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Teacher Retention in Zimbabwe: Love for Teaching or Incentives?

Clifford Gomba

University of the Incarnate Word, cgomba@uiwtx.edu

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TEACHER RETENTION IN ZIMBABWE: LOVE FOR TEACHING OR INCENTIVES?

by

CLIFFORD GOMBA

A DISSERTATION

Presented to the Faculty of the University of the Incarnate Word
in partial fulfillment of the requirements
for the degree

DOCTOR OF PHILOSOPHY

UNIVERSITY OF THE INCARNATE WORD

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the bottom of my heart for sacrificing for your family. And it's not easy for the children to only see their father once a year or two years when I had managed to visit. I promise you that I will try to always to be there with you now that that this journey is over.

Clifford Gomba

DEDICATION

To my wife Loreen Gomba, daughters, Tinotenda Eucharía and Charmaine Tinevimbo
and my aunt Sr. Eucharía P. Gomba, and my late mother, Tecla Gomba.

TEACHER RETENTION IN ZIMBABWE: LOVE OF TEACHING OR INCENTIVES?

Clifford Gomba, PhD

University of the Incarnate Word, 2017

This qualitative interpretive study investigated the lived experiences of qualified teachers who have remained in teaching for more than 10 years in Zimbabwean rural secondary schools. In understanding how teachers make meaning of their remaining in teaching, the focus is also on the role and place of teachers in society. The experiences were investigated using a dialoguing *unhu* theoretical framework based on the writing of Lortie (1975) and unhu philosophy.

Teacher participants were drawn from three rural secondary schools in Chirumhanzu district in the Midlands province of Zimbabwe. In addition, two teachers who left teaching in Zimbabwe and are resident in the United States also participated in the study. The teachers had a minimum of 10 years teaching experience. Through semi-structured interviews, teachers were asked and shared information about their decisions to become teachers, how they decided to remain in teaching despite the growing challenges the field is facing, and how they viewed the role of incentives and other motivational mechanisms in their decision to remain in teaching.

Data collection was done through interviews, journaling, memos, pictures, and artifacts. Data analysis was done using the phenomenological protocol to ensure trustworthiness and credibility, checking of transcripts, member checking strategy, field journal, and

triangulation was used. Practicing epoche (suspension of judgments) helped in the bracketing of personal experiences, biases, and assumptions (Hays & Singh, 2012; Patton, 2015).

There were several findings that influenced teachers to remain in teaching as cited by teachers: (a) affordability/quality of life, (b) family responsibilities and parental support (c) stepping stone, (d) good relationships, (e) love teaching/kids, and (f) economy and politics. Although they admitted that they face challenges in their professions, they also said that their proclivity to hard work and teaching has kept them going. Further analysis of the themes resulted in higher levels findings explaining why teachers have remained in the profession for more than 10 years. Four higher level findings emerged: the importance of community culture and relationships, the removal of incentives led to dissatisfaction but did not affect love of teaching, the local school context or environment influence, the value of the existence of unhu and respect, and the lack of alternatives to lead a satisfying lifestyle. A love model of teacher retention was developed from the findings to explain teacher retention in rural Zimbabwean schools.

Retention of teachers was a result of altruistic, intrinsic, and extrinsic factors. Psychic rewards (Lortie, 1975), play a central role in retaining teachers in the Western context; however, community influence, dialogue, and unhu have been shown as greater influencer to teacher retention in this study as teachers love their jobs and enjoy working with kids. Knowing that they are making a difference is a source of motivation for teacher retention. Love for teaching was undermined by incentives that gave teachers a false sense of satisfaction. It is imperative for responsible authorities, parents, and administrators to be aware of positive factors that hold sway in the retention of teachers and work towards their improvement.

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Teacher Retention

Zimbabwe experienced severe political and economic problems in 2007 and 2008. Between 2007 and 2009 there was deterioration in the quality of education, destruction of education infrastructure, and migration of professional educators (Mawere, 2012). There were also many schools being closed as teachers left the profession. Shizha and Kariwo (2011) argue that political, economic, and social insecurity among educators was created during the political stalemate following the highly contested presidential elections of 2008. There was widespread political violence against teachers in the country who were seen as agents of regime change (Pswarayi & Reeler, 2012). In some horrifying cases, perpetrators of violence against teachers would give students whips to beat up their teachers (Pswarayi & Reeler, 2012). As a result, the professionals felt they had no choice but to leave the country, thus creating human capital shortage at all levels of the education system.

The Ministry of Education (2008) said that teacher attrition was felt more keenly in Sciences and Mathematics as teachers left for neighboring countries, especially South Africa, where those skills were in greater demand. The government of Zimbabwe was unable to match what South Africa paid its teachers. The result was a mass exodus of teachers (UNICEF, 2008) to other countries and the private sector. Figure 1 shows Zimbabwe's education system timeline, focusing on the events that impacted the education system.

The timeline shows that Zimbabwe's education system started to experience teacher migration in the year 2000 due to political violence. The migration of teachers, which is referred to as brain drain in Zimbabwe, resumed in 2007 due to the economic crisis. Problems escalated

in 2008 and 2009 resulting in the cancellation of the school calendar and in closure of 90% of the schools. Figure 1 shows the brief history of Zimbabwe's education system.

This study is an attempt to address the issue of teacher retention focusing on those teachers who have remained. Current research is focused on those teachers who have left at the expense of those who have remained. The topic is also important because understanding why teachers leave the profession is the first step in getting them to stay. Teacher retention as a study area intersects with money and development of a country, hence it is very important. There is insufficient research on teachers' voices to draw any firm conclusions about teacher retention. My audience for this research are those who may need to have options to consider in retaining qualified experienced teachers: the teachers themselves, school and district administrators, parents and the local community, and the owners of the schools.

The Importance of Teachers

Teachers in Zimbabwe are regarded as the key to educating the nation. They are considered the source of knowledge due to shortage of learning materials (Kangai & Bukaliya, 2011). Teachers in Zimbabwe are important because they influence students' futures, including influencing how they think (Shizha & Kariwo, 2011) and enhancing students' chances of attending college (Samkange, 2015), earning more money, and helping shape and change the world for the better. In the United States, research by the Rand Corporation found that teachers play a more important role in student achievement than any other aspect of schooling (Hamilton, 2012).

Because of their influence on the nation's future, staff retention is a hot issue in Zimbabwe's education system (Kurasha & Chiome, 2013; Ministry of Education, 2004). In general, the school is regarded as an important functional locus of student learning, and the

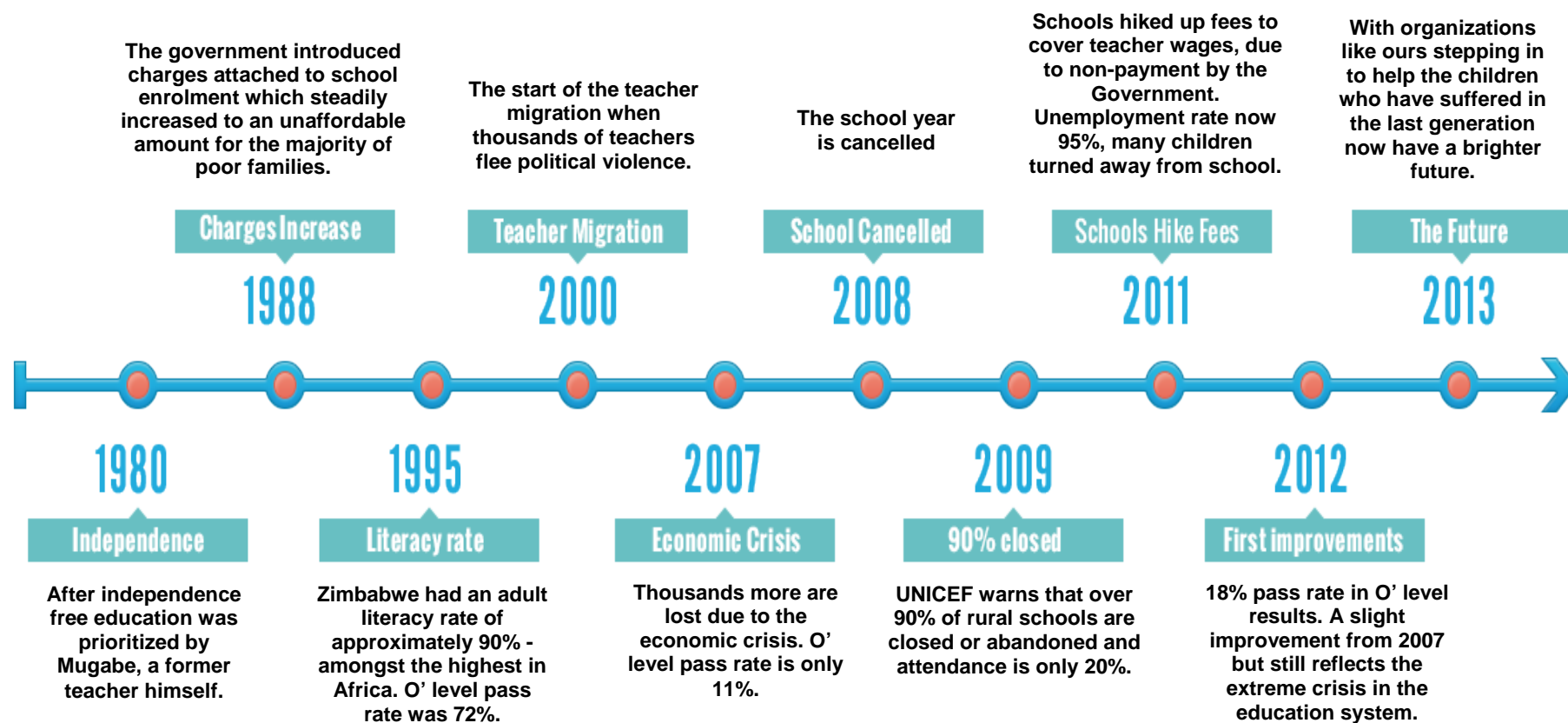


Figure 1. Zimbabwe Education System: A Brief History, Educate Zimbabwe's Children, 2015, London, England: Author. Copyright by the Aletheia Foundation. Reprinted with permission.

teacher is the most critical factor within the school in facilitating student quality and achievement (Darling-Hammond, 1999; Leu, 2005). School administrators, in general, and those in leadership positions are responsible for ensuring that students receive a quality education and shaping a collaborative, motivated, and effective learning and teaching community (Leu, 2005). Teachers play a pivotal role in the success or failure of school reform initiatives, making the need for qualified, experienced teachers clear.

Since teachers are at the center of student success, Hargreaves and Fullan (2012) argued that they need to be treated with dignity and respect, and that they be given the freedom to make decisions as a team. Their argument was that if teachers are not treated well, they are likely to leave to look for better working environments. In addition, teachers should be encouraged to learn from their colleagues, and administrators and leaders must leave teachers to exercise their professional judgment (Hargreaves & Fullan, 2012). When teachers become aware that their professional judgement is not trusted and respected, they might feel a sense of insecurity and decide to leave (Schneider & Parker, 2013). If teachers are given freedom, then use of rewards and punishments of individual teachers as a method to motivate teachers might become redundant. When placed in a team environment that encourages group interaction, individual contributions, and continuous learning, it is believed that teachers might automatically elevate their own competency (Hargreaves & Fullan, 2012).

Retaining qualified and experienced teachers in the classroom has remained a challenge in the education sector for many years (Billingsley, 2004; Ingersoll & Smith, 2003; Waddell, 2010). Inman and Marlow (2004) argue that the need to identify factors that influence teachers to remain in the profession is of great importance because high turnover affects student achievement and the cost to replace teachers is high. In the USA, Waddell (2010) found that

factors that influenced teachers to remain in teaching were relationships with co-workers, principals, and students; perseverance, self-efficacy; service; and a sense of ownership.

Statement of the Problem and Purpose of the Study

Post-independent Zimbabwe experienced a shortage of qualified teachers due to teacher turnover which averaged 4.5% per year until 2006 (Moore, Kriger, & Raftopoulos, 2013). In 2008 alone, the number of teachers who left teaching due the depressed economic conditions and hostile political environment increased to about 8% (Moore et al, 2013). In fact, the Ministry of Education, reported that close to 20,000 teachers left teaching in 2008. The issue is not limited to a particular setting (urban or rural) and is found in private, government and council schools alike, making it difficult to find a suitable solution (Ministry of Education, 2011).

The supply of qualified classroom educators in Zimbabwe is failing to meet the demand, hence creating problems in:

- Providing quality education to Zimbabwe youth which prepares them to think critically, make informed decisions, and to solve problems.
- Compromising the role and place of schools in society.
- Financing education, as the costs of teacher turnover are very high.
- Generating an ongoing cycle of unqualified teachers who are less able to address the needs of the students than their qualified counterparts (Murekedzi, 2013).

Despite the crises and pull from other sectors or abroad, there are teachers who have chosen to remain in Zimbabwe. Some private schools, for example, managed to keep their teachers by paying them higher salaries and incentives, whereas some teachers in public schools continued working without any reward in 2008 (Ministry of Education, 2008). Why did some teachers remain in the profession despite a difficult environment that influenced many others to

leave? There is no evidence from the literature that shows that teachers who remain have wider skill sets or may be better teachers. There is no literature in the public domain to explain teachers' decisions to remain in the profession in Zimbabwe. Although some schools implemented strategies to retain teachers, such as monetary incentives, mentoring programs, workshops, transportation, and administrative support (Zvavahera, 2015a), others did not embark on these retention strategies, but teachers remained in their professions nevertheless (Pswarayi & Reeler, 2012).

This qualitative interpretive study focuses on the lived experiences of qualified teachers in a rural area of Zimbabwe. By focusing on understanding what motivates teacher retention in the rural areas, the local districts, and the national government can concentrate their efforts on retaining qualified teachers instead on the more expensive task of attracting new teachers. Statistically, it has been shown that new teachers often leave after an average of only 5 years in the United States (Donaldson & Johnson, 2011) and after 10 years in Zimbabwe (Dzimiri, Runhare, Dzimiri, & Mazorodze, 2014).

The purpose of this qualitative interpretive study is to investigate the lived experiences of qualified experienced teachers who have remained in teaching for more than ten years in Zimbabwean rural secondary schools. The emphasis is to understand how they make meaning of their remaining in teaching (Merriam & Tisdell, 2015).

Research Questions

The following research questions helped guide my study.

1. Why do qualified rural secondary school teachers in Zimbabwe remain in teaching longer than ten years, despite an economic and political environment in which many other teachers have left?

2. What are the most important political, economic, and social implications of teachers remaining in teaching for over ten years?
3. What political, economic, and social factors contribute to the retention of qualified teachers in rural Zimbabwe?

Overview of the Methodology

The qualitative interpretive research approach will be used for this study to explore the reasons that have influenced qualified teachers, who have taught for more than ten years, to remain in teaching. Merriam (1998) defines qualitative interpretive as a qualitative study that “seek[s] to discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved” (p. 11). The qualitative interpretive approach allows a researcher to discover and understand teacher retention perspectives. Through interviewing data collection procedure, understanding teachers’ perspectives of remaining in teaching is possible.

To understand better any phenomenon about which little is known, it is advisable to use qualitative methods (Corbin & Strauss, 2015). Qualitative methods can also be used on things already known to gain new perspectives or more in-depth information (Hoepfl, 1997). The qualitative approach was ideal for this study because of the need to make sense of the teachers’ perspectives and the meanings teachers attach to them. The qualitative interpretive study approach enabled understanding of the teachers’ worldviews and reasons for remaining. In qualitative interpretive approach, description and understanding of the experience of the participants are of utmost importance, and the interpretations of the researcher are secondary (Creswell, 2013).

Although I used the interpretive approach for this study, I analyzed the data using Moustakas’ (1994) modified Stevick-Colaizzi-Keen phenomenological data analysis process.

The position taken by Merriam and Tisdell (2016) is that a researcher can combine two approaches to bring the best from the research. In the process of analysis, there was need for me, as the researcher, to set aside my preconceptions and assumptions in a process called bracketing or *epoche* (Butler-Kisber, 2010). This was important “to mitigate the potential deleterious effects of unacknowledged preconceptions related to the research thereby increasing the rigor of the project” (Tufford & Newman, 2010, p. 81). In addition, this also allowed me to reach deeper levels of reflection across this research topic of teacher retention. Once that was done, I collected data through interviews and self-reports. I audio taped and transcribed all the interviews. This enabled me to form a deep, rich understanding of meaning-making of teachers who have remained in teaching. Other methodologies were not suitable to this purpose. In chapter three, I present my methodology in full detail.

Significance of the Study

This study provides a unique perspective on the issue of teacher retention in Zimbabwean rural schools that are difficult to staff with qualified teachers. This study adds to the body of knowledge on teacher retention, specifically a growing understanding of rural secondary teacher retention and the phenomena associated with teachers’ decisions to remain in teaching from a Zimbabwean perspective. In addition, the study may be significant at a local level in Chirumhanzu District and possibly other Districts in the Midlands province of Zimbabwe in understanding factors that influence teacher retention.

Discovering the motivations that influenced teachers to remain in teaching may reveal clues that may support teacher retention in the future. Understanding the answers to this study’s research questions concerning teacher retention is important. The teacher’s stories, as told by the interviewed teachers, may be used by education authorities to retain other teachers. This study on

teacher retention, done from the perspectives of “stayers,” is significant for enabling policymakers at local levels to formulate teacher retention policies, most of which formulated based on research findings (Walugembe, Kiwanuka, Matovu, Rutebemberwa, & Reichenbach, 2015).

With evidence that few young people are joining teachers’ colleges to train as teachers, while at the same time qualified ones are leaving for better opportunities, influencing qualified teachers to remain seems a desirable option. The study is also significant in its direct influence of teachers. The study identifies the reasons teachers currently working in rural schools give for their motivation to remain in teaching. This helps influence others to do the same.

Summary

This chapter provided the context of the study and the challenges that schools face in keeping qualified teachers in rural Zimbabwe. While there is a need to keep qualified teachers in the classroom, there is a lack of information on how schools can influence and accomplish this outcome. Discovering the gap in the literature has motivated this study from which I have identified the factors that have led teachers to stay in teaching. This is expected to inform efforts to retain teachers in Zimbabwe and, at the same time, narrow the literature gap.

Review of Related Literature

The literature on teacher attrition is focused on training new teachers as a solution to keep teachers in the classroom (Allen, 2005; Guarino, Santibanez, Dalay, & Brewer, 2004; Kavanuke, 2013). The government of Zimbabwe, in its report of 2008 states that keeping qualified teachers in the classroom is of paramount importance (Ministry of Education, 2008). The need to keep qualified, experienced teachers in the classroom relates to issues of student achievement.

The purpose of this literature review is to develop a conceptual framework on teacher retention in Zimbabwe. The literature review focuses on reasons why some teachers stay and others leave. Current literature on teacher retention and attrition abounds with examples of retention in other countries, with Zimbabwean examples being limited to Ministry of Education documents, reports, and a few research studies done by individuals. Focus on why teachers leave the teaching profession is prominent in the literature while there is insufficient research on retention of teachers to draw any firm conclusions on why teachers remain in the profession. Lacking understanding of why they remain prevents use of their experiences for the effective development of retention strategies.

Background to Zimbabwe's Education System

The history of education in Zimbabwe is extensive; I will focus only on those aspects relevant to the main argument in this work. Zimbabwe was colonized by the British for almost a century since 1890, and became independent in 1980 after a protracted war. The main local languages are Shona and Ndebele, but English is recognized as one of the official languages. At independence, the total number of teachers was 3,730 out of a population was 7.31 million people, with only about 300 000 people (approximately four percent) being people of foreign origin (Lopes & Chimanikire, 1999).

Prior to independence, the education system was racially biased and unequal in both governance and quality, with the majority black population suffering (Shizha & Kariwo, 2011). The education system was aimed at establishing and maintaining the social and economic differences between the blacks and whites (Kadhani & Riddell, 1981). In 1981, the government established the Growth with Equality policy in 1981 to redress the imbalances (Shizha & Kariwo, 2011). The adoption and implementation of this policy resulted in a phenomenal growth in education (Mawere, 2012), with number of secondary school teachers rising to 27,967 in 1990 from a mere 3,730 in 1980 (Dzvimbo, 1991). Teacher training colleges were constructed and by 1990 the number of student teachers reached 16,576 from 2,824 in 1980 (Dzvimbo, 1991). Secondary student population rose from 66,215 to 422,584 pupils during the same period (Chivore, 1986), necessitating the employment of untrained teachers as stop-gap measure to address the teacher shortage (Mawere, 2012). Statistics show that the country increased the literacy rate from 70.4% in 1980 to 80.8% in 1990 (Lopes & Chimanikire, 1999) and to 87% in 2015 (World Bank, 2016).

Although Zimbabwe as a country managed to register such phenomenal developments in education, the issue of staffing of teachers there remained challenge. The following review of literature begins with the economic influences, then moves to political violence, employment conditions, influence of place of work, and lastly to the civic duty of teachers in a cultural context. As the unhu philosophy is an essential concept in this framework, its definition and meaning are also addressed.

Economic Influences on Teacher Attrition

The macroeconomic environment tends to influence teacher retention due to budget belt-tightening on the part of government. This leads to the demotivation and departure of educators

from the profession. Research from literature has shown that during a period of economic growth, teachers tend to be motivated and hence remain in teaching (Knoll, 2015). Statistics have shown that teacher attrition in Zimbabwe in the 1980s was low (on average 4.3% per year) when the country experienced stable economic conditions (World Bank, 1992) and high (an average of 8% from 2008 to 2010) during economic depression (Kanyenze, Kondo, Chitambara, & Martens, 2011). Due to the unusual higher attrition rate in 2008, Kanyenze et al. (2011) termed it the year of paralysis and it brought with it future uncertainties among teachers.

In 2008, the country experienced an economic crisis attributed to unplanned land reform. This economic crisis included the currency losing value, hyperinflation, closure of industries, widespread out migration, and loss of jobs. Due to this economic crisis of 2008, teachers' salaries dropped and most teachers left teaching for other more highly paid professions (Kurasha & Chiome, 2013; UNICEF, 2011). Prior to 2000, teaching was regarded as an attractive profession, with teachers earning a salary that was six times more than the minimum wage (World Bank, 1992). The bad economic environment led teachers to become the lowest paid professionals among the civil service (Kurasha & Chiome, 2013), which resulted in teacher demotivation. A shortage of qualified teachers was created and worsened by the shunning of the teaching profession by young people (UNICEF, 2008 & 2011). This shunning was evidenced by the reduced number of young people joining teacher training colleges (Marist International Solidarity Foundation [MISF], 2011).

Zindi (1996) explained that the economic environment is the main determinant of whether teachers would embrace the philosophy of *unhu* and remain true to their profession. Incentives, varying from school to school, were introduced to retain teachers (Mawere, 2012). These incentives failed to work and teachers engaged in private tutoring which was not approved

by government (MISF, 2011). The resultant teacher shortage was addressed by recruiting temporary unqualified teachers and by increasing rural, housing, and transport allowances (Ministry of Education, 2011). These allowances are reviewed each year (Ministry of Education, 2004). The government also lowered the taxable income, such that teachers who earned low salaries paid lower taxes (Ministry of Education, 2008). Despite these retention mechanisms and efforts by the government, retention levels remain low and the government admitted that it failed to retain teachers (Mandina, 2012; Ministry of Education, 2008).

In terms of those who remained, the government continued to pay them in the Zimbabwean dollar that had lost more than 99.9% of its value (Hanke, 2008). In real terms, the money paid to teachers was worthless since they could not afford to buy anything with it (BBC, 2009). A teacher in Harare had to say about the situation in 2008.

It's not possible for us to go back to work. A week ago we got paid and the amount we found in our accounts was 30 trillion Zimbabwe dollars for the month. On that day it was equivalent to US\$3 (£2.15), but three days later, because of inflation, it was worth only US\$1 (71p) - and you can't really do anything with a dollar. (BBC, 2009)

The government abandoned its currency and adopted foreign currencies and began paying teachers US\$100 per month in 2009. A national strike by the civil service forced the government to revise the figure to US\$171 per month (UNICEF, 2011). However, this was not a living wage for the hard-working teachers who remained, and strikes and demonstrations against government increased (Kanyenze et al., 2011).

These economic conditions, accompanied with government failure or inability to respond or both, are not in isolation in impacting teacher attrition. Zimbabwean literature on teacher retention abounds with examples of political violence on teachers. The rapidly growth of

literature on political violence on teachers seems to indicate that the issue is of importance to the education sector in Zimbabwe.

Political Violence Influence on Teacher Attrition

Political violence in Zimbabwe affected teachers' motivation levels and contributed to their decisions to leave the teaching profession altogether (Dzimiri, Runhare, Dzimiri, & Mazoredze, 2014). The education sector was highly politicized and militarized through the establishment of militia bases in most schools, assault of local leaders, attacks on and humiliation of teachers, and exposure of students to violence (Pswarayi & Reeler, 2012). Retention of teachers during periods of political violence was a challenge because they could not just stay in schools to be beaten (Nyakudzuka & Mapuranga, 2014). In fact, they were no longer motivated to remain in teaching because they saw no benefit in doing so. Teachers were targeted because they were seen as agents of change who influenced the communities they teach in to vote for the opposition political parties (Pswarayi & Reeler, 2012). The transformation of schools into places of violence compromised teaching because schools were no longer safe places for teachers to teach and for students to learn (Kurasha & Chiome, 2013). This transformation strongly and negatively impacted teacher commitment and motivation (Bennell, 2004).

The immediate effect of political violence against teachers was absenteeism from work as teachers had to find alternative and secure environments (Bennell & Akyeampong, 2007). The violence that affected teachers also affected the prospects of having better communities at local and national levels (Pswarayi & Reeler, 2012). Politically motivated violence influenced teachers to leave, a behavior visible in the context of push-pull factors. Chinamikire (2005) asserts that teachers were pushed away due to beatings, and pulled by relatively peaceful neighboring countries such as South Africa and Botswana. Another effect of politically motivated violence

targeted against teachers resulted in the failure of the impacted schools where violence was most prevalent to attract qualified teachers (Pswarayi & Reeler, 2012). The direct effect of this violence against teachers was the closure of schools, with some reports that 94% of schools were closed as teachers fled the violence (Pswarayi & Reeler, 2012).

It should be noted that political violence on teachers affected their motivation to teach, negatively impacting their retention. Violence of this nature is against the dictates and philosophy of *unhu* (Kimmerle, 2006). *Unhu* is a social philosophy that encourages people to treat other people as fellow humans, with respect, warmth, and dignity (Magumbate & Nyanguru, 2013). Human dignity in education is important as informed by *unhu* philosophy. With the adoption of *unhu* values in education, violence against teachers would be reduced, and teachers will become motivated to teach and remain in their profession. *Unhu* philosophy in education empowers learners to be aware of the importance and value of treating other human beings with respect and dignity (Hapanyengwi-Chemhuru & Makuvaza, 2014). Through adoption of *unhu* in education, students learn the value of oneness of humanity and will be empowered to value fellow human beings and not practice violence, but solve disputes amicably (Maunganidze, Kasayira, & Mudhovozi, 2011). Political violence will be reduced through the adoption of *unhu* philosophy thus teachers will be motivated to remain in teaching. *Unhu* philosophy is central to teacher retention and motivation.

Although economic conditions and political violence on teachers is prominent in the literature on teacher retention, employment conditions also feature significantly in explaining teacher retention in Zimbabwe. The current literature on teacher retention in Zimbabwe abounds with examples of how employment conditions influence teacher retention. Therefore, it is

important to provide snippet of what the literature says about employment conditions influencing teacher retention in Zimbabwe.

