers would show that their years of experience are crucial to the wisdom that schools, students, and novice teachers require, yet they continue to leave the profession. This abandonment may be attributed to overlooked wants and needs to be retained in their positions. While novice and veteran teachers face difficulties, such as disciplining a classroom of students, veteran teachers must contend with other unique challenges that require attention.

After years of dedicated service, a veteran faculty member must keep up with the changing instructional methods and technological advancements (Jonson, 2018; Shields & Mullen, 2020; Washington, 2017). Veteran teachers may resist instructional methods and disagree with management over newer policies deviating from the old ones (Jonson, 2018; Shields & Mullen, 2020; Washington, 2017). Researchers deemed those very experienced teachers must be addressed, considering that numerous studies have attested

to this culture's importance in fostering student achievement (Jonson, 2018; Shields & Mullen, 2020; Washington, 2017). Understanding the best ways to retain veteran teachers can significantly impact student achievement and district funding for staff development (Jonson, 2018; Shields & Mullen, 2020; Washington, 2017).

Research on teacher turnover in Tanzania shows some strategies that schools attempted to reverse the trend, including introducing better reward systems, higher fee exemptions for student teachers, and making incentive packages more attractive (Boniface, 2019; 2020; Michael, 2018). However, these studies should also show how ineffective they were since most of the policies were financially or economically based, too minimal compared to the main problem, and unsatisfactory. According to the researchers, monetary-related policies and incentives are harder to implement in a country such as Tanzania because funds are limited in the first place (Boniface, 2019; 2020; Michael, 2018).

Effects of Teacher Burnout

Teacher burnout represents another teacher retention concern closely related to the accountability issue. Teaching is among the most stressful occupations and ranks behind physicians and air traffic controllers in stress intensity (Califf & Brooks, 2020; Lee, 2019; Perrone et al., 2019; Rajendran et al., 2020; Ryan et al., 2017). Teacher burnout occurs when teachers experience stress for prolonged periods. Consequently, stress can transform into psychological exhaustion, depersonalization, and a lack of personal progress (Maslach, 1993). Teacher burnout, therefore, is beyond just being tired and stressed. (Califf & Brooks, 2020; Lee, 2019; Perrone et al., 2019; Rajendran et al., 2020;

Ryan et al., 2017). Failure to cope with chronic stressors may lead to burnout (Califf & Brooks, 2020; Lee, 2019; Perrone et al., 2019; Rajendran et al., 2020; Ryan et al., 2017). This burnout can determine the factor influencing teacher job satisfaction (Atmaca et al., 2020; Kamneva et al., 2019; Molero Jurado et al., 2019; Skaalvik & Skaalvik, 2017).

Teacher burnout could be linked to experiencing a lack of autonomy, high workloads, increased emotional demands, low social support, and ambiguity (Atmaca et al., 2020; Kamneva et al., 2019; Molero Jurado et al., 2019; Skaalvik & Skaalvik, 2017). Skaalvik and Skaalvik (2017) identified behavioral problems, such as conflict with coworkers, parent-teacher relationship problems, and new teaching methods, as stressors contributing to teacher burnout and depression. Also, Addison and Yankyera (2015) investigated 25 female teachers to determine how they manage stress and teacher burnout. They assessed all the possibly related factors in this study, including age, the number of students in the classroom, relationship status, work environment, appreciation, and supervision-based evaluation are all factors that influence teacher performance (Addison & Yankyera, 2015). The researchers attributed the significant stressors of these female teachers to increased workload and interpersonal relationships. Results revealed that higher stress levels among female teachers could explain some teachers' poor job performance and why they leave. This research shows why schools must implement training programs to deal with stressors and more counselors in schools (Addison & Yankyera, 2015).

Oakes et al. (2013) surveyed 86 middle school teachers from three schools located in a district in a southern state. They examined teacher efficacy and burnout through year-

long training and survey programs implemented at two separate middle schools. Participants included 86 teachers in schools serving 2,136 students. Each teacher had 10 years or more of teaching experience, and 60% had earned master's degrees. They found that 38% experienced high exhaustion levels, and 36% experienced moderate exhaustion, which comprised about one-third of the participants surveyed. They also found that depersonalization levels were much lower despite the high levels of emotional exhaustion, with only about 30% experiencing moderate to high levels of depersonalization. Most of the teachers indicated high levels of personal accomplishment. Researchers found the results were very preliminary and that additional inquiry is needed to examine how teachers are faring in-school implementation of the 3-tiered model of prevention (Oakes et al., 2013).

Kipps-Vaughan (2013) assessed how a principal-led teacher burnout intervention affected the teachers' intention to stay. In the case study, the principal heard several negative complaints from teachers, which compelled the principal to enlist help from the school psychologist. After conducting a needs assessment, they could implement a stress reduction program, and the results were positive. The researcher, however, highlighted that this is only the case because the principal was very involved, again highlighting the need for a supportive leader when preventing high turnover rates (Kipps-Vaughan, 2013). This need is subsequently supported by more recent studies (Scott, 2019; Sulit & Davidson, 2020; Youngs et al., 2020).

One pressing problem with today's American education system affecting the quality of education American students receive is high teacher turnover. Teachers are

crucial to student's success, but they leave the profession in droves. The National Education Association reported that teachers leave in droves due to test-based accountability (Walker, 2017). Instead of improving the nation's schools, test-based accountability has worsened things (Sawchuk, 2014). High-stakes testing has harmed public education because it causes teachers to teach to the test, decreases teacher and student motivation, and narrows the curriculum (B. D. Jones & Egley, 2004).

Teacher retention has become a primary scholarly literature theme and concern (Moser & McKim, 2020; Ryu & Jinnai, 2020; Wronowski, 2020). Teachers leave the profession in higher numbers than coming into it (Moser & McKim, 2020; Ryu & Jinnai, 2020; Wronowski, 2020). The growing student population, high turnover rates, and more stringent standards made hiring qualified applicants for teaching positions in United States public schools difficult. Even though around 100,000 new teachers are entering the field yearly, the same number, if not more, are leaving (Moser & McKim, 2020; Ryu & Jinnai, 2020; Wronowski, 2020). According to Shaw and Newton (2014), it takes between 5 and 7 years for new teachers to acquire sufficient experience to become high-quality educators. However, more than one-third of teachers leave their profession within the first five years (Shaw & Newton, 2014). The loss of both inexperienced and experienced teachers results in a high attrition rate and high costs (Moser & McKim, 2020; Ryu & Jinnai, 2020; Wronowski, 2020). Total national replacement costs amounted to billions of dollars per year (Moser & McKim, 2020; Ryu & Jinnai; Wronowski, 2020; Moser & McKim, 2020; Ryu & Jinnai; Wronowski, 2020). There is a need for school

administrators to become aggressive and proactive in recruiting and retaining highly qualified teachers (Moser & McKim, 2020; Ryu & Jinnai, 2020; Wronowski, 2020).

Administrative Support as a Coping Mechanism

Several researchers have estimated the effects of leadership support, classroom management, and climate on teachers' decisions to leave the profession or transfer schools. They described the teacher shortage problem as referring to teacher candidates who enter and then leave the profession prematurely or those trained to be teachers who did not begin practicing because of perceptions about the teaching profession (Durham et al., 2017; Moser & McKim, 2020; Marino, 2020; Stohmann et al., 2020; Tran & Dou, 2019).

According to Reitman and Karge (2019), their grounded theory investigation aimed to identify critical factors that encourage educators to stay in the profession. The study involved a survey of sixty educators and in-depth interviews with ten educators who got substantial mentoring during their first few years in the classroom. The study aimed to determine if the instructors' perceptions of their instructional performance and the likelihood of remaining in the profession were improved by the quantity of aid and support they received. How important were the research-based teaching methods and tactics that these educators had been exposed to in their first years of service? The following primary research queries were posed to teachers with more than ten years of experience via a survey. (a) What factors, according to teachers, contributed to their decision to remain in the teaching profession? (b) What professional experiences do teachers recall as being the most beneficial and applicable to their teaching practice? Six

themes were identified by the statistics as necessary to retain teachers in the classroom. Teacher-student interactions, mentorship, professional development, and educator self-reflection are examples of these concepts (Reitman & Karge, 2019).

Researchers have also examined teacher preparation to determine the basis for teacher turnover rates. These studies focused on relationships between certain aspects of teachers' education and specific post-education outcomes (Durham et al., 2017; Moser & McKim, 2020; Marino, 2020; Stohmann et al., 2020; Tran & Dou, 2019). Teachers base their decisions on their experiences in the classroom. They are influenced by mentorships, principal support, collaborations with colleagues, teaching assignments and responsibilities, professional development opportunities, and leadership positions. There is no doubt a strong relationship between teachers' education and the teachers they become (Durham et al., 2017; Moser & McKim, 2020; Marino, 2020; Stohmann et al., 2020; Tran & Dou, 2019).

Some researchers added that in addition to mentorships and administrative support, schools seeking to increase teacher retention rates should also consider increasing salaries, reducing workloads, and attempting to improve parent and student participation and cooperation (Colson & Satterfield, 2018; Geiger & Pivovarova, 2018; Podolsky et al., 2017; Ronfeldt & McQueen, 2017; Shuls & Flores, 2020). Also, beginning teachers have the highest turnover rate, and between 40% and 50% are gone after just 5 years of teaching (Bastian et al., 2017; J. M. Miller et al., 2020).

Job Satisfaction and Retention

Based on most literature findings, teacher job satisfaction is declining (Dou et al., 2017; Torres, 2019; Perera et al., 2018). According to Toropova et al. (2020), because the lack of teachers is a problem on a global scale, it is crucial to pay particular attention to the levels of job satisfaction experienced by teachers. There is a significant link connecting the pleasure of teachers and students, schools' cohesiveness, and the teaching profession's prestige. This link also exists between work satisfaction for teachers and their ability to keep their jobs. The eighth-grade mathematics teachers are the subject of our study. They investigated how they are connected to feelings of job satisfaction, the working conditions at schools, and the traits of effective teachers. This research used data collected in Sweden as part of the Trends in International Mathematics and Science Study in 2015. Techniques like structural equation modeling and confirmatory factor analysis are the primary methods.

Their findings indicated a strong association between the working conditions teachers provide within schools and their job satisfaction. It was observed that the degree to which teachers enjoyed their jobs was most strongly correlated with the amount of work they had to do, the degree to which other instructors collaborated, and their evaluations of how well learners behaved in class. Higher levels of job satisfaction were found among female educators, those who participated in more professional development, and those who were regarded as more effective in the classroom. It was also shown that male instructors were more likely to report high levels of job satisfaction when the level of collaboration among teachers was high and that teachers with lower

levels of self-efficacy were more likely to report high levels of job satisfaction when student discipline was high. Both findings are supported by the data presented here. The implications of this policy are investigated further (Toropova et al., 2020). The high incidence of teacher turnover continues to be a source of concern for educational administrators and government authorities in several countries (Madigan & Kim, 2021; Skaalvik & Skaalvik, 2020).

Madigan and Kim (2021) conducted the first meta-analytic examination of (a) the relationship between burnout and teachers' intentions to resign their positions, (b) the relationship between job satisfaction and teachers' intentions to resign, and (c) the question of which factor is more important in predicting teachers' intentions to quit: burnout or job satisfaction. Random-effects meta-analyses revealed that three factors have significant positive relationships with teachers' intentions to abandon the profession: exhaustion ($r^+ = 0.41$), depersonalization ($r^+ = 0.32$), and diminished accomplishment ($r^+ = 0.21$). In addition, there were indications that the intensity of these relationships had grown over time. There was a significant correlation ($r^+ = 0.4$) between low levels of job satisfaction and teacher burnout in the classroom; poor energy [$r^+ = 0.42$], poor personal progress [$r^+ = 0.38$], and low sense of accomplishment [$r^+ = 0.30$] were identified as significant predictors of burnout; significant negative relationships were also established between burnout and job satisfaction; and according to the results of a meta-analysis of numerous regression studies, teacher burnout is significantly associated with low levels of job satisfaction.

Lastly, relative importance analysis identified burnout symptoms as the critical factor in explaining this unknown difference. According to these findings, teacher burnout and job satisfaction are essential predictors of teachers' intentions to leave. On the other hand, burnout may offer a more significant threat than job satisfaction, and this threat may increase over time (Madigan & Kim, 2021).

Teachers' job satisfaction is vital if policymakers and leaders want students to demonstrate progress in meeting school reform expectations (Edinger & Edinger, 2018; C. Jones et al., 2017; Reeves et al., 2017; Wolomasi et al., 2019). According to a recent MetLife survey, only 39% of teachers are satisfied with their jobs, down from 62% in 2008 (Edinger & Edinger, 2018; C. Jones et al., 2017; Reeves et al., 2017; Wolomasi et al., 2019). The most crucial task of any organization is to ensure job satisfaction (Aydin, 2013). Researchers have viewed schools as the most critical organization in an educational system (Edinger & Edinger, 2018; C. Jones et al., 2017; Reeves et al., 2017; Wolomasi et al., 2019). Job satisfaction among teachers significantly influences students' lives and how effectively student learning occurs in the classroom (Edinger & Edinger, 2018; C. Jones et al., 2017; Reeves et al., 2017; Wolomasi et al., 2019). Dissatisfied teachers with their jobs increase with time (Shaw & Newton, 2014). Teachers who are dissatisfied with their jobs harm the school environment. These teachers are more likely to have low-performing students, low test scores, disciplinary problems, and lower attendance rates (Edinger & Edinger, 2018; C. Jones et al., 2017; Reeves et al., 2017; Wolomasi et al., 2019).

Accountability and Retention

Five of the primary fallout issues teachers cite as direct sources of their job dissatisfaction include accountability, teacher burnout, leadership, school climate, and student behavior (Feng et al., 2018; Perryman & Calvert, 2020; Wronowski & Urick, 2019). Wronowski and Urick (2019) hoped to understand better why so many educators in the United States departed their employment when federal accountability policies reached their highest point. In their study, the operationalization framework for de-professionalization and demoralization of the teaching profession was derived from teachers' replies to surveys administered by the National Center for Education Statistics Schools and Staffing Surveys and Teacher Follow-up Surveys. Two competing structural equation models were used to investigate the relationship between de-professionalization, demoralization, and turnover. We contrasted instructors who claimed that accountability rules were a factor in their decision to leave their employment with those who did not say that accountability rules were a role. They found that demoralization-related anxiety and stress were significant predictors of future resignations in both groups of educators.

On the other hand, anxiety and stress levels among educators are only moderate predictors of student progress. It is more likely that teachers who work in an environment where accountability measures are in place will resign or switch schools. According to the findings, there is a correlation between teachers' perspectives on accountability rules, their evaluations of their working conditions, and the possibility that they will leave their current jobs. These findings have significant ramifications for the decision-makers and educational leaders in charge of education policy in the United States as they transition

from the "No Child Left Behind" era to the execution of the "Every Student Succeeds Act."

Perryman and Calvert (2020) investigated teachers' motives for entering the teaching profession and their reasons for leaving or contemplating it by analyzing survey data from the last 5 years of UCL Institute of Education graduates in London. Even though many teachers claimed they were aware of the problems associated with workload before entering the teaching profession, the most common reason for leaving the profession or leaving in the future was excessive work. The evidence revealed that classroom conditions were worse than anticipated, with the quality (rather than the quantity) of work connected with performativity and accountability playing a significant role in the situation. The researchers suggested that teachers leave their jobs mainly because of the accountability requirements and school performance culture. Consequently, teachers spend more time on tasks such as evaluation, testing, progress measurement, and inspection preparation, and less time on the more individualized and creative aspects of their employment, a phenomenon referred to as "box-ticking." A culture of performativity results in evaluative performances. This is due to the fact that performativity is a disciplinary technology that employs evaluations and comparisons against what is deemed effective as a control method. The concept of performativity is inextricably intertwined with the emergence of the evaluative state, responsible educational policy, and openness to public scrutiny. In the 21st century's performative accountability culture of education, the intensification, loss of autonomy, monitoring, and evaluation, limited participation in decision-making, and lack of personal development

are all discounted because efficiency is viewed as 'a good thing' regardless of the cost to people. Therefore, educational objectives and outcomes shape the curriculum. When teaching is conceptualized as the application of predetermined procedures, the variability of exceptional practice can be stifled, and the teacher becomes solely another learning resource, a facilitator. There is a risk of deprofessionalization when education becomes increasingly performance-based because teachers may feel they must put on a show to prove their worth. The findings showed that working in an accountability performance framework can make you anxious about doing too much work. In some of the comments from former teachers, the teachers reported increased pressure to do more without increasing their benefits. They also complained of a lack of appreciation (Feng et al., 2018; Ingersoll & Collins, 2017; Perryman & Calvert, 2020; Wronowski & Urick, 2019).

