

**NON-MONETARY INCENTIVES AND TEACHERS' RETENTION IN
PRIVATE SECONDARY SCHOOLS IN MUKONO MUNICIPALITY IN
UGANDA**

BY

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DECLARATION

I, Harriet Nabbanja, registration number 18/U/GMBA/19379/PD declare that, this work has been done by me and that it has never been submitted elsewhere for similar awards and is now ready for submission to the board of examiners of Kyambogo University.

Signature..........Date.....15/09/2022.....

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Kyambogo University a research dissertation titled “Non-Monetary Incentives and Teachers’ Retention in Private Secondary Schools in Mukono Municipality” in fulfillment of the requirements for the award of a degree of Masters of Business Administration of Kyambogo University.

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DEDICATION

This dissertation is dedicated to my parents Mr. Makumbi Emmanuel and the Late Namatovu Jema Makumbi who have been my twin pillars of strength throughout my entire life and above all, taught me to become courageous, faithful, loving and instilled in me the virtue of perseverance.

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TABLE OF CONTENTS

DECLARATION.....	i
CERTIFICATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF ACRONYMS	xiv
ABSTRACT.....	xv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.1.1 Historical Background	1
1.1.2 Theoretical Background.....	1
1.1.3 Conceptual Background.....	4
1.1.4 Contextual Background	4
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study	6
1.3.1 Specific Objectives	6
1.3.2 Research Questions.....	7

1.4 Scope of the Study	7
1.4.1 Geographical Scope	7
1.4.2 Content scope.....	7
1.4.2 Time Scope	8
1.5 Significance of the Study	8
1.6 Conceptual Framework.....	9
1.7 Justification of the Study	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Theoretical review	12
2.3 Review of Related Literature	15
2.3.1 The effect of job security on teacher’s retention	15
2.3.2 Signing contracts.....	17
2.3.3 Labour movements.....	18
2.4 The effect of recognition on teachers’ retention	19
2.4.1 Praises	19
2.4.2 Appreciation.....	20
2.5 Effect of career development provision on teachers’ retention	21
2.6 Relationship between Non-monetary incentives, proprietor’s interference and teacher’s retention	23

2.7 Empirical literature relating to the study	25
2.8 Summary of Literature Review.....	26
CHAPTER THREE.....	27
METHODOLOGY	27
3.1 Introduction.....	27
3.2 Research Design.....	27
3.3 Study Population.....	27
3.4 Sample Size and selection.....	28
3.4.1 Sampling Techniques and Procedures	28
3.5 Data Collection Methods	29
3.5.1 Questionnaire Survey.....	29
3.5.2 Interviewing	29
3.6 Data Collection tools.....	29
3.6.1 Questionnaire	30
3.6.2 Interview Guide	30
3.7 Quality Control	30
3.7.1 Validity	31
3.7.2 Reliability.....	32
3.8 Procedure for data collection	32
3.9 Data Processing and Analysis.....	34
3.9.1 Quantitative Data Analysis	34

3.9.2 Qualitative Data Analysis	34
3.10 Ethical Considerations	35
3.11 Limitation of the Study	35
CHAPTER FOUR.....	37
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS	37
4.1 Introduction.....	37
4.2 Response rate	37
4.3 General information about the respondents	38
4.3.1 Description of the Respondents by Gender	38
4.3.2 Description of the respondents by level of Education	39
4.3.3 Description of the respondents according to age	40
4.3.4 Description of the Respondents by Service Experience	42
4.4 The effect of job security on teachers’ retention	44
4.4.1 Descriptive findings on job security	44
4.4.2 Regression analysis on the effect of job security on teachers’ retention	48
4.5 The effect of recognition of teachers’ performance on teachers’ retention	50
4.5.1 Descriptive findings on recognition of teachers performance on teachers’ retention.	50
4.5.2 Regression analysis on the effect of recognition of teachers’ performance on teachers’ retention.....	53
4.6 The effect of career development provision on teachers’ retention.....	55

4.6.1 Descriptive findings on career development.....	55
4.7 Teachers’ retention practices	60
4.7.1 Influence of time spent at workplace on teachers retention.....	60
4.7.2 Influence of satisfaction on teachers’ retention	63
4.7.3 Commitment of Teachers as a measure of teachers’ retention	66
4.7.4 Effect of school proprietor’s interference on teachers’ retention	68
4.8 Chapter Summary	71
CHAPTER FIVE	72
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	72
5.1 Introduction.....	72
5.2 Summary of Findings.....	72
5.3 Discussion of findings.....	74
5.3.1 The effect of job security on teachers’ retention	74
5.3.2 The effect of recognition of teachers’ performance on teachers’ retention	75
5.3.3 The effect of career development provision on teachers’ retention.....	76
5.4 Conclusion	76
5.4.1 The effect of job security on teachers’ retention in private secondary schools in Mukono Municipality	76
5.4.2 The effect of recognition on teachers’ retention in private secondary schools in Mukono Municipality	77

5.4.3 The effect of career development provision on teachers’ retention in private secondary schools in Mukono Municipality	77
5.5 Recommendations.....	78
5.6 Areas for further research	79
REFERENCES.....	80
APPENDIX I: QUESTIONNAIRE GUIDE FOR THE RESPONDENTS	95
APPENDIX II:INTERVIEW GUIDE FOR THE RESPONDENTS	103
APPENDIX III: VALIDITY TEST RESULTS FOR THE QUESTIONNAIRE SURVEY	104
APPENDIX IV: RELIABILITY RESULTS FOR THE QUESTIONNAIRE SURVEY	105

LIST OF TABLES

Table 3. 1: Summary table for the sample size	28
Table 3. 2: Validity Indices.....	31
Table 3. 3: Reliability Indices.....	32
Table 4. 1: Response rate	38
Table 4. 2: Gender of the Respondents.....	39
Table 4. 3: Level of Education of the Respondents	40
Table 4. 4: Age groups of the Respondents	41
Table 4. 5: Working experience in the teaching profession.....	42
Table 4. 6: Descriptive statistics on Job security	45
Table 4. 7 Regression results on the effect of job security on teachers' retention	49
Table 4. 8: Descriptive statistics on recognition.....	51
Table 4. 9: Regression results on the effect of recognition on teachers' retention.....	54
Table 4. 10: Descriptive statistics on career development.....	56
Table 4. 11: Regression results on the effect of career development on teachers' retention	59
Table 4. 12: Respondents' opinions on the influence of the time the respondent has spent at the current work place on employee retention	61
Table 4. 13: Respondents' opinions on the influence of satisfaction on employee retention	64

Table 4. 14: Respondents’ opinions on the influence of teacher’s commitment on employee retention.....67

Table 4. 15: Respondents’ opinions on the influence of school proprietor’s interference on employee retention.....69

LIST OF FIGURES

Figure 1. 1: The conceptual framework showing the effect of non-monetary incentives on teachers' retention.....	9
Figure 4. 1: Number of schools that respondents had taught in so far.....	43

LIST OF ACRONYMS

CVI	Content Validity Index
D.E.O	District Education Officer
IR	Irrelevant
MoES	Ministry of Education and Sports
R	Relevant
SPSS	Statistical Package for Social Sciences
UNATU	Uganda National Teachers Union
UCE	Uganda Certificate of Education
UACE	Uganda Advanced Certificate of Education

ABSTRACT

Over years, motivation is a fundamental indicator and determinant of employee retention within an organization. However, it has remained an area of major concern for human resource managers in organizations. This study aimed at examining the effect of non-monetary incentives on teachers' retention in private secondary schools in Mukono Municipality in Uganda. The study objectives were; to examine the effect of job security on teachers' retention, to examine the effect of recognition on teachers' retention and to examine the effect of career development provision on teachers' retention in private secondary schools. The study employed a cross sectional research design. Quantitative data collection was collected with the use of questionnaires that were administered to a sample of 355 respondents. Qualitative data was collected with the support of an interview guide on the sample of 20 key informants within the schools. Findings on the effect of job security on teachers' retention revealed that majority of the respondents perceived the school administration to be interested in mentoring their staff. In addition, the findings on the objective of recognition on teachers' retention revealed that; the statement of whether if a teacher is appreciated by the school, it would make him or her work harder had the 1st Rank. The study therefore established that job security, recognition and career development have a significant effect on teachers retention. It is therefore concluded that generally non-monetary incentives significantly contribute to teachers' retention within private secondary schools. The study in this case recommends private secondary schools to provide adequate non monetary incentives to teachers especially assurance of job security, recognition of teachers with better performance if there is a need to retain the teachers. Besides, private secondary schools should promote maintenance (hygiene) factors which play a pivotal role in reducing dissatisfaction among teachers. Similarly, motivators should also be enhanced to drive teachers' job satisfaction which is influential in retention of teachers.