Employment Conditions

Employment conditions are a source of motivation and teachers are likely to remain in teaching if they have good working conditions (World Bank, 1992). Chireshe and Shumba (2011) found that teachers complained of the heavy teaching load of more than 30 rather than the standard load of 24 hours, and this was a source of demotivation. The quality of education teachers provided to students was low (Kurasha & Chiome, 2013) and in some cases teachers would not teach all their classes (Mawere, 2012) due to the large teaching load. Some teachers are demotivated due to lack of teaching and learning materials, outdated library resources, poor accommodation facilities, and lack of electricity (Kurasha & Chiome, 2013). Most schools in rural Zimbabwe do not have access to technology, impacting their capacity to improve instruction. This condition repels qualified, experienced teachers. Most schools in rural Zimbabwe have accessibility problems and this, too tends to repel qualified and experienced teachers (Mandina, 2012). Teachers are aware of their schools' inaccessibility hence are absent from work knowing Ministry of Education officials will not be coming (Zvavahera, 2015b). Additionally, poor accommodation in rural areas is one of the reasons why teachers in Zimbabwe shun rural areas and migrate instead, to urban areas (Maphosa, Bhebhe, & Shumba, 2014; Ministry of Education, 2008).

Bennell and Akyeampong (2007) found that poor working conditions have reduced some teachers' level of commitment to teaching. The retention of teachers in teaching under such poor working conditions is because the teachers stated that they lacked alternatives to teaching (Chireshe & Shumba, 2011) and if given a second chance they would not join teaching. Due to

the poor working conditions and combinations of other factors, there has been a 24% drop in teacher college enrollment from 17,808 (10,163 women) in 2007 to 13,567 (8,722 women) in 2009 (ZPEN, 2011). The question that remains is whether those few who are joining teachers' colleges are committed to teaching. The National Education Advisory Board (NEAB) study postulated that those who failed to find other avenues of employment turn to training as teachers as a last resort (Chiome, 2011). Essentially, young people regard teaching as stepping stone to other careers (Mulkeen, Chapman, DeJaeghere, & Leu, 2007). Kavenuke (2013) noted that teachers in Africa, who are mainly from low economic status, remain in teaching because of the need to survive and not because they are satisfied, motivated, committed or even good at the job.

There is a relationship between employment conditions and motivation such that if the former is poor, the latter tends to be lower. Lortie (1975) also addressed the issue of working conditions focusing on the nature of relationships teachers have within the school as a source of motivation. Teachers tend to be restricted to the classroom and are lonely (Lortie, 1975). Whereas Lortie (1975) suggests that this needs to be addressed so that teachers dialogue with one another and not limit their discussion to "the tricks of the trade" (p. 77). This is in tandem with Ubuntu philosophy that explains that people are not strangers to each other (Mandova & Chingombe, 2013), but must strive to communicate and share resources so that living becomes worthwhile.

In broad terms, *place of work* includes the rural or urban location; the influence of colleagues, administrators, and students; and the school atmosphere itself. On a local level, place of work and working conditions may impact teacher retention. Literature on these factors seems to validate this influence.

Influence of Place of Work on Teacher Retention

The recruitment and deployment of teachers in Zimbabwe's schools is centralized by the Ministry of Education (UNESCO, 2001). However, the deployment and distribution of teachers is not systematic, takes time due to bureaucracy, and is not adequate at all to meet the growing demand in the country (Mulkeen et al., 2007). The demand for qualified teachers is high in rural areas (Bennell, 2004) as the teachers prefer to work in schools that offer good working and living conditions (Ministry of Education, 2011; World Bank, 1992). Expansion of secondary education, population increase (Ministry of Education, 2008), shunning of rural areas by qualified teachers, and overall teacher attrition has resulted in increased teacher demand (Murekedzi, 2013).

Rural-based schools in Zimbabwe have inherent problems such as poor teaching and learning materials, outdated library resources, poor accommodation facilities, lack of electricity, low levels of technology use, and teachers there generally lack the capacity to improve instruction (Bennell & Akyeampong, 2007; Kurasha & Chiome, 2013). Teachers deployed in the rural areas of Zimbabwe may easily transfer to another school and the government is powerless to prevent such movement (Mulkeen et al., 2007; World Bank, 1992). If teachers consider their rural workplace as hostile, they would take the next opportunity to leave (Maphosa et al., 2014).

In contrast, urban-based schools in Zimbabwe tended to attract teachers due to the easy accessibility of goods and services (Ministry of Education, 2008) and opportunities for part-time jobs for teachers as compared to rural-based teachers (Bennell & Akyeampong, 2007). In fact, the stronger and broader economic base of the urban areas offered teachers varied opportunities for increasing their incomes (Murimba, 2010). The rural-to-urban dichotomy in living and working conditions led to the increased rural-to-urban migration of teachers. Though actual

statistics of this kind of mobility are unavailable nationally, regional statistics show that district offices replace nearly half of their teachers due to attrition and transfers (UNESCO, 2006).

When teachers work in schools, whether urban or rural, they work with colleagues. Both formal and informal socialization are of paramount importance to help new teachers acclimate to their new jobs. Teachers in Zimbabwe are “thrown in at the deep end” (Bennell, 2004, p. 8) of teaching with little or no induction. For this reason, mentoring by senior qualified experienced teachers is of utmost importance (Chireshe & Shumba, 2011). Without this kind of help, some new teachers may feel overwhelmed and unable to cope with the pressures of the job and leave (Kurasha & Chiome, 2013). This is more prevalent in the isolated rural areas (Maphosa et al., 2014) where teachers lack support and collegiality (Bennell & Akyeampong, 2007).

In light of this discussion of the factors that influence teacher retention, it would be valuable to place the expected role or duty of Zimbabwean teachers in a cultural context. The rationale of focusing on their duty through a cultural lens stems from the belief that teachers in Zimbabwe have multifaceted roles in the school system as well as in society. The civic duty of teachers embodies the concept of *unhu*, which is also linked to the dialoguing *unhu* model which is the theoretical framework of this study.

Civic Duty of Teachers in a Cultural Context

Several researchers have pointed out that teachers have a civic duty to educate students (Kennedy, 2005; Tshabangu, 2006) and they are motivated when they teach what they have been trained to teach (Lortie, 1975). In general, the education system in Zimbabwe is grounded in the philosophy of *unhu*, which sets premium on human relations and has been developed over time (Samkange & Samkange, 1980). The philosophy of *unhu* is aimed at preservation of human life and human dignity through “solidarity, fraternity, responsibility, honesty, justice,

trustworthiness, hard work, integrity, hospitality self-sacrifice for the benefit of others, humility and gentleness” (Hapanyengwi-Chemhuru, 2015, p. 17). Hence the focus and role of schools is the production of an individual with *hunhu – munhu ane hunhu* (a complete human being).

Teachers play their role of imparting knowledge to students and at the same time inculcating values, norms, culture and social skills that are acceptable in society to prepare them for the future. Teachers’ roles in Zimbabwe are not limited to the teaching of students in the classroom. They also have a civic duty to mold students into better persons. Schools and teachers ensure that education is socially, politically, economically and, above all, culturally relevant (Hapanyengwi-Chemhuru 2015). Parents in Zimbabwe see schools not only as places of learning, but as a second home for their children (Mapimhidze, 2004).

In school environs, teachers play multifaceted roles including acting *in loco-parentis*, counsellors, advisers, and researchers (Shumba, 2011). In these numerous roles, students as well as the society look to teachers for assistance and guidance with their social problems (Makura & Shumba, 2009). In fact, teachers in Zimbabwean schools are powerful because they act *in loco-parentis*. Teachers obtain the power to discipline students because they are acting on behalf of the parents. In that manner, it is safe to say that teachers possess referent power that they use to instill discipline at school. Teachers in Zimbabwe play an integral part in students’ lives and protect them from possible harm and social ills (Mapimhidze, 2004).

In Zimbabwe it is normal for the community to consult local teachers if they encounter a problem for advice on how best to solve it. Local farmers may consult Agriculture teachers on the correct pesticide to use and how to use it properly. In most cases, teachers are not paid for doing so, and they do not expect payment, as they also consider it to be their role to help the society. This civic duty of the teachers in society is embedded in the *unhu* philosophy which

endorses ethical values of helping each other, sharing, caring, and at the same time giving priority to the well-being of the community (Bhengu, 2006). *Unhu* is deeply embedded in the Zimbabwean traditional life and emphasizes the interdependence of human beings on one another (Bondai & Kaputa, 2016). Individualism is foreign in this philosophy. The civic duty of teachers, grounded in *unhu* philosophy and Lortie's (1975) motivation to teach, share an important premise on the value, role, position, and status of teachers in school and society. Teachers provide holistic education focusing on the development of the whole person in terms of physical, mental, spiritual, and social development (Nziramasanga Commission, 1999).

In Pursuit of Retaining Teachers

It is fitting to end this review with literature that discusses possible strategies to addressing the issue of teacher retention and attrition. The literature review shows no consensus on current ways to retain teachers, which means that there is need develop an alternative retention model. Although there has been relatively little research on teacher retention in Zimbabwe, there is evidence that the experienced teachers are leaving the profession (Chireshe & Shumba, 2011; Mawere, 2012; Shizha & Kariwo, 2011). It is apparent that teacher retention is affected by the economic conditions, political violence, conditions of work, and place of work. These conditions are prominent in the literature in influencing teachers' commitment to teaching in a negative way and have contributed to teacher attrition (Bennell, 2004; Mawere, 2012; Ministry of Education, 2008; Mulkeen et al., 2007).

Teachers in the rural areas, in which this research was conducted, stated that they needed internet access; computers; electricity; good quality housing; running water; and affordable, reliable, and efficient means of transport (Bennell & Akyeampong, 2007; Zvavahera, 2015b). Some teachers in rural areas walk for long distances to get transport to the nearest town. This is

major concern since valuable student learning time is lost. Bennell and Akyeampong (2007) recommended that some governments in Africa need to improve in four areas that impact teacher retention: improved conditions of service, better incentives for rural teachers, attractive career structures, and increased teacher and school accountability. Although literature offers these strategies, teacher attrition seems to be a never-ending problem (Zvavahera, 2015a). This therefore calls for a different approach to the challenge of teacher retention.

Given the centrality of the teacher retention issue, alternative retention strategies meant to retain teachers should be explored. One such strategy, not featured prominently in the literature, is to ask and listen to the teachers who have remained and to understand what has motivated them to stay. The gap this study has discovered and seeks to bridge is the insufficient research into teachers' voices. This research is designed to develop recommendations for an alternative retention strategy. The insight gained from teachers in the field may then be used to design retention strategies. Since there is no single retention model for all schools in the world, it is therefore necessary to carry out research in individual countries, regions, cultures, and schools to identify retention strategies that will be effective in those locales (Zvavahera, 2015b).

Dialoguing and the philosophy of *unhu* share an important premise that teachers have a role to play in education and society, hence the need to motivate and retain them in schools across the nation of Zimbabwe. Violence on teachers is against the philosophy of *unhu* (Mandova & Chingombe, 2013) and the concept of dialogue by Lortie (1975) as it stifles democracy and acts as a source of demotivation that will result in teachers leaving. Freire (2006) regards teachers as agents of change who should focus on influencing their students through democratic means to change society for the better (Montano, Lopez-Torres, DeLissovoy, Pacheno, & Stillman, 2002).

To solve the problem of teacher attrition, the Zimbabwean government resort to teacher recruitment (Chireshe & Shumba, 2011). The solution to teacher turnover might be likened to a metaphor of a bucket losing water due to holes at the bottom. Unless the holes are patched first, filling the bucket with water while the holes are still there is a futile process. Similarly, recruiting teachers without addressing the factors that will make them stay in teaching is a futile exercise.

Theoretical Framework—Dialoguing Unhu Model

As noted earlier, a study exploring the reasons teachers remain in their jobs over time despite difficult environments might yield insights into strategies for teacher retention in rural areas. In this subsection, I share a theoretical framework that brings together two relevant sets of ideas – *dialogue*, as a solution to presentism, conservatism, and individualism (Lortie, 1975), and unhu philosophy – into a broader dialoguing unhu model. Unhu is explained in the African context as a concept or philosophy that guides human relationships (Chitumba, 2013). It is a moral theory that explains that our humanity is shaped and influenced by our interaction with others. In this recognition of the humanness of others, one activates a sense of collective personhood that permeates an ethos of respect, tolerance, empathy, and love for a fellow human being (Chibvongodze, 2016). Unhu philosophy and dialogue by Lortie offers a framework that helps to explain the motivations of teachers into remaining in teaching. The theoretical framework is also linked to the factors that influence teachers to remain in teaching. In presenting the theoretical framework, I will first discuss Lortie’s ideas, then unhu philosophy, and finally, make a connection between the two.

Four characteristics of Lortie in teaching. Lortie wrote a book, *Schoolteacher: A Sociological Study*, in 1975 on teachers and teaching profession based on fieldwork carried in the United States in the 1960s and 1970s. For the purposes of this research I will focus on four

relevant areas: the nature of psychic rewards; the apprenticeship of observation; presentism, conservatism, and individualism; and issues of classroom autonomy. These characteristics seem to affect teacher retention at various stages of a teacher's professional career.

The nature of psychic rewards. Lortie (1975) explained that teachers tend to get satisfaction and motivation in teaching due to psychic rewards which are intrinsic in nature. Psychic rewards are derived from teaching itself whereby the teachers know that they “reached to students and the students have learned” (p. 104). Teachers would be satisfied with the psychic reward that they are preparing students to be good citizens, connect with others, and influencing them to act justly. “Psychic rewards consist entirely of subjective valuations made in the course of work engagement; their subjectivity means that they can vary from person to person” (Lortie, 1975 p. 111). The reason teachers tend to find satisfaction and motivation in psychic rewards is because the extrinsic rewards, such as salary, are limited and teachers have no power to increase them.

Issues of classroom autonomy. Classroom autonomy, raised by Lortie, is another source of satisfaction and is a motivational characteristic for teachers to join and remain in teaching. In fact, teachers desire autonomy and tend to value being left to be creative in their classroom. Autonomy in the classroom is part of the psychic reward that tends to lead to teacher satisfaction. Creative autonomy by teachers is aimed at achieving special ends (Garrison & Rud, 1995) that are unique to meet students' individual needs. However, Lortie (1975) found that teachers feared losing their autonomy to education boards.

School boards, backed by state departments of education, may launch various kinds of counter assertions to teacher power. They may hold teachers collectively accountable for the performance of the group. Boards may press for the adoption of particular technical innovations despite teacher opposition. (Lortie, 1975, p. 223-224)

Classroom autonomy is a source of motivation for teachers and it gives them a sense of accomplishment and success that they have achieved the results through their own effort. Autonomy is in itself an intrinsic motivator and teachers value it and regard it as an art of teaching.

Presentism, conservatism, and individualism. Presentism (focusing on the short term), conservatism (focusing on small-scale changes), and individualism (teaching in isolation) are some of Lortie's characteristics that influence teachers to join and remain in teaching. These three orientations impede educational improvement or growth (Lortie, 1975). In presentism, teachers tend to focus on short-term planning that yield immediate results within their own classroom. Teachers tend to be conservative by avoiding wholesome discussions about their professions as they fear scrutiny of their practice (Galton, 2001). They mistrust reform initiatives and tend to be comfortable with current practices that works for them.

With regard to individualism, teachers tend to rely on their own capacities and interests and regard them as indicators of effectiveness, abandoning changes that would threaten their autonomy (Hargreaves, 2010). This results in lack of creativity and innovation, thereby resulting in stagnation of society.

The apprenticeship of observation. *Apprenticeship of observation* is a concept that was used by Lortie (1975) to describe a phenomenon whereby students spent a lot of time as school children observing teachers and they develop perceptions of teaching and teachers (Borg, 2004; Boyd, Gorham, Justice, & Anderson, 2013). In other words, it was a concept used to explain conservative the tendencies in education. In times of teaching indecision, teachers tend to revert and to adopt strategies used by teachers who taught them. Repetition and reproduction of teaching strategies does not foster innovation and creativity (Dippo, 2013). It is through the

apprenticeship of observation that students tend to acquire generalized notions of good and bad teaching, and are likely to employ what they consider as good teaching when they finally become teachers (Mewborn & Tyminski, 2006). Although the concept might prove helpful to student teachers, it is conservative in that students are not exposed to the whole teaching job. It is limited, because observation, even for many years, does not necessarily lead to understanding of how teachers work. Lortie (1975) wrote explaining the lack of exposure of students to teaching behaviors.

Students do not receive invitations to watch the teacher's performance from the wings; they are not privy to the teacher's private intentions and personal reflections on classroom events. Students rarely participate in selecting goals, making preparations, or post-mortem analyses. Thus they are not pressed to place the teacher's actions in a pedagogically oriented framework. (Lortie, 1975, p.62)

Unhu philosophy. There seems to be no agreed definition of unhu (Museka & Madondo, 2012) but for the purposes of this research it is relevant to provide a working definition. Mandova and Chingombe (2013) states that “Unhu is a social philosophy which embodies virtues that celebrate the mutual social responsibility, mutual assistance, trust, sharing, unselfishness, self-reliance, caring and respect for others among other ethical values” (p. 100). The philosophy regulates people's behavior as they are expected to act in a certain way in society. At the center of the philosophy is the respect of another person before self. Samkange and Samkange (1980) provided three maxims of unhuism and for the purposes of this paper, the first maxim fit well within the educational context. The maxim states that to be human is to affirm one's humanity by recognizing the humanity of others and, on that basis, establish respectful human relations with them (Samkange & Samkange, 1980). Unhu philosophy has a sense of collective solidarity for other people that manifests in attitudes and activities that are

good (Museka & Madondo, 2012). People with unhu are expected to show love and, care; be tolerant, respectful, fair and just; and to show compassion, and empathy.

Unhu philosophy in education is aimed at molding learners to be respectful, engage in dialogue, and become responsible citizens. Teachers in Zimbabwe are expected by the society to embrace the philosophy of unhu in their teaching whereby they embrace social responsibility, care, and selflessness (Mandova & Chingombe, 2013) and continue teaching without focusing much on the rewards. Instead of leaving teaching, teachers are expected to uphold and promote the success of their students by remaining in teaching (Bondai & Kaputa, 2016). The retention of teachers is impacted by unhu philosophy in that even the economy of the country is bad, teachers should engage in dialogue and teamwork to solve the problem (Lortie, 1975). Unhu philosophy advocates for teachers to remain resolute in their profession and exercise a spirit of brotherhood, unity reconciliation, hard work, respect, and togetherness (Bondai & Kaputa, 2016). When teachers embrace the values of unhu and employ Lortie's philosophy of dialogue, teacher retention will be realized because they would be empowering learners to transform their societies (Bondai & Kaputa, 2016).

Dialoguing Unhu model. At the periphery of the dialoguing unhu theoretical framework is 'dialogue' by Lortie and 'unhu' philosophy that drive teachers to become motivated and remain in teaching. However, surrounding the teaching profession, are problems as raised by Lortie of presentism, conservatism, and individualism. The dialoguing unhu model proposes that teachers should have unhu and engage in dialogue with students as well as colleagues for them to be motivated, solve problems, and remain in the profession. Solving the problem, Lortie (1975) advises that teachers should not eliminate individualism and practice collaboration, and collegiality, and at the same time promote strong professional and learning communities. This

illustrates the importance of dialoguing among teachers as central theme in this theoretical framework to solve these challenges and problems.

In the Shona culture, teachers who are considered as leaders with unhu, are expected not to lead, but allow the people to lead themselves and not impose his will on them (Rugonye & Rupande, 2016). The important values of a teacher with unhu are to consult, share, and be willing to learn from students. Although unhu is ideal for teacher retention, some ideas of Lortie such as psychic rewards are important in teacher motivation. So this model is addressing issues of teacher retention, motivation, and elimination of problems through dialogue with unhu. Figure 2 shows the dialoguing model with psychic rewards being the most important in retaining teachers.

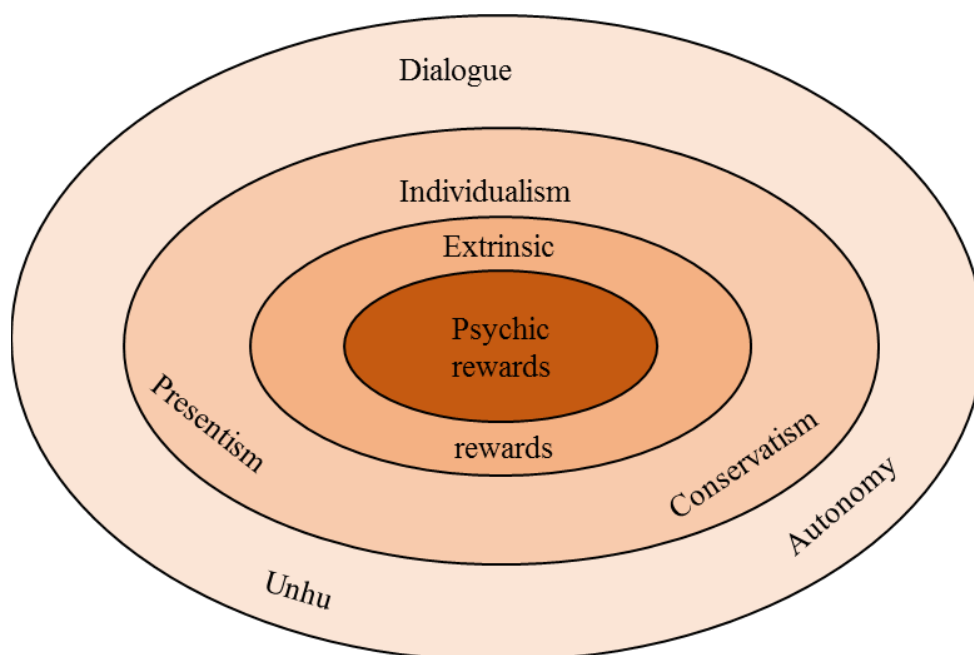


Figure 2. Dialoguing Unhu model.

Lortie (1975) argues that observation is important in education, therefore teachers and students should be afforded opportunities for collegial, team-based teaching and learning, and

explicit discussion of pedagogic alternatives (Roberts, 2016). Lortie (1975) argues that “unless students in training can experience at least some sense of genuine collegiality - some sharing of technical problems and alternative solutions - they will be ill-prepared for such efforts when they work alongside one another” (p. 66). Teachers should engage in dialogue with students so that they empower learners to become active participants in the transformation of their societies and learn to live democratically (UNESCO, 2006). Dialoguing in education should be done with unhu mentality so that students learn the importance working together as a team to solve problems (Ndondo & Mhlanga, 2014).

Clearly, dialogue is not done in isolation and embracing the unhu philosophy contributes to the teachers’ success in dialogue. In the Zimbabwean context, teachers (who are expected to have unhu) are supposed to be selfless, consult widely, listen to students, allow students to lead themselves in education, and to share what he has (Samkange & Samkange, 1980). When teachers embrace unhu philosophy in their teaching, there is no room for individualism as raised by Lortie. In fact, there is a cultural disconnect between unhu philosophy and Lortie with the exception of psychic rewards that are quite connected. Unhu philosophy promotes a culture of dialogue, cooperation, and community which are not addressed by Lortie’s focus on individualism.

The dialoguing unhu model is also influenced by many factors that affect teaching in Zimbabwe namely economic factors, political violence, employment conditions, and place of work. These factors tend to affect teacher motivation thereby influencing them to either leave or stay in teaching, hence teacher retention. The model is illustrated below (Figure 3), shows the interaction of the various factors, including local influences that influence teacher motivation and teacher retention. Central to the model is that teachers in Zimbabwe are seen as having the civic

duty to educate and inform the nation. Teachers in Zimbabwe, even when confronted with challenges, are expected to remain resolute, resilient, and show compassion to students by continuing to teach. In the local Shona language, teachers are expected to be resilient (*kutirira*) for the betterment of the students. Having unhu is key to the teaching profession in Zimbabwe.

The dialoguing unhu model (figure 3) explains the role of teachers in education, teacher retention, motivation, and in empowering students by instilling in them democratic ideals and values. Engaging in dialogue (Lortie, 1975) with students is a reflection of empowering them in decision making, producing better citizens. Seeing their students make informed decisions is a source of motivation for teachers and is likely to influence them to remain in teaching. Lortie (1975) argues that teachers are motivated when they see students achieving desirable results which is a reflection on how well they teach. When teachers are motivated, they are willing to perform beyond the minimum level of work environment thus helping the students perform better. At the same time, the teacher is able to meet his or her self-esteem and motivational needs.

Teachers who are intrinsically motivated in helping others learn and succeed in life decide to enter the teaching field. Satisfaction from being challenged to perform while at the same time believing that they are making a difference help some teachers to be motivated and stay in teaching. Some teachers tend to be motivated when they are competent at teaching (competence), connected to others (relatedness), and are in control of their lives (autonomy; Ryan & Deci, 2000). The dialoguing model hypothesizes that when dialogue and unhu values are implemented in education, teachers may remain in teaching. Some external influences, such as economic incentives, absence of political violence, and a good collegial environment also influences teacher retention.

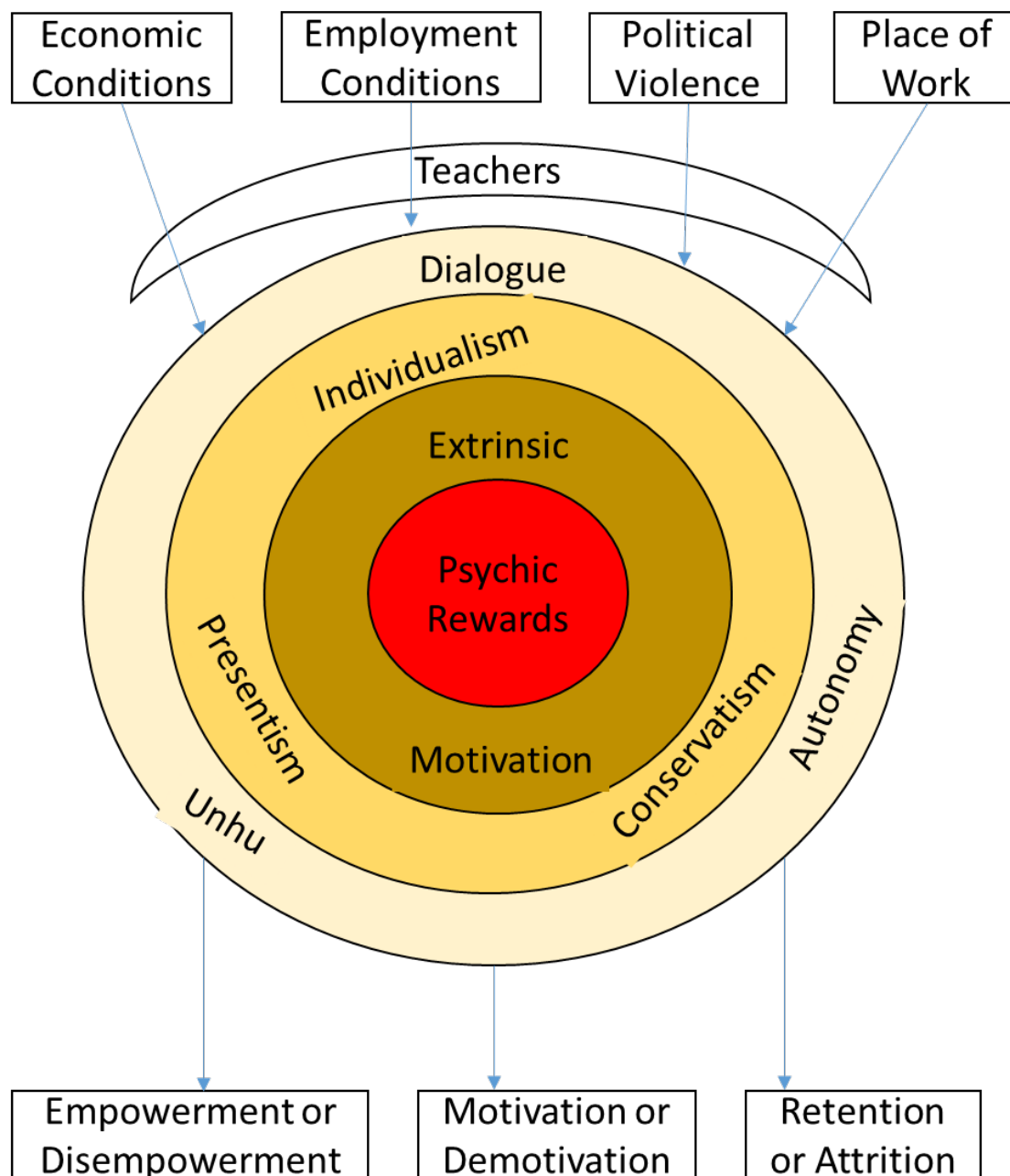


Figure 3. Dialoguing unhu model and the influences on teacher motivation and retention.