Meanwhile, researchers also found that the acts of principals can considerably impact the number of teachers who leave their positions. Scallon et al. (2023) investigated the leadership styles of principals in middle schools in an extensive metropolitan public school system by combining in-depth case studies with interviews with 32 teachers. The research focuses on the teachers' perspectives at two middle schools with high teacher turnover and two with low teacher turnover. They discovered that principals in schools that had low teacher turnover were more likely to do the following three things as compared to principals in schools that had a high principal turnover, they: (a) treated teachers with respect, (b) communicated the school's vision around high-quality teaching, and (c) prioritized student learning.

Grissom and Bartanen (2018) also showed that a competent administrator is associated with lower employee turnover rates among teaching staff. However, while attempting to retain instructors, principals are not required to treat all their teachers similarly (Grissom & Bartanen, 2018). In its place, a good principal can make it their mission to purposefully mold the teaching staff of their institution by retaining the best of their faculty while letting go of the less qualified members. They investigated retention strategies such as these by analyzing longitudinal data gathered in Tennessee. Using various teacher and leadership effectiveness measures, they discovered that schools with more effective administrators had lower overall teacher turnover rates. In addition, the most successful educators in their jobs have shown the most significant reduction in turnover. However, under principals who have received higher ratings, low-performing teachers have a much-increased likelihood of quitting their jobs. This pattern is pronounced in establishments endowed with financial resources and somewhat stable administration (Grissom & Bartanen, 2018).

During the COVID-19 pandemic in the United States, new job-related anxiety, safety concerns, and work-life issues exacerbated retention concerns (Matthews et al., 2022). According to the researchers, leaders' actions cause early staff responses and provide the framework for ongoing crisis response that influences teacher turnover intention changes. This integration of the crisis management literature and the unfolding turnover model is accomplished by arguing that leaders' actions cause early staff responses and establish the context for ongoing crisis response, which in turn influences changes in teachers' intentions. They employ latent growth curve modeling to verify their

hypotheses. They utilized a sample of 617 K-12 educators and nine phases of data (a baseline survey at the start of the 2020-2021 school year and eight follow-up surveys with two-week lags through Fall 2020). Educators reported an improvement in their work-life balance and a decrease in their desire to abandon their jobs over the course of the semester. During times of crisis, leadership at both the district and school levels is crucial, according to the findings (Matthews et al., 2022). However, contrary to popular belief, the leadership behaviors that shape initial crisis responses do not also influence employee responses. Instead, the availability of valuable resources throughout the semester, such as the ongoing refinement of safety measures and enhancements to work-life balance, prompted teachers' adaptive crisis response trajectories (Matthews et al., 2022).

School Climate and Retention

As early as 1970, Doak established that the organizational climate is the key to initiating and sustaining change, and he supported the premise that school climate was important to education reform. In 1985, Keefe et al. provided an early example of later survey instruments used to survey school climates. They provided researchers and practicing administrators with clear definitions and explanations of the data required to comprehend and evaluate school environments. Through the years, however, many researchers repeatedly concluded that educational reform was too expensive in terms of money and human energy to attempt it without first evaluating the climate and determining that it was receptive for reform to be implemented (Ascorra et al., 2019; Huang et al., 2020; Kraft & Falken, 2020; McLean et al., 2017; Spsychalski, 2020).

Without a universally accepted definition, each study includes a school climate definition (Ascorra et al., 2019; Huang et al., 2020; Kraft & Falken, 2020; McLean et al., 2017; Spychalski, 2020).

Veteran Teacher Persistence

The purpose of this study was to identify Tanzanian rural primary teacher behaviors and characteristics, school culture, and attributes of administrators, as perceived by the teachers themselves, which contributed to their decision to stay in one school or district. To understand why teachers persist for years in their jobs, they need to study veteran teachers' literature continuously. Their perceptions of the best methods to improve their retention rate hold significant weight. The researcher examined veteran teacher turnover, attrition, and turnover literature for this purpose. Some studies explored how veteran teachers lasted in their jobs in the first place when many young teachers quit, not lasting beyond 5 years. Allen et al. (2005) reviewed statistics on teacher turnover and found that 30% of new teachers quit after 3 years of employment. More than 40% also left their jobs after 5 years. After 5 years, almost 50% of the teachers leave their profession (Carver-Thomas & Darling-Hammond, 2019). For veteran teachers to last beyond 5 years, let alone 20 years, is. Therefore, being a veteran teacher is a remarkable feat and a phenomenon researchers believe is worth examining. Researchers characterized teacher attrition as U-shaped. High attrition rates can be observed within teachers' first 5 years in their occupation and later years (20 years or more; Carver-Thomas & Darling-Hammond, 2019; Koomson et al., 2017; Mabeya et al., 2019).

Various studies spanning decades have documented that teachers' attrition rates are much higher than in other professions (Kelchtermans, 2017; Newberry & Allsop, 2017; Vagi et al., 2019). These studies have confirmed that teachers leave because of salary dissatisfaction, insufficient support from the administrators or the school, challenging students, and not being empowered to make decisions. The high level of turnover of novice or veteran teachers has severe consequences for the schools and education quality. Not many studies have examined and explicitly focused on veteran teachers. The limited number of studies on veteran teacher turnover first evaluated the reasons for teacher attrition in the classroom past the first 5 years (Kelchtermans, 2017; Newberry & Allsop, 2017; Vagi et al., 2019). More researchers who focused their studies on teacher attrition on veteran teachers claimed that veteran teachers face the possibility of burnout like novice teachers. The decision to leave stems from burnout (Farmer, 2020; Van Stone, 2019; Youngblood, 2020).

Rumschlag (2017) researched whether more experienced educators have distinct opinions on role stress, self-efficacy, and standardized testing than their less experienced counterparts. Using the Maslach Burnout Inventory-Educators Survey, Third Edition, Rumschlag surveyed 162 teachers to see whether there was a difference in the levels of burnout experienced by more inexperienced teachers and teachers with more years of experience. Rumschlag found no significant differences between inexperienced and experienced educators regarding burnout, personal accomplishment, and depersonalization. Instead, members of both groups reported having low levels of personal success and feeling competent. Rumschlag asserted that the widespread lack of

individual performance was due to the frequent swings in teacher assessment and the concomitant pressure to enhance student test results.

According to the findings of Rumschlag's study, more experienced teachers had higher opinions of their professional successes than their more junior colleagues did. According to Mansfield et al. (2016), the resiliency of teachers can be explained by either the personal strengths of the teachers themselves or the supportive circumstances in which they work. If one views teaching as a vocation with a significant moral purpose, the individual and professional identities that teachers cultivate will be powerful internal resources (Flores, 2020). In their analysis of 69 articles from peer-reviewed journals and two book chapters, Mansfield et al. (2016) found that resilient instructors have a variety of personal resources at their disposal, including motivation, a sense of efficacy, a sense of moral purpose, optimism, hope, and social and emotional competence. Among these personal resources, resilient instructors also possess hope. According to the findings of Drew and Sosnowski (2019), the traits of each instructor contributed to the development and maintenance of their students' resilience.

In Drew and Sosnowski's research on the resiliency of teachers, they conducted three focus groups with a total of 33 teachers from various grade levels. Those educators who maintained a high level of motivation over the study reported feeling a greater sense of personal investment in their profession and the institution. Drew and Sosnowski hypothesized that one of the primary contributors to their tenacity was the "deep roots" that they possessed. These determined veteran teachers reframed challenges as learning experiences, embraced constant change and uncertainty, and drew as frequently as

possible on rejuvenating experiences. They were able to remain successful in their chosen area due to innate attributes such as adaptability and openness to change. Li et al. (2019) surveyed 455 educators ranging from kindergarten teachers to high school counselors and administrators to learn more about teacher resilience and the role of organizational and interpersonal factors in forming it. Their poll included questions about teachers' resiliency, satisfaction with their working conditions, and confidence in their personal and professional relationships.

The Teacher Resilience Scale comprised 13 questions and was designed to determine how resilient teachers are when confronted with challenging situations. In addition, measures concerning the encouragement of leadership, the teaching materials, the amount of labor, and its variety were added. The relational trust scale consisted of thirty items that covered a diversity of themes, including trusting teachers, coworkers, and even children's parents. According to the findings of a study conducted by Li et al., increasing group resilience involves building dependable links with several parties. Within the context of their talk about resiliency, Li et al. emphasized that it is not solely up to individual educators to cultivate a supportive environment for their colleagues to do the same.

Teachers experiencing burnout may become unmotivated, mistakenly feel that their employer is not helpful, and ultimately choose to resign their professions, as stated by Mérida-López et al. (2020). In total, 1,297 primary and secondary school teachers were interviewed using four different scales: the Utrecht Work Engagement Scale, the Wong and Law Emotional Intelligence Scale, and the Occupational Withdrawal

Intentions Scale. The Copenhagen Psychosocial Questionnaire II is a tool that measures the support that teachers receive from their peers and supervisors. Because teachers who believed they had much support were more committed to their work, they were less likely to want to leave their employment due to their increased commitment. There was also a correlation between perceived support, participation, and emotional acuity. Teachers who self-reported having higher levels of emotional intelligence also reported having more substantial levels of support and engagement in their jobs. On the other hand, teachers who self-reported having lower levels of emotional intelligence also reported having higher rates of intention to leave their current employment.

Researchers evaluated the attrition factors behind veteran educators. Some found that another factor that can make veteran teachers leave their profession is if they do not have good relationships with pre-service teachers or those still in training to enter the profession (Dixon et al., 2019; Noel Smith et al., 2019). These relationships may not seem predictive of veteran teachers' decisions to stay in their jobs, but researchers found otherwise. Researchers described how teachers perceive and experience the formation of a Professional Development School partnership, and how these perceptions and experiences influenced their job satisfaction (Fisher-Ari et al., 2018; Hunzicker, 2019; Kennedy, 2018; Stierman, 2020). Their initial teacher preparation program reform was also evaluated through a case study method. The results presented descriptive evidence of what veteran teachers hold necessary in initial teacher preparation, what they tend to zero in on when facilitating school-university partnerships, and how to resolve conflicts that might emerge from the collaboration. The relationship between veteran teachers and

those still training to enter the field is enhanced when multiple collaborative relationships toward professional growth are created (Fisher-Ari et al., 2018; Hunzicker, 2019; Kennedy, 2018; Stierman, 2020).

Retention Issues in Tanzania

Despite widely documented teacher skills and effort shortfalls, there is little systematic evidence of teacher turnover rates in low-income countries or African countries like Tanzania. Most of what was known was anecdotal, or research conducted a few years back and no longer updated (Boniface, 2016; 2020; Jonathan et al., 2013; Swai, 2013). If there were new studies, they did not focus on Tanzania alone, or when they focused on Tanzania, they did not focus on the teachers at the primary level alone (Boniface, 2016; 2020; Jonathan et al., 2013; Swai, 2013). This lack made it a considerable literature gap that should be bridged. However, it could be safely assumed that the retention problem was still ongoing, if not worse.

Among efforts towards achievement of the various global agendas involving Tanzania, including but not limited to the “Education for All” Millennium Development Goals, and some national agenda plans such as the “Tanzania Development Vision 2025,” education is perceived as a strategic goal and tool in this country (Sikawa, 2020). Naturally, educational objectives cannot disregard the roles played by effective teachers. Therefore, through the years, it is in this context that the Tanzanian government has intentionally recruited and trained its teachers, including those in rural schools. However, despite these efforts, there is a persistent lack of teachers in the country, compounded by high attrition rates in rural or urban schools and at all levels, including primary schools.

However, the literature on Tanzania's teacher retention issue is not as rigorous as in the U.S. or other developed nations (Boniface, 2016; 2020; Jonathan et al., 2013; Swai, 2013). A few can be discussed, but most were published beyond the previous 5 years. Still, they should be included in this review to attain a snapshot of what is happening in Tanzania concerning teacher attrition, retention, and shortage. Some researchers claimed that teacher retention is further aggravated by the lack of precise and reliable data on teacher demand and supply in Tanzania and data on the turnover movement and pertinent reasons (Boniface, 2016; 2020; Jonathan et al., 2013; Swai, 2013).

There is a retention problem in Tanzania, even if the number of studies highlighting this issue is fewer than in other countries (Boniface, 2019; 2020; Michael, 2018). According to the current research, there appears to be a disparity between the national requirements for new teachers and the output of newly qualified teachers in several Sub-Saharan African nations, including Tanzania (Boniface, 2019; 2020; Michael, 2018). According to some researchers, however, because the data collection is relatively poor in these developing countries in the region, most of the analyses done on the problem are based on assumed attrition rates and anecdotal reports. School census instruments are lacking and inaccurate in showing data on teacher attrition. Even if some of these data are accessible, schools are often so poorly equipped to identify the reason for departure that the outcomes of these reports are just baseless numbers. There are also no efforts to know the departing teacher's destination or differentiate between inter-school movement and movement out of the teaching profession. This means the dearth of retention literature in Tanzania concerning the educational sector is quite significant.

Research findings can be unreliable, making more studies on the area urgent and timely, even in 2021.

According to researchers focused on the Tanzanian educational system, teachers' deficit appears worse when evaluating it at different levels – at regional, district, and school levels or by subject (Boniface, 2019; 2020; Michael, 2018). According to Boniface (2016), In the Mpwapwa district, data from the Secondary Education Development Program report reveals as high as 100% teachers' deficits in several essential subjects, such as book-keeping, ICT, food and nutrition, literature, general studies, home economics, and economics, among others. This means these subjects cannot be offered or taught. Other deficits data revealed as high as 63% of teachers' deficit in basic mathematics, 72% in biology, 70% in physics, and 51% in chemistry. Since these are STEM courses, overlooking the deficit problem can place graduates and society in a bad situation. With insufficient graduates knowledgeable in these subjects, workplaces, and industries can eventually suffer (Koda, 2018).

While some exceptions exist, the researchers found that teachers' deficit rates are relatively similar across districts, schools, and subjects in Tanzanian districts. Some researchers claimed that the shortage of teachers in Tanzania could be described as acute at all levels and across subjects, even the subjects of a biased curriculum. The situation is deemed more urgent and worse for STEM and language subjects, core subjects (Koda, 2018). Rural, remote, and peripheral areas experience a critical shortage of teachers, not only because there is a lack of education graduates willing to enter the profession but those who graduate with an education degree are not attracted to these positions in the

rural areas. It is hard to retain high-quality teachers in rural Tanzania, so the students are shortchanged and not getting the equal education they deserve (Boniface, 2019; 2020; Michael, 2018).

Through the years, other researchers have repeatedly said that high attrition in Tanzania results in a loss of necessary and desired experienced teachers. These further compound the problem of teacher shortage. Attrition leads to a selective loss of teachers with the highest academic qualifications, which can change rural education quality (Boniface, 2019, 2020; Michael, 2018). Because of deployment patterns and inter-school transfers, the effects of teacher storage always fall unfairly in schools located in the least desired locations, which are usually remote rural schools. They are also tantamount to schools that serve the nation's most impoverished children, making a high teacher attrition rate a problem that the poorest must bear the most (Boniface, 2019; 2020; Michael, 2018).

