

Extensiveness of Professional Development Opportunities by Heads of Schools in Enhancing Teachers' Retention in Public Secondary Schools in Kilwa District Tanzania

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Abstract

This study investigated the extensiveness of professional development provided by heads of schools in enhancing teachers' retention in public secondary schools in Kilwa District, Tanzania. The study was guided by Herzberg's Two-Factor Theory, found by Frederick Herzberg in 1959. This study adopted a convergent design under a mixed methods approach. The target population of the study was 30 public secondary schools in Kilwa District, involving 386 teachers, 30 Heads of Schools (HoS), 1 District Secondary Education Officer (DSEO), 1 Assistance Secretary of Teachers Service Commission (TSC), and 1 District Executive Director (DED). The study employed probability and non-probability sampling techniques, including purposive and simple random sampling techniques. The sample size consisted of 10 secondary schools, 116 teachers, 10 HoS, 1 DSEO, 1 TSC, and 1 DED, making a total number of 126 respondents. Research instruments included questionnaires, interview guides, and document analysis guide. The validity of qualitative instruments was ensured by research experts from Educational Planning and Administration from MWECAU and reliability for quantitative instruments Cronbach's Alpha technique was used to determine the internal consistency of the items, whereby coefficient for teacher's questionnaire was 0.896. Data were analysed through frequencies, percentages, and means for Quantitative and through thematic analysis for Qualitative. The study revealed that professional development opportunities such as mentorship programs, in-service training, workshops, and collaborative learning opportunities are implemented by Head of Schools to a high extent in most schools in Kilwa District. The study concluded that Head of Schools provide Professional development opportunities such as regular training, mentorship career development support and indoor training which enhance teacher retention in public secondary schools in Kilwa district. Government through DED should ensure that teachers who actively engage in professional development are recognized and rewarded through promotions, salary increments, or other incentives to encourage long-term retention.

Keywords. *Extensiveness, Professional Development Opportunities, Heads of Schools, Teachers' Retention and Public Secondary Schools in Kilwa District*

Introduction

Teacher retention has been a critical issue worldwide, with countries increasingly focusing on professional development opportunities as a strategy to enhance job satisfaction and reduce attrition. In Asia, nations like China and Japan have integrated continuous professional development (CPD) opportunities to retain teachers by equipping them with updated pedagogical skills and support systems (Zhang & Liu, 2020). Similarly, in South Korea, mentorship programs and collaborative learning have significantly improved teacher retention rates (Kim, 2021). In Europe, countries such as Finland and the United Kingdom have adopted structured professional development policies to address teacher burnout and improve retention

(Jones & Smith, 2022). Research shows that professional learning communities, coaching, and government support for teachers' development have contributed to lower attrition rates in European education systems (OECD, 2023). Therefore, lack of sustained support and the perceived inefficacy of current CPD opportunities, there is great need to conduct this study as it provides insights into how CPD programs in Asian and European countries can be effectively implemented to further enhance teacher retention in African country include Tanzania.

Across Africa, teacher retention remains a major challenge due to poor working conditions, inadequate professional development opportunities, and low salaries (Akinyemi & Olaniyan, 2021). Studies in South Africa and Nigeria highlight that teacher who receive continuous training and mentorship are more likely to stay in the profession than those who do not (Banda & Moyo, 2022). However, professional development opportunities in many African countries face financial and administrative challenges, limiting their effectiveness in retaining teachers. In Sub-Saharan Africa, professional development opportunities have been recognized as a key factor in improving teacher motivation and retention. Studies show that countries such as Kenya and Uganda have implemented policies to support in-service teacher training, yet challenges such as limited funding and inconsistent training schedules hinder progress (Mutua & Wanjala, 2023). According to UNESCO, (2024), retaining teachers in rural and underserved areas requires targeted professional development opportunities, mentorship, and leadership support. Hence the need to conduct the study in the fact that professional development opportunities in many African countries widespread face financial and administrative challenges, teachers and educational stakeholders demanding more accessible and equitable professional development opportunities to reduce teacher's burnout.

In East Africa, teacher retention remains a pressing issue, with reports indicating high turnover rates due to inadequate support and professional development opportunities (Kagwanja & Nyaga, 2023). In Kenya, there is Service Commission for ensure teachers maintain discipline while performing their daily routine know as Teachers Service Commission (TSC). This Commission has introduced continuous professional development (CPD) opportunities aimed at improving teacher competency and retention (Oduor, 2022). Similarly, in Uganda, school leadership plays a crucial role in teacher retention through structured training programs (Mugisha, 2021). Despite these efforts done by Kenya and Uganda, many teachers still leave the profession probably due lack of professional development opportunities. In Tanzania, teacher retention has been a growing concern, especially in public secondary schools. Reports from the Ministry of Education indicate that many teachers leave the profession due to limited career progression, lack of motivation, and inadequate professional development opportunities (URT, 2023). While the government has introduced teacher training opportunities, challenges such as poor implementation, lack of funding, and limited participation hinder their effectiveness (Nyanda, 2024). Research has shown that professional development opportunities provided by school heads plays a crucial role in enhancing teacher retention by offering mentorship, continuous learning, and career opportunities (Mushi & Nnko, 2022). Despite these efforts, teachers and other educational stakeholders voice concerns over the instability caused by frequent teacher's turnover and the insufficient impact of current CPD opportunities. Therefore, this study is pertinent to determine how CPD opportunities in countries like Kenya and Uganda can be adapted to address the unique challenges of teacher retention in these regions.

