

EXTRINSIC MOTIVATION AND STAFF RETENTION AMONG GOVERNMENT AIDED  
SECONDARY SCHOOL TEACHERS, IN IBANDA NORTH CONSTITUENCY, IBANDA  
DISTRICT.

MEDARD NINSIIMA

17/U/14553/GMED/PE

A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY GRADUATE SCHOOL  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT  
OF KYAMBOGO UNIVERSITY

November 2019

## DECLARATION

I, **Medard Ninsiima**, do hereby declare that this work titled “**Extrinsic motivation and staff retention among Government Aided Secondary school teachers in Ibanda North Constituency Ibanda District**”, is my own word/study and has never been submitted to any University or other institution for any award.

Signed:  .....

Date: 13/Nov/2019 .....

**Medard Ninsiima**

**17/U/14553/GMED/PE**

## APPROVAL

This research Report by **Medard Ninsiima** titled “**Extrinsic motivation and staff retention among secondary school teachers in Ibanda North Constituency Ibanda District**” was done under our supervision. It is ready for submission for examination as prerequisite for the award of the Degree of Masters of Education in Policy, Planning and Management of Kyambogo University.

**Dr. Owino Philip**

Signed: .....*Philip*.....

Date: .....*13/11/2019*.....

**Dr. Naluwemba Frances**

Signed: .....*Naluwemba*.....

Date: .....*18/11/2019*.....

## **DEDICATION**

This research is dedicated to my family most especially my wife Mrs. Kiconco Miria, and my children Jireh, Joneese, Jeremiah and Joreen for the great support they have given me during this journey of study. Special thanks go to Rev. Dr. Medadi Birungi for challenging me to pursue further studies “when I still have time”; Mr. Lutakome Ephraim the Director of Studies and Mr. Twinomujuni Josephat the director of Model High School Kampala who allowed me to pursue further studies.

May God’s blessings fall on you Mum Mrs. Twinomugisha Jeneransi for all the support that you have given me. Thanks for bringing me up in the right path that even as I grow up, I cannot dare divert.

Special thanks also goes to the entire Twinomugisha’s Family for the support they rendered to me in my earlier education. I will forever cherish you. My brothers, sisters and cousins, you mean a lot to me.

## **ACKNOWLEDGEMENT**

I am grateful to the Almighty God for having enabled me to complete this research work. This work has not been easy but with his guidance, it has been rendered possible.

I would like to express my sincere appreciation to my supervisors Dr. Lawrence Kalule and Dr. Owino Philip whose patience, guidance and encouragement have made me succeed in completing this work.

I am equally grateful to the role played by my lecturers who did what they could to enable me complete my course successfully.

I would also like to take this opportunity to thank the staff of Government aided secondary schools in Ibanda North Constituency Ibanda District who agreed to participate in this study. Thank you very much.

May the Almighty God bless them all abundantly!

## TABLE OF CONTENTS

TITLE .....	i
DECLARATION .....	ii
APPROVAL .....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES.....	x
LIST OF FIGURES .....	xi
LIST OF ABBREVIATIONS/ACRONYMS.....	xii
ABSTRACT .....	xiii
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.0 Introduction .....	1
1.1 Background to the study .....	1
1.1.1 Historical perspective .....	1
1.1.2 Theoretical perspective.....	2
1.1.3 Conceptual perspective.....	2
1.1.4 Contextual perspective .....	3
1.2 Statement of the problem.....	3
1.3 Purpose of the study .....	4
1.3.2 Research objectives .....	5
1.4 Research questions .....	5
1.5 Study hypothesis.....	5
1.6 Scope of the study.....	6
1.6.1 Content scope .....	6
1.6.2 Time scope.....	6
1.6.3 Geographical Scope.....	6
1.7 Significance of the study .....	6

1.8	Justification of the study .....	7
1.9	Operational definition of key terms .....	8
1.10	Conceptual framework .....	9
<b>CHAPTER TWO .....</b>		<b>11</b>
<b>LITERATURE REVIEW .....</b>		<b>11</b>
2.0	Introduction .....	11
2.1	Staff retention .....	11
2.2	Theoretical Review .....	13
2.3	Related Literature .....	14
2.3.1	Remuneration and staff retention .....	14
2.3.2	Supervision and staff retention .....	18
2.3.3	Working conditions and staff retention .....	22
2.4	Summary of Literature gaps .....	26
<b>CHAPTER THREE.....</b>		<b>28</b>
<b>METHODOLOGY .....</b>		<b>28</b>
3.0	Introduction .....	28
3.1	Research design .....	28
3.2	Study population.....	28
3.3	Sample size .....	29
3.4	Sampling techniques and procedures .....	29
3.4.1	Proportional random sampling .....	29
3.4.2	Purposive sampling.....	30
3.5	Data collection sources .....	30
3.5.1	Primary source .....	30
3.6	Data collection tools .....	30
3.6.1	Questionnaire.....	30
3.6.2	Interview guide.....	31
3.7	Procedure for data collection.....	31
3.8	Quality control .....	31

3.8.1	Validity .....	31
3.8.2	Reliability .....	32
3.9	Measurement of variables.....	33
3.10	Data management and analysis.....	33
3.10.1	Quantitative data analysis.....	34
3.10.2	Qualitative data analysis.....	34
3.11	Ethical considerations.....	35
3.12	Limitation of the study .....	35
<b>CHAPTER FOUR .....</b>		<b>36</b>
<b>DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....</b>		<b>36</b>
4.0	Introduction .....	36
4.1	Response Rate.....	36
4.2 .1	Respondents' demographic characteristics.....	36
4.2.1	Gender of respondents .....	36
4.2.2	Age of the respondents .....	37
4.2.3	Marital status .....	38
4.2.4	Academic qualification.....	38
4.3	Descriptive analysis of the study variables.....	39
4.4	Remunerations and staff retention.....	39
4.5.	Supervision and staff retention .....	42
4.6	Working conditions and staff retention .....	44
4.7	Staff retention .....	46
4.8	Correlation analysis .....	47
4.8.1	Remunerations and staff retention.....	47
4.8.2	Supervision and staff retention.....	48
4.8.3	Working conditions and staff retention .....	49
<b>CHAPTER FIVE .....</b>		<b>50</b>
<b>SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....</b>		<b>50</b>
5.0	Introduction .....	50



## LIST OF TABLES

Table 1: Sample size and selection.....	29
Table 2: Validity findings.....	32
Table 3: Reliability findings.....	33
Table 4: Showing Response rate .....	36
Table 5: Gender of the respondents.....	37
Table 6: Age of respondent .....	37
Table 7: Highest level of education of the respondent.....	39
Table 8: Descriptive Statistics Remunerations and staff retention.....	40
Table 9: Showing Descriptive Statistics on Supervision and staff retention.....	42
Table 10: Descriptive Statistics Working conditions and staff retention .....	44
Table 11: Descriptive statistics on staff retention .....	46
Table 12: Correlation of remunerations and staff retention .....	47
Table 13: Correlation of supervision and staff retention.....	48
Table 14: Correlation of working conditions and staff retention .....	49

## LIST OF FIGURES

Figure 1: Conceptual framework showing the relationship between extrinsic motivation and staff retention.....	9
Figure 2: Marital status.....	38

## **LIST OF ABBREVIATIONS/ACRONYMS**

<b>CVI:</b>	Content Validity Index
<b>HR:</b>	Human Resource
<b>HRD:</b>	Human Resource Department
<b>HRM:</b>	Human Resource Management
<b>PTA:</b>	Parents' and Teachers' Association
<b>SPSS:</b>	Statistical Package for the Social Sciences

## ABSTRACT

The study investigated the relationship between extrinsic motivation and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District. From the correlation analysis, the study revealed that there is a positive significant relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District (r value of 0.666,  $P = 0.00 < 0.05$ ). The study findings showed that the supervisors provide tangible, work-related advice and, support training and learning activities of teachers and provide supportive statements. The study revealed that there is a positive significant relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District (r value of 0.586,  $P = 0.00 < 0.05$ ), and that the teachers are remunerated on time, are satisfied with the remunerations because such remunerations act as incentives for staff to attract their attention and their personal interest towards the school's success. The study findings also revealed that there is a negative significant relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District (r value of -0.495  $P = 0.00 < 0.05$ ). The study revealed that teachers are signed with many tasks and responsibilities, they have a lot of work because they are under staffed and that sometimes the teachers consider taking a leave off work as a result of working conditions. It was recommended that teachers should be aware of the role of supervision and take an active part in the process. Moreover, codes of practice within teaching highlight the importance of workers taking responsibility for their own learning and professional development, supported by their schools.

# CHAPTER ONE

## INTRODUCTION

### **1.0 Introduction**

This study focuses on the relationship between extrinsic motivation and staff retention among Government Aided Secondary school teachers in Ibanda North Constituency Ibanda District. Organizations can achieve their goals and objectives, develop strategies to compete in highly competitive markets and through highly motivated human resources (Fisher, 2012). Nevertheless, Amabile (2013) noted that just a few organizations consider the extrinsic motivation as key for motivating human capital, capable of leading them to success or if not managed properly leading to failure of the organization and low staff retention. This chapter covers the background to the study, the statement of the problem, the purpose, and the objectives of the study, the research questions, scope of the study, the significance and justification of the study and definition of terms and concepts of the study

### **1.1 Background to the study**

#### *1.1.1 Historical perspective*

Globally, the issue of employee retention dates from the early 1900's when industrial engineers and industrial psychologists attempted to ascertain the major reason behind the employee level of interest in various jobs as cited by (Achom, 2010). Achom argues that retention is dependent to financial accessibility or prompt remuneration. Today retention of human resources is a common concern in most organizations (Wayne 1998).

In Uganda, teachers benefit a lot in terms of respect from the public and prompt remuneration and this makes most people like the profession. But there is low retention in schools today, yet

their job is being recognized. Therefore, the way motivation is considered still remains a challenge especially in terms of remuneration, supervision and working conditions.

### *1.1.2 Theoretical perspective*

The study was guided by The Hertzberg's two factor theory of motivation. In 1959, Fredrick Herzberg, a behavioral scientist identified two factor theory that is, motivators and hygiene factors. Motivators were associated with the content of the job which seemed to make individuals feel satisfied with their jobs. Yet the factors that seemed to make individuals feel dissatisfied were associated with the job context and these he labeled hygiene factors. Hygiene factors/dissatisfies include supervision, prompt remuneration, working conditions while motivators include recognition, challenging tasks and responsibility (Ruthankoon, 2003).

However, if these dissatisfiers are not treated very well may cause employee to leave their jobs. This is because as you fail to give supervision, pay well workers and have good working conditions to staff, this enables them to look for other opportunities in other organizations. Nonetheless, in this study, hygiene factors are considered as extrinsic motivations because although staff is recognized, given responsibility and given challenging tasks, if there is no prompt remuneration, prompt supervision and good working conditions may not be retained.