Conclusion

In this qualitative descriptive study, I explored rural primary school teachers' perceptions of the influences that helped them remain working in unfavorable environments (Acheampong & Gyasi, 2019; Sokmen & Kilic, 2019). Low teacher retention can cost nations billions of dollars and affect high-poverty schools significantly because students lose the opportunity to learn from highly qualified veteran teachers (Haynes, 2014; Simon & Johnson, 2015). Tanzania is likely not to be an exception. Evaluating the unique experiences of primary teachers in Tanzanian rural schools, who persisted in their jobs, of what makes them stay could be helpful to many, starting with

the teachers, the administrative personnel, legislative bodies, and overall society. Studies on retention may better create policies that support the retention of highly qualified teachers, emphasizing teachers in high-poverty urban schools. Regional education agencies may better assist school districts in creating policies and implementing school districts' practices to retain highly qualified teachers.

School districts may gain knowledge supporting highly qualified teachers' retention through hiring practices, training, and adjustments to the work environment. Students benefit from the years of experience of veteran teachers. The obligation to educate children necessitates the nation to invest in all teachers, including veteran teachers, who are often the "keepers" of the school culture (Orlando, 2014; Veldman et al., 2013; Watts, 2014). Identifying why these teachers stay in the teaching profession may develop solutions to retain teachers beyond 10 years. Therefore, it may enable schools to improve student's learning experiences and produce higher-quality students. Future researchers may use this study to develop strategies to retain veteran teachers in the teaching profession. The next chapter details the methodology this study followed and how the data collected was analyzed.

Chapter 3: Research Method

The specific problem I studied was that it was unknown what factors influenced rural primary teachers to remain at their posts in Northeast Tanzania or leave (see Marwa, 2016, Mgonja, 2017; Walker, 2017). Therefore, in this qualitative descriptive study I explored the influences that affected low teacher retention in rural primary schools of Northeast Tanzania. This section describes the methodology of the research. The chapter begins with a discussion of my research design, rationale, and role throughout the study. The participant selection logic, data collection instrumentation, study procedures, and data analysis strategy are then described. This chapter concludes with a discussion of issues related to trustworthiness or reliability and ethical considerations.

Research Design and Rationale

The following three research questions guided this study:

RQ1: What challenges do rural primary school teachers describe that cause them to consider leaving their professions?

RQ2: How do rural primary school teachers in Northeast Tanzania describe influences that cause them to remain?

RQ3: What role do teachers report that self-efficacy plays in overcoming the challenges they face in rural primary schools in Northeast Tanzania?

Qualitative research allows participants to characterize a phenomenon in their own terms (Creswell & Poth, 2016). A qualitative methodology was chosen for this study so I could gather data from participants characterizing factors affecting low teacher retention in rural primary schools in Northeast Tanzania. Since the participants were

required to describe their experiences, a quantitative research tradition could not be completed. Quantitative studies are characterized by the collection of data through predetermined responses, which are typically devised by researchers or theorists (Wrench et al., 2018). Quantitative studies enable researchers to analyze data using statistical, mathematical, and computational techniques to identify statistical relationships between variables. This method would make it difficult for the researcher to comprehend the worldviews of the participants and gain a comprehensive comprehension of the phenomenon being investigated (Creswell & Creswell, 2017).

A qualitative methodology and descriptive research design was selected to execute this study. This qualitative descriptive approach generates meaning and understanding through detailed descriptions provided by the participants (Bloomberg & Volpe, 2018). This could not have been completed via other qualitative research designs, such as grounded theory or ethnography. Grounded theory in qualitative research seeks to generate a theoretical framework after completing a data analysis (Lambert, 2019). However, since this study was guided by Bandura's (1977) self-efficacy theory, the grounded theory was inappropriate and rejected.

Similarly, I considered selecting an ethnographic design; however, the purpose of ethnography is to interact with a participant's environment and culture (J. Jones & Smith, 2017). One of the primary data collection methods for ethnographic studies is via observations. Ethnography was rejected because completing observations as the primary data collection method would not answer the associated research questions that guided this study. Therefore, I selected a qualitative descriptive study for this research.

Role of the Researcher

I played an important role as the researcher of this study by acquiring the data, conducting semistructured interviews, and using journaling as the second method of data collection. I traveled to Tanzania to collect the data despite not having any prior personal or professional ties to the participants. I was cognizant of researcher bias in my role as a researcher. In qualitative research, researcher bias occurs when the researcher injects their own thoughts, emotions, values, and opinions into the study (Creswell & Creswell, 2017). I was trustworthy as a researcher because I kept a reflective journal that detailed my experiences and thoughts throughout the research process. Lastly, it was my responsibility as a researcher to safeguard the study participants. Before I gathered data, I obtained approval from the institutional review board (IRB) at my university. In addition, I required all participants to sign a consent form. I also protected the participants' confidentiality by not referring to them by name in my study and securing all research data.

I focused this study on a rural primary school in Northeast Tanzania, predominantly populated by Maasai indigenous people. The Maasai people have adhered to the African language, culture, traditions, and customs (Mehari & Ryano, 2016). I was born and raised in this community and am a product of the same educational system I am now attempting to understand 40 years later. Owing to the lack of early childhood education programs in rural areas of Tanzania, primary schools serve as the academic foundation for a child's education by ensuring a broad-based curriculum that emphasizes the development of social, cognitive, cultural, literacy, emotional, and physical capacities.

A high-performing and consistent teacher is critical in any academic institution (Chernyshenko et al., 2018).

Methodology

When completing a qualitative descriptive study, it is essential to discuss the procedures thoroughly. Therefore, this section will outline participant selection logic, the protocol or tools used to collect the data, and recruitment, participation, and data collection procedures. Finally, this section will conclude with a discussion of the study's data analysis plan.

Participant Selection Logic

This research study's population was teachers currently teaching in rural primary schools in Northeast Tanzania. When recruiting individuals, I followed a purposeful sampling method. A purposeful sampling method was a nonprobability form of sampling (Bloomberg & Volpe, 2018), where I recruited individuals based on my judgments concerning this research's established criteria. I recruited 11 participants/teachers for the semistructured research interviews and journaling. Data saturation occurred when I experienced redundancy within the data collection process; I experienced similar answers from participants to glean no new information (see Braun & Clarke, 2019).

When recruiting individuals for this study, I made sure that they met the following purposeful sampling criteria:

- Each participant worked in a rural primary school in Northeast Tanzania.
- Each participant had been in their teaching position for at least 3 years.
- Each participant was fluent in the English language.

Purposeful sampling method

Purposeful sampling is a nonrandom sampling strategy that selects a sample based on criteria or a specific objective (Bloomberg & Volpe, 2018). I employed specific procedures to select the sample, enabling me to gather data in-depth and ascertain accurate information. For example, the procedures included contacting teachers at rural primary schools in Tanzania in person to determine whether they were interested in participating in the study and the subsequent semistructured interviews. When contacting the rural primary school teachers in Tanzania, I provided them with information about the research, including the problem, purpose, expectations, and contact information (see Appendix A). Interested individuals were not required to decide to participate on the spot; instead, they could have contacted me later via phone or email. When participants contacted me to participate in the research, I checked to ensure they met the selection criteria. If the individual met the criteria, I accepted them as participants in the research, and I recruited individuals on a first-come-first-served basis. The objective was to collect detailed data from the appropriate respondents (see Bloomberg & Volpe, 2018; Braun & Clarke, 2019).

Instrumentation

I used semistructured interviews with 11 individuals and journaling to collect the data. This number allowed me to reach data saturation. The research interview questions were open-ended questions that allowed for increased sharing elaboration. Therefore, the interviews consisted of 12 open-ended questions (see Appendix B) aligned with the study's problem, purpose, research questions, theoretical framework, and methodology. I

used the questions as an interview protocol and followed this interview protocol when asking each participant the same open-ended questions. Participants were encouraged to answer any question as they saw fit. In addition, I asked follow-up questions to clarify information or have a participant expand on the information they provided. Each semistructured interview was electronically recorded and transcribed in preparation for data analysis. After completing and transcribing the interviews, I provided each participant with a copy of their transcripts to review for accuracy. If the participants had identified any inaccuracies within the transcripts, I would have made the changes to reflect their meaning.

Additionally, I employed other procedures in my research, such as journaling, to ensure credibility. Throughout the data-gathering phase of my research, I maintained a digital journal in Microsoft Word and Excel in a password-protected folder on my laptop. The Word document detailed the methodology used to collect my data, including significant individuals and organizations. I kept track of critical contact information for participants during fieldwork time in an Excel file. The data table was kept in an Excel file in columns, including information such as the date of the interview, the participants' email addresses, telephone numbers, ages, living situations, and job locations. Later, I included some descriptive information about the setting. I updated this file as soon as I returned home after the interview or after receiving a confirmation email from the participants. In addition to the digital journal, I kept a practical journal in the form of a small notebook that I always kept in my bag because I had noticed that ideas frequently struck at inconvenient times. In this practical notebook, I jotted down the patterns I

noticed during the interviews and suggestions for people to call, books to read, and websites to check out, ectera. I used a printed topic list throughout the interviews to jot down the participants' responses or thoughts. Because I needed to concentrate on the participant and the discussion, I sketched out these thoughts immediately following the interview in my small practical notebook. The journaling process was performed immediately after the interviews. All digital files were kept password-protected to ensure the confidentiality of participants.

Because the semistructured interviews and journaling were completed in Tanzania, I completed member checking after each interview when I returned to the United States. Member checking comprised the participants reviewing their recorded interviews for accuracy. I emailed transcripts (or mailed if they did not have an email address) the transcripts to participants to ensure accuracy. If any participant reported inaccuracies within their transcripts, I reflected exactly their meaning.

Procedures for Recruitment, Participation, and Data Collection

Before beginning this study, I received permission from my university's IRB. I did not begin collecting data until this approval had been received. After receiving approval, I began recruiting individuals for my research and then traveled to Northeast Tanzania to collect the data. When recruiting individuals for this research, I communicated with the local education leader to obtain permission to conduct the research and help share my invitation for the research flyer (see Appendix C). The flyer contained information about the research, including the problem, purpose, expectations, and contact information. After I received the teachers' willingness to participate, I planned my travels to conduct the

subsequent semistructured interviews in Tanzania. I checked to ensure that they met the criteria. If they did, I accepted them as participants in the research and recruited them on a first-come-first-served basis. Selected individuals reviewed the informed consent form, research, and interview questions.

The informed consent form highlighted the research's purpose and what was expected of the participants. It also outlined how they could remove themselves from the research at any time and without repercussions, how confidentiality was maintained, and the risk associated with participating. The level of risk to participate in this research was minimal, as participants were only required to describe influences that affected low teacher retention in rural primary schools within Northeast Tanzania. The participants signed the confirmed consent form and returned it to me by email, mail, or in person, and I then made an appointment for their semistructured interview.

Semistructured Interview Procedures

Semistructured interviews occurred in an environment that supported confidentiality and was convenient for the participant and me. During the semistructured interview, I asked each participant the same 12 open-ended questions, and they were free to respond as they saw fit (see Appendices C and D). In addition, I posed follow-up questions during the interviews to encourage participants to elaborate on their answers or elucidate any information. I followed up the interviews with journaling for clarification on their responses. Each interview was taped recorded and journal entries were transcribed prior to data analysis.

After transcribing the semistructured interviews and journaling notes, I emailed or mailed a copy of each transcript to the participant to review. Participants reviewed the transcripts and emailed me if any information was inaccurate. If there were any inaccuracies in the transcripts, I reflected exactly what the participant said. I also gave each participant my contact information if they had further questions after the research.

Other procedures

The data collection occurred in the form of interviews and journaling. Although the participants and I were influential in Kiswahili and English, the data were collected in English only to avoid invalid interpretations. This structure made sure no translation was needed during data collection. Kiswahili is Tanzania's national language, and everyone is supposed to speak it, but students have their mother tongue, and Swahili is their second language. Nonetheless, teachers are required to teach in Kiswahili and English.

Data Analysis Plan

Data were analyzed using NVivo 12.0 and a qualitative codebook. NVivo 12.0 is a qualitative software program that I utilized to manage a large amount of data and assist me in coding. I also used a qualitative codebook to become intimate with the codes and subsequent themes and the participants' direct quotations and notes from the journal that substantiated the findings. The semistructured interviews and journaling were transcribed and the data were verified in preparation for data analysis. I verified that the transcripts contained no identifying information, such as the participants' names or the rural primary schools where they worked.

I completed a thematic analysis that followed an inductive coding process for the semistructured interviews and journal notes. A thematic analysis highlighted repeatedly identified themes within a subset of data (Terry et al., 2017). An inductive coding process was utilized to review each participant's transcripts. The first step in an inductive coding process involved completing a full-text reading to become familiar with the dataset. After this, I completed line-by-line coding, where, with the assistance of NVivo 12.0, I searched for common words, phrases, ideas, and thoughts. This review was a multi-step process as I continuously reviewed the codes and continued condensing them until I derived common themes. The codes and themes were continuously checked concerning the research questions to ensure my findings aligned with the study's problem, purpose, and methodology. Additionally, I also checked the themes to ensure that they were in alignment with the study's theoretical framework.

I used the data collected from participants to ascertain how retention was perceived in rural primary schools. Using teacher data consistent with this model helped me facilitate the production of more comprehensive findings that were consistent with teachers' perceptions and lived experiences. Once I had discovered the study's common themes, I converted the data to a qualitative codebook. The codebook contained a summary of the ideas and direct quotations that supported each participant's contribution. This information was then written in Chapter 4 of this study, which details the research's outcomes and findings. The study's themes were compared to a proposed model of action for teacher retention in Chapter 5.

Issues of Trustworthiness

Trustworthiness ensures reliable study results (Lemon & Hayes, 2020). When discussing trustworthiness in a qualitative study, four constructs must be considered: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability. This section will outline the four constructs and how they increase the reliability of the data while decreasing researcher credibility.

Credibility

Credibility is defined as the study results' accuracy (Shufutinsky, 2020). I accounted for credibility within this research study by completing member checking and triangulation. Member checking occurred when the participants reviewed the semistructured interview transcripts and completed journaling notes, which I emailed to them. When reviewing the transcripts, the participants informed me whether there were any inaccuracies, and I then would have made changes to reflect the participant's meaning.

I also completed triangulation in this study to account for credibility.

Triangulation occurs when a researcher has multiple data collection methods (Creswell & Poth, 2016). Therefore, in this research, I collected data via semistructured interviews and journaling notes after the interviews (Messenger, 2016). I kept the journal notebook as a data collection method; I took notes on the participant's reporting based on the semistructured interview questions. The data collected in my journal notebook was later used for data analysis (Messenger, 2016). To prevent poor participation, feeling exposed, and going off track with the participants, I employed strategies to ensure a focused

interview—this included coaching, reading a disclaimer before starting recording, limiting the journaling period, follow-up contact, promoting comfort, increasing safety, and providing clarity about content expectations (Creswell & Poth, 2016; Messenger, 2016). Triangulating the results from the two data collection methods allowed me to understand better the phenomenon being explored (Natow, 2020).

Transferability

Transferability demonstrates how my research’s findings apply to other contexts (Sinclair et al., 2018). To account for transferability in this research, I ensured a complete description of the phenomenon and the criteria needed to participate. It was important to note that because this study focused on rural primary teachers in Northeast Tanzania, the results may not have been generalizable to other populations and geographical areas. Therefore, future research must be conducted to understand this phenomenon in other contexts. I included specific procedures that were followed so future researchers could replicate this study if needed.

Dependability

Dependability is the consistency of the researcher’s findings (Gupta et al., 2018). For example, dependability in my research occurred when my chair, URR, IRB, and committee members reviewed research questions and the semistructured interview questions to ensure they aligned with the study’s problem, purpose, research questions, theoretical framework, and methodology. If there was any misalignment with the open-ended questions, my chair, URR, would have recommended changes for me to make.