The model, presented as a theoretical framework for this study, is useful for this study as it reveals the factors that motivate teachers to remain in teaching irrespective of the problems they experience in the profession. It also shows how teachers can improve their teaching,

particularly through engaging students in dialogue, valuing their contribution to learning, and engaging the community in a humane manner (unhu). The model offers a mixture of local human and cultural knowledge with Western views to give a hybrid solution to teacher motivation and retention while at the same recognizing their civic duty to educate students.

Summary

This literature review provided insight on secondary teacher retention and attrition, in general, in Zimbabwe. The literature review led to the discussion of different constructs that have been shown to affect teachers' decisions to remain in teaching. Some of the constructs which explain why teachers have remained in teaching are teachers' incentives, teachers' living and working conditions, and lack of opportunities outside teaching. All these constructs affect teacher motivation and, if some of these are addressed, they may increase teacher motivation and, thereby, retention.

In general, teachers leave teaching because of low salaries but may remain teaching in schools that have support systems and structures. While the literature shows why teachers in Zimbabwe leave the profession or transfer to other schools, it does not explain why some qualified teachers remain in teaching apart from the incentive issue and lack of opportunities outside teaching. The lack of this information on the retention of qualified teachers in Zimbabwe's secondary schools makes this research study relevant and necessary. Next, in the next chapter of this dissertation, I describe how I will conduct this interpretive study of how secondary teachers from Chirumhanzu school district in the Midlands province of Zimbabwe make sense of their experience in remaining in teaching.

Methodology

In this chapter, I state the overall goal of my study and present the research questions that guide the study. I used a qualitative research design for this study because of the ability to gather views and perceptions of teachers in their environment on remaining in teaching. Barbour (2000) explains that qualitative research,

stresses on context and the ways in which features of a specific situation or setting impact upon the phenomenon under study. This approach does not attempt to get at the ‘truth’, but seeks, instead, to acknowledge the existence of and study the interplay of ‘multiple’ views and voices including, importantly, lay voices. (p. 156)

Qualitative research is useful to researchers who want to understand a phenomenon from the perspective of the participant. This study utilized an interpretive approach for data collection with hermeneutic phenomenological approach for data analysis. Qualitative studies may be combined (Merriam & Tisdell, 2016) to fully understand how teachers interpret their experiences, how they construct their worlds, and what meaning they attribute to these experiences. The chapter also focuses on my research design, population and sample selection, and data collection methods. I also addressed ethical and political issues that may be of concern in conducting this study.

Research questions

This research study was conducted at three secondary schools in the Midlands province of Zimbabwe. The research questions that guided my study were:

1. Why do qualified rural secondary school teachers in Zimbabwe remain in teaching longer than ten years, despite an economic and political environment in which many other teachers have left?

2. What political, economic, and social factors contribute to the retention of qualified teachers in rural Zimbabwe?
3. What are the most important implications for rural schooling in Zimbabwe of teachers remaining in teaching for over ten years?

Methodology

This qualitative study will employ the qualitative interpretive approach. The reason for choosing this design is because I want to seek to discover and understand the perspectives and worldviews of the teachers who have remained in teaching. This understanding can be possible if I study and investigate the social perspectives in their natural setting (Cohen & Crabtree, 2006). Qualitative interpretive approach is used when a researcher wants to study problems that require an understanding of the meanings of individuals or groups as they identify with a social or human issue (Creswell, 2013). A qualitative interpretive approach is used if a “researcher is interested in understanding how participants make meaning of a situation involved” (Merriam and Associates, 2002, p. 93). This method is based on a constructivism paradigm that explains that meaning is constructed, and not discovered. People construct the meaning as they engage in and make sense of their world. The researcher does not discover this meaning, but interprets and present their findings (Merriam, 2002).

Likewise, Ary, Jacobs and Sorensen (2009) proposed that a quantitative interpretive study provides descriptive accounts targeted at understanding an issue. The key is to understand how the participants make meaning of their situation. To understand this meaning as the researcher, I became immersed in the study as that I interpreted the data. Merriam and associates (2002) postulated that the meaning is mediated through the researcher as instrument, the strategy is inductive, and the outcome is descriptive. The interest in using the qualitative interpretive

approach stems from the view that I would like to understand how teachers who have remained in teaching make sense of their experience. Through qualitative interpretive study, I came to better understand the world and experiences of these teachers. In addition, through qualitative interpretive, I collected data through analysis of documents, observations, and interviews (Merriam, 1998).

The purpose of this study was to explore the factors that influenced qualified teachers, who have taught for more than ten years, to remain in teaching. The time frame of ten years was chosen because there is literature and data that show that Zimbabwe as a country, and the education sector in particular, lost teachers and professionals from 2008 onwards.

Setting of the study. The setting of the study was the Chirumhanzu district of the Midlands province of Zimbabwe (see map of Zimbabwe below). There are eight districts in the Midlands province: Gokwe North, Gokwe South, Kwekwe, Gweru, Shurugwi, Zvishavane, Mberengwa, and Chirumhanzu (figure 5). The Midlands province is in the central part of the country, hence the name Midlands (figure 4). In relation to the province, the Chirumhanzu district lies to the south of the province. The Chirumhanzu area is a rural area serviced by two major gravel roads. Most schools in the district are located close to these two major roads, with the exception of two schools are located away from the two major roads. The district has a total of 14 secondary schools and 43 primary schools.

The size of Midlands is 49,166 km² and a population of 1,614,941 with a growth of 2.2% per year (Zimbabwe National Statistical Agency [ZimStat], 2012). The district has a population of 44,774 people (ZimStat, 2012). The only sources of livelihood of the majority of the population are small scale subsistence farming and cattle ranching.



Figure 4. Zimbabwe [map]. 2009. Scale 1:100,000,000. "Map of Zimbabwe." Retrieved from http://www.yourpage.talktalk.net/zimbabwe/africa/maps/map_zimbabwe0.html/.

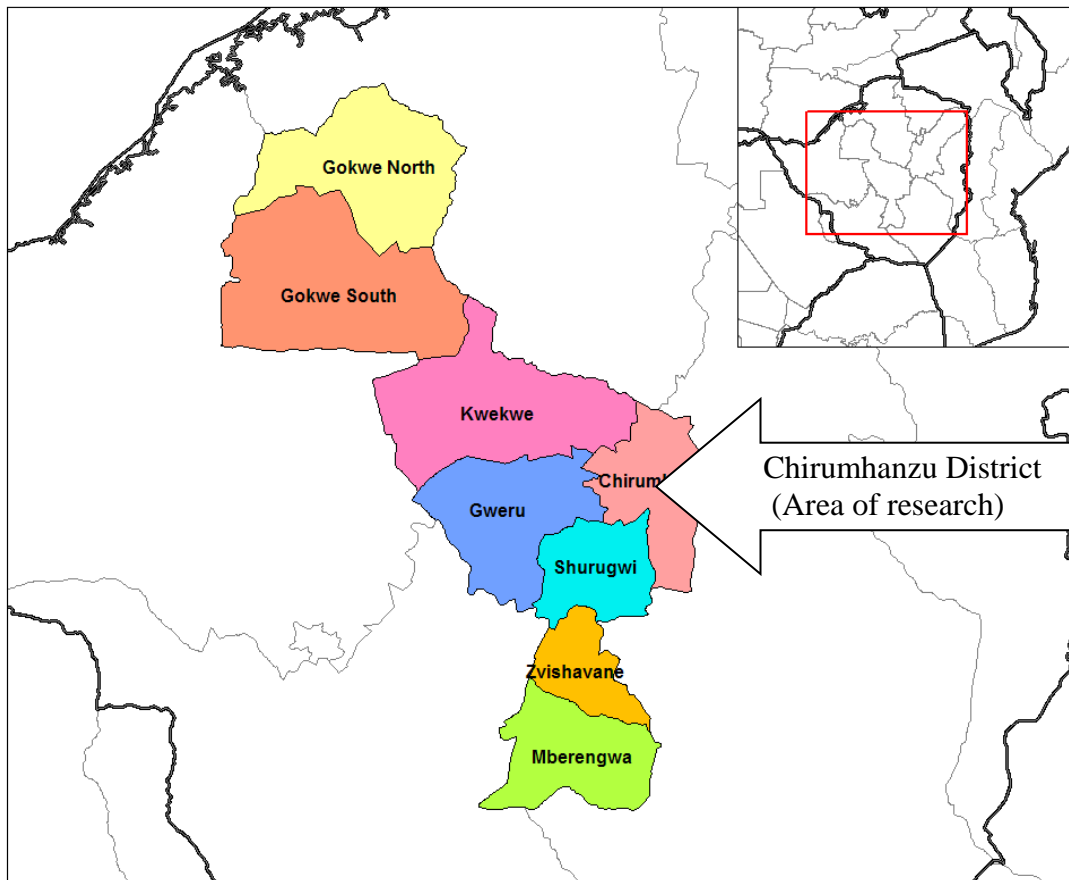


Figure 5. Midlands Province [map]. 2000-2014. Scale not given. “Districts of Zimbabwe.” Retrieved from <http://en.academic.ru/dic.nsf/enwiki/2236694/>.

The research was carried out in a period of six weeks. I spent the first week visiting the schools and establishing contacts with potential participants. I spent the remaining 5 weeks interviewing and observing participants at their respective schools. During the course of the 5 weeks, I was given accommodation by males (because culturally it is inappropriate to be accommodated by women you are not related to) who were mostly my key informants. Teachers who accepted to participate were happy as most of them confessed that it was their first time to be interviewed.

The interviewees, in keeping with the Shona culture would offer food first before being interviewed. In the Shona culture, a visitor is given food in order to build a relationship, and at the same time to make the visitor feel welcome in the house. It is a practice that is common to most Shona people. In most cases, the participants offered a drink like soda and some biscuits (cookies) or bread. While eating, we would engage in a general conversation that was not related to the research topic. This was done to as a way of establishing rapport and trust. The conversations were mostly in Shona and a mixture of English. Most participants said that they know I was a teacher, and to them I was not a stranger, but was part of them.

After I arrived in Harare, Zimbabwe, I went to the Midlands province town of Gweru for a day's rest. I then travelled to Chirumhanzu District after two days, and was welcomed at my first school. Since I had taught in the district for almost a decade, some teachers knew me, and I was housed by one of the male teachers. The people of Chirumhanzu mainly speak the Shona language although some may speak Ndebele. Most of the teachers shared with me that they hoped the study would help them in their profession by exposing their challenges and experiences to the world; hence they were eager to be interviewed.

Population. The population for this study was drawn from three secondary schools in the Chirumhanzu District, Midlands Province. There are, in total, 14 secondary schools in the district, of which six are Advanced level (A' level). Only two offer boarding facilities (Chirumhanzu Constituency Profile, 2011). The rest of the schools operate as day schools. Two schools in the district are owned by the church, one school is owned by the government, and the rest are owned by the district council. It is from the population of teachers at these 14 schools that my sample was drawn.

Selection of participants. Selection of participants was done through purposive sampling (Maxwell, 2013; Patton, 1990) to identify key informants, who helped to identify other participants in a process called snowballing or referral sampling (Mack, Woodsong, MacQueen, Guest, & Namey, 2011). A total of 16 individuals participated in this study and, with the exception of three who were headmasters, all were qualified teachers. I felt that the sample of participants I had would help in answering the questions under study as they were all qualified and experienced teachers. As a qualitative researcher it is imperative to recognize that some informants provide richer, more insightful and valuable information than others (Marshall, 1996). The critical component of selecting participants was ensuring that they experienced the phenomenon being studied, were in a position to share with me, and were interested in understanding its nature and meaning (Gall, Gall, & Borg, 2007).

A key participant (in most cases one teacher per school) was identified through purposive sampling. This person acted as an informant to identify other prospective study participants (Mack et al, 2011). The main reason for employing this method was that some of these participants were “hidden” from the researcher (Noy, 2008), as I did not know them, hence were not easily accessible. In some cases, the key informants referred me to multiple participants, and the referred participants became informants and refer me to other participants, hence the procedure was iterative (Ritchie, Lewis, & El am, 2003). With snowballing, I managed to narrow the range of variation and focus of similarities of the participants. For example, focus on participants who had the highest number of years in teaching at the school. Snowball sampling relies on and partakes in the dynamics of natural and organic social networks (Noy, 1998). Snowballing as a sampling technique was effective: it saved me time, because the teachers knew qualified, experienced, and long-serving teachers.

Although informants identified and referred me to potential participants who share similar characteristics with theirs, it was my duty as the researcher to make sure the characteristics I required were present in people referred to me. For this reason, all teacher participants met the following criteria:

- The teacher had taught for more than ten years at the same school
- The teacher hold a teaching qualification from a recognizable teacher training college or Grad.CE (Graduate Certificate in Education)

In addition to these minimum requirements, the teachers were willing to participate in the study without any reward. There was no fixed sample size for my study as this was determined based of saturation of data (Mack et al., 2011). I took the following steps to reach saturation. In addition to interviewing 15 participants in Zimbabwe, I interviewed an additional former teacher who had left teaching. Saturation of data occurs when there is repetition of data during collection such that new data no longer bring additional insights. I felt saturation of data when I had finished my sixteenth participant and started to see similar instances over and over. I became empirically confident that my categories were saturated, a theory emerged, and no additional data prompted development of new properties of categories (Seale, 1999).

Demographics overview. For this study, a total of 15 teachers and headmasters participated: (a) 12 teachers, 5 females and seven males were interviewed, (b) 3 headmasters were interviewed, and (c) 2 focus groups were interviewed. All participants interviewed were qualified teachers who had a teaching qualification and had taught for at least 10 years. The table below shows the participants' demographics. For the purposes of confidentiality and anonymity, pseudonyms have been used to identify the participants. It should also be noted that in the Shona culture, it is not acceptable to ask the age of an adult person, hence I have provided age groups.

Additionally, teachers in Zimbabwe or older persons in society are known and called by their last names and not their first names. So, in using the first names as pseudonyms, there is minimal chance that the teachers who participated in this study could be identified.

Out of the 15 participants, 5 were females and 10 were males including the headmasters. All teacher participants had at least 10 years and above of teaching experience by the time of data collection. The teachers interviewed for this study were all married. Table 1 and table 2 show headmaster and teacher participant demographics.

Table 1

Demographics of Headmaster (Principal) Participants

Participants	Gender	Age Group	Years of Experience	School Type	Highest Qualification	First Priority Profession
Noel	M	56-60	26	Church	bachelor's	Teacher
Obert	M	51-55	15	Government	bachelor's	Teacher
Peter	M	46-50	13	Council	bachelor's	Teacher

Table 2

Demographics of Teacher Participants

Participants	Gender	Age Group	Years of Teaching Experience	School Type	Highest Qualification	First Priority Profession
Albert	M	46-50	20	Government	bachelor's	Medical doctor
Ben	M	36-40	15	Council	bachelor's	Medical doctor
Chloe	F	46-50	21	Church	diploma ^a	Pastor
Dorothy	F	36-40	14	Council	bachelor's	Lawyer
Elvis	M	51-55	26	Church	masters	Health worker
Faith	F	31-35	11	Government	diploma ^a	Teacher
George	M	31-35	12	Council	bachelor's	Auditor
Hebert	M	36-40	13	Council	bachelor's	Engineer
Irene	F	31-35	10	Government	bachelor's	Revenues
James	M	41-45	16	Government	diploma ^a	Soldier
Kate	F	31-35	11	Church	bachelor's	Teacher
Liberty	M	36-40	14	Church	bachelor's	Development
Mike	M	45-50	10	Church	PhD	Priest

^aDiploma is equivalent to an Associate Degree in the United States.

Presence and relation. Most of the literature point to the fact that in a qualitative research process, the researcher is the instrument of data collection and interpretation (Denzin & Lincoln, 2003; Patton, 2015; Xu & Storr, 2012). For qualitative researchers, evidence is not a given, fixed reality (Xu & Storr, 2012). In other words, data are mediated through the researcher, and for this reason any biases and assumptions might need to be described. This involves naming the degree of insider/outsider, detailing the amount of experience, or lack thereof, with the target population (Arzubiaga, Artiles, King, & Harris-Muri, 2008).

In conducting this research, I was wholly present in carrying out the research study. I did not use any co-researchers for this study as I wanted to establish a relationship with my teacher participants. During my interviewing process, I listened attentively to all participants and posed follow up questions or probing questions as needed. By informing them of the nature of study, I created a conducive and trustworthy environment for my participants to allow them to share their stories of the reasons why they have remained in teaching for a long time. By being wholly present and building relationship, I believe I developed trust with the participants as they seemed to open up on their experiences and decisions to remain in teaching. For example, one participant Chloe told me that she would remain in teaching because there seems not to be any discrimination against people who have HIV like her.

I, as the researcher, qualify myself as an insider because I taught at secondary level in the same province for ten years. As an insider, I have knowledge of the area, the community and its values. An insider researcher has an advantage in carrying a research because he can understand the meaning of some things or tradition that the outsider may not be familiar with (Erickson, 2011). On the other hand, I may qualify as an outsider in the research process because of the time I spent outside teaching in the area. According to Punch (1998) a qualitative researcher may start

as an insider (member of the group) and then become an outsider (more objective observer). I have spent close to seven years outside teaching and many things could have changed since I last taught in the area. This outsider tag helped me avoid bias, as I was no longer part of the community (Green & Stewart, 2012). Given these two positions, I conducted my study in a professional manner, capturing all that was important in answering my research questions.

Data collection. In executing the qualitative interpretive study, I used interviews and focus groups to collect data. The goal in interpretive study, like all other qualitative approaches, is to describe things as they are, and not to interpret things based on the researcher's experience (Gall et al, 2007). Since I used a phenomenological approach to analyze the data, it was necessary to bracket my experiences as I sought to discover things as they were experienced by the participants (Hays & Singh, 2012). One way to bracket off my experiences was through writing a full description (*epoche*) of my own experiences outlining why I left teaching. I included my *epoche* in this chapter under data analysis.

I identified my potential participants through the help of the headmasters and other senior teachers through the snowballing process. Once the headmasters granted permission for the research, they referred me to at least one senior teacher and, through the process of snowballing, the senior teacher referred me to others.

I employed the following methods to collect data: (a) open-ended questions posed through interviews, (b) focus group meetings, and (c) a field journal to record day-to-day activities and occurrences. After meeting with participants, I explained the purpose of my research and gave them the consent forms (see Appendix A) in which explained the research study. I read the consent form to each participant. After agreeing to be interviewed, the interviewees signed the consent form. Each interview lasted between 50-100 minutes. My

interview protocol consisted of 21 open-ended questions (see Appendix A) that sought to explore my participants' teaching experiences and the meanings they made of remaining in teaching.

Table 3 shows the interview protocol and the purpose of asking the question. The questions were as follows:

Table 3

Research Questions and Their Meanings

Question	Purpose / Focus
Would you please tell me about your current teaching experience?	To get an understanding of personal experiences of each teacher
What subjects and at what level do you teach?	Subject and level taught may result in different experiences
Are you a qualified teacher?	To see if the teacher qualifies for study
How many years in teaching experience do you have?	To see if the teacher qualifies for study and at the same time get an understanding of the teacher's experiences
May you please tell me the experience you have had with your students?	To ascertain the level of teacher satisfaction, closeness with students. Might also help to explain if they love the job hence remain in teaching
Would explain to me the kind of relationship you have with your colleagues at this school?	To get an understanding if colleague relationship influence on their job
Would you explain the kind of relationship you have with your administrators?	To get an understanding if relationship with the administrators influence them on their job
Do you like working at this school? If so, why do you like this school?	The focus is to get information on the reasons for liking or not liking the school and the reasons behind
Have you ever considered transferring to another school? If why transfer to that particular school?	To get the sincerity of the above question and also understand their position with regards to the school and other schools
Have you ever considered transferring to a school in an urban area? If so why did you	The focus here is to get an understanding of rural as compared to urban schools from the

consider transferring? What stopped you from transferring?	teachers' perspectives
Describe an ideal classroom including facilities, available materials, students, co-workers and administrators.	The purpose is get teachers' perspective on their experiences comparing with what they have and what is ideal to them
Would you tell me why do you become a teacher?	Getting the reason on why they joined teaching will help in understanding the motivations of joining
Was teaching your first profession? If not, why did you leave the other profession, and join teaching?	Focus is to understand the motivations for joining teaching
How would you describe your role as a teacher? Is it what you expected when you were doing your teacher training?	To get an understanding of what they consider as their role in teaching
What do you really love about teaching?	To understand on what they love about teaching, thus get to understand the motivations to stay
Why do you think you're still a teacher despite what society, politics, and even some education policies say about teachers and teaching?	Get from them why they have remained in teaching against all odds.
What reasons may you give as to why you have remained in teaching for so long?	Linking with their experiences; getting an understanding of why they remained
What motivates you to remain in classroom?	Focus is linked to the school, classroom, and the teaching in general
Describe to me your teacher training process?	Part of getting to the bottom of their role as teachers, motivations to join and remain in teaching
Is there anything else you would like to add or share that you think would help me answer my question of what meanings secondary school teachers make of their roles or the decisions to stay in teaching?	Get any information I might not have asked in terms of their remaining in teaching.
Do have any questions or concerns about your experience staying in teaching that you'd like to share with me?	Giving the teachers a platform to share with me their concerns
*Follow up, clarifying questions were asked as necessary.	

Before beginning the interview, I asked my teacher participants for permission to audio record the interview, and I explained to them why it is important that I record. During the process of interviewing, I also took short notes so that I stayed attached to the interview process. About eight participants asked to listen to the digital records. This was essential, as they ended up adding to what they had said during the interview, thus adding to the data. After transcribing the audio-taped interviews, I analyzed the data using Moustakas' (1994) modified Stevick-Colaizzi-Keen phenomenological data analysis process. Figure 6 shows the levels of analysis that I used for this study.

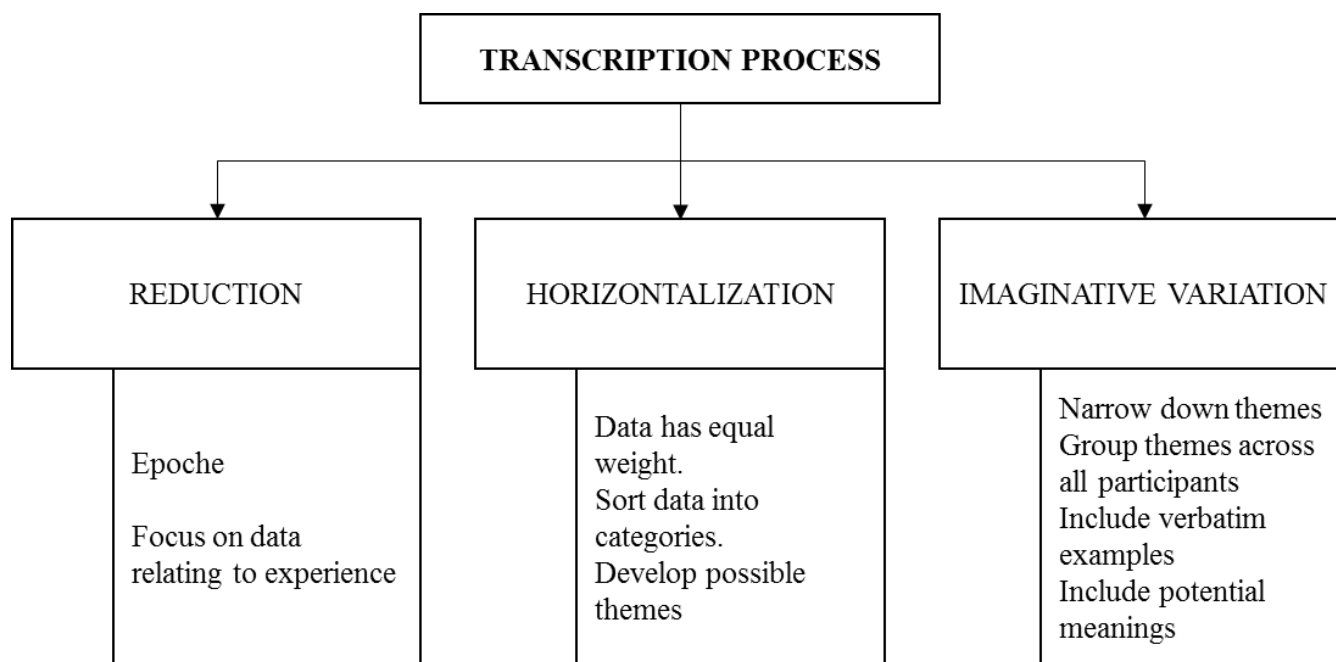


Figure 6. The levels of analysis.

Focus groups. Another method that I used to collect data was focus groups. The focus groups were composed of teachers whom I had interviewed individually at each school. The focus group interviews were conducted immediately after the completion of individual interviews. The teachers who formed the focus groups shared the same unique characteristics

relevant to the study's question (Marshall & Rossman, 2006) that is, of having remained in the profession for more than 10 years. To generate and encourage discussion among teachers during the focus groups, I created a supportive environment through being an active participant rather than a passive observer. I continually asked questions, asking others to give their views to the discussion.

Conducting these focus groups gave the participants the opportunity to share their views on their lived experiences of remaining in teaching, and also helped to clarify themes that were identified through the analysis of individual interviews (Charmaz, 2000). The interactive nature of the use of the focus groups in my data collection produced data that could not have been easily obtained from individual interviews (Hays & Singh, 2012). For example, the teachers would correct each other on factual matters like dates when an event occurred.

In addition to using interviews, and focus groups in collecting data, I also engaged in systematic journaling, recording my discoveries and experiences. I was open and accepted new concepts and incorporated them in my study during the data collection and journaling process. The journaling process helped me in analysis, as I focused on shared experiences and my analyses were directed towards discovery of similarities. I focused on what I wrote in my journal alongside what I found from the interview transcripts, looking for common explanations. This heuristic journal analysis allowed me to locate "similarities, accordance, analogies or homologies within the most diverse and varied data" (Kleining & Witt, 2000 p. 2) obtained from the field. I achieved this through comparing data in my journal with interview data. In this way, I was able to incorporate my experiences as a teacher with experiences of teacher participants in answering the research question. The table (table 4) shows how I used my journal to draw data that I used in this study.

Table 4

Drawing Data From My Journals And Reflections

Journal Record	Journal Reflection	Data from interview on politics	Data from journal on politics
<p>Ben - Informal at the Shop - Follow up.</p> <ul style="list-style-type: none"> - Politics is a dirty game - Never far in this country - A sensitive matter - You cannot trust anyone - Its scary - Transferred to this school - Has threatened for no reason - They force you to buy from their shop (youths) - Do not respect - Honour matters at all - Here its better - its not the youths - Its the leaders themselves - They talk of us as vatenges - Want us to buy from their shops - have no respect for them - You just pretend you like them - You will be fine. - If they know you do not like them - they will make your life 	<p>Reflection</p> <p>Ben shared about why he has remained in teaching for a long term. I noticed that he avoided political questions. I asked him why he avoided them and he stated fear of being targeted. Ben is the second participant to avoid political questions. I then decided to 'interview' him without recording. Informally Ben shared with me how politics has affected him. Actually he moved from a 'hostile' school to this school because of politics. I then recorded the points in my journal and plan to interview other participants who did not talk about politics without recording.</p>	<p>...</p> <p>Affected by politics</p> <p>... aaah not directly.</p> <p>We were just caught up in the crossfire.</p> <p>We are teachers.</p> <p>We are easily victimized.</p>	<p>Politics – was threatened for no apparent reason.</p> <p>They force you to buy them things like beer.</p> <p>They label us <i>vatenges</i> (sell-outs). Instill fear in us (teachers)</p> <p>Work environment is made hostile by these people (ZANU PF youths).</p>

Ethical and political considerations. The first ethical consideration step I took was to engage the Institutional Review Board (IRB) process at the University of the Incarnate Word for review of my research study approach. With this IRB approval, I gave my teachers participants the consent form and explained to them what it meant. I informed the teachers that the signing of the consent form is treated as an ongoing process that they may withdraw from the study at any time without giving any reasons. In addition, I also shared with the teachers the purpose of my research.