### *1.1.3 Conceptual perspective*

Extrinsic motivation was the independent variable while staff retention was the dependent variable. Extrinsic motivation is external factors that motivate an employee to remain on a job. These factors are remuneration, supervision, and working environment while staff retention refers to the act of keeping in one's pay or service by staff members in an organization. (Merriam – Webster 2014). Retention refers to the act of remaining with workers. In other words, staff

retention is the ability of a school system to keep its staff on their jobs and make them want to stay (Mussazi, 1982). Teacher retention is often discussed but really addressed (McLaurin, Smith & Smille, 2009). Achom, (2010), argues that there are motivating factors that contribute to teacher's retention in a school. Teachers may be recognized given responsibility and challenging tasks but if not well remunerated, supervised in a good working condition, they may leave the organization. According to Achom, retention is a constant struggle by schools to keep their staff working with in a particular school.

#### *1.1.4 Contextual perspective*

Munene and Oduda (1996) found out that teachers' morale and motivation to work was low. Many teachers absented themselves from classes, came late for lessons and did not prepare adequately for their lessons. Many of them wished not stay in the school. 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 (Acom, 2010).

Reports indicate that that could be the lack of prompt remuneration, supervision and poor working environment (Board of Governors' Report 2015) and yet the services of teachers are recognized and appreciated by the community (PTA, 2017). Hence the need to examine the relationship between extrinsic motivation and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.

### **1.2 Statement of the Problem**

Extrinsic motivation is among the biggest drivers of the level of motivation, performance and retention of teachers (Towers, 2013). The Ugandan Government has improved the teacher payroll management and made resources available for increase on the secondary school teachers'

salaries as a way of extrinsic motivation in Ibanda District. Using the School Facilities Grant (SFG), government constructed teachers' houses. In 2005 approximately 25,000 teachers' houses were available for 124,000 teachers in government schools. In addition, the parents' and teachers' Association (PTA) provides subsidy on transport for teachers and feeding, all geared towards retaining them (Mwesiga, 2010).

Despite of all the efforts, achievements and remarkable developments that the Ugandan government claims like the increase in teachers' salaries, the staff retention is still poor and this could be due to poor remuneration of teachers, fact being that teachers' salary ranging from Uganda Shillings 460,000 to 500,000 for Diploma holders and 700,000 to 1,000,000 for degree holders (MoEs, 2018) which has remained constant for so long despite of the increasing cost of living in the country and this has also demoralized teachers leading some of them to leave. Ibanda North Constituency has continued to have a high teacher turnover rate which greatly accounts for the low performance of students in the government aided secondary schools. It has been further observed that retention of professional and qualified teachers has become a big challenge despite efforts by the Ugandan government to beef up retention (Namirembe, 2005). Therefore, the researcher was prompted to investigate whether there is any relationship between extrinsic motivation and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.

### **1.3 Purpose of the study**

The purpose of this study is to examine the relationship between extrinsic motivation and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.



### **1.3.2 Research objectives**

1. To assess the relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.
11. To assess the relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.
111. To assess the relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.

### **1.4 Research Questions**

1. What is the relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District?
11. What is the relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District?
- iii. What is the relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District?

### **1.5 Study hypothesis.**

1. There is a no significant relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.
11. There is a no significant relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.
111. There is a no significant relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.

## **1.6 Scope of the Study**

### *1.6.1 Content Scope*

The study considered extrinsic motivation as the independent variable and staff retention as dependent variable. Extrinsic motivation was measured by remuneration, supervision and working conditions. Staff retention was exhibited in form of commitment and plan to stay of teachers in the school.

### *1.6.2 Time Scope*

This study considered a time period from the year 2015 to 2018. For the last three years, Government aided secondary schools in Ibanda North Constituency Ibanda District have been implementing various motivational strategies in a bid to improve the performance and retention of their staff. Therefore, this period is used because of the availability of good quality and reliable data that clearly indicate the gravity of staff retention in the context of the study

### *1.6.3 Geographical Scope*

Geographically, the research was carried out in government aided secondary schools of Ibanda North Constituency Ibanda District in Western Uganda.

## **1.7 Significance of the study**

This study may be beneficial to organizational strategists by providing them with evidence that they would use in their rationale for making the staff motivation decisions. This would enable them make informed decisions on how to improve their staff retention strategies through use of extrinsic motivation strategies.

The study may also help other schools to adopt the most suitable models of extrinsic motivation that would best apply in their school setting.

The study will further aid the researcher to expand his understanding of extrinsic motivation in relation to staff retention. The researcher will be able to gain skills and knowledge on research most especially the practical aspect of field work and data collection.

The findings of this study would benefit scholars as it is a contribution to the body of knowledge in this broad and yet not fully exploited area of human resource management. This would help to enhance understanding and development of relevant theories as well as extensive areas of interest regarding motivation.

Teachers play a very significant role in the provision of secondary education and the presence of motivation factors in the workplace influences staff job performance and productivity. It is expected that the study will unveil the effects of extrinsic motivation which are used by Ibanda Secondary School and other heads of secondary schools, Ministry of Education and how teachers can be retained

The findings will also act as a stimulant to other researchers who may be interested in a similar topic for research purposes.

### **1.8 Justification of the study**

Motivation packages related to extrinsic motivation such as remuneration, supervision and working conditions influence staff retention (Lindner, 2014). When an employee is well motivated, they tend to exhibit higher performance levels than those who receive lower motivation. Nonetheless, this is not in any way a guarantee to managers that everyone who is motivated will be retained. Some employees are not influenced by their motivation packages but by other incentives for instance; training, salaries and benefits and staff promotion, recognition, achievement, responsibility, personal growth, and work itself among others. In government aided

secondary schools in Ibanda North Constituency Ibanda District most employees receive extrinsic motivation incentives however; some staff have left for other jobs complaining that they “are not satisfied”.

### **1.9 Operational Definition of key terms**

**Staff retention:** Staff retention refers to the act of keeping in one’s pay or service by staff members in an organization. Retention refers to the act of remaining with workers. In other words, staff retention is the ability of a school system to keep its staff on their jobs and make them want to stay.

**Extrinsic motivation:** Extrinsic motivation uses rewards or punishments to increase or decrease the likelihood that specific behaviors will recur. Extrinsic motivation results from the attainment of externally administered rewards, including Supervision, Remuneration and Working conditions, material possessions, and prestige etc. (Sansone & Harackiewicz, 2010).

**Supervision:** Supervision is the action, process, or occupation of supervising; especially: a critical watching and directing (as of activities or a course of action). This is through Task assistance, Social and emotional support and Interpersonal interaction with the teachers.

**Working conditions:** Working conditions definition is - the term working condition refers to working environment and all existing circumstance affecting labor in the work place, including job hours, physical aspects, legal rights and responsibility organizational climate and workload.

**Remuneration:** Remuneration refers to reward for employment in the form of pay, salary, or wage, including allowances, benefits (such as company car, medical plan, pension plan), bonuses, cash incentives, and monetary value of the noncash incentives.

**Commitment:** Commitment is defined as the level of enthusiasm an employee has towards his/her tasks assigned at a workplace. It is the feeling of responsibility that a person has towards the goals, mission, and vision of the organization he/she is associated with

### 1.10 Conceptual framework

#### Independent Variable

##### Extrinsic motivation

- Remuneration
- Supervision
- Working Conditions

#### Dependent Variable

##### Staff retention

- Intention to leave
- Plan to stay
- Commitment

#### Extraneous variables

- School culture
- Location of the school
- Physical infrastructure
- Population size.

*Source: Literature reviewed from Sansone and Harackiewicz (2010)*

**Figure 1: Conceptual framework showing the relationship between extrinsic motivation and staff retention**

The conceptual framework describes the relationship between the independent variables and the dependent variables. There are two variables that is, extrinsic motivation as the independent variable and staff retention as the dependent variable. On one hand, extrinsic motivation is measured by remuneration, supervision, and working conditions. The availability of such extrinsic motivation factors is assumed to influence staff retention exhibited in commitment and plan to stay in the school. However, there are moderating variables that affect the relationship

between the extrinsic motivation and staff retention are School culture, Location of the school, physical infrastructure and Population size.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter included the review of the related literature on the effect of extrinsic motivation on staff retention. The review then focused on the major themes of the study that is; the relationship between Remuneration and Supervision, Working conditions and staff retention.

#### **2.1 Staff retention**

According to Wisker and Kwiatek, (2019), staff retention involves the ability of an organization to retain its employees. Employee retention can be represented by a simple statistic (for example, a retention rate of 80% usually indicates that an organization kept 80% of its employees in a given period). However, many consider employee retention as relating to the efforts by which employers attempt to retain the employees in their workforce. In this sense, retention becomes the strategies rather than the outcome. A distinction should be drawn between low-performing employees and top performers, and efforts to retain employees should be targeted at valuable, contributing employees. Employee turnover is a symptom of deeper issues that have not been resolved, which may include low employee morale, absence of a clear career path, lack of recognition, poor employee-manager relationships or many other issues. A lack of job satisfaction and commitment to the organization can also cause an employee to withdraw and begin looking for other opportunities. Pay does not always play as large a role in inducing turnover as is typically believed (Ng'ethe, 2014)

Retention of productive employees is a major concern of HR professionals and business executives. It is more efficient to retain a quality employee than to recruit, train and orient a

replacement employee of the same quality. In a business setting, the goal of employers is usually to decrease employee turnover, thereby decreasing training costs, recruitment costs and loss of talent and organisational knowledge. By implementing lessons learned from key organizational behaviour concepts, employers can improve retention rates and decrease the associated costs of high turnover. However, this isn't always the case. Employers can seek "positive turnover" whereby they aim to maintain only those employees whom they consider to be high performers. Selesho, & Naile, (2014) pointed out that. In today's environmental conscious behaviour society, companies that are more responsible towards environment and sustainability practices can attract and retain employees. Employees like to be associated with companies that are environmentally friendly.

Managing for staff retention involves strategic actions to keep employees motivated and focused so they elect to remain employed and fully productive for the benefit of the organization. A comprehensive employee retention program can play a vital role in both attracting and retaining key employees, as well as in reducing turnover and its related costs. All of these contribute to an organization's productivity and overall business performance. Employee job satisfaction and engagement factors are key ingredients of employee retention programs. The importance of addressing these factors is obvious, but actually doing so takes time and these tasks are often left for another day. However, the payoff of focusing on employee retention in terms of increased performance, productivity, employee morale and quality of work, plus a reduction in both turnover and employee-related problems, is well worth the time and financial investment (Eshiteti, 2013). The bottom line is that by managing for employee retention, organizations will retain talented and motivated employees who truly want to be a part of the company and who are focused on contributing to the organization's overall success



## **2.2 Theoretical Review**

To explain staff 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)

cited in Acom (2010) 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.