Key terms: Non-monetary incentives, Job recognition, Job security, career development and teachers' retention.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The historical perspective, theoretical perspective, conceptual perspective, and contextual perspective were used to categorize the background to the study.

1.1.1 Historical Background

Whilst, the mix of incentives determine an organization's capabilities, employee retention is highly required to execute the long term strategy of the organization. Employee retention is primarily based on the skills and knowledge as aligned to institution's human capital. Incentives have a long history that dates way back to management classical theories (Bennel & Mukyanuzi, 2005). According to James and Mathew (2012), there is no clear traces on various incentives that motivate people in life but instead to their study the majory employee retention strategies included reward and recognition, Training and development opportunities. With very limited knowledge on the historical perspective of incentives contribution on employee retention, this study seeks to explore the effect of non-monetary incentives on employee retention.

1.1.2 Theoretical Background

The study was guided by the Two-Factor Theory that was advanced by Herzberg (1968) and The Hierarchy of Needs Theory developed by Maslow (1943).

Herzberg (1968) conducted a study on the environmental factors that contribute to satisfaction and dissatisfaction among the workers among the firms in the USA. Herzberg established that there were both environmental factors that contributed to employee satisfaction and those that would reduce employee dissatisfaction and hence developed a Two-Factor theory (Herzberg, 1968). The theory stipulates that there are two fundamental factors that contribute to an employee's work behavior that is to say the hygiene factors and motivators. According to the theory, the hygiene factors are job dissatisfiers because if they are not in existence in the organization, work is dissatisfying. On the other hand, the motivators are those factors that enhance employee satisfaction. Therefore, Two-Factor theory is in line with the topic of the study, since it emphasizes the need for organizations to motivate employees if there is a need to raise satisfaction levels which drive retention levels within such organization. It is urged that when employees are motivated, there are higher chances of retaining them than when unmotivated (Stello, 2014). However, Whereas this theory is widely considered as a practical approach towards enhancing employees' motivation in various organizations, it should be noted that the context of this explanation may differ from sector to sector and from country to country. As a result this study under the guidance of Two-Factor theory sought to investigate the effect of non-monetary incentives on teachers' retention in Private secondary schools in the Ugandan context with specific focus in Mukono Municipality.

The second theory that provided insights into this study was the Theory of Hierarchy of Needs theory proposed by the American psychologist called Abraham Maslow in 1943.

This theory urges that people are motivated to satisfy various levels of needs that according to the theory are in an hierarchy form (Maslow, 1943). The theory asserts that only unsatisfied human need influences individual behavior; a satisfied need is no longer a motivator.

According to the theory, an individual often starts at the bottom of the hierarchy (pyramid) where the major concern is satisfy basic needs like shelter, medical and food and therefore puts an individual in tensions that influence a person's work behaviors. Upon satisfyin this level needs, an individual moves up to the next level needs categorized as safety needs which include physical safety, job security (McLeod, 2017). The third level needs are social needs in which an individual seeks to belong to a group, need for love and belonging. Esteem needs are a state where an individual requires recognition for a job performance and respect. Lastly, self- actualization needs focus on how people think about themselves (Stello, 2014).

McLeod (2017) adds that in order to safeguard the competitiveness earned, the human resource should be motivated by providing it with non monetary rewards such as recognition, security and career development which will enhance their psychological well-being and improve quality of work-life. It is therefore on this ground that this study based on the Hierarchy of Needs Theory to investigate the effect of non monetary rewards on teacher retention in Secondary Schools of Mukono Municipality.

1.1.3 Conceptual Background

The major concepts in this study were non-monetary incentives and teachers' retention. Retention means the continued possession, use, or control of something. Teachers' retention refers to keeping or encouraging staff to stay at the school for as long as possible (Bidisha and Mukulesh, 2013). The study measured teachers' retention in terms of the period a teacher spends teaching in a particular private secondary school in Mukono municipality.

Incentives are other rewards given to an employee on top of the basic salary made by the employer. An incentive when given to an employee is presumed to motivate an employee to perform well at work. Wroblewski (2019) defined Non-monetary incentives as incentives offered to an employee in recognition of a special achievement and completion of tasks. Non-monetary incentives do not include direct cash embashment.

1.1.4 Contextual Background

The study context was private secondary schools located in Mukono Municipality. Generally the academic performance of private secondary schools in Mukono Municipality has been dropping over the recent periods. For instance, the statistics from over 11000 candidates who sat for UCE 2018 in Mukono District, 22% passed in Division one, 23% passed in Division two, 21% in Division three, 28% in Division Four and 6% failed with Division U (www.schooluganda.com, 2020). The low academic performance may be attributed to low teachers' retention as stated by Mrs. Bulya Olivia the Senior

Municipal Inspector of Schools in Mukono Municipality (MoES Report, 2019). (Patience, 2018) asserted that 64% of the teachers in Uganda leave their jobs because they do not feel appreciated. Gallup Press (2017) reported that almost 70% of teachers in the country say they receive no praise or recognition in the work place. Specifically in Mukono Municipality, the MoES Report (2019) indicates that in the academic period 2017-2018, out of 178 new teachers who were hired in 30 of the sampled private secondary schools, 96 (54%) left their schools. It is therefore not clear whether when offered non monetary rewards, there would be an improvement on teacher retention within private secondary schools in Mukono Municipality. Therefore, the purpose of this study was to determine how non-financial incentives affected the retention of teachers in private secondary schools in Mukono Municipality.

1.2 Statement of the Problem

Incentives play a pivotal role in any service sector. Teachers choose to work in schools that maximize their utility and those that consider not only basic pay but also non-monetary incentives that matter to them. As a result private secondary schools in Uganda consider non-monetary incentives presuming that they may contribute to teacher retention. However, teacher's retention levels are still low. Patience (2018) asserted that 64% of the teachers in Uganda leave their jobs because they do not feel appreciated. In the context of private secondary schools in Mukono Municipality, teacher retention stands at only 35% (MoES Report, 2019). Ministry of Education and Sports (MoES) Report (2019) further indicates that in the academic period 2017-2018, out of 178 new teachers

who were hired in 30 of the sampled private secondary schools, 96 (54%) left their schools. Despite the fact that many studies on non-monetary incentives, for example, Kibichii, Kiptum & Chege (2016) have urged that provision of non monetary rewards is likely to enhance retention levels, no study has been conducted in Mukono Municipality making it unclear as to whether when offered non monetary rewards, there would be an improvement on teacher retention within private secondary schools in Mukono Municipality. Therefore, the purpose of this study was to determine how non-financial incentives affected the retention of teachers in private secondary schools in Mukono Municipality.

1.3 Purpose of the Study

The major purpose of the study was to examine the effect of non-monetary incentives on teachers' retention in private secondary schools.

1.3.1 Specific Objectives

- i.** To examine the effect of job security on teachers' retention in private secondary schools in Mukono Municipality
- ii.** To assess the effect of recognition on teachers' retention in private secondary schools in Mukono Municipality
- iii.** To examine the effect of teachers' career development on teachers' retention in private secondary schools in Mukono Municipality

1.3.2 Research Questions

- i.** What is the effect of job security on teachers' retention in private secondary schools in Mukono Municipality?
- ii.** What is the effect of recognition on teachers' retention in private secondary schools in Mukono Municipality?
- iii.** What is the effect of teachers' career development on teachers' retention in private secondary schools in Mukono Municipality?

1.4 Scope of the Study

The scope of the study is presented in terms of geographical, content and time scope as seen in sections below.

1.4.1 Geographical Scope

The research was done in a private secondary schools in Mukono Municipality, which is in Mukono District, Uganda because of the fact that Mukono Municipality privately owned secondary schools had not been performing well in the last five years in UACE and UCE exams. Therefore, it was believed that appropriate information could be obtained.

1.4.2 Content scope

The content scope covered non-monetary incentives in terms of job security, recognition and career development. Job security was studied in terms of teachers signing contracts with their schools. Recognition at work place was looked at in terms of praises and

appreciation offered to teachers by the school administrators as forms of motivating teachers to stay in private secondary schools. Teacher retention was looked at in terms of the number of years spent by a teacher at a single school.

1.4.2 Time Scope

The time scope covered the years from 2014 to 2020. This was because this was the period when there was notable drop in the retention rates in private secondary schools. Many teachers had and were changing schools and some completely abandoning the teaching profession for other jobs. This thus, helped in establishing how non-monetary incentives affect teacher retention in secondary schools.

1.5 Significance of the Study

In practice, the study findings would be helpful to the heads of private secondary schools, Heads of Departments, Director of Studies and the District Education Officers in finding different ways that can improve teachers' retention as these are stipulated by the study recommendations that reveal the effect of non-monetary incentives on teacher retention.

