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AND MANAGEMENT**

**IMPLICATION OF PROFESSIONAL DEVELOPMENT ON TEACHER RETENTION IN  
PUBLIC SECONDARY SCHOOLS OF NYABIHU DISTRICT**

A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education  
in Educational Leadership and Management of the University of Rwanda – College of Education

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## DECLARATION

This master's thesis is my original work and has not been presented for a degree in any other University or for any other award.

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A rectangular box containing a handwritten signature in blue ink. The signature appears to be 'E. Bigirimana' with a large checkmark or flourish below it.

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**APPROVAL**

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## **DEDICATION**

I dedicate this work to my mother and father, my family, Head Teachers, and educators in Nyabihu District.

## **ACKNOWLEDGEMENT**

This work would not have been accomplished without the encouragement, contribution, and inspiration of other people.

Sincere gratitude goes to Dr. Irénee Ndayambaje, and Dr. Jean Francois Maniraho, my supervisors for their genuine and intellectual advice and their effort to transform me intellectually.

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## ABSTRACT

This research focused on the implication of professional development on teacher retention in public secondary schools of the Nyabihu district, teacher retention is the ability to keep teachers in the classroom while also reducing lesson turnover. Transferring teachers across schools or districts and leaving the profession are examples of turnover. In addition, keeping ineffective teachers should be avoided, but keeping effective teachers will benefit all stakeholders. Professional development has a major impact on teacher retention, as indicated in the Rwanda annual education report, almost 20% of secondary school teaching staff leave within the early years, particularly in Nyabihu district as one of the districts of the country had met this challenge of turnover and this has consequences on students' academic performance however this study therefore sought to investigate the implication of professional development on teacher retention in public secondary schools, the possible factors responsible for teacher retention in secondary schools in the Nyabihu district, and the possible permanent remedy to this. The researcher used Hertzberg's Motivation to provide a theoretical foundation for factors pulling teachers which is likely to lead to higher students' academic performance due to keeping experienced teachers in the classroom, the study was conducted using mixed research design as a method of investigation that associates or integrates both qualitative and quantitative forms, it entails logical presumptions, the application of both qualitative and quantitative methods, and the blending of these methods in a study includes more than just gathering and evaluating both types of data, it also involves using both methodologies so that a study's overall strength is greater than that of either qualitative research or quantitative research ,specifically, an exploratory sequential research design where the quantitative part of data collecting and analysis after the qualitative phase was used .The study population was 860 respondents comprised of teachers, directors of studies, and head teachers of some selected secondary schools, purposive sampling was used to select the respondents who comprised:15 school headteachers out of 45 secondary schools, 264 teachers out of 770, and 15 directors of studies out of 45, the researcher collected data himself through the use of questionnaires, interview guides, and observation schedules as research tools, the data collected was analyzed using descriptive and inferential statistics as SPSS (v21.0) was used in organizing the quantitative data, the qualitative data was used in explaining and clarifying the quantitative data from questionnaires in addition frequencies and percentages were used to summarize the data and the findings were presented using frequency distribution tables and correlation model was applied therefore the researcher found evidence that teacher retention costs, although difficult to quantify, are significant at both the district and the school level. It was also found that teachers who leave the schools for other areas left consequences and low-performing schools at significantly higher risks and this signified implications for the differential impact of teacher retention in high-need schools, consequently, professional development was seen as the solution to retain teachers in the Nyabihu district.

**Keywords: (i) Professional development (ii) Teacher retention (iii) Career ladder pathway (iv) Teacher preparedness (v) Hertzberg's theory**

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## DEFINITIONS OF KEY TERMS

**Professional development:** Education and career training that continues after a person has started working that can assist them in acquiring new skills, staying current with industry trends, and progressing in their career.

**Teacher retention:** The process of assessing the impact of school characteristics and teacher demographics on the decisions of teachers to remain in their current schools, transfer to other schools, or leave the teaching profession before reaching retirement age.

**Induction:** a chance to welcome a new hire, assist with their adjustment, and make sure they have the resources and assistance necessary to carry out their job.

**Mentoring:** a willing relationship between a senior employee and a junior employee characterized by reciprocal cooperation with the goal of the mentee's learning, development, and career advancement

**DOS:** Director of Studies

**IPA:** Innovation for Poverty Action

**Teacher turnover:** the rate at which teachers exit the schools.

**MINEDUC:** Ministry of Education

**REB:** Rwanda Education Board

# CHAPTER 1: INTRODUCTION

## 1.0. Introduction

This chapter presents the background of the study, the statement of the problem, the research objectives, the research questions, the scope, and other key information that backs the study.

## 1.1. Background of the study

For any career growth, teaching included, professional development is fundamental. This assertion is true in the sense that professional development leads to promotion, career change, and a better job in the current position. Professional development improves employee dedication and capability by providing access to education and training opportunities in the workplace. Professional development also boosts employee morale by assisting in the recruitment of higher-quality workers in schools.

For teachers, professional development is paramount in determining their up datedness and ability to deliver which all together determine the quality of education. the quality of the teachers is the most important school-related factor in every way as it impacts students' accomplishment and progress (Chetty, Friedman & Rockoff, 2014; Hancock & Scherff, 2010). Given the current gap in students' performance and educational advancement around the world, enhancing the quality of the teaching staff through professional development remains a top priority (Harrell et al., 2019). The present study has set out to explore the implication of professional development in teacher retention in rural areas.

Lasagna (2009) defines teacher retention as the ability to keep teachers in the classroom while also reducing lesson turnover. Transferring across schools or districts and leaving the profession are examples of turnover (Ingersoll, 2001). According to Lasagna (2009), keeping ineffective teachers should be avoided, but keeping effective teachers will benefit all stakeholders. Professional development has a major impact on teacher retention, according to research (Power & al, 2010).

For the educational system and the students, it serves, a high teacher turnover rate is a severe issue (Hoang, 2020), and the pace of teacher turnover can have long-term effects on student learning and attainment (Boamah et al., 2022). Pay and benefits are a big factor in deciding whether or not teachers continue in their line of work. Like any other worker, teachers should receive a livable salary (Chambers Macketa

2019). Teachers may be more likely to hunt for jobs elsewhere if they feel their pay is unfair or their perks are insufficient (Harris et al., 2019).

Retaining qualified teachers is still a problem around the world. In England and the United States, three decades of attempts to reduce attrition and improve recruitment of quality teachers have yielded little fruit, with attrition rates of 11 percent to 13 percent and 7 percent to 8 percent, respectively (Carver-Thomas & Darling-Hammond, 2017; Worth, Lazzari, & Hillary, 2017). Developing countries, such as Sub-Saharan Africa, face greater shortages of teachers, and this issue is expected to obstruct the fulfillment of the 2030 Sustainable Development Goals (SDGs) (UNESCO - UIS, 2013). In these countries, the attrition rate varies between 5% and 30%. (Mulkeen et al.,2005). Increased student enrollment and financial constraints, in addition to teacher attrition, exacerbate the problem; researchers investigated the factors that influence whether or not instructors stay in the profession (Hughes, 2012; Ingersoll & Smith, 2003; Geiger &Pivovarova, 2018). They categorized the reasons for teachers' retention into three categories: personal, social, and organizational, gender, experience, and academic credentials are personal factors, while school circumstances, leadership support, and salary are organizational elements (Guarino, Santibanez, & Daley, 2006). Finally, social elements are associated with familial responsibilities and obligations, as well as societal attitudes toward the teaching profession. Teacher retention is a branch of education study that examines how factors such as school characteristics and teacher demographics influence whether teachers stay in the classroom, move to different schools, or retire early, teachers leaving the profession cite a lack of administrative support as one of the top five reasons for teacher attrition in the United States with more than half quitting teaching before retirement. Recruiting and keeping teachers in rural school districts across the country has become a major concern for school leaders. According to Hammer, Hughes, McClure, Reeves, and Salgado (2005), schools in highly urban and rural locations have the most difficulty in recruiting and retaining highly educated teachers. While not all communities experience challenges with teacher shortages, according to Lowe (2006), many small rural school districts see this as an ongoing serious issue.

According to Aragon (2016), many studies have looked into the teacher shortage in rural areas, but few have looked into the elements that contribute to teacher retention in rural locations. Many rural schools encounter hurdles such as a lack of administrative support, discipline issues, cultural mismatches, a lack of resources, and a lack of teacher preparation, according to research. Due to

the aforementioned problems, studying teacher retention to learn why teachers choose to stay or leave schools has piqued attention. In effect, 70% of teacher turnovers occur during the first year of teaching and an additional 20% after the second year of teaching, 40% of overall turnovers occur before teachers reach their 30s. Northern Europe has substantial labor mobility, yet only 20% of turnovers occur there.

In the African context, the Government of the State of Eritrea has prioritized education as a strategy for achieving national development goals (Ministry of Education MoE, 2009), particularly in the areas of poverty reduction (MoE, 2004). Furthermore, all UN-led international efforts, such as Education for All (EFA), the Millennium Development Goals (MDGs), and the Sustainable Development Goals (SDGs), were promptly implemented to improve Eritrea's educational quality. The rapid expansion of educational facilities and new schools led to a significant increase in the number of students, resulting in a greater demand for qualified instructors and school administrators. Nonetheless, the training of new teachers and the retention of existing instructors did not keep pace with the physical expansion of schools. High levels of teacher attrition and late reporting to duty endangered the educational system. During the school year 2010/11, 1050 teachers (7.5 percent) resigned (MoE, 2012).

The impact of excessive teacher attrition is multifaceted, including a lack of adequate teaching staff, educational quality, student-teacher ratios, syllabus coverage, subject disparity, and so on. In disciplines like Mathematics and English, it also produces distributional discrepancies (Cochran-Smith, 2004), and the Education Sector Plan (ESP) for 2018-2022 forecasted major issues in satisfying teacher requirements at all levels during the operating period (MoE, 2018). Eritrea now has two teacher training facilities in operation that will produce instructors for schools till 2018. The College of Education (CoE) provided two-year diploma and four-year degree programs for middle and secondary school teachers, respectively. Second, a one-year certificate program at Asmara Community College of Education (ACCE) produced primary school and mother tongue teachers. (2010, Mulkeen) In a representative sample of 295 primary schools, we combine national teacher placement data from 2016 to 2019 with student enrollment data and learning outcomes data. "In a related study, Kavanuke (2013) looked into what keeps good teachers in the teaching profession in Tanzania and found that adequate salaries, working conditions, mentoring programs, and career growth opportunities are among the motivating factors that lead to teachers' retention in public secondary schools

"Higher teacher turnover in Kenya is consistent with global and regional trends. In public secondary schools, trained teachers are scarce, and teachers are leaving the profession to pursue non-teaching careers (Oketch Ngware, 2012; Orodho, 2013). "As a result, there is a huge exodus of scientific teachers." The result is that science teachers who lack motivation continue to leave the classrooms leading to a large workload among science teachers and poor quality of teaching and learning of science 2014 (Ingersoll) Teacher retention is a global issue, and many developed and developing countries are having difficulty staffing and retaining teachers in schools, especially in low-performing, remote, and undesirable places.

High teacher turnover is unsettling for everyone in the educational system, and it makes it harder to implement change and improvement initiatives. Experienced teachers are well familiar with their school and their students when it comes to identifying problems and generating solutions, their input is critical. Their experience is lost when they leave, and overall teaching quality may deteriorate.

Rwanda is one of the most educationally advanced countries in Sub-Saharan Africa. Primary school net enrolment was 97 percent in 2015. However, boosting school quality, lowering high turnover rates, and attracting teachers to rural areas remain major issues for the country's education sector.

The Rwanda Basic Education Board (REB) oversees primary and secondary education in Rwanda, as well as Teacher Training Colleges. REB is in charge of basic education teacher management and has recently taken the lead in organizing teacher recruitment and placement across the country, which was formerly handled at the district level. According to a recent IPA study in 2019, teacher turnover in Rwanda averages 20% per year, especially in institutions with low learning levels and large pupil-teacher ratios. Researchers also discovered that when a teacher leaves, districts are only able to provide a replacement for 77 percent of the time. The Rwandan government has made it a priority to recruit and retain competent, skilled, and motivated teachers to improve educational quality. Ranges of complementary initiatives were implemented to enhance teacher recruitment, morale, and retention under the Education Sector Strategic Plan that dominated policy during the period analyzed (MINEDUC, 2013). Other non-monetary incentives included cows and motorcycles, as well as the utilization of a Teacher Development Fund to offer laptops to around 1,000 teachers per year. Mwalimu SACCO provided loans to teachers as well. However, such rules only reach a small number of instructors, and they were not targeted systematically based on the

learning outcomes produced by teachers. These variables may limit the extent to which such policies focus resources on retaining those teachers who contribute the most to student learning outcomes, a significant consideration in determining whether teacher turnover serves the best interests of students. There, I emphasize the percentage of instructors who stay at the same school for several years. These retention rates are averaged at the district level, using data from the three years in which retention outcomes in sample schools were monitored.

School census Reports conducted by the Ministry of Education 2021/2022 indicated that school staff fluctuated yearly since 20217 and this shows the need for retention strategies in the following years recruitment implies the replacement of left teachers in the current schools

**Table 1: Number of Secondary teaching staff**

Description/Year	2017	2018	2019	2020/2021	2021/2022
Male	12,552	12475	12,616	15,006	15,359
Female	5,245	5,362	5,477	7,632	8163

Source: School census, ministry of education 2021/2022

By considering this report in Table 1.1 teaching staff had changed yearly which shows us the recruitment of new teachers yearly whether to replace the left ones or newly, indicates that there is teacher turnover that needs to be addressed as a serious issue to tackle to retain the recruited staff studies previously conducted in Rwanda also indicate that teacher turnover is a significant issue in the Rwandan education system.

As one of the 30 districts where a crucial hiring process is conducted yearly, Nyabihu has faced teacher turnover and attrition which cause serious effects on the education system, according to the district education unit, It is evident that from 2021 until 20223, more than 8% of public secondary teachers had been transferred internally and out of the district in other careers which increased teacher turnover and hindered the quality of education, Teacher turnover can cause distinct and direct problems for student learning if school districts have difficulty replacing those who depart. Short-term staffing shortages in schools may force schools to assign teachers to teach courses outside of their areas of competence, stretching pupil-teacher ratios even further. This may reduce instructors' ability to deliver effective education in ways that aren't obvious in the basic

pupil-teacher ratio, the hired teachers continuously need serious programs to retain them in their career instead of moving yearly, this issue caught the researcher's attention and inspired him to carry out the study on how Professional development may intervene as a cure to the turnover rate hence teacher retention.

## **1.2 Problem Statement**

The newly recruited teachers are expected to remain in the profession for quite a relatively longer time not only to gain teaching experience but also to ensure stability in the hiring processes and the end positively impact on the students' learning.

Nonetheless, it is evidenced that the Rwandan educational system is stressed by the constant recruitment and replacement of teachers who constantly move and leave the profession and this impacts students' performance (Minister of MINEDUC statement to the parliament, April 2022) According to the article in the new times of Tuesday, December 2019, the Director General of the Rwanda Education Board (REB) reacted to this issue and announced a plan to recruit 7214 new teachers in the following year of 2020 to respond to the government of Rwanda's commitment of improving teacher management recruitment, retention, development, and monitoring. He also explained that the recruitment of such a high number of teachers would serve as foundational data for the waiting list that would serve whenever a teacher leaves the profession, many factors, such as the working environment at the school, can influence a teacher's decision to stay or leave the district (Grissom & Barretten, 2019). Teachers may leave their jobs sooner if they feel their school or district does not support them in their work or if they do not have the resources and assistance, they need to be successful in the classroom (du Plessis & Mestry, 2019). Examples of this could include having too much work to perform, the management not being committed to assisting, or there being no opportunities for career progression (Matthews et al., 2020).

The 2018 education statistics indicate a decline in the number of secondary school teachers in the school year 2016-2017, which implies a high rate of turnover. Moreover, a study by Innovation for Poverty Action (IPA) in the year 2021 showed that 20 % of teachers separate from their jobs in a given year, 11 percent exit the workforce, 8 percent transfer to other schools in the same districts while 1 percent of teacher across the districts, meaning that teacher retention is an issue to deal with, especially in rural areas, however, the culture of the school or district should also be taken into account when analyzing the variables that affect teacher stay-or-go rates (Leung et al.,

2019), creating an atmosphere where instructors feel respected and valued has been associated with higher rates of teacher retention (Liu et al., 2021), on the other hand, a poisonous school climate where teachers feel neglected or appreciated may cause staff turnover more likely (Toropova et al., 2021), the degree to which educators collaborate and feel supported by one another may also have an impact on teacher retention and turnover. Schools where teachers report feeling alone or undervalued by their peers had greater turnover rates (Scull et al., 2020). Nyabihu is one of 30 districts of Rwanda that received the newly recruited teachers of secondary schools but also has recognized a high level of teachers who request transfers or leave teaching, according to the district education unit, It is evident that from 2021 until 20223, more than 8% of public secondary teachers had been transferred internally and out of the district and leave the profession which increased teacher turnover and hindered the quality of education, this underlined the sense of urgency to investigate the underlying causes and explore how best professional development can help to curb the trend.