## **2.3 Related Literature**

### *2.3.1 Remuneration and staff retention*

Milkovich and Newman (2011) stated that, remuneration involves all forms of financial non financial returns and tangible services and benefits employees receive as part of an employment relationship. Marler, (2010) refers to remuneration as a wide range of financial and non-financial rewards given to employees in exchange for their services rendered to the organization. According to him, it is paid in the form of wages, salaries and employee benefits such as paid vacations, insurance, maternity leave, free travelling facility, retirement benefits, etc. He indicated that the term 'wage' is used to denote remuneration to workers doing manual or physical work. Thus, wages are given to compensate the unskilled workers for their services rendered to the organization. Wages may be based on hourly, daily, weekly or even monthly bases. Remuneration in terms of compensation is the combination of all cash incentives and the fringe benefits that an employee received from a company which constitutes an individual's total compensation (Brandt, 2019).

According to DeNisi and Griffin (2010) remuneration is a reward system that a company provide to individuals in return for their willingness to perform various jobs and tasks within

organizations. They further stated that relevant and commensurate rewards need to be provided to the employees so that they feel valued and their expectations on exchanging their skills, abilities and contribution to the organization are met.

Remuneration is the total amount of the monetary and non-monetary pay provided to an employee by an employer in return for work performed as required. It is based on market research about the worth of similar jobs in the marketplace, employee contributions and accomplishments, the availability of employees with like skills in the marketplace, the desire of the employer to attract and retain a particular employee for the value they are perceived to add to the employment relationship, and the profitability of the company or the funds available in a non-profit or public sector setting, and thus, the ability of an employer to pay market-rate compensation (Malhotara, Soto, and Russell, 2013).

Employees want to be paid well for the job they do, both for their self-esteem and as a practical means to living. The importance of compensation in employee retention depends somewhat on the type of job and industry. A financial planner or stock broker, for example, often is more concerned about compensation than most people who go into nonprofit and health care fields primarily to help people. Remuneration includes not only salary, but also benefits and other perk

Remuneration also includes payments such as bonuses, profit sharing, overtime pay, recognition rewards and sales commission. It can also include non-monetary perks such as a company-paid car, stock options in certain instances, company-paid housing, and other non-monetary, but taxable income items (Rynes, 2010). Compensation management is a general policy, designed to help an organization maximize the returns on available talent. The ultimate goal is to reward the right people to the greatest extent for the most relevant reasons.

Regardless of a person's field, she wants to know her compensation is competitive with what others who perform similar work are earning. Salaries need not be the highest in the area but should be among the top. Paying low salaries means top people will leave and low performers will take their jobs. The high cost of health and life insurance means that including them as part of the employee compensation package is a big plus. It's important to find out the details of the peers' plans and compare them with the companies. Ask if other employers are paying for their employees' full coverage or how much employees must contribute. Ask if dental and vision are included with their plans and if the employers contribute to employees' pension plans.

The effects of remuneration on a company's job retention rate also relates to costs associated with locating, interviewing, hiring and training new employees to replace workers who seek higher wages at a different company. Organizations should consider the return on investment for offering valuable employees a counteroffer, perhaps including additional benefits or other perks. This can encourage an employee to remain in his current job and prevent the business from suffering a disruption. Many companies can't afford to lose the business intelligence, skills and knowledge possessed by talented employees. Effective managers analyze the market conditions, weigh the options and make offers based on sound business advice

Remuneration systems, also known as reward systems and pay systems refer to the scheme by which rewards are distributed to an employee (Barr, 2013). According to Thomas, (2012) the typical compensation package includes two basic components: direct pay and indirect pay or benefits. Compensation systems vary across organizations and Gerhart and Milkovich (2008) suggested that employers tend to distinguish among themselves through differences in the contingency of compensation. Employees typically consider their salary to be the primary motivation to come to work. Other factors that positively influence job retention include flexible

work schedules, training opportunities and other amenities, such as bonuses or extra vacation time. However, if an employee feels that she works harder than another employee who receives a higher rate of compensation, she may leave for a higher paying opportunity. Highly paid employees tend to be more motivated to remain in their jobs.

According to Bradley, (2008), in a 2008 job satisfaction survey, 92 percent of employees stated that compensation held some level of importance. Therefore, Institution such as Government aided secondary schools in Ibanda North Constituency Ibanda District shouldn't underestimate the effect salary has on job retention. With the increased availability of job search engines, such as yahoo.com and google.com, employees have easy access to databases containing a competitor's job listings. When financial rewards remain constrained, employers should consider promoting a total rewards package, including training and development opportunities, promotions and recognition events.

Remuneration or Reward is clearly central to the employment relationship (Torrington 2008). While there are plenty of people who enjoy working and who claim that they would not stop working even if they were to win a large lottery, most of us work because it is our only way of earning the money we need to sustain our families in the life style to which we are accustomed. How much we are paid and in what form is therefore an issue which matters largely to us. (Torrington 2008). This therefore suggest that a worker will be willing to stay in a job where the remuneration has been set at the right level otherwise they will be persuaded to leave to a better paying job. According to Okumbe (2011), an effective remuneration system is one that enables an organization to attract, retain and motivate its employees. The base compensation, which is the cash payment or salary paid to employees in return for their standard (optimum) performance, enables organizations to attract and retain employees (Okumbe, 2011). The

objectives of a well thought out remuneration system include to (i) enable organizations to attract and retain competent career personnel; (ii) motivate personnel so as to attain optimum performance; (iii) enable organizations to gain maximum return in service from the employees; (iv) help minimize staff turnover and (v) enable the personnel to develop confidence in organizations with respect to equity and objectivity. It is clear from the above narrative that remuneration has an effect on staff retention especially in a situation where competitors are able to offer competitive pay.

### *2.3.2 Supervision and staff retention*

Supervision is the ability of superiors to influence the behavior of subordinates to take a particular course of action (Bernard, 2012). It is the art of influencing people towards achieving organizational goals. Bernard (2012) further clarifies that quality of supervision therefore refers to the effectiveness of the superiors in influencing the behavior of the subordinates in taking a particular course of action. Managers use their positions to influence the behavior, actions of subordinates to take a particular course of action (Bernard, 2005). In some cases, however managers have conflicting interests with those of the organization and such managers are usually autocratic and rarely consider employee interests hence registering low performances from their subordinates.

Supervision is a delicate and often misunderstood function that can have a variety of effects on your employees' performance. In some situations, supervision can help improve results, while in others it can detract from the effectiveness of staff. Using appropriate supervisory intervention in the workplace, one can consistently improve the team's performance and retention. The quality of the supervision an employee receives is critical to employee retention. People leave managers and supervisors more often than they leave companies or jobs. It is not enough that the manager

is well-liked or a nice person. Sure, a nice, likable manager earns you some points with your employees (Bedfast, 2014). A draconian, nasty, or controlling manager takes points away from your organization. a manager or supervisor, who is a pro at employee retention, knows that the quality of the supervision is the key factor in employee retention (Baruch, 2014)

Poor relationships with supervisors and negative reinforcement are costly to businesses. One way to foster a motivated and positive atmosphere is by recognizing and rewarding workers when they do good jobs, put in extra effort or improve in any area. This can be achieved as simply as imparting a few words of praise or extolling the virtues of a team in a group meeting. When done correctly, this can create an environment in which employees feel that they are part of something, rather than the all too common "us and them" mentality. Workers will learn to strive for excellence, rather than fear making mistakes.

Effective supervision provides a means of tracking results, praising effective work and correcting errors. Through effective supervision, growth and increased efficiency become possible. Keeping track of results actually creates another opportunity for management to develop a positive relationship with employees Gerhart, and Milkovich, (2008) agreed that by keeping careful records, supervisors have an opportunity to explain the motivation behind policy changes, rather than simply barking orders. This also encourages an inclusive environment in which the entire business is learning together as a whole.

Managers who retain staff start by communicating clear expectations to the employee. They share their picture of what constitutes success for the employee in both the expected deliverables from and the performance of their job (Barr, 2013). These managers provide frequent feedback and make the employee feel valued. When an employee completes an exchange with a manager

who retains staff, he or she feels empowered, enabled, and confident in their ability to get the job done

The three supervisory dimensions: task assistance, social and emotional support, and interpersonal interaction contribute to beneficial outcomes for workers (Bull, 2005). Of these, task assistance had the greatest impact on positive worker outcomes

Task Assistance-Supervisors, who provide tangible, work-related advice and instruction, provide assistance in job-related tasks, support training and learning activities, coach employees, and offer solutions to work related problems contribute to workers having higher rates of retention (Bull, 2005).

Social and Emotional Support-Supervisor who listen to workers as they discuss job difficulties, provide supportive statements, and relate to the emotional needs of the workers when they feel overwhelmed, stressed, or confused by their work have workers with higher rates of retention (Barr, 2013). Interpersonal Interaction - There is a positive link between a worker's perception of the quality of the supervisory relationship and worker outcomes such as sense of competence, sense of personal accomplishment, organizational citizenship behavior, and job satisfaction (Bedfast, 2014).

Supervision is an extremely vital part of a workplace that intends to maximize its success potential. It naturally follows, then, that poor supervision in a workplace is among the primary obstacles to achieving potential successes by a business. After all, employees, no matter their task, must have the proper instruction and training to ensure that they are doing their jobs correctly, and with minimal risk of error or injury. Though the views by Leiter (2011) may be



convincing, it not yet known whether it is the same situation in Ishongororo Secondary schools, a fact that this study sought to establish.

According to Roberson, (2012), when a company has poor supervision, there is not enough responsibility for taking action for the prevention of problems, mistakes, accidents, and injuries. Poor supervision removes a very important part of the employee support process, eliminating the opportunity for reference, learning, and safety. After the initial training has been completed, supervision remains necessary for continuing skill and knowledge development among employees. It is for this reason that many businesses today refer to their supervisors as coaches.

Retention of employees is essential in ensuring that a company's workforce is motivated, productive and committed to their jobs. Traditionally, managers monitor their employees' performance through quarterly or annual performance reviews. These sessions allow managers and employees to discuss the employee's strengths and weaknesses exemplified over the course of the review period. However, other activities are required to monitor employees' performance and retention because supervision improves employee performance and retention (Hinkin, 2010). In government aided secondary schools in Ibanda North Constituency Ibanda District, supervisors and managers ensure that they have a continuous follow up of the subordinates to make them perform better in form of daily tasks reviews and performance. The researcher is however not sure whether this kind of supervision improves employee retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.

Supervisors who interact with subordinates as professionals and encourage the school staff to share responsibilities for organizational vision and leadership and to continue personal and

professional development increase the likelihood that a worker will remain employed in the school.

Tracey, (2010) notes that poor supervision also opens the door for unethical behaviours within a company. With poor supervision, employees commonly feel that their work is not valued by the company, and loyalty is difficult to form – if it forms at all. Without loyalty, employees are more likely to deviate from acceptable business practices. Such activities can include theft, decreased employee effort, using equipment without authorization, and falsifying documents, among other things. Poor supervision may therefore be responsible for the poor employee retention in Government aided secondary schools in Ibanda North Constituency Ibanda District which prompted the researcher to carry out this study.