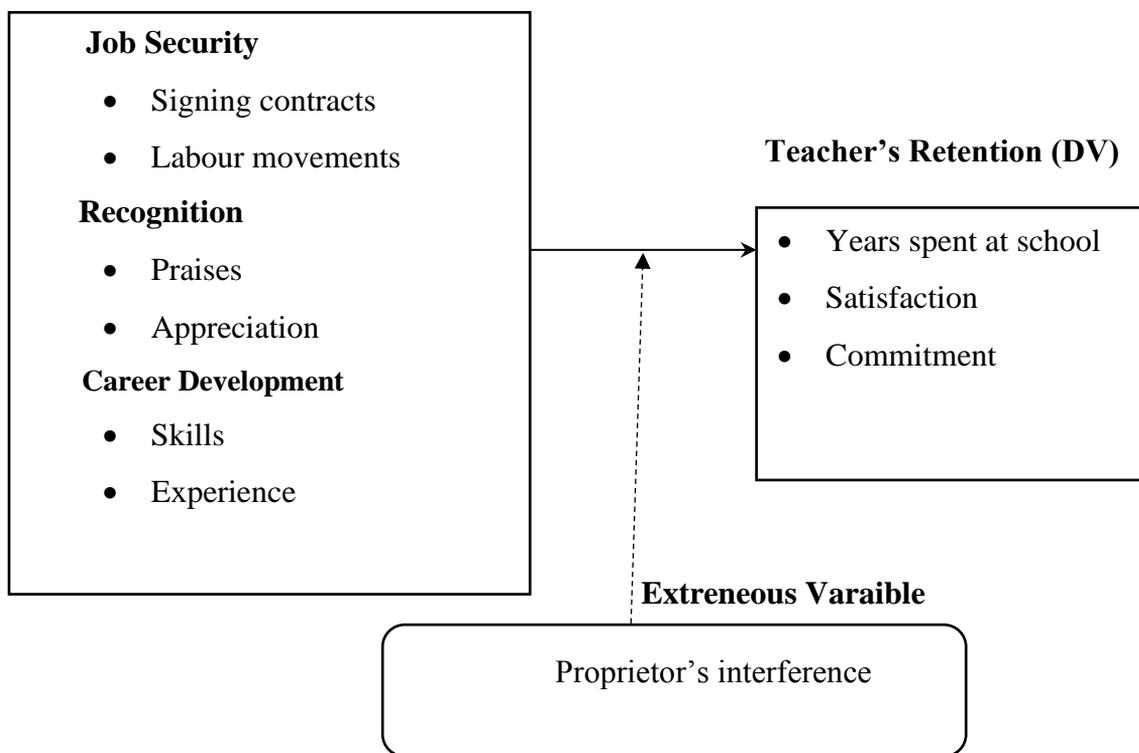
Policy, the study findings would be helpful as a basis to the local Government and the Ministry of Education as well as the legislative assembly in enacting laws governing teacher's employment at schools especially private secondary schools in Uganda.

Knowledge extension, the study findings added on the existing body of literature on the effect of non-monetary incentives on teachers' retention, would be useful to future

researchers as they will use the study findings in reviewing literature.

1.6 Conceptual Framework

Non-Monetary Incentives (IV)



Source: Adapted from Brad (2018).

Figure1.1: The conceptual framework showing the effect of non-monetary incentives on teachers' retention

The conceptual framework hypothesizes that Non-monetary incentives which was conceptualized as Job security, recognition and career development have an effect on teachers' retention. Teachers retention is an a dependent variable and was measured years

spent by an employee in school, employee satisfaction observed in terms of extent to which staff enjoyed his or her work and commitment.

The framework further hypothesizes that in order to ensure teachers' retention in schools, school administrators should make sure that their teachers' sign contracts, because most teachers working in private secondary schools do not have formal contracts with their schools, and also teachers have to join labour organizations like UNATU which can fight for their rights when violated.

In addition, it is also presumed that in order to retain teachers in any private school factors like recognition of good performing teachers may be considered by the school administration. When a teacher is appreciated and praised, such a teacher may put in more efforts in what he or she does for the school or institution which in turn may enhance general school performance as well as retainence of teachers.

Lastly, it is also presumed that private schools that may always provide career development to their teachers are likely to retain their teachers for a longer period compared to those that do not. With career development, teachers gain more skills and experience which can lead them to promotion and keep them to stay at a particular school for a longer period of time.

1.7 Justification of the Study

There is a dearth of data and no empirical support for research on the impact of non-

monetary incentives on teachers' retention specifically in private secondary schools Mukono Municipality, despite the fact that many academics and researchers have conducted studies on the effects of non-monetary rewards on teachers' commitment and performance in schools both nationally and internationally. Most private schools ignore the relevancy of non-monetary incentives on teacher retention, because many entrepreneurs of these schools are not teachers and, in this regard, they lack qualified human resource management skills which has led to a decrease in the teacher retention rate hence the need for study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature reviewed focused on specific areas that are considered important in relation to non-monetary incentives and teachers' retention in private secondary schools. Literature reviewed focused on the effect of job security on teachers' retention in private secondary schools, the effect of recognition on teachers' retention in private secondary schools, the effect of career development provision on teachers' retention in private secondary schools and the relationship between non-monetary incentives, school proprietor's interference and teachers' retention. The study was guided by the two-factor theory of motivation and Maslow's Hierarchy of needs theory.

2.2 Theoretical review

According to Gupta (1990), "administrators of the institutions have to understand the needs of workers and offer an environment in which proper incentives are available for the satisfaction of their needs" in order to "motivate people for organization purpose." When this is done, the level of efficiency and effectiveness of the workers increases since employees are always on time and satisfied and thus they have to stay longer at that work place.

Two Factor theory:

This is one of the content theories, advanced by Frederick Herzberg in 1968. Herzberg (1968) conducted a study on the environmental factors that contribute to satisfaction and dissatisfaction among the workers among the firms in the USA. Herzberg established that there were both environmental factors that contributed to employee satisfaction and those that would reduce employee dissatisfaction and hence developed a Two-Factor theory (Herzberg, 1968). The theory stipulates that there are two fundamental factors that contribute to an employee's work behavior that is to say the hygiene factors and motivators. According to the theory, the hygiene factors are job dissatisfiers because if they are not in existence in the organization, work is dissatisfying. On the other hand, the motivators are those factors that enhance employee satisfaction. Therefore, Two-Factor theory is in line with the topic of the study, since it emphasizes the need for organizations to motivate employees if there is a need to raise satisfaction levels which drive retention levels within such organization. It is urged that when employees are motivated, there are higher chances of retaining them than when unmotivated (Stello, 2014). However, Whereas this theory is widely considered as a practical approach towards enhancing employees' motivation in various organizations, it should be noted that the context of this explanation may differ from sector to sector.

In conclusion, the theory explains job motivation in terms of what arises or prompts employee conduct and addresses the topic of why human needs change over time. The theory's implications in regard to this study requires various stakeholders to make an effort

to discover the needs of specific instructors and meet those needs in order to satisfy those teachers. If they achieve this, teachers will move closer to self-actualization and feel satisfied, which will encourage them to stay at their institutions for a long time.

Maslow's Hierarchy of Needs theory

The second theory that guided this study was the Hierarchy of Needs theory proposed by the American psychologist called Abraham Maslow in 1943. This theory urges that people are motivated to satisfy various levels of needs that according to the theory are in an hierarchy form (Maslow, 1943). The theory asserts that only unsatisfied human need influences individual behavior.

According to the theory, an individual often starts at the bottom of the hierarchy (pyramid) where the major concern is satisfy basic needs like shelter, medical and food and therefore puts an individual in tensions that influence a person's work behaviors. Upon satisfyin this level needs, an individual moves up to the next level needs categorized as safety needs which include physical safety, job security (McLeod, 2017). The third level needs are social needs in which an individual seeks to belong to a group, need for love and belonging. Esteem needs are a state where an individual requires recognition for a job performance and respect. Lastly, self- actualization needs focus on how people think about themselves (Stello, 2014).

McLeod (2017) adds that in order to safeguard the competitiveness earned, the human resource should be motivated by providing it with non-monetary rewards. Employers are

therefore urged to keep in mind that by motivating employees, a first-class workforce is nurtured and may in turn, be superstar advocates for the business, demonstrate a good work ethic and great customer service thus increased productivity. It is therefore on this ground that this study based on the Hierarchy of Needs Theory to establish the effect of non-monetary incentives on teacher retention in Secondary Schools of Mukono Municipality.

