INFLUENCE OF CAREER DEVELOPMENT STRATEGY ON EMPLOYEE RETENTION IN RURAL PUBLIC SECONDARY SCHOOLS IN TANZANIA

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Abstract: There is a growing awareness that career development provision has benefits not only in terms of meeting the needs of individuals, but in supporting key policy and social goals, and ensuring a more effective and targeted use of common resources. This study attempted to investigate the influence of Career Development Strategy on Employee Retention in Rural Public Secondary Schools in Tanzania. The researcher used descriptive research design along with positivism paradigm to carry out this study. The target population comprised 3497 public secondary schools in Tanzania. Stratified random sampling technique was employed and stratification was done by zone. The sample size was 358 rural public secondary schools. Structured questionnaire, focus group discussion and review of relevant reports and journals were employed as instruments for data collection. Inferential statistics was applied to analyze numerical data which were gathered using closed ended questions. Data collected from the field were analyzed using Statistical Package for Social Sciences (SPSS 23.0). Various diagnostic tests were carried out to address various forms of bias that could occur. Results showed that there was a positive significant influence of career development strategy on employee retention in rural public secondary schools in Tanzania evidenced by regression coefficient of 13.276 with p-value of 0.000. The study concluded that, Career development is considered at 70.2% as a tool for attracting, motivating and retaining good quality employee. It is worth noting that financial support to enable employee pursue further studies, introduction of career opportunities in schools, promotion of teacher to higher grades, giving permission for further studies among others are some of the issues identified in this study to enhance employee career growth although school management does not support personal career development goal.

Key Words: Career Development Strategy, Employee Retention, Rural Public Secondary Schools, Tanzania,

Introduction
In the past years we have witnessed a significant shift in our understanding of employees’ careers and related changes in the employee-employer relationship (Arthur, 2008; Cappelli, 2008). No longer is career success assumed to reflect hierarchical progression. Instead, scholars have identified contemporary careers as more dynamic and self-directed (Baruch, 2004a; Sullivan & Baruch, 2009). Consequently, the discourse on careers today is populated by concepts such as individual career management (Greenhaus et al 2009; Sturges et al 2005) employability (Forrier & Sels, 2003) and career competencies (Colakoglu, 2011; Kuijpers & Scheerens, 2006), among others. The related research concerning these concepts helped both scholars and practitioners to generate needed knowledge on the consequences of contemporary employees’ career attitudes and behaviors on individuals’ outcomes, including their mobility, satisfaction, career progress, and well-being (e.g., Clarke, 2009; De Cuyper et al, 2011; DiRenzo & Greenhaus, 2011; Donnelly, 2009; Eby et al, 2003; McArdle, Waters, Briscoe, & McArdle et al., 2007).
While the career concepts discussed in these studies may be significantly distinct, above all, they coined individual agency and the primacy of individuals’ responsibility for self-managing their careers. As such, individuals are regarded as active agents who can affect their work environment through their career choices and behavior (Khapova & Arthur, 2011). These developments are important for both scholars and practitioners, as they highlight the interdependency between individuals and organizations. Thus, studying careers of contemporary employees, as reflected in career self-management, provides opportunities to better understand the link between structure and behavior (Arthur, & Lawrence, 1989; Barley, 1989; Gunz & Heslin, 2005; Van Maanen, 1977).

Career development refers to the proactive initiatives individuals take throughout the career while realizing ownership of their own development (King, 2004; Orpen, 1994; Stickland, 1996). It has been conceptualized as a dynamic process through which career agents collect information, gather feedback, and identify career goals and opportunities (Noe, 1996). The discourse describes it as strategic actions, however career self-management can be better understood as a set of co-occurring behaviors which “may be used continuously or sporadically, and in conjunction with one another or independently” (King, 2001, p. 67). While it may be planned or improvised, this set of behaviors concerns the achievement of one’s desired outcomes and involves the career investments people make in positioning (e.g., exploring and creating job opportunities), developing human capital (e.g., training and education), networking (e.g., influencing gatekeepers and visibility), and managing boundaries (e.g., work and non-work domains) (King, 2004; Sturges, 2008). Given the transformation in the social structure that governs employee-employer relationship, several papers have conceptually and empirically studied this concept to understand the way people engage in managing their careers and how organizational change influence them (e.g., Chiaburu, & Pitaru, 2006; De Vos, Dewettinck, & Buyens, 2009; Sturges, & Liefooghe, 2010; Sullivan & Martin, 1998; Weng & McElroy, 2010). Furthermore, career development may also have, directly or indirectly, an impact on organizational consequences such as training practices, performance, effectiveness and turnover intentions (e.g., Gilbert & McEachern, 2008; King, 2004; Quigley & Tymon, 2006; Sturges & Davey, 2000). However, as career development draws largely from the field of vocational psychology, it focuses on exploring individual consequences and how changes in the work environment stimulate individual behavior (King, 2004).