Field Experience During Data Collection

During data collection, I realized that some of the teachers were hesitant to disclose political information and, in that regard, I adopted Abell, Locke, Condor, Gibson and Stevenson's (2006) self-disclosure strategy as a way of encouraging them to open up. For example, I shared with Ben that I left teaching because I realized that the government was failing to address the economy of the country, hence things would have only gotten worse for me if I had remained in teaching. Abell et al. (2006) stated that self-disclosure can aid in managing power relations, build rapport, and at the same time empowering the respondents thus enabling them to share similar experiences. Self-disclosure empowered the participants to divulge more information after realizing that they were not alone in this issue.

In addition, I also learned that during the interview process, when the participants become silent after being asked a question, it was not a sign of thinking the right response only. In most cases, the teachers would be silent for some seconds, and Nairn, Munro, and Smith (2005) said that it may be due to cultural constructions. I had to ask them towards the end of the interview about the meaning of their silence. In most cases it was due to finding the right or proper words or expression to use as they were speaking in English or thinking whether to decline to respond to the question. Some of the teachers initially declined to answer the political questions. It was only after my self-disclosure that they began to disclose their political experiences while teaching.

I also learned that teachers were reluctant to share their political stories when recorded. In respect to their concerns, after each interview, I turned off the recorder and asked a follow-up on political questions, to which the teachers then responded. They stated their distaste of being recorded on political issues for fear of being targeted by the ruling party. In fact, most teachers

only accepted to be interviewed as they considered me as one of them. To this end, they shared that teachers once refused to be interviewed by researchers from Europe.

In addition, I learned that the participants valued having an initial conversation that had nothing to do with the interview. I took this as a way of establishing relations and rapport. The participants, especially males, were interested to know more about what I was doing and my plans for the future. The females were not interested in having a conversation outside the topic in question. The differences might be cultural as married women are not expected or encouraged to have a long conversation with men who are not related to them.

The other thing I learned during the field experience and data collection process was that teachers were reluctant to sign the consent form. They believed that the word of mouth was enough evidence that they had understood the nature of the consent form. Most would argue that they did not want to put their official signatures all over. This position might be explained by Hall (1976) who stated that in high context cultures there is less formal writing and more internalized understandings of what is communicated. I had to explain in detail the importance of them signing the consent form for them to all sign.

Data Analysis Procedure

The first step of data analysis process is transcription itself (Hammersley, 2010) and I transcribed the audio-recorded interviews myself. Hammersley (2010) goes further to suggest that transcription is not simply a matter of writing down what was said, but it is a process of construction. After transcribing the audio-taped interviews, I analyzed the data using Moustakas' (1994) modified Stevick-Colaizzi-Keen phenomenological data analysis process (see Figure 2). The modified Stevick-Colaizzi-Keen method of analysis employs "phenomenological reduction,

which includes bracketing, horizontalizing, organizing invariant qualities and themes, and constructing textural description” (Chun, 2013 p. 1). The process is explained in detail below.

Bracketing. In analyzing data and even before transcribing, I had to bracket my own bias, assumptions and experiences (Hays & Singh, 2012) so that I only focused on the data that I had gathered. I did through writing my *epoche*. Through the bracketing of my experiences, I engaged in a self-examination process aimed at gaining clarity as a researcher distinct from my own preconceptions. The process of bracketing one’s experiences is not a single, fixed event, but a continuous ongoing process (Patton, 2015). I engaged in the process of bracketing so that I approach the phenomenon of teacher retention with a fresh perspective (Hays & Singh, 2013), as if I were viewing it for the first time. In this section, I present my *epoche*, explaining how my decision to leave teaching in Zimbabwe has helped me carry out this research study.

Epoche. I was a teacher at two Zimbabwean high schools for a period of nine years. During my nine-year teaching stint, I witnessed some teachers leaving as well as witnessed some teachers staying during the tumultuous economic and political times. I never gave a thought as to why teachers were leaving, yet I remained teaching. Towards the end of 2009, I decided to leave teaching after having spent almost nine years in the classroom. The question I would ask myself is why leave in 2009 and not earlier or later than that year. In 2008, I went to the bank to collect my salary, and all I could buy with the salary was two packets of *maputi* (equivalent of 43 grams of popcorn in the United States). Figure 7 shows a picture of *maputi*. I considered my time in teaching was up and I decided to leave teaching to pursue my further studies in education in the United States. When I left teaching at the school I was teaching, six teachers had left, with 5 reportedly transferring to other schools, and one going for further studies. I did not have any firsthand information on why they had left.



Figure 7. A picture of Maputi.

Apart from the economic reasons, there were also political reasons that influenced me to leave teaching. In 2005 there were parliamentary and Senate elections and there was violence against people who were perceived to be supporting the opposition political parties. Teachers were targeted because they were perceived as working with the Movement for Democratic Change political party. Shizha and Kariwo (2013) postulated that teachers were targeted because they were viewed as a threat to autocratic government. Shizha and Kariwo (2013) claimed that, to avoid being caught up in the violence, teachers fled into exile and some left the profession altogether to pursue other interests. I fall into the category of teachers who left teaching to pursue other things. I left to pursue a higher education in the United States and it is difficult to tell what others who left teaching are doing as people went to different countries.

When I left teaching to further my studies, it was not due to a dislike of teaching. I liked teaching very much, seeing students grow and do well in school. I also enjoyed the working relationships with my colleagues and administrators. During my employment in teaching, I

enjoyed excellent relationships with students and staff alike. I also left my young family with the hope that, once I had settled in the United States, I would bring them over. I remained in teaching for almost ten years because I genuinely enjoyed my job, was getting a decent salary, and found satisfaction teaching good students. I found meaning by making a positive impact in the community through educating young people and seeing them doing well. So, why did I leave teaching when things were going on well for me? Upon reflection, I realize that I was not very conscious about my reasons at the time of my decision. The economic and political situation suddenly changed for the worse and, in a short space of time life became unbearable and I decided to leave. The reasons for leaving teaching are many and I discuss them below.

In December 2013, I went back to Zimbabwe, and visited the school where I formerly taught. I met friends and asked them why they had remained in teaching. The responses they gave prompted me to do a pilot study of teacher retention. A friend of mine, who was still a teacher at the school, took me to his class and asked me to teach on the experiences I had had in America. While teaching, I realized that I still liked teaching and loved the students. I began to examine the possible reasons that contributed in my departure from teaching. I hated seeing my former students who would have obtained a masters' degree whilst I had a bachelor's degree. With my first degree, I was producing high school graduates who would go on to obtain master's degree, while I remained with my bachelor's degree. I hated that, and I felt as if nothing was moving in my life. I realized that this was one important reason I had chosen to leave and pursue a master's degree.

In addition, my former students who acquired Master's degrees were driving cars, while I only dreamt of driving one. I saw my task as a mere rural teacher to be ensuring that other people progress in life. I felt I would never forgive myself if I simply remained there, "merely" a rural

teacher. As a result, I realized my commitment to teaching had changed. I was just no longer committed to changing lives through teaching. Chapman (1984) asserts that teachers' changing personal circumstances influence a change in the initial commitment they had to teaching. In short, I left teaching because of the need to pursue a higher educational qualification. In addition, the bad political and economic environment in the country was not conducive for me to pursue that qualification in the country, so I left Zimbabwe altogether. The importance of leaving teaching was that I was able to see things from a different perspective - especially the importance of retaining qualified experienced teachers. I decided to study this phenomena of teacher retention because I wanted to find what influenced qualified teachers to remain in teaching especially so when others had left so that I help in developing a retention model that will help in retaining more teachers in the profession. In order to understand their position from their perspectives, I chose to suspend my own prior beliefs. It is my hope that through this dissertation study, I will contribute to literature concerning the issue of why teachers in Zimbabwe remain in teaching, when others are leaving.

Horizontalization. My research generated a large quantity of data (voice recordings, interview notes, and a field journal) and Lester (1999) advises that, in such situations, the researcher read through it all and get a feel of what is being said. After getting a feel and understanding of the data, I then began to list significant statements in the interviews about how teachers make meaning of the experience of remaining in teaching. This process is horizontalization of the data, and I treated each of the statements from the teachers as having equaled worth or importance. Although I treated each statement equally, Creswell (2013) advises that the aim is to create non-repetitive, non-overlapping statements. I then took these significant

statements and then grouped them into larger units of information called “meaning units” or themes (Creswell, 2013). Table 5 shows the process of horizontalization that I did.

Table 5

The Process of Horizontalization

Important Statement from participant	Reduction (removal of statements not related to the Phenomenon)	Clustering of Horizons into Themes	Emergent Theme
I can say. Let me, maybe, I may actually, say let me be clear as I can be so it is necessary that I explain myself clearly and at the same time it is necessary that I fill you with the background of why I still remained in the what, in the teaching field in Zimbabwe. It's like many people; I have colleagues of mine who went to SA, Botswana, Zambia and other nearby neighboring countries in search of greener pastures. But then as a family man my wife is also in the teaching what, teaching profession. We couldn't afford to separate, that is one reason. Because if let's say I went to SA, then I would have to make arrangements that my wife would actually follow me there, and then the hassles involved actually, it's cumbersome sort of.	I have colleagues of mine who went to SA, Botswana, Zambia and other nearby neighboring countries in search of greener pastures. As a family man my wife is also in the teaching what, teaching profession. We couldn't afford to separate The hassles involved actually, it's cumbersome sort of	Family man Family responsibilities The need to stay together Challenges in relocating	Family Responsibilities

Ten themes emerged from my data analysis, which are (a) affordability, (b) teacher training, (c) family responsibilities (d) lack of alternatives, (e) stepping stone, (f) good

relationships, (g) love teaching/kids, (h) economy and politics, (i) incentives, and (j) inherent advantages in teaching. An example of my transcription process is given on the table below.

Organizing invariant qualities and themes. The next process in data analysis that I did was to write what the participants experienced in a process called textual description. With textual description, I refined data into new categories so that I understand the meaning and depth of the essence of the experience (Moustakas, 1994). In doing this, I wrote a description of what the participants experienced (Creswell, 2013) and included verbatim examples for each of the participants' experiences (Moustakas, 1994). An example of how I did this is presented in table 6.

Table 6

Textual Description

Categories	What participants experienced	Verbatim examples from participants
Love teaching	Teaching process	I liked to be a teacher. I wanted to be a teacher from the beginning. I grew up wanting to be a teacher. I admired some teachers and my mind was fixed on being a teacher. I admired the way they dressed, the way they do their job ... there is nothing that is motivating. I wanted to be a teacher and I am a teacher. Whether I am given a salary or not I teach. When I see my students I would do my job. My decision to be a teacher is not in any way related to the salary because I just like to be a teacher. I want to impart knowledge to others. I recently acquired my bachelors to improve my teaching, my career.
	Low salaries	
	Salary is not related job	
	Job not motivating at all	
	Going to school to improve teaching	

Constructing textual description. After writing what the participants experienced, I then wrote a description of how the experienced happened. This process is called structural description and it involved identification of multiple potential meanings within the textual

description of the phenomenon in light of the setting and context in which the phenomenon was experienced. In the final analysis, I constructed composite textual-structural descriptions of the meanings and essences of each individual's experience, incorporating the invariant constituents and themes into a universal description of the experience representing the whole group (Hays & Singh, 2012; Moustakas, 1994). Table 7 shows how I constructed textural descriptions for this study.

Table 7

Structural Description

Setting and context	What participants experienced	Potential meanings of the experience
Chirumhanzu District	Teaching with few resources	Not motivated to teach
Church related school	Inflationary environment	
2002 to 2016	Use of foreign currency (after abandonment of Zimbabwean currency)	Teachers can afford goods and services
	Introduced to monetary school based incentives	More money (from government and school)
	Given food hampers	
	UNICEF donated books to improve on learning materials	Motivated to teach with improved resources
	Computers donated to the school	Can access internet and teach using technology
	Allowed to eat at the school dining hall	Better resources
	Teach at a boarding school while neighboring schools are day schools	Likely to stay

The table below shows the steps I undertook in my data analysis process. The first section or column shows the significant statements from the transcripts in relation to teacher retention. The second column is for the textural description (the what) of the phenomena as experienced by the teachers. The third column shows the structural description (the how) of the experience, with the themes or categories shown on the fourth column. For example, the textural description (the what) of the phenomenon (teacher retention) may be taking care of the family. The structural

description which is the “how” is the aspect of remaining in teaching to provide for the family.

The resultant theme is then family responsibilities as a cause of remaining in teaching. Table 8 shows the modified Stevick-Colaizzi- Keen method of data analysis process that I used to analyze this research study.

Table 8

Data Analysis Process Using the Modified Stevick-Colaizzi-Keen Method

Significant statements (horizontalization)	Phenomenologic al Reduction (suspending judgment)	Imaginative Variation	Composite description
Like teaching here Very comfortable in teaching Wide spectrum of experience in teaching Teaching with no remunerations meaning I love the job Like the dealing with students and young ones Benefited from the job in helping my siblings	Like the job Comfortable with the job Experience Love the job Love kids Like teaching	Love and/or like the job and also working with students Love teaching/kids	The reason some teachers have remained in teaching is because they love teaching and also working with students. They stated that they felt comfortable teaching and have acquired wide ranging experience. The love of teaching is reflected by continuing to teach without getting adequate remunerations.
Remained in teaching because I am a family man Cannot leave because I feel very much for my family. Would not risk leaving my family I had to pull my brothers and sisters through working as a teacher I cannot afford to leave because I need to provide for my family	Family responsibility Love my family Provide for my family Provision of support for my brothers and sisters Taking care of my family	Family responsibiliti es Supporting family members	Remaining in teaching for the teachers was due to the need to provide for their immediate family and also their brothers and sisters. Some of the teachers stated that they felt not comfortable leaving teaching without making sure that the family is catered for.

By doing this process, I came up with the “an understanding of the meaning a phenomenon has” (Merriam & Tisdell, 2016, p. 24) for the teachers involved. With this approach, I used these themes to answer the research questions of this interpretive study.

Trustworthiness and credibility. Trustworthiness in qualitative research pertains to the use of checks for the accuracy of the findings from the standpoint of the researcher, the participant or the readers (Creswell, 2014). Various aspects of trustworthiness, such as credibility, dependability, and transferability have been used in qualitative research (Graneheim & Lundman, 2004). To achieve trustworthiness for this study I used triangulation (using different sources of data). Namely, I collected data through interviews, focus groups, taking pictures, and journaling.

I also used a field journal to document my experiences, thoughts, and personal reflections during the data collection process. According to Bogdan and Biklen (2007), field notes are a powerful tool to supplement data collection methods. I also employed member a checking strategy, whereby I took the general themes back to the participants to ascertain if the participants felt that they were accurate (Creswell, 2014). However, due to distance and time, I was only able to consult seven of the participants, all of whom were in agreement the themes that I found. Graneheim and Lundman (2004) argued that “trustworthiness will increase if the findings are presented in a way that allows the reader to look for alternative interpretations” (p. 110).

Consistency in qualitative research may be achieved through documentation of the steps of the research procedures (Creswell, 2014). One procedure of ensuring consistency I used in this study was to ensure the transcripts were devoid of mistakes in the transcription process. I also made sure I maintained the definition of codes throughout during the process of coding.

Guarding Against Bias

Bias is one factor that may affect my study's validity and, as a researcher, I worked to eliminate the threat in a number of ways. I guarded against my bias through putting interviewees at ease by asking general questions about their experiences. In fact, I had general conversation with the participants in the Shona language to help them be at ease. Since I had travelled to their school, often the participants chose the location that they felt comfortable with. Most of the participants chose to be interviewed at home and not at work, and they stated that no one will hear them and thus felt safe. I also tried to remove any identifiers in my transcription process if the participant somehow had mentioned his/her name, name of school(s), or any other information that I felt would result in the participants being identified.

The other way I guarded myself against bias was proposed by the participants themselves. It was to allow the participant to listen to the recording. The most interesting development from the activity was that, after the listening to the interview, the participants in most cases would add more information. They would refer to what they said, and then added responses to the questions posed earlier. As soon as I realized that it worked, I adopted the process for every interview I did. This process may be equated to member checking process, as I shared with the participants the recordings. During the interview process I also restated and in some cases summarized information the participant shared. In this way, the participants either agreed or disagreed that what I said reflected their views, feelings, and experiences. According to Harper and Cole (2012), if accuracy and completeness are affirmed by the participants the study would be credible.

I have been faithful to the participants in reporting the findings provided in good faith. I have not misrepresented, distorted, or deleted or added the information provided by the participants.

Conclusion

Chapter three has discussed and explained in detail the interpretive process and analysis of data using phenomenological process in doing this research on teacher retention. I provided the research questions to the study as well as explained the methodology in detail as well as the reason for using interpretive in this study. The setting of the study is also explained and the rationale for doing the study in Chirumhanzu district is also provided.

The population of the study is teachers in the district teaching at secondary level, and their selection criterion has been explained in detail. Data collection was done through interviewing, taking of pictures, focus groups, and journaling process. Being present in the field, I helped the teacher participants to be open and be comfortable sharing their perceptions and personal information in a bid to understand their lived experiences.

Presentation of the Findings

The purpose of this interpretive qualitative study was to explore why secondary school teachers in rural Zimbabwe remained in teaching for more than ten years, despite an economic and political environment in which many other teachers have left. In chapter one, I presented an overview of the topic on teacher retention and made a case as to why this topic is worthwhile. Then, I discussed the current literature on teacher retention and attrition in relation to Zimbabwe in the light of the economic and political problems facing the country in chapter two. Executing the methodology described in chapter three, I collected and analyzed data to answer my research questions.

In this chapter, I have described and explained my findings from the study. In presenting my findings, I also provided a brief description of my field experience during data collection and how I solved the challenges and ethical dilemmas I encountered. I then presented the themes that emerged from my data analysis, including direct quotes from participants.

Themes

As I began to analyze notes from my personal journal, transcripts from the interviews and focus groups, I realized that participants used anecdotes, metaphors, and their stories to answer the questions I asked them. Analyzing these, I began to decipher common phrases that helped me gain greater understanding of how teachers make meaning of their remaining in teaching for more than ten years. Common phrases that emerged from this analysis were: “mentoring,” “love working with kids,” “working with age mates,” “family needs support,” “nowhere to go,” “lack of alternatives,” “good relationship,” “community,” “support children,” “respect,” “incentives,” “free food,” “fear of the unknown,” “cheap lifestyle,” “stuck in teaching,” “bad economy,” “stepping stone to better things,” and “supporting administration.” I identified seven major

themes, namely: (a) affordability/quality of life, (b) family responsibilities and parental support (c) stepping stone, (d) good relationships, (e) love teaching/kids, (f) incentives in teaching, and (g) economy and politics (see Table 3).

Some of the participants showed genuine love for their students and in nearly all the teachers that is the reason why they love teaching. In fact, several teachers shared stories about how particular students appreciated the role the teachers played. Nearly all my participants attributed their stay in teaching to the need to provide for their immediate family as well as extended family. The theme of family that emerged may also be tied to the cultural aspect of the Shona people of Zimbabwe: not abandoning ones relatives. In the local language, they have a proverb; “Yeuka kwawakabva.” Only two teachers said they will remain in teaching forever, while the rest stated that they will leave. The status of the economy has somehow contributed for them to stay albeit grudgingly. Tied with the economy, they viewed that teaching was a stepping stone to a higher career, but many stressed that they expect to retire in their ‘stepping stone.’

These teachers were fearful of what would happen to them if they were to leave teaching in the light of the fact that they would be leaving a stable job and wandering in the jungle of the unknown. Rural areas are places where they could afford to live even in the economic morass the country is in. In addition, the incentives they received influenced them to stay. Most teachers believed that the relationships they had with their colleagues, administration and the community influenced them to stay at their schools. Table 9 shows themes and sub-themes that emerged from this study.

Table 9

Participant Theme Order Quotes

Theme (subthemes in <i>italics</i>)	Explanation / definition	Indicative participant quotes
Love teaching/kids	Enjoy teaching as a job and also enjoy working with kids, shows that the teacher has unhu values	"It's something that has gone into me. I love teaching ... being with the kids. I like being a teacher. I wanted to be a teacher from the beginning. I like working with students especially at this school ... I want to impart knowledge to others. When I see students I would do my job. It's not about salary that I love teaching... I have a passion. It's a stable job and I will at the same place ... no movement and I like that" (Kate)
Incentives in Teaching	Provision of incentives meant more money for teachers so they remained in teaching	"we were introduced to incentives ... actually it was something which actually drove me to like teaching at this school and stay... the incentives were in monetary form ... we are now receiving meals ... breakfast, tea and we are also getting lunch. We have free accommodation; free electricity, free water. I take those as incentives" (Elvis).
<i>Teacher Training</i>	Teacher training made teachers conscious of the need to remain faithful to their chosen profession	My teacher training process adequately prepared me to become the classroom teacher I am today. We had a 2.1 program in which you would spend 2 years at college, 1 year practicum. That was thorough as compared to today's program ... they are half baked ... They even say they are in this for a short time ... so they are not committed to teaching at all" (James).
<i>Inherent Advantages in Teaching</i>	Advantages in teaching attracted teachers to teaching as compared to other professions	"We have some of these benefits that we can count ... we can develop on salaries that you haven't yet worked for. This is one of the advantages that I have observed, being a teacher ... You can make some personal developments with the earnings that they expect you to get in the next two, 3 years or 5 year" (Irene).
Family Responsibilities <i>Parental Support</i>	Remained in teaching to take care of their family and also as way to repay the sacrifices made by their parents in sending them to school	"As a family man, my wife is also in the teaching profession and we couldn't afford to separate. Actually, I feel very much for my family, and I don't want to find myself being a victim of circumstances. ... as the first born in the family, I was actually pulling a very long truck of dependents ... actually I tried my best to remain in the field so that I could actually put my young brothers and sisters at a better position. We are actually trying to fend for our families" (Albert).

Economy and Politics	Bad economy and hostile political environment has resulted in less job creation in the country contributing to teachers remaining in teaching	“Business environment is not rosy ... businesses do not survive simply because of the harsh economic environment. Industry is down ... we are failing to get jobs because the policies they are implementing are scaring away investors” (Liberty). “you cannot separate politics from economy ... politics contributed a lot to the economy of our country ... industry is down because of politics ... teachers fled due to bad politics targeting teachers ... caused a lot of psychological unsettlement hearing that some teachers were beaten or killed” (James).
Lack of Alternatives	Remaining in teaching is not a matter of choice but due to lack of other job options to pursue	“When I went to university I wanted to be an auditor or be in the revenues area, but I failed to get a job so I joined teaching ... nationwide this is the only profession that would assist those school leavers. So we joined teaching mostly because most of us are desperate ... you think of somewhere to go ... but there are opportunities, no alternatives, no options ... you turn back to teaching” (Irene).
Stepping stone	Remaining in teaching as a means to an end; moving towards a more desirable specific goal or profession by teachers	“Teachers must not spend a lot of years in the teaching field ... but pursue another area of employment. Teaching is a stepping stone to higher careers ... not to stay forever in the field or else you die a poor man ... the unfortunate part of it is that the stepping stone might take 25 or 30 years until you retire simply because there are no opportunities” (Chloe).
Good Relationships	Having a supportive environment at current school through colleagues and administrators and does not desire to leave. Evidence of unhu values among colleagues at work	“We work together well ... we understand each other ... we have a social club outside teaching where we discuss things, life ... at work we have team teaching and we help each other. Our relationship is very good maybe because most of the workmates, we are of the same age ... working relationships are good” (George). “I have a good relationship with my partners ... working relationships are good ... even with administrators its ok. And also with ancillary staff (non-teaching staff) it’s good. Usually most of the teachers we are colleagues at work” (Hebert).
Affordability /quality of life	Cheaper lifestyle in their current schools translate to higher quality of life	“I don’t mind living in the rural areas ... there are advantages that some people do not see. Resources found in towns are coming to the rural areas like shops offering goods and services. At this school we have space for gardening. There are better living conditions. In rural areas usually we want electricity; we want water which we also have here and it’s free. Accommodation is free” (Faith).

In presenting my findings it became prudent to arrange them according to themes, drawing out key issues being discussed by participants (Lester, 1999). I reported my findings robustly, but truthfully, and used direct quotes from the participants to illustrate points. I now unpack each theme in more detail.

Love teaching/kids. Some of the teachers unequivocally stated that the reason they are in teaching is that they love teaching and kids in general. Teaching to them is a passion and they enjoyed it. In addition, the teachers (about 80%) shared with me that the reason why they joined teaching is because they wanted to be teachers in the first place. In fact, most of them had, themselves, looked up to teachers in their local rural communities as their role models. To these teachers, salaries were not an issue when it came to teaching because when they joined teachers were well paid. They viewed teaching as a noble profession and encouraged the youths to join. Kate spoke highly of the profession and painted a bright future despite the gloomy picture painted by others. She reminisced,

I knew I would become a teacher because ... of the way that we had grown in the rural areas ... and by that time, teaching was a noble profession. The people that we knew that were 'somebodies' in the villages were teachers. Some had houses, some had cars. I admired the way they dressed, the way they do their job. So I always aspired to become a teacher.

Some teachers stated that they remained teachers because students motivated and inspired them by showing eagerness to learn. To them, students who participated in class and showed eagerness to learn inspired them and helped to keep them in the classroom. Mike also added that teachers remained in teaching because it is very fulfilling to see students you taught becoming better persons in life. As someone who left teaching, Mike shared that he had remained in the profession for a long time because he was respected by students, counselled them, and was inspired by the ability to transform the lives of students and at the same time influencing the way

they think. This finding corroborates Dewey's (1916) writing that a teacher's role is to train students how to think. It is the desire to make a difference in the lives of students that has kept some teachers in the classroom. Mike had this to say,

Teachers were respected as teaching was a noble profession ... with students calling you by a title like 'Teacher Mike' and not just Mike. I enjoyed teaching students and seeing them grow academically and physically to become men and women. It's the transformation that comes from my interaction with students and the knowledge that I get from them that kept me going. Some students can even educate you in other areas rather than academic.

Some of the teachers who never thought of becoming teachers said they now love the job after all. Interestingly, the teachers said the teaching job is addictive in nature since they ended up liking the job after they joined. They stated that although they never in their wildest dreams dreamt of becoming a teacher they now like the job immensely. The teachers talked about teaching as the livelihood they had to perform to remain teachers. Even though they identified challenges within the teaching profession in Zimbabwe they pointed out that they had to do their job because the students were just innocent kids. The teachers pointed out that when they think of leaving, they start thinking of all the positives the job offers and the impact they make in children's lives, so they end up staying. Dorothy had this to say,

I love teaching despite the conditions. It has become my life and my job. I feel like moving from Zimbabwe and teach[ing] in another country where there are motivational strategies. I love teaching because I found myself in that area when I was very young and I accepted that I am now a teacher. I want to teach. The love developed and that feeling of wanting to help the students developed in me. So that is why I love teaching.

The teachers shared that they communicate well with their former students and some even appreciate them. Appreciation is not only expressed by students, as some of the teachers shared that even parents express gratitude to the teachers for the work they do. It is that appreciation that teachers identified as one of the factors that kept them going in the teaching profession. In that respect, they felt valued and wanted by the students, parents, and the

community at large. Some of the teachers agreed that workers in many professions are not appreciated the way they are in teaching, and that has helped them remain in the classroom.