2.3 Review of Related Literature

2.3.1 The effect of job security on teacher's retention

Yousaf and Waheed (2015) established that despite various factors influencing employee retention, there are basically two major factors that contribute highly to employees retention. Job security is one's confidence to stay in the job for reasonably long time which drives employees job commitment (Akpan et. al., 2019). It deals with how a worker feels about losing their job or losing a desirable employment characteristic, such as the absence of promotion opportunities, the existing working environment, and long-term career opportunities. A key component of employee commitment is job security. After the appointment is confirmed, the work security of teachers is guaranteed. To put it another way, when the staff receives the tenure status, he or she may not be fired from the position without cause. As a result, tenure provides the teacher with a sense of employment stability (Abdullah & Ramay, 2012).

Lack of compensation makes teachers dissatisfied for instance when there is no

appreciation, security, salary, recognition and self-respect (Hussain et. al., 2019). Employee dissatisfaction is the most hazardous issue for all occupations. And in the teaching profession, it's even worse (Dogan, 2016). According to empirical study, perceived job security increases an employee's time spent at work, while perceived job insecurity decreases both job satisfaction and the amount of time an employee can spend working (Clark, 2005, Cheng & Chan, 2008; Mahmoud et al., 2021). The expectation of continuity in a work setting is known as job security (Omar et. al., 2021).

Employees' concerns about losing their jobs or losing desired employment characteristics, such the inability to advance professionally or harsh current conditions of employment, are related to job security. A teacher will be assured of his job when he receives an appointment letter. This means that an employee cannot be dismissed from the job anyhow. When a teacher is given an appointment letter, it gives him a sense of job security; this encourages long stay of employees in the organization (Margaret, 2017).

Modern times have seen a sharp decline in job security, with most firms failing to keep their staff for longer periods of time (Wang, Lu, & Siu, 2015). According to employees, job stability is the main component that makes a job satisfying. However, because job instability is now much more prevalent, institutions must comprehend the circumstances that encourage employee engagement at work and how to lessen negative reactions in order to boost staff retention (Wang, Lu, & Siu, 2015).

In their study, Khan and Khan (2012) found a strong correlation between commitment and performance. In any workplace, job security encourages commitment from the workforce. Teachers who worry about their job security won't give it their all to help the school achieve its goals and objectives and won't take their position seriously. Teachers would operate as they pleased.

2.3.2 Signing contracts

Schools that offer signed contracts to their employees are most likely to retain their employees for longer periods. This is because many private secondary schools do not sign contracts with their teachers, yet for employees a contract gives them the assurance that they are employed by a reputable company that has outlined its commitments and reached an understanding of all employment terms. This will ensure that they remain at their current job until their contract ends, resulting in a lengthy stay (Mita, Aarti and Ravneeta, 2014). Employment contract should, in general, always be in writing (Jafar, 2015). This is because oral agreements are frequently void and are challenging to prove in situations where there is question or a dispute. Written agreements provide both parties with clarity, proof and therefore this makes an employee to feel secure at his or her job thus enhancing his retainence. Jafar (2015) adds that having a contract with the employer, leaves the employee comfortable since he has a legally binding agreement between him and the boss, therefore he will feel more secure while at work, forcing him to stay for a long period of time.

Wroblewski (2019) asserted that, when making contracts with employees, employee should be provided with a copy of the collective agreement in this situation, which may cover, among other things, voluntary welfare payments, remuneration in accordance with the tariff, work hours. Such contractual arrangements would encourage the employee to stay in the company for a long time.

2.3.3 Labour movements

In order to have a meaningful and effective engagement of both parties, employee and labor relations simply involves striking a balance between the employer's resources and employee duties, interests and rights (Cherie, 2015). Employee and labor movements, in accordance with Cherie (2015), have developed into the core approach in human resources management so as to foster and maintain employee morale, productivity, and industrial peace hence driving employee retention. Numerous studies indicate that trade unions greatly enhance working conditions and bargain for nonwage benefits which in turn encourage employees to stay for longer periods Freeman (2016). Freeman (2016) findings showed that if comparison is made between employees who stay in nonunion positions or leave union jobs with employees who switch to unionized jobs, those in unionized jobs considerably receive nonwage perks.

According to Freeman (1980), The overall remuneration, which includes pay and benefits, for unionized workers rises by about 28%, or about 20%, as a result of labor movements. Raising wages for those without college degrees all helps to minimize wage inequality.

This protects the workers at the work place for longer periods. Strong labour unions always contribute to employee retention because they set a pay standard.

2.4 The effect of recognition on teachers' retention

Management can encourage employee motivation by using recognition as a key tool. The study by Allen and Helms (2017) demonstrated the value of managers and leaders expressing their gratitude on a regular basis to motivate staff to achieve objectives. Only approximately 40% of North American workers think they receive acknowledgment for a job well done or for great individual performance, despite the critical role that recognition plays in encouraging people. Simple non-monetary incentives are frequently disregarded and undervalued by management (Kouzes & Posner, 2003).

Only approximately 50% of managers in one research claimed to recognize good performance (Kouzes & Posner, 2019). Although it is uncommon, Nelson's (2005) survey reveals that 78 percent of employees say it is crucial for them to receive acknowledgment from their manager, and 84 percent of managers said that giving non-monetary recognition as an incentive has improved performance. Moreover, 91 percent of managers reach the conclusion that rewarding workers encourages motivation in them, which in turn increases retention.

2.4.1 Praises

In today's changing environment, it can be difficult for businesses to find and keep staff, which is why many choose to spend high bucks to recruit top talent (Brad, 2018). He

continued by saying that employees desire more than just money. Although monetary incentives can draw specific talent to a company, they can't necessarily maintain it. In actuality, non-monetary rewards are frequently a better approach to entice workers and maintain their long-term satisfaction. Institutions that use non-monetary remuneration techniques frequently also see increased revenue.

According to Brad (2018), it's essential for companies to have non-financial motivating initiatives that appropriately recognize employee accomplishments if they want to maintain employee satisfaction. Most employees desire recognition for their efforts, effort, and time. A client employee satisfaction survey found that 55% of participants said that receiving attention from their supervisor. Money, benefits, and occasions like corporate lunches all scored highly for motivation in the poll, but praise from a manager or supervisor came out on top. Similar findings from other studies on non-monetary employee praising demonstrate the importance of praising employees for the health of any workplace and employee retention (Brad, 2018).

2.4.2 Appreciation

According to Fisher et. al. (2019), an employee is encouraged by positive reinforcement, a type of recognition. It enhances connections and self-esteem among workers, managers, and supervisors while increasing job happiness which encourages employees to stay in a single organization for a longer period (Fisher et. al., 2019). Employees that receive positive reinforcement have a significantly better attitude about their work, feel more

satisfied and deserving of themselves, and take an active role in growing the company. An employee who is happy at work consistently gives his or her best effort and is aware about the expectations of the employer, both of which help to keep the person there. Enhancing employee health and well-being can be done in a simple but effective way by exhibiting modest acts of appreciation (Stocker et al., 2014).

According to Gostick and Elton (2017), intrinsic rewards and non-financial benefits like recognition are essential for job happiness. Employees need to see that their accomplishments have been valued and acknowledged. There are two ways to recognize an employee's performance: individually and as a team. The best way to show thanks is to single out people or groups that have performed exceptionally. It is based on the components that have the greatest impact on an individual's or group's overall success. While recognition is crucial, a business shouldn't acknowledge everyone consistently because various employees have varied beliefs, attitudes, interests, and expectations that must be met. Recognition must be worthwhile (Caligiuri et al., 2010).

2.5 Effect of career development provision on teachers' retention

The study by Permana et al. (2021) on the relationship between staff career development and staff retention on 98 employees at Deloitte Kenya using a structured questionnaire, findings showed a positive association between career advancement and employee retention, which was explained by the following independent variables: succession planning, talent management, coaching and mentoring, career counseling, and career

planning. The results also revealed that the variables have values higher than 5%. This indicates that career development strategies and employee retention are related.

Professional development by any institution is very important in retaining employees within the company (Elci et. al, 2020). Because it offers chances for progress and can raise employee satisfaction, professional development is crucial for keeping qualified workers. Professional development also improves employee proficiency and effectiveness, which boosts motivation and a sense of belonging to the program (Abubakar et. al., 2020).

It is paramount to pay attention to teachers and make the necessary arrangements to create an environment that will help them stay in the classroom. According to Musaazi, (2005) a retention strategy should be developed based on an understanding of why people pick one employer over another, why they quit their current job, and why they choose to work for that particular company.