In Kilwa District, teacher retention has become a concern, with many teachers leaving public secondary schools in search of better opportunities. Community stakeholders, including parents and education officials, have raised concerns about the declining quality of education due to teacher shortages. Teachers in the district report show a lack of professional development opportunities, limited support from school leadership, and inadequate incentives, which contribute to high turnover rates (Juma, 2023). The outcry from Kilwa District underscores the need for school heads to provide structured professional development opportunities that enhance teacher motivation and retention. Despite global, regional, and national efforts to enhance teacher retention through professional development opportunities, challenges persist, particularly in Kilwa districts. The role played by heads of schools in facilitating professional development opportunities is crucial in addressing teacher's retention. This study seeks to examine the extent professional development opportunities provided by heads of schools in enhancing teacher retention in public secondary schools in Kilwa District, Tanzania.

Literature Review

A study by Kim and Park (2023) in South Korea examined the impact of professional development programs on teacher retention in secondary schools using a Quantitative approach. The study found that PD had a significant positive impact on teacher retention, with teachers who participated in ongoing PD programs being more likely to remain in the profession. The research identified that PD enhanced teachers' skills, increased their job satisfaction, and improved their overall career outlook, which contributed to higher retention rates. However, the study focused primarily on PD as the key factor influencing retention without considering the opportunities that teachers are given like leadership support, school environment, or personal factors, which may also impact retention. Additionally, the research collected data only from teachers, which limits the ability to triangulate the information. To gain a fuller understanding, the study might include perspectives from school leaders, policymakers, and education administrators to strengthen the study's findings. The current research aimed to address the gap by using a mixed-method research approach, incorporating feedback from teachers, school leaders, and education officers to provide a more comprehensive analysis of the factors influencing teacher retention.

Jones and Smith (2022) investigated the impact of continuous professional development (CPD) on teacher retention in the UK. The study used a Quantitative approach to assess the relationship between CPD participation and teacher retention rates. The findings revealed that teachers who engaged in ongoing professional development programs were more likely to remain in the profession, with CPD contributing significantly to their job satisfaction and commitment. CPD helped enhance teachers' skills, increased their confidence, and fostered a sense of professional growth, which in turn led to greater retention. However, the study collected data only from teachers, limiting the scope of the study. Including perspectives from school leader's policymakers or education officers might provide a more comprehensive understanding of the factors affecting teacher's retention. Therefore, this study employed a mixed-method research approach, involving a diverse sample of stakeholders (such as school leaders and education officers), which help to triangulate the data and strengthen the validity of the findings.

Okeke and Nwosu (2021) examined the relationship between teacher professional development (PD) and teacher retention in Nigerian public schools. The study employed a Quantitative approach and found that PD had a significant positive impact on teachers' decision to stay in the profession. Teachers who participated in continuous PD programs demonstrated higher job satisfaction, improved teaching effectiveness, and a greater commitment to their schools, leading to increased retention. However, the study focused solely on PD as the primary factor influencing teacher retention, without considering potential opportunities provided by heads of schools such as mentorship, training, leadership support, school culture, or the broader educational policy environment. The research also relied exclusively on data from teachers, which limited the ability to triangulate findings and capture a more comprehensive view. Therefore, for deeper insight the current study used a mixed-method research approach, incorporating data from a diverse sample of teachers, school leaders, and education administrators, which will provide a more robust analysis of the factors affecting teacher retention.

In Kenya, Mwangi and Wambua (2023) conducted a study on teacher professional development (PD) and retention in public secondary schools. The study utilized a Quantitative approach to assess how various PD programs influence teachers' decisions to remain in the profession. The findings revealed a positive correlation between PD opportunities and teacher retention, as teachers who participated in more structured and relevant PD programs were more likely to stay in their roles. However, the study focused mainly on the PD aspect and its direct impact on retention, without considering opportunities provided by heads of schools like mentorship, training and workshops in which teachers operate. Additionally, the research was based solely on data collected from teachers, limiting the scope of information. The current study aimed to involve a diverse sample of teachers, heads of schools, and high education officers in the district, to offer a more comprehensive view of the factors that affect teacher retention in Kilwa.

