



# Teacher Motivation and Retention Dynamics in Rural Schools of Tunisia

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## Abstract

Rural schools in Tunisia face unique challenges in teacher recruitment and retention due to geographic isolation, low salaries, and inadequate educational resources. Qualitative data were collected through semi-structured interviews with 30 Tunisian teachers from various rural schools. Thematic analysis was used for data interpretation. Teachers reported a significant impact of low salaries (average 25% lower than urban schools) and lack of professional development opportunities as major retention issues, while supportive leadership and positive school environments were cited as key motivators. The study underscores the need for targeted interventions to enhance teacher motivation in rural settings by addressing financial disparities and improving educational resources. Policies should prioritise equitable salary scales and investment in professional development programmes. Schools should foster supportive leadership structures and encourage community engagement initiatives. teacher retention, rural education, Tunisia, qualitative study

**Keywords:** *Geographic, Rural, Contextual, Motivation, Retention, Anthropology, Phenomenology*

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