Goal development is important in the business world in supervision because effective goal-setting activities in employee supervision are directly associated with higher employee satisfaction and performance. Having clearly defined supervision activities motivates employees to work toward their expected achievements and also stay in the organization for a longer period of time. In turn, employees are evaluated by managers based on completion of goals throughout the year (Harris, 2007).

### *2.3.3 Working conditions and staff retention*

As defined by Robbins & Judge (2014), the term working condition refers to working environment and all existing circumstance affecting labor in the work place, including job hours, physical aspects, legal rights and responsibility organizational climate and workload (Bradley, 2008). The working conditions are very important to the organization. If the employees have negative perception of their working conditions, they are likely to be absent, have stress related illness, and their productivity and commitment tend to be low. On the other hand, organizations

those have a friendly, trusting, and safe environment, experience, Greater productivity, communication, creativity, and financial health.

Working conditions are created by the interaction of employee with their organizational climate, and includes psychological as well as physical working conditions' (Lindner, 2014) Therefore, this study adopts the definition of working conditions as follows: Working conditions refers to the working environment and aspects of an employee's terms and conditions of Employment. Job insecurity, financial problems and the competitive job market may force employees to take on heavy working conditions and make compromises. Furthermore, working long hours is associated with loyalty and commitment in many organizations. It's not uncommon to see employers who require their staff to work until late at night or cancel their plans at the last minute (Lindner, 2014). This leads to stress and burnout in the long run.

In Africa, many research studies have conducted regarding the impact of working condition on employee productivity. Levert, Lucas and Ortlep (2000) conducted a research study on South African nurses and found high burnout on three levels: emotional exhaustion, depersonalization and low personal accomplishment. They attributed the nursing burnout to a high workload and other organizational factors with in the hospital. In addition, a study conducted in South Africa found that working condition has negative impact to the productivity. Noble (2003) states that more attention should be paid in identifying and dealing with working condition because when employees have negative perception to their environment they sometimes suffer from chronic stress.

Managing employees' working conditions can result in lower turnover rates, improved performance and higher revenue for your business. Sure, there are times when you need to get things done as efficiently and as quickly as possible, and that's perfectly fine. Just make sure it

doesn't become a habit (Wisker and Kwiatek, 2019). Try to cut meaningless work and streamline time-consuming tasks. For example, if your marketing team is spending hours crafting and sharing social media posts, consider outsourcing this task. It's a good way to free up their time so they can focus on more important things, such as customer acquisition and market research. The school can for example purchase more advanced equipment to automate certain tasks and reduce the burden on staff.

It is worth noting that this study was guided by the theory of two-factor model advanced by Frederick Herzberg (1950s). This theory divided into two (motivational and maintenance factors) maintenance factor also known as (hygiene factor) such as working condition and job security. This hygiene factor is de-motivator of employee. So, working condition is related to this theory because the absence of maintenance brings high negative feeling and their presence generally brings employee on neutral state. Working conditions are created by the interaction of employee with their organizational climate, and this includes psychological as well as physical working conditions

Work environment includes some factors, which contributes either positively or negatively to achieving maximum employees' retention (Bradley, 2008). The factors that contribute either positively or negatively to employee retention are temperature, humidity and air flow, noise, lighting, employee personal aspects, contaminants and hazards in the working environment, types of sub environment. The nature of the physical condition under which employees work is important to output, Offices and factories that are too hot and ill ventilated are debilitating to effort. There should be enough supply of good protective clothing, drinking water, rest rooms, toilets, first aids facilities etc. Both management and employees should be safety conscious at all times and minimum of requirement of the factories act must respect. This push for more

productivity from public sector agencies is not a new phenomenon. These factors may be important; yet, believing that the attitudes and management styles of mid-level managers are what really influences employee retention.

Looking at the working hours, a substantive cost to employers occurs when financially troubled employees use Work hours to deal with personal money matters. The use of time on the job to handle Personal issues results in productivity losses. Joo (1998) noted that previous research has not used work time to handle personal financial matters as a factor in measuring productivity and retention of employees. According to research conducted by a national consumer credit counselling agency, almost 60% of the people who telephone their counsellors are calling from the workplace. This counselling agency operates services 24 hours a day, six days a week and therefore is not limited to providing assistance during traditional work hours. Although Bedfast (2014) categorized work time used as positive and negative, any amount of work time used to handle personal financial matters, whether positive or negative, may be an indicator of lost productivity and retention.

Most people was not experience serious negative effects after one night of work, but problems can emerge following a series of consecutive night shifts. These include fatigue, decreased productivity and emotional exhaustion. According to a number of authors (Globler, et al, 2006; Cox, 2016) workers' ability to choose their working time arrangements has a positive impact on job performance and productivity. This choice turns out to be a powerful factor in determining an increase in productivity. It results in a more satisfied workforce who is more committed and productive. Conversely, ignoring this issue may lead to a situation in which employees act contrary to the organization's interests, through increased absenteeism, lateness, reduced focus

on the job tasks, attention being diverted to personal matters, and ultimately searching for alternative jobs and resigning.

Work load according to business dictionary is one of the important factors of working conditions. Workload is the extent of the processing capacity that is expended during the performance of a task and thus involves the interaction between resource supply and task demand (Young et al., 2008). According to DeNisi and Griffin (2010) support this definition and state that workload is determined by the relationship between task demands, the circumstances under which that task takes place and the perceptions, actions, skills and knowledge of the individual performing the task. The task demands may include physical actions, cognitive tasks and/or a variety of other factors.

Workload refers to the intensity of job assignments. It is a source of mental stress for employees. As defined by Robbins & Judge (2014), change in workload tends to change the stress level of employees, which ultimately affect the performance of employees. Stress is not necessarily bad in and of itself, while it is typically discussed in a negative context. It is an opportunity when it offers potential gain (Bradley, 2008).

## **2.4 Summary of Literature gaps**

The early attempts of empirical research in extrinsic motivation have been limited at developing instruments capable of measuring motivation factors. Baruch, (2014) observed that most recently, some researchers have focused their research efforts into exploring the relationship between motivation strategies and employee's performance (Belias *et. al*, 2015, Cox, 2016), with fewer studies specifically focusing on extrinsic motivation and staff retention though a research gap still exists which this study intends to cover. There this study focuses on the effect of Supervision, Remuneration and Working conditions on staff retention and in this case using

Government aided secondary schools in Ibanda North Constituency Ibanda District. The next chapter three shows the research methodology that will be used in the study

## **CHAPTER THREE METHODOLOGY**

### **3.0 Introduction**

This chapter describes the research design, study population, sample size and selection sampling techniques and procedures, data collection methods and instruments, data analysis and measurement of variable. This chapter also describes and discusses the instruments, data analysis and measurement of variables that were applied in the study

### **3.1 Research Design**

A cross sectional survey was adopted in this study because it helped the researcher to get in depth information about the phenomenon being studied. This research design was adopted because it is an efficient approach of collecting descriptive data regarding characteristics of a sample of a population, current practices, conditions or needs. The study approach was largely quantitative but also adopted some qualitative approaches to provide a more complete and comprehensive picture of the issues under discussion. The quantitative approaches were specifically significant in collecting numerical data on observable individual behavior of samples then subjecting the data to statistical analysis as suggested by Amin (2005). Quantitative data collection and analysis made generalization of the findings possible with this type of approach. The qualitative approach allowed the researcher to obtain information that cannot be quantified (Mugenda & Mugenda, 2003). The qualitative approach enabled the researcher capture data that was left out by the quantitative approach

### **3.2 Study Population**

The study was conducted in Government aided Secondary schools in Ibanda North Constituency Ibanda District. The study considered a population consisting of head teachers (4), deputy head teachers (4), Bursars (4), Director of Studies (4), and teachers (112) making a total of 128



respondents from 4 government aided secondary schools in Ibanda North Constituency Ibanda District.

### 3.3 Sample size

The study used a sample size of 97 respondents from a study population of 128 staff of Government Aided Secondary schools in Ibanda North Constituency Ibanda District as estimated basing on Slovin's formula for sample size selection.

$$n = \frac{N}{1 + Ne^2}$$

Where by n=sample size, N=Population, e=confidence level (0.05).

$$n = \frac{N}{1 + N(0.05^2)}$$

$$n = \frac{128}{1 + 128(0.05^2)}$$

$$n = 97 \text{ respondents}$$

**Table 1: Sample size and selection**

S/N	Category	Population	Sample size
1	Head teachers	4	3
2	Deputy head teacher	4	3
3	Bursar	4	3
4	Director of Studies	4	3
6	Teachers	112	85
<b>Total</b>		128	97

*Source: Ibanda District Education Report (2018)*

### 3.4 Sampling techniques and procedures

#### 3.4.1 Proportional Random Sampling

Proportional sampling is a method of sampling in which the investigator divides a finite population into subpopulations and then applies random sampling techniques to each

subpopulation. This technique was used to collect information from the teachers in the school. This technique has high generalizability of findings; hence it was suitable for a large study population (Sekaran and Bougie, 2010). The researcher sampled from each proportion of respondents, allocated a number to every member of the accessible population, placed the numbers in a container then pick numbers at random. The subjects corresponding to the numbers picked were included in the sample

#### *3.4.2 Purposive Sampling*

Purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study (Amin 2005). Purposive sampling is also known as judgmental, selective, or subjective sampling. Purposive sampling was used to select the Head teachers, Deputy Head teacher, Bursar, and Director of Studies because they had key information regarding extrinsic motivation and staff retention

### **3.5 Data Collection Sources**

#### *3.5.1 Primary Source*

Primary data was collected through the use of questionnaires, and interviewing the respondents. Primary data was collected because it was more reliable and up to date.

### **3.6 Data Collection Tools**

Data collection refers to the systematic process of collecting research data on a given phenomenon (Amin, 2005). The researcher used both questionnaires and interview guides to collect data

#### *3.6.1 Questionnaire*

The questionnaire consisted of a set of close ended questions to which the other employees answered by filling, after which they were picked back for data analysis.

Questionnaires were sent to a large number of people and save the researcher time and money. This method of data collection was preferred because it gave a great degree of assurance to the anonymity and confidence of the research respondent. The questionnaires were administered to the staff Secondary schools since they were literate enough to fill them and had many and also had quality information for the study.