### **1.3 Objectives of the study**

This study aimed to explore the implication of professional development on teacher retention in Nyabihu District, Rwanda.

#### **1.3.1 General objectives**

The main objective of the study is to investigate the implication of professional development on teacher retention in public secondary schools of Nyabihu District, Rwanda

#### **1.3.2 Specific objectives**

The specific objectives of this study are:

- a) To assess the contribution of induction and mentoring on teacher retention in public secondary schools of Nyabihu District
- b) To analyze the effect of career ladder pathways on teacher retention in public secondary schools of Nyabihu District
- c) To determine the role of working conditions on teacher retention in public secondary schools of Nyabihu District

- d) To identify the contribution of Teacher preparedness on teacher retention in public schools of Nyabihu District

#### **1.4 Research questions**

- a) What is the contribution of induction and mentoring on Teacher retention in public secondary schools of Nyabihu District?
- b) How does the career ladder pathway support retaining teachers of secondary schools in the Nyabihu district?
- c) What is the implication of working conditions on teachers' retention in public secondary schools of Nyabihu District?
- d) What are the contributions of teacher preparedness on teacher retention in public secondary schools of Nyabihu District?

#### **1.5. Significance of the study**

This research is significant in the field of education for a variety of reasons and stakeholders, including students, teachers, education partners, and the Ministry of Education, to begin with, it will be useful to teachers because they play such an important part in the teaching profession. Second, it will assist Nyabihu district employees in being aware of professional development opportunities for teacher retention in public secondary schools, and, as a result, correctly prepare methods for improving their job performance, the results from this research will enrich the district to gather all the facilities to pull teachers in Nyabihu district basing on the findings and discussion, teachers will understand different rubrics that may help them to work effectively and be productive hence retention. Finally, the study's findings will aid the Ministry of Education in making decisions about how to organize and provide researchers and policymakers with a research base on teacher growth, which can lead to useful and strong professional development and implement ways to equip teachers with better academic skills, through REB and RTB, the ministry of education has to use this research to plan on how to schedule the regular induction and training of newly hired teaching staff to equip them with sufficient skills and capacity building which finally retain them in teaching career.

## **1.6. Limitation of the study**

Participants from some schools in Nyabihu District did not have the opportunity to participate in the study and the results were generalized to make it meaningful and understand real situations.

## **1.7 Scope of the Study**

This study is composed by content, geographical and time scope of the study

### **1.7.1 Content Scope**

The research study concentrated on finding the implication of professional development on teacher retention in public secondary schools of Nyabihu District and through this study the analysis of components of professional development in public secondary schools and their implication on teacher retention.

### **1.7.2. Time Scope**

The implication of professional development on teacher retention needed primary data and secondary data collected recently and this was completed within six months of the academic year 2024

### **1.7.3 Geographical Scope**

The research will be conducted in the Nyabihu District.

This District is located in the Western Provide of Rwanda and surrounded by the Rubavu and Rutsiro districts in the west, Ngororero District in the south, Musanze District in the north-east and the Gakenke District in the southeast

## **1.8. Organization of the study**

This thesis was divided into three sections. The first of which contains a general study background, a statement of the problem, the research aim, and research objectives.

The empirical studies and any related documents on the study are elaborated on in chapter two, which focuses on previous writers' ideas on the impact of professional development on teacher retention in public secondary schools, the same chapter also includes a theoretical framework, empirical literature, critical review, and conceptual framework of the study, teachers' retention has been a topic on which several authors and scholars have attempted to highlight diverse points of

view and perspectives on how it is and can be empowered and strengthened. The third chapter explains the basic structure of research and how it will be conducted.

It precisely presents the research design that will be used in the study, provides the target population, sample design, and sample size, explains sampling techniques, and explains data collection methods and data collection instruments, this chapter also shows how data collection instruments were administered the study, the level of reliability, validity, and data analysis and procedures, and the last step focused on ethical concerns of the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter focused on the opinions of previous writers about the impact of professional development on teacher retention in public secondary schools, as well as the empirical research and other associated papers on the study. The chapter also includes many sections that are dispersed throughout the study's theoretical and conceptual frameworks.

### **2.2 Induction and Mentoring and Teacher Retention**

Induction is described as the process of providing a variety of professional support services to newly hired teachers and educational experts under the supervision of professional staff to enable entry into the education profession (Taylor,2002), induction is an umbrella phrase for the support put in place to help instructors adjust to a new workplace culture (Glazerman et al, 2008; Ingersoll & Strong, 2011, Shockley et al,2013, Smith & Ingersoll,2004) a stand-alone program before the school year should be prioritized to meet the most pressing requirements, followed by ongoing work during the first year, induction extends beyond understanding students, classrooms, and curriculum, information regarding the procedures and processes that govern the workplace, as well as school norms, are essential for teachers to settle in and feel confident.

Induction programs are thorough initiations or introductions to a position that offer novice teachers the models and resources they need to start their teaching careers, as well as assistance to help them meet performance criteria, (Wang and Odell,2002), induction may include coaching, planning support, professional development, evaluation. Support, orientation, training, internship, assistance or evaluation programs, retention programs, commencing new teacher programs, transitional programs for existing teachers, cohort programs, phase-in, and workshops are all synonyms for induction. Smith & Ingersoll,2004, Feiman-Nemser,2012, Huling, Raster, Yeargain,2012

According to research, if teachers receive support and training, they are far more likely to stay in the field, which leads to an increase in teacher retention rates. in and out of the classroom, first-year teachers are often assigned the same tasks as more experienced teachers, quality programs for all first-year teachers are critical, and data shows that new teachers who participate in induction programs are nearly twice as likely as those who do not to stay in the field

Ingersoll, R., & Strong, M. (2011), teachers who do not participate in induction programs are twice as likely to depart during the first three years of employment, although not all states encourage new and beginning teachers to engage in induction programs or orientations, trends indicate that such programs benefit novice teachers and increase retention rates. Teacher induction programs assist new and starting teachers in becoming competent and effective classroom professionals (Darling-Hammond, 2010)

When entering the area of education, an induction program may consist of a bigger system of support/assistance that commonly includes mentoring but often includes extra support such as help with curriculum planning and professional development" (Potemski & Matlach, 2014).

This induction program can provide instructors with assistance as they begin their careers in education, instructors feel supported when an effective induction program is performed in schools, which leads to a greater proportion of teachers remaining in the field (Potemski & Matlach, 2014), to properly conduct an induction program, an education program must be able to support participating personnel and provide a supportive environment for these staff.

Creating a great teacher induction program may smooth the transition for new staff by providing them with the time, support, and relationships they require to thrive.

however, it is crucial to keep in mind the pace at which this is accomplished. A well-planned induction program considers the school environment as well as the top priority demands of incoming instructors. Organizing timely induction sessions and giving teachers opportunities to apply what they are learning helps them make connections between all the moving pieces (Ingersoll, 2011)

When school leaders and policymakers understand the causes of teacher attrition, they may design policies to reduce attrition through improved preparation, assignment, working conditions, and mentor support, all of which contribute to the objective of guaranteeing skilled teachers for all kids (Darling-Hammond, 2010).

Several studies have demonstrated that well-designed mentoring programs boost new teacher retention rates, there is substantial evidence that well-managed induction and mentoring programs are the most effective way to increase teacher retention (Sutcher, et al, 2019). When effective

principals are actively involved in teacher induction, offering “professional development” retention increases, and Interaction with supportive educational leaders in a reciprocal relationship of respect, support, and participation in leadership possibilities. Candidates who train to teach with highly competent cooperating teachers are more effective themselves.

### **2.2.1. Mentoring and Teacher Retention**

Mentoring is the process of using specially selected and trained persons to provide direction, pragmatic advice, and ongoing support to those who are in the process of learning and developing (Whitmore, 2009), mentoring comprises essentially listening with empathy, sharing experiences, professional friendship, creating understanding through contemplation, being a sounding board, and encouraging, writes David Clutter Buck (2010). Retaining new teachers is a critical issue in any setting, keeping instructors who entered the industry through alternative certification programs, as has been done for more than a decade, exacerbates the retention problem.

The typical alternative certification program recruits degreed professionals from various fields and transitions them into teaching through an "accelerated" certification program consisting of four courses and a concurrent one-year teaching internship (Feistritzer & Chester, 2004). According to research and practice, the focus should be on helping new teachers during their first years of teaching if we wish to improve teaching quality and retention thus well-designed mentorship programs reduce new teacher turnover, John Holloway, (2001) said that 20% of mentored teachers returned to teach a second year, claiming feelings of achievement as a result of mentorship. He also references a study of mentored and unmentored new instructors that found an attrition rate of 18% for unmentored teachers and only 5% for mentored teachers thus retention rates were higher for teachers who participate in mentoring programs than those unmentored, mentoring is a typical aspect of teacher education and professional development for new teachers, (Holloway, 2001; Ingersoll & Smith, 2003; Ingersoll & Strong, 2011; Smith & Ingersoll, 2004; Strong & St. John, 2001), the degree to which teachers feel supported and collaborate may also have an impact on teacher turnover and retention. according to Fiorillo et al. (2020), schools where teachers report feeling alone or undervalued by their peers have a great turnover rate. On the other hand, instructors who feel that they are part of a community that is supportive and collaborative are more likely to stay in their roles, according to research by Alonso-Garca, et al. (2019) discovered that

teachers are more likely to stay in their employment if they feel that they are part of a supportive and collaborative community.

Teachers with good support networks and effective collaboration are more likely to stay in their employment (Caena & Redecker, 2019), while teachers who lack peer support may be more likely to quit. research suggests that teachers with a strong feeling of community and support from colleagues are more likely to stay in their employment (O'Sullivan et al., 2021).

Educators can support and collaborate in schools and districts through many methods (Mhlanga & Moloji, 2020). One technique involves encouraging instructors to collaborate and share resources, teachers can form professional learning communities to share courses, materials, and teaching approaches. School districts and schools can support teachers by offering professional development programs and materials (Brunzell et al., 2019). Grant et al. (2019) provide examples of internet resources, tools, and training programs.

Encouraging mutual support and collaboration among teachers can improve teachers' morale and job satisfaction, and build a healthy work environment (Garca-Martnez et al., 2019). To promote teacher retention and student learning, schools and districts can foster a culture of collaboration and community among teachers.

### **2.3 Career Ladder Pathway and Teachers Retention**

A career path is a progression roadmap including short- and long-term goals. It depicts the path that an employee takes from a lower-level position to their ultimate aim through successive responsibilities. Each employee's strategy will be slightly different, but it will be feasible in your firm. The process of choosing a vocation, strengthening your abilities, and progressing along a career path is known as career development. It's a lifelong learning and decision-making process that leads to your ideal job, skillset, and lifestyle. Career development is important because it gives people a feeling of self, pride, and a place to play and contribute, it assists us in identifying our abilities and talents, as well as how to apply them in our jobs and lives, it gives people power.

Across the globe, teacher attrition is a recurrent issue, novice and beginning teachers abandon the profession within the first five years (Gallant & Riley, 2014). Because of this issue, as well as the fact that fewer young people are choosing to enter the profession of education, schools, districts, and leaders must discover ways to retain both young people and teachers. There are various

advantages to keeping teachers, it results in a more stable school atmosphere, improved academic accomplishment among students, and lowers direct and indirect recruitment and replacement costs (Patte, Naomi, Jim & Braenna, 2016). It suggests that retention is beneficial to both the school and the kids' academic success, In Rwanda career ladder pathway will help teachers boost the spirit of creating a conducive working environment and remain in their respective schools, you can retain teaching personnel by ensuring that they are engaged, motivated, and stress-resistant, as well as attract potential instructors, by providing professional development opportunities.

#### **2.4. Working conditions and Teacher's retention**

As stated by Yun et al. (2020), the culture of the school or district should also be considered when analyzing factors that impact teacher retention. research suggests that encouraging a respectful and valued environment for teachers can lead to higher rates of retention (Ferrer-Cascales et al., 2019, a poisonous school climate where teachers feel undervalued or neglected may lead to increased staff turnover (Karlberg & Bezzina, 2022).

Workplace organization and activities, training, skills, employability, health, safety, well-being, and working time and work-life balance are all covered, working conditions are seen as "the way schools, teachers, and teachers' learning are organized in terms of time, space, resources, workload, task variation, evaluation and feedback, organizational goals, and professional development policies," as defined by Louws, Meirink, van Veen, and van Driel (2017). In the case of Teacher Professional Development, adequate time appears to be a critical requirement that either hinders or encourages its adoption and sustainability. The amount of time required is determined by the type of Teacher Professional Development activity (van Veen et al., 2012).

The school climate has a significant impact on teachers' decisions to stay or leave. creating a positive school culture that values and encourages teachers has been linked to higher rates of teacher retention. A poisonous school climate where educators feel undervalued or neglected may lead to higher staff turnover rates (Shatri, 2020), creating a healthy school atmosphere involves providing teachers with resources, promoting teamwork, and recognizing and valuing their accomplishments (Kaden, 2020), according to Kruse et al. (2022), teachers who feel part of a supportive group are more likely to stay in their professions.

Nonetheless, most research concludes that professionalization activities should be integrated into teachers' work and should be ongoing rather than occasional.

Working circumstances that support teachers, according to Johnson, are the best methods for promoting teacher retention. Professional development, opportunities for advancement, and adequate support, according to Johnson, create a healthy working environment in which teachers desire to stay. In other words, many of Johnson's best practices aren't precisely "retention rules." Rather, they are policies that encourage a productive workplace. As we examine replies from school district officials, we'll try to figure out whether the measures are intended to retain students or if retention is merely a nice side effect. "In other words, each district allows teachers to have their voices heard when selecting what forms of professional development to give, and even permits teachers to attend the sessions that best meet their requirements. For example, while selecting which types of professional development to provide and in what methods, the Nyabihu district makes sure to consult teachers. As a result, the district recognizes that teachers are the ones who teach and that they are therefore more aware of their needs in terms of education and behavior control than the central office is.

Teachers in the Nyabihu district are also encouraged to lead professional development workshops so that "teachers learn from teachers" (Susan, May 22, 2018). According to research, when the organizational circumstances in which teachers operate are improved, instructors are more likely to remain in their employment (Kraft et al., 2016). Working conditions have been highlighted in the research as a mediator in the association between teacher turnover and school demographic factors (Geiger & Pivovarova, 2018), and may be especially relevant for minority teacher retention. As previously stated, principal leadership plays a large role in determining working conditions and has a strong impact on teacher turnover, particularly in high-need schools (Grissom, 2011), school districts that struggle with teacher turnover must recruit principals who have demonstrated the ability to improve teacher working conditions (Burkhauser, 2017). Principals are responsible for defining the school's vision, functioning as instructional leaders, developing teachers' leadership skills, and managing people and systems, thus certain research suggests that high-quality principal preparation and development programs can improve principals' ability to retain effective teachers. Offering principal professional development activities like coaching and/or mentoring has the potential to improve principal practice and reduce teacher attrition

(Jacob, Goddard, Kim, Miller, & Goddard, 2015; Lochmiller, 2013), Teacher attrition is one of the major factors to the global and national scarcity of effective instructors. Low income, the quality of teacher preparation programs, an impossible workload, and terrible working conditions are all prominent reasons for teachers worldwide to leave the profession. Poor working conditions are a contributing element to teacher retention issues. According to recent research (Potemski & Matlach, 2014), four key factors contribute to poor working conditions for teachers: a lack of respect, a lack of motivation, and a lack of resources.

A lack of autonomy in the classroom, a scarcity of materials and resources, and inadequate pay. When teachers have poor working conditions and low morale, which leads to unhappiness in the classroom, work environment teacher burnout is caused by chronic sentiments of dissatisfaction, which subsequently lead to a state of exhaustion, teachers are leaving the profession of education as a result of this (Halstead, 2013).

Schools with lower teacher turnover rates were slightly more favorable about their working circumstances. Schools with a high turnover rate were mainly positive about their working circumstances as well, Allensworth, E. & Mazzeo, C. (2009), teachers were motivated to be productive, creative, and satisfied when three working conditions were present: schools with space for each teacher to work with students and colleagues, Schools that are clean and Schools that are physically sound with technology that teachers rated their working conditions as more satisfactory had lower attrition rates and also were schools with higher rates of low-income and educational policymakers interested in changing teacher working circumstances to improve student achievement, morale, and teacher retention should routinely investigate the working conditions of teachers in low-performing schools. Schools must become places where teachers and students may achieve together if pupils are to be properly educated and perform to high levels. There is substantial evidence that teachers are more likely to stay in the classroom and are more likely to be retained and effective in their profession when their schools provide a variety of support, ensuring that teachers have ongoing chances to build skills to meet the different needs of learners adds to a good and supportive working environment.