Continuous training is required for the profession of teaching in order to supplement the knowledge gained via experience. Therefore, it's crucial to look at trends in the activities and assistance teachers receive for career development over the course of their careers (Darling-Hammond, Burns, et al. 2020). Career development that is done right shouldn't be considered an unnecessary luxury in education. In other nations, where it is ingrained as a normal daily and weekly experience of teaching and learning, it is the norm (Darling-Hammond et al. 2020). Additionally, since 2015, it has been more widely known in nations like the United States. Proper career development enhances teachers' standing as

professionals, strengthens the teaching workforce, and is associated with instructors staying in one school for longer periods of time.

Teaching is no different from other professions in that retention is a problem. Schools must be able to keep qualified and competent teachers through ensuring that new teachers receive enough support. In doing this, teachers will be retained in schools for longer periods of time (Christina, 2013).

To develop a teaching workforce of the highest caliber, effective professional learning is essential. To adapt to the changing educational environment, meet the learning needs of students, and enhance their performance so that they can stay in a school for a long time, teachers need continual career development programs and assistance. Due to these factors, the committee takes into account the importance of in-school career development activities, classroom observation and feedback, and the requirement to allocate time and resources to teacher development and teacher training in a school (Christina, 2013).

2.6 Relationship between Non-monetary incentives, proprietor's interference and teacher's retention.

Success of an organization depends on the proprietors ability to play their roles in a way that can realize the objectives of the institution as supported by Fayol (1925) and Cole (1996) model that identified principles and skills that underlie effective management of organization managers. In a school setting, school entrepreneurs are charged with a responsibility of taking action that makes employees to be retained in the institution for a

longer period (Cole, 1996).

In a school setting, school directors should entrust the powers of developing their schools with the school heads and staff if they are to increase employee retention rates (Maicibi, 2005). Employee retention rates are always high when school proprietors distance themselves from the direct operation of the school. Study by Musaazi (2017) revealed that school proprietors should understand that, the morale of their employees is affected by both material and non-human factors, therefore to retain employees in schools, there is need to focus on fringe benefits on top of salary and wages such as provision of sick days, medical treatment, supplies, and facilities are examples of material factors. If these demands are not satisfied, teachers who have not been paid for two months stay disheartened and may even abandon the school. Consequently, school administration has an impact on teachers' retention in classrooms (Lavie, 2002).

The role of school directors in helping to plan, organize, coordinate, and encourage staff retention is crucial. According to Burke (2021), Robert and Jane in 1964 established a framework known as the Blake Mouton Management Grid, which puts out the idea that there are two key dimensions to assessing managerial performance. The first is a care for people, while the second is a concern for outcomes, which implies concern for people and for output, respectively.

A study by Tam (2019) shows that the leadership and management of the institution in which they work is the most obvious common element to emerge as having an impact on

teachers' morale, job satisfaction, and incentive to remain on. Therefore, a power-biased management style that prioritizes results over the needs and feelings of others leads in low staff retention.

2.7 Empirical literature relating to the study

Neog and Barua (2015) investigated the correlations between salary and employee retention in India's auto repair shops as well as the correlations between job security, job happiness, and work-life balance. The findings showed that the primary factor influencing employee retention at the car repair companies was job security. It was determined that it is past due for management to start focusing on increasing staff retention.

A study by Pfano (2015) revealed that, motivational factors are unique to everyone and they influence employee retention within the organization. People are motivated by a multitude of factors, including compensation, love for their jobs, acknowledgement, education and training, respect and trust, success, comfortable working conditions, growth, and promotions. According to Sajjad et al. (2017), employees' motivation has a major impact on their decision to leave their positions in the financial sector of Pakistan. This finding suggests that increased motivation helps to keep employees on staff. In their study on how work conditions affect employees' job satisfaction, Kaliyamoorthy et al. (2018) established a relationship between work conditions and staff job satisfaction. Additionally, they make a brief case for why businesses should understand the value of a positive workplace culture in raising employee satisfaction.

2.8 Summary of Literature Review

The theoretical review and related literature were the subject of this chapter. The two-factor theory and Maslow's Hierarchy of Needs theory were the main topics of the theoretical review to explain teacher retention. The two factor theory explains the elements of the workplace that contributed to workers' happiness and dissatisfaction. It falls under the category of content theories. According to the studies looked at, a lot of factors affect staff retention, including teaching load, class size, the availability of teaching and learning tools, the location of the school, staff relationships, and employee discipline. However, despite the fact that there have been numerous studies on the impact of non-cash incentives on employee retention, none of them focused specifically on teachers at private secondary schools, which is the gap that this study intended to fill.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The methodology utilized to perform the study on non-financial rewards and teachers' retention in private secondary schools is presented in this chapter.

3.2 Research Design

The study applied a cross-sectional survey approach. This design was used in order to prove the presence of a phenomena through gathering data on variables across time using. It entails gathering information from the general public or a representative subject at a particular period (Dannels, 2018). Quantitative method was used concurrently with qualitative methods were used in the investigation. Because of its flexibility in terms of resources (money, time, and effort), as well as its ability to avoid the burden of searching for responders repeatedly to get a high response rate, this approach was chosen (Kothari, 2017).

3.3 Study Population

The unit of analysis for the study was private secondary schools located in Mukono which had operated for atleast 5 years and the unit of inquiry was basically teaching staff of the selected schools which included the headteachers, deputy headteachers and teachers. Therefore, the study population was 30 privately owned secondary schools comprising of a total population of 1368 respondents. These included 1298 teachers, 40 deputy

headteachers and 30 headteachers.

3.4 Sample Size and selection

From the study population of 30 private secondary schools, a sample size comprising of 28 schools was chosen for the study. The study with the guidance of Krejcie and Morgan (1970) of sample size determination sampled 355 respondents from the 28 schools which respondents included Headteachers, Deputy headteachers and Teachers as seen in Table 3.1 below.

Table 3. 1: Summary table for the sample size

Respondent	Population	Sample	Selection Criteria
Head teachers	30	28	Purposive
Deputy head teachers	40	36	Simple random
Teachers	1298	291	Simple random
Total	1368	355	

Source: Primary data

3.4.1 Sampling Techniques and Procedures

A simple random sampling was applied to select both Deputy headteachers and the Teachers who participated in the study. This involved giving equal chance to all the members to be representatives of the population through the use of lottery method where respondents were selected using a method of drawing from the “hat” as supported by Amin

(2005). Purposive sampling was used to select the Headteachers who participated in the study. It involved judgemental selection of these category of the respondents who were presumed to have much information about the management of teaching staff as supported by Sim et. al. (2018).

3.5 Data Collection Methods

3.5.1 Questionnaire Survey

The study used a questionnaire survey as the main method for data collection. This involved supplying respondents with a list of questions to be responded at in regards to respondents feelings on the study problem (Bird, 2009). This method supported collection of quantitative data from Teachers and Deputy headteachers from privately owned secondary schools located in Mukono Municipality.

3.5.2 Interviewing

The interview method was used because through the qualitative data collecting technique of interviews, researchers can gain detailed information about participants' opinions by asking them questions on the variables of the study (Adler et. al., 2019). Through interviews, the researcher obtained information about the influence of non-monetary incentives on teachers' retention (Jamshed, 2014).

3.6 Data Collection tools

The study employed the questionnaire and an interview guide tools of data collection.

3.6.1 Questionnaire

A self-administered questionnaire for collecting quantitative data was designed in sections. The questions in section A were on background characteristics while the other sections focused on variables. The self-administered questionnaires contained closed-ended questions based on nominal scale with suitable alternatives given for section A which sought for sample characteristics. The items in section B were prepared basing on ordinal scale following the five-point Likert of 1-5 where 1 represented strongly disagree, 2 represented disagree, 3 represented not sure, 4 represented agree and 5 represented strongly agree.

3.6.2 Interview Guide

Interview guide is a face-to-face data collection instrument that guides in the collection of detailed data (Jamshed, 2014). Qualitative data from interviews supplemented the interpretation of data collected by questionnaire surveyas supported by (Kinchin, Streatfield & Hay, 2010). The interview guide items were standardized open-ended questions to support in the probing for further information (Jamshed, 2014).

3.7 Quality Control

Data quality control is concerned with ensuring that the data collection instruments are valid and reliable (Pengra et. al., 2020). In this study, validity and reliability were ensured by pre-testing the instruments in Kira Municipality in Central Uganda which has also experienced low levels of teacher retention for the last ten years. The pilot study involved

20 purposively selected respondents. The data obtained was tested for both validity and reliability using SPSS 23.0.

3.7.1 Validity

Amin (2005) views validity as appropriateness of the instrument. The study measured for content validity to ensure that the theoretical notion that the instrument is intended to measure relates to that concept. With the aid of three research experts, inter judge was utilized to determine the content validity index. Using the procedure below, each judge offered their assessment on the variables.