### *3.6.2 Interview Guide*

The researcher conducted oral interviews with the head teachers and administration of Government Aided Secondary schools in Ibanda North Constituency Ibanda District because they are key informants of the study, fewer and have key relevant information about extrinsic motivation strategies in the school. An interview guide was designed to maintain consistency and reduce bias. The interviews provided an opportunity for the researcher to interact directly with the respondents

### **3.7 Procedure for data collection**

An introductory letter was obtained from Kyambogo University which was presented to the head teachers in Government aided secondary schools in Ibanda North Constituency Ibanda District seeking permission to conduct the study from their school. The introductory letter was attached to the questionnaire to give a brief introduction to the subject matter. The holder of the letter then introduced himself to the respondents and explained the aim of the study to them. After the respondents had consented to participate, it was made clear that participants had the right to withdraw from the discussions at any time, without any explanations or consequences, should they feel uncomfortable

### **3.8 Quality Control**

#### *3.8.1 Validity*

To ensure validity the researcher discussed the instruments with the research supervisors. Here after, validity was established by computing the content validity index whose formula is;

$$CVI = K/N$$

Where by,

CVI= Content Validity Index n,

K =Number of items considered relevant/suitable,

N = Total number of items considered in the instruments.

The finding from the two experts were used to establish CVI

**Table 2: Validity findings**

	Relevant items	Not relevant items	Total
Rater 1	27	2	29
Rater 2	28	1	29
Total	55	3	58

**Source: Primary Data (2019)**

$$\begin{aligned}
 CVI &= \frac{\text{Relevant Items}}{\text{Total Number of Items}} \\
 &= \frac{55}{58} \\
 &= 0.948
 \end{aligned}$$

The content validity index (CVI) computed above was above 0.70 the standard cronbach alpha and the instruments were considered valid which was in line with Amin's (2005) who recommended minimum CVI of 0.7 The CVI method was preferred because it is the most suitable validity measure for the studies using instruments like questionnaires.

### 3.8.2 Reliability

Reliability was done by testing and pre-testing method. A pilot study was conducted in two (2) Government aided secondary schools in Ibanda North Constituency Ibanda District. It was also

done by use of the questionnaire and interview guide to see if it can give the researcher good results. Cronbach Alpha Index was also used to test the reliability of the instruments.

**Table 3: Reliability findings**

Concept	Alpha Value
Supervision	0.856
Remuneration	0.791
Working conditions	0.740
Staff Retention	0.857

**Source: Primary Data (2019)**

Results revealed that the research instrument was reliable as the Reliability was measured using the Cronbach Alpha Value. For each of the measures, the lowest values were 0.740 yet the lowest minimum acceptable value is 0.700 (Amin 2005). This showed the research instruments were reliable.

### **3.9 Measurement of variables**

The variables were measured by operationally defining concepts. For instance, the questionnaire was designed to ask responses about the extrinsic motivation and staff retention. These were channelled into observable and measurable elements to enable the development of an index of the concept. A five - (5) strongly agree, (4) agree, (3) not sure (2) disagree, (1) strongly disagree were used to measure both the independent and dependent variables. The characteristics of the respondents were measured at nominal and ordinal.

### **3.10 Data management and analysis**

Data analysis is a process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, informing conclusion and supporting decision-making. Data

analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different business, science, and social science domains. In today's business world, data analysis plays a role in making decisions more scientific and helping businesses operate more effectively (Amin, 2005). Two types of data analysis were conducted and these included quantitative and qualitative analyses. The following subsections explain the analyses in detail.

### *3.10.1 Quantitative Data Analysis*

The data collected was edited, coded and later analyzed using Statistical Package for the Social Sciences (SPSS) computer program. Quantitative data analysis was mainly consisted of descriptive statistics (frequencies, percentages, means and standard deviation) and inferential statistics (Pearson correlation). The frequencies, percentages, mean and standard deviation was used to determine the respondents' views on the study. Pearson's correlation coefficient was used to determine the strength of the relationship between the variables. The significance of the correlation coefficient ( $p$ ) was used to determine the confidence in the findings.

### *3.10.2 Qualitative Data Analysis*

Qualitative data analysis involved identification and transcribing the qualitative findings into different themes (Mugenda and Mugenda, 1999). Field notes from the data collection instruments were compiled and edited at the end of each working day to ensure accuracy in recording and consistency of information given by respondents. Themes were identified and put in coding categories. A scheme of analysis was worked out following the coding categories, using quotations and the most occurring ideas. The themes were then edited, coded and arranged in different categories to generate useful conclusions and interpretations on the research objectives which were also deduced for reporting in a narrative form

### **3.11 Ethical Considerations**

In this study, the researcher ensured that respondents are made comfortable to respond by respecting their rights and opinions. An introductory note was presented to respondents before participation. It is upon this note that the respondents are made aware of the study with a brief background on why it is necessary for them to respond as well as reinforce their credibility. Most importantly the respondents were notified that the study is for academic purposes and anonymity as well as confidentiality of their information maintained.

### **3.12 Limitation of the Study**

There was a limitation of reliance on questionnaire and interview data. For example, with the use of interviews, it was hard to control respondent behaviour because some of the interviewees were sensitive to minor changes in interview wording. There were elements of item-nonresponse as the answering process failed to proceed smoothly because the respondent lacked motivation or ability. Some respondents also gave responses such as; the questions are too difficult, not interesting, among others which the researcher found somewhat unsatisfactory of the expected findings. However, the researcher conducted reliability and validity tests to ensure the consistence and accuracy of the tools that were used.

Limited trust availed to the researcher was another challenge experienced during the study. Some respondents were hesitant to reveal as well as avail the researcher with information they believed to be confidential. To this end, the researcher had to first assure the respondents of utmost confidentiality and secrecy of each one's details, and that the information they gave would be held with utmost concealment and strictly for academic purposes.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

The chapter presents analysis discussion of results on the extrinsic motivation and staff retention among Government Aided Secondary school teachers in Ibanda North Constituency Ibanda District.

#### 4.1 Response Rate

**Table 4: Showing Response rate**

<b>Instrument</b>	<b>Targeted</b>	<b>Responded</b>	<b>Percent (%)</b>
Interviews	12	8	66.7%
Questionnaires	85	80	94.1%
<b>Total</b>	<b>97</b>	<b>88</b>	<b>90.7%</b>

*Source: Primary data 2019*

From the study, out of the 97 respondents targeted, 88 responded which was a response rate of (90.7%). According to Amin (2005) a response rate equivalent to 50% is good, in this case the response rate of that of 90.7% is excellent.

#### 4.2 .1 Respondents' demographic characteristics

The study focused on gender, age, marital status and level of academic qualification.

##### 4.2.1 Gender of respondents

The gender was analyzed and the findings are presented below.



**Table 5: Gender of the respondents**

Category	Frequency	Percent
Female	42	52.5
Male	38	47.5
Total	80	100.0

**Source: Primary data (2019)**

As shown in table 5, the majority of respondents, (52.5%) were females and males were only (47.5%). Therefore, the sample had different forms of genders and thus covered varying views and knowledge on extrinsic motivation and staff retention

#### **4.2.2 Age of the respondents**

Respondents were required to include their age and the results were as follows

**Table 6: Age of respondent**

Age	Frequency	Percent
Below 20 years	0	0.0
20 – 30 years	5	6.3
31 – 40 years	41	51.3
41 – 50years	21	26.3
Above 50 years	13	16.3
Total	80	100.0

**Source: Primary data (2019)**

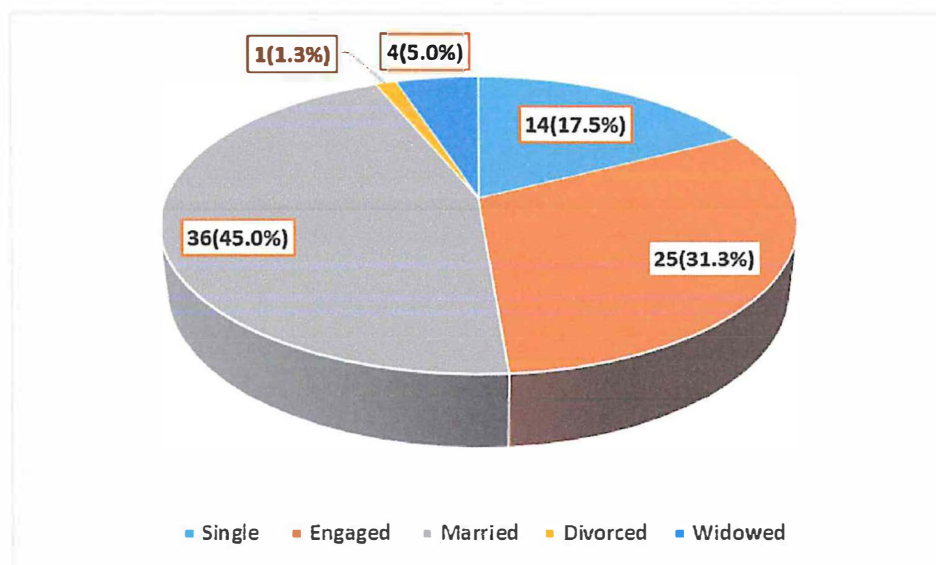
Findings show that most respondents (51.3%) were in the age group of 31 – 40 years, compared to (26.3%) in the age group of 41 – 50 years, (16.3%) in the age group of above 50 years, and a

minority of (6.3%) in the age group of 20 - 30 years. Therefore all age groups were represented in the sample.

#### 4.2.3 Marital status

Respondents were required to include their marital status and the results were as follows

**Figure 2: Marital status**



**Source: Primary Data 2019**

Findings show that most respondents 36(45.0%) were married, compared to 25(31.3%) who were engaged, 14(17.5%) were single, 4(5.0%) widowed, and a minority of 1(1.3%) were divorced. The marital status was relevant because different people with various marital status have varying views about extrinsic motivation and staff retention

#### 4.2.4 Academic qualification

Respondents were required to include their highest level of education and the results were as follows:

**Table 7: Highest level of education of the respondent**

Category	Frequency	Percent
Certificate	1	1.3
Diploma	11	13.8
Bachelor's Degree	61	76.3
Masters	7	8.8
Total	80	100.0

**Source: Primary data (2019)**

As portrayed in the table 7 majority of respondents (76.3%), had attained bachelor's degrees, followed by diplomas (13.8%) and master's degrees (8.8%), and the minority (1.3%) has attained certificates. The different levels of education were essential for this study in order to gather all these different views regarding extrinsic motivation and staff retention.

#### **4.3 Descriptive analysis of the study variables**

As in the conceptual framework, the study variables included Extrinsic motivation (Remuneration, Supervision, and Working conditions) as the independent variable whereas the staff retention (Commitment and plan to stay) was the dependent variable. This section presents the descriptive analysis of the variables under study.

#### **4.4 Remunerations and staff retention**

The second component of the independent variable in this study was remunerations and the perception of the respondents about this component is captured as in the tables below.