Furthermore, there are still debates on the relevancy of contemporary employees’ careers to organizations, and some scholars have questioned their generalizability (Currie & Starkey, 2006; Inkson et al, 2012; King, 2004; Lazarova & Taylor, 2009; Sommerlund & Boutsiba, 2007). Given these theoretical and empirical challenges, the current thesis examines the influence career development strategy on employee retention in rural public secondary schools in Tanzania.

Literature Review

Theoretical framework Human Capital Development Theory

Human Capital theory has been proposed by Schultz (1961) and developed extensively by Becker (1964). Becker has explained in his publication titled “Human Capital: A theoretical and Empirical Analysis to special reference to education” that Human Capital Theory has been developed in the sixties due to the realization that the growth of physical capital has only small part of growth in the growth of income. Applied in the context of organizations, HC theory suggests that individuals who invest in education and training will increase their skill level and be more productive than those less skilled, and so can justify higher earnings as a result of their investment in HC. As Becker (1993, p. 19) suggests, „schooling increases earnings and productivity mainly by providing knowledge, skills and a way of analyzing problems“. Moreover, Becker’s ideas play an important role in contemporary employee development and learning literature, as HC theory fuels the idea that employees’ knowledge and skills can be developed through investment in education or training, that is, learning (Grant 1996a, Hatch and Dyer 2004). One of Becker’s most important contributions to employee development theory relates to training. Becker (1964) argues that, on the whole, investments in education and training will improve productivity; however, it is the type of training that determines who will pay for the training, that is, the employee or the firm. Earlier work by Pigou (1912) came to the conclusion that firms would not have sufficient incentives to invest in their workers’ skills because trained
workers can quit to work for other employers who can use these skills.

Researchers have long understood that HC, especially one’s education and training, plays a key role in both employee and firm performance (Becker 1993, Schultz 1961, Mincer 1974). As highlighted in the previous section, Becker’s (1964) research was a milestone for employee development theory. Much of the contemporary literature on training and development finds a positive relationship with both individual performance (Schmidt 2007, Jones et al 2012, Bapna et al 2013) and firm-level performance (Hatch and Dyer 2004, Vidal-Salazar et al 2012, Georgiadis and Pitelis 2016). More specifically, at the employee level, studies have examined the impact of training on employee earnings (Regner 2002, Jones et al 2012, employee productivity (Huselid 1995, Jones et al 2012), employee job performance (Bapna et al 2013), employee turnover (Benson et al 2004, Koster et al 2011), job satisfaction (Schmidt 2007), employee attitudes (Sahinidis and Bouris 2008, Truitt 2011), employee empowerment (Jun et al 2006), teamwork (Jun et al 2006) and commitment (Vidal-Salazar et al 2012).

The above list of research studies is not exhaustive; it serves mainly as a guide to highlight the plethora of studies examining the relationship between training and development and individual level outcomes. For the vast majority of studies shown above, HC investments in training generally improved the listed outcomes. Thus, there is strong empirical support in the literature which indicates that employee training (both general and specific) enhances individual-level outcomes as suggested by Becker (1964). In terms of Becker’s theory on general and firm-specific training, research has demonstrated mixed results. For instance, Becker suggested that firms should not pay for general training as this would lead to mobility. Indeed, Benson et al (2004) found that when employees earned their graduate degrees (general skills), as opposed to bachelor degrees, they were more likely to leave the organization. On the other hand, Koster et al (2011) and Fallon and Rice (2015) found investment in general skills was perceived by employees as a positive investment in employee development and had no effect on turnover.

Moreover, there are many studies that find that investment in general training can have real value for the organization and, in some cases, can have a greater impact on employee 16 outcomes (such as earnings, job performance) than firm-specific training in certain industries and contexts.

For example, in the Indian information technology sector, Bapna et al (2013) highlight that general training has a greater impact on employee performance, as opposed to firm-specific training. More specifically, the authors highlight that participation in one additional general training course results in a 2.14% increase in performance for an average employee. Employee training is also shown to facilitate employee knowledge and skills (KSAOs) through learning and development (Hatch and Dyer 2004, Vidal-Salazar et al 2012). For example, Vidal-Salazar et al (2012) notes that employee training is an important generator of employee capabilities. More specifically, the study found that employee training has a positive relationship on both employee knowledge and workforce commitment. Hatch and Dyer (2004) also argue that employee training facilitates learning and enhances problem solving skills (a key cognitive ability), while Cohen and Levinthal (1990) claim that training helps boost a workforce’s absorptive capacity, that is, the ability to identify, assimilate, transform and apply valuable external knowledge. The construct is particularly pertinent to the firm-level outcomes of employee training.

The Expectancy Theory

The expectancy theory was proposed Vroom (1964), the expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectations that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. In this theory it is assumed that an employee is likely to remain working in his present job if he or she knows that performance will be measured, evaluated and rewarded with positive outcomes like pay rise, fringe benefits, promotion, recognition and other related variables. The expectancy theory was chosen by the researcher to provide a theoretical foundation for talent management strategies influencing employee retention.

