



# Teacher Retention Strategies in Rural Primary Schools of Burkina Faso: An Analytical Policy Framework

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## Abstract

Teacher retention in rural primary schools of Burkina Faso remains a significant challenge despite efforts to improve educational outcomes. The study employs a mixed-methods approach, integrating qualitative interviews with quantitative data analysis from existing school records and government reports. Findings indicate that inadequate infrastructure and low salaries contribute to high turnover rates among teachers in these schools, particularly affecting female educators who are more likely to leave due to these factors. The research underscores the critical need for comprehensive support systems including improved working conditions, professional development opportunities, and increased teacher recognition to mitigate teacher attrition. Specific recommendations include upgrading school facilities, implementing flexible salary scales, and establishing mentorship programmes to enhance job satisfaction and retention among rural teachers.

**Keywords:** *Sub-Saharan, Africa, Socio-Economic, Qualitative, Institutional, Ethnocentric, Comprehensive*

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