This ensured dependability once any changes were accepted, increasing my research's trustworthiness.

To ensure dependability as well, a peer review was conducted. When one considers the professional standing of their contemporaries, one can develop a sense of self-credibility. Another advantage is that the researcher receives an insider's analysis and input before publishing the study. This is an act of confidence given by the peer conducting the review to the researcher; therefore, it is a significant advantage. The expectation that the researchers have of receiving feedback from a colleague is another factor that contributes to dependability (in a manner that is akin to the review process that is carried out by publications such as the *Journal of Developmental Education* and the *Journal of Basic Writing*). Assumably, the knowledge that the work and the products derived from the work are to be inspected by a peer would urge the researcher to exercise caution about what is recorded as fact and what is set aside as researchers' interpretive remarks on the data. This is because the researcher knows that the work and the products produced from the work are to be inspected by a peer. This is because the researcher was aware that the work and the goods created because of the effort would be reviewed by a peer.

Confirmability

Confirmability is the neutrality of the research's findings (Renz et al., 2018). I wrote specific steps to complete the data analysis to ensure confirmability in this research. These steps allowed me to provide a rationale for every step made and check the transcripts for accuracy with the participants. If any inaccuracies were noted

throughout the process, I would have made changes immediately to limit instances of researcher bias.

Ethical Procedures

Ethical procedures were followed when completing this research. The first ethical procedure was to obtain approval from my university's IRB. I did not begin the research nor contact participants until IRB approved my research and I received the number 09-14-22-0349595. A second ethical procedure ensured that the participants reviewed and signed a confirmed consent form before participating in the research. The informed consent form included an overview of the research purpose, the participants' expectations, how to remove themselves from the study at any time and without any repercussions, how confidentiality was maintained, and the risk associated with participating. This research posed minimal risk to the participants.

Another ethical consideration was confidentiality. I ensured confidentiality by not including identifying information when interacting with the participants. For example, in the semistructured interviews and journaling, I referred to the participants in numerical order (e.g., Participant 1, Participant 2, etc.). Additionally, I alphabetically referred to their rural primary schools (e.g., Primary School A, Primary School B, Class A, Class B, etc.). I also ensured that I confidentially stored all documents and data. For example, any paper documents were stored in a locked drawer inside my residence; any electronic information was stored on a password-protected removable flash drive. The flash drive was also stored in a locked drawer inside my residence. Only I had access to this information.

Finally, I will store all documents and data for 3 years, aligning with my university's IRB policies and procedures. After 5 years, I will securely destroy all paper documents by shredding them. I will destroy all electronic documents by securely deleting them from the removable hard drive and my computer's internal hard drive.

Summary

The problem that I studied was that unknown factors influenced rural primary teachers in Northeast Tanzania to remain at their posts (Marwa, 2016; Mgonja, 2017). Therefore, in this qualitative descriptive study, I explored the influences that affected low teacher retention in rural primary schools of Northeast Tanzania. This section provided an overview of the study's methodology, including a qualitative descriptive design. The chapter began with discussing the design and rationale and my role throughout the research. This chapter then highlighted the participant selection logic, the instrumentation used for data collection, the study's procedures, and the data analysis plan. This chapter then concluded with a discussion of trustworthiness issues and ethical considerations that were followed. The next chapter is Chapter 4, which will report the study's results and findings.

Chapter 4: Results

The specific problem I studied was low teacher retention in rural primary schools of Northeast Tanzania and what factors influenced rural primary school teachers to remain in their posts (see Marwa, 2016, Mgonja, 2017; Walker, 2017). Therefore, in this qualitative descriptive study I explored the influences that affected teacher retention in rural primary schools of Northeast Tanzania. This study was guided by three research questions:

RQ1: What challenges do rural primary school teachers describe that cause them to consider leaving their professions?

RQ2: How do rural primary school teachers in Northeast Tanzania describe influences that cause them to remain?

RQ3: What role do teachers report that self-efficacy plays in overcoming the challenges they face in rural primary schools in Northeast Tanzania?

This section provides an overview of the study's results. The chapter begins with a restatement of the data collection process and the participant demographics. I then discuss how the data was analyzed, including the major codes identified, the number of times they recurred between the participants, and how their direct quotations substantiated them. Finally, I report the findings, including discussing the themes that emerged from the dataset, and then conclude the chapter with a discussion of any identified discrepant cases.

Data Collection

I conducted 11 semistructured interviews with rural primary school teachers who worked in Northeast Tanzania. When recruiting participants for this study, I emailed the authority responsible for granting authorization to do research in the education sector. After obtaining authorization to perform the research, I emailed the same authority the flyers for distribution in that location (see Appendix C). In addition to being granted permission to conduct my research, I was also offered a discreet location in which to conduct my interviews. I received replies from many enthusiastic teachers who desired to participate in the study. I chose 11 participants from the vast pool of teachers; I accepted individuals on a first-come-first-served basis and by the need of my study. For example, after interested participants contacted me, I verified that they met certain criteria:

- Each participant worked in a rural primary school in Northeast Tanzania.
- Each participant had been in their teaching position for at least 3 years.
- Each participant was fluent in the English language.

After confirming that the participants fulfilled the criteria, I provided them with informed consent through email for those individuals who could communicate by email.

For those participants who did not have access to an email, I spoke with them via a WhatsApp telephone call and let them know I needed them to sign an informed consent form upon my arrival. Since my research was face-to-face and one-to-one and rural settings, I flew to Tanzania to conduct the research. After satisfying specified participant requirements and completing an informed consent form, I planned a private one-to-one semistructured interview with each participant. Before recording, I read a disclaimer or

consent to record each participant. I informed each participant that during the interview, he or she had the option to continue or opt out. At that point, I would stop recording and delete any recorded information. I asked each participant the same 12 open-ended research questions throughout the semistructured interview, and they were free to respond as they saw fit (see Appendix B & D). I also took field notes for accuracy during and after recording. In addition, I was permitted to ask follow-up questions during the interviews to encourage participants to elaborate on their responses or clarify any information. After data collection, each interview was recorded and transcribed for data analysis purposes.

Participant Demographics

In this study, I recruited 11 individuals to complete semistructured interviews. Data saturation occurred when I experienced redundancy within the data collection process; I experienced similar answers from participants to glean no new information (see Braun & Clarke, 2019). Data saturation occurred on the 11th interview; therefore, after interviewing the 11th participant and confirming that data saturation had occurred, I closed the data procedure.

When recruiting individuals for this study, I made sure that they met the following purposeful sampling criteria:

- Each participant worked in a rural primary school in Northeast Tanzania.
- Each participant had been in their teaching position for at least 3 years.
- Each participant was fluent in the English language.

Table 1 highlights the different demographic characteristics that the participants reported.

Table 1*Participant Demographic Characteristics*

	Gender	Age	Education Level	Years of Experience
Participant 1	Male	48	Diploma	8
Participant 2	Male	30	Diploma	4
Participant 3	Female	36	Diploma	7
Participant 4	Female	55	Diploma	17
Participant 5	Female	25	Diploma	3
Participant 6	Male	44	Diploma	10
Participant 7	Male	45	Diploma	9
Participant 8	Male	25	Diploma	4
Participant 9	Female	49	Diploma	10
Participant 10	Male	37	Diploma	7
Participant 11	Female	40	Diploma	12

Table 1 includes data related to participant demographic characteristics. Various ages and years of experience were represented within the group of participants of the study, with 25 being the youngest and 49 being the oldest. Diploma education level refers to graduating with an education degree. The following section outlines the data analysis process.

Data Analysis

Data were analyzed using NVivo 12.0 and a qualitative codebook. NVivo 12.0 is a qualitative software program that I used to manage a large amount of data and assist me in coding. I manually coded transcripts with my field notes. I used a qualitative codebook to become intimate with the codes, subsequent themes, and the participants' direct

quotations that substantiated the findings. The semistructured interviews were transcribed and the data were verified in preparation for data analysis.

I completed a thematic analysis that followed an inductive coding process for the semistructured interviews. A thematic analysis identified repeated themes within a subset of data (Terry et al., 2017). An inductive coding process was used to review each of the participants' transcripts. When coding the data, I completed line-by-line coding with NVivo 12.0 software and field notes. I searched for common words, phrases, ideas, and thoughts. This review was a multistep process as I continuously reviewed the codes and continued condensing them until I derived common themes. I continuously checked the codes and themes concerning the research questions to ensure that my findings aligned with the study's problem, purpose, methodology, and theoretical framework. I conducted the analysis following Braun and Clarke's (2006) six steps: (a) becoming familiar with the data, (b) generating codes, (c) constructing themes, (d) reviewing potential themes, (e) defining and naming themes, and (f) producing the report.

The first step in the data analysis was to become familiar with the dataset (Braun & Clarke, 2006). When I became familiar with the dataset, I reviewed each interview transcript multiple times. The aim of becoming familiar with the data was to immerse myself in the participants' responses so I could help to understand the depth and breadth of the content (see Braun & Clarke, 2006). Additionally, I familiarized myself with the dataset by being involved in the transcription, which helped me understand how the participants answered each of the semistructured interview questions (see Braun & Clarke, 2006).

During the second phase of data analysis, I initiated the development of codes. In this step, Braun and Clarke (2006) reported that it is essential for researchers to begin to highlight commonly used words, phrases, and ideas of the participants. Therefore, when consistently reviewing the semistructured interview transcripts, I identified 150 commonly used participants' words, phrases, and ideas. Code generation seeks to identify words, phrases, and ideas that can be grouped into meaningful groups (Braun & Clarke, 2006). In this step of the data analysis process, it is important to highlight that I followed an inductive coding process, where I identified commonly used words, phrases, and ideas based on the review of the transcripts without any preconceived notion about what should be identified. Additionally, when coding the data, I kept the research questions in mind that guided the study; this allowed me to appropriately group the codes in preparation for Braun and Clarke's (2006) third step.

The third step allowed me to begin constructing themes. This step is an extension of the second step, where I began grouping codes concerning the research questions that guided this study. When constructing the themes, I had 20 initial themes identified based on the grouping of the codes (Braun & Clarke, 2006). Table 2 outlines the themes and sample responses.

Table 2*Potential Themes*

Potential Themes	Sample Response
Overcrowded classrooms cause stress.	“Workload is a lot. Um, even sometimes grading for all those students, you grade till the fingers bleeds, and you sleep at night thinking about it because you don't either finish grading or sometimes there's no electricity. So, you have to go sit outside so you can be able to, um, you can be able to see.” (P1)
Overcrowded classrooms are overwhelming.	“I am a teacher who is overwhelmed with numbers of students in my class. I am also going through nerve breakdown; thus, I could not feed children psychologically or emotionally because students come from social economic status, and I face a lot of hardships. We have crowded classrooms, I also cook for the students, and I write and grade papers.” (P10)
Overcrowded classrooms are burdensome.	“I've experienced of being with many students I sometimes teach 60, 70 in the classrooms, but the dropout makes them to have maybe minimum 60 to end in their final exam.” (P8)
Overloading teachers with additional work.	“We have teachers’ shortage; therefore, each teacher teaches 6- 8 periods. There are almost 1000 students with 11 teachers” (P11)
Crowded classrooms are always experienced.	“The big problem is we have 300 students, and we are four teachers including the head teacher. Because we are fewer teachers, we have to carry a load of perhaps three more teachers each.” (P6)
Large classrooms and no school supplies.	“Most of the challenges is that the children don't have enough school supplies.” (P9)
A lack of teaching and learning materials.	“Lack of school supplies, teaching and learning materials.” (P3)
Student absenteeism is high.	“Absenteeism is big here. That’s why we cannot finished a syllabus because students don’t come to school; thus, we must do a lot of repetitions.” (P11)
Decreased value of education.	“The other issue is that the parents do not value education; therefore, they do not encourage students to attend school instead minor labor for lack of better word is a thing here.” (P11)
Lack of school supplies are related to student absenteeism.	“When there is absenteeism, and we report to the government, they do follow up with them, literally knocking door to door, gathering students and bring them to school. When they arrive all at once, they cannot catch up because we use chalk and board, and once materials are erased, that’s it.” (P7)
Teachers love their students.	“The love of children and teaching is the only thing that motivates me to teach extra.” (P5)
Teachers make sacrifices for their students to succeed.	“Perhaps work more using extra time and sacrifice our own families to help our students!” (P6)
Teachers love and enjoy teaching.	“Just seeing the students performing well despite the challenges. Seeing a student graduate pass and go to the next level.” (P11)

Potential Themes	Sample Response
Teachers value education and student learning.	“The school lets me engage in small local business such as allowing us an opportunity to grow vegetable, raise chicken using students to water the vegetables, feed the animals, or even prune crops. The school leader allows us extra time, or day on the weekend or holiday to teach pupils.” (P4)
Teachers want their students to learn.	“As a teacher, I have created things that students will use five senses to learn because children learn better when taught and be allowed hands-on activities.” (P7)
Teachers take their responsibilities seriously.	“I am competitive by nature, and I don’t want to see my students failing; I want them to pass.” (P5)
Teachers understand other responsibilities.	“Other responsibilities perhaps from my, apart from teaching in class, other responsibilities are talking to, to girls, especially their daughter, son who are facing, um, challenges in their day-to-day life.” (P2)
Sense of community.	“I am a Sunday school teacher in my community, and I’m also youth leader. So, all those that I do too, I do for the community:” (P1)
Teachers like to see success.	“It’s most important for me, for the children to see success and when they succeed. And I saw a lot of them that have gone through school before, and they have succeeded in life, and that motivates me to create more, uh, good citizens by giving them education.” (P9)
Students like their students to perform well.	“Children grow and seeing them, um, having so much, uh, attention to learning and needing to learn and seeing them coming in school in large numbers and wanting to learn encourages me to continue teaching.” (P9)

The 20 initial themes are grouped based on alignment with the theoretical framework. When constructing the initial themes, I could identify the meaning of each theme because of the relationships of the related code. I defined each theme based on the participants’ direct quotations from the dataset.

During the fourth step, I continued to review the potential themes and break them down into narrower categories (see Braun & Clarke, 2006). After reviewing the initial 15 themes, I grouped them only if there was enough information to substantiate the thematic categories. This was completed mainly by collapsing overlapping themes (Braun & Clarke, 2006). After reviewing the 15 potential themes, I was able to collapse them into four major themes. Table 3 outlines the potential themes and final themes.

Table 3*Major Themes*

Potential Themes	Final Theme
Overcrowded classrooms cause stress. Overcrowded classrooms are overwhelming. Overcrowded classrooms are burdensome. Overloading teachers with additional work. Crowded classrooms are always experienced. Large classrooms and no school supplies. A lack of teaching and learning materials.	Overcrowded classrooms and heavy workloads
Student absenteeism is high. Decreased value of education. Lack of school supplies are related to student absenteeism.	
Teachers love their students. Teachers make sacrifices for their students to succeed.	Student absenteeism versus lack of school supplies
Teachers love and enjoy teaching. Teachers value education and student learning. Teachers want their students to learn.	
Teachers take their responsibilities seriously. Teachers understand other responsibilities.	
Sense of community. Teachers like to see success. Students like their students to perform well.	Student success is paramount
	Internal rewards

In the fifth step of Braun and Clarke's (2006) thematic analysis, I examined the four major themes and defined and named them appropriately. To appropriately name each theme, I reviewed the interview transcripts and journal notes again to ensure they were named in alignment with the story each participant told. This allowed me to fit the broader story of what the participants were reporting and ensure that the themes were named in relation to the appropriate research question (see Braun & Clarke, 2006). After reviewing the research questions and the four possible themes, I compiled Table 4 to provide a summary of the final themes by identifying the themes and their final names.