Incentives in teaching. Some teachers stated that the major reason that has contributed or rather led them to remain in teaching are the incentives that they got from their schools. After the country abandoned its own currency for foreign currencies, some who had left teaching came back and in addition to the salary were given incentive as a retention mechanism. The teachers said the incentive fee was initially called retention fee, and now they just refer to it as retention. In essence, the retention fee was meant to retain the teachers in the schools and not follow others who had left for other countries. According to the teachers, the incentive (retention) varied from school to school with church-run schools offering more as compared to council and government owned schools. Liberty commented,

Motivations ... maybe during the period of the incentives when we were given retention; yes that was only the motivation that we got from the school. As of now, since the government scrapped the incentives ... the school itself has tried to motivate the teachers in some way. For example, teachers do not pay rentals ... electricity, accommodation. Actually, we are provided with food at break time and we are given lunch free. So you can actually see that it's really motivating to some extent. It's an incentive in its own right.

Teachers stated that after the adoption of foreign currencies by the government, teachers were paid in United States dollars. The teachers stated that their salaries were so low that they depended on the incentive paid by their respective schools. Kate, who holds a Teaching Diploma and Ben, a degreed teacher showed me their salaries to prove that their salaries were very low. Kate's salary is US\$289.00 per month while Ben's salary is US\$307.00. Although the allowances of the two teachers are the same, their net salaries are different because Ben has more deductions as compared to Kate. The figures on the two pay slips (figures 8 and 9) with a negative sign reflect money deducted from the salary and allowances.

GOVERNMENT SALARY ADVICE

NUMBER DEPT. STN. MONTH

Sign for your payslip monthly.

NSSA NUMBER:

TAX ACC.	GROS EMOL.	LEAVE VAC	AVAIL RES	NEXT MONTH'S PAY DAY	
0.00	3636.00	123	0	26th	
					0.00
rural all		14.00		transport al	100.00
housing all		116.00		Pension	37.88-
nssa contrib		6.00-		zinta. subs	10.00-
nyaradio fun		17.00-		p. s. m. a. s. ed	24.00-
SAL	289.00 ALL			230.00 DED	94.88
NET SALARY	424.12				

ACCOUNT NUMBER

Figure 8. Kate's pay slip for the month of December 2015.

GOVERNMENT SALARY ADVICE

NUMBER DEPT. STN. MONTH

NICO ORGO FERTILIZERS ON CREDIT CONTACT 04/774830

NSSA NUMBER:

TAX ACC.	GROS EMOL.	LEAVE VAC	AVAIL RES	NEXT MONTH'S PAY DAY	
0.00	3722.00	122	0	28th	
					0.00
rural all		15.00		transport al	100.00
housing all		116.00		nssa contrib	6.00-
moonlight fu		22.00-		p. s. m. a. s. ed	24.00-
zimbabwe kin		25.00-		abc easy loa	78.54-
CABS		19.82-		cbz. bank. ltd	171.11-
SAL	307.00 ALL			231.00 DED	341.47
NET SALARY	196.53				

ACCOUNT NUMBER

Figure 9. Ben's pay slip for the month of November 2015.

Teachers also lamented the banning of the incentives by the government saying it has led to massive dereliction of duty. To them they consider the government as insensitive to their plights as they enact self-serving policies that are anti people. Pre-independent governments centralized decision making and this has been a manifestation of the post-independent government as decisions have been centralized in the hands of the leaders (Shizha, 2013). There was no consultation in the banning of incentives and it has only contributed to disenchantment

against the leadership by teachers. Irene was irked by the government antics and praised the school in trying to come up with motivational strategies for teachers. She stated:

We used to get incentives in monetary form and when those were tripped off in 2014, we moved on without any incentive. Then we got tea and lunch as incentive ... but the monetary value of the incentive which we used to get cannot be compared with tea and lunch. We used to even get tea on top of that incentive. What we are getting now is rather 2% of the monetary value of what we used to get.

Personal Reflections

In my case, the retention money helped me a lot to process my passport, apply for Visa and then finally buy an air ticket. It also helped me take care of my family, and in some respects, I was almost convinced that the situation had normalized. However, I realized that there was no way in which schools could continue paying monetary incentives to teachers forever. I also realized that some form of regulation might be instituted by the government to control how teachers were being paid. For that reason, the incentives did not encourage me to remain in teaching. For some reason, I believed that the retention money would not last. At the school where I taught in 2009, I was the person who was in charge of giving the teachers the retention money. I would collect the money from the school bursar and give it to teachers. From the conversations I had with the bursar, I learned that the incentive would not last since it was taking up a substantial amount of money from the school budget. Whereas some teachers saw the retention money as a reason for them remaining in teaching, I saw it as an income to use to further myself educationally.

Teacher training. During a focus group interview, Kate was supported by others who added that the reason they love teaching is due to the training they received at their teacher training colleges. They stated that the training they received caused them to value their chosen profession and they are likely not to leave. The teachers were of the view that teachers who are now joining the teaching profession are ‘half-baked’ and are not ready for the rigorous demands of the teaching profession. According to these veteran teachers, the young teachers are the ones who do not love teaching as they received their training from lecturers who are already discontented and not motivated at all. James had this to say,

My teacher training process adequately prepared me to become the classroom teacher I am today. We had a 2.1 program in which you would spend 2 years at college, 1 year practicum. That was thorough as compared to today’s program ... they are half baked.

They don't know some of the theories like Piaget and how to apply them and how to deal with students with different disabilities. They even say they are in this for a short time ... so they are not committed to teaching at all.

The effect of teacher training's influence in teachers choosing to remain in teaching was supported by the headmasters who stated that those teachers who went to teacher training colleges showed enthusiasm for their work and are likely not to leave. The headmasters reasoned that teachers with diplomas went to teachers' colleges because they wanted to become teachers. In contrast, degreed teachers went to universities hoping to do other jobs and not teaching and that's why they do not work hard and always say they are leaving. The teachers valued the training they got in teaching and stated that it equipped them with skills to deal with especially students with different learning abilities. Albert had this to say,

I can actually say it was one of the best [teacher training] that I even cherish up to this day. I wouldn't want to say it was bad. You know we were training to be competent teachers, manage classrooms ... I know how to deal with problematic students without even using a stick. Failure to manage ... classroom management failure is due to poor teachers' training.

Inherent advantages in teaching. Another reason why the teachers love teaching and have remained in the profession for such a long time is because teaching offers inherent advantages over other professions. Teachers are given vacation leave of almost four months after they have taught a period of seven years and are still paid. In addition to the vacation, they also have holidays to enjoy when students are on holiday and get paid as well. Teachers stated that in addition to these advantages, they said they have time to pursue studies even not related to teaching while they are employed in the sector. Some teachers also felt that teachers can borrow money to make personal developments and they are not even asked for collateral from the banks. The fact that you are a teacher is enough. Irene said,

We have some of these benefits that we can count ... we can develop on salaries that you haven't yet worked for. This is one of the advantages that I have observed, being a teacher ... You can make some personal developments with the earnings that they expect you to get in the next two, three years or 5 years ... even if they do not know that you are going to remain a teacher for those years ... they will just say you are going to pay for this over the next 5 years.

Family responsibilities and parental support. One of the notable themes that emerged across all the participants was the issue of family. It is important to stress that in the Zimbabwean culture and in the context of the teachers interviewed, family includes the extended relatives and not only one's parents or spouse and kids. Some of the teachers said that they remained in teaching because they provide parental support. Their parents had sacrificed a lot for them to be teachers, and hence, in their culture they had the responsibility of taking care of their parents. Teachers interviewed stated that it is because of teaching, which they regard as a stable job that they are able to take care of the extended family. They could not leave teaching, as many relatives rely on them for survival. Albert spoke of the need to care of his family, particularly his brothers and sisters, as the reason he remained in teaching for 20 years. He had this to say,

With teaching ... I managed to pull up my young brothers and sisters and to take care of my family, the extended family at large. Actually it did me good ... as the first born in the family, I was actually pulling a very long truck of dependents; my brothers, my young sisters, my family, my father, my mother and the extended family at large If I had decided to take risks of going outside the country, what would happen to my young brothers and family? They would be left in the open. Actually I tried my best to remain in the field so that I could actually put my young brothers and my young sisters at a better position.

In addition to taking care of the extended family, the teachers interviewed stated that they are now married and have children to take care of. Some of the married teachers interviewed teach together with their spouses, such that the issue of separation was out of the question. They had to stay together. Mike, a teacher who left teaching shared that he had to transfer from one

rural school to a school where his wife taught just to be together with his family. Herbert talked about the love of his young family as the reason he has remained in teaching. He said,

I have been married for seven years and we teach together with my wife at this school. It's good that we are at the same school together. We couldn't afford to separate. Let's say I went to South Africa, I would have to make arrangements that my wife would actually follow me there, and then the hassles involved actually, it's cumbersome sort of.

Some of the teachers talked of the need to have their family members, especially children, have the best education at the schools they teach. They talked of the need to be with their children and watch them grow and do well at school. For the teachers, being together with their children at the school they taught gave them the opportunity to monitor them and ensure they work hard at school. In fact, some of the teachers at the government-owned school talked of their desire to transfer to local boarding schools as they believe they offer better education as compared to their school due to resources they have. Figure 10 shows books in the library used by students at one of the schools. For example, Chloe said,

I ... have children who were growing up, my own children ... and I wanted them to learn at a mission school. I found out that I could not afford to make them go to boarding schools, so I had to make sure I stay here just for my kids ... if it was not for my children, I could be studying abroad or doing something somewhere and not teaching. I stayed in teaching because I wanted to look after the family, especially after their father passed on in 2004. So being a single parent, it was so difficult for me to pursue another area of study. I had to cope with teaching so that I make sure that I up-bring my children in the proper educational facilities, so I did not move ... even when he [my husband] was still alive, we just wanted to be in the same field ... together.



Figure 10. Picture showing part of the library with books that teachers and students use.

Apart from the resources that the rural schools have that teachers cited as reasons for remaining in teaching, two of the schools had internet connection. Figure 11 shows Internet receiver at one of the schools. Some of the teachers said that internet availability at their school made it easier to work as they can ask students to do research. According to the teachers, they are connected with the outside world, and the most important thing was that it is available to them for free.



Figure 11. Picture showing internet receiver at one of the schools.

Personal Reflections

Teachers shared that they could not separate from their spouses hence they had to remain in teaching. When I reflected on this, I realized that it was something that I never considered would influence me to remain in teaching. I left teaching when my first born was still very young and I saw an opportunity that would enable us a family to better our lives. I decided to leave my family in Zimbabwe to pursue an education that I consider an asset and that no one can take away from me. My reasoning was that if I get an education, chances are that I will get a better paying job and then provide for my family. It is a challenge for me to be separated from my family, but we agreed as a couple that this is the best course of action to take. I decided to take a risk, rather than remain in teaching hoping that things will be better. My reasoning was that, we may be separated for 5 or 6 years, but the rewards will be worth the sacrifice. With that mindset, remaining in teaching because I wanted to be with my family, although important, was not a compelling factor.

Economy and politics. Teachers explained that politics and the economy are inseparable when it comes to influencing them to either stay or leave teaching. With the economy deteriorating and an intolerant political environment being experienced, teachers interviewed said that they had to remain in the teaching profession. The bad economic environment meant that the teachers could not be employed outside teaching, since many people were losing their jobs at the time. Mike stated that teachers wanted to leave teaching when the economy started to show signs of declining, but there was nowhere to go. Nor did they have the resources to finance the move, because the money they got paid was now worthless. Teachers agreed that because of the bad economic environment, industry had shut down, there were no jobs, and thus, they remained in the teaching profession. Teaching was the only industry that was functional. Liberty commented that,

Industry is down ... we have limited opportunities in Zimbabwe at large ... the economic and political situation in Zimbabwe is not really good. Business environment is not rosy ... businesses do not survive simply because of the harsh economic environment. Industry is down ... we are failing to get jobs because the policies they are implementing are scaring away investors. The bad economy has kept teachers in their classrooms.

The economic meltdown of 2008 created a hyper-inflationary period that resulted in the government printing worthless paper money known as bearer cheques. Teachers' salaries during this period had become worthless to the point that going to the banks to collect pay was a waste of time. Figure 12 is a picture of the Zimbabwean currency during the hyper-inflationary period of 2008. According to the teachers, they would spend more money in transport costs than they would receive as salary at the bank. In the end they, just had to remain in teaching because they could not afford to go elsewhere. To put the situation in perspective, Elvis gave a narrative of how valueless the money was by comparing it to the South African currency, the Rand.

You see in 2008 there were a lot of problems related to the economy and now we are experiencing another recession which is demotivational ... actually in 2008 there was a temporary shutdown of this sector of education. Why? Because of the hyper-inflation ... people were actually not being remunerated according to the cost of living because I remember in 2008 in November, I got my bonus. I had an amount of 33 trillion dollars in my pocket ... when I travelled from Bulawayo to Victoria Falls ... along the way we had to buy certain food stuffs. We met some guys who were selling mangoes. You know how much was a mango? A single mango was costing one trillion. So with 33 trillion, I had 33 mangoes ... if you had Rand [South African currency] you could buy one mango with one Rand, meaning to say one rand was equivalent to how much? To one trillion. Therefore I had 33 Rand as my bonus. You see how bad the economy was.



Figure 12. Picture showing the Zimbabwean currency during the hyper-inflationary period of 2008.

In politics, the teachers reiterated that they faced insurmountable problems at the hands of politicians and ZANU PF youths. The major issues cited by the teachers were threats, beatings, and money extortion perpetrated by the ruling party's youths. The reason that teachers remained in teaching was because they felt that somehow the situation would be better in the near future. Some of the teachers stated that the reason the government, through the youths, targeted them was because of their role as teachers in school and society. Teachers are known to train people to think critically (Dewey, 1916) thereby influencing people to change. Ben stated that this is what the ZANU PF leadership did not want.

To ensure teachers were frustrated, teachers interviewed stated, the government came up with policies that "impoverished teachers." The teachers lamented that the political leadership failed to run the country and hence were implementing policies to frustrate teachers. Teachers talked of political policies affecting the education sector directly and those affecting the economy. They seem to agree that those policies were making their lives difficult as teachers. They attacked policies such as the banning of corporal punishment, scrapping of the school based incentives, and inspection visits by the Public Service Commission and the Ministry of Education as detrimental to the education system in the country. Ben had this to say,

Everything has been politicized, especially education because the politicians know that it is the teachers who can actually make behavioral change in people. What they are trying to do is to frustrate us ... to impoverish us so that we become destitute. We end up begging for their mercy. The man in a sinking boat will only think about how to save himself. That is what we are doing as teachers by remaining in teaching while others left.

Lack of alternatives. Some of the teachers said that the reason they are still in teaching is because there are no jobs due to the worsening economic and political situation. When asked to explain themselves, the teachers said that lack of jobs in the private sector compelled them to remain in teaching. To them, the only sector that is still open and employing people is civil

service, of which teaching is part. They said they feel stuck in teaching because of lack of desirable alternatives and other opportunities. One option they had was of going to South Africa, but they said that the country was already flooded with Zimbabweans. Most teachers who had gone there were working in farms. Liberty lamented about this lack of alternatives and opportunities,

Job alternatives are very limited ... so it's not like we are in teaching because you like it but we are in teaching because we have limited opportunities ... we have got nothing to do outside teaching as it stands ... you simply stick to teaching simply because you do not have any other option. So, for somebody to simply say I am leaving teaching and probably go to neighboring countries ... like South Africa ... it's no longer rosy to be in South Africa now because those who went there are even failing to get employment.

When teachers were asked to state their top-priority job, all but two teachers stated that teaching was not their first priority job. Two teachers categorically stated that they became teachers by choice and not by circumstances. Most of the teachers interviewed stated that when they finished high school, the economy was already bad such that they failed to pursue their preferred courses. Even those teachers whose first degree is not in teaching but later enrolled for a graduate diploma in education to become teachers cited lack of alternatives as their reason of joining teaching. Irene had this to say:

When I went to university I wanted to be an auditor or be in the revenues area, but I failed to get a job so I joined teaching ... nationwide this is the only profession that would assist those school leavers. So, we joined teaching mostly because most of us are desperate ... you think of somewhere to go ... but there are opportunities, no alternatives, no options ... you turn back to teaching.

Fear of the unknown. Although teachers talked about lack of alternatives and opportunities as reasons for remaining in teaching, they also added that fear of the unknown was also hindering them from trying out different things. The teachers dismissed the notion that in Zimbabwe there are opportunities and instead talked about going to other countries as an alternative. That alternative does not guarantee getting a job so to them it is not an alternative.

George talked about how he left for South Africa before joining teaching and also stated that the move did not yield desired results. He had this to say,

By the time I completed my degree, things were just tight. The industry had ceased to function, so I was actually not absorbed in any way in any industry. Then I actually left the country to South Africa for greener pastures which did not materialize due to the permit issue ... and then I decided to come back home. I had no relatives, so I just feared for my safety and ... other unknown things in a foreign country.

Teachers were opposed to moving to other countries because of this fear of the unknown factor. They said as a professional, you cannot just decide to move for the sake of moving. Ben shared his views on fear of the unknown,

Fear of the unknown ... our colleagues who went to work outside are encountering or facing formidable challenges ... one of which is xenophobia ... I don't want to find myself being a victim of circumstances ... our colleagues fell victim to issues of murder, kidnapping in South Africa ... outside there you always need to be alert ... a person needs to be relaxed.

Stepping stone. Teachers, though they joined teaching for different reasons and have been in teaching for more than ten years, have become accustomed to the belief that teaching is now a stepping stone to better jobs. The teaching profession in Zimbabwe, at least according to the participants, is a job that people should do for a limited time. Some even said that they look forward to teaching in other countries and they viewed this as a step up in their careers. Dorothy commented,

Teaching in Zimbabwe is unbearable ... I will be moving to a school which is outside the country, not in Zimbabwe. I would like to teach somewhere else. Even if I don't teach I would like to work somewhere else, but outside the country because I am looking for money. I am only here so that I will be somewhere else higher and better.

The teachers said that they are not just teaching whilst not doing anything with their lives. They said that they are using their time in teaching to upgrade themselves academically, whilst at the same time making contacts in other countries so that once they complete their studies, they

can migrate more easily. Mike, who has left teaching in Zimbabwe and is teaching as an adjunct professor in the US, stated that he upgraded himself while teaching, for he regarded teaching as a stepping stone. It was interesting to note that some of the teachers interviewed are either doing a higher qualification in a different field or have already completed the degree. For example, some teachers with a diploma in education stated that they pursued degrees in Counseling, Media, and Finance; degrees which are not related to their current profession. The teachers said the reason they are doing higher qualifications is to become more competitive in the ever tightening economy. Elvis stated that,

I think it's wise to get into the teaching profession ... get some place to work as a teacher. Besides the little that the teacher is getting ... use it wisely to further your studies and perhaps leave the field for greener pastures ... so you would have used teaching as a stepping stone. Like myself ... I became a teacher with a Diploma in Education ... and I acquired a bachelor's degree and now I have just completed my Master's degree ... I am now aiming to be a lecturer in the Ministry of Higher Education.

Several teachers reiterated that they should not be regarded as opportunists, but as human beings with a desire to survive in the harsh economic situation. In this regard, they did not enter teaching with the view of leaving for better jobs. They emphasized that when they joined the profession, they wanted to stay until retirement, but the worsening economic and political environment had forced them to look at teaching as a stepping stone. The only problem they envisaged was that teaching might remain a stepping stone for ever, and they will never leave teaching. Chloe had this to say,

Teachers must not spend a lot of years in the teaching field ... but pursue another area of employment. Teaching is a stepping stone to higher careers ... not to stay forever in the field or else you die a poor man ... the unfortunate part of it is that the stepping stone might take 25 or 30 years until you retire simply because there are no opportunities ... and being a teacher is a bridge of all pupils because a bridge is stationery. Cargoes move over the bridge; buses, almost every form of traffic ... the bridge is stationery. It goes nowhere. So, if you are a teacher you remain stagnant and stagnant water, at times you find gems in it.

In analyzing the transcripts, it was clear that the teachers would remain in the profession as far as it benefits them, or when the economy remains bad. They stated that even the students they teach would ask them when they will leave the profession for something better.

Personal Reflections

When I joined teaching, I thought I would be able to achieve what I wanted in life and be able to provide for my family. For six years I kept hoping things would be better in the near future. When others left in 2008, I did not leave as I did not have money to leave and I did not even know where to go. Even if I had left at the time, I did not have any idea what I would do. When the government started paying civil servants in American dollars, I saved a lot of money, and decided to come to America to get an education. I had realized that I only needed to stay in teaching to achieve greater things. I have to be honest to share that at that moment that is when I first regarded teaching as being a stepping stone to better things. When teachers shared that they regarded teaching as a stepping stone, I thought that they might never find an opportune time to leave the field. At times, you need to take risks. I decided to take a risk by leaving the profession that I loved dearly and at the same time leaving my young family for a time to get an education that I considered as an asset.

Good relationships. One of the consistent phrases that teachers repeated and emphasized that has contributed them to staying in teaching are the positive good relationships that they have with different people. The positive relationship stretched from the administration, students, community, and other teachers. In fact, teachers at the three schools hailed how the administrators are trying to keep them motivated through the tough times in the country. The teachers felt that the administrators support them in acquiring teaching materials they need in a timely manner. According to teachers, this in some way acts as motivation and inspires them to work hard. According to the teachers, the administrators are approachable and consistently show effort in addressing their concerns. George had this to say,

The relationship with the administrators is par excellence ... so far so good. They are trying their best. There is nothing to complain about them ... we have a cordial relationship. In fact, it's a professional relationship. I get what I want from them in time. I

don't have any problems with my administrators. I can safely say they are the reasons I did not transfer to this other school. Generally, the administration is trying. It is a workable environment in terms interpersonal relations and even if you like, the social needs. I would identify Maslow's hierarchy of needs. They try to be involved. That's why I said if it is rural school to teach, I think this place is ok.

Another form of relationship that the teachers identified as having played a part in them staying put in teaching, and especially at their schools, is that of collegiality with other teachers. The teachers recognized that apart from being colleagues they had become personal friends with other teachers. Leaving them would be painful as they have become accustomed to the relationship and almost regard them as part of their own family. What was eye catching was that the teachers spoke of the professional and well as the social relationships as a reason they have remained in teaching. On the professional side, the teachers talked about team teaching as a source of good relationships at schools. With team teaching, a teacher who is most knowledgeable in a particular subject may offer to teach another teacher's class. In fact, the teachers said that team teaching at times is coordinated at the departmental level. Kate talked about the extent of the team-teaching relationship,

The relationship with colleagues is very good. I have no problem with them. I also have personal friends whom I teach with. We share everything. At a professional level, we also share working experience ... we share topics. For example, my friend teaches commerce. When I am teaching Consumer Rights, she helps me teach Consumer Rights. I also have professional male friends. The Science teachers help me to teach Textile Science and using their apparatus ...the computer teachers help me get access to the internet. So, we are friends here. I would miss my friends if I were to transfer.

It is important to state that the relationship did not end at school but extended to their social lives. In the social context, some of the teachers interviewed said that they often support each other in times of social crisis such as death. Teachers would help the bereaved teacher by offering financial as well as emotional support. These teachers emphasized the importance of social relationships. They explained that rural areas may be lonely and in many cases the

teachers are far from home, hence the importance of having such relationships. The extent of their relationships influenced teachers to stay at their schools and ultimately remain in teaching.

George had this to say about the relationship they had outside teaching,

We have a social club as teachers outside teaching. We contribute some money and we discuss things, life. The social club is not limited to males only. Actually, we are 22 members of which 10 of them are women. It actually includes the spouses.

In addition, the teachers said that they have outstanding relationship with other staff who were not teachers, especially those who worked at the school. They also reported that they had excellent relationships with the community and parents as well. The interviewed teachers talked of this support as a key to their continued stay in their schools. Since the schools are in rural areas, the teachers valued the support rendered by the local community. The teachers felt welcomed in the communities in which they teach. This has led some to develop bonds with people in the community. For the teachers who taught at the boarding school, they also valued the support given by parents as part of the school community to motivate them. Such motivation was manifested in the form of paying fees, donating learning materials, and also thanking the teachers.

Personal Reflections

I valued friendship during my time as a teacher and it is the case even up to this day. In most cases, my friends would be teachers who taught in the Humanities and Social Sciences discipline where I also taught. The main reason was to share ideas and resources. Although most of my close friends were my age mates, I also had one older teacher who was my friend. I sought general advice about work and life as I felt he was more experienced than I was. He was the first person I would share my personal problems with and would offer his advice. So being friends with other teachers was not only aimed at supporting each other at work but also personal. Good relationships was never a reason why I remained in teaching for almost a decade. I valued the friendship, but the relationships never influenced me to remain in teaching. In fact, it was through the existence of good friends that we advised each other to leave teaching and try something new. I decided to come to the United States to pursue an education after weighing possible options I had.

Affordability and Quality of Life

One surprising theme that emerged from the interviews with teachers who have remained in teaching was the issue of rural areas as having advantages. One advantage of teaching and staying in the rural areas the teachers spoke highly was the ability to afford goods and services in the rural areas. The teachers viewed rural areas as the ideal places for them to stay and teach because they were able to lead a good quality of life due to the affordable nature of goods. Affordability came in different forms and the teachers stated that they would not trade their current rural based schools for urban-based schools. The teachers stated that rural-based grocery stores do not raise prices of goods as often, compared to the urban-based ones. In addition, they can access goods and services on credit and pay at the end of the month or when they get paid. Teachers are able to save money and some of them have managed to buy cars. Some teachers said they are even building houses in urban areas due to affordable rural area lifestyle that allowed them to save money. A focus group involving Albert, Irene, Faith, and James regarded the rural areas as the best place to be when you are a teacher. They said,

In fact all the services are coming down to rural areas. If the country could economically develop, rural areas are not an issue when it comes to working there. People are buying cars. As long as I get enough here and its cheap, going to town is a waste of time. In fact, prices for goods are very competitive and you will be wasting money on transport going to town ... Why would you want to go to town when the money you get is not sufficient for you to travel often. Stay here and utilize the local resources.

Although teachers in all the three schools lamented on the issue of accommodation, they were satisfied with the relatively cheaper rates as compared to what urban teachers' pay. Whereas most schools in the rural areas provide free accommodation for their teachers, urban schools do not provide accommodation. The teachers stated that they enjoyed working in the rural areas because they do not pay for accommodation, and rates such as water and electricity

are nominal. In fact, the teachers who taught at a boarding school stated that everything is free including accommodation, water, electricity, internet, and that they are even provided breakfast and lunch. Liberty considers teaching in a rural area as an advantage.

Teaching in a rural area - maybe the advantage is on bills really. In my case, transport is covered to some extent because I do not travel frequently. And also looking at provision of electricity and clean water which is free hence affordable as compared to teachers in urban areas who are forced to rent a house maybe in the residential area. Another advantage is we often access cheap meat from these rural communities ... we buy it as members of staff and share amongst ourselves.

According to some of the teachers, the rural areas are no longer places shunned by people who want to progress in life. During a focus group discussion, the teachers identified some of the other advantages of being in a rural area. To them the life in a rural area is cheap. In addition to cheaper, affordable goods and services, rural area-based schools have access to free land where teachers are allowed to do gardening. The teachers stated that by doing gardening, which may not be possible in urban-based schools, they have a good quality of life. Some of the teachers said that they enjoyed gardening and would grow all kinds of vegetables, saving money by not buying everything from the grocery store.