Poor administrative support, huge class numbers, limited student resources, and school rules adopted without teacher engagement discourage excellent instructors from working at some schools. A harmful classroom atmosphere can lower staff morale and increase instructor turnover.

tawalbeh et al. (2020) identify numerous variables that contribute to educators feeling overwhelmed, including severe workloads, insufficient resources, and limited possibilities for professional growth. teachers may seek alternative jobs if they do not feel respected and supported in their current role, to Maynard et al. (2019), schools and districts should prioritize creating a pleasant and supportive culture for teachers and providing teachers with the necessary resources and assistance crucial for their retention and success with kids.

## **2.5. Teacher preparedness and Teacher's retention**

Preparation and planning are important aspects of good teaching. Failure will result if the teacher falls behind in planning. Good teachers are usually over-prepared, always thinking about the next class, and constantly planning and preparing.

Teacher burnout and discouragement are caused by a lack of proper preparation. teachers who complete well-designed, longer programs are more likely to stay in the classroom than those hired through alternative techniques that provide only a few weeks of training. Ronfeldt et al. (2014) discovered that graduates who completed more methods-related training were somewhat more likely to remain in the classroom.

Candidates who complete more courses and student teaching weeks appear to have stronger retention and feel more prepared to teach, but there is little evidence that they are more instructionally successful.

Better quality clinical experiences, on the other hand, are consistently connected with higher retention, perceptions of readiness, and recognized instructional efficacy. Clinical experiences that are aligned with other program dimensions such as coursework (program coherence occurs in field placement schools with strong professional learning environments and that match employment schools on student demographics, school, and grade levels and include instructional effective cooperating teachers who also provide high-quality coaching are suggested by the literature, effective preparation as a teacher can reflect your enthusiasm for the subject to students, parents, and coworkers. When you invest time and effort into your lessons, your peers and students can tell. This might demonstrate that you go above and beyond the call of duty to provide the greatest possible instruction. Preparation can be an important aspect of your teaching journey if you want to make the most of your teaching profession and assist students acquire skills and

competencies for success. Understanding the teaching preparation process and why it is so important will help you build the skills and tactics you need to improve as a teacher (Kippich& Knapp, 2001). It is critical to prepare for teaching classes so that you can deliver productive, interesting lessons to your students while also making the most of your time and resources. While preparation for teaching may include factors such as lesson planning and the development of daily activities, it may also include the initial or ongoing training you take to gain skills and competency as a teacher. These sorts of preparation, when combined, can help you refine your teaching skills and principles while also performing well in your profession,

## **2.6. Summary and gap identification.**

While the national average has hovered around 20 percent in recent decades, more teachers are quitting the field, contributing to teacher shortages in difficult-to-staff topics and schools, Andrew Zeltin (2021). Higher attrition rates, along with disproportionate teacher mobility away from economically disadvantaged schools, have resulted in unequal distributions of high-quality teachers across schools, teacher turnover is expensive and has a detrimental impact on school operations, staff collegiality, and student learning, turnover rates are highest among minority teachers working in high-need schools, starting teachers, and alternatively, certified teachers, teachers are less likely to be retained at schools with bad working conditions, especially those led by ineffective principals, and in schools where they are paid less, teacher retention may be improved with combinations of targeted financial incentives and improved working conditions (e.g.better principal preparation), and through better support for early career teachers through effective induction and mentoring programs. Linking financial incentives with enhanced leadership opportunities and career paths also offers the potential for retaining effective teachers in classrooms where they are most needed, schools, where teachers related their working conditions, are more satisfactory and have low attrition rate, the working conditions of a teacher impact decision making of teacher considering a career in education, Actionable professional development is essential, It should provide actionable, practical strategies that can be adopted right now.

## **2.7. Theoretical framework**

### **2.7.1 Herzberg's Motivation Theory**

Herzberg's motivation theory known as the factor theory is the theory developed in the late 1950s by Frederick Herzberg, the principles of this theory were hygiene and motivation

Employee satisfaction, according to Frederick Herzberg, has two dimensions: hygiene" and motivation. Hygiene issues such as salary and supervision reduce employee dissatisfaction with the work environment.

Motivators such as recognition and achievement increase worker productivity creativity and commitment, based on Maslow's hierarchy of needs (Jones, 2011), Herzberg concluded that satisfaction and dissatisfaction could not be measured reliably on the same continuum, he then conducted a series of studies to determine what factors in work environments cause satisfaction or dissatisfaction, these satisfiers (motivational factors) and dissatisfies (a lack of hygiene factors) are dynamic, constantly interacting, highly changeable, and employee-specific (Misener & Cox, 2001).

According to Herzberg et al. (1959), motivational factors are required to improve job satisfaction thus these motivators are intrinsic to the job and lead to job satisfaction because they meet needs for growth and self-actualization (Herzberg, (1959; Alshmemri et al., 2017) and hygiene factors are extrinsic to the job and serve the need to avoid unpleasantness (Herzberg, 1966), Steers and Porter (1991) regard motivation as a highly complex concept that influences and is influenced by a wide range of factors in the workplace. They defined motivation as a process and type of behavior that an organization drives, directs, and sustains. Similarly, Kreitner (1995) defines motivation as a psychological process that provides purpose and direction to behavior. The authors see motivation as a process that is influenced by organizational factors that can be either intrinsic or extrinsic.

Ekabu (2013) investigated remuneration, promotion opportunities, working conditions, and staff development as important motivators in secondary schools.

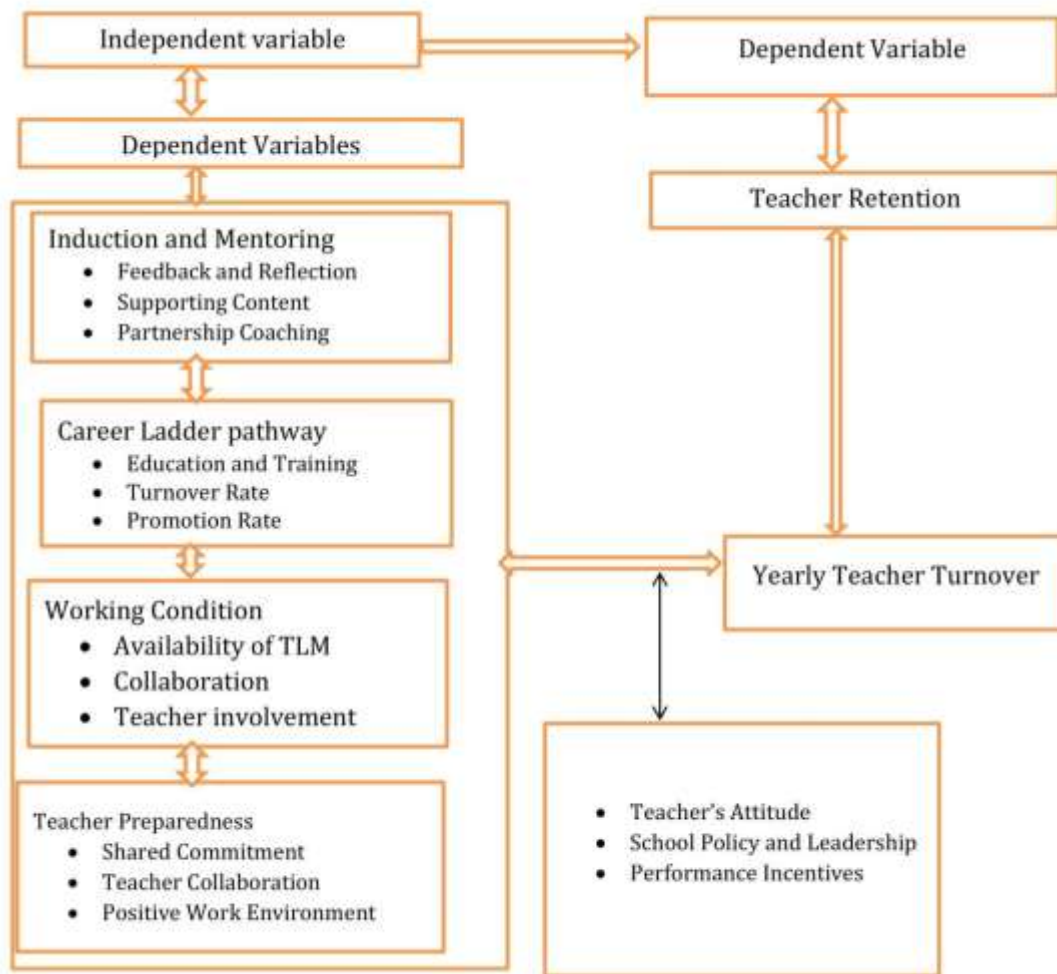
The study investigated compensation, supervision, and psychological contracts as major motivating factors that influence retention.

Employee motivation is a critical factor that can assist employers in improving employee and organizational performance. Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job or to make an effort to achieve a goal are referred to as motivation. According to Monnappa and Saiyadain (2008), motivation is the result of the interaction of conscious and unconscious factors such as the intensity of desire or need, the incentive or reward value of the goal, and the individual's and his or her peers' expectations.

In this study implication of professional development on teacher retention, this theory guides on factors that enhance teacher motivation as indicators of professional development like induction and mentoring, career ladder pathway, working conditions, and teacher preparedness, create employee satisfaction and decide whether to remain or not, professional development is also being thought of as a way to increase teachers' job satisfaction and possibly lighten their workload and it is hoped that this will result in improved retention as Teachers and schools currently have access to a wide range of professional development opportunities, Van den Brande(2020) furthermore this theory is describing the way a teacher may be satisfied or dissatisfied based on motivational factors which impact the decision on retention, turnover or even attrition of a teacher

## **2.8. Conceptual framework**

The relationship indicators of independent and dependent variables are depicted in the diagram below. The study defined the important indicators of the independent variable and dependent variables or it is a written or visual representation of an expected relationship between variables. Variables are simply the characteristics or properties that you want to study. The conceptual framework is generally developed based on a literature review of existing studies and theories about the top.



This conceptual framework indicates variables and sub-variables of professional development and their role in teacher retention.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter provides the research's basic structure and how the research was carried out and it precisely presents the research design that was used in the study, provides the target population, sample design, and sample size, shows the sampling techniques, and explains data collection methods and data collection instruments, in addition, this chapter shows also how data collection instruments were administered in the study, the level of reliability, and its validity, and also shows data analysis and procedures then the last step focused on the ethical concerns of the research.

### **3.1 Research design**

A research design is a set of strategies and procedures that are mainly used to collect and analyze variables that are specified in research problems (Creswell, 2014), this study used a mixed-method research design as a method of investigation that associates or integrates both qualitative and quantitative forms, it entails logical presumptions, the application of both qualitative and quantitative methods, and the blending of these methods in a study includes more than just gathering and evaluating both types of data, it also involves using both methodologies so that a study's overall strength is greater than that of either qualitative research or quantitative research (Creswell & Plano Clark, 2007). Thus mixed method helped to collect necessary information on how professional development implied teacher retention and enabled to decision if retention of the teachers is the result of professional development among other factors, thus clarification of this may not be fully proved by a sole research design that's why mixed method research design was employed as it helped in generalization of findings and contextualization of the conclusion, in addition to this, it strengthens the validity of the conclusion though credibility as qualitative and quantitative converge

The mixed methods research design as it gathers both quantitative and qualitative data enabled the researcher to design questions that are related to the purpose of the research and capture the information on how teachers understand the contribution of professional development on teacher retention as they express their perception and behavior about it. an exploratory sequential research design where the quantitative part of data collecting and analysis after the qualitative phase was used (Fetters, Curry, & Creswell, 2013). during data collection, Researchers gathered qualitative

data in the first stage, which they then examined for a description, and recurring themes then the outcomes of these analyses were utilized to guide the generalizability of the outcomes.

### **3.2 Target population**

The population is the group of participants, the object that the study is interested in making an informed generalized conclusion (Feldman, 2010), the current study population is made of Teachers, directors of studies (DOS), and headteachers of public secondary schools, in accordance of education report from education unit of Nyabihu district 2023, the number of teachers in secondary schools in Nyabihu District was 770, directors of education (DOS) was 45 and 45 headteachers, thus the target population is 860 from all 45 public schools of Nyabihu district.

### **3.3 Sample design.**

A sample design is a plan to obtain the sample to represent the target population or a sample design is a framework, or road map, that serves as the basis for the selection of a survey sample and affects many other important aspects of a survey as well.

In this research, the public school of the Nyabihu district was selected as the target population and a sample was drawn randomly so that the result could be generalized.

#### **3.3.1 Sample size**

Yamane introduced the formula in 1967 as a statistical sampling method that ensures the objectivity of chosen samples.

When absolutely no information regarding a population's behavior is available, the sample size is calculated using Colvin's formula as a random sampling strategy (Altares, et.al. 2003)

The Yamane's formula is presented as

$$n = \frac{N}{1 + Ne^2}$$

Where:

n =sample size

N =sample population

e =error of margin

Based on Taroo Yamane's formula for calculating sample size the error margin is 5% which is 0,05 and the confidence coefficient is 95% then the estimated target population (N) in Nyabihu District secondary schools is 860, therefore, the sample population (n) is:

$$n = \frac{860}{1 + 860 \times 0,05 \times 0,05}$$

$$n = \frac{860}{1 + 860 \times 0,0025}$$

$$n = \frac{860}{1 + 1,91}$$

$$n = \frac{860}{2,91}$$

$$n = 294$$

The sample size of the study is 295 including teachers, directors of studies, and Headteachers. According to educational data of the Nyabihu district (2023), the target population is 860.

Here is the reflection of the sample size per strata

**Table 2: Proportion of the sample vis-à-vis the target population**

SN	Population Category	Target population	Sample size
1.	Headteacher	45	$\frac{295}{860} \times 45 = 15$
2,	Director of Studies	45	$\frac{295}{860} \times 45 = 15$
3.	Teachers	770	$\frac{295}{860} \times 770 = 264$
Total		860	294

As reflected in Table 3.1 the total target population is 860 and the sample size is 295 these are the number of teachers and school administrative staff in public secondary schools of Nyabihu District (2023) as provided by the education unit and human resource department.

**Table 3: Proportion of Sample size from the target population**

SN	Name of Schools	Number of teachers
1	Gs Mukamira	46
2	E.L Gatovu	30
3	Gs Kabatwa	38
4	Gs Jenda	34
5	Gs Gakoro	28
6	Gs Saint Raphael Rambura	41
7	Gs Vunga	29
8	Gs Kintobo	18
	TOTAL	264

As shown, in Table 3.2 nyabihu is a district lying in the western part of the country composed of 12 sectors with 45 public secondary schools, the table showed the sample selected schools to represent others in this research based on the sample calculated from all target population which was 770 teachers in all the district, the schools were selected purposely to represent others from sectors, eight schools were selected from sectors to represent others

**Table 4: Director of Studies and Head Teachers**

SN	Name of Schools	Number of Directors of Studies	Sample size	Number of Headteachers	Sample size
1	Es Kadahenda	1	1	1	1
2	Gs Mukamira	1	1	1	1
3	E.L Gatovu	1	1	1	1
4	Gs Kabatwa	1	1	1	1
5	Gs Jenda	1	1	1	1
6	Gs Gakoro	1	1	1	1
7	Gs Rwankeri	1	1	1	1
8	Gs Gitebe	1	1	1	1
9	Gs Bigogwe	1	1	1	1
10	Gs Vunga	1	1	1	1
11	Gs Mulinga	1	1	1	1

12	Gs St Raphael Rambura	1	1	1	1
13	Gs Shyira	1	1	1	1
14	Gs Kintobo	1	1	1	1
15	Gs Akimitoni	1	1	1	1
	TOTAL	15	15	15	15

Source Primary data (2023)

Table 3.2 shows 30 administrators from 45 schools, were selected to participate, Creswell (2013) stated that the reasonable sample size may range from 3-15 participants for a phenomenological study, this showed that 15 sample size for each side of the director of studies and head teacher was reasonable to be used since it involved the use of guided interview in this study

### 3.3.2 Sampling technique

Eight of 45 secondary schools in Nyabihu district were chosen as a representative sample of other schools' teachers in the district, fifteen schools were selected from various sectors of the district to represent administrative staff which are directors of studies and headteachers. Randomly selected teachers from each school to reflect the target population, together with administrators, to represent the district, schools were chosen from the public schools, and the questionnaires were completed by male and female teachers, in this research, purposive sampling was used in school selection and respective teachers, directors of studies, and Headteachers, in those schools because they fit the research purpose as it is purposely to know the implication of professional development on retention of teachers and due to their concern about the implementation of professional development in their schools.