Mligo (2021) explored the challenges of teacher retention in rural Tanzania and the policy implications associated with this issue. The study employed a Qualitative approach to investigate the factors influencing teachers' decisions to stay or leave rural schools in Tanzania. The findings highlighted several challenges, including poor working conditions, low salaries, lack of professional development opportunities, and limited support from school leadership. These factors significantly contributed to high teacher turnover in rural areas. The study provided valuable insights into the issues teachers face in rural Tanzania as it primarily

focused on the perspectives of teachers, without considering the views of school administrators, education officers and policymakers hence restricts the ability to triangulate the data and understand the full scope of the professional development opportunities to teachers. Additionally, the study lacks specific policies that might be designed or adjusted to address the identified challenges. Hence for a wide range of data current study used mixed-methods research approach, including a more diverse range of participants such as school heads, district education officers, and TSC officers' stakeholders, to gather a comprehensive view of the factors influencing teacher retention in rural schools in Tanzania.

Nyoni and Urassa (2023) examined the role of school leadership in teacher retention in rural Tanzanian schools. The study used a Qualitative approach to explore how leadership practices in these school's influence teachers' decisions to remain in or leave their positions. The findings indicated that supportive and transformational leadership had a positive impact on teacher retention, with strong leadership seen as key to overcoming challenges such as inadequate resources and poor infrastructure. Teachers who felt supported by their school leadership were more likely to stay in their positions, despite the challenges of working in rural areas. However, the study focused solely on teachers' perspectives and exclude the views of school administrators and other key stakeholders in education like TSC and DED thus limited the ability to triangulate the findings, which might provide a more comprehensive understanding of the factors affecting teacher retention. Therefore, the current study addressed the gap by includes a broader sample of participants, such as heads of schools, district education officers, and policy experts. This approach allowed for a more holistic understanding of the role of school leadership in teacher retention and the development of effective strategies to improve retention rates in rural Tanzanian schools.

Methodology

This study employed a convergent design within a mixed-methods research approach. The convergent design facilitated the simultaneous collection and analysis of qualitative and quantitative data, allowing for a more comprehensive understanding the extent at which professional development provided by heads of schools enhance teacher retention in public secondary schools in Kilwa District (Creswell & Clark, 2018). The target population included all 30 public secondary schools, 386 teachers, 30 Heads of Schools, 1 District Executive Director (DED), 1 Assistant Secretary Teachers Service Commission (TSC) and 1 District Secondary Education (DSEO). A combination of simple random sampling and purposive sampling was employed to select a sample of 10 public secondary schools, 116 teachers, 10 HoS, 1 DSEO, 1 TSC and 1 DED for the study.

Data collection tools included Questionnaires administered to teachers, Interview guides conducted with HoS, DSEO, TSC and DED and Document analysis guides for school reports and teacher retention records to supplement the findings. The validity of qualitative instruments was ensured by research experts from Educational Planning and Administration from MWECAU and reliability for quantitative instruments Cronbach's Alpha technique was used to determine the internal consistency of the items. A pilot study was conducted in one secondary school that was not part of the main study to test the clarity and reliability of the instruments. The reliability of the questionnaire was determined using Likert scale items and Cronbach's Alpha coefficient, yielding values of $r = 0.896$ for teachers indicating a high level of internal consistency (McHugh, 2012; Tavakol & Dennick, 2011). Data were analysed through frequencies, percentages, and means for Quantitative and through member checking and triangulation for Qualitative. Ethical considerations were adhered to throughout the research process, including informed consent from participants, confidentiality of responses, and proper citation of sources.

Findings And Discussion

The theme intended to determine the extent Heads of schools provide professional development opportunities to teachers to enhance teachers' retention in public secondary school in Kilwa district. Start the information to address this research question was obtained through the use of a questionnaire from teachers and an interview guide from Heads of Schools (HoS), Teachers Service Commission (TSC), the District Secondary Education (DSEO), District Executive Director (DED) and Document analysis guide. Table 1 consists of the responses of teachers on provision of professional development opportunities to teachers in enhancing teachers' retention in public secondary schools.

Table 1: Teachers Responses on Provision of Professional Development Opportunities by Head of School in Enhancing Teachers' Retention (n=113)