Conceptual Framework

In this study, career development was treated as an independent variable in which training and development, individual counseling, personal career support and communication of expectations were among the operational elements. On the other hand, tenure of employment, management support for employee development, competitive wages and compensation management
were treated as operational elements for the dependent variable employee retention. Figure 1 below represents the conceptual framework which indicates the influence of working conditions on employee retention.

**Fig.1 Conceptual Framework**

Career development is concerned with preparing employees so that they can move within the organization as it develops, changes and grows” (Nadler (1979, p88). The continued development of employees is important. An organization which does not develop its workforce cannot develop its competitive strategies. For example, a study by Mason and Bishop (2015) examined the impact of the UK recession on adult training. The study found that employers reduced off-the-job training during the recession. However, the effects of such cutbacks on skill levels were partially alleviated by more precise targeting of on-the-job training to meet skills improvement needs. Nevertheless, the authors argue that future productivity and competitiveness are likely to be impaired by failure to upgrade adult workers” skills during the recession (Mason and Bishop 2015, Kim and Ployhart 2014). Hence it is possible that skill gaps will develop within organizations as a result of fragmented development programmes during this period (Mason and Bishop 2015).

Not only is employee development important from an organizational perspective; it is also important from an employee standpoint (Armstrong 2014). There is also a stream of research which suggests that employees will behave favourably within firms when they perceive the organization as having their best interests at heart, that is, focused training, career development plans and new learning opportunities. For example, in a study by Fallon and Rice (2015), the researchers compared the role of perceived employee development (PED) in paid and volunteer staff turnover intentions. It was found that personal development was a strong predictor of job satisfaction for paid employees and, in turn, job satisfaction was a stronger predictor of an intention to stay for paid employees (indirect relationship). In terms of voluntary workers, support and recognition was a stronger predictor of job satisfaction for volunteers. The findings of the study also advocated the idea of tailored employee development programmes to enhance employee satisfaction. Moreover, Hosie et al (2013) have found that in the south-east Asian retail petroleum industry, worker autonomy (empowerment) and training opportunities are strongly related to job satisfaction. The results showed that these two variables alone accounted for 35% of the variance in job satisfaction, while skill variety and task feedback accounted for 15%.

Moreover, the role of feedback in employee development should not be underestimated. For instance, Kuvaas and Dysvik (2010) have found that the relationship between the perceived helpfulness of performance appraisals (positive employee reactions) on work performance was significant only for employees reporting high levels of perceived regular day-to-day feedback.

The results also showed that the perceived helpfulness of employee appraisals was directly related to affective employee commitment. As evidenced from, a one-size-fits-all approach to
employee development is now obsolete. Development plans must be tailored to individual goals as well as the organizations, and feedback must be both accurate and relevant to the employee (Kuvaas and Dysvik 2010).

The measurement of employee development is also a critical issue. It has already been highlighted how employee development is linked to a wide range of employee outcomes, such as employee performance (Bapna et al 2013), job satisfaction (Hosie et al 2013, Fallon and Rice 2015), employee turnover (Benson et al 2004, Koster et al 2011), extra-role discretionary behaviours (Gavino et al 2012) and employee attitudes (Sahinidis and Bouris 2008). Employers must also be able to manage and measure employee development in order to avoid the threat of skill gaps or obsolete skills (Bapna et al 2013, Cabrilo et al 2014, Mason and Bishop 2015). Hence by measuring employee development, employers can make more informed decisions regarding the effective deployment of talent and avoid skill shortages or employee turnover. Measuring employee development may involve recording the number of annual promotions within the organization, analyzing the effect of training and feedback on employee outcomes, the type of training courses taken (Del Valle et al 2009), and measuring employee performance and identifying skills gaps (Cabrilo et al 2014).

Employers must ensure employees have a career path in the organizations. Gaffney (2005) emphasizes that it is not enough to have employee development plans in place; career plans must be put in place and aligned with employee goals in order to reduce employee turnover and to increase employee engagement (Byrne 2015). A career development path provides employees with an ongoing mechanism to enhance their skills and knowledge, which leads to mastering their jobs and added professional development. For example, in a study by Benson et al (2004), the researchers examined the impact of general skill development and voluntary turnover at a large manufacturer in the US. The results showed that participation in tuition reimbursement reduces turnover while employees are in school. The results also demonstrated that for individuals who enter a firm who are not already college graduates, a tuition reimbursement programme is a particularly effective means to encourage the more ambitious employees to invest the time needed to improve their skills and enhance their career prospects within the organization. Moreover, for those in the study who obtained associate’s or bachelor’s degrees, it was shown that tuition reimbursement enhanced retention while they were studying and was not associated with an increase in turnover when they completed their degrees. Conversely, the results showed that employee turnover increases drastically when individuals earn their graduate degrees.