Lodico, Spaulding, and Voegtle (2010) confirmed that the objective of purposeful sampling is mainly to select persons, things, or places that can sufficiently provide a rich and also detailed form of information to help answer the expected research question and give smaller error in estimation as well as greater precision.

### 3.4 Data collection methods

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis, and evaluate the outcomes.

During this study the researcher obtained an introductory letter from the mayor to visit selected schools in his area, the school head then granted permission to meet with teachers and administrators. The researcher requested consent from interviewees and assured them of respecting their culture and community standards in addition they also promised to keep any information provided confidential. The researcher collected data through questionnaires. The questionnaires and interviews were constructed as follows: Questionnaires were distributed to teachers interviews were performed with administrators, the questions were prepared in English, and close-ended questions were formulated using the Likert scale to collect data from responses in five categories: agree, disagree, strongly disagree, strongly agree and not sure, the selected public school of Nyabihu district was visited and tools were given to the respondents and answered them freely then brought them back to the researcher moreover Turkman (1977) showed that Likert scale as one of the best way to obtain research data and easily.

#### **3.4.1 Data collection instruments**

During research data collection, it is important to differentiate primary data and secondary data. Kothari (1985) explained primary data as original data collected and used in population category data that information which was collected in the past and subjected to all the necessary statistical processes,

in this study the methods of collecting data include a survey questionnaire as a tool to gather primary data from respondents whereby they are required to answer a similar set of questions, which were in prearranged order usually hold other administrative jobs thus the questionnaire was the most convenient than any other method of data collection in addition to this survey questionnaire will provide to the respondents the freedom of expressing their views about professional development and how it enhance retention of teachers and this helped to ensure the collection of data and easy interpretation.

The purposive interview was also used to get the perception of the respondents about professional development and teacher retention as a way of getting more understanding of the scenario from the respondents, in addition, this observation was conducted targeting professional development events to gather whether it implies to teachers retention and turnover with schools, purposive interview helped me to achieve the research objectives as the interview questions targeted the response relate to the research questions which was interpreted and analyzed for generalization

,during this study the director of studies and headteachers of selected schools were interviewed about questions set to know usefulness of the variables to professional development and how they solve the problem of turnover rate in public schools of nyabihu,the secondary data for this research was the reading of manuals, journals, magazines, and dissertations from different scholars that supplement the data collected to answer the research objectives.

### **3.4.2 Data Collection**

To introduce himself to the Headteachers of the chosen schools in his district, the researcher requested an introductory letter from the mayor of Nyabihu; this introduced the researcher to the Headteachers, who then permitted him to speak with the teachers in each of the schools. The researcher sought the consent of the respondents before beginning work with them, assuring them that the community members would respect their culture and established norms while also making a vow to keep any information provided confidential, questionnaires were utilized by the researcher to gather data.

the following interviews and questions were created While conducting interviews with teachers, head teachers, and director of studies, questionnaires were also distributed to teachers, head teachers, and director of studies. Closed-ended questions were created using the Likert scale, which allows for five responses: agree, disagree, strongly disagree, strongly agree, and not sure. According to Tukman (1972), one of the common methods used to collect research data is the Likert scale. The school head and the deputies were met by the instructors in the staff room when they weren't in class, and this procedure was successful and appreciated. And the director of studies was found in their offices at the appointed time, this was respected and was successful.

### **3.4.3 Reliability and validity**

This part discusses the reliability and validity of the research instruments by researchers during the study.

#### **3.4.3.1. Reliability**

According to Mahlangu (1987), this means that a questionnaire is consistent. The test-retest is the only way to establish reliability. 29 Mahlangu (1987) also states that a pilot study is conducted on

a group of respondents which is a part of the intended test population but not part of the research sample, reliability is the degree to which a research method produces stable and consistent results or it is the consistency to which a measure produces consistent results when applied multiple times, thus if a research tool yields consistent results, it is reliable.

In this research, a sample of the population was used to test the instrument, and the results were compared to see if they were consistent, reliability coefficients were also used to evaluate the consistency of the findings, in another word a test-retest procedure that involves giving the same instrument to the same sample at two distinct times was used and compare the Scores from both periods to check their accuracy and correlation coefficients to decide whether it is reliable or not. If their correlation coefficients are more than 60, it is reliable, thus I passed the prepared package of questions to the same respondents more times to check if they gave consistent results on the implication of professional development on teacher retention. as the results did not vary within the time the instrument was reliable.

#### **3.4.3.2 Validity**

Validity is described as the extent to which an instrument used in research measures what is expected to be measured (Golafshani, 2003), the questions were set by the research objectives and framework to ensure that respondents did not deviate when they provided the correlated answers to the set questions in different periods, the instrument will be valid, in this research the response has to be generalizable and measures reflect on research objectives, the tool was given to the respondents provisionally to check if the data given relate to the research objectives, the tool gives the information related to the objectives of the research and it was valid.

#### **3.5. Data analysis**

The data analysis involves various activities including organizing the raw data to make it ready for further analysis, general processing, and enhancing data management, including undertaking required statistical analysis. The preparation of the data entailed organization into specific and systematic sets of data and also documents to define variables.

During data preparation the researcher records all analyses that were undertaken, considering the tool used, the researcher checked if respondents answered all sets of questions, especially on the questionnaire, questionnaires that were answered accurately, were coded with a specific label or assigned symbol representation to provide descriptive information to complete the study the data

was managed and processed by feeding information captured in questionnaires or other tools used by the use of specific form in SPSS (version 21) computer software.

SPSS was used to analyze the data and present them in the form of a percentage, frequencies, and descriptive statistics using correlation. data was presented in the form of graphs, tables, and charts.

### **3.6. Ethical consideration**

This research considered various ethical standards that are required while carrying out research. Shamoo and Resnik (2009) showed that there is a need to abide by the expected ethical standards while conducting research thus this is a set of rules that direct the study designs and procedures in research, voluntary engagement, informed permission, anonymity, secrecy, the possibility of harm, and results communication was some of these principles Pritha Bhandari(2021), the researcher substantially reduced the level of bias or elements of self-deception by disclosing personal and other related interests including finances that could eventually impact on the research. The researcher respected the respondents' privacy, the participants were not required to disclose their names and schools, and the respondents were assured that the information given would be treated with confidentiality and used for the intended purpose only. They also had the freedom to withdraw from the study at any time

## CHAPTER 4: RESULTS AND DISCUSSION

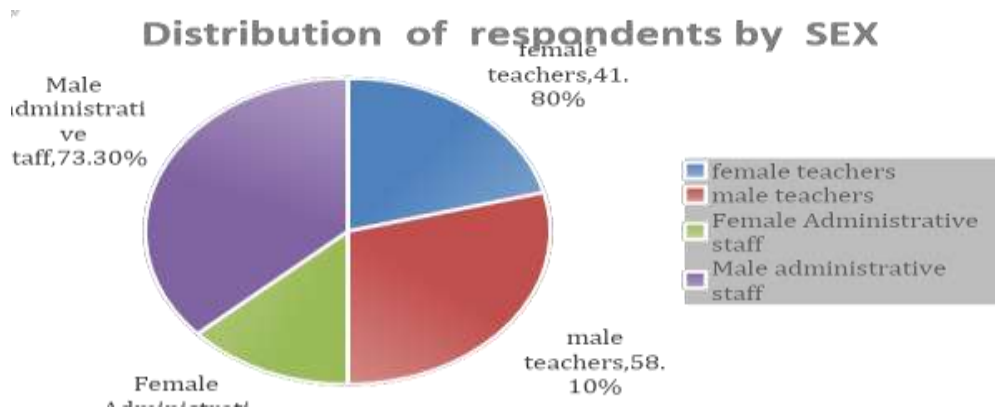
### 4.1 Introduction

This chapter presents research findings and discussion. It analyzes the implication of professional development on Teacher retention in public secondary schools. It involved the demographic characteristics of the respondents and the opinions of teachers, Headteachers, and deputy Headteacher in charge of studies and sector education inspector on; induction and mentoring, career ladder pathway, working conditions, and teacher preparedness. a total of 264 questionnaires were distributed and were all returned, implying a 100% response rate.

#### 4.1.1 Demographic Characteristics of Respondents

To assess the implication of professional development on teacher retention it was imperative to establish the demographic characteristics of the respondents, these included: gender, age, degree, and work experience in the school.

**Figure 1: Distribution of Respondents by Gender/sex**



As indicated in Figure 4.1.1. the percentage of male and female respondents was unequal with a slight difference for teachers, (58% males versus 42% females) but with a big difference for administrative staff, (73% males versus 27% females). The researcher noticed that the difference in the distribution of gender in administrative staff would not affect the participation of both males and females and would not negatively influence the findings of the research on the implication of professional development on teacher retention because the number of administrative staff is very small compared to the rest of the respondents. The researcher also noticed that the distribution by gender for teachers has slight differences between males and females (58% versus 42%) that it would not affect the outcomes of the research, therefore the distribution by gender in this study

was normal, implying that gender characteristics that would influence the relationship under investigation were minimized.

#### 4.1.2. Distribution of Respondents by Age

**Figure 2:** Below is the distribution of the ages of respondents, teachers, and administrative staff.

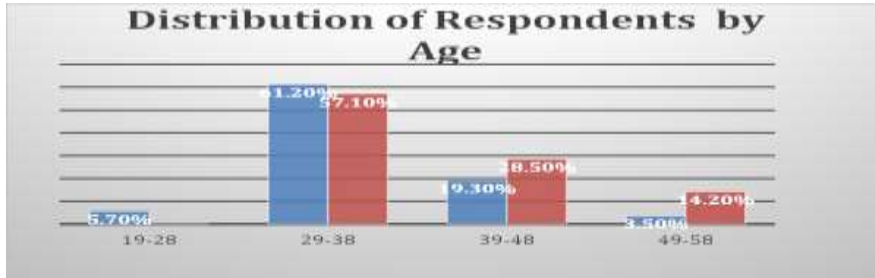
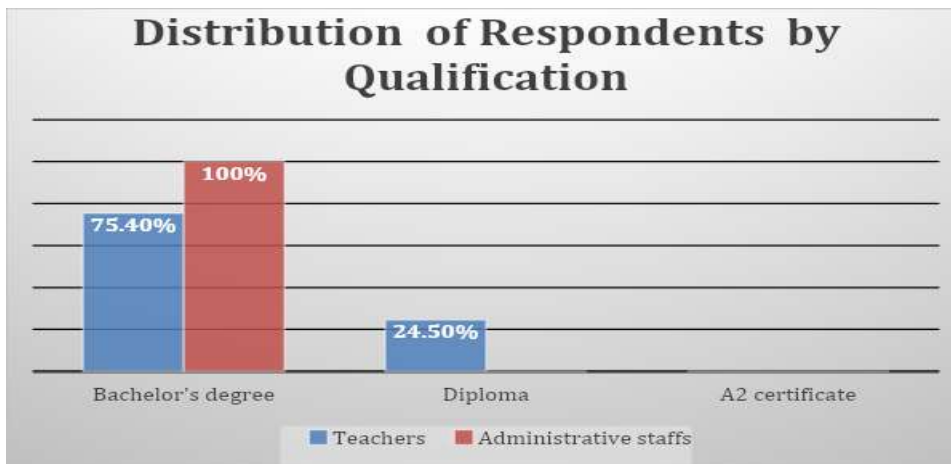


Fig 2 indicates that a large number of teachers (61,20%) and administrative staff (57.10%) are observed in the range of 29-38 years which means that setting the measures to retain them in schools is needed because they are still young and ambitious which may push them to leave the career. A proportion of 5,7% of the teachers sampled were aged below 29 years. The age range of 19-28 constituted 5,7% 19,3% were between 39-48 and 3,5% were between 49-58 years. Invariably, most of the teachers and administrators were generally adults. Therefore, with this age in schools, experience in life and family stability seemed to dominate the employability thus age qualified as an intervening variable.

#### 4.1.3 Distribution of Respondents by Qualification

**Figure 3:** Summarizes the distribution of teachers and administrative staff qualifications.



Source: primary data (researcher 2023)

Figure 4.3 indicates that 72.6% of teachers and 100% of administrative staff hold A0 (Bachelor's Degree) while 24,5% hold A1 (Diploma) the degree which is required to work in secondary schools of Rwanda, Nyabihu district included. The fulfillment of this requirement of qualification implies the primary point of motivation for any employee to work with full security. This means that all staff in schools are qualified for teaching career and it reflects the literature that the qualification of the teacher positively influences the pedagogical capabilities of the teacher (Abe, 2014) where the training that teachers undergo is found to equip them with professional skills and competencies for managing the school.

#### 4.1.4. Distribution of respondents by working experience

**Figure 4: Teachers and administration experience**

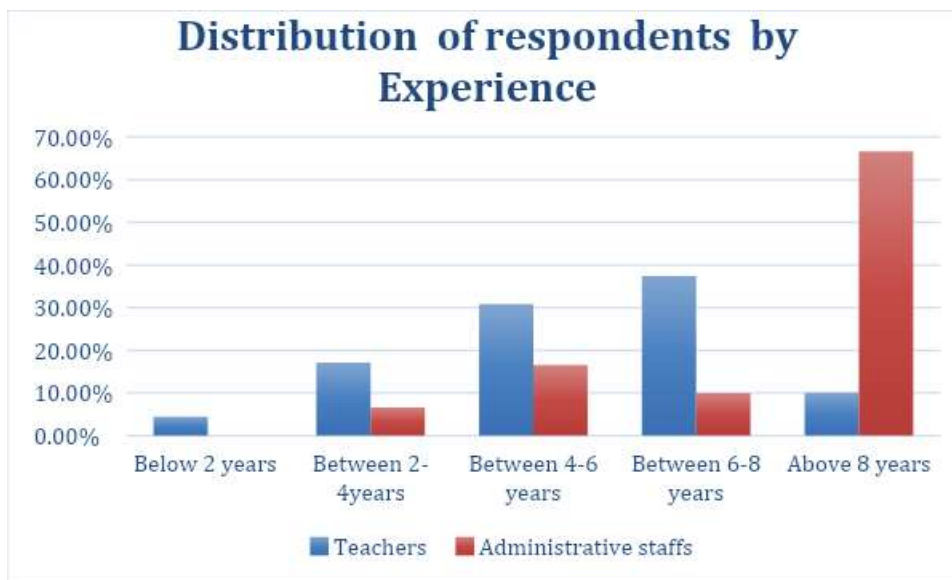


Figure 4, Teachers and administration experience shows that most of the teachers and the administrators (above 75%) had more than 4 years of working experience as follows: 68% of administrative staff and 10% of teachers have more than eight years of experience, 10% of administrative staff and 38% of teachers have between 6 and 8 years of experience, 17% of administrative staff and 30% of teachers have between 4 and 6 years of experience while 25% had less than 4 years of experience. According to Albert Einstein, the more one is experienced the more expertise he/she has. So, having a four-year work experience would mean having stability to stay in the profession, which would pull up teacher retention in the school.

## 4.2. Presentation of Findings

This study was guided by four objectives. The first was to assess the contribution of induction and mentoring on teacher retention, the second was to analyze the effect of the career ladder pathway; the third aimed at determining the role of working conditions and the fourth was to identify the contribution of teacher preparedness. All the objectives aimed to prove whether their existence affected their retention. The following sections examine each of the objectives sequentially.