**Table 8: Descriptive Statistics Remunerations and staff retention**

	Mean	Std. Deviation
We are given our remunerations on time	3.96	.803
We are happy with the remunerations that we receive	4.01	.907
Remunerations act as incentives for staff to attract their attention and their personal interest towards the school's success.	4.29	.599
We are sometimes given remunerations as a goodwill gesture, often around holidays	4.36	.733
Remunerations have boosted our morale and improved retention	4.04	.605
Valid N (listwise)		

N=80

**Source: primary data (2019)**

Respondents were required to indicate whether they are given remunerations on time and the findings showed a mean of 3.96 which implies that majority agreed that indeed they were given remunerations on time. However, this result yielded a standard deviation of 0.803 which implied that there were deviating responses on this statement. The study findings provided in table revealed that the majority of the respondents agreed that they are happy with the remunerations that receive. This was evidenced by the mean of 4.01 and Standard deviation of 0.907. A participant from Bogyera Secondary School said that:

*“We are sometimes given good allowances and we become happy after receiving them. This motivates us to work harder so that the students can be able to pass their exams.”*  
(July 2019).

This implied that remuneration in form of allowances enhances their willingness to perform various jobs and tasks within the school. Therefore, relevant and commensurate allowances

needed to be provided to the employees so that they feel valued and their expectations on exchanging their skills, abilities and contribution to the schools are met

More results in table also revealed that most of the respondents agreed remunerations act as incentives for staff to attract their attention and their personal interest towards the school's success. This is because the statement had a mean score of 4.29 which is tending towards the maximum of 5 implies that most of the respondents agreed in addition to the standard deviation of 0.599 is support to those results implying that there were deviating responses. This study revealed that respondents agreed that they are sometimes given remunerations as a goodwill gesture, often around holidays as evidenced by the mean score of 4.36 which was high. However, there was a deviation represented by a standard deviation of 0.733 though it was minimal. One of the interviewed participants from Ishongororo High School said that;

*“Teachers sometimes receive holiday allowances for example Christmas or Easter packages so that they can be happy and comfortable with their profession”* (July 2019).

This implied that Employees who are able to take holidays and given the holiday allowances can feel more valued and become more motivated about their work which helps them to perform more effectively and thus retained in the institution. This study revealed that respondents agreed that remunerations have boosted morale and improved retention as seen from the mean of 4.04. However, there are some varied responses though with a minimal deviation of 0.605 which implied that there deviating responses. A participant from Nyamarebe Seed School said that;

*“Of course when the teachers are given their remunerations, their morale increases and they are also retained to teach in the school”* (July 2019).

This implied that in the end remunerations make employees feel a new energy to work and meet school objectives and morale to stay in the school.

the end remunerations makes employees feel a new energy to work and meet school objectives and morale to stay in the school

#### 4.5. Supervision and staff retention

The first component of the independent variable in this study was Supervision and the perception of the respondents about this component is captured as in the tables below. The mean average level of agreement was computed as follows, 1.00-1.80 = strongly disagree -(very low); 1.81-2.60 = Disagree (low); 2.61- 3.40 Moderate (moderate); 3.41-4.20= Agree (high) and 4.21- 5.00 = strongly agree (very high).

**Table 9: Showing Descriptive Statistics on Supervision and staff retention**

	Mean	Std. Deviation
My Supervisors provides tangible, work-related advice and,	3.94	.932
My supervisor also supports training and learning activities of teachers	4.26	.791
Supervisors also provide supportive statements, and relate to the emotional needs of the teachers when they feel overwhelmed	4.04	.818
Our supervisors listen to teachers as they discuss job difficulties,	4.51	.711
Supervisors who interact with subordinates as professionals and encourage teachers to share responsibilities	3.93	.759
Valid N (listwise)		

N=80

**Source: primary data (2019)**

It was revealed from the study that majority of the respondents agreed that the supervisors provides tangible, work-related advice and, and the findings showed a mean of 3.94 which implies that majority agreed. However, this result yielded a standard deviation of 0.932 implied that there were deviating responses on this statement. This implied that the supervisors are helpful to the teachers since they provide them with advice on how to go about their jobs at the

This was evidenced by the mean of 4.26 and standard deviation of 0.791 which implied that there were diverging responses on whether the supervisor also supports training and learning activities of teachers. More results in the table also revealed that most of the respondents agreed that the supervisors also provide supportive statements, and relate to the emotional needs of the teachers when they feel overwhelmed. This is because the statement had a mean score of 4.04 which is tending towards the maximum of 5 implies that most of the respondents agreed in addition to the standard deviation of 0.818 is support to those results implying that there were deviating responses. A participant from Ishongororo High School said that;

*“We make sure that we communicate clear expectations to the staff. So we share with them picture of what constitutes success for the employee in both the expected deliverables from and the performance of their job”* (July 2019).

Therefore supervisions provide frequent feedback and make the employee feel valued. When an employee completes an exchange with a manager who retains staff, he or she feels empowered, enabled, and confident in their ability to get the job done

As revealed from the study findings, the mean score of 4.51 was high which implies that the supervisors listen to teachers as they discuss job difficulties. However, a minimal deviation of 0.711 presents a deviation in opinions. Furthermore, the findings of the study as shown in table indicate that majority of the respondents agreed that Supervisors who interact with subordinates as professionals and encourage teachers to share responsibilities as seen from the mean score of 3.93. The standard deviation of 0.759 which explains the responses that varies between those who strongly agreed and agreed. A participant from Rwenkobwa Secondary School said that:

*“The supervision that we give to the teachers here is commendable and professional. I believe it motivates them to work harder”* (July 2019).

This implied that when done correctly, supervision can create an environment in which employees feel that they are part of something, and will learn and be motivated to work hard and strive for excellence, a rather than fear making mistakes.

#### 4.6 Working conditions and staff retention

The third component of the independent variable in this study was working conditions and the perceptions of the respondents about this component are captured as in the tables below.

**Table 10: Descriptive Statistics Working conditions and staff retention**

	Mean	Std. Deviation
Teachers are signed with many tasks and responsibilities	4.11	1.043
We have a lot of work because we are under staffed	4.55	.549
I have taken or considered stress leave in the last 12 months due to my working conditions	4.41	.758
I have regularly worked through lunches or breaks or afterhours to get more of my work done	4.17	.952
I have or Intend to change jobs due to working conditions problems	4.37	.736
Valid N (listwise)		

**Source: primary data (2019)**

The majority of the respondents agreed that Teachers are signed with many tasks and responsibilities as seen from the mean was 4.11. There were variations in the answers provided as indicated by 1.043 as standard deviation. This study revealed that respondents agreed that they have a lot of work because they are under staffed as seen from the mean score of 4.55 which is high. However, it gives a deviation of 0.549 though minimal. A participant from Rwenkobwa Secondary School said that:



*“We make sure that the staff here have good teaching and working condition for example we give them access to clothing such as staff uniform, drinking water, rest rooms, toilets, first aids boxes in the staff rooms” (July 2019).*

This implied that the administration should ensure that there are good working conditions in the school if they plan to enhance staff retention in their schools.

According to the study findings in table, it was indicated that majority of the respondents pointed out that they have taken or considered stress leave in the last 12 months due to working conditions. This is indicated by a mean of 4.41. However, a significant standard deviation of 0.758 is a clear manifestation of varied responses from respondents. One of the interviewed respondents from Bugyera Secondary School said that;

*“Sometimes teaching can be so stressful. You find you have a lot of work to do, preparing lesson plans, setting exams, marking, being on duty, e.t.c and you can end up thinking about getting a short leave” (July 2019).*

Therefore, when the staff have a lot of tasks assigned to them, they get demotivated to stay in the school.

Study findings in table revealed that majority of the respondents agreed that they have regularly worked through lunches or breaks or afterhours to get more of work done. This is evidenced by the mean score of 4.17. However, the responses varied as shown by the standard deviation of 0.952. This leads to stress and burnout in the long run. A participant from Nyamarebe Seed School said that;

*“We are always busy, even at break time you find teachers in the staff room busy marking books or preparing for the next lessons” (July 2019).*

It's not uncommon to see employers who require their staff to work for longer hours or even cancel their plans at the last minute. This leads to stress and burnout in the long run therefore by discouraging their plans to stay in the institution

It was revealed from the study, the mean score of 4.37 can mean that teachers agreed that they have or intend to change jobs due to working conditions problems. This however there were diverging responses hence the deviation of 0.736 though minimal.

#### 4.7 Staff retention

The dependent variable in this study was Staff retention and the perceptions of the respondents about this component are captured as in the tables below.

**Table 11: Descriptive statistics on staff retention**

	Mean	Std. Deviation
The number of staff intending to leave the school has reduced	4.24	.830
Services are delivered in time and are said to be good	4.10	.668
Better staff retention saves a school the cost of recruiting new employees	4.01	.584
I am committed to working with my school	3.76	.470
I am satisfied and loyal with this school	4.24	.830
Valid N (listwise)		

N=80

**Source: primary data (2019)**

It was also revealed from the study that majority of the respondents agreed that The number of staff intending to leave the school has reduced as seen from the mean score of 4.24. However, a minimal deviation of 0.830 presents a deviation in responses on the opinion. From the findings of the study in table, it was shown that the majority of the respondents agreed that Services are

The study findings in table revealed that the majority of the respondents agreed that Better staff retention saves a school the cost of recruiting new employees. This had a mean score of 4.01 which is tending towards the maximum of 5 implies that most of the respondents agreed. The standard deviation of 0.584 which explains the responses that varies between those who strongly agreed and agreed. From the study findings, the mean score of 3.76 implies that they are committed to working with my school. However, a minimal deviation of 0.470 presents a deviation with the view which means that there were divergent responses. It was also revealed from the study that majority of the respondents agreed that they are satisfied and loyal with this school as seen from the mean score of 4.24. However, a minimal deviation of 0.830 presents a deviation in responses on the opinion

#### 4.8 Correlation analysis

##### 4.8.1 Remunerations and staff retention

The study analyzed the relationships between the study variables using Pearson correlation product moment technique. These findings are shown below,

**Table 12: Correlation of remunerations and staff retention**

		staff retention
Remuneration	Pearson Correlation	0.586**
	Sig. (2-tailed)	.000

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

**Source: Primary Data 2019**

Table 12 shows the Pearson correlation product moment technique and the r value of 0.586 reveals that a positive relationship exists between remunerations and staff retention. The p Value

= .000, that is less than  $\alpha = 0.01$  which implies that there is a significant correlation. Therefore, rejecting the null hypothesis that “*There is no relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.*” Its rejection implies that the relationship exists and its positive significant. The findings show that both variables change in the same direction whereby better remuneration is related to high staff retention, and poor remuneration is related to low staff retention.