Table 4*Final Themes*

Final Theme	Name of Theme
Overcrowded classrooms and heavy workloads	Overcrowded classrooms cause heavy workloads
Student absenteeism versus lack of school supplies	Student absenteeism and shortage of school supplies
Student success is paramount	The importance of seeing students succeed
Internal rewards	The importance of internal rewards

The report was generated as the sixth and final stage of this data analysis procedure. The findings section of this chapter will report the results in alignment with each research question that guided the study. Braun and Clarke (2006) stated that when reporting the results, it is imperative to include a concise and interesting account of the stories told by the participants. Consequently, when reporting the results, I ensured that each theme was supported by compelling participant quotes that addressed and answered the research questions. The following three research questions guided this study:

RQ1: What challenges do primary school teachers describe that cause them to consider leaving their professions?

RQ2: How do rural primary school teachers in Northeast Tanzania describe influences that cause them to remain?

RQ3: What role do teachers report that self-efficacy plays in overcoming the challenges they face in rural primary schools in Northeast Tanzania?

Findings

When coding the data, I completed line-by-line coding that aligned with the three research questions. After completing the coding, four themes emerged from the dataset: (a) overcrowded classrooms cause heavy workloads, (b) student absenteeism and a shortage of school supplies, (c) the importance of seeing students succeed, and (d) the importance of internal rewards. In this section I discuss the codes identified for each research question, highlighting the participants who contributed to each theme, the definition of each theme, and the number of times it occurred within the dataset.

RQ1. What Challenges Do Primary School Teachers Describe That Cause Them to Consider Leaving Their Professions?

The first research question aimed to understand how primary school teachers described experienced challenges that caused them to consider leaving their professions. Two themes emerged within the initial research query from the dataset: (a) overcrowded classrooms cause heavy workloads and (b) student absenteeism and a shortage of school supplies.

Theme 1: Overcrowded Classrooms Cause Heavy Workloads

The first theme from the dataset highlighted how the participants reported that overcrowded classrooms cause heavy workloads. Table 5 highlights the codes that substantiated the first theme, the recurrence of each code, the participants who contributed, and how it was defined within the dataset.

Table 5*Codes for Theme 1*

	Identified Codes	Recurrence	Participant Contribution	Example of Codes
Theme 1: Overcrowded classrooms cause heavy workloads.	Overcrowded	7		
	Workload	7		
	Overwhelming	3		“I am a teacher who is overwhelmed with numbers of students in my class” (P10).
	Overloading	3	P1, P2, P3, P4, P5, P6,	“Another challenge is work overloading” (P4)
	Carry a load	3	P7, P8, P9,	
	Crowded	6	P10, P11	“There are many students in one classroom, and some sit on the floor, and the one on the desk are so crowded managing them, it is a little bit hard” (P3).
	Large size classroom	3		

As identified in Table 5, the participants used words such as overcrowded, workloads, and large classroom size to identify the challenges they experienced as rural primary school teachers. All the participants (100%) contributed to this theme. For example, Participant 1 (P1) was able to discuss their high workload and how it is challenging because of all the grading that she must complete, even when outside of her work hours:

[The] workload is a lot. Um, even sometimes grading for all those students, you grade till the hand bleeds, and you sleep at night thinking about it because you don't either finish grading or sometimes there's no electricity. So, you have to go sit outside so you can be able to, um, you can be able to see. (P1)

Similarly, Participant 2 (P2) reported a heavy workload because they taught multiple grade levels. The participant stated that due to the heavy workload, they feel as if they are inadequate as a teacher:

I have a crazy workload daily. I have to teach younger students, like 2nd and 3rd grade, then 6th and 7th grades. Switching on and off teaching different levels is overwhelming. One minute I must deal with crying children, and another minute dealing with young adults who are driven by physical and psychological changes. Most of the time, I am so tired to even carry-on or out with teaching as I should. I am stressed out because of [the] lack of teaching materials [and] learning resources, and I feel like I am not an adequate teacher. (P2)

Participant 3 (P3) discussed how their classroom is so overcrowded that some students must sit on the floor. P3 stated that slow learners suffer the most because of the large number of students in the classroom:

There are many students in one classroom, and some sit on the floor, and the one on the desk are so crowded [that] managing them, it is a little bit hard. Maybe one can only like manage to teach the faster learners, but the slow learners, sometimes it is hard for the teacher to deliver what you have to all the students. (P3)

Participant 4 (P4) reported that she is busy having to teach the material in multiple languages:

Another challenge is work overloading. I teach younger children who come to school hungry and cry because they are hungry. There is a lot of work teaching young children who only understand the mother tongue while we are forced to teach in Kiswahili and English. The children speak Maa language. I don't speak Maa. Their parents don't understand Kiswahili or English. I work twice as hard to teach the languages and teach the materials because I have no other support. I am overwhelmed with teaching and my own household work. (P4)

Participant 5 (P5) discussed how a shortage of teachers causes their heavy workload and overcrowded classroom:

I teach several periods for 40 minutes for each class. Forty minutes per period is not enough; we have fewer teachers, [and] that's why I have several periods to teach. It is difficult to teach in-depth, so most of the time, we rush lessons due to [a] lack of teachers. If we had enough teachers, it will [sic] be easier to teach. Some of the subject[s] or the materials I teach, I don't understand it myself, so I learn along with [the] children. (P5)

The sixth participant (P6) reported that at their school, four teachers must work to teach over 300 students, highlighting that each teacher must carry the workload of three teachers:

The big problem is [that] we have 300 students, and we are four teachers, including the head teacher. Because we are fewer teachers, we have to carry a load of perhaps three more teachers each. Plus, we lack technology, which can simplify things. For example, one teacher has nine period[s] to teach per day. This is due to [a] lack of teachers...the teachers who left is [sic] due to hardship and [the] tough environment they could not cope. Many teachers come and go, but we stayed because we [are] already established, and we count this place as home. Native have provided us a land to grow food, husbandry, [and] poultry, and we sell milk, chicken, and eggs. (P6)

Participant 7 (P7) discussed how they faced challenges in their overcrowded classrooms because each student is at a different level academically, and environmental factors can also make it difficult. P7 stated:

The number one challenge that I face daily is teaching in [a] large size classroom, hardship environment particularly now since we are in famine season where they are is not rain and people here depend on rain for food. There are no roads, electricity, or clean water. Water has many minerals which has colored our teeth and weakened the bones. Back to [the] large class size, it's difficult for me to handle all these students and actually for them to gain [the] necessary knowledge. It's difficult to ensure all these students understand the material been [sic]

taught...some cannot read and write. I have to use [the] extra time to teach the slow learner to ensure they succeed. (P7)

Participant 8 (P8) also discussed how their overcrowded classroom is challenging to teach because of the different academic levels of their students:

I've experienced of being with many students. I sometimes teach 60, 70 in the classrooms, but the dropout makes them to have maybe [a] minimum [of] 60 to end in their final exam. (One class has ABCD. Example Grade 1A, 1B... etc.) I have also experience of meeting [sic] with different pupils in the schools regarding their abilities in their classrooms. There are varieties of challenges, and each [is] different from the other. (P8)

Participant 9 (P9) reported that overcrowded classrooms do not promote a robust academic learning environment:

We also have a shortage of teachers, and we need school supplies more so the government could [sic] put more money to make the school better. We also need classrooms cause many children are crowded in small classrooms, so we need [a] place for learning or [a] better learning environment. Because the class is clouded when one gets sick, all get sick, including me. (P9)

The tenth participant (P10) discussed how their workload is heavy due to overcrowded classrooms and the necessity for them to complete their teaching duties, even outside of their classroom responsibilities:

I am a teacher who is overwhelmed with numbers [sic] of students in my class. I am also going through nerve breakdown; thus, I could not feed children

psychologically or emotionally because students come from social economic status, and I face a lot of hardships. We have crowded classrooms, I also cook for the students, and I write and grade papers (P10).

Finally, P11 reported that their school's teacher shortage contributed to their heavy workloads and overcrowded classrooms:

We have [a] teachers shortage; therefore, each teacher teaches 6- 8 periods. There are almost 1000 students with 11 teachers, one in sick leave, two in maternity leave, and one in has just [been] diagnosed with mental illness—the larger size classroom average from 139 per teacher per class some more. Our classes start [from] 7:30 am to 3:30 pm. It's so difficult to monitor each student, and we are only given 40 minutes to teach each class. We don't have enough classroom[s] either. Students are so crowded in one classroom. No wonder students are always sick because they breathe on each other. (P11)

In summary, the participants reported that overcrowded classrooms cause a heavy workload because of teachers' low retention rates. Participants reported that, at times, they had to work outside of school hours while also completing duties outside of their teaching responsibilities, such as caring for and cooking for their children. In addition, the participants further reported that it was challenging to meet academic objectives because many of the students were at different grade levels and academic achievement levels in their overcrowded classrooms. These experiences placed a greater burden on primary school teachers in rural Tanzania.

Theme 2: Student Absenteeism and a Shortage of School Supplies

The second theme from the dataset highlighted how participants described student absenteeism and a lack of school supplies as a significant challenge. Table 6 below highlights the codes that substantiated the first theme, the recurrence of each code, the participants who contributed, and how it was defined within the dataset.

Table 6

Codes for Theme 2

	Identified Codes	Recurrence	Participant Contribution	Example of Codes
Theme 2: Student absenteeism and a shortage of school supplies	School supplies	8		
	Teaching and learning materials	6	P2, P3, P5, P7, P9, P10, P11	
	Student absenteeism	4		“The most challenges which I face is student absenteeism” (P5)
	Lack of school supplies	3		“Most of the challenges is that the children don’t have enough school supplies and many children walk long way to school and because of distance, some of them come late or when they’re very tired and unable to concentrate their studies” (P9)
	Value education	3		

As identified in Table 6, the participants used words such as school supplies, teaching and learning materials, student absenteeism, and lack of school supplies or food to identify the challenges they experienced as rural primary school teachers. Seven of the

11 who participated (64%) contributed to this theme. For example, P2 discussed how teaching materials are scarce, making it difficult for the teacher to teach and their students to learn:

Teaching materials are scarce. Some of the children who live in these environments never seeing [sic] a road that is not dirt. If, for example, I have to teach about refrigerator[s] or television or airplane. I have to draw or show them using my personal phone, which I have to pay for WIFI or Internet network, and sometimes I don't have enough money, so I just lecture, hoping they will understand. (P2)

P3 discussed how a lack of school supplies extended to outside of the classroom, such as students requiring medical attention from walking to school:

Lack of school supplies, teaching, and learning materials. The school requires all students to wear [a] uniform, and some parents cannot afford to buy their children uniforms. Most students come to school barefoot, and their feet get thorned, rusty nails, hit by rocks, or cut with pieces of broken glass or just anything harmful. Seeking medical attention is not easy; therefore, people rely on natural or herbs to heal them. (P3)

P5 discussed how student absenteeism was a major challenge and discussed how this could extend to difficult relationships with the student's parents:

The most challenges which [sic] I face is student absenteeism. Lack of parental involvement, yet the first ones to complain when their children don't pass their national exams; I am used to them, and I can deal with them again because I

studied psychology, and I am able to be patient and huddle them accordingly.

Goes from one ear to another. (P5)

P7 was able to discuss their perceptions of why student absenteeism was high:

In this community, they don't support education for fear of losing their tradition[al] culture and customs. They keep children are home and give them chaos, such [as] taking care of animals, farming, and doing domestic work. [The] government, however, make[s] efforts of following up with the kids by threatening the parents that they will be going to jail. Maasai people are afraid of the government because they actually lock them up if they don't send children to school. Lack of food or water also contribute for children either not be[ing] able to come to school or go and fetch water for [the] family. (P7)

P7 continued to report:

So, when there is absenteeism, and we report to the government, they do follow up with them, literally knocking door to door, gathering students, and bring[ing] them to school. When they arrive all at once, they cannot catch up because we use chalk and board, and once materials are erased, that's it (P7).

P9, P10, and P11 discussed how student absenteeism and the shortage of school supplies are related. For example, P9 reported that school supplies and student absenteeism could be caused by the school being in a remote area:

Most of the challenges is that the children don't have enough school supplies and many children walk long way to school and because of distance, some of them

come late or when they're very tired and unable to concentrate on their studies.

(P9)

P10 stated that they also lacked supplies, mainly because they were in a remote area:

Surprisingly if a student was to get sick, there is no additional teachers to support the number of children who came into the classroom therefore many children get sick also. We live in remote areas where we lack school supplies, transportations, hospitals, and basic human needs. (P10)

Finally, P11 reported how some of their students must work and, therefore, cannot attend school regularly. The participant reported that this is the reason why a syllabus cannot be completed, which in turn does not promote schools to continue ensuring that their schools have adequate supplies:

The other issue is that the parents do not value education. Therefore, the illiteracy is high here. They do not encourage students to attend school; instead, minor labor, for lack of better word, is a thing here. Children work so much here. They fetch water [and] wood, take care of animals, farming, take care of younger siblings, etc. They also work so far to school, and some play on their way to school and ended [sic] up going back home without reaching school. It's difficult to teach students so they can understand [that] we teach to complete the requirement. Absenteeism is big here that's why we cannot finished a syllabus because students don't come to school; thus, we must do a lot of repetitions. (P11)

In summary, this theme highlighted how the participants reported that another major challenge was student absenteeism and a lack or shortage of school supplies. The

participants stated that there are many reasons for student absenteeism, such as their students having to travel long distances to attend school and having to complete work responsibilities. Students often get severely punished if they are late to school; thus, for fear of some punishment, they hide and go home saying they came from school. Additionally, because many of the students do not attend schools regularly, some of the participants reported that this could be why their school does not always provide adequate supplies because teachers cannot finish teaching a complete syllabus.

RQ2. How do Rural Primary School Teachers in Northeast Tanzania Describe Influences That Cause Them to Remain?

The second research question aimed to determine how rural primary school teachers in northeast Tanzania described the factors that led to their keeping their jobs. One theme emerged from the dataset within this research question: the importance of seeing students succeed.

Theme 3: The Importance of Seeing Students Succeed

The third theme that emerged from the data set in response to the second research question highlighted how participants described the importance of student success as a significant factor that kept them at their school and in their position. Student success means they complete their education and return to help their communities. Table 7 below highlights the codes that substantiated the first theme, the recurrence of each code, the participants who contributed, and how it was defined within the dataset.

Table 7*Codes for Theme 3*

	Identified Codes	Recurrence	Participant Contribution	Example of Codes
Theme 3: The importance of seeing students succeed	Love of children	5		
	Sacrifice	3		“Perhaps work more using extra time and sacrifice our own families to help our students” (P6) “Children grow and seeing them, um, having so much, uh, attention to learning and needing to learn and seeing them coming in school in large numbers and wanting to learn encourages me to continue teaching” (P9)
	Wanting to learn	3	P2, P3, P4, P5, P6, P7, P9, P11	“The love of children and teaching is the only thing that motivates me to teach extra” (P5)
	Love of teaching	3		
	Extra time Students performing well	3		

As highlighted in Table 7, 8 of the 11 participants contributed to this theme (73%). Within this theme, the participants could discuss how it was important for them to

see their students succeed. Success means for students to graduate from primary/elementary school and attend high school. This perception was one of the reasons the participants reported that it influenced them to stay at their teaching post. For example, P2 was able to discuss how they change their teaching methods around to ensure that their student succeed:

Like in class, when I teach, I normally try to use the simple methods of teaching, like the use of more materials. And I make kids speak more than I do. I don't do lecturing. I speak a little bit and make [the] kids speak more. This makes them to learn more through themselves. And I also when I teach, I also go slow, slow slowly, so that every kid can understand the special, the slow learners. And I also sometimes learn in a group method or group discussion. We discuss [it] together. I let them discuss in groups. Then afterwards, we correct each other's work. So, this sometimes simplifies my work. (P2)

In addition, P3 reported that when dealing with overcrowded classrooms, they change their teaching styles so that they can ensure that their students are successful:

I decided to create small groups. Like give, I post the question to, to all the groups. So, the kids will pass through the questions, and at the end of the day, they [will] find out the answers were their problems. We can help each other to reach to our goals. (P3)

P4 discussed how they ensured that their students succeeded by teaching them skills outside of the classroom that they can find helpful in their lives:

The school lets me engage in small local business, such as allowing us an opportunity to grow vegetable[s] [and] raise chicken[s] using students to water the vegetables, feed the animals, or even prune crops. The school leader allows us extra time, or day[s] on the weekend or holiday, to teach pupils. (P4)

P5 discussed how they spend more time teaching than what is officially required because it is the love of their students and the ability to see them succeed that makes them continue in their post:

I use extra time, like before and after school, on weekends, and during holidays. School hours are [from] 7:30 AM to 3:30 PM. The love of children and teaching is the only thing that motivates me to teach extra. I am competitive by nature, and I don't want to see my students failing sick. I want them to pass. (P5)

P6 described an obstacle where they reported that parents do not necessarily want their children to be successful because they fear that their children would lose their cultural identity:

Perhaps work more using extra time and sacrifice our own families to help our students! We have cried out to the parents to ask them to attend local leadership meeting[s] or even to the parliaments and raise this concern of low teachers, but of course, the Maasai people don't want their children to leave this environment for the fear of children losing their identity culture traditions and besides, children are given chores to support [their] families. They like when their students fall sick because they don't want education for the notions that it will disrupt their culture, which they are trying hard to preserve. (P6)

P7 reported that they change their teaching styles to help ensure that their students are successful:

As a teacher, I have created things that students will use the five senses to learn because children learn better when taught and be allowed hands-on activities.