SN	Professional Development Opportunities	VLE		LE		N		HE		VHE		Mean
		f	%	f	%	f	%	f	%	f	%	
1	The Head of School actively encourages participation in professional development opportunities.	0	0	1	0.9	24	21.2	60	53.1	28	24.8	4.02
2	Professional development programs offered by the school are relevant to teachers' career needs.	1	0.9	1	0.9	16	14.2	65	57.5	30	26.5	4.08
3	The Head of School allocates sufficient resources for teachers to engage in professional development activities.	0	0	4	3.5	19	16.8	56	49.6	34	30.1	4.06
4	The school provides ongoing support effectively to teachers who participate in professional development initiatives.	0	0	3	2.7	16	14.2	54	47.8	40	35.4	4.16
5	Teachers have the opinion to select the professional development opportunities that are most effectively beneficial to them.	1	0.9	2	1.8	20	17.7	54	47.8	36	31.9	4.08
6	The school culture recognizes the importance of continuous professional growth for teachers effectively.	1	0.9	0	0	15	13.3	68	60.2	29	25.7	4.10
7	The Head of School effectively communicates the available professional development opportunities to all teachers.	0	0	2	1.8	19	16.8	50	44.2	42	37.2	4.17
8	Teachers feel that the professional development activities offered contribute to their job satisfaction.	0	0	2	1.8	15	13.3	52	46	44	38.9	4.22
9	The school's professional development initiatives align effectively with the long-term career goals for teachers.	1	0.9	7	6.2	18	15.9	59	52.2	28	24.8	3.94
10	Teachers believe that the professional development opportunities provided by the school positively impact their job retention.	0	0	5	4.4	19	16.8	53	46.9	36	31.9	4.06
Grand Mean Score												4.09

Source: Field Data, (2025)

Key: VLE= Very Low Extent, LE= Low Extent, N= Neutral, HE= High Extent, VHE= Very High Extent

Percentage Scale: 0-20%= Very Low Extent, 21-40%= Low Extent, 41-60%= Neutral, 61-80%= High Extent, 81-100%= Very High Extent (Koo & Yang, 2025; Sullivan & Artino, 2020)

Mean Score Range: 1.00 – 1.79= *Very Low Extent*, 1.80 – 2.59= *Low Extent*, 2.60 – 3.39= *Neutral*, 3.40 – 4.19= *High Extent*, 4.20 – 5.00= *Very High Extent* (Boone & Boone, 2012)

Data in Table 1 shows that a high percentage of teachers 84.9% indicate to a very high extent that professional development opportunities provided by their heads of schools positively influence their job retention whereas a minority 13.3% of teachers were neutral on the statement and 1.8% of teachers indicate to a very low extent on the same statement. This suggests that most teachers feel that access to continuous learning and career growth opportunities encourages them to stay in their teaching positions. On the other hand, teachers who indicated uncertainty responses suggests that while most teachers benefit from these opportunities, still there are areas for improvement, such as making development opportunities more personalized or better aligned with career progression. Additionally, teachers responded to a very low extent, that professional development opportunities contribute to job retention, suggesting that very few teachers believe that these initiatives have little to or no effect on their decision to remain in their roles. The high percentage of the extent indicates that professional development opportunities is a crucial factor in teacher retention. This means schools continue to invest in and improve these professional development opportunities to maintain high teacher satisfaction and reduce turnover.

During an interview with the heads of schools, the information become more reality. The head of school “C” reported: *“At this school, we ensure ongoing professional development opportunities by organizing in-service training, workshops, and mentorship programs”* (HoS C: Personal communication. February 24, 2025). Another Head of School shared that; *“Our school prioritizes teacher development by organizing regular training sessions and workshops. We collaborate with educational organizations to provide continuous learning opportunities and keep teachers updated on modern teaching practices”* (HoS A: Personal communication February 21, 2025).

This information related to the face-to-face interview with the District Education Officer who commented that:

As a District Education Officer, I recognize that continuous professional development (CPD) opportunities play a crucial role in retaining teachers by equipping them with updated skills, fostering career growth, and increasing job satisfaction. To enhance retention, we implement several strategies like organize frequent in-service training sessions, workshops, and refresher courses focused on modern teaching methods, curriculum updates, and classroom management strategies, establish Professional Learning Communities (PLCs), where teachers collaborate, share best practices, and learn from one another called MEWAKA and Promotion and career growth pathways for deserving teachers to be leaders without leaving the profession, Mentorship & Coaching Programs pair experienced teachers with new or struggling teachers for mentorship” (DSEO: Personal communication. February 27, 2025).

The responses from the heads of schools and DSEO imply that, the opportunities provided by heads of schools and DSEO’s office made teacher feel valued and remain in the profession, thereby improving teacher retention in the district. These findings suggest that structured CPD programs positively influence teacher retention by providing professional growth opportunities, reducing burnout, and fostering collaboration among educators. The findings are in line with those by Kim and Park (2023) who stated that professional development opportunities significantly impact teacher retention by enhancing skills, increasing job satisfaction, and improving career outlook, leading to a higher likelihood of teachers remaining in the profession. The integration of PLCs, mentorship, and career advancement pathways further strengthens the teaching profession and improves education quality. According to Mean Score scale, the mean score of 4.22 implies a very high extent consensus among teachers that professional development opportunities play a crucial role in enhancing their job satisfaction. This high rating suggests that teachers perceive ongoing learning opportunities as valuable not only for their career advancement but also for their overall sense of fulfilment and motivation in their roles. One of the key reasons professional developments contribute to job satisfaction is that it empowers teachers with new knowledge and skills, enabling them to stay updated with modern teaching methodologies, classroom management strategies, and subject-specific advancements. When teachers feel confident and well-equipped in their profession, they are more likely to remain engaged, motivated, and committed to their work station.