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared Valid on each variable}}{\text{Total number of items on each variable}}$$

Table 3. 2: Validity Indices

Items	Content Validity Index
Job security on teachers' retention	0.844
Recognition on teachers' retention	0.888
Career development on teachers' retention	0.958
Average of Validity Index	0.896

As seen in Table 3.2, the CVIs on each variable was above 0.70 which is the benchmark in a survey as supported by Yusoff (2019). This therefore implied that the questions in the tool were valid.

3.7.2 Reliability

Reliability of the research instruments was ensured through supervisors opinion which guided on the designing of the instruments. Data collected was systematically checked, focus maintained and errors identified and rectified as supported by Creswell and Miller (2000). Similarly, the study tested for Cronbach Alpha using SPSS 23.0. Reliability for the items with α of 0.70 and above as supported by Creswell and Miller (2000) was appropriate.

Table 3. 3: Reliability Indices

Items	Cronbach alpha (α)	No of Questions
Job security	0.806	12
Recognition	0.713	12
Career development	0.736	9

The alpha values for the questionnaire were valid at above 0.70 which is the benchmark in a survey as supported by Creswell and Miller (2000). This therefore implied that the research tools were reliable.

3.8 Procedure for data collection

When the request was granted, the researcher traveled to the area that fell within the scope of the study and gathered data while taking into consideration the established organizational structures of the university. The researcher first acquired a field introducing letter from Kyambogo University.

Respondent information was not influenced because the researcher used two research assistants to gather the crucial information.

During the data collection process, the researcher kept ethical principles in mind. A semi-structured questionnaire and interview guide were developed. The interview guide was made of mostly open ended questions with some probing questions geared towards clarifying themes of interest. The use of open-ended questions enabled both the researcher and respondents to freely explore issue into depth and detail as well as making sense of non-verbal information.

The researcher made appointments with the participant on the time and the date of interview. The choice of the time and date was majorly left to participants in order to cater for their interests and convenience.

Before the session began, self-introduction, greeting respondents was done. This acted as a rapport. After brief remark from the respondent, fears and expectations then the researcher addressed the issue of discussion.

The interviews commenced while the researcher recorded the responses. She then noted the important issues on a note book for fear of difficulty in recalling what was said.

Questionnaires were answered by the respondents on their attitudes towards the topic under study. The close ended questions formulated using a 5-likert scale of 1-5.

3.9 Data Processing and Analysis

3.9.1 Quantitative Data Analysis

The study used quantitative data analysis for information gathered through surveys and expressed as numbers. SPSS 23.0 was used to analyze this data. After entry, this data was checked for errors. The study used descriptive statistics to analyze the data on sample characteristics using percentages and frequencies while respondents perception on the non monetary incentives was analyzed using measurements of central tendency particularly the mean and standard deviation.

To test the effect of non-monetary incentives on on teachers' retention, the study employed inferential statistics especially regression analysis.

$$Y = \beta_0 + \beta_1 X_1 + \mu_I$$

Where;

Y = Dependent Variables

X_1 = Independent Variables (Job Security, Recognition and Career development)

μ_I = Error term

3.9.2 Qualitative Data Analysis

To create organized data, field notes from interviews and qualitative data gathered during those interviews were edited and tidied up. Following transcription, the data was coded, categorized, and incorporated into the sub-sections of the study's many specialized objectives. Therefore, content analysis was used to assess the qualitative data, and all of

the qualitative findings were presented in themes based on what the respondents had said.

3.10 Ethical Considerations

The researcher applied in writing to the management of Mukono Municipality, seeking authority to carry out research from the selected secondary schools. After approval, the researcher requested to have a meeting with potential respondents, aimed at explaining the intention of the study and the approximate time it would take to carry out the study. All potential respondents were informed of voluntary participation and confidentiality assurance was guaranteed for those who accepted to participate. Besides, only questions related to the research objectives were asked in a manner that did not impair emotions of respondent. Furthermore, respondents were at liberty not to disclose their identity in answering the questionnaire as a mechanism for ensuring their anonymity.

3.11 Limitation of the Study

Due to some of the respondents' reluctance to participate in the interview process, the researcher had difficulty obtaining the necessary number of experienced teachers. This made it difficult to collect the necessary information on non-monetary incentives from the school officials since they were concerned for their future employment. To resolve this issue, the researcher gave heads of schools assurances that all information they provided would be kept private for the duration of the study. The researcher also let them know that their names and schools would be kept a secret.

The difficulty the researcher encountered was that the respondents were preoccupied with

personal activities. To get over this, the researcher created a questionnaire with closed-ended questions to cut down on the amount of time spent interacting with the respondents.

The researcher also faced a challenge of enough funds to finance the study, but to overcome this problem, the researcher solicited for funds to finance the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

The chapter presents, analyzes and discusses the findings of the study in the gist of the objectives presented in chapter one. The findings are analysed and discussed under themes developed from the specific objectives and cross referenced with the literature reviewed in Chapter Two. The beginning sections of the chapter present the response rate and the background characteristics of the respondents. This is followed by actual findings relating to the study objectives.

4.2 Response rate

Response rate is the ratio of the number of targeted respondents to those interviewed or engaged in the study (Weaver et. al., 2019). Unless an interview or any other research instrument is compulsorily administered to a captive audience, rarely does it achieve a 100 per cent response rate (Krishnan & Poulouse, 2016). The response rate for this study is shown in Table 4.1

Table 4. 1: Response rate

Research instrument	Number targeted	Actual number engaged	Response rate
Questionnaires	335	321	95.8%
Interviews	20	11	55%
Total	355	332	
Overall response rate			93.5%

Source: Primary Data (2020)

The study initially targeted 355 respondents out of which 332 were fully engaged. The response rate for this study thus, was 93.5% ($332/355 \times 100$). The response rate was high implying that the findings are representative and accurate. This inference is supported by the observations of Weaver et. al. (2019) who established that studies with a much lower response below 50% of the sample are often only marginally less accurate than those with much higher described response rates, say 70% and above.

4.3 General information about the respondents

Questionnaires and the interview guides were administered to the respondents. The researcher among the demographic information, sought to investigate the respondents' gender, age, highest education level attained and profession experience.

4.3.1 Description of the Respondents by Gender

The respondents were asked to indicate their gender on the questionnaire and the findings are presented in Table 4.2

Table 4. 2: Gender of the Respondents

Respondents Gender	Frequency	Percent
Male	150	45.2
Female	182	54.8
Total	332	100.0

Source: Primary Data (2020)

Table 4.2 shows that majority of the respondents were female who constituted 54.8% of the respondents as compared to males who only constituted 45.2% of the respondents. This implies that there are more female teachers in the sampled schools as compared to males. However, the slightly reasonable number of females could be attributed to increased emphasis on women emancipation and thrust on girl child education for the last three decades that has paved way for increased access of women to education that has led to raising numbers of women in the teaching profession. The participation of both male and female respondents shows that both categories of gender were interested in the study given that the teaching profession affect them equally both directly and indirectly. Therefore, the outcome (teacher retention) anticipated to be developed in this study are a blessing to all categories of gender.

4.3.2 Description of the respondents by level of Education

The respondents were asked to indicate their highest level of education and the findings are presented in Table 4.3.

Table 4. 3: Level of Education of the Respondents

Education level	Frequency	Percent
Master's degree	40	12.0
Degree	168	50.6
Diploma	124	37.3
Total	332	100.0

Source: Primary Data (2020)

Table 4.3 shows that 12.0% of the respondents had attained masters levels of education, 50.6% had completed degree level and 37.3% were diploma holders. All the respondents were able to read and write and able to fill a questionnaire. The respondents' high level of education was mostly caused by the fact that the occupations they held required formal training above a secondary school diploma as a minimum standard. The various academic levels revealed a diverse group of respondents that took part in supplying data for this study. As can be seen from Table 4.3, the respondents were literate and had a high degree of understanding making it easy for them to decode the information contained in the statements that were used to measure the study constructs. By implication, the findings of the study are informative largely because they captured the views of the respondents from different academic calibers.

4.3.3 Description of the respondents according to age

The collection of data from the different age groups intended to establish whether the

opinion on the teacher retention of the institution varied between different age groups or not. The respondents were asked to indicate the age bracket in which they fell and the findings are presented in Table 4.4.

Table 4. 4: Age groups of the Respondents

Respondents Age	Frequency	Percent
21 – 30	67	20.2
31-40	84	25.3
41-50	60	18.0
51- 60	66	19.9
Above 61	55	16.6
Total	332	100.0

Source: Primary Data (2020)

Table 4.4 shows that 20.2% of the respondents fell in the 21- 30 age bracket, 25.3% were aged 31- 40 years, 18.0% of the respondents fell in the age bracket of 41 – 50 years, 19.9% of the respondents were in the age bracket of 51 – 60 years while the remaining 16.6% were aged 61 years and above. This finding implies that selected institutions had more middle-aged staff than junior and adult staff. Data on age of the respondents indicate that those between 31 – 40 years constitute the core and decision-making crew of the respective institutions.