Personal Reflections

I grew up in the rural areas and went on to live at a farm as a young boy. I have had an attachment with gardening and I value it so much for the simple reason that I regard it as the source of our food. As a teacher, I continued gardening on small pieces of land. Apart from getting vegetables and other food stuffs from gardening, I was kept occupied as I felt lonely at times in the rural areas. In some cases, I would sell the produce from the garden to other teachers. I also enjoyed living in the rural areas because goods and services were affordable. I did not require transport money to go to work as I lived at the teachers' cottages. However, I did not regard these services I enjoyed as key to my staying in teaching for many years. As much as I appreciated the efforts to keep us motivated, I considered them as standing the way of bettering myself. As long as I enjoyed the benefits, I would not progress in life and, as such, I had to leave teaching and pursue what I regarded as life changing move of coming to United States to pursue an education.

School Type Based Themes

It is important to state that apart from the themes that cut across the three schools, there were themes that emerged at each particular school. The themes that emerged at each of the three schools were unique to that particular school, and emerged more especially during the focus group discussions. The theme that emerged at each of the three schools could not be readily be applicable to another school. In analyzing the interview transcripts, the theme that emerged for Church-owned schools was Religion, for government-owned it was isolation, and for council-owned it was community.

Religion. At the Catholic secondary school, teachers felt that they were still in teaching because of the Catholic faith that the school follows. Teachers expressed that at the church-related institution students are guided by the Bible and are being brought up to be well-mannered students. The teachers said that because of that they do not meet any problems with students and enjoy working in such an environment. The students are encouraged to be well behaved and respect their teachers at school as well as elders in the community at large. The teachers interviewed said that they have always wanted to teach at a church-run school, and they are happy to be at the school despite the challenges they face brought by the bad economic environment. They said that for as long as they teach, their school is the best and they couldn't foresee transferring to any school. Kate had this to say,

As a Catholic school, it's a Christian upbringing. The ethics are just ok. Actually they are trying ... if I am to stay in a rural school; it should be this place and not any other place. The way it is being aligned, it's better ... more than other rural schools ... the Christian set-up. The students are respectful and they are brought up in a Christian environment so that they acquire good morals. It's just good.

The teachers also said the church-run school was the first in the district to come with the issue of the incentives and that is the reason why they have remained at the school and in

teaching altogether. In addition, three teachers at the school stated that they are Catholics, so it was purely due to religious affiliation patriotism that they moved and remained at the school.

The teachers stated that they will continue teaching at the school and will not leave teaching at all. Elvis stated that,

I think I like working at this school for quite a few reasons ... My religious affiliations also account for my interests in this school as a Catholic. It is a Catholic mission school. I like working in that kind of an environment where I feel comfortable in that my spiritual affiliations are actually recognized here. It's just a question of religious patriotism which makes me to like this school. The incentive actually came as an added advantage for me to like this school.

The group came up with a model (figure 13) that they think influenced them to stay in teaching, especially so at a Catholic rural school. Liberty came up with the idea and led the group in drawing the model. The teachers agreed that family, relationships, church and the rural school setting are factors that have helped them to stay. They stated that the factors are inter-related and influence each other.

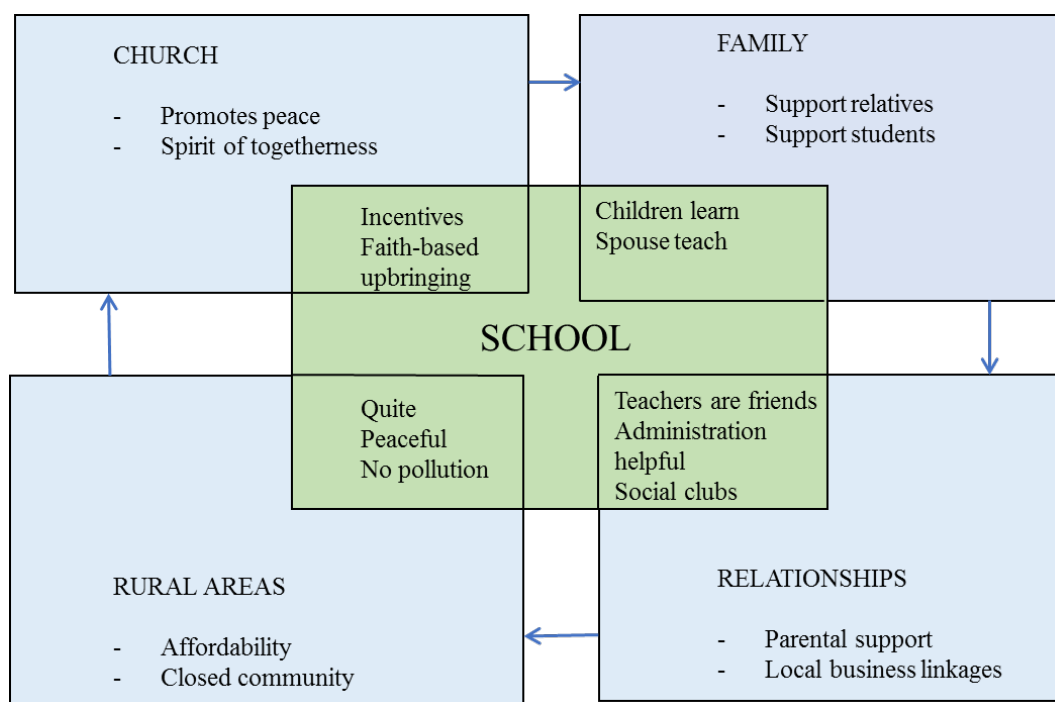


Figure 13. A teacher retention model as illustrated by participants at a rural Church run school in Chirumhanzu District.

Isolation. Teachers at the government-owned school stated that the reason they are still teachers at their particular school is that the school is isolated. The teachers said this is an advantage that encouraged them to stay in teaching. They pointed out that the location of the school is ideal for them since it was located in a remote area away from bad influences from other schools. The teachers articulated that the school environment is quiet and that brings with it less stress due to noise associated with schools that are not isolated. Teachers said that the students behave well and when they discipline them, they do not cite any rights as compared to students at other schools. The community is a closed community. Faith had this to say:

I like the calmness that is here ... you know the fact that you are isolated from the ills of other schools. I personally like to be alone, do my job ... and go home. In isolation ... you have a lot of rewards ... like peace of mind, no expenses because you so isolated that you do not find anything to buy. If you are in a city you are bound to spend money.

Community. Teachers at the council school said they are at the school and in teaching mostly because of the community that have embraced them. The community the teachers talked about constituted parents of children who learn at the school, the local business people who own small shops, and the local leadership. The teachers, including their headmaster who was also interviewed talked about the connectedness of the community and the school. The school is seen as part and parcel of the larger community such that they are not left out in local social gatherings. Figure 14 shows a bush pump used by the teachers and the whole community to draw water. This is an example that shows teachers and the community have cordial relationships.

The teachers said that they had fostered some relationships with some individuals in the community to the extent of calling each other brother, sister, uncle, father, or mother. In that way, the teachers said they felt a sense of belonging. George talked of the relationship they had with the parents,

The local community is very understanding because they contribute a lot to the welfare of the school ... with teachers benefitting a lot. The parents are nice people ... although they are poor they sacrifice a lot. The Head actually engaged the local leadership and at times they hold their meetings here ... the traditional courts ... and meetings to do with their community because the school is the central place. So, we are sort of a community here ... helping each other.



Figure 14. Picture showing a bush pump used by the teachers and the whole community to draw water.

The teachers said that the business community helps them in many ways, including transport for sporting activities with other school at a discounted price. Another way the community helps is to allow the teachers to borrow food items and other things that they need and pay at the end of the month when they get paid. Hebert clarified the issue:

I don't need to keep money with me all the time ... I get what I need at the shops and then pay them when I get paid. Even when I run out of sugar or I need to drink a beer, I just walk and ask for beer. Of course, they write down that I owe them so much. We do rely on them; they rely on us. It's a community.

The headmaster at a different government school whom I interviewed stated that normally government-owned schools rely on collaboration of teachers and work together for the benefit of the school. He stated that the community support was manifested by the help they

render to the school, especially in purchasing the garden fence and encouraging the school to grow vegetables.

Conclusion

This chapter has presented 16 participants who shared their life, personal, and teaching experiences with me in a bid to explain how they each make meaning of their remaining a rural secondary school teacher. I shared eight themes that explain how these secondary school teachers in rural Zimbabwe make meaning of their remaining in teaching for more than ten years. I also shared three themes that emerged at each school, and also the headmasters' theme explaining why teachers have remained in teaching for more than 10 years. The teachers' experience varied with some having ten years while others 26 years teaching experience. The teachers also had varied teaching qualifications with the least having a diploma while the one with the highest qualification had a masters.

All the teachers are married and family was central to their decision to remain in teaching for a long time. Only two teachers went to college knowing that they wanted to become teachers, while the rest initially pursued a different career than teaching. They all admitted that once they joined teaching they loved the job despite its many challenges. Although this is the case, I would label Kate as one of my most enthusiastic and dedicated teacher participants. In addition to family, other key themes that emerged are the love of teaching the kids, relationships within the school environment, affordable rural lifestyle, and school based incentives, lack of alternatives besides teaching, stepping stone, and the economy and political situation in the country.

This chapter began with the rationale for doing this study. I described the setting and explained how I engaged my teacher participants and collected the data. In addition, I also described the demographics of my participants with the aid of tables for graphical representation.

I also described briefly in this chapter how I analyzed data as this process has already been described in detail in the previous chapter. I presented eight themes that emerged from my data analysis and also presented the school-based themes that helped to explain how these secondary school teachers in rural Zimbabwe make meaning of their remaining in teaching for more than ten years.

Higher Level Findings

In this chapter, I discuss the higher-level findings, based on those as presented in chapter four, that emerged from rural secondary school teachers in Zimbabwe. These findings were organized into higher-level findings as shown in table 10. The actual findings of this study were that 1. the removal of incentives led to dissatisfaction, but did not affect love of teaching; 2. importance of community culture and relationships; 3. good lifestyle due to the power of incentives; 4. teachers valuing the importance of unhu; and 5. the influence of the school in teacher retention.

For each higher-level finding, you will find a section containing discussion, a figure, linkage between finding and theoretical foundation, and the resulting Love Model of Teacher Retention. I used these five higher-level findings to create a Love Model of Teacher Retention. I will also discuss the most important findings of the study and use the model to explain conditions how the retention of teachers may be achieved, especially in a rural environment. Finally, I will present some of the motivation theories as an extension of the dialoguing unhu theoretical framework.

Further Analysis Process

To make specific discoveries about why the teacher participants remained in teaching, I systematically compared the seven themes and sub-themes to discern patterns and interrelationships. I presented the five findings that emerged from further analysis with the intention of developing the retention model. Each finding was explained showing its importance in teacher retention. Table 10 presents this cross-code analysis. From this analysis, I developed a retention model named the Love Model of Teacher Retention (Figure 19).

Table 10

Cross-Coding Analysis for Higher-Order Findings

	Emergent Themes from Data (Chapter 4)	Findings from Themes	Explanation
1	Incentives Love teaching/kids Teacher training	Removal of incentives led to dissatisfaction but did not affect love of teaching	Extrinsic factors gave teachers a false sense of loving teaching. Remained in teaching even though extrinsic rewards were reduced.
2	Good relationships Parental support	Importance of community culture and relationships	Existence of good community relationships (parents, local community, students, teachers) was the reason teachers remained. This is evidence of the existence of unhu values.
3	Good relationships Love teaching/kids	Teachers value the existence of unhu and respect	Unhu and intrinsic factors gave them a sense of self-esteem. Feeling valued by the community and the students and administrators influenced them to remain in teaching.
4	Incentives Affordability Love teaching/kids	Good lifestyle due to the power of incentives	Leading a better lifestyle conditioned them to love teaching. Believed that they could not lead a more satisfying lifestyle as compared to their current lifestyle in teaching.
5	Economy and politics Teacher training Love teaching kids	The local school context or environment influences teacher retention	Student behavior, collegiality, and a sense of belonging influenced them to stay

Removal of incentives led to dissatisfaction but did not affect love of teaching. First, teachers have remained in teaching due to the love of the job and working with kids. Teachers were conditioned to receiving external incentives to such an extent that they mistook the incentive as the motivator, which was actually their love of teaching. When the incentives were removed, the teachers did not leave teaching at all (Figure 15). Herzberg (2003) states that the absence of hygiene factors (motivators) lead to dissatisfaction, but when present do not lead to

satisfaction. Not discounting other factors mentioned earlier, this showed that teachers were motivated by the job itself (Herzberg, 1987 as discussed by Gawel, 1997).

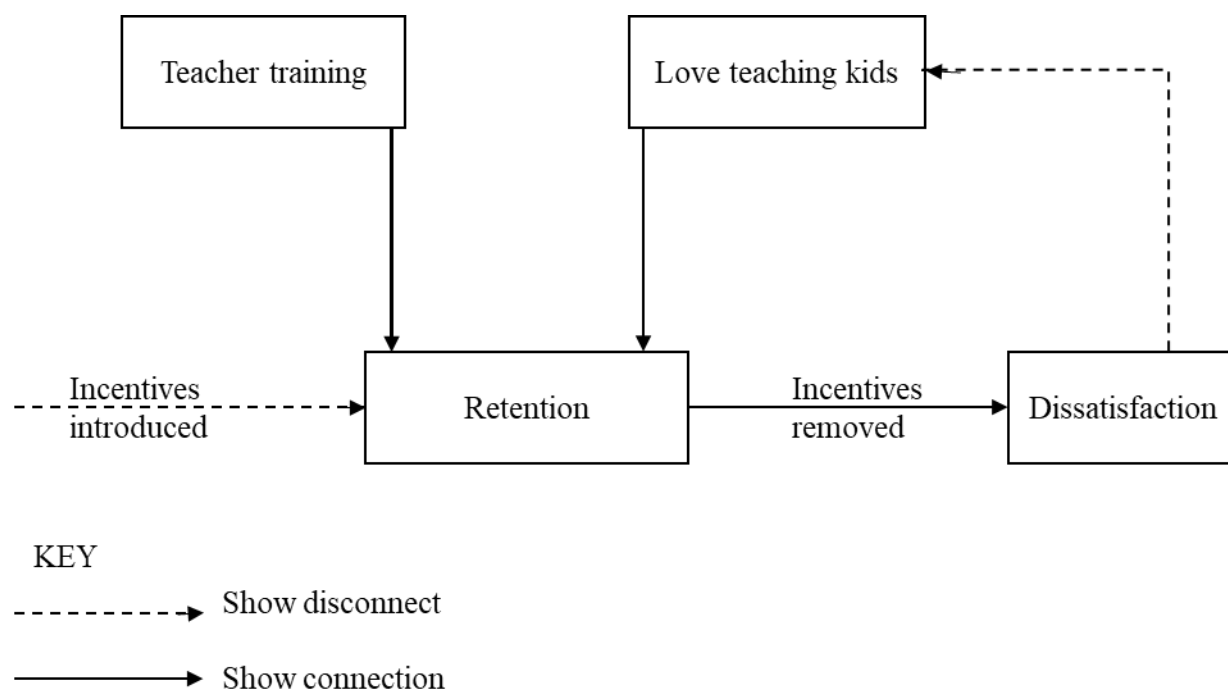


Figure 15. Incentive removal causes dissatisfaction not loss of love of teaching.

Incentives interfered with intrinsic factors in what is called the over-justification effect, a concept which explains the phenomenon in which being rewarded extrinsically for doing a task diminishes intrinsic motivation to perform that action (Lepper, Greene, & Nisbett, 1973). The finding is that some teachers in the study have experienced the over-justification effect which has tended to undermine teachers' intrinsic motivation. Teachers' intrinsic motivation decreased drastically after extrinsic rewards and reinforcement, such as the monetary incentive, were discontinued at their schools. The explanation might be that teachers assigned too much importance to the rewards, and once they were removed they recognized the importance of their intrinsic motivation (Cherry, 2016). Incentives in the form of extra money helped in the

motivation of teachers who became committed to teaching, loved their job, but when the money was stopped it impacted negatively on their motivation.

Teachers' love of their jobs, together with the desire to make a contribution in society through empowering students, influenced them to remain in teaching as shown on figure 19. The satisfaction realized from working independently is intrinsically rewarding and symbolizes the psychological need that teachers have to provide value to their students. Teachers also stressed the importance of external incentives and pay provided by their schools to help them survive in the harsh economic climate. Incentives compensated for the low pay and, to the teachers, this also acted as a source of motivation to remain in teaching.

Notice that, although teachers may have had false sense of love for teaching due to incentives, the results of this study offer compelling evidence that teachers remained because they experienced enjoyment and satisfaction of teaching. Seeing teaching as an opportunity to explore, learn, and actualize their (the teachers') potential (Coon & Mitterer, 2010), teachers in this study considered it their responsibility and duty to educate students. Faith, for example, stated she loved to be challenged by students and Mike felt that students inspired him to become a better person. These examples demonstrate personal meaning that is intrinsic in nature in cases where teachers pursue teaching as their goal. These are the psychic rewards raised by Lortie (1975) and discussed above.

Although incentives have tended to mask the more meaningful motivation and love for teaching, teachers have shared stories of how teacher training they received formed those deeper motivations and transformed them to become committed teachers. What is clear, are the interconnections among the many reasons explaining retention for teachers in this study. Figure

15 shows the how teacher training, love of teaching kids, and to some extent incentives resulted in teachers enjoying teaching the kids, subsequently leading to teacher retention.

Understanding the connections among these factors may help in the development of larger-scale retention strategies, especially in the rural areas where this study was done. For example, during teacher training courses that focus on unhu values and love of one's job may be added to the curriculum as a strategy to retain teachers in schools. This finding corroborates those of Makuvaza and Gora (2014), who found teachers attributing adequate teacher training, love for job, and incentives as reason for remaining in teaching.

Importance of community culture and relationships. Another important finding from this study is the influence of the local community and the existence of relationships that influence teacher retention. Literature (Lindberg & Swick, 2006; Waddell, 2010) abounds with evidence that teachers are likely to stay if they have found a welcoming community or school, and this is in alignment with the finding of this study. Positive community relationships are mutually beneficial to the teachers and to the community. Such relationships are part of the Shona culture of the people in the study. Teachers pointed that the community respects them and they feel welcome to stay and work in the area. The existence of good relationships for the three schools in rural Zimbabwe have influenced teachers to remain in teaching. To illustrate, one of the participants stated that he would not have remained in teaching had the community been rude and not welcoming.

The teachers gave evidence of the existence of good relationships with the community by showing me the borehole where the community, teachers, and students fetch water. That community togetherness is more apparent at the church-run school where teachers stated that the church helped to inculcate good values in people. This finding provides a different perspective

on literature discussed in Chapter 2 that presented teachers who left because of violence. The teachers in this study have remained due to an accepting community and safe school environments.

The teachers also remained in teaching because they have good working relationships with their peers. They practice team teaching and have social clubs outside the professional working relationship showing that they have good personal relationships. While other studies (Barter, 2008) have cited the presence or existence of different amenities, my study has shown that teachers value positive community culture, good relationships, and evidence of the presence of unhu. From the data, teachers love teaching because the students have unhu values and this tends to overcome extrinsic motivation.

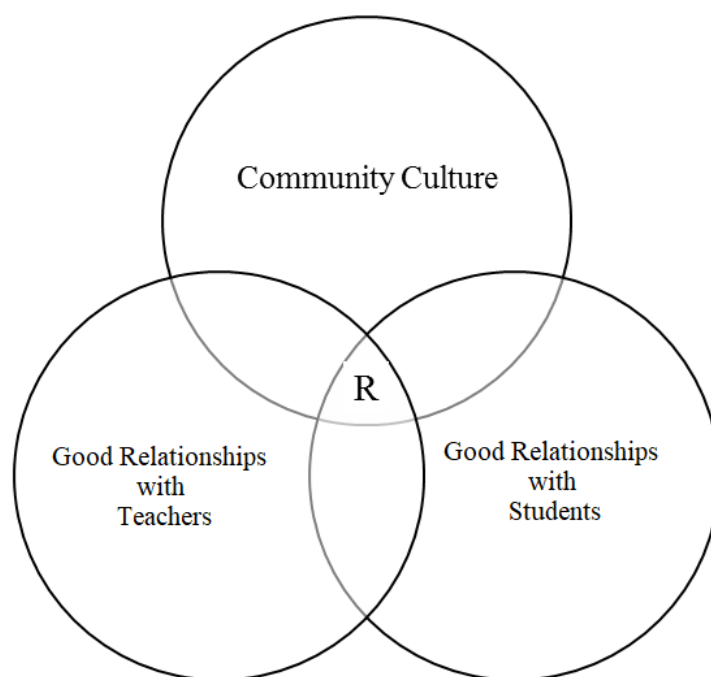


Figure 16: Community culture, students, and teachers influencing retention. R = Teacher retention.

Another finding linked to the importance of the community relationships is the issue of feeling at home within the community (figure 16, finding number 2 in table 10). Some studies (Thomas, Thomas, & Lefebvre, 2014) have shown that teachers in the rural areas prefer to work closer to their hometown and are likely to transfer or resign from rural-based schools that are far from their homes. The findings from this study differ significantly from previous results as they show that teachers have remained in their schools because the community is supportive of them. Demonstrating the spirit of unhu philosophy, this study found that teachers have remained in teaching because the community acts like their own home. In unhu philosophy, no one is a stranger. Visitors are treated with respect and dignity. Hence the presence of a supporting community and existence of good relationships with colleagues and students (Figure 16) has influenced teachers to remain in their profession.

Teachers value the existence of unhu and respect. The reason why teachers have remained in teaching may be due to the existence of good relationship with students as explained by the philosophy of unhu. Students with unhu are expected to respect the elders and in this case their teachers. Teachers, especially those at the Catholic-owned school stated that the students are well-behaved, respect them, and take their school work seriously. This kind of behavior is manifested by students with unhu. Teachers also relate to each other with respect and show that they embrace this philosophy of unhu hence the existence of good relationships. The unhu philosophy has a popular aphorism that states that “a person is a person through relationships with other people” (Ndondo & Mhlanga, 2014). Having such a sentiment embodied with people with unhu, teachers have remained in teaching at their schools. Teachers become motivated to work in such environments, not because of material or external benefits, but because they are

intrinsically motivated. Good relationships within the school and the community influenced teachers to remain in the profession, loving and enjoying their job (see Figure 17).

This study found the behavior of teachers engaging in team teaching and the existence of social clubs as evidence of unity at the school. For example, George highlighted the existence of a supportive environment at his school as evidence of existence of good relationships and unhu values. Working together as a community of teachers is important for the society to succeed. In the theoretical framework of this study, dialoguing unhu, unity, and working together as one community is important as it positively contributes to the sustenance of the society (Muropa, Kusure, Makwerere, Kasowe, & Muropa, 2013).

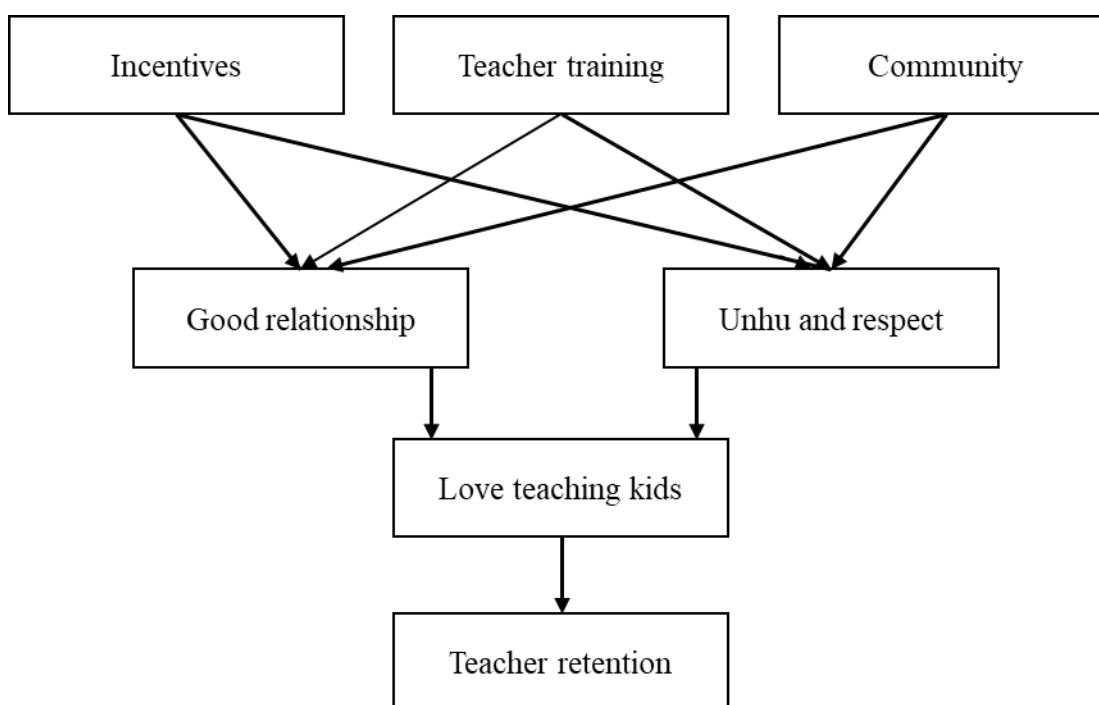


Figure 17. Good relationship within the school influencing teacher retention.

In a school system, unity is achieved when teachers “reflect on democratic practices by giving students the opportunity to have a say in decision making” (Muropa et al., 2013, p. 660). Students will learn values like respect and having good relationship that are ingrained in unhu

philosophy. It is important to state that in the light of unhu values and philosophy, teachers were selfish to demand incentives in the first place. In situations where teachers lack unhu values, an individualistic model of survival will be followed which is not in tandem with Shona culture as discussed in Chapter 2. In the spirit of unhu and dialogue, teachers were to be selfless, share, show empathy, and care for the community (Ndondo & Mhlanga, 2014).

Good lifestyle due to the power of incentives. Teachers initially remained in teaching due to incentives they get that allow them to afford basic commodities to lead a good lifestyle. The finding is that teachers were primarily extrinsically motivated to teach because they received a reward in the form of incentives to add on to their paycheck from government. When teachers are engaged extrinsically through attaining tangible rewards, they tend to be motivated (Kaplan, 2010) and in the case of teachers in this study, it was food and money. Being able to afford goods and services through incentives and pay, made them love teaching kids, leading them to stay in teaching. However, it should be pointed that goods and services in rural areas are cheaper, and teachers were able to afford them since they did not incur costs in travel, accommodation, and other bills. So, this meant that teachers had improved available funds to help their extended families.

Figure 18, finding 4 on table 10, shows how a combination of incentives and salaries contributed to the buying power of the teachers for good and services to lead a good lifestyle influenced them to remain in teaching. This finding is important to our knowledge and at the same time contributing to the body of literature especially to the retention of teachers in Zimbabwe. This is because retention studies have not focused on teachers leading a good lifestyle as a reason for remaining in teaching.

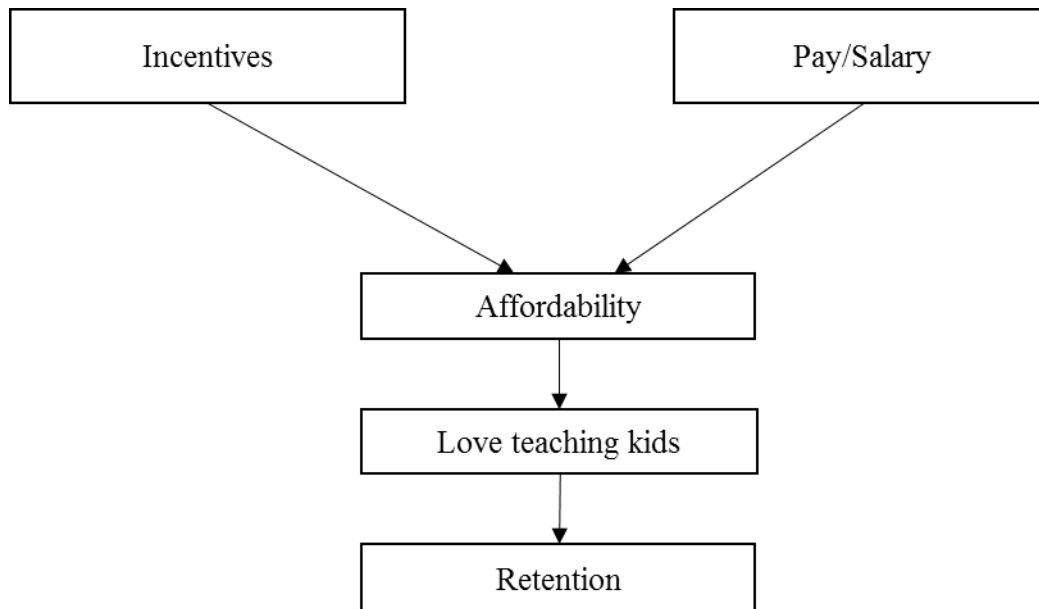


Figure 18. Incentives and pay leading to affordability, love teaching and teacher retention.