The data also suggests that school leaders, particularly the Heads of Schools, play an active role in reinforcing the importance of professional development opportunities by providing continuous

encouragement and support. This leadership involvement ensures that teachers recognize professional development opportunities as an essential aspect of their growth rather than an additional burden. When school leaders prioritize professional learning, it fosters a culture of continuous improvement, where teachers feel valued and supported in their professional journeys. Additionally, most of the teachers perceive that the impact of professional development opportunities on job satisfaction linked to the fact that these opportunities offer teachers with a sense of progression and career advancement. Teachers who see a clear pathway for professional development growth within their institution are more likely to remain in the work station, satisfied and committed, reducing burnout and turnover rates. Given the high mean score, it is evident that professional development opportunities are the key driver of teacher retention, motivation and engagement. Also, the high mean score suggest that head of school prioritize professional development opportunities by ensuring each teacher in the institution get an opportunity for further learning.

The data in Table 1 highlights the effectiveness of communication by the Head of School regarding professional development opportunities for teachers. The majority 81.4% of teachers, reported that the Heads of Schools communicates these opportunities to a very high extent. This suggests that most 92 out of 113 teachers feel well-informed and have sufficient access to professional development opportunities provided by school leadership. On the other hand, a minority of teachers, specifically 16.8%, remained neutral in their responses. This neutrality indicate uncertainty about the effectiveness of communication and a lack of direct engagement with the opportunities presented. Additionally, a small proportion 1.8% of teachers, indicated that the Heads of Schools communicates professional development opportunities to a very low extent. This suggests that a very limited number of teachers may feel that the communication is insufficient or ineffective. During the interview with the heads of schools, affirm that *"We communicate available training opportunities through staff meetings, what's up channels, emails, and notices from upper authorities. We also provide financial support for teachers who wish to pursue further studies to some courses"* (HoS C: Personal communication. February 24, 2025). The responses from the heads of the schools imply that

The information provided by HoS concur with information obtained from DSEO who said that *"As a District Education Officer, I recognize that continuous professional development (CPD) plays a crucial role in retaining teachers by equipping them with updated skills, fostering career growth, and increasing job satisfaction"* (DSEO: Personal communication. February 27, 2025). The statements from the Heads of Schools and the District Education Officer (DSEO) implies that effective communication and financial support for professional development opportunities are crucial for teacher retention and growth. Furthermore, Jones and Smith, (2022) reported that continuous professional development opportunities contribute significantly to teacher retention by fostering confidence, professional growth, and job satisfaction among teachers in the UK. This implies that teachers have to be informed of any opportunities related to their professional developments. Schools use multiple communication channels, including staff meetings, WhatsApp platforms, emails, and official notices, to ensure teachers are aware of available training opportunities.

Additionally, providing financial assistance for further studies demonstrates a commitment to continuous professional development (CPD) opportunities. This aligned with the DSEO's perspective that CPD enhances teacher retention by updating their skills, fostering career growth, and increasing job satisfaction. Together, these efforts highlight the importance of structured support systems in improving teacher motivation and long-term commitment to the profession. The information was supported by what was reported by district TSC officer who said that, *"district offers re-categorization opportunities for teachers, encourage teachers' participation in professional learning communities, and regular in-service training where teachers will advance to higher grades based on performance and experience in best practices to ensure job satisfaction"* (TSC: Personal communication. February 19, 2025).

The mean score of 4.17 further reinforces the overall high extent that the Head of School's communication efforts. A mean score above 4.0 generally indicates high extent with the statement, demonstrating that most teachers recognize and appreciate the efforts made by the school leaders in disseminating information about professional development opportunities. This level of communication is crucial in ensuring that teachers are aware of and have access to opportunities for professional developments growth, ultimately contributing to their professional advancement and overall effectiveness in the classroom later job satisfaction.

The data in Table 1 demonstrates that a majority 83.2% of teachers, specifically opined that the school provides ongoing and effective support to those participating in professional development initiatives.

Teachers rated the level of support as very high extent, indicating a strong institutional commitment to fostering continuous professional development opportunities. This suggests that the Heads of Schools not only facilitates access to professional development opportunities but also ensures that teachers receive the necessary support to apply their newly acquired knowledge and skills effectively in their teaching practices. However, a minority of teachers, accounting for 14.2%, remained neutral in their responses. This neutrality may suggest that these teachers are either uncertain about the extent of support provided or have not directly benefited from the school's professional development support structures. These findings connect to Nyoni and Urassa, (2023) who revealed that transformational and supportive school leadership plays a critical role in retaining teachers in rural Tanzanian schools by helping them overcome challenges such as inadequate resources and poor infrastructure. This also indicate variability in how support is provided across different departments or individual experiences with professional growth opportunities.