Also, divide classes in[to] different groups and teaching at different times so that I might impact them. (P7)

P9 reported that they want to continue teaching because seeing the children be successful is one of their biggest motivators:

Children grow, and seeing them, um, having so much, uh, attention to learning and needing to learn and seeing them coming in school in large numbers and wanting to learn encourages me to continue teaching. (P9)

Finally, P11 appeared to agree with P9 as they reported, “Just seeing the students performing well despite the challenges. Seeing a student graduate pass and go to the next level” (P11).

In summary, this theme highlighted how the participants reported that seeing their students succeed was one of their biggest motivators that influenced them to stay in their teaching positions despite the experienced hardships. The teachers reported that to ensure their students’ success, they would change their teaching styles and curriculums to make them more relevant in the students’ lives. However, one teacher reported that they experienced obstacles because the parents of the students were afraid that their children would lose their cultural identity if they experienced academic success.

RQ3. What Role Do Teachers Report That Self-Efficacy Plays in Overcoming the Challenges They Face in Rural Primary Schools in Northeast Tanzania?

The third research question sought to understand the role teachers reported that self-efficacy played in overcoming the challenges they faced when teaching in rural primary schools in Northeast Tanzania. One theme emerged from the dataset within this research question: the importance of motivation or internal rewards.

Theme 4: The Importance of Internal Rewards

The fourth theme from the data set pertained to the third research question highlighted how participants described the significance of internal rewards. Table 8 highlights the codes that substantiated the first theme, the recurrence of each code, the participants who contributed, and how it was defined within the dataset.

Table 8*Codes for Theme 4*

	Identified Codes	Recurrence	Participant Contribution	Example of Codes
Theme 4: The importance of internal rewards	Responsibilities	4		
	Other responsibilities	3	P1, P2, P3, P5, P7, P8, P9, P10	“The students who perform well despite the hardship of learning, they like to learn. My salary though low but is better than nothing. My family who lives near this school I get to visit and eat at home” (P7)
	Students who perform well	2		“The fact that I live in the environment with my tribal community. I am a Maasai warrior; therefore, I still get to participate with warriors’ activities in the community. The importantly, I like a very wide area that I’m free to work all to do whatever I want, particularly farming and keeping castles animal husbandry” (P8)
	Community	2		
	To see success	2		

As highlighted in Table 8, 8 of the 11 participants contributed to this theme (73%). Many participants could describe the importance of experiencing internal rewards based on their job position and duty within this theme. Many participants discussed how it is important, despite the challenges, to meet their responsibilities inside and outside the

school system and see their students succeed and perform well. For example, P1 discussed how they also teach outside of the school system within their church:

Yes, madam. I do other things as well. I am a Sunday school teacher in my community, and I'm also [a] youth leader. So, all those that I do, too, I do for the community, but also, that sometimes takes away from the students that I'm trying to teach. But all in all, I like teaching the Sunday school also, so I feel like I have to do this to be blessed. (P1)

P2 was able to discuss the internal rewards of connecting with students, especially those that have problems such as relationship issues or regular school attendance:

Other responsibilities, perhaps from my, apart from teaching in class, other responsibilities are talking to, to girls, especially their daughter, son who are facing, um, challenges in their day-to-day life. Like, uh, getting married in [the] early stage, but also, I talk to boys who sometimes do not like coming to school. Uh, they want to stay at home taking care of cattle. So, I talk to them, uh, like counseling, like the importance is of school and studying. So, these are my other, uh, responsibility as a teacher, but also, uh, to, to talking to those who sometimes they face, uh, family challenges. Like they are those who they have to work to get money to feed the family. (P2)

P3 reports that they continue to persevere despite experiencing significant challenges:

Okay. So through, throughout my profession of being a teacher, sometimes, of course, me personally as a teacher, sometimes, I have to think [of] ways for even

to overcome all the challenges. Juggling from life and work in the tough environment is a challenge. I have to find the best solution. (P3)

P5 discussed how parents become argumentative and upset when their children are not successful in school. This is why the participant reported the importance of experiencing internal rewards because she must always deal with argumentative people:

When students don't perform well, their parents come to school to attack us. I don't like to be attacked by parents who are not even involved with their children[']s education, nor do they understand...I have taught in this Maasai environment; the Maasai people look down upon other people who are not from their tribe... they call us the outcasts. Maasai people only care about other Maasai people but not otherwise. The Maasai people thinks the teachers, particular the ones who don't share tribe, came to spy on them so they can control them... Most of them criticize our teaching, yet they have not been in school themselves. How can that be? It's a tricky environment and very argumentative people. (P5)

P7 was able to discuss that their position is worth it because she gets to see the children be successful while also spending time with her own family:

The students who perform well despite the hardship of learning, they like to learn. My salary though low but is better than nothing. My family, who lives near this school, I get to visit and eat at home. (P7)

P8 also discussed the internal rewards they experience from being a member of their tribal community:

The fact that I live in the environment with my tribal community. I am a Maasai warrior; therefore, I still get to participate with warriors' activities in the community. Importantly, I prefer large expanses of unrestricted land where I am free to do whatever I please, especially cultivation and raising livestock. (P8)

P9 reported the importance of experiencing an internal reward when seeing their students become successful:

It's most important for me for the children to see success and when they succeed. And I saw a lot of them that have gone through school before, and they have succeeded in life, and that motivates me to create more, uh, good citizens by giving them education. So that's a motivation to me to see those who went to school, they went to college, they come back, they're teaching now in local schools, and they're successful, and that's what motivated me. (P9)

Finally, P10 discussed how internal rewards are experienced because she has a stronger sense of community that reaches outside of their teaching position:

I am from this environment, and my father has special needs, and I have to stay here and help my families, and the community depends on me since we have a high number of illiteracies in this community, so each family ask[s] me to read their letters or anything that requires education. (P10)

In summary, this theme demonstrated how self-efficacy can be experienced by encountering internal rewards. Many participants reported that they experience an internal reward that increases self-efficacy when they see their students succeed. Other

participants could discuss how they experienced internal rewards by being a part of the larger community or playing a role within their tribal community.

Summary

The specific problem being studied was low teacher retention in rural primary schools of Northeast Tanzania. What factors influenced rural primary teachers to remain at their posts in Northeast Tanzania or leave (Marwa, 2016; Mgonja, 2017) was unknown. Therefore, this qualitative descriptive study explored the influences that affected low teacher retention in rural primary schools of Northeast Tanzania. The study was guided by three research questions:

RQ1: What challenges do rural primary school teachers describe that cause them to consider leaving their professions?

RQ2: How do rural primary school teachers in Northeast Tanzania describe influences that cause them to remain?

RQ3: What role do teachers report that self-efficacy plays in overcoming the challenges they face in rural primary schools in Northeast Tanzania?

This section provided an overview of the study's outcome. The chapter began by restating the data collection process and the demographic backgrounds of the 11 participants I interviewed. I then discussed how the data were analyzed, including the major codes identified, the number of times they recurred between the participants, and how their direct quotations substantiated them. I then reported the findings, which included discussing the themes that emerged from the dataset and how direct participant quotations substantiated them. Four themes emerged from the dataset that included: (a)

overcrowded classrooms cause heavy workloads, (b) student absenteeism and a shortage of school supplies, (c) the importance of seeing students succeed, and (d) the importance of internal rewards. The next chapter is Chapter 5, which will conclude this study.

Chapter 5 will discuss the results concerning previous literature, the study's implications, limitations experienced, and recommendations for future research.

Chapter 5: Discussion, Conclusions, and Recommendations

The specific problem studied was low teacher retention in rural primary schools of Northeast Tanzania (see Marwa, 2016; Mgonja, 2017; Walker, 2017) and the factors that influenced rural primary school teachers to remain in their posts while others left were unknown. Therefore, in this qualitative descriptive study I aimed to explore the influences that affected teacher retention in rural primary schools of Northeast Tanzania. After completing a thematic content analysis following Braun and Clarke (2006), four themes emerged from the dataset: (a) overcrowded classrooms cause heavy workloads, (b) student absenteeism and a shortage of school supplies, (c) the importance of seeing students succeed, and (d) the importance of internal rewards. In this chapter I conclude the dissertation by discussing the interpretation of the findings while identifying the experienced limitations. I also discuss recommendations, the implications of the study's findings, and how they can influence the impact of positive social change.

Interpretation of the Findings

The following research questions guided this study:

RQ1: What challenges do primary school teachers describe that cause them to consider leaving their professions?

RQ2: How do rural primary school teachers in Northeast Tanzania describe influences that cause them to remain?

RQ3: What role do teachers report that self-efficacy plays in overcoming the challenges they face in rural primary schools in Northeast Tanzania?

In this section I share an interpretation of the findings concerning previous literature while also discussing how they align with the theoretical framework that guided this study.

Overcrowded Classrooms Cause Heavy Workloads

The first theme from the dataset was that the participants perceived their experiences of overcrowded classrooms causing heavy workloads. The first theme answered the first research question that aimed to understand the challenges that primary school teachers described that caused them to consider leaving their professions. The participants of this study discussed how overcrowded classrooms caused heavy workloads due to low teacher retention rates. Participants reported that, at times, they had to work outside of school hours while also completing duties outside of their teaching responsibilities, such as caring for and cooking for their students. Because of these barriers, it was challenging to meet academic objectives because, in their overcrowded classrooms, many of the students were at different grade and academic performance levels. These experiences placed a more significant burden on primary school teachers in rural Tanzania.

Previous literature appears in alignment with this finding, as many have reported that school climate was a determining factor influencing teachers' decision to leave the teaching profession (see Aldridge & Fraser, 2016; Babo & Petty, 2019; Zakariya, 2020). These researchers revealed that teachers' perception of school climate and its influence on stress, teacher efficacy, and job satisfaction influenced their decision to stay or leave the profession. Because the participants in this study reported that they had to complete many duties outside of their job descriptions due to overcrowded classrooms, they were

exposed to higher stress levels than they should have been. Previous research has identified that exposure to higher stress levels can influence burnout (Califf & Brooks, 2020; Lee, 2019; Perrone et al., 2019; Rajendran et al., 2020; Ryan et al., 2017). Further, teacher burnout occurs when teachers experience stress for prolonged periods.

Consequently, stress can transform into emotional exhaustion, depersonalization, and lack of personal accomplishment (Maslach, 1993), which can furthermore affect self-efficacy levels, which is the theory that guides this study.

In addition, Hawes and Nelson (2021) argued that tenured teachers stay for more extended periods in their positions because they feel effective with their students. They feel that they effectively influence their students' learning, making them committed to their profession and schools. Also, the researchers added that educators who stayed in their professions recognize that the change should be willingly accepted for academic achievement to happen. Hawes and Nelson (2021) found that tenured teachers who stayed in their positions for so long were willing to work with their colleagues and went beyond the four walls of their classrooms to meet their students' needs. However, in Tanzania, although the teachers report having to go above and beyond their initial job duties due to overcrowded classrooms, they reported that maintaining academic grades and achievement levels is difficult due to an overabundance of students representing different grades studying in their classrooms. It can be surmised that this can reduce retention rates over time due to working long hours, being responsible for too many students, and operating outside their job responsibilities without bonuses or more compensation.

Student Absenteeism and a Shortage of School Supplies

The second theme from the dataset highlighted that the participants reported that another major challenge they experienced was high student absenteeism and a shortage of school supplies. This theme also answered the first research question. The participants stated many reasons for student absenteeism, such as their students having to travel long distances to attend school, hunger, fatigue, and having to complete schoolwork and home responsibilities. Students often get severely punished if they are late to school; thus, for fear of some punishment, they hide and go home saying they came from school. Because there is no connection between school and home, teachers must follow up and connect with local law enforcement. Additionally, because many students do not attend school regularly, some participants reported that this could be why their school does not always provide adequate supplies because teachers cannot finish teaching a complete syllabus.

This finding also aligns with previous literature, especially regarding operating in Tanzania. For example, previous researchers have reported that the plague shortage of teachers in Tanzania could be described as acute at all levels and across all subjects, even those of a biased curriculum. The situation is deemed more urgent and worse for STEM, language, and core subjects (Koda, 2018). Because this study focused on rural teachers, previous research has concluded that rural and remote areas of Tanzania experience a critical shortage of teachers, not only because there is a lack of education graduates willing to enter the profession, but those who graduate with an education degree are not attracted to these positions in rural areas (Sikawa, 2020). It is hard to retain high-quality

teachers in rural Tanzania, so the students are shortchanged and are therefore not receiving the education they deserve (Boniface, 2019, 2020; Michael, 2018).

Furthermore, other researchers have repeatedly said that high turnover rates in Tanzania results in losing necessary and desired experienced teachers. This further appears to compound the teacher shortage problem, especially in rural areas. High turnover rates result in the loss of teachers with the highest academic credentials, which can affect the quality of rural education (Boniface, 2019; Michael, 2018). Due to deployment patterns and interschool transfers, the effects of teacher scarcity are always disproportionately felt in schools located in the least desirable locations, which are typically remote rural schools. They are also tantamount to schools that serve the nation's most impoverished students, making a high teacher turnover rate a problem that the poorest must bear the most (Boniface, 2019; 2020; Michael, 2018). Therefore, because of the lack of teachers and high student absenteeism, schools find it challenging to provide supplies supporting a solid curriculum, making this cycle continue.

This finding is essential to discuss the theoretical foundation that guided this study: self-efficacy theory. Self-efficacy is one's self-perception of one's ability to successfully commence and complete certain activities at specified levels of effort, expend more effort, and persevere in adversity (Bandura, 1986). Therefore, teachers who experience the challenges of student absenteeism and a shortage of school supplies may find it difficult to experience strong perceptions regarding how they can aptly and appropriately commence and complete certain activities, mainly when responsible for academic curriculum implementation. With limited school supplies and an apparent lack

of support from the administration, teachers' self-efficacy levels could plummet, increasing their desire to leave their positions.

The Importance of Seeing Students Succeed

In this study, several of the participants reported that seeing their students succeed was one of the primary motivators that influenced them to stay working in their position despite the experienced hardships. This theme answered the second research question, which aimed to understand how rural primary school teachers in Northeast Tanzania described influences that caused them to remain in their positions. The teachers reported that to ensure their students' success, they would change their teaching styles and curriculums to make them more relevant in the students' lives. However, one teacher reported that they experienced obstacles because the parents of the students were afraid that their children would lose their cultural identity if they experienced academic success. This demonstrates numerous familial and cultural influences at play, which the teachers must be mindful of, adding to their already high-stress levels.