The relevance of leading a good lifestyle by teachers has its roots, in part, to the fact that teachers in Zimbabwe are underpaid (Chireshe & Shumba, 2011; Shizha & Kariwo, 2011). To think that they are in teaching only because of the love of teaching would be fallacy (Nyakudzuka & Mapuranga, 2014). The introduction of the incentives has meant that teachers could begin to afford to live a decent lifestyle and to help their relatives financially. This knowledge can be used in governmental decision making regarding the use of school-based incentives to motivate and retain teachers.

This positionality allows the education stakeholders to appreciate the role of various factors in the retention of teachers. As part of the theoretical framework used for this study, Lortie (1975) explains that not only psychic rewards are the reason teachers remain in teaching, but feeling valued and appreciated by the school also influences them. Among other things, incentives such as classroom autonomy and extrinsic rewards such as incentives might spur teachers to stay motivated and remain in the profession. Among other findings, this study has

found that the teachers were motivated with the extrinsic incentives which helped teachers satisfy their physiological needs.

Although the literature reviewed in chapter two has shown that teachers in the rural areas are likely to leave due to the inhospitable nature of the rural area, this study found that the schools have come up with incentives to keep teachers. Bennell and Akyeampong (2007) proposed that teachers remain in rural schools that are not as enticing as urban ones because of additional incentives such as paid electricity, attractive housing, and running water. This study supported those findings that the use of incentives is an effective retention strategy.

The local school context or environment influences teacher retention. Another important finding from this study is the influence of the local environment. Teachers in this study stated they remained in their schools because their current environment suits them well. The teachers valued the unique characteristics of their schools. The local context at the church-run school that has influenced teachers to remain is a combination of factors ranging from the influence of the parents, good relationships, church factor, and the rural area location. Apart from these linkages, other teachers remained at the school because they are empowered by their administrators. This empowerment acts as a source of motivation (Herzberg, 1987 as cited by Gawel, 1997). Empowerment means delegating more power to employees to make their own decisions over areas of their working life (Potterfield, 1999). What is clear from the study is that some teachers, especially those from the Church-owned schools, felt empowered by their schools to make their own decisions regarding the job and their personal lives. Their election to engage in team teaching and form social clubs is further evidence of the importance empowerment in retaining teachers. Empowered teachers develop “a sense of determination with regard to

specific means to achieve a desired outcome” (Spreitzer, 1995) and tend to be motivated to remain in their jobs.

Another motivational factor this study found in the local context was job enlargement, which is giving teachers a variety of tasks to perform that would make the work more interesting (Herzberg, 2003). The study found that teachers were not limited to teaching in the classroom, but are also expected to coach or lead at least one sporting discipline. This gave teachers an opportunity to work in a relaxed environment at the same time enjoying themselves doing the job. Teachers also supported each other, as evidenced by team teaching, which they all claimed they practiced. This supportive professional work environment, the social networking, and positive community relationships were found to improve teachers’ motivation and willingness to remain in teaching (Richardson & Watt, 2010). This finding resulted in job enrichment, where teachers felt a sense of unity of purpose and a sense of achievement.

Love Model of Teacher Retention

The Love Model of Teacher Retention (Figure 19) is built on the strength of love for teaching kids that has been a consistent theme throughout the research study. Due to the love of teaching, teachers joined Teachers’ Colleges to train as teachers although they knew the extrinsic rewards were few. The only explanation found as a source of motivation to join teaching and remain in teaching were focused on what Lortie (1975) has called psychic rewards (Figure 19). Satisfaction to remain in teaching is centered on teachers’ involvement in helping students achieve thereby making a difference in their lives.

When incentives were introduced, they acted as an extrinsic motivator, and teachers began to experience a good lifestyle. This influenced them a sense of belongingness such that they remained in teaching (see Figure 19). Incentives also ensured that they survived during the

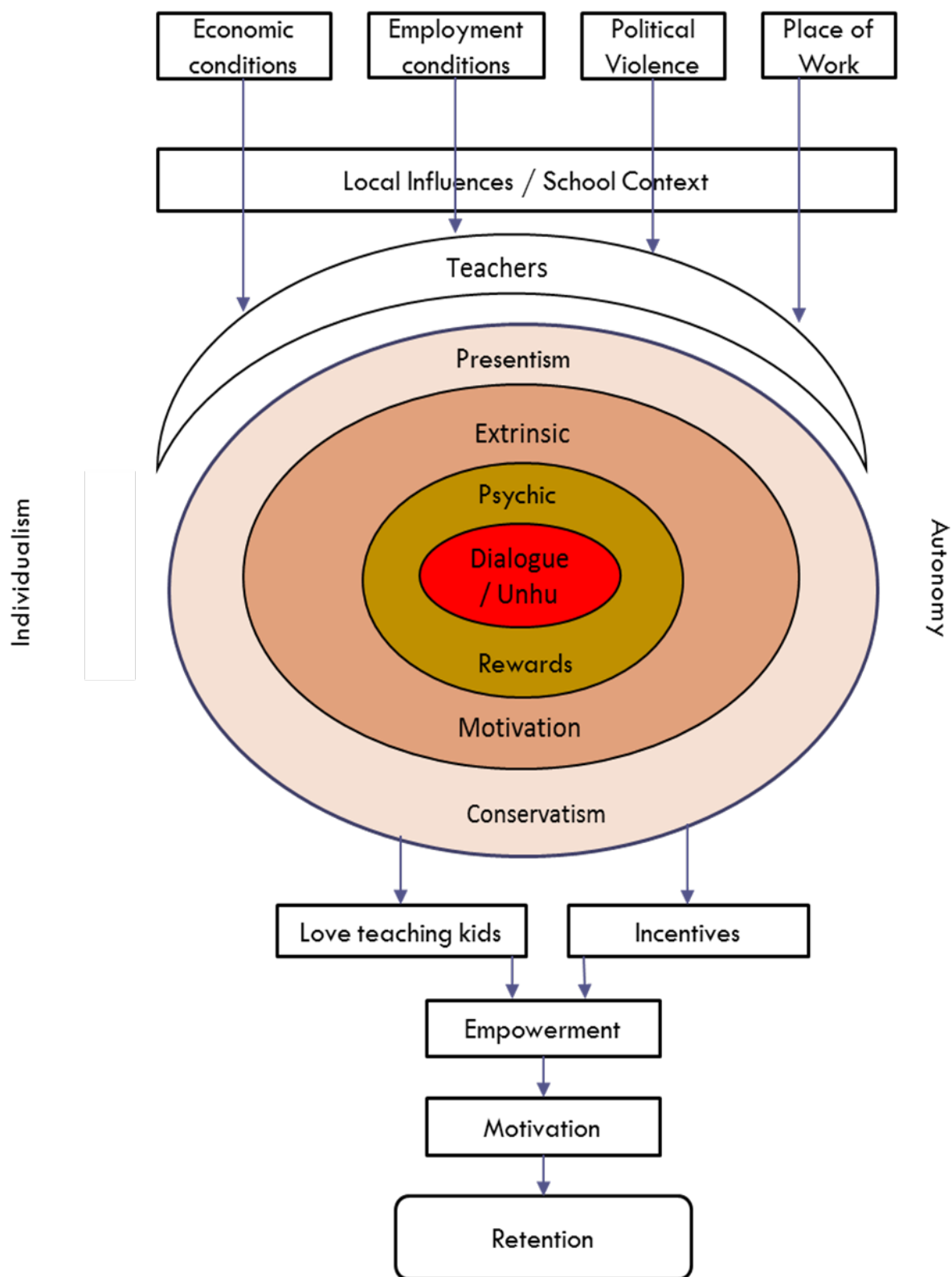


Figure 19. The Love Model of Teacher retention in rural Zimbabwe.

economic and political crisis when their salaries were valueless (see chapter two). With the banning of incentives, their love for the profession was called into question, but the initial love for teaching ensured they remained, hence teacher retention (Figure 19).

Discussion Using Dialoguing Unhu Theoretical Framework

Teachers join teaching for different reasons as discussed in chapter two, and two of the main reasons are the love of the job and the desire to make a difference in society. The dialoguing unhu theoretical framework is central to the Love Model of Teacher retention in many respects. Teachers tend to be motivated and satisfied with intrinsic rewards that are associated with teaching (Lortie, 1975). Lortie calls the intrinsic rewards psychic and they vary from individual to individual since they are based on a person's valuation of the job (Huberman, Thompson, & Weiland, 1997). Teachers could not have joined and remained teaching solely due to extrinsic rewards as teachers are powerless to increase them, hence psychic rewards are the main reason. Although this is the case, this study has shown that extrinsic incentives spur teachers to work hard and remain in teaching. In unhu philosophy, teachers with unhu values love their job and students, hence the connection between the love retention model and dialoguing unhu theoretical framework.

The Love Model of Teacher Retention shows that teachers generally love teaching because they are motivated to empower and influence students. They do so especially if the students are well-behaved and exhibit unhu values and show eagerness to learn. It is a source of motivation for teachers to work in a school environment with students that are respectful and embrace unhu values (Figure 17). In the unhu philosophy, teachers with good relations have room to work together for the success of the students. There is a proverb among the Shona people about working together which states: *Rume rimwe harikombi churu*, meaning, A single

male person no matter how big does not surround an ant-hill alone. The meaning is that cooperation is necessary to achieve something for the benefit of all. Lortie (1975) addressed the issue of loneliness of teachers, arguing that teachers do not show willingness to “work together to build a stronger technical culture” (p. 210). They tend to be satisfied in remaining within the confines of small achievements (Lortie, 1975). Although Lortie (1975) asserts that collegiality and collaboration are difficult to achieve due to individualism, he maintains that they are important as a source of motivation. Not only unity and collaboration among teachers is important, but community acceptance of teachers is a prerequisite and ideal for their retention (see Figure 19). If teachers are accepted by a community, they become motivated to teach in the area, hence local school context are important in retaining teachers.

Although Lortie’s ideas are relevant in Western context, they do not play any role in this context as there is no room for individualism or autonomy in Shona culture. The *unhu* philosophy emphasizes collaboration and sharing, hence teachers should not experience externally imposed isolation at all. The finding is that the non-existent nature of individualism and presence of collaboration is a source of motivation and retention of teachers. Most participants (Mike, James, Liberty, Kate, and Chloe) reiterated the importance of having good relationships, both socially and professionally. Having good relationships, which are grounded in the Shona philosophy of *unhu*, results in unity of purpose and helped influence them to remain teaching. In the Zimbabwean culture in general, especially among the Shona people, from whom the participants in this study are part, there are proverbs that encourage the people to work together and help each other realize their true potential.

Existence of good relationships leads to respectful human relationships (Ndonda & Sikwila, 2014), a component of *unhu* philosophy, is also of importance to teacher retention as

discussed in chapter two. Respectful relations are not limited to teachers only, but also include students, parents, and the community at large.

Clear Connection to Teacher Retention

The central component of the Love Model of Teacher Retention is the role and place of the community in the form of dialoguing unhu. The role and importance of the community to teacher retention is the most important finding of my study, as it is not addressed by current models. Most models, especially Western ones, focus on paying teachers more as way of retaining them. To recruit and retain teachers, Richwine (2012) advocates for the increase in their pay based on performance rather than across the board. This study found that pay is necessary for teachers to survive, but not a retention package, in other words a hygiene factor. Teachers valued good relationships with the community because most of them teach in rural areas, where these issues are considered important, that are far away from their homes. Community acceptance influenced teachers to stay in their current schools, as they regard the community as having unhu values.

This study found that teachers remained due to community acceptance, existence of unhu values, and the support they got from the parents of the kids they taught, the community, administrators, and other experienced teachers. Parental support, the involvement of the community in the education of their children, and the welfare of teachers are also cited as sources of motivation for teachers in Zimbabwe by Ngwenya (2015). Although teachers in this study stated that they had small pieces of land to do gardening, they also received fresh produce from the community. To them, this represented acceptance and support by the community. This gesture is supported by unhu philosophy that states that no one is a stranger in a community of people, and as such each one is supported and provided for. Although this is part of the unhu

philosophy, no other studies have been done to show its importance to teacher retention as this one has.

In the Love Model of Teacher Retention model, there is a condition of absence of violence as a reason for teachers to love teaching and remain in the profession. This is also linked to the theoretical framework of dialoguing unhu that values respect and a violence-free community. Although teachers claim to be respected by the community due to cultural influences, there is evidence from literature and from this study that violence was carried out on teachers (Pswarayi & Reeler, 2012). Presumably, if the community and teachers had respect for each other, the teachers would not have raised the issue of violence perpetrated by the community. Violence very rarely gains respect because respect is earned with time on how you conduct yourself. Violence by the community may have instilled fear in teachers. This is connected to retention in that violence in schools was less compared to other areas and I argue that teachers felt more secure remaining in the closed school communities, which contributed to their decisions to remain in teaching.

As presented in chapter two, teachers are likely to remain in teaching when they are competent in the classroom and connected to others (Ryan & Deci, 2000). Teachers who have remained in the profession for many years and grown in their instructional ability (Downing, 2010) tend to have solid content knowledge, teaching experience, and hold high expectations of themselves and their students (Tucker & Stronge, 2005). Teachers with the ability to employ a wide range of strategies and methods to empower students to own their learning processes are likely to remain in teaching. Empowering students through cultivating critical thinking skills and dialogue is important when implementing a problem-based approach to solve banking model of education. When students are empowered, they exhibit good behavior that is associated with

unhu and participate in dialogue. When that happens, teachers tend to be motivated and remain in the classroom. Dialoguing unhu brings transformation to both participants and results in teacher retention. When teachers exercise democratic values in the classroom, students are likely to practice what they are exposed to and this is referred to as the ‘apprenticeship of observation’ (Lortie, 1975). Dorothy explained that she taught as a temporary teacher without training and would use methods and strategies employed by her teachers while still in school. Adopting her previous teachers’ strategies influenced her to remain in teaching, as she fell in love with the process of teaching.

Summary of Connection to Retention

Although there is evidence that there is no single explanation for teacher retention (Boe & Bobbitt, 1997), findings from this study point to intrinsic, extrinsic, and altruistic reasons (Kyriacou, Hultgren, & Stephens, 1999). Altruistic factors, like psychic rewards, (Lortie, 1975) are based on the view that sees teaching as a socially worthwhile and important job (Erten, 2014) whose civic duty is to help society improve. Intrinsically, the teachers have joined teaching because they just love teaching as a profession. This finding corroborates many findings from other studies (Erten, 2014; Kavenuke, 2013; Maphosa, Mutekwe, Machingambi, Wadesango, & Ndofirepi, 2012) that teachers who have remained in teaching love teaching and enjoy working with kids. Teachers in this study shared their unwavering and enthusiastic commitment to teaching and have admitted that they chose teaching because of passion and desire to teach young people. This finding is supported by Goldberg and Proctor (2000) who stated that the choice of those who became teachers was not influenced by lack of other options. In dialoguing unhu theoretical framework, teachers love to see society grow with good values, hence they remain in teaching to impart these values to students (Ndondo & Mhlana, 2014).

Summary

This chapter focused on the presentation and discussion of the higher-level findings of this study which help to answer why teachers have remained in teaching for more than 10 years. This study found that community and the unhu philosophy rooted in the Shona culture are important in retaining teachers in rural areas of Zimbabwe. Pay is necessary for teachers to survive, but, a hygiene factor rather than a true motivator. Local influences are the most ideal in retaining teachers. My study found that teachers revered teaching in the rural areas and they love it. In the words of Faith for example, there are many advantages rural schools offer that many people do not see. Collaboration, dialogue, and the existence of positive relationships also influenced teachers in this study to remain in teaching for more than 10 years. Finally, the study reinforced the nature of intrinsic and extrinsic factors in retaining teachers, but the source of these are unhu, community connections, civic duty, and cultural responsibility which are different from more established models.

Implications, Conclusion, and Recommendations

In this chapter, I present a set of implications, concluding statements, and some recommendations. In the first section, I provide a brief overview of the connection of literature to teacher retention. In presenting these conclusions, I also offer what I have learned by doing this research. I made sense of this new learning by making connections to the theoretical framework of dialoguing *unhu* and to the love model of teacher retention. The findings of this study are based on the interviews done with teacher participants in the rural area of Chirumhanzu.

The interviews were designed to identify why teachers in rural Zimbabwe have remained in teaching for more than 10 years. Based on the findings, this study raised important issues of love teaching, incentives, *unhu* and respect, and motivation in teacher retention. There are also other reasons teachers gave as to why they have remained in teaching such as the need to survive and having a good lifestyle.

The Implications of Research Study

My research is important because it has provided a different perspective to promote teacher retention. Based on these findings, most teachers in rural areas do love their job despite the low remuneration from their employer. The economy is currently depressed and might become worse. This study found that extrinsic rewards are as important as intrinsic rewards and they help to promote teacher retention. Contrary to Western literature and perspectives that regard autonomy, mentoring, teacher training, and paying teachers more, I draw from this study that *unhu*, respect, sharing, and local influences are important in retaining teachers.

Central to the findings and the theoretical framework is the issue of intrinsic or psychic rewards as Lortie (1975) put it. Given these findings that teacher retention results from teachers having psychic rewards, it is imperative to provide rewards. Schools, through the leadership of

the administrators, should strive to ensure teachers enjoy autonomy in their classrooms, as this is one psychic reward they value. Interacting with pupils and other teachers acts as a kind of nourishment that sustain teachers in their profession (Neufeld, 2013). For the teachers in this study, especially Mike, the psychic reward was the fulfilling nature of the job through knowing that he is making a difference in someone's life. Such a reward system cannot be achieved when the government and or administrators control and constrain how teachers teach or interact with students. When teachers are left to manage their own affairs, they enjoy their work and derive satisfaction from students' success.

Teaching in the rural areas has its fair share of challenges as highlighted by the teachers in this study, but not an issue to influence them to leave teaching. Their desire and deep commitment to their students drives them to persevere. Based on the findings of this study that teachers are committed to educate students academically and personally, resources should be provided to these teachers so they can continue helping the students in these rural-based schools. Teachers' uncertainty due to government interference is a cause for concern for them, and are always fearful of their future.

Although psychic and other intrinsic rewards are at the heart of teacher retention for teachers in this study, addressing such concerns as public recognition, financial incentives, better working and living conditions would improve the retention of teachers in rural Zimbabwe, based on this study's findings. I also propose the re-introduction of incentives to reward these hard-working teachers who have remained in teaching when others have left.

The benefits of teachers remaining in teaching are enormous including the capacity for strong teamwork and collaboration within the school system (Guin, 2004). The dialoguing unhu theoretical framework stresses the importance of teachers working together and having a cultural

synthesis. Strong teamwork and collaboration among teachers, students, and the community promotes cohesive planning and program implementation within the school for the benefit of all. High teacher retention builds strong positive human relations within the school system and is linked to increased academic achievement (Rivkin, Hanushek, & Kain, 2005).

Based on these facts, this research speaks significantly to teacher retention, but the focus is not limited to incentives and improvement of salaries only. Students and the community should also be given a say in schools with regards to what students learn. Another unique contribution of this research is the encouragement of all stakeholders (responsible authorities, administrators, and parents) in education to let teachers teach free of overreaching bureaucratic and policy constraints. All these groups of people might be interested in the results of this study. In the next section, I discuss how each of the groups might be impacted by this research study.

Implications

In this section, I discuss the implications for this research to the various stakeholders in the education sector, specifically in Zimbabwe. The first implication applies to the responsible authorities who own the school and details how the research findings may impact the retention of teachers in their schools. The second group to be addressed by my research includes the school and district administrators who oversee the day-to-day running of the schools and the recruitment of teachers respectively. Lastly, I will focus on the parents and the role they might also play in teacher retention.

Implications for responsible authorities. The responsible authorities for the school point to the owners of the school who ensure the smooth running of the school. The responsible authority for the church-owned school is the Catholic Church, while for the council- and government-owned schools it is the Chirumhanzu District Council and the local government

leadership, respectively. The responsible authorities in the case of the church have a say on who is appointed as the headmaster, but each of the responsible authorities has a role to play in ensuring that teachers are retained at their schools and are motivated to teach there.

Teachers cited love for the job, having good relationships with the community, and well-behaved students as reasons they remained in teaching. My research suggests that, if the responsible authorities promote a culture of togetherness grounded in the *unhu* philosophy, they can positively impact teacher retention. Teachers have stated that they are motivated to teach because of the difference they make in students' lives and see them flourish. The heart of education should be to produce a citizen with moral values, able and willing to participate in the transformation of the society. With this aim in mind, the study's findings suggest that responsible authorities should trust and empower the professionals – the teachers – in the day-to-day running of the school.

The responsible authorities may motivate their teachers by re-introducing motivational tactics such as the monetary and non-monetary incentives. Although teachers discounted the importance of financial considerations when they joined teaching Goldberg and Proctor (2000) found that financial incentives have great effect in encouraging teachers to stay. Nyakudzuka and Mapuranga (2014) found that teachers in the rural areas of Zimbabwe consider monetary incentive as a potent driving force to either stay or leave. The teachers, especially at the church-owned school, commended their local administration for trying to motivate them through offering them breakfast and lunch for free. In addition, some schools provide housing, electricity, and water, which are meaningful incentives. Where schools provided accommodations, responsible authorities might work to improve accommodations, as this was a problem raised by

teachers from all the three schools. The teachers lamented the issue of accommodation being poor, inadequate and in need of improvement.

Implications for school and district level administrators. The recruitment of teachers in Zimbabwe is the responsibility of the District Office and it is important to recruit qualified and committed teachers. It is evidently difficult to ascertain teacher commitment to the profession, but having a rigorous and thoughtful selection process would be crucial to the selection process. Sargent (2003) argues that a series of interviews when hiring new teachers may help determine if the applicant has a commitment to teaching. In Zimbabwe, Makuvaza and Gora (2014) argue that recruitment of prospective teachers should not only be limited to academic qualifications, but should also focus on the character of the person, *unhu*. Once the teachers are recruited, the school administrators should try to establish an environment that is supportive of teachers to grow, teach, and learn. The new teachers need to be inducted into the teaching field in the same way students are inducted into a program of study (Schaffhauser, 2014). Teachers are likely to stay if they feel connected to the school and consider their contribution being recognized (Sargent, 2003).

The local school administrators should support beginning teachers and encourage peer support; mentoring and professional development programs (Goldberg & Proctor, 2000) to retain teachers. Teachers from this study highlighted the importance of peer support and, in some cases, team teaching as reasons that convinced them to remain in their schools. Not only did the teachers value help from their colleagues, but also from the community and the administration. It is thus imperative that administrators cultivate a culture of togetherness in their schools among teachers. Teachers cited social gatherings as one of the ways that brings them together. It is also important to introduce mentorship programs and professional development courses for teachers.

If the administrators cultivate a spirit of togetherness in their schools, retention of qualified experienced teachers might be realized. Faith had this to say about this kind of support and relationship:

We help each other in times of need and I can call them to be resource teachers in the classrooms where I feel that I cannot really help the kids. I have also learnt a lot from experience teachers and they help me even on personal issues. So we have good working relationships. I also extend help to the new teachers but I still have something to learn.

Teachers shared that they experienced a lot of pressure in meeting deadlines in terms of their workloads. There is need to match the workload to the capacity and capabilities of the teachers. In most Zimbabwean schools, teachers are expected to teach between 22.5 to 28 hours per week, but may end up teaching more than 30 hours per week because of teacher shortages (Ministry of Education, 2004). The teachers are required to complete excessive paperwork which contributes to job dissatisfaction and may be a principal cause of teacher attrition (Billingsley, 2004). Teachers, as individuals, are held responsible for increasing student achievement and are directly implicated as a primary source of school failure (Hahs-Vaughn & Scherff, 2008). Noel had this to say about teachers' workloads:

Teachers [are expected] to teach at least 2 subjects, and have at least 28 periods of 35 minutes per week. As I read from the newspapers, the government said they are aiming at increasing teaching loads. I would say that will affect teachers' motivations. Remember, they teach, mark books, give notes, attend meetings, and do remedial work, be a coach of one sporting discipline. So you see that the load is just huge. Culturally, teachers guide students in their lives.

While, the district education offices and headmasters do not play a major role in the formulation of education policies in the country, they might use their positional power to influence and insist on government to promulgate policies that are consistent, progressive, and in line with the constitution. Teachers said they felt uneasy when every time they read in the newspapers that a certain policy that they felt addressed their needs may be revoked. It brought

instability to the teachers in the form of not knowing what the future holds for them in the teaching field. Teachers cited the changes to policies of vacation and study leaves as major cause for concern. Officially, there is a policy for spouses to teach at the same school, but this is not being implemented or, if it is done, it is at a snail's pace. There is need to implement these policies to promote teacher retention.

Implications for parents. Parent involvement in the running of schools in Zimbabwe is governed by Statutory Instrument 87 of 1992 (SI87) for non-government schools and Statutory Instrument 379 of 1998 (SI379) for government schools (Tshabalala, 2013). Parents support schools in many ways, such as school governance, which is limited. They form parents' committees or associations with the aim of providing resources and assisting in the operation and development of the school. From the study, it is clear that, in the eyes of the teachers and the headmasters interviewed, parents are not positively involved in the running of the schools. It is my recommendation, given the survey data that stresses the importance of effective parental involvement, a study or experiment should be done to determine the best ways to influence or develop effective parent associations. Parents associations need to support the schools in a positive way and provide resources to teachers so that their students get a good education.

Non-government schools are run by School Development Committees (SDCs) and government schools are run by School Development Associations (SDAs). It is argued that comprehensive parental involvement is a pre-requisite for improving the culture of teaching and learning in schools (Tshabalala, 2013). James complained bitterly about some of the parents with children at the school. He had this say:

Parents or the community help us and are supportive, but there are some hotheads. You find that they stifle your progress by always playing difficult ... not supporting your

programs ... not caring or paying school fees for their students. It's just pathetic. Some in the community even come to steal your belongings.

A study done by Nyakudzuka and Mapuranga (2014) also showed that teachers reported that they lost valuable personal property through burglary. As if the burglaries alone were not enough, the study also found that the local communities exhibited unfriendly attitudes to the teachers (Nyakudzuka & Mapuranga, 2014). Their findings are consistent with the findings of this study, and something should be done to encourage community-teacher relationships. In fact, two teachers in this study stated that they were threatened by the local political leadership and felt that their lives were in danger.

Motivating teachers may not only be limited to responsible authorities or administrators, but parents may also be involved in finding ways to motivate teachers. Parents should strive to keep the best teachers they have, rather than let them leave for other schools. In fact, some teachers said that they would transfer to a boarding school because of the facilities and the different incentives offered there. Parents are also recommended to pay the school fees and not wait for students to be sent away from school for them to start paying fees.

Recommendations for Future Research

This study focused on how secondary school teachers in rural Zimbabwe make meaning of their remaining in teaching for more than ten years. The study was carried out in Chirumhanzu District in the Midlands province of Zimbabwe. In this section, and based on the research findings and knowledge gained from this research, I will suggest options for future research.