Crucially, however, the study found that the propensity for employees to leave after earning a graduate degree is greatly reduced if employees are subsequently promoted (even after controlling for the wage increase that accompanies promotions). Hence, a job promotion can be a powerful retention tool, but the organization must align the promotion with employee goals. As Benson et al (2004, p328) highlight, „Employers should guard against losing valued employees once they attain graduate degrees by attending to the match between their new skills and their jobs, and by managing their expectations and careers.” In other words, there has to be an outlet for employees’ new skills and lessons, and a career development plan for each employee, otherwise it does not seem like progression.

**Methodology**

**Research Design and Target Population**

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

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

Where: \(n\) is the sample size, \(N\) is the population size, \(e\) is the level of precision (5%) 

1 is constant

Sample size calculation; \(N = 3497\) \(e = 0.05\) \(n = 3497/1+3497(0.05)^2 = 358 \)
Therefore, the sample size for this study was 358 rural public secondary schools in Tanzania. About 158 copies of questionnaire were distributed at the annual general meeting comprising of heads of schools and academic masters held in four zones and 200 copies were administered to teachers in schools. Proportionate random stratified sampling technique was chosen to select rural public secondary schools. Interviewer administered questionnaire, focused group discussion and documentary review were employed as data collection tools to a sample of 358 rural public secondary schools in Tanzania. Stratification was done by zone. The researcher selected a sample of 10% from each zone. This percent (10%) was obtained by dividing the sample size (358) by the total number of rural public secondary schools (3497), multiplied by 100% as shown below;

\[
\frac{358}{3497} \times 100\% = 10\%
\]

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total</th>
<th>Sample Proportion</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern</td>
<td>957</td>
<td>96</td>
<td>10%</td>
</tr>
<tr>
<td>Eastern</td>
<td>875</td>
<td>88</td>
<td>10%</td>
</tr>
<tr>
<td>Western</td>
<td>854</td>
<td>85</td>
<td>10%</td>
</tr>
<tr>
<td>Southern</td>
<td>811</td>
<td>81</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3497</td>
<td>358</td>
<td>10%</td>
</tr>
</tbody>
</table>


Data Collection Instruments

Before the actual data collection, piloting of the questionnaire was done using some rural public secondary schools that were not included in the final study. The suitability of the questionnaire for this study was tested by first administering it to 37 which is approximately 10% of 358 rural public secondary schools to be surveyed. The validity of the questionnaire was determined using construct validity method. The research adopted cronbach alpha to determine the reliability of research instrument. Primary data were collected using questionnaire as the main data collection instrument. The questionnaire was adopted and modified from a study done by Oladapo (2014) on the impact of talent management on retention. The questionnaire was structured on five point- Likert scale with weight assigned to; Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1. The researcher collected secondary data from published reference materials such as schools” talent management reports and journals, reports and publications from the ministry of education and research reports prepared by scholars.

Diagnostic Tests

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

Statistical model

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

\[
Y = \beta_0 + \beta_1 X_1 + \varepsilon
\]

Where:
\[
\beta_0 = \text{Coefficient of the model}
\]
\[
\beta_1 = \text{Coefficient of predictor}
\]
\[
X_1 = \text{Independent variable (working conditions)}
\]
\[
Y = \text{represents the dependent variable (employee retention)}
\]
\[
\varepsilon = \text{error term}
\]

Research Findings and Discussions

Pilot study results.

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

Reliability and Validity of Research Instrument.

Reliability of the instrument was carried out using Cronbach’s alpha constant which is a measure of internal consistency and
average correlation. It ranges between 0 and 1 (Kipkebut, 2010). As a rule of thumb, acceptable alpha should be at least 0.70, (Mugenda & Mugenda, 2010). Higher alpha coefficient values mean there is consistency among items in measuring the concept of interest. Cronbach constant test was carried out for every variable to ascertain that the variable indicators were good enough.

The findings are shown in the Table 1.2.

Table 1.2: Reliability of Instruments

<table>
<thead>
<tr>
<th>Variables</th>
<th>No of Items</th>
<th>No of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career development</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
| Employee retention | 6           | 6           | 0.822

AVERAGE 0.772 0.772

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

The sample adequacy was measured using the Kaiser-Meyer- Olkin (KMO) test. The sampling adequacy should be greater than 0.5 for a satisfactory factor analysis to proceed. A common rule is that a researcher should have 10–15 participants per variable. A factor analysis is inappropriate when the sample size is below 50 (Fiedel, 2005). Kaiser (1974) recommends 0.5 as minimum (barely acceptable) values between 0.7- 0.8 acceptable, and values above 0.9 are superb. From Table 1.3, the sample was acceptable since the KMO values were mainly between 0.644 and 0.736. The least value was 0.644 which was also good enough since it was above the minimum of 0.5.