### 4.2.1 Induction and Mentoring

This section presents the respondent's perceptions on induction and mentoring of novice teachers, and the emphasis was on issues such as availability of induction and mentorship programs, awareness of induction and mentorship availability and its accessibility, and if the retention of teachers is influenced by the induction and mentoring program in a school. The induction and mentoring as a variable contains 5 items on the questionnaire and teachers were requested to indicate the level at which each item is practiced in the school. The results above subscale are summarized in Table 4.1

#### 4.2.1.1 Teachers' response to induction and mentoring

Variables	5	4	3	2	1	
<b>Induction and Mentoring</b>	Strongly Agree %(n)	Agree%(n)	Not sure%(n)	Disagree %(n)	Strongly Disagree%(n)	Mean score
The new teachers are inducted to be enabled in the education profession and career	3.6(9)	9.3(23)	12.9(32)	31.5(78)	34(85)	2.09
First-year teachers are often assigned the same tasks as more experienced teachers in a school	8.5(21)	8.5(21)	8.5(21)	30.6(76)	37(88)	2.17
Teachers often remain in the teaching profession due to the induction and mentoring program	6(10)	9.7(24)	11.3(28)	31(77)	37(88)	2.08
The school has a Mentor and he/she organizes academic	7.1(15)	9.7(24)	14.5(36)	32.3(80)	29.8(74)	2.22

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contact in which teachers meet once per week, month, or term						
All teachers understand the role of induction and mentoring in their teaching career and various topics assigned help them to enhance the teaching profession	12(26)	9.3(23)	9.3(23)	30.2(75)	33.9(84)	2.22

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Table 5: Teachers’ response to induction and mentoring

Responses to each of the statements about teachers’ induction and mentoring were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.1 according to this table, 34% of respondents strongly disagreed and 31.5% disagreed that new teachers are inducted which shows that this dimension is poorly planned during teachers’ recruitment. The findings indicated that more than 30% strongly disagreed and 30,6% disagreed that first-year teachers are often assigned the same task the same as more experienced teachers. This indicates that when a new teacher is recruited, no particular course to integrate them into the profession or assignment to tasks as fellow experienced ones, they only do this if there is no bench on the same post as said in the interview conducted during this study, furthermore more than 35% strongly disagreed and 31% disagreed that teacher remains in the profession due to the induction and mentoring, 29,8% strongly disagreed and 32,3% disagreed that the school has a mentor who organizes academic contact in which teachers meet once per week, month or term. 33,9% strongly disagreed and 30.2 disagreed with their understanding of the role of induction and mentoring in their teaching career and the role of the various topics assigned to help them enhance the teaching profession. It was observed that only a small percentage, less than 25% of the respondents have positively supported each of the items on this questionnaire assigned to teachers about inductions and mentoring. For example, only 10% show that they understand the role and importance of induction and mentoring while those who are stable and gain skills about this dimension confirm that teachers remain in the profession due to this dimension, the induction and mentoring as a relationship between people with a goal of professional development have to be enforced to pull teachers to remain in the profession hence,

a confirmation of the literature from John Holloway, (2001) who found out in a comparative study that 20% of mentored teachers returned to teach a second year, claiming feelings of achievement as a result of mentorship compared to 5% of teachers who were not mentored thus retention rates were higher for teachers who participate in mentoring programs. In addition, during informal conversations with teachers about why teachers are not motivated to remain in their profession, teachers who participated in this study revealed that new teachers are not inducted, and, maybe, administrative not aware of the existence of induction and mentoring programs, because they never heard them talking about it, and as soon as teachers are recruited, they are immediately placed to commence teaching which after all, when these teachers find it complicated, the remaining feeling is to leave the job. Seeking to deepen the strategies that help new teachers to at least resist for their first days in teaching, teachers revealed that most of the new teachers adopt self-coaching to be integrated into the teaching profession, by this induction and mentoring as said by teachers need to be empowered by school leaders so that all new recruited teachers have to be integrated in teaching career this contribute to the retention of teachers in public secondary school of nyabihu district.

#### 4.2.1.2 Director of studies responses on induction and mentoring

Variables	SA % (n)	A % (n)	Ns % (n)	D % (n)	SD % (n)	Mean Score
<b>Induction and Mentoring</b>	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	
The new teachers are inducted to be enabled in the education profession and career			13.3(2)	46.6(7)	40.1(6)	2.14
First-year teachers are often assigned the same tasks as more experienced teachers in a school			6.6(3)	42(8)	17.6(4)	1.71
Teachers often remain in the teaching profession due to the induction and mentoring	13.3(2)	6.6(1)	26.6(4)	33.3(5)	20(3)	3.57

Table 6: Director of studies response on induction and mentoring

The school has a Mentor and he/she organizes academic contact in which teachers meet once per week, month, or term	6,6(1)	20(3)	40(6)	20(3)	13,3(2)	2.14
All teachers understand the role of induction and mentoring in their teaching career and various topics assigned help them to enhance the teaching profession	6.6(1)	26.6(4)	26.6(4)	35,3(5)	6.6(1)	2.14

Responses to each of the statements about teachers' induction and mentoring were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agree or, on the other extreme, strongly disagree with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.2. According to this table, most of the directors of studies, 40.1%(6/15) strongly disagreed and 46.6%(7/15) disagreed that the novice teachers are inducted in line with the induction program of new teachers, moreover, 17.6%(4/15) of the directors of studies strongly disagreed and 42%(8/15) disagreed that the first year teachers are often assigned the same tasks as more experienced teachers in a school. Furthermore, 20%(3/15) strongly disagreed and 33.3%(5/15) disagreed that teachers remain in the teaching profession due to the induction and mentoring program. These statistics are followed by uncertainties of a large number of directors of studies who are not sure if the new teachers are inducted to be enabled in the education profession and career 13.3%(2/15) or if the first-year teachers are often assigned the same tasks as more experienced teachers in a school 6.6%(3/15) and if teachers often remain in teaching profession due to the induction and mentoring program 26.6%(4/15). One of the responsibilities of the Director of Studies should be having a concern about the capability and experience building for a teacher to be more comfortable and confident to deliver. contrary, the findings indicate that the DOSs are not only active in inducting and mentoring new teachers but also they are not aware of what is required for a new teacher to integrate well into the teaching profession which might be the reason why the turnover of secondary teachers is because new teachers once recruited, they struggle to be integrated themselves in the teaching profession. This shows us how the retention of teachers should be in line with assigning new teachers the same

tasks as experienced ones, therefore this item shows clearly that the move and attrition of some teachers are caused by the lack of integration in the school community which finally create the will of moving or changing the profession, it can be concluded that education officials especially Headteachers and director of education have not welcomed the new teachers well through induction or mentoring them, at this dimension in their interviews, Headteachers replied that they may talk to new teachers in a particular way without necessarily organizing an official welcome ceremony. School administration has to understand the contribution of induction and mentoring in the public secondary school of Nyabihu to maintain teacher retention properly.

#### 4.2.1.3 Head teachers' response to induction and mentoring

**Table 7: Head teachers' Response to induction and Mentoring**

Items/variables	SA %(n)	A %(n)	Ns %(n)	D %(n)	SD %(n)	Mean Score
The new teachers are inducted to be enabled in the education profession and career	6.7(1)	26.7(4)	26.7(4)	13.3(2)	26.7(4)	1.67
First-year teachers are often assigned the same tasks as more experienced teachers in a school	6.7(1)	20(3)	6.7(1)	6.7(1)	20((3)	1.67
All teachers understand the role of induction and mentoring in their teaching career and various topics assigned help them to enhance the teaching profession		13.3(2)	40(6)	40(6)	6.7(1)	1.88
The school has a Mentor and he/she organizes academic contact in which teachers meet once per week, month, or term	26.7(4)	40(6)	20(3)	6.7(1)	6.7(1)	1.67

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Teachers often remain in the teaching profession due to the induction and mentoring	6.7(1)	6.7(1)	20(3)	40(6)	26.7(4)	2.00
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Responses to each of the statements about teachers' induction and mentoring were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.3. As evidenced in table 4.3, according to 15 Headteachers who participated in this study, 26,7% (4/15) strongly disagreed and 13,3% (3/15) disagreed that the new teachers are inducted to be enabled in the education profession and career induction, while 26,7% (4/15) of the head teachers are not sure if new teachers are inducted to be enabled in the education profession and career induction. This is a crucial paradigm that most of the schools' administration have no clue about the necessity to conduct induction on new teachers. In addition, 20%(3/15) of the head teachers strongly disagreed, while 6,7%(1/15) disagreed and 6.7%(3/15) were not sure if the first-year teachers are often assigned the same tasks as more experienced teachers in a school. Moreover, 6.7%(3/15) of the head teachers strongly disagreed and 40%(6/15) disagreed that all teachers understand the role of induction and mentoring in their teaching career and various topics assigned to help them enhance the teaching profession while 40% (6/15) of the head teachers are not sure if teachers understand the role of induction and mentoring in their teaching career and various topics assigned to help them to enhance teaching profession. These findings confirm again that induction and mentoring is a practice of some schools and a concern of a small number of head teachers of secondary schools in Nyabihu district as it was mentioned by several Head Teachers in an interview who categorically pointed out that induction and mentoring as an ongoing program is done in their school. This is in line with Taylor (2002), who described professional development as a process of providing a variety of professional support services to newly hired teachers and educational experts under the supervision of professional staff to enable entry into the education profession. One Head Teacher emphatically said that induction and mentoring as a set of different rubrics that enable teachers to accomplish their tasks effectively, even teachers know that there are different ways of enhancing their career day by day; they can be dealt with accordingly. "To me, induction and mentoring have some impact on teacher retention but to some extent. Teacher retention is influenced by

many factors which you, as educationists, also know. You know these teachers have different educational backgrounds; some come to teach here from different areas such as rural or urban areas, different universities and programs. We don't have the same capacity and skills in education that may pull or push one to move or to remain." This assertion seems to indicate that head teachers do not even feel and hold their responsibility to organize induction and mentoring time for new teachers but seemingly attribute this responsibility to teachers themselves that they have to fight for their adaptability to the career which contradicts Holloway, (2001); Ingersoll & Smith, (2003); Ingersoll & Strong, (2011); Smith & Ingersoll, (2004); Strong & St. John, (2001) who affirmed that mentoring is a typical aspect of teacher education and professional development for new teachers. In this statement, the authors highlight the importance of mentoring which should be organized by head teachers therefore contributing to the retention of teachers in public secondary school of Nyabihu.

#### 4.2.2 Career Ladder Pathway

A career path is a progression road map including short and long-term goals, the process of choosing a vocation strengthening your abilities, and progressing along a career path is known as career development, across the globe, teacher attrition is a recurrent issue, novice and beginning teachers abandon the profession within the first five years (Gallant & Riley,2014), this dimension is taken into account to verify whether career ladder pathway is the factor of pulling teachers to remain in the profession

##### 4.2.2.1. Teachers' response to career ladder pathway

**Table 8: Teachers' response to career ladder pathway**

Variables	5	4	3	2	1	
<b>Career Ladder Pathway</b>	Strongly Agree % (n)	Agree% (n)	Not sure% (n)	Disagree % (n)	Strongly Disagree % (n)	Mean Score
Career development helps teachers deliver a productive teaching activity and remain in the career	6.9(17)	6.9(17)	8.9(22)	39.9(99)	29(72)	2.15

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The career ladder pathway helps teachers boost the spirit of creating a well conducive working environment and remain in their respective schools	8.1(20)	10.5(25)	23.4(58)	30(61)	25.4(63)	2.46
Career development is important and gives teachers a feeling of self, pride and a place to apply and contribute	7.7(19)	10.1(25)	16.9(42)	27.4(68)	29.4(73)	2.33
Career development assists teachers in identifying their abilities, and talents and how to apply them in teaching job	10.1(25)	12.5(31)	17.5(43)	31.9(79)	19.8(49)	2.58

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Responses on each of the statements about career ladder pathways were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.4. This table indicates various perceptions and experiences of teachers regarding career pathways for their retention in schools whereby the majority of the respondent teachers have positioned themselves on the side of disagreement. The findings indicate that 29%(72) and 39.9%(99) of the total 227 teachers who participated in this study strongly disagreed and disagreed, respectively, to have had experienced career development that would help them to deliver productive teaching activities for them to remain in the profession with confidence, and 8.9%(22) are not sure if career development helps the teacher to deliver a productive teaching activity and remain in the career. In addition, 25.4(63) strongly disagreed and 30%(61) disagreed that the career ladder pathway boosts the spirit of creating a well conducive working environment and remaining in their respective schools. Moreover, 29.4%(73) strongly disagreed and 27.4%(68) disagreed that the process in place for career development is important and gives teachers a feeling of self, pride, and a place to apply and contribute. Furthermore, 19.8%(49) strongly disagreed and 31.9%(79) disagreed that career development processes in place assist teachers to identify their abilities, and talents and how to apply them to teaching jobs. The findings indicate that a small percentage of 227 teacher respondents confirmed that they agree or strongly agree with each of the statements under the point of career ladder pathway, which

recommends to the educationist the green light of raising awareness amongst teachers about career ladder pathway as one way to grow teacher professional development, thus teacher motivation for this showed the effect of career ladder pathway as a way of impacting teacher retention in the public secondary school of nyabihu.

#### 4.2.2.2 Director of Studies Response on Career Ladder Pathway

**Table 9: Director of Studies Response on Career Ladder Pathway**

Variables	SA %(n)	A %(n)	Ns %(n)	D %(n)	SD %(n)	Mean Score
Career development helps teachers deliver a productive teaching activity and remain in the career	6,6(1)	6,6(1)	40(6)	26,7(4)	20(3)	2.14
The career ladder pathway helps teachers to boost the spirit of creating a well conducive working environment and remain in their respective school	6,6(1)	13,3(2)	20(3)	40(6)	20(3)	2.14
Career development is important and gives teachers a feeling of self, pride and a place to apply and contribute		33,3(5)	26,6(4)	26,6(4)	13,3(2)	2.14
Career development assists teachers in identifying their abilities, and talents and how to apply them in teaching job		46,7(7)	40(6)	13,3(2)		2.14

Responses on each of the statements about the career ladder pathway were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.5. This table summarizes the responses from 15 directors of studies on teachers' career ladder pathways. It was observed that a large number of the directors in charge of studies have not even taken responsibility to inform themselves about teaching career development pathways, as one of the means to retain teachers, to pave ways to support secondary teachers' professional development. This is supported by the findings which indicate 40%(6/15), 20%(3/15), 26,6% (4/15), and 40%(6/15) of the Directors of Studies respectively responded that

they are not certain that career development helps teachers to deliver productive teaching activities, boosts the spirit of a conducive working environment, gives a feeling of pride and confidence to apply teaching and identify their ability, talents and how to apply them in a teaching job. This means that they are among the agents that may lead to teachers' demotivation and turnover instead of being agents of teachers' retention through paving the career development strategies that enable them to deliver productive teaching and remain in their careers. Before this observation, the findings indicated again that the majority of the directors in charge of studies (DOS) had expressed their stand of disagreement (20%(3/15) strongly disagreed and 26.6%(4) disagreed that the career ladder paddler pathway helps teachers to deliver a productive teaching activity and remain in the career, while 40%(6) strongly disagreed and 20%(3) disagreed that career ladder paddler pathway helps to boost the spirit of creating a well conducive working environment and remain in their respective school. Moreover, 26,6%(4) strongly disagreed and 13,3%(2) disagreed that career development is important and gives teachers a feeling of self-confidence and pride, however, 36,6%(7) agreed against 13,3%(2) disagreed that career development assists teachers to identify their ability, talents and how to apply them in teaching. This last statement shows the DOS's understanding of what career development role should be in terms of discovering individual abilities which are unfortunately being under-exploited and practiced in secondary schools of Nyabihu District there fore teachers have to understand the effect of career ladder to teaching job hence the retention of teachers

#### 4.2.2.3 Head teachers' responses on the career ladder pathway

**Table 10: Head teachers' Responses on Career Ladder Pathway**

Variables	SA %(n)	A %(n)	Ns %(n)	D %(n)	SD %(n)	Mean score
Career development helps teachers deliver a productive teaching activity and remain in the career	13.3(2)	20(3)	13.3(2)	40(6)	13.3(2)	2.00
The career ladder pathway helps teachers to boost the spirit of creating a well	6.7(1)	13.3(2)	6.7(1)	46.7(7)	26.7(4)	1.56

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conducive working environment and remain in their respective school

Career development is important and gives teachers a feeling of self, pride and a place to apply and contribute

20(3)	20(3)	13.3(2)	33.3(5)	13.3(2)	1.89
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Career development assists teachers in identifying their abilities, and talents and how to apply them in teaching job

26.7(4)	26.6(4)	20(3)	26.7(4)	1.67
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Responses on each of the statements about the career ladder pathway were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.6. As depicted in this table, the head teachers have expressed their responses on teaching career ladder pathway development, and the tendency of the majority of them is directed towards the disagreement side of the statements under career pathway development. This is proven by the fact that 13.3%(2) strongly disagreed and 40%(6) disagreed that career development helps teachers to deliver a productive teaching activity and remain in their career while 13.3%(2) have expressed their uncertainty on this statement. In addition, of the head teachers who participated in this study, 26.7%(4) strongly disagreed and 46.7%(7) disagreed that the career ladder pathway helps teachers boost the spirit of creating a well conducive working environment and remain in their respective schools. Moreover, 13.3%(2) strongly disagreed and 33.3%(5) disagreed that career development is important and gives teachers a feeling of self, pride, and a place to apply and contribute. However, more than 50% of the head teachers, 26.7%(4) strongly agreed and 26.6%(4) agreed that career development assists teachers in identifying their abilities, and talents and how to apply them in teaching, which means that once career development is enhanced, it has to boost teachers' morale and being productive in their professional activities which would play a big role in teacher retention that results into various advantages such as creating a more stable school atmosphere, improved academic accomplishment among students, and lowers direct and indirect recruitment and replacement costs (Patte, Naomi, Jim & Braenna, 2016)

In general, employees are more engaged when they feel that their employer cares about their professional development and offers ways for them to accomplish their own goals while upholding the company's vision. A career development route gives workers a continuous way to advance their abilities, which may result in promotions, mastery of their existing roles, and transfers to new or different positions, by enhancing morale, career satisfaction, motivation, productivity, and responsiveness in reaching departmental and corporate goals, the implementation of career paths may also have a direct impact on the entire organization.