4.3.4 Description of the Respondents by Service Experience

The respondents were asked to indicate the number of years they worked in the teaching profession and the findings are presented in Table 4.5.

Table 4. 5: Working experience in the teaching profession

For how long have you taught in your current school	Frequency	Percent
1 – 5 Months	42	12.7
6 – 11 Months	75	22.6
1 – 2 Years	44	13.2
3 – 5 Years	94	28.3
6 Years and above	77	23.2
Total	332	100.0

Source: Primary Data (2020)

Table 4.5 shows that majority of the respondents (28.3%) had worked in their respective institutions for a period 3-5 years, 23.2% of the respondents had worked in their institution for a period of 6 years or more, 22.6% of the respondents had spent a period between 6 - 11 Months while 13.3% of the respondents had spent a period between 1 – 2 Years. This finding implies that majority of the respondents had experience on non-monetary incentives provided to teachers in their institution. As a result, the study's conclusions are reliable since they accurately reflect the respondents' degrees of experience. These were

able to make comparisons between the state of affairs today and in the past. As a result, knowledge regarding the variables examined by this study has been accumulated over time due to the vast experience in these respective fields.

4.3.5 Responses on the number of schools the respondent had taught

The respondents were asked to indicate the number of schools the respondent had taught in and the findings are presented in Figure 4.1.

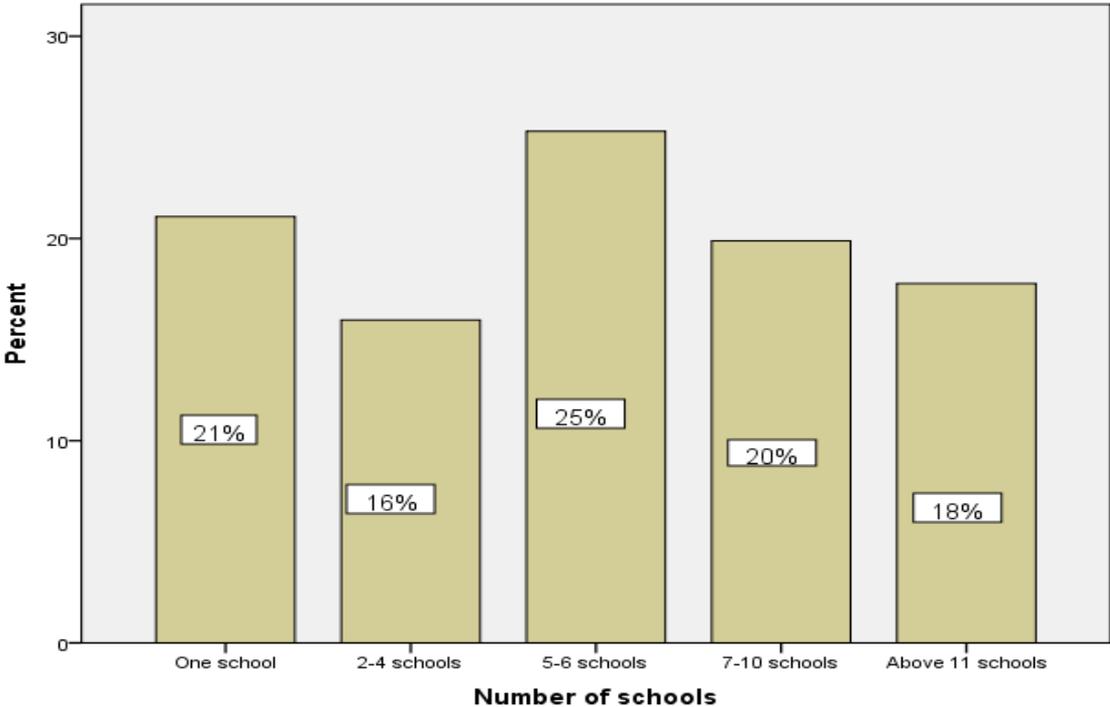


Figure 4. 1: Number of schools the respondents had taught in so far

Source: Primary Data (2020)

Figure 4.1 shows that majority of the respondents, 25% had taught in between 5-6 schools,

21% had taught only in one school so far, 20% had taught in 7-10 Schools, 18% had taught in more than 11 schools while the remaining 16% had taught in between 2-4 Schools. The observation here is that majority of the respondents had taught in more than 5 schools implying that majority of the respondents had enough experience on how teachers are retained in most private secondary schools in Mukono Municipality. Therefore the respondents had relevant information in respect to the study variables.

4.4 The effect of job security on teachers' retention

Objective one sought to examine the effect of job security on teachers' retention in private secondary schools in Mukono Municipality.

4.4.1 Descriptive findings on job security

In the Table 4.6 below, “D” represents disagreement while “A” stands agreement to a given statement. The “Mean” is used in interpreting the findings to give a clear description of the position of the respondents. The successive themes follow the same interpretation. The ranking of the variables was based on the mean values of the variables, the variable with the highest mean value was ranked 1st and others followed.

Table 4. 6: Descriptive statistics on Job security

S/N	Job Security	A	NS	D	Mean	Std	Rank
1	I signed a contract with my school	200 (60.2)	49 (14.8)	83 (25.0)	2.48	1.347	6 th
2	I cannot get fired unless there is “just cause”.	193 (58.1)	58 (17.5)	81 (24.4)	2.49	1.363	5 th
3	I recognize how my performance directly contributes to the general success of the school	202 (60.8)	50 (15.1)	80 (24.1)	2.46	1.389	7 th
4	My contract is well respected	201 (60.5)	38 (11.4)	93 (28.1)	2.53	1.385	4 th
5	My school reputation is good	188 (56.7)	52 (15.7)	91 (27.5)	2.53	1.324	4 th
6	With an intact assurance of the job, I will stay at school for a longer period of time to secure a legacy in that particular school.	188 (56.6)	24 (7.2)	119 (35.8)	2.74	1.564	3 rd
7	My School administration like mentoring their own staff	149 (44.9)	54 (16.3)	129 (38.9)	2.91	1.427	1 st
8	It has made me to start believing in my school’s goals and values which has led to my satisfaction	156 (47.0)	76 (22.9)	100 (30.2)	2.79	1.381	2 nd

2.616**Source: Primary data, (2020)**

Results in Table 4.6 shows that majority of the respondents agreed to all the statements about job security on teacher's retention in Mukono Municipality since the mean values were evolving around the average mean. The mean of means was introduced to enable the researcher identify the most common factor of job security provided over the time period covered by the study. This is supported by Tangian (2007) who asserted that Job stability and job security are the two most important indicators of job satisfaction for Turkish workers.

Item 7 from Table 4.6, shows that majority of the respondents 149 (44.9%) agreed that school administrations like mentoring their own staff which has encouraged job security among teachers in privately owned schools in Mukono Municipality. An insignificant number of 54 (16.3%) were ambivalent and 129 (38.9%) disagreed with the above statement implying that mentoring of employees ensures job security among them and thus their retention. These findings tally with Khan and Khan (2012) who established that commitment rises when their is mentoring at work place. Job security encourages employee commitment at work.

This finding was supported by interviews with key informants when they unanimously indicated that most private schools like mentoring their teachers and in doing this, they fear to lose teachers that they have mentored for longer periods of time, this has contributed to teachers' retention for longer periods in a school as summed up below;

*“...it's been a common scenario in our school to mentor our teachers.
When a new teacher joins our school we give him or her the subject*

notes to use when teaching our students, we also facilitate him to go for workshops to learn more about the subject he or she is teaching, and the director of studies makes sure a senior teacher and the head of the department of the subject given to him helps in mentoring this new teacher. Therefore because of the longer period we take while mentoring our teachers, it gives assurance to the teacher on the security of his or her job..." (HM, St Peters mixed SS Mukono, 12th November 2020).

In consonance with the above, another respondent had this to say in relation to the matter;

"I'm sure of the security of my job in this school, because we sign long term contracts with the administration and the contract does not allow dismissal of any employee without notice. This has left me comfortable and assured of my job in this school" (Teacher St. Johns High School Kawuga).

Similarly, findings from the table 4.6 revealed that majority of the respondents 193 (58.1%) agreed, 58 (17.5%) were ambivalent while the remaining 81 (24.4%) disagreed with the statement that I cannot get fired unless there is "just cause". Also table 4.6 indicate that majority of the respondents 202 (60.8%) strongly agreed, 50 (15.1%) were ambivalent and 80 (24.1%) were disagreeing with the statement that "I recognize how my performance directly contributes to the general success of the school" this is because it is not easy to be dismissed from a school when his or her performance has been good. In line with the above, Mahmoud et al., (2021) shows that perceived job security affects time spent at work of an employee.