#### 4.8.2 Supervision and staff retention

The study analyzed the relationships between the study variables using Pearson correlation product moment technique. These findings are shown below,

**Table 13: Correlation of supervision and staff retention**

		staff retention
Supervision	Pearson Correlation	0.666**
	Sig. (2-tailed)	0.000
	N	80

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

**Source: Primary Data 2019**

Table 13 shows the Pearson correlation product moment technique and the r value of 0.666 reveals that a positive relationship exists between supervision and staff retention. The p Value = .000, that is less than  $\alpha = 0.01$  which implies that there is a significant correlation. Therefore, rejecting the null hypothesis that “*There is no relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.*” Its rejection implies that the relationship exists and its positive and significant. The

findings show that both variables change in the same direction whereby better supervision is related to high staff retention, and poor supervision is related to low staff retention

#### 4.8.3 Working conditions and staff retention

The study analyzed the relationships between the study variables using Pearson correlation product moment technique. These findings are shown below,

**Table 14: Correlation of working conditions and staff retention**

		staff retention
Working conditions	Pearson Correlation	.495**
	Sig. (2-tailed)	.000
	N	80

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

**Source: Primary Data 2019**

Table 14 shows the Pearson correlation product moment technique and the r value of 0.495 reveals that a positive relationship exists between working conditions and staff retention. The p Value =.000, that is less than  $\alpha = 0.01$  which implies that there is a significant correlation. Therefore, rejecting the null hypothesis that; “*There is a no relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District*” Its rejection implies that the relationship exists and its positive and significant. Interpreting the positive nature of the relationship, the findings show that both variables change in the same direction whereby better staff working conditions is related to high staff retention, and poor working conditions is related to low teacher retention.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

The chapter presents summaries of the research findings, conclusion, recommendations and areas for further study. This was done in line with the specific objectives of the study namely; To assess the relationship between remuneration and staff retention; To assess the relationship between supervision and staff retention; and To assess the relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.

#### **5.1 Summary of the findings**

##### **5.1.1 Remuneration and staff retention**

The study examined the relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District. From the correlation analysis, the study revealed that there is a positive significant relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District (r value of 0. 586, P value of 0.00). The study revealed that the teachers are given remunerations on time, are happy with the remunerations that they receive and also that the remunerations act as incentives for staff to attract their attention and their personal interest towards the school's success. The study findings also revealed that they are sometimes given remunerations as a goodwill gesture, often around holidays in addition to the fact that the remunerations have boosted our morale and improved retention.

### **5.1.2 Supervision and staff retention**

The study examined the relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District. From the correlation analysis, the study revealed that there is a positive significant relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District (r value of 0.666, P value of 0.00). The study findings showed that the supervisor provides tangible, work-related advice and, also supports training and learning activities of teachers. It was also revealed that majority of the respondents agreed that the supervisors also provide supportive statements, and relate to the emotional needs of the teachers when they feel overwhelmed and supervisors listen to teachers as they discuss job difficulties. It was also seen that the supervisors who interact with subordinates as professionals and encourage teachers to share responsibilities.

### **5.1.3 Working conditions and Staff retention**

The study examined the relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District. From the correlation analysis, the study revealed that there is a positive significant relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District (r value of 0.495, P. value of 0.00). The study revealed that Teachers are signed with many tasks and responsibilities, they have a lot of work because they are under staffed and also that teachers have taken or considered stress leave in the last 12 months due to working conditions. It was also revealed that teachers have regularly worked through lunches or breaks or afterhours to get more of work done and also that they have or intend to change jobs due to working conditions in the schools.

## **5.2 Discussion**

### **5.2.1 Remuneration and staff retention**

The study examined the relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District. From the correlation analysis, the study revealed that there is a positive significant relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District (r value of 0. 586, P value of 0.00). in line with the study findings, DeNisi and Griffin (2010) notably pointed out that remuneration is a reward system that a company provide to individuals in return for their willingness to perform various jobs and tasks within organizations. They further stated that relevant and commensurate rewards need to be provided to the employees so that they feel valued and their expectations on exchanging their skills, abilities and contribution to the organization are met.

Marler, (2010) pointed out that remuneration as a wide range of financial and non-financial rewards given to employees in exchange for their services rendered to the organization. According to him, it is paid in the form of wages, salaries and employee benefits such as paid vacations, insurance, maternity leave, free travelling facility, retirement benefits, etc. He indicated that the term 'wage' is used to denote remuneration to workers doing manual or physical work. Thus, wages are given to compensate the unskilled workers for their services rendered to the organization. Wages may be based on hourly, daily, weekly or even monthly bases

The study revealed that the teachers are given remunerations on time, are happy with the remunerations that they receive and also that the remunerations act as incentives for staff to attract their attention and their personal interest towards the school's success. The study findings



also revealed that they are sometimes given remunerations as a goodwill gesture, often around holidays in addition to the fact that the remunerations have boosted our morale and improved retention. In agreement with the study findings, Rynes, (2010) also argued that remuneration and compensation management is a general policy, designed to help an organization maximize the returns on available talent. The ultimate goal is to reward the right people to the greatest extent for the most relevant reasons

### **5.2.2 Supervision and staff retention**

The study examined the relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District. From the correlation analysis, the study revealed that there is a positive significant relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District (r value of 0. 666, P value of 0.00). This shows that the quality of the supervision an employee receives is critical to employee retention. People leave managers and supervisors more often than they leave companies or jobs. A draconian, nasty, or controlling manager takes points away from your organization. a manager or supervisor, who is a pro at employee retention, knows that the quality of the supervision is the key factor in employee retention as pointed out by Milkovich and Newman (2011)

The study findings showed that the supervisor provides tangible, work-related advice and, also supports training and learning activities of teachers. It was also revealed that majority of the respondents agreed that the supervisors also provide supportive statements, and relate to the emotional needs of the teachers when they feel overwhelmed and supervisors listen to teachers as they discuss job difficulties. This implied that it is important for social and Emotional Support-Supervisor who listen to workers as they discuss job difficulties, provide supportive statements,

and relate to the emotional needs of the workers when they feel overwhelmed, stressed, or confused by their work have workers with higher rates of retention (Milkovich and Newman, 2011).

It was also seen that the supervisors who interact with subordinates as professionals and encourage teachers to share responsibilities. This implied that supervisors who interact with subordinates as professionals and encourage the school staff to share responsibilities for organizational vision and leadership and to continue personal and professional development increase the likelihood that a worker will remain employed in the school as agreed by Marler, (2010)

### **5.2.3 Working conditions and staff retention**

The study examined the relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District. From the correlation analysis, the study revealed that there is a positive significant relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District ( $r$  value of 0.495,  $P$  value of 0.00). Managing employees' working conditions can result in lower turnover rates, improved performance and higher revenue for your business. Sure, there are times when you need to get things done as efficiently and as quickly as possible, and that's perfectly fine. Just make sure it doesn't become a habit as agreed by Globler et al, (2006).

The study revealed that Teachers are signed with many tasks and responsibilities, they have a lot of work because they are under staffed and also that teachers have taken or considered stress leave in the last 12 months due to working conditions. In most cases, change in working

conditions tends to change the stress level of employees, which ultimately affect the performance of employees. Stress is not necessarily bad in and of itself, while it is typically discussed in a negative context. It is an opportunity when it offers potential gain as pointed out by Bradley, (2008).

It was also revealed that teachers have regularly worked through lunches or breaks or afterhours to get more of work done and also that they have or Intend to change jobs due to working conditions problems. Working long hours is associated with loyalty and commitment in many organizations. It's not uncommon to see employers who require their staff to work until late at night or cancel their plans at the last minute as agreed by Lindner, (2015). This leads to stress and burnout in the long run. More so, Lindner, (2015) argued that a heavy work also affects their mood and behavior, causing poor mental focus, decreased motivation and difficulty concentrating on the tasks at hand. Working under pressure and dealing with tight deadlines can make employees sick

### **5.3 Conclusion**

There is a positive significant relationship between remuneration and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District. Teachers are given remunerations on time and as a goodwill gesture, often around holidays which act as incentives to attract their attention and their personal interest towards the school's success thus boosting their morale and improved retention

The study concludes that there is a positive significant relationship between supervision and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District.

The supervisors provide tangible, work-related advice, support training and learning activities of teachers, provide supportive statements, and encourage teachers to share responsibilities.

There is a positive significant relationship between working conditions and staff retention in Government aided secondary schools in Ibanda North Constituency Ibanda District. Teachers are signed with many tasks and responsibilities, are under staffed and regularly work through lunches or breaks or after hours despite the fact that they have or intend to change jobs due to working conditions.

#### **5.4 Recommendations**

Secondary schools should give adequate and timely remuneration and fringe benefits to teachers if they are to retain their teachers. Secondary schools should ensure that group incentives, individual and cash incentives are given in proportion to work performed by the teachers in order to ensure effective and efficiency in performance of the teachers so as to enhance staff retention. It is also important to note that it is the primary responsibility of owners and administration to tackle them. The administrations should therefore formulate financial rewards that are adequate to the staff.

Teachers should be aware of the role of supervision and take an active part in the process. Moreover, codes of practice within teaching highlight the importance of workers taking responsibility for their own learning and professional development, supported by their schools.

The administration of the schools should employ feedback mechanisms to inform them on the performance of the various rewards/motivation systems. This becomes necessary in order to effectively adjust motivational factors not suited/or desired by the teachers.

It is imperative that the teachers are given just enough loads to improve in performance. More teachers should be employed to help curb understaffing. This will help reduce work and teacher-pupil ratio will decrease

In light of the discoveries made by this study, while there is reason to analyse the extrinsic motivation of employees, other strategies such as promotion, recognition etc., should not be neglected in enhancing staff retention and commitment which are as important to driving employee morale and performance. A teacher who is satisfied with his job would perform his duties well and be committed to his job, and subsequently to his school.

### **5.6 Areas for further research**

The study was done on remuneration, supervision, working conditions and staff retention. However, there are many other factors impacting on staff retention including the intrinsic motivation factors and teaching conditions among others which other researchers should investigate.

## References

- Acom, M. A. (2010). *Factors affecting teacher retention in government-aided secondary schools in Eastern Uganda* (Doctoral dissertation, Makerere University, Kampala).
- Amabile, T. M. (2013). Motivational Synergy: toward new conceptualizations of intrinsic and extrinsic motivation in the workplace. *Human Resource Management Review*, 3(3), 185-201.
- Amin, M.E. (2005). Social science research: *Conception, methodology and analysis*.
- Analoui, F. (2010). What motivates senior managers? The case of Romania. *Journal of Managerial Psychology*, 15, 4, 324-340. University of Bradford, Bradford, UK.
- Approach. ACTS press, Nairobi, Kenya.
- Armstrong, M. (2012). *Armstrong's Handbook of Human Resource Management Practice*, 12<sup>th</sup> Ed. London, Kogan Page.
- Barr, H. (2013). Where extrinsic meets intrinsic motivation: An investigation of black student persistence in pre-health careers. *Negro Educational Review*, 64(1/4), 37.
- Baruch, H. (2004). *An Introduction to Motivation*, New York: *Van Nostr and Reinhold Co. Inc.*
- Bassett-Jones, N., & Lloyd, G. C. (2015). Does Herzberg's motivation theory have staying power? *Journal of management development*, 24(10), 929-943.
- Bedfast, K. (2014). *Assessing Human Capital as an Element That Informs Remuneration and Promotion: A Case Study of the National Insurance Scheme (Doctoral dissertation, University of Ghana)*.
- Belias, D. Koustelios A, Sdrolas L. Aspridis, G. (2015). Job Satisfaction, Role Conflict and Autonomy of employees in the Greek Banking Organization. *Procedia - Social and Behavioural Sciences* 175: 324-333.