Despite the responses provided on questionnaires which tended to disapprove of the statements under career pathway development, during the interview session, the head teachers seemed to provide another complementary perception where they revealed that when a teacher is trained and increases the skills, it is a way of retaining him or her to remain the career. During this interview, the head teachers provided an example of the Ministry of Education which is currently providing scholarships to teachers in the profession to increase their education levels, they have said that the career ladder pathway is a collective responsibility that may involve different education partners like MINEDUC, REB, and NGOs aimed to build capacity of teachers. However, they mentioned that though these mechanisms have started being implemented, when the teachers have increased their level of education, they are likely to leave the host schools. One head teacher said: “When a teacher completes a certain level of education, they are likely to move to other schools once they have succeeded employment test, they get discouraged once they fail the test, and this also leads to the move which also caused attrition of teachers than being promoted at the same school or leave the profession despite of the experience they already possess, for other opportunities, in education of public secondary school all the concern have to understand more the effect of career ladder path way on teacher retention because when a teacher complete a certain level of education is likely to stay than shifting ,so school leaders have to set measures to support teachers through capacity building .

#### **4.2.3 Working Environment**

Working conditions are seen as the way schools, teaching, and learning are organized in terms of time, space, resources, workload, and task variation. When working conditions are well set in schools, teachers are motivated to be productive. Ensuring that teachers have ongoing chances to build skills to meet the different needs of learners adds to a good and supportive working

environment.

The table below indicates how teacher respondents express their feelings about the working environment and how it helps in teacher retention as a factor of professional development

#### 4.2.3.1. Teachers’ responses on working conditions

**Table 11: Teachers’ response to working conditions**

Source: primary data (researcher 2023)

Variables	5	4	3	2	1	
<b>Working Conditions</b>	S A %(n)	A %(n)	NS%(n)	D%(n)	S D%(n)	Mean Score s
Teachers are likely to stay in their career once there is a well conducive working place	9.7(22)	10.7(23)	10.7(23)	30.2(75)	33.9(84)	2.22
Working circumstances support teachers and promote their feelings and mindset about their profession	7.4(17)	7.4(17)	9.6(22)	43.6(99)	31.7(72)	2.15
Workshops help teachers learn from teachers and attract their retention to the profession	8.1(20)	11(25)	25.9(59)	26.8(61)	27(62)	2.47
When working workplace is conducive teachers are motivated, productive, creative, and satisfied which retains them in the profession	7.7(19)	11.1(25)	18.9(42)	29.9(68)	32.1(73)	2.33

Working conditions are one of the factors that influence employee retention and turnover. A healthy working environment pulls employees to work productively and stay for a long period. In this study, teachers have expressed their different perceptions and feelings on this dimension, mentioning the situation of each statement at their place of work. Responses to each of the statements about working conditions were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each

statement was calculated through SPSS for each statement as depicted in table 4.7. The findings indicated that 33.9%(84) strongly disagreed and 30.2%(75) disagreed that teachers are likely to stay in their careers once there is a well-conducive working place. In addition, 31.7%(72) strongly disagree and 43.6%(99) disagree that working circumstances support teachers and promote their feelings and mindset about their profession. Moreover, 27%(62) strongly disagree and 26.8%(61) disagree that workshops help teachers learn from teachers and attract their retention to the profession. Furthermore, 32.1%(73) strongly disagree and 29.9%(68) disagree that when the workplace is conducive, teachers are motivated, productive, creative, and satisfied, retaining them in the profession. Apart from the above teachers' perceptions, it was found that 10.7%(23), 9.6%(22), 25.9%(59) and 18.9(42) are, respectively, not sure of each of the actions expressed in the above statement.

#### 4.2.3.2 Directors of studies on working conditions

Table 12: DOSs' responses on working conditions

Variables	SA %(n)	A %(n)	Ns %(n)	D %(n)	SD %(n)	Mean Scores
Teachers are likely to stay in their career once there is a well conducive working place	13,3(2)	20(3)	13,3(2)	35.3(6)	11.8(2)	2.14
Working circumstances support teachers and promote their feelings and mindset about their profession	6,6(1)	20(3)	26.6(4)	36.6(6)	6.6(1)	2.14
Workshops help teachers learn from teachers and attract their retention to the profession	6,6(1)	13,3(2)	13,3(2)	40(6)	26,6(4)	1.86
When working workplace is conducive teachers are motivated, productive, creative, and satisfied which retains them in the profession		6,6(1)	26.6(4)	36,6(6)	26,6(4)	2.00

Responses to each of the statements about working conditions were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.8. According to this table, the directors of studies have demonstrated their positions on statements about working conditions in the schools. The findings indicated that 13,3%(2) strongly disagreed and 36,6%(6) disagreed that teachers are likely to stay in their career once there is a well conducive working place. In addition, 6,6%(1) strongly disagree and 36,6%(6) disagree that working circumstances support teachers and promote their feelings and mindsets about their profession. Moreover, 26,6%(4) strongly disagree and 36,6%(6) disagree that workshops help teachers learn from teachers and attract their retention to the profession. Furthermore, 26,6%(4) strongly disagree and 36,6%(6) disagree that when the workplace is conducive, teachers are motivated, productive, creative, and satisfied which retains them in the profession. On top of the latter perceptions on the side of directors of studies, it was found out that 13,3%(2), 26,6%(4), 13,3%(2), and 26,6(4) of them are, respectively, are not sure of each of the actions expressed in the above statements, so working condition have to be empowered in public secondary school where teachers feels like they partners of school leaders and be involved in decision marking which made the environment to be well conducive hence the retention of teacher in the same public school.

#### 4.2.3.3 Head teachers' responses on working conditions

**Table 13: Head teachers' responses on Working conditions**

Variables	SA %(n)	A %(n)	Ns %(n)	D %(n)	SD %(n)	
<b>Working environment</b>	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Mean scores

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Teachers are likely to stay in their career once there is a well conducive working place	6.7(1)	26.7(4)	20(3)	33.3(5)	13.3(2)	1.67
Working circumstances support teachers and promote their feelings and mindset about their profession.	13.3(2)	26.7(4)	20(3)	26.7(4)	13.3(2)	1.6 7
Workshops help teachers learn from teachers and attract their retention to the profession	13.3(2)	13.3(2)	13.3(2)	33.3(5)	26.7(4)	2.67
When working workplace is conducive teachers are motivated, productive, creative, and satisfied which retains them in the profession	13.3(2)	13.3(2)	13,3(2)	33.3(5)	26.7(4)	1.88

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Concerning the observance of tab 4.9, the head teachers have demonstrated their views on working conditions that exist in the schools they lead. Their responses to each of the statements about working conditions were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.9. The findings indicated that 13.3%(2) strongly disagreed and 33.3%(5) disagreed that teachers stay in their career at their schools because it is well conducive working place. In addition, 13.3%(2) strongly disagreed and 26.7%(4) disagreed that working circumstances in schools, support teachers and promote their feeling and mindset about their profession. Moreover, 26.7%(4) strongly disagreed and 33.3%(5) disagreed that workshops in place help teachers learn from colleagues and attract their retention to the profession and finally 26.7%(4) strongly disagreed and 33.3%(5) there is no conducive working place which can make teachers feel motivated, productive, creative and satisfied and remain in the profession

#### **4.2.4 Teacher preparedness**

Headteachers, DOSs, and teachers have expressed their views and perceptions on teacher preparedness in the teaching profession. The findings summarized in Table 4.10 generally indicate

that respondents disapproved of the statements about their preparedness for a teaching career.

#### 4.2.4.1. Teachers' response to teacher preparedness

**Table 14: Teachers' response to Teacher preparedness**

Variables	5	4	3	2	1	
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Mean Scores
Teachers deliver productive, interesting lessons if he/she prepares for teaching classes that help him/her to feel well about the profession.	5.9(25)	7.9(21)	20(43)	39.9(79)	29.0(49)	2.58
Teaching preparation is important and helps to build the skills and tactics needed to improve as a teacher	9.7(22)	10.1(23)	10.1(23)	33(75)	37(84)	2.22
Preparation and planning are important aspects of good teaching and pull teachers to stay in the profession	7.5(17)	7.5(17)	9.7(22)	43.6(99)	31.7(72)	2.15
Teachers who discovered more methods related to training are more likely to remain in the classroom	7.7(20)	10.19(25)	16.9(57)	27.4(61)	29.4(63)	2.51

Responses to each of the statements about teacher preparedness were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.10. In this table, the teacher respondents accounting to 29%(49) strongly disagreed and 39.9(79) disagreed that the teacher who prepares for teaching classes delivers productive and interesting lessons, and 20%(43) were not sure. In addition, 37%(84)

strongly disagree, 33%(75) disagree and 10.1%(23) are not sure of the importance of teaching preparation which helps to build the skills and tactics needed to improve. Moreover, 31.7%(72) strongly disagree and 43.6(99) disagree on the point that preparation and planning are important aspects of good teaching and pull teachers to stay in the profession in the secondary schools of Nyabihu. Furthermore, 29.4(63) strongly disagree and 27.4%(61) disagree that teachers who discovered more methods related to training are more likely to remain in the classroom.

#### 4.2.4.2. Director of studies' responses on teacher preparedness

**Table 15: Director of studies' responses on teacher preparedness**

	5	4	3	2	1	
<b>Teacher Preparedness</b>	SA %(n)	A%(n )	NS%( n)	D%(n)	SD%(n)	Mean Scores
Teachers deliver productive, interesting lessons if he/she prepares for teaching classes that help him/her to feel well about the profession		26,6(4)	40(6)	26,6(4)	6,6(1)	2.14
Teaching preparation is important and helps to build the skills and tactics needed to improve as a teacher	13,3(2)	20(3)	53,3(5)	20(3)	6,6(1)	2.00
Preparation and planning are important aspects of good teaching and pull teachers to stay in the profession	6,6 (1)	13(2)	20(3)	46,6(7)	13,3(2)	2.14
Teachers who discovered more methods related to training are more likely to remain in the classroom.			36,6(5)	42(7)	20(3)	2.14

Table 4.11 summarizes the findings from the director of studies about teacher preparedness. Responses to each statement about teacher preparedness were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.11. They indicate that 40%(6) of the respondents confirm that they are not sure if the teachers deliver production ,interesting lesson if he prepare for teaching classes that help to feel well the profession ,this means that there is unclear information about preparation of teachers in preparation on this item 26.6% (4) disagreed on this dimension means that there is no clear preparation on side of teachers however the same trends is seen where 26.6% agreed that if a teacher prepare for teaching classes by delivering productive and interesting lesson ,regarding the following dimensions it is seen that some respondents agreed or disagreed whether teacher preparation is important aspect of teaching which pull teachers to stay in the profession therefore the rate of response confirm that some teacher don t prepare which affect them to move due to unproductive work in their respective schools ,effective preparation demonstrate the passion toward the profession ,the respondents didn't feel the benefit and strategies of preparation such training got for teaching ,daily or weekly planning which might shows every one that a teacher is ready for any activities and coaching in which a teacher collaborate with senior teachers to advance the skills and prepare for teaching activities

#### 4.2.4.3. Head Teachers Responses Teacher Preparedness

	5	4	3	2	1	
<b>Teacher Preparedness</b>	SA %(n)	A%(n)	NS%( n	D%(n)	SD%(n)	Mean Scores
Teachers deliver productive, interesting lessons if he/she prepares for teaching classes that help him/her to feel well about the profession	6,6(1)	13.3(2)	26,6(4)	40(6)	13.3(2)	1.67

Teaching preparation is important and helps to build the skills and tactics needed to improve as a teacher	13,3(2)	13,3(2)	20(3)	36,6(5)	20(3)	1.88
Preparation and planning are important aspects of good teaching and pull teachers to stay in the profession	13,3(2)	46,6(7)	13,3(2)	20(3)	6,6(1)	1.67
Teachers who discovered more methods related to training are more likely to remain in the classroom.	13,3(2)	20(3)	26,6(4)	13,3(2)	20(3)	1.67

Table 16: Headteacher Responses Teacher Preparedness

Effective preparation helps teachers meet the needs of the students, teacher turnover is sometimes driven by a lack of effective preparation which impact negatively educational outcome intended. Responses to each of the statements about teacher preparedness were analyzed in a table using percentages. The respondents were requested to demonstrate if, on one extreme, they strongly agreed or, on the other extreme, strongly disagreed with the statements which they did successfully, and the mean score for each statement was calculated through SPSS for each statement as depicted in table 4.12. As shown in this table, more than 40% of the respondents disagree or strongly disagree that teachers deliver productive, interesting lessons due to preparation however some of the respondents agreed that this helps, 36,6% disagree and 20% strongly disagree that teaching preparation is important and help to build the skills and tactic this means that the respondents don't understand well the benefits of preparation and how it helps in teacher retention because preparation practice help teachers to improve and being independent professionally.

In the meantime, during interview sessions, the Head Teachers affirmed that teacher preparedness is one of the crucial components that teachers as well as administrative are convinced is a very key factor in the teaching profession and can boost teachers' career development. This conforms with the views of teachers and Kippich & Knap, (2001) who posit that understanding teacher preparedness is important and helps build skills and tactics needed to improve teaching.

During this same interview, Head Teachers confirmed that most teachers prepare teaching

materials to implement school teaching-related activities. Nonetheless, it was pointed out that some teachers failed to prepare regularly. One head teacher remarked that preparation involves different activities taken by the teacher for effective production, the head teacher mentioned that preparation helps teachers to be integrated into the career rather than being unprepared, he also said that a prepared teacher feels the love of the career while an unprepared one thinks always to move and leave the profession due to the lack of productive work among students and confidence.

### 4.3. RELATIONSHIP BETWEEN PROFESSIONAL DEVELOPMENT AND TEACHER RETENTION

As discussed, the contribution of induction and mentoring on teacher retention earlier, the independent variables induction and mentoring were correlated with the dependent variable (teacher retention

**Table 17: contribution of induction and mentoring on teacher retention**

		induction and mentoring	teacher retention
induction and mentoring	Pearson Correlation	1	-.065
	Sig. (2-tailed)		.330
	N	227	227
teacher retention	Pearson Correlation	-.065	1
	Sig. (2-tailed)	.330	
	N	227	227

\*. Correlation is significant at the 0.05 level (2-tailed).

The discussion revealed that there was no planned induction and mentoring program in sampled schools, the correlation was significant at 0,05 level and this implied that teacher retention was not effectively enforced in schools thus teacher became more reluctant in the participation in induction and mentoring.

**Table 18: The effects of Career ladder path way were analyzed below**

Correlations	
	Career ladder pathway
teacher retention	

career ladder pathway.	Pearson Correlation	1	-.010
	Sig. (2-tailed)		.885
	N	227	227
teacher retention	Pearson Correlation	-.010	1
	Sig. (2-tailed)	.885	
	N	227	227

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

The correlation was found to be significant at 0,01 level in the relationship and the response to the career ladder pathway items were related at an average of mean scores of 2,46, this means that career development has great effect on teacher retention.

**Table 19: The role of working condition is discussed and analyzed in table below**

		Correlations	
		working condition	teacher retention
working condition	Pearson Correlation	1	-.400
	Sig. (2-tailed)		.374
	N	7	7
teacher retention	Pearson Correlation	-.400	1
	Sig. (2-tailed)	.374	
	N	7	7

\*. Correlation is significant at the 0.05 level (2-tailed).

As discussed in literature review, working condition plays a great role in teacher retention, the items discussed on this dimension correlate to the teacher retention at 0,05 level thus there was an importance of working condition on teacher retention as if when the working place is well conducive this pulls teacher to remain in the profession.

**Table 20: the contribution of teacher preparedness on teacher retention**

		Correlations	
		teacher preparedness	teacher retention
teacher preparedness	Pearson Correlation	1	.065
	Sig. (2-tailed)		.326
	N	227	227
teacher retention	Pearson Correlation	065	1
	Sig. (2-tailed)	326	

The overall discussion combined all the items of the independent variables and analyze their contribution on teacher retention in the selected schools, the table indicate that there was correlation between independent variable and dependent variables which make teacher preparedness significant to teacher retention.