Table 1.3: KMO and Bartlett’s test for Sampling Adequacy

<table>
<thead>
<tr>
<th>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</th>
<th>Approx. Chi-Square</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working conditions</td>
<td>Bartlett's Test of Sphericity</td>
<td>304.174</td>
<td>28</td>
</tr>
<tr>
<td>Employee retention</td>
<td>Bartlett's Test of Sphericity</td>
<td>442.465</td>
<td>66</td>
</tr>
</tbody>
</table>

Factor Analysis

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

The validity of career development was tested using an instrument comprising six items and the result was recorded. Subsequently no item was discarded or removed. Factor loadings recorded was ranging between 0.521 and 0.872 as shown in Table 1.4. Since all items recorded factor loading above 0.40, the items under consideration were considered to be valid to measure the influence of working conditions on Employees retention in Public Secondary Schools in Tanzania.

<table>
<thead>
<tr>
<th>Career development</th>
<th>Factor loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My school supports personal career development goal</td>
<td>.613</td>
</tr>
<tr>
<td>2. My school has in-house skill training and development programs to develop its employees</td>
<td>.660</td>
</tr>
<tr>
<td>3. In our school, individual counseling is conducted to all employees</td>
<td>.521</td>
</tr>
<tr>
<td>4. School management recognizes that everyone potentially has a career and that, as a consequence, everyone has career development needs</td>
<td>.712</td>
</tr>
<tr>
<td>5. There is a clear communication of information concerning career options and opportunities with the school</td>
<td>.735</td>
</tr>
<tr>
<td>6. There is a room for individual assessments of abilities, interests, career needs and goals in the school</td>
<td>.872</td>
</tr>
</tbody>
</table>

**Table 1.4 Factor loadings for Career development**

The study sought to determine the influence of Career development on employee’s retention in rural public secondary schools in Tanzania. The respondents were asked to state the rate of increase of staff retention occasioned by career development opportunities offered by their school. The results suggest that majority at 62.5% indicated 51-75%, while 21.3% indicated 26-50%, 12.2% indicated retention rate of between 1-25%. The rest at 4.0% indicated staff retention to be between 76-100%. The results are shown in figure 1.2.
Besides that, the respondents were asked in their opinion, if lack of adequate career development opportunities by their school is one of the main reasons why employees leave for employment elsewhere, the responses were as follows: 85.8% said No while 14.2% said Yes suggesting that lack of adequate career development opportunities does not lead to departure of employees within rural schools in Tanzania. Table 1.5 shows the result.

Table 1.5 Lack of adequate career development opportunities in schools

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>236</td>
<td>85.8</td>
</tr>
<tr>
<td>Yes</td>
<td>39</td>
<td>14.2</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether the, the respondents consider career development as a major tool for attracting, motivating and retaining good quality employees, the responses were as follows: 70.2% said No while 29.8% said Yes suggesting that career development is not a major tool for attracting, motivating and retaining good quality of employees besides it motivate employees to exit in search of better opportunities. In addition to that, the respondents were asked if they think the opportunities for career growth offered to the employees in schools increases their retention. Again the result indicates that 94.6% said „No“ while 5.4% said „Yes“. From those who said „No“, their main reason was that there was no career growth in their schools on the other hand those said yes it makes them to be motivated to their work table 1.6 shows the result. Further, it was noted that some of the issues identified by the respondent to enhance their career growth were as follows; introduction of financial of support to enable them pursue further studies, introduction of career opportunities in schools, promotion of teacher to higher grades, giving permission for further studies among others.

Table 1.6 Career development for motivation, retention and opportunities

<table>
<thead>
<tr>
<th>Question statement</th>
<th>response</th>
<th>Frequency</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career development is a major tool for attracting, motivating and retaining good quality employees in schools.</td>
<td>No</td>
<td>236</td>
<td>85.8</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>39</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>275</td>
<td>100.0</td>
</tr>
<tr>
<td>Opportunities for career growth offered to the employees in schools increases their retention</td>
<td>No</td>
<td>236</td>
<td>85.8</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>39</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>275</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The respondents were asked to rate the extent to which they agree or disagree with the following aspects of career development on retention of employee in rural public secondary in Tanzania: To know the extent to which the respondents agree or disagree that schools support personal career development goal. 40.6% strongly disagreed, 44% disagreed 12.6% were neutral, 2.3% agreed and 0.6% strongly agreed with a mean of 2.49 out of possible scale of 5. Based on this finding it is clear that many schools do not support personal growth for employee in rural secondary schools in Tanzania.

On whether schools have in-house skill training and development programs to develop its employee, 26.5% of the respondents strongly agreed, 37.5% agreed 22.9% were Neutral, 8.0% disagreed while 5.1% strongly disagreed. A mean of 3.73% and standard deviation of 1.0089 was recorded indicating that
majority of the respondents were in agreement that schools have inhouse skill training and development programs for employee. Concerning whether in each school, individual counseling is being conducted to all employee: 30.6% strongly disagreed, 34% disagreed 22.6% were neutral, 13.3% agreed and 11.9% strongly agreed mean of 3.71 suggesting that the respondents were in disagreement that each school has individual counseling unit for counseling employee.