Concerning previous literature, research has appeared limited regarding understanding the influence that rural Tanzanian teachers experienced to help them remain in their teaching positions, which was the gap in the literature that made this study viable. However, other research has depicted the importance of student success for teachers. For example, Tye and O'Brien (2002) investigated a group that had completed teacher preparation training between 1990-91 and 1994-95 at Chapman University in California. Nine hundred teachers were randomly selected from a population of 4,534 to participate in this study. They asked two sets of participants to rank their reasons for

leaving the profession or why they would consider leaving and found seven factors affecting their decisions to stay in their profession. Among these seven reasons, the most influential factor was accountability. Teachers who feel accountable for their students' achievement experience great disappointment when they fail, and this feeling of inadequacy affects their decisions to stay or leave.

However, another critical aspect of this theme is that highlighted by self-efficacy theory. Bandura's (1997) self-efficacy theory defines the concept of self-efficacy as the belief in oneself concerning the ability to accomplish tasks. Individuals have different self-efficacy levels because this construct is dependent on three dimensions: (a) person, (b) behavior, and (c) outcome (Bandura, 1986) Calahan (2019), Feldstein (2017), and Vega (2018) all discussed how self-efficacy could play a role in teacher retention despite work stressors that rural teachers experience; rural teachers can experience greater job gratification and give their absolute best at work because they have mastered their craft and want to continue to demonstrate it. Teachers can experience mastery of their craft when they see their students perform well.

The Importance of Internal Rewards

The fourth and final theme that emerged from the dataset was that the teachers discussed the importance of internal rewards when discussing how self-efficacy can assist them in overcoming barriers. This theme answered the third research question, which I designed to understand what role teachers reported self-efficacy played in overcoming the challenges they faced in rural primary schools in Northeast Tanzania. Many participants reported that they experience an internal reward that increases self-efficacy when they see

their students succeed. Other participants could discuss how they experienced internal rewards by being a part of the larger community or playing a role within their tribal community, so they frequently went above and beyond in their job duties to care for their students. The importance of internal rewards aligns with the theoretical framework that guided this study. For example, self-efficacy is said to be sourced from four factors: (a) mastery experience, (b) vicarious experience, (c) verbal persuasion, and (d) physiological states (Bandura, 1977, 1986, 1997). Combining these four factors can provide teachers in rural Tanzania with self-efficacy.

Therefore, teachers can experience greater self-efficacy through vicarious experiences (e.g., observing others who have undergone the same experience or accomplished the same task in question), social persuasion, or verbal persuasion (e.g., others gave them verbal encouragement, such as from their mentors, their students, or many others). Verbal persuasion can lessen feelings of self-doubt and encourage one to exert one's best effort to the task at hand (Bandura, 1986), which in this case, is teaching in rural schools despite all the hurdles. The final factor is a teacher's emotional and physiological state. In this factor, it is essential to consider teachers' coping skills. Combining these four factors can help understand why internal rewards are essential to teachers. Those with the mastery skills to succeed, those encouraged by their students, coworkers, or family members, and those with strong coping skills.

Limitations of the Study

Some limitations were experienced within this study. The first limitation experienced was the study's population and geographical region. Because this study

focused on rural primary school teachers in Northeast Tanzania, the results may not be generalized to other populations and geographical regions. Future research must be completed to understand this phenomenon in other contexts, populations, and regions. A secondary limitation of this study is also centered on the study's geographical region. This region relied on agriculture, which required rain to produce food (Rutsaert et al., 2021). Here students were exposed to their mother tongue rather than the Kiswahili and the English used by the teachers. As a result, this region was impoverished and challenging to live in, mainly if one grew up in an urban environment where living standards were higher than in a rural environment where basic needs were scarce and considered a luxury. This limitation highlighted the situations that may have jeopardized this study's validity (Bloomberg & Volpe, 2018).

A third limitation could include researcher bias. Even though research bias can occur in any study, it is essential to note that I was familiar with the physical environment and teaching methods of the teachers. Being born and raised in Northeast Tanzania and having attended schools in this environment, I see the disadvantages of the education system there. To embrace this bias, I considered my reflection on the education I received in Tanzania, the USA, and my teaching career in the U.S., while also employing experts (my chair, methodologist, URR, and IRB) to review the semistructured interview questions that were asked of the participants. Furthermore, a final way that I reduced researcher bias was to complete member checking. Prior to data collection, my colleagues conducted a peer-debriefing via Zoom of my research and interview questions, allowing them to identify inaccuracies which contributed to shaping my interview questions. After,

data transcribing the data, and in addition to me journaling, participants had the opportunity to verify the accuracy of their transcripts. There was no one among the participants in this study who reported any inaccuracies in the interview transcripts; just a few grammatical errors were corrected.

A final limitation of this study could also have been the COVID-19 pandemic. Because COVID-19 emerged as a global pandemic when I first started building this study, so it changed how schools operated globally (Kagoya, 2020). Numerous shutdowns and social distancing measures had to be followed, which could have increased teacher stress (Kagoya, 2020). In Tanzania, these obstacles could have been exacerbated because previous research had demonstrated that many primary schools refused COVID-19 vaccines (Makoni, 2021), which could have placed more fear, stress, and job responsibilities on the teachers in this study.

Recommendations

Based on the results of this study, some recommendations must be identified. The first recommendation is to continue conducting research on this topic in other rural areas in Tanzania. This is an essential recommendation because this region relied on agriculture, which required rain to produce food (Rutsaert et al., 2021). Here students were exposed to their mother tongue rather than the Kiswahili and the English used by the teachers. As a result, this region was impoverished and challenging to live in, mainly if a teacher grew up in other rural and urban environments where living standards were higher than the setting utilized in this research, where basic needs were scarce and considered a luxury. A second recommendation is to execute a quantitative study to

broaden the applicability of the outcomes. A quantitative study can complete research that utilizes a higher sample size, which can help understand, predict, and determine teachers' retention experiences. Furthermore, a longitudinal study would also be vital as it can help understand Tanzanian rural teachers' retention issues over more extended periods, as this study only collected data from one snapshot of time.

Other qualitative studies can also be recommended for future research on the themes identified from this study's findings. For example, using a qualitative method, future researchers can continue exploring the perceptions and lived experiences of teachers in rural Tanzania concerning overcrowded classrooms and heavy workloads, student absenteeism and shortage of school supplies, the importance of seeing students succeed, and the importance of internal rewards. It would behoove future researchers to include other populations in their studies, such as administrators, principals, parents, and government officials, to understand the researched phenomenon fully.

Proposed Model for Teacher Retention

Based on collaborative research on primary education, rural environments in Tanzania confront a significant challenge when retaining teachers, particularly those assigned to primary schools. The lack of fundamental amenities and infrastructure, coupled with limited opportunities for career advancement, frequently results in low morale and a high turnover of teachers. To address this difficulty, I propose a Model for Teacher Retention (see Appendix E).

As a primary schoolteacher in rural Tanzania, several environmental issues may diminish teacher and student outcomes. For example, the language barrier may be one of

the most significant obstacles (Mkimbili & Ødegaard, 2020). Many rural communities speak indigenous languages or dialects distinct from Kiswahili, the official national language (Mkimbili & Ødegaard, 2020). This can make communicating with students and their families challenging. To overcome this obstacle, one may need to acquire a few simple phrases in the local language or work with a translator or community liaison who can assist in bridging the communication divide.

Another obstacle teachers encounter in rural areas is the search for suitable accommodations (Mapinda & Honori, 2022). Providing housing that meets minimum safety and health standards would encourage teachers to remain longer (Mapinda & Honori, 2022). Further, improving access to fundamental amenities such as clean water, electricity, transportation, marketplace, and healthcare services is essential for retaining teachers. Boreholes or wells for pure water supply and solar power systems for dependable electricity should be implemented in schools.

The social infrastructure in rural environments refers to the facilities, services, and amenities that meet the social and cultural requirements of those who live there (Huguette, 2021). Social infrastructure includes access to health care services, typically lacking in rural areas and also, education facilities and furnitures, hospitals, medical supplies, women clinics, and community health centers. Community centers serve as gathering locations for social interaction and recreational pursuits, such as sports, arts and crafts, and literary clubs. Facilities for adults and children education initiatives which encourage continuous learning are also necessary for rural communities (Fute et al., 2022). The libraries which provides a source of information and knowledge for students,

researchers, and community members. The library can further be used as a resource to preserve the culture and languages the community fear losing.

Social infrastructure promotes economic development by attracting businesses and industries to rural communities (Huguet, 2021). It provides fundamental necessities for their workers' families, making these communities more desirable places to reside. Since these environments depend on rain to grow food, introducing technology such as irrigation systems, organic fertilizer can support and increase their food supplies. This model can be used as a road map containing many methods to use knowledge for one to reach the desired destination.

There are also structural conditions that may weigh on a teacher's retention. An example is providing teachers with opportunities for professional development to avoid stagnation. Since education evolves, teachers must require ongoing training and support to enhance their skills and knowledge (Edema, 2023). Offering them regular opportunities for professional development, such as workshops, seminars, and mentoring programs, may help them progress professionally and maintain their motivation. Increasing financial incentives, such as high salaries or more allowances, can make teaching in rural areas more appealing, although it is not the only factor that affects teacher retention (Edema, 2023). Effective school administration can foster an environment that encourages the retention of teachers. Ensuring that teachers have the necessary tool that will enable them to teach successfully, such as teaching materials, technology, school supplies, students' meals, will help with high retention. Also, this

includes establishing transparent decision-making procedures, reducing bureaucracy, encouraging employee collaboration, and ensuring timely salary payments.

In addition, a teacher with high self-efficacy in Tanzania will likely be familiar with local cultural practices and norms, allowing them to communicate more effectively with their students and cultivate a more welcoming classroom environment. A teacher with high levels of self-efficacy and performance accomplishment would be confident in teaching students effectively and achieving favorable outcomes. Further, a teacher with high self-efficacy would have a strong sense of competence and be motivated to enhance their teaching techniques continuously. Teachers assigned to rural locations frequently feel isolated and disconnected from others (Edema, 2023). By encouraging the development of supportive communities through teacher associations or networks, emotional support, chances to participate in connections, and exchanging ideas can be provided.

Overall, a teacher with high self-efficacy is crucial to improving educational outcomes for Tanzanian children residing in remote areas. Their dedication to teaching and student success influence future generations and substantially contributes to the nation's development. By implementing these measures, Tanzania may increase teacher retention in rural primary schools and ensure that all children receive a quality education, regardless of location.

Implications

The results of my study outlined the barriers that rural Tanzania primary school teachers experienced regarding retention issues. The teachers could discuss many aspects

of their job positions that they found rewarding, including seeing their students succeed, which was identified as one of the main influences that kept them working in their positions. Therefore, this study promotes positive social change because the information gleaned not only promotes positive future research to continue understanding the phenomenon but can also help primary schools in rural Tanzania understand what teachers are going through and how they can be better supported.

Understanding how teachers perceive the success of their pupils as a reward or an enhancement to their sense of self-efficacy will enable administrators to support teachers better. Suppose the Tanzanian government can increase rural schools' annual budget to hire more teachers and supply students with lunches; it can increase teachers' morale and the number of school supplies while also decreasing the number of students with whom each teacher works. In that case, teachers can lower their stress levels and continue focusing on critical academic objectives, which was identified as essential in this research study. Although it may be difficult for schools to increase school supplies and attend to teacher shortages, as identified in the literature (e.g., Boniface, 2019, 2020; Michael, 2018), teachers are already going above and beyond in their job responsibilities. Even if schools work to support their teachers minutely, teachers can experience an increase in self-efficacy through learning new mastery skills to succeed, given encouragement from their educational leaders locally and nationally, and increasing their coping mechanisms (Bandura, 1986). Students and their families can experience positive social change by receiving more robust curriculums supporting a more substantial academic experience. If teachers are better supported by their local and national governments, they could

communicate more effectively with their student's parents, helping to understand issues such as their students having to travel long distances to attend school, lack of meals (breakfasts or lunches), and having to complete home and school-work responsibilities. The study participants reported that students often get severely punished if they are late to school; thus, for fear of some punishment, they hide and go home, saying they came from school. Additionally, because many students do not attend school regularly, some participants reported that this could be why their school does not always provide adequate supplies or change curricula often because teachers cannot finish teaching a complete syllabus. Therefore, schools and teachers need to address the teacher shortage and student absenteeism as it helps stakeholders to understand the needs that schools must provide to ensure their teachers are adequately supported.

Conclusion

The specific problem that I studied was low teacher retention in rural primary schools of Northeast Tanzania and what factors influenced rural primary school teachers to remain in their posts (Marwa, 2016; Mgonja, 2017; Walker, 2017). Therefore, in this qualitative descriptive study, I aimed to explore the influences that affected teacher retention in rural primary schools of Northeast Tanzania. After completing a thematic content analysis following Braun and Clarke (2006), four themes emerged from the dataset: (a) overcrowded classrooms cause heavy workloads, (b) student absenteeism and a shortage of school supplies, (c) the importance of seeing students succeed, and (d) the importance of internal rewards. Teachers in this study demonstrated strong self-efficacy, as they could remain in their positions despite experiencing the stressors of overcrowded

classrooms, lack of support, and having to complete additional duties that went above and beyond their current positions. The teachers of this study appeared to care deeply for their craft of teaching but also highlighted a strong demonstration of dedication to their students, no matter what they were experiencing professionally. By addressing these barriers and learning about what motivates and builds self-efficacy, rural teachers at primary schools in Tanzania can better support and provide more robust academic programs to their students. Improving their education through professional development and keeping them abreast of the evolution of education is essential. The teacher retention model may serve as a roadmap for increasing teacher retention (see Appendix E).

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Appendix A: Interview Recording Protocol

Name of Researcher: _____ Date of Interview:

Name of Interviewee: Job Title:

Years in Current Position: Interview Location:

Interview Start Time: Interview End Time:

Interviewee Anonymous ID Number:

Introduction:

Greetings, Ms. or Mr. (). My name is Tuma Morgan, and I am a doctoral student at Walden University. I want to thank you for allowing me the opportunity to interview you. I will be conducting a standardized open-ended interview with the goal and purpose of learning about factors influencing you to stay and teach in a rural primary school in the Arusha region. This is a fact-finding interview with no right or wrong answers, so please answer as truthfully as possible.

As part of the process, I am interviewing rural primary school teachers in northeast Tanzania who have taught for a minimum of 3 years at the same school about the factors influencing them to stay and teach those schools or classrooms.

I will write a report based on my findings in the interviews I will conduct. I want to ensure that the information gathered from our conversation will remain confidential and anonymous. I want to tape-record the interview to record our conversation accurately. Would that be okay? (Yes / No). I will also take some field notes/journaling as a secondary option for capturing the information discussed during our interview.

The interview should take approximately 35-60 minutes and can be stopped anytime per your request. Do you have any questions for me before we begin?

