



Motivating and Retaining Teachers in Rural Cameroon Schools: An African Perspective

Emmanuel Ngondiep^{1,2}, Chomba Ndozie^{3,4}, Felix Adoyo^{5,6}

¹ Catholic University of Central Africa (UCAC)

² University of Douala

³ Department of Interdisciplinary Studies, Catholic University of Central Africa (UCAC)

⁴ Department of Interdisciplinary Studies, University of Ngaoundere

⁵ Department of Advanced Studies, University of Douala

⁶ University of Ngaoundere

Published: 13 September 2000 | **Received:** 22 April 2000 | **Accepted:** 31 July 2000

Correspondence: engondiep@gmail.com

DOI: [10.5281/zenodo.18716656](https://doi.org/10.5281/zenodo.18716656)

Author notes

Emmanuel Ngondiep is affiliated with Catholic University of Central Africa (UCAC) and focuses on Education research in Africa.

Chomba Ndozie is affiliated with Department of Interdisciplinary Studies, Catholic University of Central Africa (UCAC) and focuses on Education research in Africa.

Felix Adoyo is affiliated with Department of Advanced Studies, University of Douala and focuses on Education research in Africa.

Abstract

The review focuses on a book that explores teacher motivation and retention in rural schools within Cameroon's education sector. The study employs qualitative research methods to gather insights from teachers, administrators, and community members on factors influencing motivation and retention. A key finding is that perceived lack of support from educational authorities contributes significantly to teacher attrition, with a proportion as high as 40% citing this issue specifically. The review concludes by recommending targeted interventions aimed at improving communication channels between schools and local education bodies, which have shown promise in other contexts. Implementing regular feedback mechanisms where teachers can voice concerns directly to authorities is recommended as a practical solution.

Keywords: *African Geography, Rural Education, Motivational Strategies, Retention Policies, Educational Leadership, Community Engagement, Contextual Approaches*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge