FACTORS AFFECTING TEACHER RETENTION IN GOVERNMENT-AIDED SECONDARY SCHOOLS IN EASTERN UGANDA

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SEPTEMBER 2010
DECLARATION

I, Acom Anna Mary, declare that this study is my original work and has to the best of my knowledge, never been submitted for the award of a degree or any other award in a university or other institutions of higher learning.

Signature ...........................................

Acom Anna Mary

Date ..................................................
APPROVAL

This is to certify that this study has been carried out under my supervision and has been submitted with my approval in partial fulfillment of the requirements for the award of the Degree of Master of Arts in Educational Management and Administration of Makerere University, Kampala.

Signature  ....................................................

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Supervisor
Date  .........................................................
DEDICATION

This work is dedicated to Almighty God who enabled me to go through the course and my father, Mr. Otuma John Peter who contributed sacrificially and selflessly to my education.
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ABSTRACT

The purpose of the study was to examine the factors affecting teacher retention in government secondary schools in Eastern Uganda. The objectives of the study included: to establish the effect of remuneration on teacher retention in government secondary schools in Eastern Uganda; to find out the effect of conditions of working environment on teacher retention in government secondary schools in Eastern Uganda and to examine the effect of a general school management on teacher retention in government secondary schools in Eastern Uganda.

The study used cross-sectional survey research design adopting both quantitative and qualitative approaches. The researcher used a sample of 370 respondents. Simple random sampling and Purposive sampling was used. Methods of data collections were questionnaires and interviews guides. Pearson’s correlation co-efficient was used to determine whether there is linear relationship between the independent (IV) and dependent variables (DV). Qualitative data was analyzed through content analysis.

Findings of the study revealed that there was a strong positive relationship between teacher remuneration and teacher retention. There was a very strong positive relationship between teacher conditions of working environment and teacher retention. There was a very strong positive relationship between general school management and teacher retention.

The research concluded that remuneration, conditions of working environment and general school management had positive relationship with retention.

The study recommends that; Schools should give adequate and timely remuneration and fringe benefits to teachers; Schools should take into consideration the maintenance (hygiene) factors that are necessary to avoid dissatisfaction among teachers and the motivators that contribute to teachers’ job satisfaction; Schools should ensure that teachers are treated fairly within the school and in relation to employees of other organizations.
CHAPTER ONE
INTRODUCTION

Introduction

This chapter presents the background, the statement of the problem, the purpose, the objectives, the research questions, hypotheses, scope and significance. In this study, retention of teachers was the point of focus basing on the fact that teachers are the cornerstone of the educational system as a whole. Despite this, there has been high level of attrition of teachers from the teaching profession in Eastern Uganda hence the need to examine factors affecting retention of teachers.

Background

The issue of employee retention dates from the early 1900s when industrial engineers and industrial psychologists attempted to ascertain the major reason behind the employee’s’ level or interest in various jobs (Rowland & Ferris, 1982). In the early 20th century, businesses were founded and greatly survived due to their ability to access financial capital. By mid 20th Century, technology was the core competence, which affected company successes. By the late 20th century however was a growing awareness that it is people and the inspiration, knowledge and the creativity they brings that creates competitive advantage. In the 21st century, retention of the human resources is a concern in most organization (Wayne, 1998).

In Uganda during pre-independence period, teachers benefited a lot in terms of respect from public and a reasonable salary and most people liked their profession. Thus, high teacher retention in schools was experienced (Ssekamwa & Lugumba, 1973). By the
1960s, Uganda had one of the best education systems in Africa, which was an attraction to many into the teaching profession. Government aided secondary school are founded by the government and supported financially by the government’s education act 1970 and the board of governor regulatory act 1991 (set of rules and regulations by Ministry of Education states that the board of governors is responsible for effective management and of schools and works hand in hand with parents teachers association which is recognized by government as voluntary organization mainly concern with the welfare of teachers and students and overall development and performance of schools (Namirembe Bitamazire 2005). Therefore Ministry of Education is responsible for the execution of education policies and formulation of guidelines for the day to day running of the schools. However, the political upheavals and economic mismanagement of the 1970s and early 1980s affected the education sector infrastructure, in that manpower, infrastructure, teaching materials were not available, and resources were diverted. Teachers were poorly trained or untrained at all and had neither career prospects nor incentives. Many left the teaching profession and joined the different careers or private sector. Teachers in the rural areas moved to urban centres in search of better pay. When relative stability returned to Uganda in the late 1980s, revitalization of the education sector became a priority. With a conducive policy enrolment and political will from the government re-form focused on a number of issues among which was teacher retention. Despite the reforms, teacher retention is still a problem in Uganda. When the school develops and performs well it is the head teacher who receives the credit and when it fails it’s the head teacher to be criticized success or failure is the head teacher’s responsibility, therefore if there is an increase in teacher turn over then it will affect the students
performance in academics. According to records from District Education Office in Kumi (1998) the average rate of teacher’s attrition in Uganda is four percent (4%).

Three theories that have been advanced by the researcher to explain the problem of staff retention include the hierarchy of needs theory advanced by Abraham Maslow (1959), the two-factor theory or motivation-hygiene theory advanced by Frederick Herzberg (1966) and equity theory advanced by Adams Smith (1965). According to the Hierarchy of needs theory, low staff retention can be reflected when the individual fails to satisfy one’s needs hence leaves the organization. Fredrick Herzberg (in Bartol & Martin 1993) also observed that there are factors in the work environment that caused satisfaction and dissatisfaction among the workers. Building on the work of Maslow, Fredrick Herzberg identified two elements: motivators and hygiene factors and concluded that there are motivator factors associated with the content of the job, which seemed to make individuals feel satisfied with their jobs. These were labeled motivators, yet factors that seemed to make individuals feel dissatisfied were associated with the job context and these he labeled hygiene’s factors. Hertzerg further argues that hygiene factors are necessary to keep workers from feeling dissatisfied but only motivators can lead workers to feel satisfied and motivated. Therefore, managers should provide hygiene factors to reduce sources of worker dissatisfaction and be sure to include motivators because they are the factors that can motivate workers and lead ultimately to job satisfaction, job stability and job retention. Equity theory suggests that employees perception of a working situation in terms of how fairly they are treated compared with others influence their levels of motivation. Motivation is a consequence of perceived inequity thus perceived
inequity considered in terms of inputs like education, compared to output in terms of rewards (monetary and non-monetary) may cause an individual to leave an organization. Retention is about how an organization manages its workforce, or more specifically its relationship with its workforce (McKeown, 2005). Hornby (1993) defines retention as an action of holding something in position or containing it hence employee retention may be explained as a state or a condition of attracting and enabling people to work and stay with their organizations. Musaazi (1982) explains retention as the ability of the school system to keep its staff in their jobs and make them want to stay. Retention is conceptualized in terms of teachers staying and teachers leaving. There are many factors that may influence employee retention or teacher retention, which may include a good working environment, attractive remuneration, good relationship practices, prospects for employee development and promotion, teamwork, organizational culture and many more.

Musaazi (1982) emphasizes that to encourage or persuade staff to remain in the school, the school authorities should establish clear staff policy, clear channels of communication with teachers, encourage teacher-participation in the decision making process, provide facilities and equipment needed by teachers, and attend to the personal and social needs of teachers as well as assign reasonable duties and teaching load to teachers. However, for purposes of this research the three factors for consideration will be remuneration, conditions of working environment, general school management. Remuneration will mean rewards given to individuals for the work. It comprises both of monetary rewards and non-monetary fixed and variable pay and employee benefits (Armstrong 1996) measured in terms of salary, allowances, and fringe benefit. Conditions of working environment will refer circumstances that surround the employed teachers at work place.
General school management will refer to a process, which enables schools to set and achieve their objectives through forecasting, planning, organizing, commanding, coordinating and controlling. Management plays a vital role in the retention and the performance of staff in the school.

Despite the advantages of teacher retention, secondary schools in Eastern Uganda face a number of challenges, including low academic performance of students because of low teacher retention. In 2004-2005, the average teacher turnover rate in secondary schools in Eastern Uganda was nearly 13 percent ranging from a high of 29 percent to a low of 4 percent (Vantage Communications, 2006). Turnover among teachers in low performing schools was substantially higher, with a low of 12 percent to a high of 57 percent. Out of 481 priority schools, eight schools had a turnover rate of less than 20 percent, 22 had a turnover rate between 20-30 percent. 13 had a turnover rate between 30 – 40 percent, while 4 had a turnover rate of more than 40 percent. Thus, secondary schools in Eastern Uganda need to put strategies in place to address teacher retention. This research focuses on remuneration, working condition and general school management because these are areas that have received a lot of criticism in Eastern Uganda.

**Statement of the problem**

In Eastern Uganda, schools continue to experience low teacher retention, which has raised a lot of concern among parents, students, and school administrators. This is because of poor teacher retention has a direct effect on the students performance as a school loses experienced teachers and takes time to get replacements. The Newvision May 25 2003 (high staff exit and high staff entry is likely to impact on academic and
extra curricular performance of students in the schools. Ever the less once many of the staff have exited there is a possibility that staff retention will impact on the schools performance issues which are likely to leave too many questions being raised as to whether factors affecting teachers retention in eastern Uganda are different from factors affecting teachers retention in other regions of Uganda. Continuous high teacher exit is due to a number of factors. In order to address the concern among parents, students, and school administration, the study was to achieve this by specifically focusing on the following elements: remuneration of teachers, conditions of working environment and general school management and their effect on teacher retention in Eastern Uganda.

**Purpose**

The purpose of the study was to examine the factors affecting teacher retention in government secondary schools in Eastern Uganda, with special reference to factors of remuneration, conditions of working environment and general school management.

**Objectives**

The following were the objectives of the study:

1. To establish the effect of remuneration on teacher retention in government secondary schools in Eastern Uganda.
2. To find out the effect of conditions of working environment on teacher retention in government secondary schools in Eastern Uganda.
3. To examine the effect of a general school management on teacher retention in government secondary schools in Eastern Uganda.
Research questions

The study was guided by three research questions.

1. How does remuneration affect teacher retention in government secondary schools in Eastern Uganda?
2. What is the effect of conditions of working environment on teacher retention in government secondary schools in Eastern Uganda?
3. What is the effect of a general school management on teacher retention in government secondary schools in Eastern Uganda?

Hypotheses

The following hypotheses were developed for this study:

1. There is no a relationship between teacher’s remuneration and teacher retention in schools in Eastern Uganda.
2. There is no a relationship between conditions of working environment and teacher retention in Eastern Uganda.
3. There is no a relationship between general school management and teacher retention in schools in Eastern Uganda.

Scope

In relation to the geographical scope, the study was conducted in Eastern Region of Uganda. The Eastern Region of Uganda consists of sixteen districts according to Ministry of Education and Sports (2003) out of sixteen districts, the study was based on six districts, which are Soroti, Tororo, Mbale, Kumi, Bukedia, Amuria. The districts were
chosen because schools in those districts had problems with retention of teachers. As for
the content scope, the study was focused in finding out the factors affecting retention of
teachers in government secondary schools, which were limited to remuneration,
conditions of working environment, and general school management. As for the sample
scope the study targeted headteachers, teachers, district education officers, district
inspectors of schools, board of governors members, parents, teachers association
members, and officials from Ministry of Education and Sports.

Significance

The significance of the study lies in the hope that findings may be of benefit to: Ministry
of Education and Sports. The Ministry may use the study to understand the factors
affecting retention of government secondary school teachers in Eastern Uganda and as
result focus attention on management of staff and their stability or retention in a teaching
profession.

Head teachers and board of governors, parents’ teachers association, members, district
education officers, district inspectors of schools will realize the effects of poor
remuneration on teacher retention to improve maintain, develop and retain such
manpower.

Private secondary school proprietors will be able to plan systematically for staff
retention. Other stakeholders of education (parents, students, teachers, support staff,
donors, will use the study as a checkpoint to act as a safeguard against any future
happenings of the same nature.
Ministry of Education and Sports will be able to recruit and retain teachers by improving the remuneration, conditions of working environment and providing competent manpower in management of schools. Contribute to the existing body of knowledge and will stimulate other research in areas of staff retention in government secondary schools.
CHAPTER TWO
REVIEW OF LITERATURE

Introduction
This chapter presents literature review. It is divided into three major sections. The first section presents the theoretical review. The second section presents conceptual framework. The third section presents the review of related literature on teacher retention, remuneration and teacher retention, conditions of working environment and teacher retention, and general school management and teacher retention.

Theoretical review
Three theories explain the problem of staff retention are reviewed in the following subsections

- Motivational hygiene theory by Herzberg (1966)
- Equity theory by Adams (1965).

Maslow’s Hierarchy of need theory
Maslow (1943) uses the Hierarchy of need theory to explain teacher retention and attrition. According to Maslow (1943), people are motivated to satisfy their needs and those needs can be classified into the following five categories that are in an ascending hierarchy.

- Physiological needs which may include basic pay, workspace, heat, water and company cafeteria
• Safety needs security needs which may include job security, benefits like life insurance, safety regulations.

• Belongingness needs such as good co-workers, peers, superiors, customers.

• Esteem needs like important projects, recognition, prestigious office and location

• Self actualization needs like challenging projects, opportunities for innovation and creativity training

The first three are characterized lower level needs while the last two are higher order needs. In the organizational setting, physiological needs these are reflected in the needs for adequate heat, air, and a base salary to guarantee survival safety needs are the needs for security and protection from danger. In organizational work place safety needs refers to the needs for safe, jobs, fringe benefits and job security. Social needs are needs for interaction with other people belongingness, love and so on. These needs reflect the desire to be accepted by one’s peers, have friendships, be part of a group and be loved. In the work environment, these needs affect the desire for good relationships with co-workers, participation in work group and a positive relationship with supervisors.

Esteem is the desire for respect, which is affected by the person’s standing reputation, the need for attention, recognition, achievement, and appreciation. Maslow illustrated two versions of esteem needs; a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, attention, reputation a appreciation , and dignity and the higher form includes the need for self-respect including such feelings as confidence, competence, achievement, mastery, independence and freedom.
Within organizations, esteem needs reflect a motivation for recognition, an increase in responsibility, high status and appreciation for contributions to the organization. Self-actualization refers to the desire for self-fulfillment; it is drive for individuals for self-development, creativity and job satisfaction. They are related to developing one’s full potential, increasing one’s competence and becoming a better person. Providing people with opportunities to grow to be creative, and to offer training for advancement are the means that self-actualization needs can be met with in the organizations.

Maslow argued that, as each lower level need is substantially satisfied in sequence. According to Maslow’s argument, a person designing job security would dedicate ones efforts to ensure it and would not be concerned with seeking recognition. Maslow also claimed that higher levels of satisfaction for a particular need decrease its potential as a motivator. There are some criticisms to Maslow’s monarchy of needs theory. One main criticism is that there is little empirical evidence to support Maslow’s assumptions second his methodology was problematic (Boeree, 1998). Maslow’s methodology was that he picked a small number of people that he himself declared self-actualizing such as Abraham Lincoln, Thomas Jefferson, Albert Einstein, then he looked at their biographies, writings the acts and words of those he knew personally and so on. From these sources, he developed a list of qualities that seemed characteristic of these people and reached conclusions about what self-actualization is. Third Maslow assumes that human beings will move up the hierarchy, satisfying one need before moving on. However, there are many examples that refute this though. Many of the best artists and authors, which can be thought of as self-actualized, suffered from poverty bad upbringing, neuroses and depression (Boeree, 1998). That is they were far from having their lower needs taken care
of. For example, Van Gogh and Galileo suffered from mental illness and yet were able to produce works that made a difference. Bartol and Martin (1993) further state that entrepreneurs frequently pursue their dreams for years despite the relative deprivation of lower level needs. In addition, individuals offer work on satisfying several needs may be more important compared to others at a given point in time. Chandan (1977) observes that Maslow’s model is a general model in which all needs interact with each other to some degree. The needs are not necessarily linear nor is the order of needs so rigid.

**Herzberg’s motivation-Hygiene theory**

To explain teachers retention, Frederick Herzberg (in Bartol and Martin 1993) building on the work of Maslow identified two elements, Motivators and Hygiene factors. He concluded that factors which seemed to make individual feel satisfied with their jobs were associated with the content of the job these were labeled motivators, yet factors that seemed to make individuals feel dissatisfied were associated with the job context these he labeled hygiene factors. Herzberg argued that two entirely separate dimensions contribute to employee behavior at work. Hygiene factors and motivator hygiene factors refer to the presence or absence of job dissatisfiers. When hygiene factors are valued, work is dissatisfying. There are considered maintenance factors that are necessary to avoid dissatisfaction but they do not themselves contribute to the jobs satisfaction and motivation of personnel. That is, they only maintain employees in the job. Therefore managers should provide hygiene factors to reduce sources of worker dissatisfaction and be sure to include motivators because they are the factors that can motivate workers and lead ultimately to job satisfaction,
In line with Herzberg’s view, unsafe working conditions or a noisy work environment would cause employees to be dissatisfied with their job but their removal will not lead to a high level of motivation and satisfaction other examples of hygiene factors include, salary, status, security, supervision and company policy. On the other hand motivators, leading to job satisfaction are associated with the nature of the work if self. They are those job related practices such as assignment of challenging jobs, achievement, work itself, recognition, responsibility advancement and opportunities for growth in the job. Herzberg argued that when motivators are absent, workers are neutral towards work, but when motivators are present, workers are highly motivated to excel at their work. For Sergiovanni cited in Nwankwo (1982) and Cheptoek (2002) while studying factors, which affect job satisfaction, and dissatisfaction of teachers, came up with the view that the factors, which contribute to their satisfaction, are achievement, recognition and responsibility while those contributing to dissatisfaction were school policy and administration, interpersonal relationship, supervision and personal life. Chandan (1997) in agreement with Herzberg argued that it is only natural that people who are generally satisfied with their job will be more dedicated to their work and perform it well as compared to those who are dissatisfied with their jobs.

**Adams equity theory**

Adams (1965) uses the equity theory to explain teacher retention. Equity theory suggests that employees’ perceptions of a working situation in terms of how fairly they are treated compared with others influence their level of motivation. Motivation is a consequence of perceived inequity (Adams, 1965). According to equity theory, employees make comparisons’ employees determine their own work outcomes versus the effort or input
required to achieve the outcomes and compare these with outcomes and efforts of other employees. If they recognize that their comparison is equal to what others receive for similar inputs, they will believe that their treatment is fair and equitable. Education, experience, effort, ability and so on are the inputs factors to the job by the employees that can affect employees retention. Outcomes that employees receive from a job are also the other factors of employee retention and include pay, benefits, promotions and rewards. A state of equity refers to the ratio of one person’s outcomes to inputs being equal to the ratio of other outcomes to inputs. Inequity takes place when the situation is reverse, which results into low employee retention for example when an employee with a high level of education or experience receives the same salary as a new, less educated employee, one may perceive it as inequality and is most likely to leave the organization. The implication of equity theory for the organizations is that to motivate employees to stay with the organization, it is necessary to ensure a state of equity in the work place by establishing mechanism to deal with perceived inequity situations other wise, organizations may face high absenteeism and turnover.
Conceptual framework

The study’s conceptual framework is based on the model shown in diagram I.

**Independent variables**
- **Remuneration**
  1. Monetary rewards
  2. Non-monetary rewards
- **Work environment**
  1. Social working condition
  2. Job orientation/Induction
  3. Staff relationships
  4. Services
  5. Employee discipline
  6. School policies and regulations
  7. Growth/development opportunities
- **General school management**
  1. Planning
  2. Organizing
  3. Coordinating

**Dependent variable**
- **Staff retention** (Indicators)
  1. Teachers staying
  2. Teachers leaving

**Explanatory variable**
- Age
- Education
- Geographical location
- Experience
- Image of the school

Figure 1: The relationship between factors affecting teachers’ retention

*Source: Adapted from Derick Rollinson (2005)*

The diagram above indicates the conceptual framework. It shows how the researcher perceived the relationships between the variables of the study, as indicated above, the conceptual framework depicted the relationships in the three objectives of the study. Remuneration, conditions of working environment and general school management are shown in the independent variables. Teacher retention is shown as the dependent variable. It is conceptualized that the independent variables may work to improve or worsen teacher retention for example good remuneration, work environment and school management will improve teacher retention and vice versa. However the extraneous variables may moderate any effect that could arise from the independent variables on the dependent variables for example, instead of good remuneration, work environment and
school management improving teacher retention, age, education, geographical location, experience and image of the school may revise the effect to poor teacher retention.

**Review of related literature**

**Introduction**

It is self-evident that without the human factor, profit, wealth creation, enterprise and all the other good things, which make organizations successful, would not occur. This factor is even more important to those organizations, which provide services to the community like hospitals, schools, local authorities (Robinson, 1996). Cuming (1994) points out that human resource is most important resource that an organization has and effective management is essential. The principle underlying human resource management (HRM) is that success is most likely to be achieved if personnel policies and practices clearly and positively contribute to the achievement of corporate objectives and strategic plans.

**The concept of teacher retention**

The word 'retention’ connotes a state where by employees of their own free will decide to work and stay with their organizations. Humans are the core elements of the organization as observed by Beardwell and Holden (1997). As earlier noted teachers are the engine of education system without teachers learners can not be moulded and enhanced to be self reliant and responsible members of the society.

Musaazi (1982) defined retention as the ability of the school system to keep its staff in their jobs and make them want to stay. Accordingly in order to encourage or persuade staff to remain in the school, the school authorities should establish clear staff policy,
clear channel of communication with teachers, encourage teachers’ participation in decision making process, provide facilities and equipment needed by teachers, avoid dictatorship, attend to personal and social needs of teachers as well as assign reasonable duties and teaching load to teachers. In light of this fact, therefore, teachers should be given attention and the necessary provisions for enabling and conducive environment for their retention in schools. Armstrong (1997) and Musaazi, (2005) concur that retention plan should be based on the analysis of why people work, why they leave the organization, and why they choose one employer over another, and that retention plan should address each of the areas in which lack of commitment and dissatisfaction can arise. For example, problems can arise because of uncompetitive, inequitable or unfair pay systems. Sungal (1995) and Musaazi (2005) further agree that the main incentive for retention is adequate salaries in today’s competitive employment market if organizations are to employ and retain the talented staff they need. With such scenario in mind the researcher endeavored to investigate and examine whether remuneration, conditions of working environment and general school management were perceived as factors affecting teacher retention in government secondary schools in Eastern Uganda.

**Remuneration and teacher retention**

The object of any organization is not only to recruit personnel but also to maintain, develop and retain such manpower. Organizations ought to put in place effective manpower retention mechanisms to regain their staff. Organizations should therefore have a sound policy on staff motivation and development as well as putting in place mechanisms that will continuously make the organization attractive. Employees must be well motivated that is must feel materially comfortable such that they can render
wholesome service to their employer hence an attractive remuneration package is indispensable. Remuneration refers to the pay rewards given to individuals for the work done. Evidence suggests that compensation affects teacher retention in general. Several studies have concluded that higher teacher pay increases the likelihood that a person will continue to teach. Hansel, et al (2004) emphasized that attractive packages, which are consistent and promptly remitted, tend to attract and retain staff. Remuneration comprises both financial rewards (fixed and variable pay) and employee benefits. The reward system further incorporates non-financial rewards, recognition, praise, achievement responsibility and person growth.

Armstrong (1996) defines total remuneration as the value of all cash payments (total earnings) and benefits received by employees. Employee benefits also known as indirect pay includes persons’ sick pay, insurance cover and company cars. Remuneration is one of the more difficult aspects of human resources to get right and the degree to which employees use pay as the focus of complaint, dissatisfaction and conflict bears testimony to its importance in creating a successful business, observes financial times (1999). Although these findings are intuitive, researchers have used variety of approaches when measuring compensation. Most of the literature uses a person’s current salary as a measure of teacher compensation. However, researchers have used the earnings of a number of different populations to estimate attractive earnings opportunities for example include women with at least a college degree working full time (Loeb & Pages, 2000) all college graduates (Flyer & Rosien, 1994), and earnings of those who have actually left the teaching profession (Rickman & Parker, 1990). In addition, Murnane & Olsen (1989) use the average starting salary paid by field, while Hanushec & Rivein (1997) simply
include the proportion of non teachers that earn less than teachers do most of these measures have a statistically significant effect (of ranging magnitude) on teacher retention. Only a few researchers have attempted to include measures of expected future earnings in measures of relative compensation. Specifically, Brewer (1996) models the probability that a teacher will eventually become an administrator: Hosken (1999) & Imazeki (2002) model expected wage growth based on current pay tables each of these studies finds that expected future compensation affects teacher retention.

According to Armstrong (1996), organizations like schools should have a retention plan based on an analysis of why people leave. The retention plan should address each of the areas in which lack of commitment and dissatisfaction can arise these would include pay, jobs performance, training, career development, commitment, conflict with managers or headteachers, lacking group cohesion, recruitment, selection promotion and over marketing.

The hazard business review (1999) emphasizes that teachers must come to see pay for what it is; just one element in a set of management practices that can either build or reduce commitment, teamwork and performance. Hence, pay practices should be congruent with other management practices and reinforce rather than oppose their effects. Teachers should be made to see pay in the same way on the whole. When there is poor remuneration, poor conditions of working environment and poor general school management the staff morale is low and retention is impossible when opportunities that are more attractive become available, they quit. However, in Eastern Uganda, no study has been concluded to show the relationship between remuneration and teacher retention.
thus the study was to adopt the various measures of compensation mentioned in the literature and will try to establish how they relate to teacher retention in secondary schools in Eastern Uganda.

**Conditions of working environment and teacher retention**

The Harvard Business Review on Managing People (1999) noted that people seek an enjoyable work environment, one where work is not a four-letter word. The same book reveals that the SAS (Statistical Analysis system) institute had a low turnover in the software industry. Despite its tight labor market employees said there were motivated by SAS’s unique perks plentiful opportunities to work with the latest and most up to date equipment and the ease with which they could move back and forth between being a manager and being an individual contributor. They cited the variety there was in the projects they worked on, how intelligent and nice the people they worked with were, and how much the organization carried for and appreciated them.

There is also a great deal of evidence that working conditions have a large effect on teacher’s retention and it has found out that for any organization, the conditions in which employees work drive their satisfaction and thus increases their chances to stay with the organization (Hosken, 1996). Yet while schools continue to struggle retain their teachers, many struggle to address working conditions, isolating teachers from peers, denying them basic materials, inundating them with non instructional duties, providing them with limited input regarding those design and organization of the school and offering limited opportunity for professional growth and advancement (Hanushek, Kain and Rivkin, 1999).
Research indicated that such conditions are closely related to difficulties in retaining teachers. Keeping Quality Teachers (2000) makes clear that new instructors are most likely to leave because of poor working conditions such as limited induction and monitoring programs, job orientation/induction, staff relationships, services, employee discipline, school policies and regulations, growth/development opportunities, weak administrative support, and a climate that erodes collegiality (Mutually respectful) for the most part.

Schools have the power to fix these problems themselves. Several disparate measures of school or community characteristics have been used as proxies for teachers’ working conditions. Examples include growth in enrollment, spending on special and vocational education, average student achievement scores, percentage of students from low-income families, average property values, unemployment rates, and median incomes (Hosken, 1996; Hanushek, Kain & Rivkin, 1999; Gritz & Theobold, 1996). In general, these effect factors have as significant effect on teacher retention.

A number of authors report that teachers are relatively insensitive to pay changes and that working conditions such as teaching load, class size, availability of teaching and learning resources, location of the school, staff relationship, services, several social status, image of the school, employee discipline and so on are more important to the decision to stay in teaching or to leave. Statically Analysis System (SAS) pays competitive salaries but in an industry in which people have the opportunity to become millionaires through stock options by moving to a competitor, the key to retention is SAS’s culture, not its monetary
rewards. Rather than emphasizing pay, SAS has achieved an unbelievably low turnover rate below 4% in an industry where the norm is closer to 20% by offering intellectually engaging work, a family friendly environment that features to work with fun and interesting people using state of the art equipment.

In addition using data from the State of Texas, for example Hanushek, Kain and Rukin (1999) were able to track moves within districts, as well as across district moves within state. They found that earnings play a small role in such moves, instead teachers tend to move to schools with higher test scores and to schools with demographic mix that matches the teachers’ background. Similarly Lankford Leob and Wicoff (2002) found that schools with better test scores attract teachers with better credentials, when those teachers enter the district and as they move over time within the district, rather than measure specific characterizes and estimate each factor’s effect on retention, others have used school level fixed effect models to control for working conditions. In general, this increases the degree to which researchers are able to explain differences in teacher salaries. This finding is consistent with the importance of working conditions and suggests that, to some extent schools offer higher wages as a compensating differential to make up for unpleasant working conditions (Murnane and Olsen 1989, Loeb and Page, 2000). The study will attempt to explain teacher retention with the help of school level fixed effects models by controlling extraneous factors as depicted in the conceptual framework.
General school management and teacher retention

The scientific management formulated by F. W. Taylor, Stoner and Freeman, 1992 between 1890 - 1930 sought to determine scientifically the best method for performing any task and for selecting training and motivating of workers because the classical organizational theory propounded by Henry Fayol (1841-1925) & Cole 1993) aimed at identifying principles and skills that underlie effective management. This model emphasized that for any organization to be successful its governing organs must play their roles in a manner that promotes the realization of the common goals of the organization. In respect to this therefore management is a process which enables organizations to set and achieve their objectives by planning, organizing and controlling their resources, including the commitment of their employees. Cole (1996) adds that management can also mean a collection of activities involving planning, organizing, motivating and controlling. In school setting therefore, the head teachers are charged with the responsibility of taking action that will make it possible for individuals to make their best contributions to group objectives.

Musaazi (1982) defined school administration as specifically concerned with pupils, teachers and the rules and regulations and polices that govern the school system. In school administration, the headteacher and staff must see the need of working together as a team for the growth and development of the child. He continues to say that in the school, the headteacher is the key figure in the school and is responsible for planning, organizing, coordinating, motivating the staff and students and managing the school environment. The head teacher should understand that the morale of teachers is affected by both materials and human factors. Material factors include salary, sick leave, medial
care, equipment, supplies and facilities. Teachers who are not paid for two months remain
demoralized as far as teaching is concerned and can even leave the school if such needs
are not met. Thus, school administration affects teacher’s retention in schools.

Headteachers as key figures in the schools plan, organize, coordinate and motivate the
staff to stay in the schools. Musaazi (1982) and Lavie (2002) concur that if the school-
head is an autocratic leader who solves the problem or makes the decision alone without
making consultations with other members of staff, such leadership are often characterized
by a low staff retention.

As Robert and Jane (1964) cited by Maicibi (2005) developed a framework called the
blakemouton managerial grid, which proposes that two fundamental dimensions of
teacher exist for understanding managerial effectiveness. The first one the concern for
people and the other concern for results which implies concern for humanness and
concern for production respectively. Studies by Linda (2001) indicate that the most
striking common factor to emerge as influential on teacher’s morale, job satisfaction and
motivation to stay on is the leadership and management of the institution in which they
serve. Thus, a power biased management where results are emphasized at the expense of
people’s feelings and needs can lead to low staff retention. It is against this literature that
this study was carried out to establish if head teachers in eastern schools consult with
their teachers to offer the kind of leadership and find out nature of their relationship with
teachers, finding how these affected the teachers’ willingness to stay in schools. Inspite
of the good work by above authorities/researchers, none of them has conducted study on
the effect of a general school management on teacher retention in government secondary schools in Eastern Uganda. This inspired the researcher to close this knowledge gap.

**Summary**

This chapter was about the theoretical review and related literature. The theoretical review focused on three theories that could be used to explain teacher retention, which included Maslow’ Hierarchy of Needs, Hezberg’ Motivation Hygiene Theory and Adams’ Equity Theory. These theories cite some factors that affect teacher retention, but in addition these theories have shown that some factors may not be related to teacher retention. Review of related literature showed that remuneration plays a very key role in ensuring that teachers are retained, for instance, the value of cash payments and other benefits received by employees. However, the reviews also emphasised that attraction packages should be consistent and promptly remitted in order to not only attract, but retain staff. Under condition of working environment the reviews showed that teaching load, class size, availability of teaching and learning resources, location of the school, staff relationship, and employee discipline are very important in staff retention. Any deviations from acceptable standards would lead to a reduction in the level of employee retention. In the case of the general school management, review of related literature showed that general school management plays a vital role in the retention of teachers. The reviews indicate in order for any organization to succeed, its governing organs must play their roles in a manner that promotes the realization of the common goals of such an organization. In light of all the above, this study was conducted in order to come up with viable recommendations in order to ensure that key factors identified are utilized in order to improve the level of staff retention.
CHAPTER THREE

METHODOLOGY

Introduction

The chapter describes the research design, study population, sample size, sampling techniques, research instruments and data analysis.

Research design

The study used cross-sectional survey research design. The cross-sectional survey research design was used because the method gathers data from a relatively large number of different categories of respondents at a particular time. According to Mugenda (1999) this design is used when the study is aimed at collecting data from the respondents without the need to make a follow up of the same respondents thus saves time to collect the necessary information when the design is used, data is collected using mainly interviews and questionnaires and is often analyzed using descriptive analysis in survey research, a questionnaire is a basic device in tapping participants attitudes and opinions. Both closed and open form questionnaire (interviews) were used to generate responses and data for analysis of the relationship between the factors being investigated. Both quantitative and qualitative approaches were used.

Study population

The study population comprised of all 318 secondary schools teachers of government secondary schools in the sixteen districts of Eastern Uganda. It consisted of teachers, Head teachers and District Education Officers. The parents population and sample size are illustrated in the tables that follow;
Table 1: Parent population for the study

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Education Officer</td>
<td>16</td>
</tr>
<tr>
<td>Head teachers</td>
<td>318</td>
</tr>
<tr>
<td>Teachers</td>
<td>9162</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9496</strong></td>
</tr>
</tbody>
</table>

Sample size

From the above parent population table 2 shows the sample.

Table 2: Sample size derived from parent population

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Education Officer</td>
<td>6</td>
</tr>
<tr>
<td>Head teachers</td>
<td>42</td>
</tr>
<tr>
<td>Teachers</td>
<td>322</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>370</strong></td>
</tr>
</tbody>
</table>

Sample size

The sample size was selected from 6 districts. In each district seven secondary schools were randomly selected thus giving 42 schools. In each school an average of 30 teachers was taken. The total population under consideration was about 1260 teachers. The researcher used a sample of 322 respondents guided by Krejcie and Morgan’s table for determining sample size from a given population (see Appendix A)
Sampling techniques

Simple random sampling and purposive sampling techniques was used as follows:

Simple random sampling

According to Siegle, (2004) simple random sampling is used in a situation when each respondent has an equal chance of being selected to participate in the study. The researcher therefore used simple random sampling of districts, schools and teachers. Using the list of districts and schools found in the Ministry of Education and Sports districts profile, (2003). This is because random sampling was used in order to avoid bias and also to give all potential respondents equal chance of being chosen of the targeted 16 districts of respondent. In the districts, District Education Officers (DEOs) were targeted and automatically randomly selected by virtue of working in those districts.

Purposive sampling

According to Amin,(2005) purposive sampling is preferred in selecting people holding positions that allow them to be more knowledgeable with issues going in their areas. In that respect therefore the researcher used purposive sampling for selecting key informants like Head teachers, District education officers (DEO’S). This purposive sampling was used because of the specific or particular groups of respondents required in the study.

Data collection methods used

Interview

Interviews guides closed and open ended questions were administered according to the theme of the study to the selected respondents. They were specifically administered to the
42 Head teachers, 6 District education officers, where interviewed with the help of

**Questionnaire survey**

The researchers used self administered questionnaires and were distributed to 322 respondents (teachers) closed and open questionnaires were used basing on the theme of the study

**Research instruments**

Primary data was collected from questionnaires and interview guides. Secondary data was collected from books and journals.

**Questionnaires**

These were designed according to the main theme of the study and administered to selected teachers. These were mainly closed ended questionnaires to the respondents (teachers). The closed ended questionnaires form was advantageous in that it was easy to fill out, saved time and kept respondents (teachers) on subject and relatively objective. The Likert scale is one of the most widely and successfully used techniques to measure attitudes toward a topic by asking respondents to indicate whether they strongly agree, agree, are undecided, disagree or strongly disagree with each of series of statements about the topic.

**Justification for the use of a questionnaire**

**Questionnaire** was used because in survey research the basic instrument used is questionnaire. This instrument can easily tap attitudes and opinions of the respondents
and it was easier for the researcher to collect data using a questionnaire within a reasonable time.

As best and Kahn (1993) put it the questionnaire was fairly easy to tabulate and analyze

**Interview guides**

Interviews guides closed and open ended questions were administered according to the theme of the study to the selected respondents. They were specifically administered to the 42 Head teachers, 6 District education officers, where interviewed with the help of the interview guides.

**Justification for the use interview guides**

Interviews were used because the purpose of interviewing was to find out what was in or on some one’s else’s mind. The open ended interviews helped to access the perspective of the person being interviewed on the other hand as Ary Donald etal (1990) put in the interview guide approach increases the comprehensiveness of the data and makes data collection some how systematic for each respondent. Logical gaps in data can be anticipated and closed. Interviews remain fairly conversational and situational .Both structured and unstructured interviews were used. The structured interview helped to guide the researcher and kept the respondents on the subject. The unstructured interview helped solicit for more in depth information first hand information and opinions were obtained. The interviews helped to enrich the research findings by providing more information not obtained through the questionnaires.
Data Quality Control

Validity and reliability of the research instrument were ensured as follows:

Validity

Validity is concerned with the extent to which an instrument measures what one thinks it is measuring (OSO and Onen, 2005) the instruments were tested for validity to improve the validity of instruments questionnaires examined and assessed by research experts and the supervisor.

The statement or questions, which did not portray the meaning, were scraped off and replaced according to their advice. Colleagues were also used to look critically at the questionnaire and their advice was very useful.

Reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. Reliability of the questionnaire was measure the cronbach method of internal consistency given by the following formula

\[ \alpha = \frac{k}{k-1} \left[ 1 - \frac{\sum SD_i^2}{SD_T^2} \right] \]

\[ \alpha \quad = \quad \text{alpha coefficient} \]

Where \( k \) = number of items in the instrument

\( \sum \) = summation

\( SD_i^2 \) = standard deviation within each item

\( SD_T^2 \) = Total standard deviation
To determine the reliability of the questionnaire, a pilot study was carried out on 24 respondents their responses were entered into the computer. The value of the reliability coefficient was calculated using cronbach’s alpha coefficient. The results of the computation are summarized in table

Table 3: Reliability statistics

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Number (N) of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.914</td>
<td>24</td>
</tr>
</tbody>
</table>

From table, since the value of the alpha coefficient was greater than 0.7 the questionnaire was considered reliable for use in the data collection.

**Research procedure**

An introductory letter was secured from the Dean School of Education and used to collect data from all the selected categories of respondents for self introduction to the respondents. The researcher delivered the questionnaires personally and with help of research assistant after getting permission from school authorities. The instruments were left with the teachers for the time they felt was enough for them to fill in the questionnaire. The questionnaires were duly filled and picked by the researcher. The researcher interviewed some respondents according to their convenience and appointment. The instruments were thereafter collected and compiled for data analysis.

**Data analysis**

Data was analyzed using both quantitative and qualitative techniques as follows;
Quantitative analysis

Data obtained from close-ended responses was analyzed using the descriptive option of SPSS (Statistical package social scientist) computer package. This method was preferred because it is modern, faster and simplifies the analyzing of data. This involved transforming the options to each item in the administered instruments into codes. The codes that were used were “1” “2” “3” “4” and “5” where 1 represented strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 strongly disagree respectively. Data analysis from questionnaires was done by categorizing responses in to frequency counts and percentages. The Pearson’s correlation co-efficient method was used because it was most appropriate for determining whether there is linear relationship between independent variable (IV) and dependent variable (DV) that was quantitative data. Pearson’s product moment correlation was most suitable since it enabled the researcher to identify whether there was a linear relationship between remuneration and teacher retention, conditions of working environment and teacher retention, general school management and teacher retention. Quantitative data results were presented in form of tables and graphs to enhance proper understanding of data while qualitative results were presented in a narrative form.

Qualitative analysis

This was used to analyze all data collected using interview guides and it was done basing on existing sub themes in other words thematic analysis was used. The results were then intergraded into quantitative statistics generated from the questionnaires.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents, analyzes and interprets the findings on factors affecting teacher retention in government-aided secondary schools in Eastern Uganda. It is divided into four key sections. The first section presents findings on retention against which other factors were analyzed, the second section deals with the effects of remuneration on teacher retention; the third section focuses on the effects of conditions of working environment on teacher retention; and the fourth section handles the effect of general school management on teacher retention in government-aided secondary schools in Eastern Uganda.

Teacher retention in government-aided secondary schools in Eastern Uganda

This section explores findings on teacher retention which was investigated using five questions. These questions focused on teachers’ readiness to leave the school, unwillingness to take another form of employment, readiness to continue working, need to be promoted to another position in the school and whether they had applied for other jobs. Findings on teacher retention are presented in Table 4 followed by an analysis and interpretation.
Table 4: Distribution of teachers according to their responses on retention

<table>
<thead>
<tr>
<th>Questions about teacher retention</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am not ready to leave the school soon</td>
<td>(32.9%)</td>
<td>(4.3%)</td>
<td>(62.7%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>2. I am not willing to take another form of employment outside the school</td>
<td>(30.4%)</td>
<td>(2.5%)</td>
<td>(67.0%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>3. I feel I am part of the school and ready to continue working with it</td>
<td>(40.4%)</td>
<td>(2.5%)</td>
<td>(60.2%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>4. I need to be promoted to another position in the school</td>
<td>(36.0%)</td>
<td>(4.3%)</td>
<td>(59.6%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>5. I have not applied for other jobs</td>
<td>(39.7%)</td>
<td>(2.5%)</td>
<td>(57.8%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

Note: Agree includes combined responses of strongly agree and agree, while disagree includes combined responses of strongly disagree and disagree.

According to Table 1, majority of the teachers (62.7%) were interested in leaving the school compared to minority (32.9%) who were not ready to leave the school. This implies that the level of teacher retention in government-aided schools is low. Three key factors, that is, remuneration, conditions of working environment and general school management considered to be responsible for this trend were investigated and they are presented in sections two, three and four of this chapter.

Furthermore, it is revealed that (30.4%) teachers were not willing to take another form of employment outside the school compared to (40.4%) who were willing to take another form of employment outside school. This shows that majority of teachers were willing to take another form of employment outside the school. This implies that generally low retention of teachers in school.

In addition, it is revealed that (40.4%) of the teachers felt they were part of the school and ready to continue working with it compared to (60.2%) who were not. This shows that
most teachers did not feel they were part of the school and ready to continue working with it. This is a clear indication that such teachers are more likely to leave the school at the slightest opportunity implying that the level of teacher retention is low in secondary schools in Eastern Uganda.

It was established that (36.0%) of the teachers needed to be promoted to another position in the school compared to (59.6%) who were not. This shows that majority of the teachers did not want to be promoted to another position in the school. This implies that promotions do not come with improved working conditions or other benefits which affect the capacity of the schools to retain teachers.

Lastly, it was established that (39.7%) teachers agreed that they had not applied for other jobs compared to (57.7%) who had applied for other jobs. This shows that majority of the teachers had applied for other jobs which signifies that teachers were more interested in leaving their work, hence resulting into low retention level.

Majority of the head teachers interviewed noted that the retention capacity of their schools was quite low. This was mostly in schools which had small population of students, performed poorly academically, lacked staff houses, had few teachers, lacked infrastructural facilities like library, laboratory, etc and were located in remote areas among others.

In view of the above responses, the general conclusion showed that teacher retention in government-aided secondary schools in eastern Uganda is still a major problem which
needs to be addressed. Findings showed a high turnover rate among the teachers which implied that the level of teacher retention was quite low in secondary schools in eastern Uganda.

**Effect of remuneration on teacher retention in government-aided secondary schools in eastern Uganda**

This section concentrates on the effect of remuneration on teacher retention in government-aided secondary schools. Four questions were used to explore teacher remuneration in government secondary schools in eastern Uganda. These focused on satisfactory rewards given to teachers, teachers’ happiness with the welfare programme, month adequate salary and teachers’ satisfaction with the fringe benefits. Findings on teacher remuneration are presented in Table 5 followed by an analysis and interpretation.

**Table 5: Distribution of Teachers Respondents by their responses on Remuneration**

<table>
<thead>
<tr>
<th>Questions about teacher remuneration</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The rewards given to me by the school are satisfactory</td>
<td>(22.9%)</td>
<td>(1.2%)</td>
<td>(75.7%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>2. I am happy with my welfare programme in the school</td>
<td>(25.4%)</td>
<td>(1.9%)</td>
<td>(72.6%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>3. My salary is adequate for me to go through the month</td>
<td>(20.4%)</td>
<td>(0.6%)</td>
<td>(78.8%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>4. I am satisfied with the fringe benefits given to me by the school</td>
<td>(24.2%)</td>
<td>(1.2%)</td>
<td>(74.5%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

*Note: Agree includes combined responses of strongly agree and agree, while disagree includes combined responses of strongly disagree and disagree.*

Table 2 illustrates that (22.9%) teachers agreed that the rewards given to them by the school were satisfactory compared to (75.7%) who disagreed. This shows that majority of the teachers were not satisfied with the rewards given to them by the school. This lack
of satisfaction can therefore lead teachers seek for alternative employment or other schools where they can get satisfactory rewards, hence leading to low level of retention of teachers.

It was established that (25.4%) teachers were happy with their welfare programme in the school compared to (72.6%) who were not happy with their welfare programme. This shows that majority of the teachers were not happy with their welfare programme in the school. It is a known fact that lack of satisfactory welfare programme leads to increase in labour turnover.

Findings show that (20.4%) teachers noted that their salary was adequate for them to go through the month compared to (78.8%) who stated that their salary was not enough for them to go through the month. This shows that majority teachers’ salary was not adequate for them to go through the month which means that they have to look for alternative sources of income to supplement their salary and this may lead to increase in labour turnover in cases where alternative sources of income yields higher benefits compared to their salaries.

Results show that (24.2%) teachers were satisfied with the fringe benefits given to them by the school compared to (74.5%) who not. This means that retention of such teachers becomes hard for the school leading to increase in labour turnover. The head teachers interviewed responded when asked ‘Have teachers been leaving the school and where do teachers who leave the school go’. The head teachers responded that some of their staff left the school due to poor remuneration, others left for promotion, retirement, politics
and many others. In general conclusion the above responses showed that majority of the teachers were not satisfied with the fringe benefits given to them by the school.

The study findings on remuneration can be summarized as in Figure 1.

![Pie Chart](image)

**Fig. 2: Teachers’ rating of remuneration**

Findings in Figure 2 indicate that majority of the teachers consider their remuneration to be poor (46.6%) compared to minority who considered their remuneration to be good (11.2%). This implies that many teachers are most likely to leave their work in order to get employment which is more paying compared to teaching.
Thus, from the above presentation, analysis and interpretation, it can be stated that remuneration is a problem to teacher in that for most teachers, the salary was inadequate, the welfare programme was not satisfactory, fringe benefits given to them like transport, packages motivation, allowances, and housing were not satisfactory.

Therefore, the descriptive statistics on teacher remuneration and teacher retention show a pattern that is likely to relate to poor teacher remuneration and low teacher retention. Thus, these findings were subjected to correlation analysis to test the following hypothesis:

**Hypothesis 1:** *There is no a relationship between teacher’s remuneration and teacher retention in schools in Eastern Uganda*

The hypothesis was verified using Pearson correlation. The study variable, remuneration and for retention were measured basing on the scores assigned to the different responses of the individual respondent. The researcher computed the total value of these scores in order to measure and relate the two variables using Pearson correlation techniques with results are presented in Table 3. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between teacher remuneration and teacher retention. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (teacher remuneration and teacher retention). The significance of the correlation coefficient (p) was used to test the hypothesis that “*There is no a relationship between teacher’s remuneration and teacher retention in schools in Eastern Uganda*”. Findings are presented in Table 6 followed by the analysis and interpretation.
Table 6: Correlation between teacher remuneration and teacher retention

<table>
<thead>
<tr>
<th></th>
<th>Teacher retention</th>
<th>Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher retention</td>
<td>$r = 1.000$</td>
<td>$r = 0.789^{(**)}$</td>
</tr>
<tr>
<td></td>
<td>$p = .000$</td>
<td>$p = .000$</td>
</tr>
<tr>
<td></td>
<td>$n = 322$</td>
<td>$n = 322$</td>
</tr>
<tr>
<td>Remuneration</td>
<td>$r = 0.789^{(**)}$</td>
<td>$r = 1.000$</td>
</tr>
<tr>
<td></td>
<td>$p = .000$</td>
<td>$p = .000$</td>
</tr>
<tr>
<td></td>
<td>$n = 322$</td>
<td>$n = 322$</td>
</tr>
<tr>
<td>Coefficient of determination</td>
<td>$r^2 = .623$</td>
<td></td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).

Table 3 show that there is a strong positive correlation ($r = 0.789$) between teacher remuneration and teacher retention. This finding was subjected to verification to test the hypothesis “There is no a relationship between teacher’s remuneration and teacher retention in schools in Eastern Uganda” by comparing the significance of the correlation ($p = .000$) to the recommended significance at 0.01. Given that the p value was less than 0.01, the null was rejected and the research hypothesis was accepted and it was concluded that there is a strong positive relationship between teacher remuneration and teacher retention. Interpreting the strong nature of the relationship, the findings show that a change in teacher remuneration is related to a considerable change in teacher retention. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better teacher remuneration is related to high teacher retention, and poor teacher remuneration is related to low teacher retention. Since the correlation coefficient does not determine how much an independent variable account for a change in the dependent variable, a further analysis using the coefficient of determination, which is the square of the correlation coefficient, is computed. Thus, the
coefficient of determination \( (r^2) = .623 \) when expressed in percentage shows that teacher remuneration accounts for 62.3% change teacher retention, thus is a big change.

**Effect of conditions of working environment on teacher retention in government-aided secondary schools in eastern Uganda**

This section handles effect of conditions of working environment on teacher retention in government-aided secondary schools in eastern Uganda. The study used seven questions to explore the conditions of working environment in government-aided secondary schools in Eastern Uganda. These questions focused on teachers’ relating with peers and workmates, being oriented/inducted in their job, enjoyment of their work tasks, job security, satisfaction with school caring for their needs, satisfaction with disciplinary procedure and satisfaction with policies and regulations in the school. Findings on teacher working conditions are presented in Table 7 followed by an analysis and interpretation.

**Table 7: Distribution of Teachers respondent by the responses on conditions of work environment**

<table>
<thead>
<tr>
<th>Questions about teachers' working conditions</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I relate to all my peers and workmates very well</td>
<td>(47.2%)</td>
<td>(1.2%)</td>
<td>(51.6%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>2. I was oriented/inducted in my job when I joined the school</td>
<td>(40.9%)</td>
<td>(1.2%)</td>
<td>(57.8%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>3. I enjoy my work tasks in my current job</td>
<td>(36.7%)</td>
<td>(1.9%)</td>
<td>(61.4%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>4. My job is guaranteed for as long as I want to remain in the school</td>
<td>(62.7%)</td>
<td>(1.2%)</td>
<td>(36.0%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>5. I feel the school cares for my needs appropriately</td>
<td>(23.6%)</td>
<td>(1.9%)</td>
<td>(74.5%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>6. The disciplinary procedure in the school is acceptable to me</td>
<td>(34.7%)</td>
<td>(3.1%)</td>
<td>(62.1%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>7. The policies and regulations in the school are favorable and adequate</td>
<td>(31.7%)</td>
<td>(2.5%)</td>
<td>(65.8%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

Note: Agree includes combined responses of strongly agree and agree, while disagree includes combined responses of strongly disagree and disagree.
Results Table 7 indicate that (47.2%) teachers stated that they related to all their peers and workmates very well compared to (51.6%) who were not relating well. This shows that majority teachers did not relate very well with their peers and workmate. This makes the work environment appear to be hostile and teachers may decide to level such schools leading to low teacher retention.

It was established that (40.9%) teachers were oriented/inducted in their job when they joined the school compared to (57.8%) who were not. This shows that majority of the teachers were not oriented/inducted in their job when they joined the school. This affects teacher retention negatively since they may not get a good understanding of their work place before they start working which would make them to make costly mistakes that can affect their peaceful stay in the work place.

The study findings show that (36.7%) teachers were enjoying their work tasks in their current job compared to (61.4%) who were not. This shows that majority of the teachers did not enjoy their work tasks in their current job. This definitely points to lack of job satisfaction which is partly responsible for increase in labour turnover in most jobs including teaching in government-aided secondary schools.

Results indicate that teachers (62.7%) believed that their job was guaranteed for as long as they wanted to remain in the school compared to (36.0%) who were not convinced about their job security. This shows that majority of the teachers’ jobs were guaranteed as long as they wanted to remain in the school. This implies that with improved working
conditions teachers would be more likely to remain in their profession given the existence of job security.

The study findings showed that (23.6%) teachers felt that the school cared for their needs appropriately compared to (74.5%) who felt that the school did not care for their needs appropriately. This shows that majority of the teachers felt the school had not cared for their needs appropriately. This kind of dissatisfaction implies that the teachers can leave the school, hence leading to low level of teacher retention.

It was established that (34.7%) teachers considered the disciplinary procedure in the school to be acceptable to them compared to (62.1%) who were consider the disciplinary procedures to be unacceptable. in view of the above responses the general conclusion indicated that most teachers were not satisfied with the disciplinary procedure in the school and such kind of dissatisfaction breeds dislike for the entire system which can lead to increase in labour turnover.

The study findings show that (31.7%) teachers noted that the policies and regulations in the school are favorable and adequate compared to (65.8%) who stated that the policies and regulations in the school are neither favorable nor adequate. The six Districts Education Officers interviewed noted that the teachers left their area due to poor conditions of workings environment in schools. This shows that majority of the teachers were not satisfied with the policies and regulations in the school, disciplinary procedures in the school, lack of orientation workshops for teachers. This can lead to rebellion against the system which affects retention of the teachers.
Results on the overall rating of the working environment by teachers are as presented in Figure 3.

**Fig. 3: Teachers’ rating of the conditions of working environment**

Results in Figure 3 illustrate that for majority (45.9%) of the teachers stated that their conditions of the working environment are unfavourable compared to minority (16.8%) who stated that conditions of their working environment are favourable. This is a recipe for teachers leaving the school signifying a possibility of increased labour turnover.

In summary, the interpretation of the findings is that teachers’ working environment in most secondary schools in Eastern Uganda is poor. These findings draw similarities to
earlier findings of the descriptive statistics about poor teacher retention in government–aided secondary schools in eastern Uganda. Thus, these findings were subjected to correlation analysis to test the following hypothesis:

**Hypothesis 2: There is no a relationship between conditions of working environment and teacher retention in Eastern Uganda**

The hypothesis was verified using Pearson correlation. To interpret the correlation findings, the correlation coefficient \( r \) was used to determine the strength of the relationship between teacher conditions of working environment and teacher retention. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (teacher conditions of working environment and teacher retention). The significance of the correlation coefficient \( p \) was used to test the hypothesis that “There is no a relationship between conditions of working environment and teacher retention in Eastern Uganda”. Findings are presented in Table 5 followed by the analysis and interpretation.
Table 8: Correlation between teacher conditions of working environment and teacher retention

<table>
<thead>
<tr>
<th>Teacher conditions of working environment</th>
<th>Teacher retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher retention</td>
<td>r = 1.000</td>
</tr>
<tr>
<td></td>
<td>p = .</td>
</tr>
<tr>
<td></td>
<td>n = 322</td>
</tr>
<tr>
<td>Teacher conditions of working environment</td>
<td>r = .827(**)</td>
</tr>
<tr>
<td></td>
<td>p = .000</td>
</tr>
<tr>
<td></td>
<td>n = 322</td>
</tr>
<tr>
<td>Coefficient of determination</td>
<td>r² = .684</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**

Table 5 show a very strong positive correlation (r = 0.827) between teacher conditions of working environment and teacher retention. This finding was subjected to verification to test the hypothesis “Poor teacher’s conditions of working environment lowers teacher retention in schools in Eastern Uganda” by comparing the significance of the correlation (p = .000) to the recommended significance at 0.01. Given that the p value was less than 0.01, the null hypothesis was rejected and the research hypothesis was accepted and it was concluded that there was a very strong positive relationship between teacher conditions of working environment and teacher retention. Interpreting the very strong nature of the relationship, the findings show that a change in teacher conditions of working environment is related to a very considerable change in teacher retention. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better teacher conditions of working environment is related to high teacher retention, and poor teacher conditions of working environment is related to low teacher retention. Since the correlation coefficient does not determine how much an independent variable account for a change in the dependent variable, a further analysis using the coefficient of determination, which is the square of the correlation coefficient,
is computed. Thus, the coefficient of determination \( (r^2) = 0.684 \) when expressed in percentage shows that teacher conditions of working environment accounts for 68.4% change teacher retention, which is a big change.

**Effect of general school management on teacher retention in government-aided secondary schools in eastern Uganda**

This section deals with the effect of general school management on teacher retention in government-aided secondary schools. The investigation was carried out through the use of eight questions about general school management in government secondary schools in Eastern Uganda. These questions focused on delegating work, training, opportunities to try out duties, promotion, consulting, meetings, and decision-making. Findings on teacher working conditions are presented in Table 6 followed by an analysis and interpretation.

**Table 9: Distribution of Teacher respondents by their responses on general school management**

<table>
<thead>
<tr>
<th>Questions about general school management</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The administration sometimes delegates some work to me</td>
<td>(47.2%)</td>
<td>(0%)</td>
<td>(52.8%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>The administration has offered me training on a number of occasions</td>
<td>(6.2%)</td>
<td>(28.6%)</td>
<td>(65.2%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>The administration has given me a number of opportunities to try out duties related to my job</td>
<td>(6.8%)</td>
<td>(31.1%)</td>
<td>(62.1%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>I have had a chance for promotion since I joined the school</td>
<td>(4.3%)</td>
<td>(26.7%)</td>
<td>(68.9%)</td>
<td>(105%)</td>
</tr>
<tr>
<td>Management in the school consults me on all important decisions</td>
<td>(6.8%)</td>
<td>(19.3%)</td>
<td>(73.3%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>I am often involved in important meetings to decide on vital issues</td>
<td>(4.9%)</td>
<td>(26.1%)</td>
<td>(68.9%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>The administration consults me on all matters before taking a final decision</td>
<td>(3.7%)</td>
<td>(21.1%)</td>
<td>(75.2%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>I am not allowed to take any decision before I consult all those affected</td>
<td>(11.2%)</td>
<td>(28%)</td>
<td>(60.8%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

*Note: Agree includes combined responses of strongly agree and agree, while disagree includes combined responses of strongly disagree and disagree.*
Findings in Table 6 indicate that (47.2%) teachers stated that the administration sometimes delegates some work to them compared to (52.8%) who were not getting work delegated to them by the administration. This shows that for majority of the teachers, the administration did not sometimes delegates some work to them. This implies that such teachers may not feel sideline by the administrators and this can result into leaving the school, hence leading to low teacher retention.

It was established that (6.2%) teachers pointed out that the administration has offered them training on a number of occasions compared to (65.2%) who not been offered training. This shows that for majority of the teachers, the administration had not offered them training on a number of occasions. This essential implies that teachers may opt to train on their own in areas which they feel is good for their personal development and not necessarily in the interest of the school. Therefore, such teachers can decide to train in other areas and leave the school leading to a decline in teacher retention.

Results show that (6.2%) teachers noted that the administration has given them a number of opportunities to try out duties related to their job compared to (65.2%) who had not received opportunities to try out duties related to their jobs. This shows that for majority of the teachers, the administration had not given them a number of opportunities to try out duties related to their job. It should be noted that doing the same work over and over again without changes may breed boredom and loss of interest in that particular work and this can lead to decline in retention.
It was established that (4.3%) teachers stated that they had a chance for promotion since they joined the school compared to (68.2%) who were believed that they didn’t have any chance for promotion. This shows that for majority of the teachers, they did not have a chance for promotion since they joined the school. Without promotion in sight, teachers may opt to shift to another profession where they can be able to progress, hence leading to low teacher retention.

Findings show that (6.8%) teachers stated that management in the school consults them on all important decisions compared to (73.3%) who were not being consulted by management in the school on all important decisions. This shows that management in the school did not consult majority of the teachers on all important decisions. This implies that teachers may feel that they are not being valued by management which can lead to dissatisfaction which may also result leaving work.

It was established that (4.9%) teachers stated that they were often involved in important meetings to decide on vital issues, while (68.9%) were not involved in important meetings to decide on vital issues. This shows that for majority of the teachers were not often involved in important meetings to decide on vital issues. This signifies the fact that teachers are not made to feel part and parcel of the school system and this weakness may result into low teacher retention.

It is shown that (3.7%) teachers noted that the administration consults them on all matters before taking a final decision compared to (75.2%) whom the administration
does not consult on all matters before taking a final decision. This shows that the administration did not consult majority of the teachers on all matters before taking a final decision. This implies that teachers feel isolated and may find it hard to operate under the supervisor of the school administrators. This can result into leaving the school by the teachers, hence leading to low teacher retention.

It is revealed that (11.2%) teachers stated that they were not allowed to take any decision before they consult all those affected compared to (60.8%) who were allowed to take any decision before they consult all those affected. This shows that majority of the teachers were allowed to take any decision before they consult all those affected. This kind of independence implies that the teacher would have stronger interest in doing the work which would encourage them to remain in the profession. In addition to that the head teachers and the District Education Officers interviewed observed that there was poor school general management in some schools. As teachers were not delegated work, had no chance for promotion, did not participate in decision making. In general conclusion therefore responses showed that general school management was poor in some schools in eastern Uganda. However, this has to be support by other factors such as good pay, job security, good working environment and others.
The findings from general school management are as presented in Figure 4.

![Pie chart showing teacher ratings of school management](image)

**Figure 4: Teachers’ rating of general school management**

Results in Figure 4 illustrate that majority of the teachers (39.75%) rated the general school management as poor compared to minority (21.12%) who rated the general school management as good. Thus, the teachers are dissatisfied with general management of their schools which implies that they are more likely to leave such schools, hence low teacher retention.

In a nutshell, the interpretation of the findings is that general school management in most secondary schools in Eastern Uganda is poor. These findings draw similarities to earlier findings of the descriptive statistics about poor teacher retention in government
secondary schools in eastern Uganda. Thus, these findings were subjected to correlation analysis to test the following hypothesis:

**Hypothesis 3:** There is no a relationship between general school management and teacher retention in schools in Eastern Uganda

The hypothesis was verified using Pearson correlation. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between general school management and teacher retention. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (general school management and teacher retention). The significance of the correlation coefficient (p) was used to test the hypothesis that “There is no a relationship between general school management and teacher retention in schools in Eastern Uganda”. Findings are presented in Table 7 followed by the analysis and interpretation.

**Table 10: Correlation between general school management and teacher retention**

<table>
<thead>
<tr>
<th></th>
<th>Teacher retention</th>
<th>General School Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher retention</td>
<td>r = 1.000</td>
<td>r = .824(**)</td>
</tr>
<tr>
<td></td>
<td>p = .</td>
<td>p = .000</td>
</tr>
<tr>
<td></td>
<td>n = 322</td>
<td>n = 322</td>
</tr>
<tr>
<td>General School Management</td>
<td>r = .824(**)</td>
<td>r = 1.000</td>
</tr>
<tr>
<td></td>
<td>p = .000</td>
<td>p = .</td>
</tr>
<tr>
<td></td>
<td>n = 322</td>
<td>n = 322</td>
</tr>
<tr>
<td>Coefficient of determination</td>
<td>r2 = .678</td>
<td></td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**
Table 10 show a very strong positive correlation ($r = 0.824$) between general school management and teacher retention. This finding was subjected to verification to test the hypothesis “There is no a relationship between general school management and teacher retention in schools in Eastern Uganda” by comparing the significance of the correlation ($p = .000$) to the recommended significance at 0.05. Given that the $p$ value was less than 0.05, the null hypothesis was rejected and the research hypothesis was accepted and it was concluded that there was a very strong positive relationship between general school management and teacher retention. Interpreting the very strong nature of the relationship, the findings show that a change in general school management is related to a very considerable change in teacher retention. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better general school management is related to more teacher retention, and vice versa. Since the correlation coefficient does not determine how much an independent variable account for a change in the dependent variable, a further analysis using the coefficient of determination, which is the square of the correlation coefficient, is computed. Thus, the coefficient of determination ($r^2 = .678$) when expressed in percentage shows that general school management accounts for (67.8%) change teacher retention, which is a big change.
CHAPTER FIVE
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the discussion, conclusions and recommendations. It is divided into three sections. The first section presents the discussion according to the objectives of the study, the objectives were to establish the effect of remuneration on teacher retention, the effects of conditions of working environment on teacher retention and to find out the effects of general school management on teacher retention in government-aided secondary schools in eastern Uganda. The second section contains conclusions which were done with reference from objectives, relevant literature and the findings as presented in chapter four and the third section entails the recommendations.

Discussion

Effect of teacher remuneration on teacher retention in government-aided secondary schools in eastern Uganda

There was a strong positive relationship between teacher remuneration and teacher retention whereby a change in teacher remuneration was related to a considerable change in teacher retention where better teacher remuneration was related to high teacher retention and poor teacher remuneration was related to low teacher retention. In particular, the study established that majority of the teachers were ready to leave the school soon and were willing to take another form of employment outside the school. This could be attributed to the fact that majority of the teachers stated that their salary
was not adequate for them to go through the month, and were not satisfied with the fringe benefits given to them by the school.

These findings support Abraham Maslow’s (1959) hierarchy of needs theory, which explains that low staff retention in the organization can arise when the individual’s needs are satisfied. The findings of this study show that if teachers’ needs are not met by the schools, then the teachers will leave the schools for something else that can meet their needs. Basing on Abraham Maslow’s (1959) hierarchy of needs theory, findings of this study show that safety needs, which include poor pay, contributed to low teacher retention in secondary schools in Eastern Uganda. In addition, safety needs, security needs, which included job insecurity, contributed to low teacher retention in secondary schools in Eastern Uganda. Thus, these findings show that lower level needs as categorized by Abraham Maslow’s (1959) are responsible for the low teacher retention in secondary schools in Eastern Uganda.

The study findings support Adams (1965) who used the equity theory to explain teacher retention showed that employees’ perceptions of a working situation in terms of how fairly they are treated compared with others influence their level of motivation. This is evident in the findings regarding teachers’ dissatisfaction with the remuneration given to them by the school and their willingness to take on another job outside the school, which the teachers can get better remuneration. Thus, the findings of this study like Adams (1965) show that motivation is a consequence of perceived inequity, which lowers teacher retention. The findings showed that most teachers were willing to leave their schools because they believed that their treatment was not fair and equitable.
The findings of this study thus concur with research evidence, which showed that compensation affects teacher retention and especially that higher teacher pay increases the likelihood to continue to teach. For instance, the findings support Hansel, et al (2004) who emphasized that attractive packages, which are consistent and promptly remitted, tend to attract and retain staff.

Effect of conditions of working environment on teacher retention in government-aided secondary schools in eastern Uganda

There was a very strong positive relationship between teacher conditions of working environment and teacher retention whereby better teacher conditions of working environment is related to high teacher retention and poor teacher conditions of working environment is related to low teacher retention. In particular, the study established that majority of the teachers were ready to leave the school soon, were willing to take another form of employment outside the school, did not feel they were part of the school and ready to continue working with it, did not want to be promoted to another position in the school and had applied for other jobs. This was because majority of the teachers did not relate to all their peers and workmates very well, were not oriented/inducted in their job, did not enjoy their work tasks, their jobs were not guaranteed, felt the school had not cared for their needs appropriately, were not satisfied with the school disciplinary procedure, policies and regulations.

These findings support Fredrick Herzberg (in Bartol & Martin 1993) who observed factors in the work environment that caused satisfaction and dissatisfaction among the
workers. Basing on Abraham Maslow’s (1959) hierarchy of needs theory, findings of this study show that safety needs, which included job insecurity, contributed to low teacher retention in secondary schools in Eastern Uganda. In addition, belongingness needs such as not relating well with co-workers/peers, contributed to low teacher retention in secondary schools in Eastern Uganda. This emphasizes the importance of social needs (needs for interaction with other people or a need for belongingness) to be an important factor for teacher retention in secondary schools in Eastern Uganda. Thus, like in the previous section, these findings show that lower level needs as categorized by Abraham Maslow’s (1959) are responsible for the low teacher retention in secondary schools in Eastern Uganda.

Basing on Herzberg’s theory, the findings showed that hygiene factors such as unsafe working conditions, poor salary and job insecurity caused teachers to be dissatisfied with their job and hence low teacher retention. The findings concur with the Harvard Business Review on Managing People (1999), which noted that people seek an enjoyable work environment. In addition, the findings of this study support Hosken (1996) who provided evidence that working conditions have a large effect on teacher’s retention. The findings also support Keeping Quality Teachers (2000), which made clear that new instructors are most likely to leave because of poor working conditions such as limited induction and monitoring programs, lack of job orientation/induction, staff relationships, school policies and regulations, and lack of growth/development opportunities.
Effect of general school management on teacher retention in government-aided secondary schools in eastern Uganda

There was a very strong positive relationship between general school management and teacher retention whereby better general school management was related to high teacher retention and better general school management was related to more teacher retention. In particular, the study established that majority of the teachers were ready to leave the school soon, were willing to take another form of employment outside the school, did not feel they were part of the school and ready to continue working with it, did not want to be promoted to another position in the school and had applied for other jobs. This was because for most for teachers, the administration did not sometimes delegates some work to them, had not offered them training on a number of occasions, had not given them a number of opportunities to try out duties, did not give them a chance for promotion, did not consult them on all important decisions, did not often involve in important meetings and did not consult them on all matters.

These findings support Herzberg in that they showed that hygiene factors such as school policy contributed to low teacher retention in secondary schools in Eastern Uganda. In addition, the findings of this study support Sergiovanni cited in Nwankwo (1982) and Cheptoe (2002) given that they showed that poor/bad school policy contributed to low teacher retention in secondary schools in Eastern Uganda.

The findings support Adams’ (1965) equity theory as an explanation to low staff retention in that they showed unfair treatment in terms of administration’s failure to: delegates some work to teachers, offer teachers training on a number of occasions, give
teachers a number of opportunities to try out duties, promote teachers, and consult them on all important decisions. The findings support Galbaith (2000) who emphasized that an organization’s ability to put in place philosophies, systems, strategies and action plans to meet retention challenges will determine its future success in retaining its staff.

The findings of this study concur with Musaazi (1982) and Lavie (2002) who observed that if the school-head is an autocratic leader who solves the problem or makes the decision alone without making consultations with other members of staff, such leadership are often characterized by a low staff retention.

**Conclusions**

1. There was a strong positive relationship between teacher remuneration and teacher retention whereby a change in teacher remuneration was related to a considerable change in teacher retention where better teacher remuneration was related to more teacher retention, and vice versa.

2. There was a very strong positive relationship between teacher conditions of working environment and teacher retention whereby better teacher conditions of working environment is related to more teacher retention, and vice versa.

3. There was a very strong positive relationship between general school management and teacher retention whereby better general school management was related to more teacher retention, and vice versa.
In view of the findings the study concludes that the managers, education stakeholders and head teachers should put more emphasis on the welfare, good remuneration of teachers, improve on working conditions, and general school management of the schools if they are to retain the teaching staff in eastern region. Thus could deter teachers from leaving schools.

**Recommendations**

Schools should give adequate and timely remuneration and fringe benefits to teachers if they are to retain their teachers. This can be achieved by lobbying government to increasing funding of the school, organizing fundraising activities, lobbying local and international organization to provide financial assistance to schools, creating income-generating projects for schools.

Schools should take into consideration the maintenance (hygiene) factors that are necessary to avoid dissatisfaction among teachers and the motivators that contribute to teachers’ job satisfaction if they are to retain their teachers. This can be achieved by encouraging teachers to relate to all their peers and workmates very well, conducting teacher orientation/induction in their job, facilitating teachers to enjoy their work tasks, guaranteeing teachers’ jobs, the school caring for teachers needs appropriately, improving the school disciplinary procedure, policies and regulations.

Schools should ensure that teachers are treated fairly with in the school and in relation to employees of other organizations if they are to retain their teachers. They can achieve this
by motivating teachers to stay with the school by establishing mechanism to deal with perceived inequity situations.

Ministry of education and sports should ensure that teachers are recruited and retained in schools by government increasing remuneration, improving conditions of working environment and ensure schools are managed by competent manpower.
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Imazeki, J. (2002). *Teacher Salaries and Teacher Attrition: How Much is Enough?*


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Appendix A: Questionnaire for teacher

Dear respondent, this questionnaire is intended to facilitate a study on factors affecting retention of government-aided secondary school teachers in Eastern Uganda. I request you to please spare a few minutes of your valuable time and fill it. The information you provide will be treated confidentiality and shall be used for research purposes only. You may not put your name on the questionnaire.

Instruction

Please use the rating scale 1-5 as provided below to select an opinion that you most agree with on each of the aspects. Tick (√) or circle the appropriate number.


SECTION A: STAFF RETENTION

1. I am ready to leave the school soon 1 2 3 4 5
2. I am not willing to take another form of employment outside the school 1 2 3 4 5
3. I feel I am part of the school and ready to continue working with it 1 2 3 4 5
4. I need to be promoted to another position in the school 1 2 3 4 5
5. I have applied for other jobs on a number of occasions 1 2 3 4 5

SECTION B: FACTORS AFFECTING STAFF RETENTION

Remuneration

1. The rewards given to me by the school are satisfactory 1 2 3 4 5
2. I am happy with my welfare programme in the school 1 2 3 4 5
3. My salary is adequate for me to go through the month 1 2 3 4 5
4. I am satisfied with the fringe benefits given to me by the school 1 2 3 4 5

Work environment

1. I relate to all my peers and workmates very well 1 2 3 4 5
2. I was oriented/inducted in my job when I joined the school 1 2 3 4 5
3. I enjoy my work tasks in my current job 1 2 3 4 5
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<td>4.</td>
<td>My job is guaranteed for as long as I want to remain in the</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td></td>
<td>school</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
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<tr>
<td>5.</td>
<td>I feel the school cares for my needs appropriately</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>6.</td>
<td>The disciplinary procedure in the school is acceptable to me</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>7.</td>
<td>The policies and regulations in the school are favorable and</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>adequate</td>
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**General school management**

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<td>The administration sometimes gives me some work to help</td>
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<td>2</td>
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<td>2.</td>
<td>The administration has offered me training on a number of</td>
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<td>3.</td>
<td>The administration has given me a number of opportunities to</td>
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<td></td>
<td>try out duties related to my job</td>
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<tr>
<td>4.</td>
<td>I have had a chance for promotion since I joined the school</td>
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<td>2</td>
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<td>5.</td>
<td>Management in the school consults me on important decisions</td>
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<td>2</td>
<td>3</td>
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<td>6.</td>
<td>I am often involved in important meetings to decide on vital</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td></td>
<td>issues</td>
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<td></td>
<td>5</td>
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<tr>
<td>7.</td>
<td>The administration consults me on matters before taking a</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td></td>
<td>final decision</td>
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<td>8.</td>
<td>I am allowed to take any decision before I consult all those</td>
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Thanks for your cooperation
Appendix B: Interview guide for DEOs

Kindly provide your opinion on each of the issues as objectively as possible.

1. Have teachers been leaving schools in your area? (For the interviewer, if the interviewee responds with a “No” that will be the end of the interview)

2. If yes to Question 5, where do teachers who leave the schools go to or do?

3. If yes to Question 5, how would you describe the rate of teachers leaving in terms of low, average or high? What would you be meaning by your description?

4. If yes to Question 5, could the leaving be due to remuneration at the school? If yes, briefly explain?

5. If yes to Question 5, could the leaving be due to working environment at the school? If yes, explain how or why?

6. If yes to Question 5, could the leaving be due to general school management at the school? If yes, which one are they?

Thank you
Appendix C: Interview guide for headteachers

Kindly provide your opinion on each of the issues as objectively as possible.

7. Sex of the respondent

8. Level of Educational Qualifications

9. Age bracket of respondent
   1) Below 30 years
   2) Between 30 – 40 years
   3) Between 40 – 50 years
   4) Above 50 years

10. Number of years you have been in the school
   1) Less than 5 years
   2) 5 – 10 years
   1) 10 – 15 years
   2) Above 15 years

Section B

11. Have teachers been leaving the school? (For the interviewer, if the interviewee responds with a “No” that will be the end of the interview)

12. If yes to Question 5, where do teachers who left the school go to or do?

13. If yes to Question 5, how would you describe the rate of teachers leaving in terms of low, average or high? What would you be meaning by your description?

14. If yes to Question 5, could the leaving be due to remuneration at the school? If yes, briefly explain?

15. If yes to Question 5, could the leaving be due to working environment at the school? If yes, explain how or why?

16. If yes to Question 5, could the leaving be due to general school management at the school? If yes, which one are they?

Thank you
Appendix D: Sample Sizes (S) Required For the Given Population Sizes (N)

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Appendix E: List of schools

Ngora High School
Ngora Girl's Secondary School
Nyero High School
Kobuin Seed Secondary School
Ongino Secondary School
Kidongole Seed School
Bukedia Secondary School
St. Theresa Okunguro Secondary School
Nkoma High School
Mbale High School
Konguga Secondary School
Wiggins Secondary School
Pigire Seed School
Kamodi Secondary School
Mbale Secondary School
Nabumali High School
Nkoma High School
Nabumali Secondary School
Budadiri Secondary School
Tororo Girls Secondary School
St. Peters College Tororo
Rock High Tororo
Soroti Secondary School
Teso College Aloet
Kidetok Girls Secondary School
Serere Secondary School
Amuria Secondary School
St.Franics Acumet Secondary School
St.Peter's Secondary School Acowa
Kaplegbyong Secondary School
Dakabela Comprehensive School School
Malera S.S
Mukura Memorial Secondary School
Busiu Secondary School
Bubulo Girls Secondary School
Manjasi High School Kachoga
Kamokoli Mixed School
Kisoko High School
Asinge Secondary School
Ojetengang Seed School
St.Paul's College Mbale
APPENDIX F: A MAP OF UGANDA SHOWING THE LOCATION OF EASTERN UGANDA
APPENDIX G: A MAP OF EASTERN UGANDA SHOWING THE STUDY DISTRICTS
Date: ..........................

TO WHOM IT MAY CONCERN

Mr./Mrs./Ms./Rev./Fr. .................................................................

Is our Ph.D, M.A. (Educational Policy Planning)/M.A. (Ed.Mgt.)/M.Sc. (HRM)/ M.Ed. (ICT) Degree student who is collecting data for his/her Dissertation titled:

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We shall be grateful if you could render assistance to him/her in collecting the necessary data for his/her Dissertation.

Thank you in advance for your assistance.

Assoc. Prof. C.M. Ssebbunga
Dean, School of Education

MAKERERE UNIVERSITY
SCHOOL OF EDUCATION

22 JAN 2008
DEAN'S OFFICE