#### **4.4. QUALITATIVE FINDINGS FROM HEADTEACHERS AND DIRECTORS OF STUDIES**

The interview was carried out with the headteacher and directors of studies to seek their views on professional development and how it related to teacher retention, recorded data was described and analyzed

##### **4.4.1. Induction and mentoring**

During the interview conducted during data collection, one headteacher emphatically said that induction and mentoring as a set of different rubrics that enable teachers to accomplish their tasks effectively, even teachers know that there are different ways of enhancing their career day by day; they can be dealt with accordingly, to me, induction and mentoring have some impact on teacher retention but to some extent, teacher retention is influenced by many factors which you, as educationists, also know. You know these teachers have different educational backgrounds; some come to teach here from different areas such as rural or urban areas, different universities and programs. We don't have the same capacity and skills in education that may pull or push one to move or to remain." This assertion seems to indicate that head teachers do not even feel and hold their responsibility to organize induction and mentoring time for new teachers but seemingly attribute this responsibility to teachers themselves that they have to fight for their adaptability to the career which contradicts Holloway, (2001); Ingersoll & Smith, (2003); Ingersoll & Strong, (2011); Smith & Ingersoll, (2004); Strong & St. John, (2001) who affirmed that mentoring is a typical aspect of teacher education and professional development for new teachers. in this statement, the authors highlight the importance of mentoring which should be organized by head teachers.

The findings indicate that the DOSs are not only active in inducting and mentoring new teachers but also they are not aware of what is required for a new teacher to integrate well into the teaching profession which might be the reason why the turnover of secondary teachers is because new teachers once recruited, they struggle to be integrated themselves in the teaching profession. This

shows us how the retention of teachers should be in line with assigning new teachers the same tasks as experienced ones, therefore this item shows clearly that the move and attrition of some teachers are caused by the lack of integration in the school community which finally create the will of moving or changing the profession, it can be concluded that education officials especially headteachers and director of education have not welcomed the new teachers well through induction or mentoring them, by practicing this effectively and efficiently pull teacher's motivation and feel the character of staying than leaving the profession hence the urgency of dealing with professional development as a way of retaining teachers in schools.

#### **4.4.2. Career Ladder pathway**

During this interview, the head teachers provided an example of the Ministry of Education which is currently providing scholarships to teachers in the profession to increase their education levels, they have said that the career ladder pathway is a collective responsibility that may involve different education partners like MINEDUC, REB, and NGOs aimed to build capacity of teachers. However, they mentioned that though these mechanisms have started being implemented, when the teachers have increased their level of education, they are likely to leave the host schools. One head teacher said: "When a teacher completes a certain level of education, they are likely to move to other schools once they have succeeded employment test, they get discouraged once they fail the test, and this also leads to the move which also caused attrition of teachers than being promoted at the same school or leave the profession despite of the experience they already possess, for other opportunities for this reason school headteachers have to provide the support for teachers for capacity building which finally enable them to be retained.

#### **4.4.3. Working Conditions**

Based on Herzberg's theory, in Nyabihu public secondary schools satisfiers are frequently away from their working environments, and some teachers quit the teaching profession to pursue other careers, according to Ingersoll and Smith (2003), the source of the teacher turnover is mostly due to the working environment in schools, according to Boyd (2009), teachers viewed their working environment to be one of the most important elements in deciding whether or not to stay in the profession, Furthermore, the study shows that job satisfaction has a significant influence on teacher retention. this demonstrates that when teachers are content with how schools are administered, they will continue in the profession, this is reinforced by Ingersoll (2003), who discovered that job

satisfaction determines teacher retention, TSergent (2003) discovered that teachers who believe their job is significant and appreciated are more likely to continue to be vital, dynamic, and contributing members of the school community.

The results of the interviews done in this study from teachers suggest that 65% of headteachers do not always want to involve teachers in decision-making, and 45% of headteachers do not trust their subordinates according to Williams (2003), a lack of administrative support lowers a teacher's self-esteem, frustrates instructors, leaves teachers with nobody to turn for help, and eventually leads to teacher turnover. Without proper administrative support, teachers are more likely to leave teaching or signal their intention to leave. Ismail (2012) revealed that when teachers depart from their positions, the consequences are poor academic accomplishment by students, however, interviewed headteacher and director of studies agreed that in the Nyabihu district working conditions were not well conducive which pushed some teachers to seek transfer or even leave the profession, therefore here is a demand for experienced and trained teacher in the teaching profession because teachers are the guardians of quality education through improvement of working environment.

#### **4.4.4 Teacher preparedness**

During interview sessions, both the head teachers and director of studies affirmed that teacher preparedness is one of the crucial components that teachers as well as administrative are convinced are a very key factor in the teaching profession and can boost teachers' career development. This conforms with the views of teachers and Kippich & knap, (2001) who posit that understanding teacher preparedness is important and helps build skills and tactics needed to improve teaching, in addition, head teachers confirmed that most teachers prepare teaching materials to implement school teaching-related activities. Nonetheless, it was pointed out that some teachers failed to prepare regularly, one head teacher remarked that preparation involves different activities taken by the teacher for effective production, and the head teacher mentioned that preparation helps teachers to be integrated into the career rather than being unprepared, he also said that a prepared teacher feels the love of the career while an unprepared one thinks always to move and leave the profession due to the lack of productive work among students, it is evidenced that most of the teachers in nyabihu district have had challenges of preparation before and during teaching profession, it is with this claim that professional development has an important role to change such character, teachers have to understand the benefit of preparation while joining this career

and during the real work of teaching, a prepared teacher feels the sense of staying than an unprepared who always seeks gap to leave.

## **CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter is fundamentally a recapitulation of the major findings of the study in chapter four concerning the research objectives and review of the related literature. It also provides Conclusions and recommendations.

### **5.1 Summary of the findings**

A summary of the level of professional development and teacher retention in the secondary schools is presented. Also, the relationship between professional development and teacher retention was examined.

Concerning objective number one which is to assess the contribution of induction and mentoring on teacher retention in public secondary schools different views have been expressed on (1) new teacher induction to enable education profession and career, (2) first-year teachers often assigned the same task as experienced teachers in school, (3) the teachers often remain in teaching profession due to induction and mentoring, (4) schools have a mentor to organize academic contact in which teachers meet weekly or monthly, it was found that some sampled schools are aware of the existence of this program but it is done at a slower pace. It was noticed that the school leaders (Head Teachers and DOSs) try to recognize the role of induction and mentoring but they lack an opener to translating them into practices as confirmed by Directors of studies that there were no planned induction and mentoring on newly recruited teachers. Regarding teacher's understanding of the role of induction and mentoring in their teaching career, over 45% of the respondents affirmed that teachers do not have enough information on the role of induction and mentoring and what it can help them in their teaching profession and this effect teacher retention as they are not experiencing loving the job in schools where they teach or even change the career.

The respondent's opinions on objective two which is to analyze the effect of the career ladder pathway on teacher retention in public secondary schools. Generally, Head Teachers, during interview, confirmed that career ladder pathway may be one of the factors that is useful in the reduction of teacher turnover or attrition in different schools though the same respondents through

questionnaire had given different views on the same item whereby 56% of the head teachers disagreed with the statements under career ladder pathway development. While the head teachers indicated double standards on this issue of the role of career pathways in the development of the teacher, the majority of the DOSs and teachers have remained opposed to the fact that this item has been fully used in the secondary schools that underwent this study. It was observed that only 19,1% of the DOSs and 18,3% of teachers stood positive for the statements under career ladder pathway development. This implies that if the career ladder pathway development exists in the schools, it is lowly emphasized and may not contribute much to teacher retention in the Nyabihu District.

The respondents in this study also reacted to objective three which is to determine the role of working conditions on teacher retention. As a key factor in strengthening employee retention in general, this has not faced supportive arguments in this study since the majority of respondents (+56%) have demonstrated that the existing working conditions are not favorable to teacher retention in secondary schools of Nyabihu District. This was observed as the statements (1) teachers are likely to stay in their career once there is a well conducive working place (2) working circumstances support teachers and promote their feelings and mindset about their profession (3) workshops help teachers learn from teachers and attract their retention to the profession (4) when the working place is conducive, teachers are motivated, productive, creative and satisfied which retain them in the profession, all of the four have only been supported by 18% of the teachers and 15% of the directors of studies. While head teachers have again demonstrated two opposite sides. The findings indicated that only 31.6% of the head teachers who participated in the study approved of the four statements under working conditions while during interview sessions the majority of them, more than 50%, supported the role of working conditions in retaining teachers at their schools. In the researcher's analysis, these views were given in two different perspectives. The first perspective which appeared in responding to the questionnaires concurs with the situation of working conditions at their schools while the second perspective during the interviews concurs with ideal thinking of how working conditions should be favorable to employees, including teachers. Both of them are beneficial to the study with some nuance which is that teachers have not fully experienced the working conditions that help them remain in their career for a long time. Finally, the respondents contributed to responding to the fourth item which was about teachers' preparedness. The findings indicated again that the majority of the respondents did not support the

statements under this item. On the side of the teachers, generally, 64% disagreed that (1) teachers deliver productive, interesting lessons if /they prepare for teaching classes which helps him/her to feel well the profession (2) teaching preparation is important and helps to build the skills and tactics needed to improve as teacher (3)preparation and planning are important aspect of good teaching and pull teachers to stay in the profession (4) teachers who discovered more methods related to training are more likely to remain in the classroom. the DOSs have again refuted the statements at 41% the same as the head teachers at 42%. However, the head teachers, have taken another supplementary position similar to the ideal conception of teacher preparedness that is presumably supposed to characterize them in their careers.

They recognize that preparation and planning are important aspects of good teaching and insist that if the teacher falls behind in planning would result in a failure in their profession and may lead to teacher turnover. They also recognize their hand in teacher preparedness as a key factor in creating a place for teacher confidence.

## **5.2 Conclusion**

The study dealt with the implication of professional development on teacher retention in public secondary schools of Nyabihu District. It was built around four objectives (i) to assess the contribution of induction and mentoring on teacher retention in public secondary schools of Nyabihu District (ii) to analyze the effect of the career ladder pathway on teacher retention in public secondary schools of Nyabihu District (iii) to determine the role of working condition on teacher retention in public secondary schools of Nyabihu District (iv) to identify the contribution of Teacher preparedness on teacher retention in public schools of Nyabihu District. In general, the study revealed that professional development is related to and can affect teacher retention though it is not emphasized in schools as a principal activity that may support schools to retain teachers which results in low teacher retention in public secondary schools. This may be attributed to many factors not only the ones raised in this study but also others that were not tackled including reward and remuneration, attitude toward the school, school leadership, performance appraisal, family situations, and stability, and lack of recognition among other teachers. For this noble cause, schools have to prepare the induction course for new teachers since, when induction and mentoring are effectively enforced, it can culminate the professional spirit of teachers who will finally remain at the workplace for a longer period and therefore enhance the learning and teaching process. School

leaders also may play a vital role in following up and monitoring teacher's preparedness and support whenever it is needed to be considered that 40% of respondents are not aware of the importance of lesson preparation, which may turn into positive if teacher preparedness remains a culture within the school life and among teachers.

Basing on the findings from the research, public schools of Nyabihu district need to empower professional development as key pillar to retain teachers in the schools.

### **5.3. Recommendations**

Following the results of the study and conclusion, the following recommendations are made to different categories of persons deemed to play a vital role in teacher retention.

The Ministry of Education, Rwanda Education Board, District Education Officers, and Sector Education Inspectors

High-level education institutions are targeted with these recommendations. First and foremost, MINEDUC, REB, and other regarded institutions should establish, during recruitment of new teachers, various professional courses ahead of time at the national level and be administered intentionally nationwide to integrate them into the teaching profession rather than sending them to schools only. In addition, regular meetings, monitoring sessions, and inspections should follow the introduction of the new teachers to ensure that they are well-settled to start the job confidently. Moreover, MINEDUC, REB, and other regarded institutions should strengthen the implementation and translation of the policies into practice and monitor up to the level of the schools, the usefulness of each policy regarding teacher retention such as the special statute for teachers that mandates that each new teacher have to receive induction before starting the job. Career pathways should also be strengthened and monitored nationwide to ensure that no teachers are left behind due to the lack of commitment and awareness from the school leaders. These institutions should also strengthen the school leaders' awareness of the strategies to maintain the teacher performance in addition

the Ministry of Education should conduct seminars and workshops to educate teachers, improve their mindset, and provide perks to attract and retain them in the profession, they should organize workshops to educate headteachers on the importance of teachers and how to retain them, as they play a crucial role in the education system.

## **Development partners in Education**

Development partners that support the Ministry of Education in the implementation of the education policies have to integrate into their different programs a component that aims at promoting teacher retention in schools by planning various scenarios of integrating teachers into the teaching career, initiating projects that expound the teachers' psychological motivation to remain at the workplace.

### **Head Teachers**

The Head Teachers as school managers need to be trained in an effective leadership style to acquaint them with the challenges of teacher retention, the working conditions, career development, induction, and mentoring may be planned better if the leader possesses characteristics of approaching teachers, sharing them and striving for their improvement, Head Teachers should establish a regular program of working with teachers on challenges encountered in the teaching profession to create a well conducive working environment. For instance, Head Teachers have to ensure that teachers get inducted and mentored in a conducive environment, and proper deployment of teachers in different training assigned to ensure career development. They emphasized teacher induction and mentoring programs, career ladder pathways, working conditions, and teacher preparedness to ensure effective teacher retention.

### **Teachers**

Teachers have to increase their skills by increasing their level of education, which finally helps them understand the education system.

## **5.4. Suggestions for further studies**

This study was not exhaustive as far as professional development and teacher retention is concerned. Many factors account for teacher retention. Therefore, further studies may be conducted in the following area: implication of teacher placement on teacher retention

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# APPENDICES

## Appendix A: Questionnaire addressed to the respondents



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### PGS RESEARCH INSTRUMENT

Research Title: IMPLICATION OF PROFESSIONAL DEVELOPMENT ON

TEACHERS' RETENTION IN PUBLIC SECONDARY SCHOOLS OF NYABIHU DISTRICT, RWANDA.

Dear respondent,

I am a final year student in the post-graduate program specifically the Masters of Educational Leadership and Management at the University of Rwanda –College of Education, I am currently researching the Implication **of Professional Development on Teacher Retention in the Public secondary school of** Nyabihu District, therefore I request you kindly to fill this questionnaire.

Your views on various aspects of this study will be highly valued and the information you will give in response to this questionnaire will be kept confidential.

Your cooperation is highly appreciated

Evariste BIGIRIMANA

A small, square image showing a handwritten signature in blue ink, which appears to be 'Evariste Bigirimana'.

Part A. Profile of the respondents

Instruction: you are requested to tick the assertion corresponding to your answer

**Levels of agreement or disagreement**

**The weight scale is:**

1. Strongly agree

2. Agree

3. Not Sure

4. Disagree

5. Strongly disagree

1. gender (tick appropriately)

Male (...)

Female (...)

2. Indicate the range of your age

18 to 28

29 to 38

39 to 48

49 to 58

3. level of education

Certificate

Diploma

Bachelor degree

- Master's degree
- Other

4. how long have you been in a teaching career

- Below 2 years
- Between 2 and 4 years
- Between 4 and 6 years
- Between 6 and 8 years
- Above 8 years

Part B questions related to the professional development and Teacher retention in public secondary schools of Nyabihu District

Section 1. Perception of Teachers on the use of Professional Development in public schools

The study wants to know the implications of professional development and check whether it has a role in how teachers stay in their careers.

Please complete the questionnaire by responding to all questions. Information that you give will be kept confidential and only be used for this study

Rate your opinion on a linked scale ranging from strongly agree (S.A), Agree (A), not sure, Disagree (D), and strongly Disagree (SD).