Research setting. This study was carried out in a rural area of Chirumhanzu located in the Midlands province. All the 12 teachers and 3 headmasters who participated in the study had taught or were headmasters at their current schools for a minimum of 10 years. The study

participants all lived at the school in staff houses. The participants were drawn from three different schools; church-owned, government-owned, and council-owned. One recommendation for future research would be to carry out this study in an urban area. Teachers in urban area may have different reasons for remaining in teaching as their situations are quite different from the teachers in the rural areas. Teachers in urban areas do not live at the school, as most if not all urban schools do not have staff accommodation. It will be interesting to find what motivates teachers in an urban area to remain in teaching.

Another recommendation for future research is to select a larger sample of teacher participants across all eight districts in the Midlands province. It seems that the factors that influence teachers to remain in teaching in one district might be different than the factors in another district. Based on this line of reasoning, future research to explore those distinctions might be done. In addition, this further research might not be only limited to the Midlands province; but, also carried out in other provinces where the teacher retention phenomenon is experienced.

Teacher experience. The teacher participants in this study were all qualified with experience of more than 10 years in the field. Additional recommendations for future research are to focus on teachers who have less experience in teaching; explore how they make meaning of their joining and remaining in the teaching field. Research studies that explore on these young, new teachers may contribute to literature on the support systems availed to the teachers in explaining how they make meaning of their remaining in teaching. In addition, the study might also focus on positive support systems that teachers view as having access to, that influence them to remain in teaching.

My Journey

I began writing my proposal for this dissertation while I was taking my Constructing Research Design at the University of the Incarnate Word. During this period, as a fulltime international student, I was working on a tight time frame as I wanted to finish my dissertation within one year. I realized through this writing process that I was far from finishing my dissertation because of the continual changes to my proposal. More time was required for a high-quality study.

When I started revising my proposal, I was working as graduate assistant to one of my committee members. I assumed the role of a research assistant, and in this role, I benefitted immensely - learning a lot from my professor. She allowed me to observe as she interviewed her participants. The way in which she conducted the interviews strongly influenced me. After the interviews, we would discuss why she asked such a question, and how she made follow-ups on questions. Although I had learned about this process during the Advanced Qualitative course, my focus during that time was to learn the technique to make a grade. Learning from one of my committee members enabled me to focus on learning how to practice the technique. This positioned me to use my emerging interviewing skills more effectively to frame my study proposal and, later, to execute my study.

I applied for my IRB with the Office of Graduate and Research, which approved my application after four weeks. I then set out for Zimbabwe to collect data. I approached individual teachers for interviews, explaining my study's focus. Most of the teachers readily agreed to participate in an interview. I had taught in the district for almost a decade, so most of the senior teachers knew me as we had met during zonal and district sporting activities, and during academic debates. I felt honored to listen to their stories, and I felt awakened from my slumber

as I learned new reasons on how teachers make meaning of their remaining in teaching for more than 10 years.

Writing the findings of this dissertation study was an important part of the journey as I shared my teacher-participants' stories. Their stories helped me understand the meaning they make in remaining in teaching. I realized it was important to share these findings in the teachers' own words; to convey how their love for teaching and dealing with students, as well as the impact of incentives and other conditions in their rural locations influenced them to remain in teaching.

According to the teachers, it is not all rosy in the teaching field as they have problems to deal with. Chief among their problems are the low salaries and the changing of policies with the coming of each new Minister of Primary and Secondary Education. The teachers' stories helped to shed light on the issue of teacher retention as something that Zimbabwe needs to address. While the purpose of this study was to understand what influences teachers to remain in the profession, it is my hope that the findings and my analysis will enlighten all education stakeholders about why retention of teachers should be taken seriously and how to influence that retention.

Conclusion

In the sentiment of Ben, one of my teacher participants, they are not in teaching because they are motivated, but because they are just stuck due of lack of alternatives. In contrast, Kate said she is teaching because she has always wanted to be a teacher and will continue being a teacher because she loves the job. Although these are two contrasting views of why teachers have remained in teaching for more than 10 years, there is evidence that these teachers are dedicated to their work as they continue teaching despite the challenges they face. It is also

indicative of their resilience in the face of 15 years of economic and political challenges for them to have remained in teaching.

The most significant findings of this study are:

- The philosophical principles of unhu: community, care of others before self, engaging in one's life work for the purity of the value of that work over monetary gain or power.
- The need to survive, physically, emotionally, spiritually, and up through Maslow's hierarchy to self-actualization (the need to feel that one is making a difference—that one's work has meaning).
- The desire to “do well” in life—as tertiary to the unhu and survival needs—and to help one's family to have a better standard of living.

In conclusion to this research study, government, administrators, parents, students, and teachers should all come together to create collaborative, focused objectives to grow a profession of teachers who love teaching, exhibit unhu, receive fair recompense for their work so they can survive and thrive, and who are protected from harm (from political and economic conditions in the country).

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Appendices

Appendix A

IRB Application

DocuSign Envelope ID: 82DB6378-FCEC-4059-3652-329951B31D4F

UIW Application for IRB Approval Part I: Application Form

This application is to be used for initial application for IRB review only. Sufficient time must be allowed for review. Incomplete applications will be returned without review. For a list of application components, see the [IRB Manual](#).

Submit this completed form as part of the application to the Office of Research Development electronically for IRB review. **Do not submit applications directly to the IRB representative**, as this form will be electronically routed to them for review after it has been checked for completion and logged into the IRB database. Signatures will be applied electronically once the application is approved.

Principal Investigator			
A Principal Investigator (PI) must be designated for any human subjects research. The PI is responsible for ensuring university and federal regulatory compliance for all research activities and research personnel associated with this protocol. For the responsibilities of the PI, refer to the UIW IRB Manual.			
Name: CLIFFORD GOMBA	Phone #: 210 420 4184	E-mail: cgomba@student.uiwtx.edu	Mailing Address: Click here to enter text.
College/School or Department: DREEBEN SCHOOL OF EDUCATION	CITI Training Date: 6/22/15	PIDM (UIW ID): 903129	
Is the PI a student? <input type="checkbox"/> NO <input checked="" type="checkbox"/> IF, YES, a faculty supervisor must be designated for this research protocol. Include a signed copy of the Faculty Supervisor Agreement with this application.			
Faculty Supervisor			
Name: Dr. ALFREDO ORTIZ	Phone #: 210 8636305	E-mail: alfredo.ortiz1t@gmail.com	CPO: Click here to enter text.
College/School or Department: DREEBEN SCHOOL OF EDUCATION	CITI Training Date: Click here to enter text.	PIDM (UIW ID): Click here to enter text.	

Other Project Personnel				
List all other project personnel, including co-investigators, research associates, and student researchers who will be recruiting, consenting, collecting data, or working with data collected from human subjects. Use "enter"/"return" key to list personnel on separate lines.				
Name: N/A	Role in Research: N/A	CITI Training Date: N/A	Email: N/A	PIDM (if student): N/A

Research Information		
Title of Study: TEACHER RETENTION IN ZIMBABWE: A HERMENEUTIC PHENOMENOLOGICAL STUDY		
Research Category: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Expedited <input type="checkbox"/> Full Board		
This research will be conducted: <input type="checkbox"/> On the UIW campus or UIW facilities <input checked="" type="checkbox"/> Off campus (list all locations where research will be conducted): ZIMBABWE, MIDLANDS PROVINCE, CHURUMHANZU DISTRICT		
Number of Subjects: NINE	Number of Controls: N/A	Total Duration of Study Activities: One year (1)
This research will involve the following (check all that apply): <input type="checkbox"/> Inmates of penal institutions <input type="checkbox"/> Institutionalized intellectually handicapped <input type="checkbox"/> Institutionalized mentally disabled <input type="checkbox"/> Committed patients <input type="checkbox"/> Intellectually handicapped outpatient <input type="checkbox"/> Mentally disabled outpatient <input type="checkbox"/> Pregnant women <input type="checkbox"/> Fetus in utero <input type="checkbox"/> Viable fetus <input type="checkbox"/> Nonviable fetus		

DocuSign Envelope ID: 82D83378-FCEC-4068-8652-3289B1B81D4F

<input type="checkbox"/> Dead fetus
<input type="checkbox"/> In Vitro fertilization
<input type="checkbox"/> Minors (under 18)

Funding Disclosures
Funding source(s): <input type="checkbox"/> Internal <input type="checkbox"/> External <input type="checkbox"/> Pending <input type="checkbox"/> None
List all funding sources (pending and awarded):
OFFICE OF RESEARCH AND DEVELOPMENT
The funding provides for (select all that apply):
<input type="checkbox"/> Investigator release time or compensation
<input type="checkbox"/> Research materials
<input type="checkbox"/> Graduate assistants, student workers, or other project employees
<input checked="" type="checkbox"/> Travel
<input type="checkbox"/> Other:
Click here to enter text.
Financial Conflict of Interest
Does any member of the project team hold financial interest in the funding organization or any similar organization (stocks, board membership, etc)?
<input checked="" type="checkbox"/> NO
<input type="checkbox"/> If YES, describe below:
Click here to enter text.

This Section for Office of Research Development Use Only
Signatures will be applied electronically upon approval

Investigator Signature(s) & Assurances		
I certify that the information above is accurate and complete. I will request prior IRB approval for any changes to the approved protocol and/or informed consent forms, and will not implement those changes until I receive IRB approval. I will report any adverse effects to the IRB immediately. I agree to comply fully with the ethical principles and regulations regarding the protection of human subjects in research.		
Principal Investigator:		
Name: Clifford Gomba	Signature: <small>DocuSigned by:</small> <i>Clifford Gomba</i>	Date: 1/21/2016
Faculty Supervisor (if Principal Investigator is a student):		
Name: Alfredo Ortiz	Signature: <small>DocuSigned by:</small> <i>Alfredo Ortiz</i>	Date: 1/21/2016
Approval Signature(s)		
IRB Representative/Reviewer:		
Name: Ana Wandless-Hagendorf	Signature: <small>DocuSigned by:</small> <i>Ana Wandless-Hagendorf</i>	Date: 1/21/2016
IRB Chair (or Chair's Designee):		
Name:	Signature:	Date:

UNIVERSITY OF TEXAS AT DALLAS

UIW Application for IRB Approval Faculty Supervisor Agreement

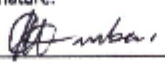
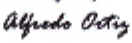
Please read this information and complete the requested fields. **Print, sign, and scan** to submit electronically or submit in hard copy to CPO 1216. A signed copy of the Student Researcher Agreement is required for any research protocol with a student PI. Incomplete applications will be returned without review.

Application Information			
Title of Study: TEACHER RETENTION IN ZIMBABWE: A QUALITATIVE INTERPRETIVE STUDY			
Student PI Information			
Name: CLIFFORD GOMBA	Phone #: 210 420 4184	E-mail: cgomba@student.uiwtx.edu	PIDM (UIW ID): 903129
College/School or Department: DREEBEN SCHOOL OF EDUCATION		Program of Study: HIGHER EDUCATION	
Faculty Supervisor Information			
Name: Dr. ALFREDO ORTIZ	Phone #: 210 863 6305	E-mail: aortiz1t@uiwtx.edu	CPO: Click here to enter text.
College/School or Department: DREEBEN SCHOOL OF EDUCATION			

I certify that the student named above is knowledgeable of the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this study as described in the proposed protocol.

I furthermore certify the following:

- I have reviewed this application;
- I will maintain knowledge of the direction and completion of the project;
- I will assure the student investigator remains in compliance with UIW and federal human subjects protection policies;
- I assure the student investigator will promptly file for revision, amendment, annual continuing review, or completion of the supervised protocol and will provide assistance to them as needed;
- I assure both the student investigator and I will promptly report any significant or untoward adverse effects to the UIW IRB;
- If this protocol is to be conducted as part of a course, I will ensure the student investigator is informed of the requirement to file appropriate documents at the end of the course; and
- If at any time I am unable to proceed as Faculty Supervisor (e.g., end of the course during which research was planned, sabbatical leave, or exit from the University), I will assist the student in designating an alternate Faculty Supervisor for the remainder of the study.

Student Investigator and Faculty Supervisor Signatures		
Student Principal Investigator:		
Name: CLIFFORD GOMBA	Signature: 	Date: 11/18/2015
Faculty Supervisor:		
Name: Dr. ALFREDO ORTIZ	Signature:  DocuSigned by: Alfredo Ortiz	Date: 1/21/2016

UIW Application for IRB Approval Part II: Research Protocol

Provide the requested information and develop your research protocol in accordance with requirements specified in the UIW IRB Manual. Submitted protocols must be in the following format: single-spaced, 11-12 pt. sans-serif (e.g., Arial, Calibri, Helvetica) font. For explanations on each section, follow the Help link.

Submit this completed form as part of the application to the Office of Research Development electronically for IRB review. **Do not submit applications directly to the IRB representative**, as this form will be electronically routed to them for review after it has been checked for completion and logged into the IRB database.

Section 1: Purpose Help

The purpose of this phenomenological study is to investigate lived experiences of qualified experienced teachers who have remained in teaching for more than ten years in Zimbabwean rural secondary schools. The experience levels will be viewed in three groups of 10-15, 16-20 years and 21 or more years of experience as a classroom teacher. This qualitative study will done using the hermeneutic phenomenological qualitative study to explore and examine teachers' experiences (stories) so as to understand their meaning making with regards to remaining in teaching (Merriam & Tisdell, 2015; Worthington, n.d.). The time frame of ten years is because there is literature and data (Dzimiri, Runhare, Dzimiri, & Mazoredze, 2014; Murekedzi, 2013b) that show that Zimbabwe as a country, and the education sector in particular lost teachers and professionals from 2008 onwards.

Section 2: Background and Significance Help

Zimbabwe became independent in 1980, and it did not take long for the new country to experience the problem of teacher attrition. As early as 1989, the Ministry of Education reported that attrition among teachers was high relative to the average attrition of the general labor force (World Bank, 1992). The data by the Ministry of education has shown that in 1989, 1.6 percent of both trained and untrained teachers left teaching, in comparison to 3 percent of the overall labor force. About ten years ago, the Ministry of Education (2011) reported that about 20,000 teachers left teaching in 2008, making it the greatest teacher attrition Zimbabwe has ever experienced. The year of 2008 is labelled as the year of paralysis because the year witnessed the mass exodus of qualified teachers due to economic and political problems (Kanyenze, Kondo, Chitambara, & Martens, 2011). Although there is a common belief that the crisis of 2008 is over, teachers continue to leave the profession in their droves, thus worsening the dire situation in the education sector (Ministry of Education, 2011).

Yet despite these shocking statistics, there are teachers who have remained in their classrooms for an extended time period of more than ten years. Statistics of those that have remained in their profession are not immediately available. In this hermeneutic phenomenological dissertation study, I sought to explore the reasons that have influenced nine qualified teachers who have taught for more than ten years, to remain in teaching.

The significance of this study will be to fill a gap in literature as there is not enough literature in this field. Although some studies on teacher retention exist, there is an insufficiency of related

and comprehensive documented literature on the subject, especially in Zimbabwe. In addition, the literature that is available does not explicitly address teachers who have remained in teaching, but focuses on those who left. In this study, I address this gap by drawing on the reasons have influenced qualified teachers to remain in teaching in Zimbabwe.

In general, the study may add to the body of knowledge with regards to teacher rendition. Thus the study may contribute to the growing understanding of rural secondary teacher retention and the phenomena associated with teachers' decisions to remain in teaching from a Zimbabwean perspective. In addition, the study may be significant at a local level in Chirumhanzu District and possibly other Districts in the Midlands province of Zimbabwe in understanding factors that influence teacher retention. This study on teacher retention, done from the perspectives of stayers, is significant in that the teachers' experiences that influenced them to stay might influence policymakers at local level as they formulate policies to retain teachers. Overtly, policy formulation has been influenced by research (Walugembe, Kiwanuka, Matovu, Rutebemberwa, & Reichenbach, 2015).

With evidence that few young people are joining teachers' college to train as teachers, while at the same time qualified ones are leaving for better opportunities, retaining qualified teachers seems to be a probable option. The significance of the study is to expound the reality constructed by teachers as they interact with their profession that influenced them to stay in teaching. The reasons that have contributed teachers to remain in teaching may be used by education authorities to retain teachers. These factors may influence and be used to promote teacher retention nationally.

Research questions:

1. What are the political, economic and social factors that contribute to the retention of qualified teachers in rural Zimbabwe and what are the consequences of this retention?
2. How do qualified rural secondary school teachers in Zimbabwe make meaning of their decision to become teachers and to remain in teaching longer than ten years?
3. What are the political, economic and social influences of teachers remaining in teaching for over ten years?

Section 3: Location, Facility and Equipment to Be Used Help

The location is in Zimbabwe, Midlands Province in Churumhanzu district. The facilities are schools and the following equipment will be used; recording device, notebook, and a camera.

Section 4: Subjects and Informed Consent Help

Participants will be drawn from teachers who teach at secondary level at three schools located in Churumhanzu District in the Midlands province of Zimbabwe. The teachers should have taught at least for a minimum of ten years, and have taught at the same school for those years. In addition, the teacher participants must hold a teaching qualification from a recognizable teacher training college. The sample of teachers for this study will be nine, and the goal is to

have three teachers from each school. PI will travel to Zimbabwe to do the study and will reach out to potential participants through the head of the school.

Informed consent will be obtained at the time of the interview. Subjects will be given adequate time before the interview begins to review the consent document and sign it. Photocopies will be made and given to the subjects at the end of the interview.

Section 5: Subject Compensation Help

There is no compensation for this study.

Section 6: Duration Help

The total duration of the whole study will be at most 1 year.

Section 7: Research Design (Description of the Experiment, Data Collection and Analysis) Help

The methodology I will use in this study to explore the meaning Zimbabwean secondary school teachers make in remaining in teaching is hermeneutic phenomenology. I chose this method so that I want to describe and understand the essence of lived experiences of individuals who have experienced the phenomenon of remaining in teaching. I want to explore and understand the lived experiences and how teachers who have remained in teaching make meaning of their experiences. This understanding can be possible if I study and investigate the social perspectives in their natural setting (Cohen & Crabtree, 2006).

Phenomenology originated as a philosophical movement founded by Edmund Husserl. Husserl believed that the first point is for an individual to experience the phenomena (Gall, Gall, & Borg, 2007). The phenomenon that has been experienced by participants in this study is remaining in the teaching profession. Hence, hermeneutic phenomenology looks at the lived experiences of those (teachers) who have experienced or lived with a particular phenomenon (Litchman, 2013). Hermeneutic phenomenological research has some inherent characteristics, namely: (a) "the researcher is the primary instrument for data collection and analysis, (b) the study involves fieldwork, and (c) the study usually employs an inductive research strategy" (Merriam, 1998, p. 6).

Creswell (2014) defines hermeneutic phenomenological research as a design of inquiry "in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants" (p.14). The focus is on the essence of the experiences for teachers who have experienced remaining in teaching. Through hermeneutic phenomenological study, there is an attempt to unveil the world as experienced by the subject through their life world stories (Kafle, 2011). Moustakas (1994) states that the purpose of hermeneutic phenomenology is to determine what an "experience means for the persons who have had the experience and are able to provide a comprehensive description of it" (p.13). Through this hermeneutic phenomenological study, I will seek to understand the depth and meaning of lived experiences of remaining in teaching for more than ten years.

Hermeneutic phenomenology is the study of the world as it appears to individuals experiencing a common phenomenon (Gall, et al., 2007). In studying a phenomenon, the aim is to "discover and describe the meaning or essence of participants' lived experiences, or knowledge as it appears to consciousness" (Hays & Singh, 2013 p. 50). Van Manen (1998) explained the purpose of hermeneutic phenomenological research;

"is to "borrow" other people's experiences and their reflections on their experiences in order to better be able to come to an understanding of the deeper meaning or significance of an aspect of human experience, in the context whole of human experience ... We gather other people's experiences because they allow us to become more experienced ourselves" (p. 62).

Therefore, in hermeneutic phenomenology, there is no room for assuming that I, as the researcher, know what the things mean to the teachers I am studying (Bogdan & Biklen, 2010). I am interested in the experiences of teachers so that I become informed on this experiences, so as to be able to render the full significance of its meaning" (Van Manen, 1998 p. 62). I need to enter the world of participants and to understand their perspectives; in this case, teachers who have remained in teaching for more than ten years.

The method of data collection in a phenomenological study is in-depth interviews (Creswell, 2014). In hermeneutic phenomenology, the primary method of data collection is interviewing, "whereby one attempts to uncover the essence, the invariant structure, of the meaning of the experience" (Merriam and Associates, 2002, p. 93). My research questions seek to explore the meaning teachers make of their reasons to remain in teaching. My focus is to uncover and interpret the inner essence of teacher participants' understanding of the common experience (Worthington, n.d). The data is mediated through a human instrument, and as a researcher, I have to be physically present in the natural setting. The end product of a hermeneutic phenomenological study is a description that presents the essence of the phenomenon, such that a reader can say; "now I understand what it is like to have experienced that particular phenomenon" (Worthington, n.d. p. 1). All the interviews will be audio taped and transcribed.

The next process will be to analyze data, and I will use Moustakas' (1994) modified Stevick-Colaizzi-Keen phenomenological data analysis. In phenomenology, description and understanding of the experience of the participants is of utmost importance, and not the interpretations of the researcher (Creswell, 2013). Therefore there is need for the researcher to set aside his/her preconceptions and assumptions in a process called bracketing or epoche (Butler-Kisber, 2010). After giving my full description of my experiences I will do the following stages in my analysis; horizontalization of the data, grouping significant statements into meaningful units, writing textural description, structural description and finally writing the composite description of the phenomenon.

Section 8: Risk Analysis Help

There is no perceived or anticipated risk in participating in this study for teacher participants.

Section 9: Confidentiality Help

Pseudonyms will be used throughout the research process and in the final document. Any documents obtained from the field will be protected in a locked drawer at the PI's home. Recorded audio files will be password protected on PI's personal computer. Any identifying information will be removed from the file, and the information will not be disclosed to anyone. Once the study is completed, and the PI obtains a pass mark, the data will be destroyed.

Section 10: Literature Cited Help

Bogdan, R. C & Biklen, S. K. (2010). *Qualitative research for education: An introduction to theories and methods*. New York: Pearson Education group.

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TEACHER RETENTION IN ZIMBABWE: A HERMENEUTIC PHENOMENOLOGICAL STUDY
University of the Incarnate Word

You are being asked to participate in a research study conducted by doctoral student Clifford Gomba, under the supervision of Alfredo Ortiz, Ph.D. The purpose of this study is to identify factors that have influenced qualified and experienced teachers, who have taught for more than 10 years, to remain in teaching beyond 10 years. The experience levels will be viewed in three groups of 10-15, 16-20 years and 21 or more years of experience as a classroom teacher. The aim is to help get an understanding of the influences that have led teachers remain in teaching so that those influences can be promoted or enhanced to retain teachers in Zimbabwe. The time frame of ten years is because there is literature and data that show that Zimbabwe as a country, and the education sector in particular lost teachers and professionals from 2008 onwards.

If you agree to take part in this study, you will participate in one of the following procedures:

1. 30 minutes to one hour, audio-recorded interview

The interview session will also involve observation and analysis by the researcher of your non-verbal cues.

The possible benefit of this research is adding to the knowledge of retention strategies that can be used in the education sector to retain teachers.

Since the interviews will be recorded, there is a chance you could be identified. However, it is anticipated that identification will cause no harm, and this chance will be lessened by ensuring that the researcher will be the only person who has access to the audio recordings. In addition, the audio recordings will be stored in a safe place, and will be promptly destroyed after transcription and use. Your identity will be protected and any publication that follows this study will only display data of groups, not of individuals.

Participation is voluntary and you have the right to refuse participation without penalty of any kind. You have the right to stop participating at any time, including leaving during the interview process, without penalty of any kind. You have the right, at the end of the study, to be informed of the findings of this study.

If you have questions, please ask them at any time. If you have additional questions later or you wish to report a problem that may be related to this study, contact:

Clifford Gomba

(210) 420-4184

cgomba@student.uiwtx.edu

Alfredo Ortiz, Ph.D.

(210) 863-6305

alortiz1@uiwtx.edu

To contact the University of the Incarnate Word committee that reviews and approves research with human subjects, the Institutional Review Board (IRB), and ask any questions about your rights as a research participant, call: UIW IRB, Office of Research Development (210) 805-3036.

If you completely understand the expectations and rights of participants in this study, all of your questions have been answered to your satisfaction, and you are willing to participate in this study please sign and date this consent form in the space provided. To sign this consent form, you must be 18-years-old or older by today's date.

Participant Signature

Date Signed

Researcher's Signature

Date Signed

Interview protocol

Clifford Gomba

1. Would you please tell me about your current teaching experience?
2. What subjects and at what level do you teach?
3. Are you a qualified teacher?
4. How many years in teaching experience do you have?
5. May you please tell me the experience you have had with your students?
6. Would explain to me the kind of relationship you have with your colleagues at this school?
7. Would you explain the kind of relationship you have with your colleagues?
8. Do you like working at this school? If so, why do you like this school?
9. Have you ever considered to transfer to another school? If why transfer to that particular school?
10. Have you ever considered to transfer to a school in an urban area? If so why did you consider to transfer? What stopped you from transferring?
11. Describe an ideal classroom including facilities, available materials, students, co-workers and administrators.
12. Would you tell me why did you become a teacher?
13. Was teaching your first profession? If not, why did you leave the other profession, and join teaching?
14. How would you describe your role as a teacher? Is it what you expected when you were doing your teacher training?
15. What do you really love about teaching?
16. Why do you think you're still a teacher despite what society, politics, and even some education policies say about teachers and teaching?
17. What reasons may you give as to why you have remained in teaching for so long?
18. What motivates you to remain in classroom?
19. Describe to me your teacher training process?
20. Is there anything else you would like to add or share that you think would help me answer my question of what meanings secondary school teachers make of their roles or the decisions to stay in teaching?
21. Do have any questions or concerns about your experience staying in teaching that you'd like to share with me?

*Follow up, clarifying questions will be asked as necessary.

Appendix B

University of the Incarnate Word Letter



1/21/2016

Clifford Goomba
4301 Broadway
San Antonio, TX 78209

Dear Clifford:

Your request to conduct the study titled *Teacher Retention in Zimbabwe: a Hermeneutic Phenomenological Study* was approved by exempt review on 1/21/2016. Your IRB approval number is 16-01-005. Any written communication with potential or current subjects must be approved and include the IRB approval number. Electronic surveys or electronic consent forms, or other material delivered electronically to subjects must have the IRB approval number inserted into the survey or documents before they are used.

Please keep in mind these additional IRB requirements:

- This approval is for one year from the date of the IRB approval.
- Request for continuing review must be completed for projects extending past one year. Use the **IRB Continuation/Completion form**.
- Changes in protocol procedures must be approved by the IRB prior to implementation except when necessary to eliminate apparent immediate hazards to the subjects. Use the **Protocol Revision and Amendment form**.
- Any unanticipated problems involving risks to subjects or others must be reported immediately.

Approved protocols are filed by their number. Please refer to this number when communicating about this protocol.

Approval may be suspended or terminated if there is evidence of a) noncompliance with federal regulations or university policy or b) any aberration from the current, approved protocol.

Congratulations and best wishes for successful completion of your research. If you need any assistance, please contact the UIW IRB representative for your college/school or the Office of Research Development.

Sincerely,

Ana Wandless-Hagendorf

Ana Wandless-Hagendorf, PhD, CPRA
Research Officer
University of the Incarnate Word IRB

Appendix C

Letter of Permission from Zimbabwe's Children

From: Zim Kids <sharon@zimbabweschildren.org>

Sent: Tue 5/19/2015 3:05 PM

To: Gomba, Clifford;

Subject: Permission

Hi Clifford

Thank you for seeking permission. Of course please go ahead and use it. May I ask if you wouldn't mind sharing your findings with us. Teacher training is our next priority for our school - we can get the funding, so it would be interesting to read your research.

All the best!

Sharon