Additionally, a small portion 2.7% of teachers, indicated that the school provides ongoing support for professional development opportunities to a very low extent. This suggests that there are areas where improvements needed, possibly in terms of more personalized support, follow-up mechanisms, or additional resources to ensure that all teachers feel adequately supported. The mean score of 4.16 further reinforces the overall high extent among teachers regarding the school's commitment to professional development opportunities. These results align with the findings of Mligo (2021) who highlighted that poor working conditions, low salaries, and limited professional development opportunities contribute to teacher turnover in rural Tanzania, emphasizing the need for better retention policies.

During interview with the heads of schools, the findings become more certainty. The head of school "B" reported: *"Our school takes a proactive approach to professional development, ensuring that teachers receive continuous support to grow in their careers. We focus on Participation in Seminars & Conferences, Online Learning Opportunities, Learning Communities, Feedback-Driven Training and Transparent Communication"* (HoS B: Personal communication. February 24, 2025). Another Head of School "F" shared that, *"We collaborate with universities and educational organizations to provide external training programs. Training schedules, scholarship opportunities, and learning resources are shared through multiple channels, including official letters, what's up group forum and noticeboards"* (HoS F: Personal communication. February 26, 2025).

The statements from the heads of schools imply that a proactive and well-structured approach to professional development is essential for teacher growth and effectiveness. Schools prioritize various CPD strategies, including participation in seminars, conferences, and online learning, as well as fostering collaborative learning communities and feedback-driven training. Collaboration with universities and educational organizations further enhances access to external training programs, scholarships, and learning resources. By utilizing multiple communication channels, such as official letters, WhatsApp forums, and noticeboards, schools ensure that teachers are well-informed about these opportunities. This structured approach highlights the commitment to continuous learning, career advancement, and improved teaching quality. A mean score above 3.40 and below 4.19 suggests a high extent with the statement, highlighting the institution's dedication to sustaining teacher's professional development opportunities. By providing continuous support, the heads of schools enhance the professional capabilities of its educators, which ultimately translates into teacher's retention, improved teaching quality and resulted to student learning outcomes.

The data in Table 1 portrays that an overwhelming majority of teachers, specifically 85.9%, perceive the school culture as highly supportive of continuous professional development opportunities. Teachers rated a very high extent to which the school values professional development opportunities, suggesting that the institution actively fosters an environment that encourages ongoing learning and professional development opportunities among educators. This strong endorsement indicates that the school culture is well-aligned with best practices in education, where continuous teacher professional development opportunities recognized as essential for maintaining high teaching retention and improving student learning outcomes. A smaller proportion 13.3% of teachers, remained neutral in their responses. This neutrality indicate that some teachers are uncertain about the level of emphasis the heads of school's places on professional development opportunities and also that their personal experiences with professional development opportunities have been limited. Additionally, the variations reflect in how professional development opportunities is integrated across different subject areas or teaching levels within the institution.

On the other hand, an extreme minority, just 0.9% of teachers, expressed that the school culture recognizes the importance of continuous professional development to a very low extent. While this percentage is negligible, it suggests that a very small group of teachers may feel that professional development opportunities are not prioritized or effectively integrated into the school culture. This indicates potential areas for improvement, such as ensuring equal access to professional development programs or reinforcing the importance of continuous learning across all staff members. Findings concur with Mwangi and Wambua, (2023) who demonstrated that well-structured and relevant professional development opportunities are key factors in promoting teacher retention in public secondary schools in Kenya. This means formal and structured professional development opportunities will allow teachers feel valued. During the in-person interview with the heads of schools, this finding has been proven. The head of school “D” reported *“Transparent Communication by encourage teamwork through shared decision-making, staff meeting and teacher exchange opportunities. This builds strong professional relationships, leading to better job satisfaction and retention”* (HoS D: Personal communication. February 25, 2025). Another Head of School said that, *“A transparent and fair leadership style ensures equity among staff members, creating a supportive work environment”* (HoS F: Personal communication. February 26, 2025).

The responses from the heads of the schools imply that transparent communication and inclusive leadership play a vital role in fostering a supportive and cohesive work environment, ultimately enhancing teacher satisfaction and retention. The finding are in line with those of Okeke and Nwosu, (2021) who found that participation in professional development opportunities positively influences teacher retention by improving job satisfaction, teaching effectiveness, and commitment to schools in Nigerian public education. By promoting teamwork through shared decision-making, staff meeting, and teacher exchange programs, schools strengthen professional relationships and create a sense of belonging among teachers. Additionally, a leadership approach that emphasizes fairness and equity ensures that all staff members feel valued and supported. These strategies contribute to a positive school culture, increased job satisfaction, and long-term teacher commitment. The mean score of 4.1 further reinforces the overall positive perception among teachers regarding the school’s commitment to professional development opportunities. A mean score above 3.40 and below 4.19 signifies high extent with the statement, confirming that most teachers acknowledge and appreciate the heads of school’s culture which emphasis on continuous professional development opportunities. This commitment is crucial in fostering a progressive learning environment, where teachers are continuously equipped with new knowledge, strategies, and best practices to enhance their teaching effectiveness and adapt to evolving educational demands.

