



# Teacher Motivation and Retention Strategies in Rural Cameroon Schools: An Insight into an African Context

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## Abstract

Rural schools in Cameroon face unique challenges in retaining qualified teachers due to limited resources, poor infrastructure, and inadequate support systems. A qualitative approach was employed through semi-structured interviews with teachers, administrators, and local community members to gather insights into the current challenges and potential solutions. While significant progress has been made, ongoing support and investment are required to sustain these improvements. Implementing targeted interventions such as scholarships for education, regular training sessions, and establishing community partnerships can further bolster teacher motivation and retention efforts.

**Keywords:** *African geography, rural contexts, motivation theories, retention strategies, educational policy, community involvement, participatory approaches*

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