SN	Variables	5	4	3	2	1
1.	Induction and Mentoring	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
a	The new teachers are inducted to be enabled in the education profession and career					
b	First-year teachers are often assigned the same tasks as					

	more experienced teachers in a school					
c	Teachers often remain in the teaching profession due to the induction and mentoring program					
d	The school has a Mentor and he/she organizes academic contact in which teachers meet once per week, month, or term					
e	All teachers understand the role of induction and mentoring in their teaching career and various topics assigned help them to enhance the teaching profession					
2.	Career ladder pathway					
a	Career development helps the teacher to deliver productive teaching activities and remain in the career					
b	The career ladder pathway helps teachers to boost the spirit of creating a well conducive working environment and remain in their respective school					
c	Career development is important and gives teachers a feeling of self, pride and a place to apply and contribute					
d	Career development assists teachers in identifying their					

	abilities, and talents and how to apply them in teaching job					
3	Working condition					
a	Teachers are likely to stay in their career once there is a well conducive working place					
b	Working circumstances support teachers and promote their feelings and mindset about their profession					
c	Workshops help teachers learn from teachers and attract their retention to the profession					
d	When working workplace is conducive teachers are motivated, productive, creative, and satisfied which retains them in the profession					
4	Teacher preparedness					
a	Teachers deliver productive, interesting lessons if he/she prepares for teaching classes that help him/her to feel well about the profession					
b	Teaching preparation is important and helps to build the skills and tactics needed to improve as a teacher					
c	Preparation and planning are important aspects of good teaching and pull teachers to stay in the profession					

d	Teachers who discovered more methods-related training are more likely to remain in the classroom.					
---	---	--	--	--	--	--

**Questionnaire for Head-teachers and DOS on the implication of professional development in teacher retention**

**Instructions**

Please complete the questionnaire by responding to all questions. Information that you give will be kept confidential and only be used for this study to improve the retention of teachers in secondary schools of Nyabihu District.

**Levels of agreement or disagreement**

**The weight scale is:**

1. Strongly agree
2. Agree
3. Not Sure
4. Disagree
5. Strongly disagree

**SECTION A: Profile of respondents**

1. gender (tick appropriately)

Male (...)

Female (...)

2. Indicate the range of your age

- 18 to 28
- 29 to 38

- 39 to 48
- 49 to 58

3. level of education

- Certificate
- Diploma
- Bachelor degree
- Master’s degree
- Other

4. how long have you been HT/DOS in this school?

- Below 2 years
- Between 2 and 4 years
- Between 4 and 6 years
- Between 6 and 8 years
- Above 8 years

**SECTION B: induction and mentoring**

Tick the correct answer

	Variables	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a	The new teachers are inducted to be enabled in the education profession and career					
b	First-year teachers are often assigned the same tasks as more experienced teachers in a school					

c	Teachers often remain in the teaching profession due to the induction and mentoring program					
d	The school has a Mentor and he/she organizes academic contact in which teachers meet once per week, month, or term					
e	All teachers understand the role of induction and mentoring in their teaching career and various topics assigned help them to enhance the teaching profession					

**SECTION C: Career ladder pathway**

	Variables	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a	Career development helps teachers deliver a productive teaching activity and remain in the career					
b	The career ladder pathway helps teachers to boost the spirit of creating a well conducive working environment and remain in their respective school					
c	Career development is important and gives teachers a feeling of self, pride and a place to apply and contribute					
d	Career development assists teachers in identifying their abilities, and talents and how to apply them in teaching job					

**SECTION D: Working Environment**

	Variables	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a	Teachers are likely to stay in their career once there is a well conducive working place					
b	Working circumstances support teachers and promote their feelings and mindset about their profession					
c	Workshops help teachers learn from teachers and attract their retention to the profession					
d	When working workplace is conducive teachers are motivated, productive, creative, and satisfied which retains them in the profession					

**SECTION E: Teacher preparedness**

	Variables	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a	Teachers deliver productive, interesting lessons if he/she prepares for teaching classes that help him/her to feel well about the profession					
b	Teaching preparation is important and helps to build the skills and tactics needed to improve as a teacher					
c	Preparation and planning are important aspects of good teaching and pull teachers to stay in the profession					
d	Teachers who discovered more methods-related training are more likely to remain in the classroom.					

## **Questionnaire for Sector Education Inspector and District Education officer on the implication of professional development on teacher retention**

### **Instructions**

Please complete the questionnaire by responding to all questions. Information that you give will be kept confidential and only be used for this study to improve the retention of teachers in secondary schools of Nyabihu District.

### **Levels of agreement or disagreement**

#### **The weight scale is:**

1. Strongly agree
2. Agree
3. Not Sure
4. Disagree
5. Strongly disagree

### **SECTION A: Profile of respondents**

1. gender (tick appropriately)

Male (...)

Female (...)

2. Indicate the range of your age

- 18 to 28
- 29 to 38
- 39 to 48

- 49 to 58

3. level of education

- Certificate
- Diploma
- Bachelor degree
- Master’s degree
- Other

4. how long have you been SEI/DEO in this school?

- Below 2 years
- Between 2 and 4 years
- Between 4 and 6 years
- Between 6 and 8 years
- Above 8 years

**SECTION B: induction and coaching**

Tick the correct answer

	Variables	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a	The new teachers are inducted to be enabled in the education profession and career					
b	First-year teachers are often assigned the same tasks as more experienced teachers in a school					

c	Teachers often remain in the teaching profession due to the induction and mentoring program					
d	The school has a Mentor and he/she organizes academic contact in which teachers meet once per week, month, or term					
e	All teachers understand the role of induction and mentoring in their teaching career and various topics assigned help them to enhance the teaching profession					

**SECTION B: Career ladder pathway**

	Variables	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a	Career development helps teachers deliver productive teaching activities and remain in the career					
b	The career ladder pathway helps teachers to boost the spirit of creating a well conducive working environment and remain in their respective school					
c	Career development is important and gives teachers a feeling of self, pride and a place to apply and contribute					
d	Career development assists teachers in identifying their abilities, and talents and how to apply them in teaching job					

**SECTION C: Working Environment**

	Variables	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a	Teachers are likely to stay in their career once there is a well conducive working place					
b	Working circumstances support teachers and promote their feelings and mindset about their profession					
c	Workshops help teachers learn from teachers and attract their retention to the profession					
d	When working workplace is conducive teachers are motivated, productive, creative, and satisfied which retains them in the profession					

**SECTION C: Teacher preparedness**

	Variables	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a	Teachers deliver productive, interesting lessons if he/she prepares for teaching classes that help him/her to feel well about the profession					
b	Teaching preparation is important and helps to build the skills and tactics needed to improve as a teacher					
c	Preparation and planning are important aspects of good teaching and pull teachers to stay in the profession					

d	Teachers who discovered more methods-related training are more likely to remain in the classroom.					
---	---	--	--	--	--	--

## **Interview guide for HTs/DOS on the implication of Professional development in school**

### **Instructions**

This interview guide entails close-ended and open-ended questions.

Answer freely in your own experience according to your own opinions on the following questions

### **SECTION A: Profile of respondents**

1. Gender (tick appropriately)

Male (...)

Female (...)

2. Indicate the range of your age

18 to 28

29 to 38

39 to 48

49 to 58

3. level of education

Certificate

Diploma

Bachelor degree

Master's degree

- Other

4. how long have you been HT/DOS in this school?

- Below 2 years
- Between 2 and 4 years
- Between 4 and 6 years
- Between 6 and 8 years
- Above 8 years

**SECTION B: induction and mentoring**

Q1. What impact does the induction and mentoring have on teacher retention?

.....  
.....

Q2. Do you engage all teachers in professional development programs? Yes /No

If yes, how do you do it? If not, what is the reason?

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

Q3. How do induction and mentoring contribute to the retention of teachers in your school?

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

**SECTION C: Career ladder pathway**

Q1. Do you create time for teachers to meet and collaborate on ongoing school challenges? If yes, how do you help them? If not, why?

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

Q2. How does the career ladder pathway affect teacher retention in school?

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

Q3. How does the career ladder pathway support retaining teachers of secondary school?

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.....

**SECTION D: Working condition**

Q1. What impact do working conditions have on the retention of teachers in public secondary schools?

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.....

Q2. How do you address and fix the challenges encountered by teachers in your school?

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

Q3. What is the implication of working conditions on teacher retention in your school?

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.....  
.....

**SECTION E: Teacher preparedness**

Q1. What impacts do various strategies related to teacher preparedness have on their retention in public secondary schools??

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.....

Q2. What is the contribution of teacher preparedness to teacher retention in your school?

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.....  
.....

Q3. How would you ensure teachers are well-prepared at school?

.....  
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.....

Q4. As a head teacher/Dos, in your opinion how does teacher preparedness affect teacher retention in your school?

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

**Interview guide for Teachers on Implication of professional development on teacher Retention**

## **Instructions**

This interview guide entails close-ended and open-ended questions.

Answer freely in your own experience according to your own opinions on the following questions

### **SECTION A: Profile of respondents**

1. gender (tick appropriately)

Male (...)

Female (...)

2. Indicate the range of your age

- 18 to 28
- 29 to 38
- 39 to 48
- 49 to 58

3. level of education

- Certificate
- Diploma
- Bachelor degree
- Master's degree
- Other

4. how long have you been a Teacher in this school?

- Below 2 years
- Between 2 and 4 years

- Between 4 and 6 years
- Between 6 and 8 years
- Above 8 years

**SECTION B: induction and Mentoring**

Q1. Do you attend induction and mentoring in your school? If yes, how often have attended the scenario?

.....  
.....

Q2. Does your school provide a teacher induction program for beginning teachers?

.....  
.....

Q3. How would the induction program contribute to your professional development and retention?

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

**SECTION C: Career Ladder Pathway**

Q1. Do you have the opportunity to upgrade your skills in your career?

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

Q2. What can you do if you are provided the career development program?

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

Q3. Is there the contribution of a career development program on teacher retention and experience development?

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

**SECTION D: Working environment**

Q1. Is the working condition affecting you to remain in the teaching career?

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

Q2. How do conducive working conditions help you to attain the target?

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

Q3. Do you ever meet challenges related to the working conditions that may push you to leave the profession? Yes /no, If yes which one?

.....  
.....

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

**SECTION E: Teacher preparedness**

Q1. Are you satisfied with the quality of teaching offered in your school? Yes/no, if no, what can be changed?

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

Q2.in your teaching career, how well are you prepared?

.....  
.....

Q2. Would you participate actively if the school working condition favors your participation?

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

Q3. Do you contribute to shaping the advancement of your career development?

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

Q4. If you were Headteachers, how can you improve the retention of teachers in your school through preparation?

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

### Observation guide on professional development

The researcher will do this observation by reviewing some documents; the researcher will answer the following questions only based on what he will find on the ground. He will request the relevant documents about the implications of professional development and will ask for permission to attend some school professional development meetings (CPDs)

No	Checkpoint	Yes	No	Comments
1	Do all teachers participate in the CPD program at the school level?			
2	The school has a mentor and the CPD helps the school to retain the teachers in the profession.			
3	Do school administrations engage themselves in monitoring and evaluation of CPD outcomes?			
4	Does the school have any stimulus to support teachers' participation?			
5	Are there any supporting factors that teachers involved in career development at school?			
6	Does the career development support teachers to be productive?			
7	Does the school offer training for capacity building of teachers in the school?			

8	Is there a sign of a conducive working environment?			
9	Does a working circumstance support teacher to promote their feeling on the teaching profession?			
10	Is there a workshop that may help teachers learn from teachers that attract them to stay in their career?			
11	Working place motivates teachers to produce, create, and remain in the classroom.			
12	While preparing teaching classes, teachers deliver productive, interesting lessons.			
13	Teaching preparation helps teachers to build skills and tactics needed to improve as a teacher			
14	Do teachers discover different methods related to training that help them to remain in the classroom?			

Thank you for your participation in this research project!



UNIVERSITY  
RWANDA



The 19/1/2023

**PGS: EDUCATIONAL LEADERSHIP AND MANAGEMENT**

The Mayor  
Nyabihu District  
Western province  
Rwanda

Re: Requesting a permission of Data collection

Dear Mayor,

I am Evariste BIGIRIMANA a student of Masters of Education in Educational Leadership and Management/ school of Education in University of Rwanda College of Education -remera campus.

I am currently writing the Master's thesis on **Implication of professional development on Teacher retention in Public Secondary school of Nyabihu District** in which I want to conduct the research on the topic said above to investigate how different variables related to professional development contribute to Teacher retention, the research will involve secondary school teachers, Headteachers, Director of studies and other education officials in selected secondary schools in Nyabihu District.

I humbly request the permission of collecting data from some schools of your district to fulfill the master's thesis

I am looking forward to hearing from you and hope your usual cooperation

Yours sincerely

BIGIRIMANA Evariste

0785450710

Cc

-Principal of, URCE

-postgraduate coordinator

-Dr Irénée Ndayambaje, Supervisor

REPUBLIC OF RWANDA



WESTERN PROVINCE  
NYABIHU DISTRICT

Ref. Unit: P, M&E-

Nyabihu, 07.04/2023.

Ref. N° ...../07.04.03/2023.

3263

To: BIGIRIMANA Evariste.

RE: Approval of your data collection request.

Reference is made to your letter dated December 19<sup>th</sup>, 2023 requesting permission for data collection of your thesis on « Implication of professional development on Teacher retention in Public Secondary school of Nyabihu District »

We take this opportunity to let you know that you can conduct your research. And before submission of research results, please sent a copy and get comments from our side.

Wish you success in your studies.

Yours Sincerely,

MUKANDAVISENGA Antoinette  
Mayor of Nyabihu District



Website: [www.nyabihu.gov.rw](http://www.nyabihu.gov.rw) Email: [info@nyabihu.gov.rw](mailto:info@nyabihu.gov.rw) Follow us on twitter: @NyabihuDistrict Toll Free: 3601 Po. Box: 125 Ruhengeri



RESEARCH AND INNOVATION UNIT

Rukara, 16<sup>th</sup> January 2023

Réf: 03/DRI-CE/002(b)/EN/gg/2023

The Mayor  
Nyabihu District  
Western Province  
Rwanda

**Re: Research recommendation letter for Mr Evariste BIGIRIMANA**

On behalf of the University of Rwanda-College of Education (UR-CE), I introduce Mr Evariste Bigirimana: a post-graduate student enrolled in the Master of Education in Educational Leadership and Management in the School of Education. Mr Bigirimana is writing his thesis on: **"Implication of professional development on teachers' retention in public secondary schools of Nyabihu district, Rwanda."**

He wishes to assess how different variables related to professional development contribute to teacher retention. This research will involve the public secondary school, Teachers, school Headteacher, and Director of studies selected from the identified secondary schools of the Nyabihu district. Thus, we request permission on his behalf to collect data from some schools of your district.

We very much hope to get your usual cooperation.

Yours sincerely,



**Assoc. Prof. Eugene Ndabaga**  
Director of Research and Innovation  
University of Rwanda-College of Education  
E-mail: [ndabagav@yahoo.ie](mailto:ndabagav@yahoo.ie)  
Mobile: +250788308862

Cc:

- Principal, UR-CE
- Postgraduate Coordinator, School of Education
- Dr Irénée Ndayambaje, Supervisor



Student name: BIGIRIMANA Evariste RegN0: 220019872

Contact: [Evariste.bigiri@gmail.com](mailto:Evariste.bigiri@gmail.com)

PGS –CE

To The Director of Research & Innovation

Through my supervisor:

A handwritten signature in blue ink, appearing to be 'Irénée'.

Dr Irénée Ndayambaje

Dear Sir/Madam

Re: Application for research and ethical clearance for data collection

I am a Master's student in Educational Leadership and Management at the University of Rwanda – College of Education, Remera Campus.

I have satisfied all comments of my supervisory team regarding my topic entitled: **Implication of Professional Development on Teacher Retention in Public Secondary School of Nyabihu District.**

**I am therefore hereby applying for** research and ethical clearance for data collection. Further supporting documents to this request are herewith attached.

Kind regards Evariste BIGIRIMANA

A handwritten signature in blue ink, appearing to be 'Evariste'.



RESEARCH AND INNOVATION OFFICE

Rukara, 16<sup>th</sup> January 2023

Ref: 03/DRI-CE/002(a)/ EN/gi/2023

Mr. Evariste BIGIRIMANA  
Master Student  
Master of Education in Educational Leadership & Management  
School of Education  
UR-CE



Dear Sir,

**RE: RESEARCH ETHICAL CLEARANCE FOR YOUR STUDY**

Following your application for research clearance for your study entitled: **"Implication of Professional development on Teachers' retention in Public Secondary Schools of Nyabihu district, Rwanda."**

Having reviewed your application and being satisfied with your protocol (your research topic, interview schedule, and informed consent): your study is ethically acceptable. This ethical clearance shall last for 6 months and is renewable upon your request and presentation of the progress report to the UR-CE Research Screening and Ethics Clearance Committee (RSEC-C) through the Research and Innovation Unit. Please note that you will have to apply for ethical clearance before making changes in the protocol during the implementation phase. The Research and Innovation Unit shall receive a final copy of your study report at the end of your study.

We wish you success in your study.



**Assoc. Prof. Eugene NDABAGA**  
Chairperson, UR-CE RSEC-C  
Director of Research and Innovation Unit  
Tel.: 250788308862  
Email: [ndabaga@yaho.com](mailto:ndabaga@yaho.com)  
UR-College of Education  
Cc:

- The Principal, CE,
- Postgraduate Coordinator, School of Education
- Dr Irénée Ndayambaje, Supervisor

## Appendix B: Plagiarism report



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