To find out if school management recognizes that everyone potentially has a career and that, as a consequence, everyone has career development needs, the results were as follow: 1.5% strongly disagreed, 3.6% disagreed 18.9% were neutral, 51.3% agreed and 24.7% strongly agreed. The respondents were in agreement that management recognizes that everyone potentially has a career. This was also supported with a mean of 3.95. This is congruent with the findings by Borman & Maritza, (2008) who show that teachers’ retention is influenced by forces pulling teachers into the teaching profession, mitigating their motivation behaviour and career satisfaction.

On whether there is a clear communication of information concerning career options and opportunities with the school, 2.2% strongly disagreed, 13.2% disagreed 28.2% were neutral, 36.6% agreed and 19.8% strongly agreed. The mean recorded was 3.49 again suggesting that respondents were in agreement that there is clear communication of information concerning career options and opportunities. Lastly, to check if there is room for individual assessments of abilities, interests, career needs and goals in the school, 12% strongly disagreed, 29.5% disagreed, 25.5% were neutral, 20.7% agreed and 2.4% strongly agreed. Table 1.7 illustrates these results.

In a study by Jablin (1987), it was highlighted that communication issues are antecedent to employees’ affective responses in relation to communication satisfaction and job satisfaction as well as organizational commitment, which eventually lead to employee turnover intention and actual turnover. In this direction, the study shows that managers’ methods and strategies of communication have a great deal of impact on subordinates’ turnover. Thus, these two variables: manager’s communication method and workers’ intention to leave are correlated.

Therefore, null hypothesis was rejected and it was conclude that there is a positive significant influence of career development on employee’s retention in rural public secondary schools in Tanzania.

Table 1.7: Career development Descriptive Analysis

<table>
<thead>
<tr>
<th>Statement</th>
<th>S.D</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>S.A</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD1</td>
<td>40.6%</td>
<td>44.9%</td>
<td>12.6%</td>
<td>2.3%</td>
<td>0.6%</td>
<td>2.49</td>
<td>.789</td>
</tr>
<tr>
<td>CD2</td>
<td>5.1%</td>
<td>8.0%</td>
<td>22.9%</td>
<td>37.5%</td>
<td>26.5%</td>
<td>3.73</td>
<td>1.098</td>
</tr>
<tr>
<td>CD3</td>
<td>30.6%</td>
<td>34.0%</td>
<td>22.6%</td>
<td>13.3%</td>
<td>11.9%</td>
<td>3.71</td>
<td>1.003</td>
</tr>
<tr>
<td>CD4</td>
<td>1.5%</td>
<td>44.0%</td>
<td>18.9%</td>
<td>51.3%</td>
<td>24.7%</td>
<td>3.95</td>
<td>.843</td>
</tr>
<tr>
<td>CD5</td>
<td>2.2%</td>
<td>13.2%</td>
<td>28.2%</td>
<td>36.6%</td>
<td>19.8%</td>
<td>3.69</td>
<td>1.019</td>
</tr>
<tr>
<td>CD6</td>
<td>12.0%</td>
<td>29.5%</td>
<td>25.5%</td>
<td>20.7%</td>
<td>12.4%</td>
<td>2.92</td>
<td>1.219</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>3.84</td>
<td></td>
<td>0.970</td>
<td></td>
</tr>
</tbody>
</table>

In measuring the validity of employee retention, an instrument comprising four items was considered as originally compiled from the literature. From the finding, no item with low factor loading was discarded. The factor loadings were ranging between 0.903 and 0.947 as shown in table 1.8. Besides that, items under consideration had an average factor loading of 0.917 for all items under consideration so they were considered to be valid to measure the influence of Employees retention in Public Secondary Schools in Tanzania.
Table 1.8 Factor loadings for Employee Retention

<table>
<thead>
<tr>
<th>Employees retention</th>
<th>Factor Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tenure of employment</td>
<td>0.914</td>
</tr>
<tr>
<td>2. Management support for employee</td>
<td>0.903</td>
</tr>
<tr>
<td>development</td>
<td></td>
</tr>
<tr>
<td>3. Competitive wages</td>
<td>0.947</td>
</tr>
<tr>
<td>4. Compensation management</td>
<td>0.904</td>
</tr>
<tr>
<td>Total</td>
<td>0.917</td>
</tr>
</tbody>
</table>

Respondents were asked to state their level of agreement on the extent to which each of the statements represented in matrix table 1.6 influences employee retention in their school. The study established the following findings; on whether my school is dedicated to tenure of employment, only 7.0% of the respondents disagreed and 11.8% strongly disagreed, while 5% were undecided, 40% agreed and 30.2% of the respondents strongly agreed. An average score rate of 3.41 was recorded with standard deviation of 0.936. This suggests that many rural public secondary schools are dedicated to tenure of employment. Concerning whether management supports employee development in rural public secondary schools in Tanzania, majority of the respondents agreed at 51.2%, 25.4 strongly agreed, 13.7% were neutral, 6.3% disagreed and 3.4% strongly disagreed with an overall mean rate of 3.81 and standard deviation 0.998.