- Bernard, J. T (2005). Consequences of Abusive Supervision, *The Academy of Management Journal*, Vol. 43, No. 2, pp. 178-190
- Bradley, B. (2008). *Formative and design experiments: Approaches to language and literacy research*. New York: Teachers College Press.
- Brandt, C. O. (2019). *Teachers' Struggle for Income in the Congo (DRC). Between Education and Remuneration* (Doctoral dissertation, University of Amsterdam).
- Bull, H, (2005). A framework for human resource management. *Pearson Education India*.
- Cascio, W. F. (2006). *Managing Human Resources: Productivity, Quality of Work Life, Profits* (7th ed.). *Burr Ridge, IL: Irwin/McGraw-Hill*.
- Cox, L.E. (2016). Effect of workload history on task performance. *Human Factor*
- Deci, T. (2015). *An Introduction to Motivation*, New York: *Van Nostr and Reindhold Co. Inc*.
- DeNisi, G. and Griffin, T. (2010). Understanding employee motivation. *Journal of extension*. Jun;36(3):1-8.
- Eshiteti, S. N. Okaka, O. Maragia, S. N. Odera, O. and Akerele, E. K. (2013). Effects of succession planning programs on staff retention. *Mediterranean Journal of Social Sciences*, 4(6), 157.
- Firestone, W. A., & Pennell, J. R. (2013). Teacher commitment, working conditions, and differential incentive policies. *Review of educational research*, 63(4), 489-525.
- Fisher, L. (2012). *Motivation in Work Organization*. San Francisco: Jossey-Bass Inc.
- Gerhart, E. and Milkovich, N. (2008). Employee motivation: A powerful new model. *Harvard business review*, 86(7/8), p.78.

- Globler, K., Muteswa, R., & Ortlepp, K. (2006). Contributing factors to potential turnover in a sample of South African management-level employees. *Acta Commercii*, 11(1), 13-29.
- Herzberg, F. (2008). One more time: how do you motivate employees?. *Harvard Business Review Press*.
- Ibanda District Education Report (2010, 2012).
- Ishongororo High School Payroll report (2018)
- Kreisman, Y. (2012). Self-determined work motivation predicts job outcomes, but what predicts self-determined work motivation? *Journal of world*. (pp. 1161-1162). Thousand Oaks, CA: SAGE Publications, Inc.
- Lazear, R. (2010). Value makes the Company. Harvard Business Review motivation in teaching in relation to quality EFA initiatives. *FSSS International*,
- Leiter, D. (2011). Real power to the people, *Management Development Review*, Vol. 10, 87-89.
- Lindner, L. (2014). Effective reward ensures effective engagement. *Strategic HR Review* 14: 131-134.
- Malhotra, P.A., Soto, D., Li, K. and Russell, C., (2013). Reward modulates spatial neglect. *J Neurol Neurosurg Psychiatry*, 84(4), pp.366-369.
- Marler, L. (2010) Promoting Stewardship among Employees through Systemic Human Resource Practices. In *2011 International Conference on Management and Service Science* (pp. 1-4). IEEE.
- McLaurin, S. E., Smith, W., & Smillie, A. (2009). Teacher Retention: Problems and Solutions. *Online submission*.
- Milkovich, K. and Newman, L. (2011). Is There a Research–Practice Gap in Compensation Management?. *Compensation & Benefits Review*, 44(4), 208-213.



- Mugenda, O., & Mugenda, A. (2003). *Research methods: Quantitative and Qualitative methods. Revised in Nairobi.*
- Musaazi, J.C.S. (1982). *The Theory and Practice of Educational Administration.* (1st Ed.). London: Macmillan Education Ltd.
- Mwesiga, P., Butime, J., & Okello, D. (2010). Low Cost Broadband Access and Infrastructure: The CWRC Experience. *SCIENCE WITH AFRICA*, 179.
- Namirembe-Bitamazire, G. (2005). A paper presented to secondary school head teachers (Vol. 20, pp. 147-167). Kyambogo resource development quarterly Ministry of Education, Aug.
- Ng'ethe, J. M. (2014). *Determinants of academic staff retention in public universities in Kenya* (Doctoral dissertation).
- Okumbe, J. A. (2011). *Human Resource Management*, Nairobi: Education Development and Research Bureau.
- Robbins, S. P. and Judge, T. A. (2014). *Organizational Behavior.* Twelfth Edition. Pearson Prentice Hall.
- Roberson, J.K. (2012). Emergence of the Operant model of effective supervision or How an operant conditioner got hooked on leadership, *Leadership and Organizational Development Journal*, Vol. 15, No. 5, 27-32.
- Ruthankoon, R., (2003). Testing Herzberg's two-factor theory in the Thai construction industry. *Engineering, Construction and Architectural Management*, 10(5), pp.333-341.

- Rynes, O. (2010). Evaluation of employees' job satisfaction and role of gender difference: An empirical study at airline industry in Iran. *International Journal of Business and Social Science*, 3, 91–100
- Sansone, C. and Harackiewicz, J.M. (2010). Intrinsic and extrinsic motivation: The search for optimal motivation and performance. *San Diego: Academic Press.*,
- Sekaran, U. & Bougie, R. (2010). *Research methods for business: A skill building approach*. John Wiley & Sons..
- Selesho, J. M., & Naile, I. (2014). Academic staff retention as a human resource factor: University perspective. *International Business & Economics Research Journal (IBER)*, 13(2), 295-304.
- Sergiovanni, T. J., & Starratt, R. J. (2007). Supervision: *human perspectives*.
- Shearer, F. (2014). Are you Focusing both Employees and Organizational Outcomes? *Organizational Initiative at Saint Louis 67 University*, 1-5.
- Swart, G. Lam, A. & Lambermont-Ford, J. P. (2015). Knowledge sharing in organisational contexts: a motivation-based perspective. *Journal of knowledge management*, 14(1), 51-66.
- Thomas, B. (2012) Mechanisms of motivation–cognition interaction: challenges and opportunities. *Cognitive, Affective, & Behavioural Neuroscience*, 14(2), 443-472.
- Torrington, D. Laura, H. and Stephen, T. (2008). Human Resource Management England: *Pearson Education Limited Edinburgh Gate*
- Tracey, R.M. (2010). Factors That Affect Employee Performance in an Organization. Mazin, eHow Contributor

Wayne, F. C. (1998). *Managing Human Resources: Productivity, Quality of Work Life and Profits*, 5th Ed. New York: Mc Graw Hill.

Webster, M. (2014). An encyclopedia Britannica company. *electronic source]* <http://www.merriam-webster.com/dictionary/education..>

**Appendix 1: Questionnaire for Government Aided Secondary school teachers in Ibanda North Constituency Ibanda District**

**Introduction**

I am **NinsiimaMedard** and currently collecting data for compilation for my dissertation I am conducting relating to “**Extrinsic motivation and staff retention among Government Aided Secondary school teachers in Ibanda North Constituency Ibanda District**”. The information is purely for academic purposes and all the answers will be handled with utmost confidentiality and you do not need to indicate your identity anywhere on the questionnaire. I therefore humbly request that you complete this questionnaire correctly in the spaces provided or options given

**SECTION A: Demographic Characteristics**

Tick / fill in the most appropriate answer.

1. Gender:

a) Female

b) Male

2. Age

a) Below 20 years  b) 20 – 30 years  c) 31 – 40 years

d) 40 – 50years  e) Above 50 years.

3. Marital status

a) Single  b) Engaged  b) Married  c) Divorced

e) Widowed

4. Highest level of education Qualification

a) Certificate  b) Diploma  c) Bachelor’s Degree  d) Masters

e) Others (Specify).....

Please indicate the extent to which you agree or disagree to the following statements’ by ticking the appropriate number.

<b>Strongly agree</b>	<b>agree</b>	<b>Not sure</b>	<b>Strongly disagree</b>	<b>Disagree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**SECTION B: Extrinsic Motivation**

To what extent do you agree with the following statements?

<b>Supervision</b>						
1	My Supervisors provides tangible, work-related advice and,	5	4	3	2	1
2	My supervisor also supports training and learning activities of teachers	5	4	3	2	1
3	Supervisors also provide supportive statements, and relate to the emotional needs of the teachers when they feel overwhelmed	5	4	3	2	1
4	Our supervisors listen to teachers as they discuss job difficulties,	5	4	3	2	1
5	Supervisors who interact with subordinates as professionals and encourage teachers to share responsibilities	5	4	3	2	1
<b>Remunerations</b>						
6.	We are given our remunerations on time	5	4	3	2	1
7.	We are happy with the remunerations that we receive	5	4	3	2	1
8.	remunerations act as incentives for staff to attract their attention and their personal interest towards the school's success.	5	4	3	2	1
9	we are sometimes given remunerations as a goodwill gesture, often around holidays	5	4	3	2	1
10	remunerations have boosted our morale and improved retention	5	4	3	2	1
<b>Working conditions</b>						
11	Teachers are signed with many tasks and responsibilities	5	4	3	2	1

12	We have a lot of tasks because we are under staffed	5	4	3	2	1
13	I have taken or considered stress leave in the last 12 months due to my working conditions	5	4	3	2	1
14	I have regularly worked through lunches or breaks or afterhours to get more of my work done	5	4	3	2	1
15	I have or Intend to change jobs due to working conditions	5	4	3	2	1

**SECTION C: Staff retention**

To what extent do you agree with the following statements?

No	<u>Staff retention</u>					
16	The number of staff intending to leave the school has reduced	5	4	3	2	1
17	Services are delivered in time and are said to be good	5	4	3	2	1
18	Better staff retention saves a school the cost of recruiting new employees	5	4	3	2	1
19	I am committed to working with my school	5	4	3	2	1
20	I am satisfied and loyal with this school	5	4	3	2	1

**THANK YOU FOR YOUR TIME AND CO-OPERATION**

**Appendix II: Interview guide for Head teachers and Head teachers, Deputy head teacher, Bursar and Director of Studies of Government Aided Secondary schools in Ibanda North Constituency Ibanda District**

I am **Ninsiima Medard** and currently collecting data for compilation for my dissertation I am conducting relating to “**Extrinsic motivation and staff retention among Government Aided Secondary school teachers in Ibanda North Constituency Ibanda District**”. I am here to conduct an interview. You have been selected to share with us your experience and make this study successful. Information given will be treated with utmost confidentiality.

1 In your view, how has supervision improved the staff retention in your school?

.....  
.....

2 How are employees given remunerations in your school?

.....  
.....

3 What are the various reward systems used in your school?

.....  
.....

4. What are the challenges that you face in motivating employees especially through working conditions in your School?

.....  
.....

5. What recommendations can you give to improve motivation and retention of staff in your school?

.....  
.....

**Thank you**