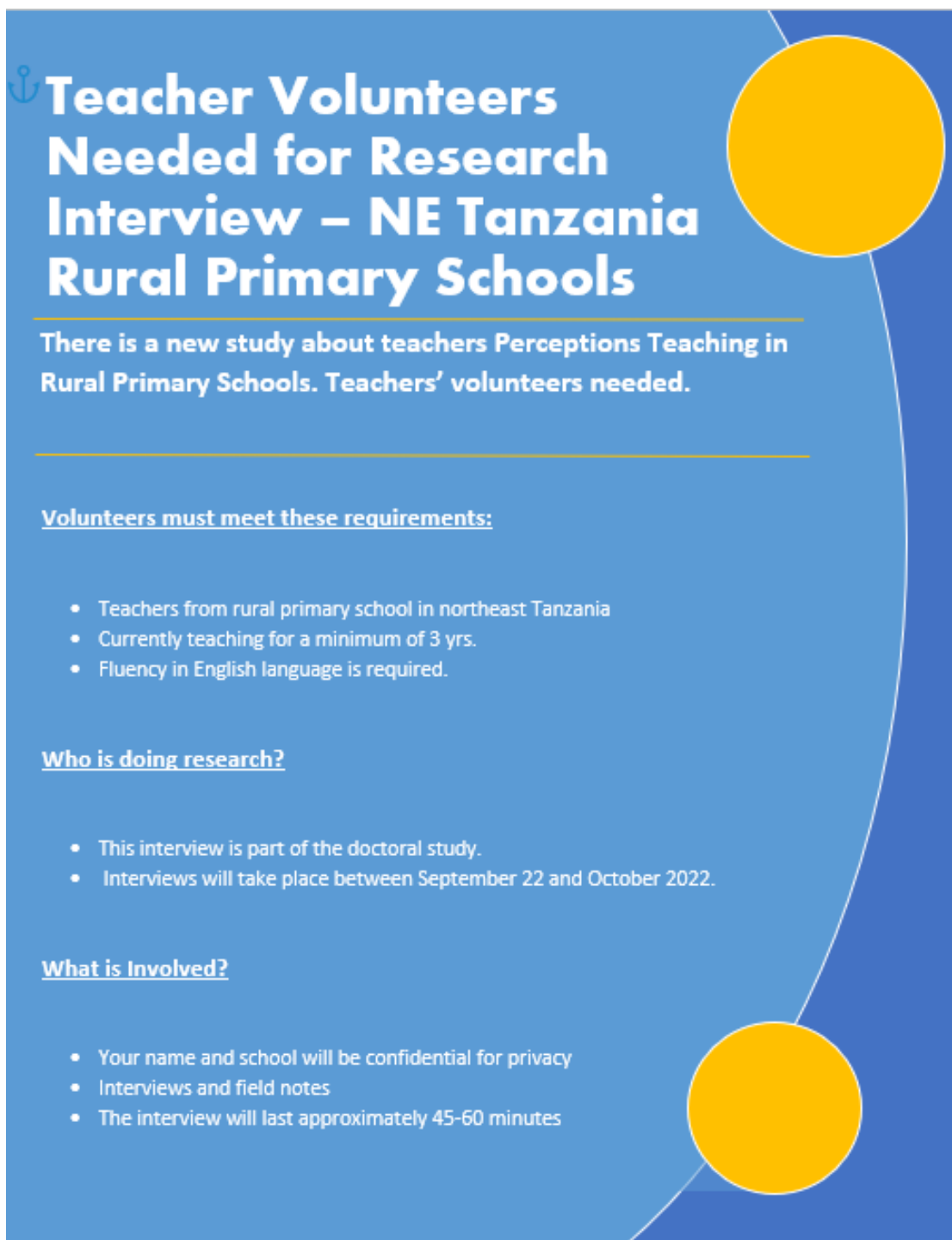
Appendix B: Interview Questions


Demographic Questions

- Education Level?
- Years of Experience?

Semistructured Interview Questions

1. Tell me how you end up in Arusha (made-up name) primary school?
2. Tell me about your experience working in Arusha primary school?
3. What challenges do you face teaching in Arusha primary school? Tell me about your daily workload.
4. Could you tell me about the challenges you mentioned that might prevent you from performing your daily classroom tasks?
5. How do you intend to overcome those challenges?
6. How does the school support you when you experience challenges in your classroom or schoolwork?
7. What would you like the school to do more to support you better?
8. You previously mentioned challenges impeding your ability to do your daily school duties. Tell me of your strategies for overcoming these challenges.
9. Can you tell me about any professional responsibilities that present challenges for you?
10. Tell me about the things in your daily work life that motivates you to keep working as a teacher.
11. Out of all these motivations, which are the most important to you and why?
12. Is there anything else you want to tell me about this topic? maybe?



 **Teacher Volunteers Needed for Research Interview – NE Tanzania Rural Primary Schools**

There is a new study about teachers Perceptions Teaching in Rural Primary Schools. Teachers' volunteers needed.

Volunteers must meet these requirements:

- Teachers from rural primary school in northeast Tanzania
- Currently teaching for a minimum of 3 yrs.
- Fluency in English language is required.

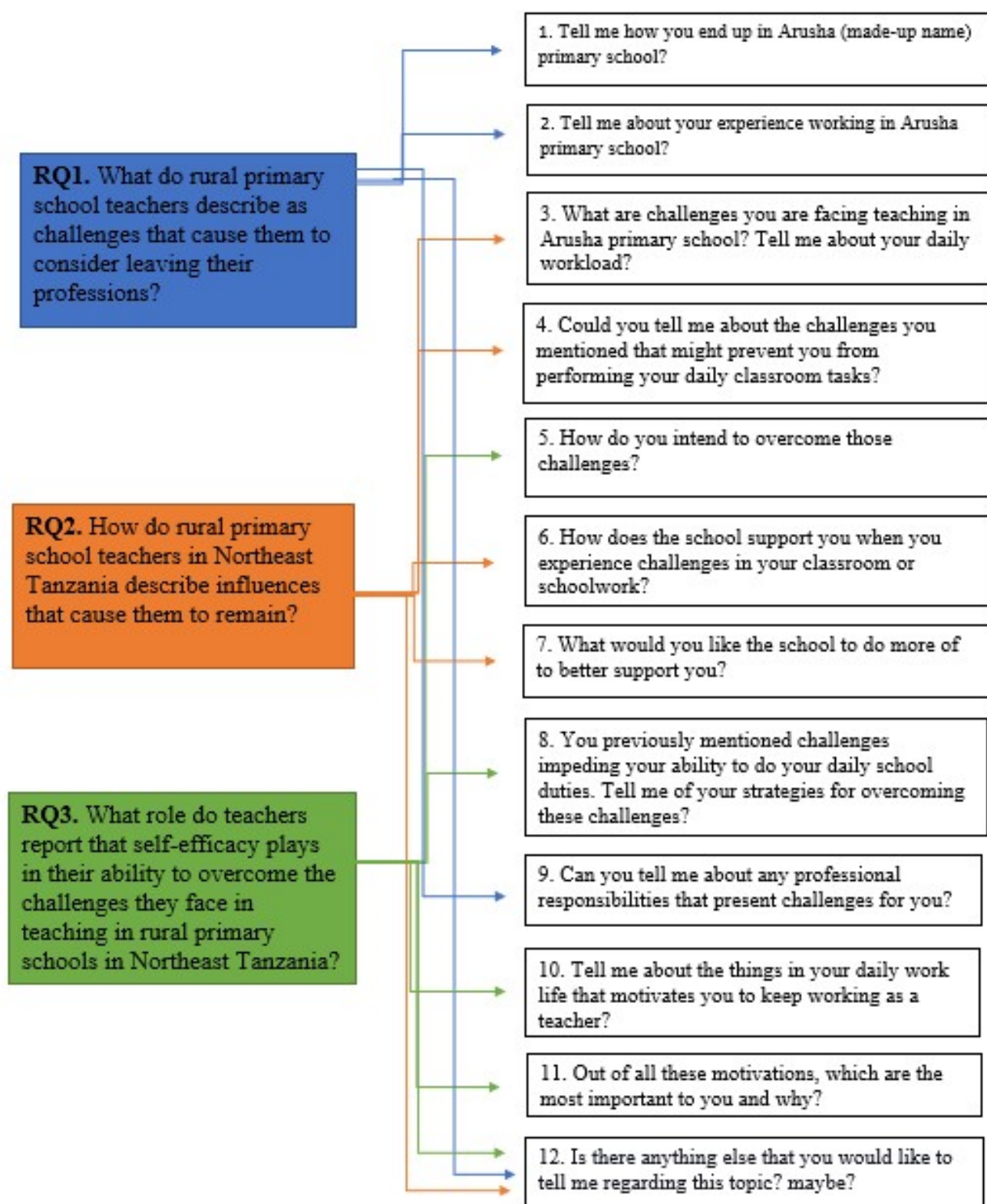
Who is doing research?

- This interview is part of the doctoral study.
- Interviews will take place between September 22 and October 2022.

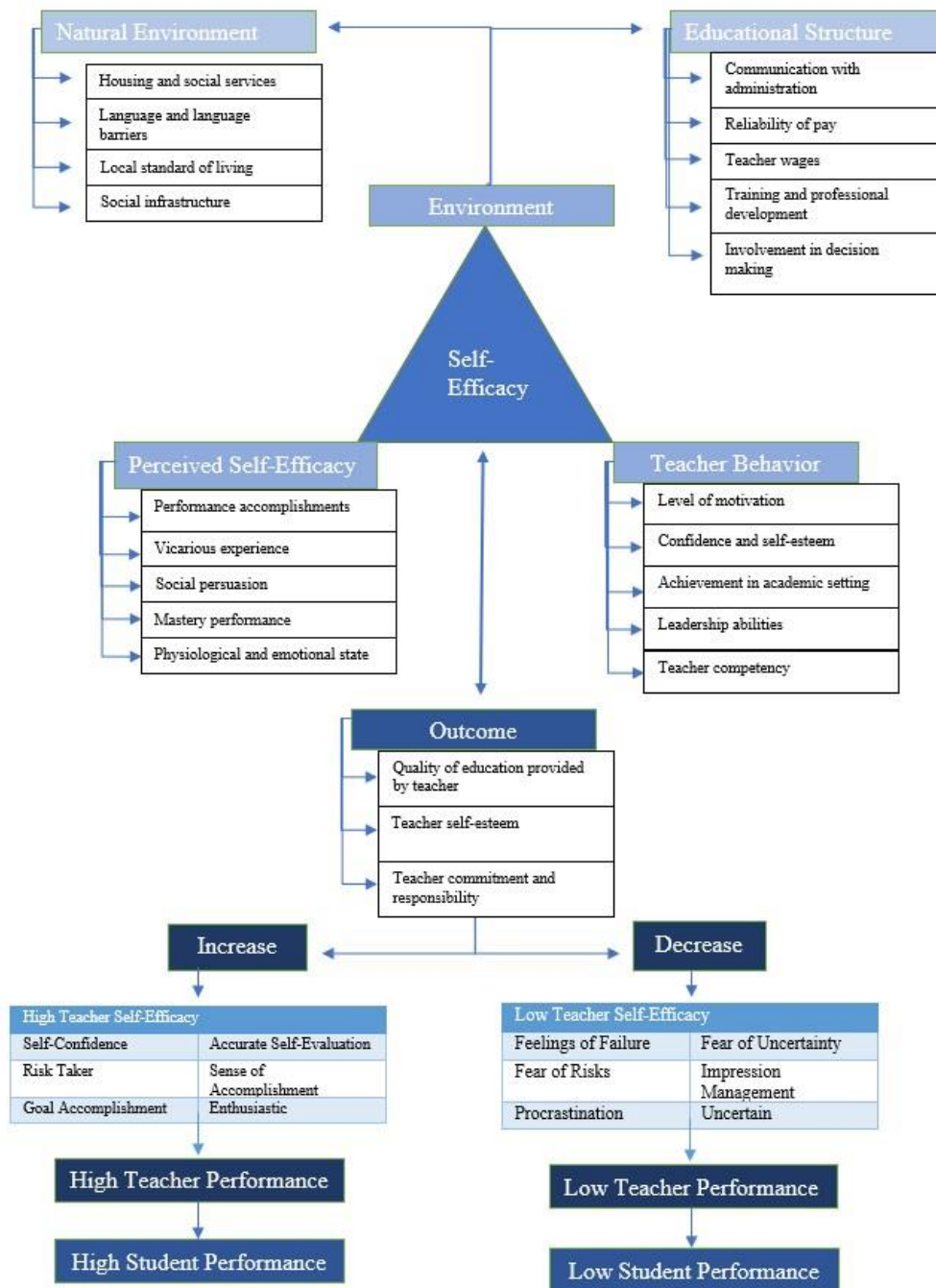
What is Involved?

- Your name and school will be confidential for privacy
- Interviews and field notes
- The interview will last approximately 45-60 minutes

Appendix D: Research Interview Questions Flowchart



Appendix E: Teacher Retention Model



Appendix F:Initial Codes

Table F1*List of Codes*

Identified Codes	
Workload	Love of children
Workload is a lot	Sacrifice
Grading for all students	Wanting to learn
Grade till your hand bleeds	Love of teaching
Crazy workload	Extra time
Switching on and off	Students performing well
Teaching different levels	Scarce
Overwhelming	Teaching materials are scarce
Overcrowded	Lack of teaching and learning materials
Workload	Student absenteeism
Overloading	Lack of parental involvement
Carry a load	Don't support education
Crowded	Don't have enough school supplies
Large size classroom	No additional teachers
School supplies	Do not encourage
Teaching and learning materials	Difficult to teach
Student absenteeism	Absenteeism
Lack of school supplies	Absenteeism is big here
Value education	Cannot finish syllabus
Many students	Repetitions
Many students in one classroom	Must do a lot of repetitions
Work overloading	
Large size classroom	
Hardship environment	
Extra time to teach	
Shortage of teachers	
Simple methods of teaching	Student will use
Love of children	Wanting to learn
Sacrifice	Encourages me
Wanting to learn	Continue teaching
Love of teaching	Students performing
Extra time	Despite challenges
Students performing well	Graduate
I don't do lecturing	Pass
Make kids speak more	Next level
Learn more through themselves	Go to the next level
Slow	Children grow
Go slow	Teaching at different times

 Identified Codes

	Impact
Group method	Divide classes
Group discussion	Disrupt culture
Discuss in groups	Leave this environment
Correct each other	Cultural traditions
Special	Identity culture
Slow learners	Losing their identity
Create small groups	School hours
Help each other	Weekends
Opportunity to grow	Holidays
Opportunities	Teach pupils
Reach goals	Work more
Extra time	
Teach extra	
Responsibilities	Motivation for me
Other responsibilities	They're successful
Students who perform well	This environment
Community	Special needs
To see success	Help families
Sunday school teacher and youth leader	Help the community
Additional responsibilities	Families ask me
Children facing challenges	High illiteracy in the community
Overcoming challenges	Anything that requires education
Maasai environment	Like to learn
Hardship of learning	Salary is better than nothing
I am a Maasai warrior	Live near the school
Activities in the community	Get to be with family
Children to see success	My tribal community
Important to me	Argumentative people
Succeed in life	Tricky environment
Good citizens	Participate with warrior activities
Giving them education	
Motivation	

Appendix G: Secondary Codes

Table G1*Secondary Codes*

Secondary Codes
Overcrowded
Workload
Overwhelming
Overloading
Carry a load
Crowded
Large size classroom
School supplies
Teaching and learning materials
Student absenteeism
Lack of school supplies
Value education
Love of children
Sacrifice
Wanting to learn
Love of teaching
Extra time
Students performing well
Responsibilities
Other responsibilities
Students who perform well
Community
To see success

Appendix H: Potential Themes

Table H1*List of Potential Themes*

Potential Themes	Final Theme
<p>Overcrowded classrooms cause stress. Overcrowded classrooms are overwhelming. Overcrowded classrooms are burdensome. Overloading teachers with additional work. Crowded classrooms are always experienced. Large classrooms and no school supplies. A lack of teaching and learning materials. Student absenteeism is high. Decreased value of education. Lack of school supplies are related to student absenteeism.</p>	<p>Overcrowded classrooms cause heavy workloads</p>
<p>Teachers love their students. Teachers make sacrifices for their students to succeed. Teachers love and enjoy teaching. Teachers value education and student learning. Teachers want their students to learn. Teachers take their responsibilities seriously. Teachers understand other responsibilities. Sense of community. Teachers like to see success. Students like their students to perform well.</p>	<p>Student absenteeism and shortage of school supplies</p> <p>The importance of seeing students succeed</p> <p>The importance of internal rewards</p>