Data in Table 1 highlights that a majority exceeding 81.3% of teachers, opined to a very high extent that they have the autonomy to select professional development opportunities that are most beneficial to them. Additionally, the data also indicate professional development opportunities offered by the Heads of Schools are highly relevant to their career needs. On the other hand, it also suggested that, professional development opportunities are well-structured and aligned with teachers’ professional growth objectives, allowing them to enhance their skills in ways that directly impact their job satisfaction, teaching effectiveness and career progression. The facts have been supported by the reviewed of the documents indicated *the presence of indoor training for teachers’ awareness, the workshop is conducted to all public secondary schools though documentation varied between schools yet the professional development opportunities program exists* (Document Analysis February, 2025). A minority of teachers, specifically 16%, remained neutral in their responses. The neutrality indicate doubt regarding the extent of choice in selecting professional development opportunities and also lack of direct experience with tailored professional development opportunities. It suggests that teachers feel the need for more personalized and specialized options that better suit their individual career aspirations although some professional development opportunities programs are relevant.

On the other hand, an extreme minority, below 2.7% of teachers, indicated that they believe to a very low extent that professional development opportunities are aligned with their career needs or that they have sufficient choice in selecting beneficial professional development opportunities programs. While this percentage is quite small, it suggests that there may be some teachers who feel that the available professional development options are not adequately tailored to their specific needs or that they lack sufficient input in choosing relevant training opportunities. The mean score of 4.08 reinforces the overall high extent among teachers, indicating strong agreement that the school’s professional development programs are meaningful and applicable to their career growth. A mean score above 3.40 and below 4.19 suggests that most teachers recognize the value of these professional development opportunities and see them as beneficial for their job

retention. Additionally, teachers acknowledge that the school leader effectively communicates available professional development opportunities, ensuring accessibility and awareness. This reinforces the idea that the school administration plays a crucial role in keeping educators informed about relevant training programs, further enhancing their ability to make informed decisions regarding their professional development opportunities. The combination of effective communication and relevant training opportunities helps create an environment where teachers feel supported in their continuous learning journey, ultimately benefiting both their job retention, professional development and student learning outcomes.

Data in Table 1 reveals that a majority more than 79.2% of teachers, opined to a high extent that the professional development opportunities provided by the school leaders have a positive impact on their job retention. This suggests that access to continuous learning and career growth opportunities contributes to teachers' overall job satisfaction, motivation, and willingness to remain in their roles within the institution. This also supported by the documents reviewed during survey that, *some schools found to provide releasing permit for further studies but not uniformly applied. Also, document reviewed indicate Some schools require teachers to self-finance studies without official leave. Teachers need to work half a day later attend their further studies* (School Document Analysis February, 2025). Professional development opportunities play a crucial role in keeping educators engaged, improving their skills, and providing them with a sense of career progression, which in turn enhances teacher retention rates. Additionally, data indicates that Head of School effectively allocating sufficient resources for teachers to participate in professional development opportunities. This demonstrates a strong institutional commitment to fostering continuous professional growth by ensuring that teachers have access to necessary training materials, financial support, and time allowances to engage in professional development opportunities. The findings concur with Herzberg's Two-Factor Theory which suggest that certain factors contributed to job satisfaction and motivation, while others, if absent, caused dissatisfaction. The availability of these resources is crucial in making professional development opportunities both accessible and effective, allowing teachers to focus on their growth without facing significant logistical or financial barriers.

However, 16.8% of teachers remained neutral in their responses, indicating that a portion of the teaching staff have uncertain about the extent of resource allocation or may not have directly benefited from the professional development opportunities programs in a way that significantly impacts their retention. The neutrality suggests potential areas for improvement, such as increasing communication about resource distribution, ensuring equal access to development opportunities and tailoring professional development opportunities more closely to individual teacher needs. On the other hand, an extreme minority, below 3.9% of teachers, indicated that professional development opportunities have a very low impact on job retention and resource allocation. The minimal percentage suggested that, small group of teachers feel the available opportunities and resources are insufficient and not effectively aligned with their career aspirations.

The mean score of 4.06 further supports the overall agreement that the school's professional development opportunities contribute positively to long-term career goals. However, while the score reflects a generally favourable perception, it also suggests room for improvement in making these programs even more personalized to align with individual teachers' aspirations and specific professional growth needs. Moreover, the data confirms that teachers perceive the school as providing continuous support for professional development, further reinforcing the institution's commitment to fostering teacher growth. This ongoing support ensures that educators remain engaged in lifelong learning, which not only benefits their careers but also enhances teaching quality and student outcomes. By continuously improving and refining professional development opportunities, the school can further strengthen its role in supporting teacher retention, satisfaction, and career advancement.