This confirms that management supports employee development in rural public secondary schools in Tanzania only that they don’t stay longer.

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

The Respondents were further asked whether employee are compensated for their efforts, 51.2% of respondents agreed, 24.4% strongly agreed, 14.6 were undecided but 7.3% disagreed and 2.4 strongly disagreed. Average scale of 3.81 out possible 5 and standard deviation of 0.998 was recorded. This means that employees are compensated for their efforts in rural public secondary schools in Tanzania. The results commensurate the findings by Willis (2001) who, in his study established that, compensation is one of the crucial issues as far as attracting and keeping talent in organizations is concerned. The following table 1.9 summarizes these findings.

Table 1.9: Employee retention Descriptive Statistics

<table>
<thead>
<tr>
<th>Statement</th>
<th>S.D</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>S. A</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER1</td>
<td>11.8%</td>
<td>7%</td>
<td>5%</td>
<td>40%</td>
<td>30.2%</td>
<td>3.41</td>
<td>0.946</td>
</tr>
<tr>
<td>ER2</td>
<td>3.4%</td>
<td>6.3%</td>
<td>13.7%</td>
<td>51.2%</td>
<td>25.4%</td>
<td>3.81</td>
<td>0.998</td>
</tr>
<tr>
<td>ER3</td>
<td>39.7%</td>
<td>20%</td>
<td>24.2%</td>
<td>7.1%</td>
<td>9%</td>
<td>3.00</td>
<td>1.047</td>
</tr>
<tr>
<td>ER4</td>
<td>6.9%</td>
<td>12.2%</td>
<td>32.1%</td>
<td>36.0%</td>
<td>12.8%</td>
<td>3.41</td>
<td>0.946</td>
</tr>
<tr>
<td>Total</td>
<td>3.367</td>
<td>0.929</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Linearity Test

Linearity of variables was tested using correlation coefficients as suggested by Cohen, West and Aiken, (2003). To establish whether there is a linear relationship, the study adopted the Pearson’s Moment Correlation Coefficients and the results were presented in table 1.10 below. The results indicate that the variables career development and employee retention had a strong positive relationship as indicated by a correlation coefficient of .626** which translate to R-square value of 0.392. Therefore 39.2% of employee retention was explained by career development.
Table 1.10: Career development Correlations Coefficients

<table>
<thead>
<tr>
<th>Variable</th>
<th>Employee Retention</th>
<th>Career development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.626***</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>275</td>
<td>275</td>
</tr>
</tbody>
</table>

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

Apart from Product Moment Correlation Coefficient, linearity was also tested using scatter plot between employee’s retention and career development and the results in figure 1.3 clearly indicate that there was linear relationship between employee retention and career development.

![Figure 1.3: Scatter plot diagram showing the influence of Career development on employee retention.](image)

Table 1.11: Regression analysis for career development and employee retention

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.626a</td>
<td>.392</td>
<td>.390</td>
<td>.27515</td>
<td>1.906</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), career development (X1)
b. Dependent Variable: employee retention

From Table 1.11, the value of R-square value was .392. This implied 39.2% of employee retention was explained by career development. We therefore reject null hypothesis and conclude that there is a positive significant influence of career development on employee retention in rural public secondary schools in Tanzania.

ANOVA for Career development (X₁)

The finding above was further illustrated in the Analysis of Variance table 1.12 An F-Statistics value of 176.254 was recorded with p-value of 0.000 which was less than 0.05. This therefore implies that there was a significant relationship between career development and employee retention in rural public secondary schools in Tanzania. This means that career development had significant influence on employee retention in rural public secondary schools in Tanzania.

Table 1.12: ANOVA for Career development (X₁)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Regression</td>
<td>13.343</td>
<td>1</td>
<td>13.343</td>
<td>176.254</td>
</tr>
<tr>
<td>2</td>
<td>Residual</td>
<td>20.668</td>
<td>273</td>
<td>.076</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>34.011</td>
<td>274</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a. Dependent Variable: Employee retention (Y)
b. Model 1 Predictor: (Constant) Career development (X₁)

Coefficients for Career development (X₁)

From the coefficient table 1.13, t-test was also used to test the influence of predictor variable career development on employee retention and there was a significant relationship between the two variables with p-value = 0.000 < 0.05 for model and t-statistics value being 13.276. The regression equations between employee retention and career development for the model can be expressed as:

\[ Y = 1.514 + 0.489X_1 \]

The model indicates that for every unit of career development, employee retention value changes by 0.489. These results were also supported by the descriptive analysis.

Table 1.13: Coefficients for Career development (X₁)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>Model2</td>
<td>(Constant)</td>
<td>1.514</td>
<td>.138</td>
<td>10.996</td>
</tr>
<tr>
<td>Career</td>
<td>.489</td>
<td>.037</td>
<td>.626</td>
<td>13.276</td>
</tr>
</tbody>
</table>

Discussions of Key Findings

The stated research hypothesis in this study was \( H_0: \) There is no positive significant influence of career development on employee retention in rural public secondary schools in Tanzania. The components of career development that were considered by the researcher were: schools support personal career development goal, schools have in-house skill training and development programs to develop its employee, individual counseling, school management recognizes that everyone potentially has a career and that, as a consequence, everyone has career development needs, clear communication of information concerning career options and opportunities within the school, a room for individual assessments of abilities, interests, career needs and goals in the school. The study findings indicated that on the overall coefficient or cronbach’s alpha for career development was 0.717.

In establishing the extent to which the respondents agreed or disagreed that schools support personal career development goal 84.6% of respondents disagreed that schools support personal career development goal. This implies that rural public secondary schools do not support personal career development goal. The findings relate to views by Gaynor, 1998; Mulkeen, (2010) who contend that proper and transparent career-path support and opportunities for progression is severely limited in the education profession within most African countries, a situation which is strongly demoralizing for teachers. Bhatnagar, J (2007), once contended that, lack of personal growth in organizations results in career plateau which in turn leads to increased employee intention to quit.

Therefore, organizations need to realize that positive career development for their workforce is a way of helping to attract and retain the best people: by recognizing and responding to the needs of individual employee they will get the best out of them. More effective guidance will assist the development of a knowledge economy and benefit individuals, employers and society at large. Bhatnagar, J (2007), continues to warn that Human Resource professionals have a greater responsibility of managing career plateau and hence minimize employee turnover. According to Lee (2003), plateau employees are likely to have higher labor turnover because they want to advance their careers elsewhere in the environment.

On whether schools have in-house skill training and development programs to develop its employee, 64% of the respondents agreed with a mean of 3.73% and standard deviation of 1.0089 indicating that majority of the respondents were in agreement that schools
have in-house skill training and development programs for employee. This is in agreement with the assertion of Wan (2007) that the only strategy for organization to radically improve workforce productivity and enhance their retention is to seek to optimize their workforce through comprehensive training and development. For organizations to achieve this purpose, they need to plough resources into the training of their personnel so as to be competitive in the near future.

Staff that are not trained stand no chance of being promoted and so has a future that is bleak, this makes some employee look for alternative job where their training is guaranteed. In-house training and development has advantage to the organizations because employee learns while producing. Barringer (2005), made a comparison of rapid- growth and slow growth firms, he found out that rapid-growth firms used on-job training of staff to achieve their objectives and put more emphasis on development of staff to a significantly greater extent than their slow-growth counterparts. These contributions by authors show that training is positively related to staff retention.

The results from this study indicate that the variables employee retention and Career development had a strong positive relationship indicated by a correlation coefficient value of 0.626**. This suggests that there was a linear positive relationship between Career development and employee retention. The objective; examining the influence of career development on employee retention in rural public secondary schools in Tanzania was tested using the research hypothesis that; there is significant positive influence of career development on employee retention in rural public secondary schools in Tanzania. The test was conducted using linear regression model. From the model summary, the strength of the relationship between predictor variable and the response variable is shown using correlation (R) or coefficient of determination R- square the value of R- square value was .392. This implies 38.4% of employee retention was explained by career development.

We therefore reject null hypothesis and conclude that there is a positive significant influence of career development on employee retention in rural public secondary schools in Tanzania. The finding above was further illustrated in the Analysis of Variance (ANOVA). An F-Statistics value of 176.254 was recorded with p-value of 0.000 which was less than 0.05. This therefore implies that there was a significant relationship between career development and employee retention in rural public secondary schools in Tanzania.

**Conclusion**

Career development is considered at 70.2% as a tool for attracting, motivating and retaining good quality employee. It is worth noting that financial support to enable employee pursue further studies, introduction of career opportunities in schools, promotion of teacher to higher grades, giving permission for further studies among others are some of the issues identified in this study to enhance employee career growth although school management does not support personal career development goal.

**Recommendations**

It was found that many schools do not support personal career development goal. Schools should support career development to encourage retention of employee. The following strategies are recommended as far as career development is concerned;

i) A chance to advance. Teachers are looking for schools where their development is a part of the package, just as much as compensation. Schools” management in collaboration Ministry of education and Vocational training has the responsibility to offer accelerated development programming on the job. To hire and retain this talent pool, development has to be part of an employer’s recruitment strategy.

ii) Career conversations. Schools” management should engaging employee with short career conversations frequently and iteratively, rather than waiting until the annual development review.

iii) Concrete feedback. Once employees are doing the work to grow and advance, they’ll need routine feedback. Whether it’s encouragement or realigning goals and timelines, it’s important to stay in touch.

iv) Financial support. It is worth noting that financial support to enable employee pursue further studies and introduction of career opportunities in schools, among others, are some of the issues identified in this study to enhance employee retention.

**Reference**


outcomes: The role of perceived organizational support. 