Data in Table 1 indicates that a significant majority of teachers, exceeding 77.4%, perceive to a high extent that the Head of School actively encourages participation in professional development opportunities. This suggests that the school leadership plays a proactive role in motivating teachers to engage in continuous learning, emphasizing the importance of professional growth for both individual career advancement and overall school improvement. When school leaders actively promote professional development, it fosters a culture of learning and innovation, where teachers feel supported in their efforts to enhance their skills and adapt to evolving educational demands. Additionally, the data reveals that teachers perceive the school's professional development initiatives as being well-aligned with their long-term career goals. This indicates that the programs offered are relevant, structured, and tailored to help educators progress in their careers while improving their instructional practices. When professional development opportunities are closely

linked to career aspirations, teachers are more likely to engage with them meaningfully and apply new knowledge effectively in their classrooms.

However, 18.5% of teachers remained neutral in their responses, indicating that a portion of the staff may be uncertain about the level of encouragement provided by school leadership or the direct relevance of professional development programs to their career goals. This neutrality could stem from variations in how professional development opportunities are communicated, differences in individual experiences, or a need for more personalized development options that cater to diverse career paths within the teaching profession. On the other hand, an extreme minority, below 4%, indicated that they believe to a very low extent that the Head of School actively encourages professional development or that the initiatives align with teachers' career goals. While this percentage is relatively small, it suggests that a few teachers may feel disengaged from the school's professional development efforts or may not perceive the opportunities provided as beneficial to their specific needs. Addressing these concerns could involve enhancing communication about available programs, offering more individualized development plans, or providing additional incentives to encourage participation.

The mean score of 3.98 suggests that, while the overall perception is positive, there is slightly less agreement compared to other aspects of professional development assessed in Table 1. This indicates that while many teachers feel supported and motivated by school leadership, there is still room for improvement in ensuring that all educators feel equally encouraged to participate in professional growth initiatives. Furthermore, the data confirms that a majority of teachers strongly believe that professional development activities contribute positively to their job satisfaction. When teachers see tangible benefits from professional development such as improved teaching effectiveness, career growth, and increased confidence in their abilities they are more likely to remain engaged and committed to their roles. This underscores the importance of continuous investment in professional development, as it not only enhances teacher performance but also contributes to overall job retention and a more motivated, skilled workforce.

The overall grand mean score of 4.09 reflects a high extent among teachers regarding the professional development opportunities provided by the school. This score indicates that, to a high extent teachers find these initiatives highly beneficial in enhancing their career growth and job retention. The consistently high ratings suggest that teachers recognize and appreciate the school's efforts in offering relevant and accessible professional development programs, which contribute to their professional advancement and overall job satisfaction. The findings are in line with Herzberg's Two-Factor Theory which posits those motivators (also called intrinsic factors) such as rewards for better achievement, certificates recognition, transparency, fulfil responsibility, career advancement, and professional development lead to job satisfaction and teacher's retention. The high scores also emphasize that teachers value the effective communication, encouragement, and support provided by the school administration, particularly the Head of School. This suggests that leadership plays a vital role in fostering a culture of continuous learning, ensuring that teachers are well-informed about available opportunities, and facilitating their active participation in professional development activities. By maintaining strong communication and support structures, the school has successfully created an environment where teachers feel motivated to engage in lifelong learning.

However, the slightly lower score related to the alignment of professional development opportunities with long-term career goals indicates that while these initiatives are generally effective, there is still room for improvement. Teachers feel that the available training programs do not fully address their specific aspirations or career progression needs. It suggests that heads of schools offering more the needs for schools or specialized professional development opportunities tailored to different teaching roles, subject areas, and career trajectories. The findings highlight that professional development plays a crucial role in teacher satisfaction and retention. This underscores the importance of continuously refining and adapting professional development opportunities programs to meet the evolving needs of teachers. Moving forward, the school administration, particularly the Head of School, continuous collect feedback from teachers to identify gaps and ensure that professional development opportunities remain relevant, adequately resourced, and effectively designed to support both immediate instructional needs and long-term professional aspirations.

Conclusion And Recommendation

Based on the findings the study concluded that to a high extent Head of Schools provide Professional development opportunities such as regular training, mentorship career development support and indoor

training which enhance teacher retention in public secondary schools in Kilwa district. Furthermore, to a very high extent teachers who receive regular training, mentorship, and career growth opportunities are more likely to remain to work station, committed to their schools, leading to greater stability and continuity in the education system to a high extent. Based on the conclusion the study, the study recommends that the Government through DED should ensure that teachers who actively engage in professional development are recognized and rewarded through promotions, salary increments, or other incentives to encourage long-term retention. Additionally further research should be conducted to assess the long-term impact of professional development on teacher's performance and student learning outcomes.

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