Item 8 shows that majority of the respondents, 156 (50%) agreed with the statement that job security has made me to start believing in my school's goals and values which has led to my satisfaction and hence retention as further proved by the mean value (2.79). These findings tally with Margaret (2017) whose finding revealed that a teacher will be assured of his job when he receives an appointment letter. In other words, teaching staff is accorded the tenure status with in the school. This means that an employee cannot be dismissed from the job anyhow. When a teacher is given an appointment letter, it gives him a sense of job security; this encourages long stay of teachers in their respective schools.

4.4.2 Regression analysis on the effect of job security on teachers' retention

This study sought to establish how job security affects teachers' retention in private secondary schools. This was done through testing the hypothesis;

Ho: Teachers' retention in private secondary schools is significantly independent of job security

Ha: Teachers' retention in private secondary schools is significantly dependent of job security

Table 4. 7 Regression results on the effect of job security on teachers’ retention

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.156 ^a	.024	.021	1.355

a. Predictors: (Constant), Job security

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.634	0.234		11.257	0.000
	Job security		0.149	0.156	2.860	0.005
		0.425				

a. Dependent Variable: Teachers’ retention

Source: Primary Data (2020)

The results indicate a P-value of 0.005 implying that the regression model was a good fit and statistically significant. The model summary revealed an adjusted R² value of 0.021 which indicates that job security explains 2.1% variation in teachers’ retention in private secondary schools and 97.9% is explained by other factors. The coefficient of 0.425 implies that a unit increase in job security will on average lead to 0.425 increase in

teachers' retention. With the P- Value of 0.005 being less than 0.05 confidence level, the study rejects the null hypothesis and conclude that teachers' retention in private secondary schools is dependent on job security. The observation here is that with assurance of job security, a teacher will keep at one school for a longer period. This finding is in line with Mita, Aarti and Ravneeta (2014) findings that job contribute to teachers' retention for longer periods. This is because many private secondary schools do not sign contracts with their teachers, yet for employees a contract gives them the security that they are working for a professional business that has clearly defined its obligations and agreement on all terms of employment. This will keep them at the current work place until the contract expires, hence staying for a long period of time.

4.5 The effect of recognition of teachers' performance on teachers' retention

This objective examined the effect of recognition of teachers' performance on teachers' retention in private secondary schools in Mukono municipality.

4.5.1 Descriptive findings on recognition of teachers performance on teachers' retention.

In the Table 4.8 below, "D" represents disagreement while "A" stands agreement to a given statement. The "Mean" is used in interpreting the findings to give a clear description of the position of the respondents.

Table 4. 8: Descriptive statistics on recognition

S/N	Recognition	A	NS	D	Mean	Std	Rank
1	When I ‘am recognized by my bosses, it gives me confidence which encourages me	177 (53.3)	76 (22.9)	79 (23.8)	2.61	1.245	4 th
2	When I’m recognized at school, it will encourage me to improve my teaching skills among learners thus improvement in students’ performance.	167 (50.3)	45 (13.6)	120 (36.2)	2.80	1.457	2 nd
3	When I ‘am appreciated by the school, it makes me work harder	161 (48.5)	37 (11.1)	134 (40.4)	2.89	1.502	1 st
4	Recognition at work place encourages me to accomplish my assignments in time	165 (49.7)	99 (29.8)	68 (20.4)	2.56	1.286	5 th
5	Paying bonus directly as a form of recognition to teachers in my school effectively motivate them.	191 (57.6)	36 (10.8)	105 (31.7)	2.70	1.325	3 rd
6	Recognition provides shared goals with my fellow staff members which enhances my performance.	228 (68.6)	48 (14.5)	56 (16.8)	2.23	1.211	8 th
7	With recognition, I do my assignments on time to please my supervisors.	199 (59.9)	51 (15.4)	82 (24.7)	2.44	1.310	6 th
8	When recognized, I’m more likely to offer solutions and new ideas to the school.	219 (66.0)	58 (17.5)	55 (16.5)	2.34	1.182	7 th
9	My school doesn’t recognize one individual consistently	268 (80.7)	19 (5.7)	45 (13.5)	2.05	1.170	9 th

2.262**Source: Primary data (2020)**

Results in Table 4.8 shows that 53.3% of respondents agreed, 22.9% were neutral while 23.8% were disagreeing with the statement that when a teacher is recognized by the bosses, it gives him/her confidence which encourages him/her to work. In addition, 48.5% of respondents agreed, 11.1% were ambivalent and 40.4% disagreed with the statement that when an employee is appreciated by the school, it makes him or her work harder which leads to longer stay within the school. The observation is that majority of the respondents were agreeing with the objectives and their mean values evolve around the average mean value 2.262. Findings on the statement that when a teacher is recognized at school, encourages him to improve his or her teaching skills among learners which in turn contributes to retention of teachers in a school. These findings are in line with Allen and Helms' (2017) that indicated that regular expressions of appreciation encourage behavior of employees to reach strategic goals.

Item 5 from Table 4.8, shows that majority of the respondents (57.6%) agreed that paying bonus directly as a form of recognition to teachers in a school effectively motivate them. An insignificant number (10.8%) were ambivalent and 31.7% disagreed with the above statement implying that employees should be given bonuses for any good performance done.

The findings mirror with Nelson's (2005) indicated that employee recognition by their manager are important. To add on this, Kepner-Tregoe quoted by Kouzes and Posner (2019), also support that about 50 percent of managers provide recognition to employees

when they perform well.

Findings on the interview guide revealed that;

“...In our school the director recognizes the best performing teachers, this is done once every year. After the release of UACE and UCE results, the school administration organizes a party for teachers where the best performing teachers are rewarded and recognized in the face of other teachers, this has encouraged many of us to work harder and stay at the same school so that we are also rewarded next time.....”(Teacher, Mukono Kings High School Mukono).

4.5.2 Regression analysis on the effect of recognition of teachers’ performance on teachers’ retention

This study also established how recognition affects teachers’ retention. This was done through testing the following hypothesis;

Ho: Teachers’ retention is independent of teacher’s recognition

Ha: Teachers’ retention is dependent of teacher’s recognition

Table 4. 9: Regression results on the effect of recognition on teachers’ retention

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.160 ^a	.026	.023	.865

a. Predictors: (Constant), Recognition

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.398	.154		15.587	.000
	Recognition	.281	.095	.160	-2.945	.003

a. Dependent Variable: Teachers’ retention

Regression results show that the model was a good fit and statistically significant with P-value of 0.003 which was less than 0.05 confidence test level implying that recognition was found fit to explain variations in teachers’ retention. The model summary revealed an adjusted R² value of 0.023 which indicates that recognition of teachers’ performance explains 2.3% variation in the teachers’ retention while 97.7% is explained by other factors other than teacher recognition which can be included in the model to improve it. Looking at the coefficient of Beta=0.281 implies that a unit increase in teachers’ recognition at the current job will on average lead to 0.281 increases in teachers’ retention level. Therefore, since the P- Value (0.003) is < 0.05 the confidence level, we reject the

null hypothesis and conclude with the alternative that teachers' retention is dependent of teacher's recognition. The observation here is that when teachers are recognized, schools should be expected to retain their teachers.

4.6 The effect of career development provision on teachers' retention

This objective examined the effect of career development provision on teachers' retention in private secondary schools in Mukono Municipality.

4.6.1 Descriptive findings on career development

In the Table 4.10 below, "D" represents disagreement while "A" stands agreement to a given statement. The "Mean" is used in interpreting the findings to give a clear description of the position of the respondents.

Table 4. 10: Descriptive statistics on career development

S/N	Career development	A	NS	D	Mean	Std	Rank
1	Teachers are facilitated in this school to attend seminars which activity encourages them to be committed.	202 (61.1)	55 (16.6)	75 (22.6)	2.41	1.266	3 rd
2	When I'm facilitated and allowed to attend workshops facilitated by the school, it increases my level of commitment.	203 (61.1)	52 (15.7)	77 (23.2)	2.42	1.290	2 nd
3	My school promotes skills development among its teachers	180 (54.2)	73 (22.0)	79 (29.6)	2.53	1.273	1 st
4	My school is always willing to pay tuition for its teachers who may want to go for further studies	218 (65.6)	38 (11.4)	76 (22.9)	2.29	1.318	5 th
5	When I'm rewarded, I feel valued for my work, time and effort, which makes me to enhance my performance	231 (69.6)	44 (13.3)	57 (17.1)	2.28	1.29	6 th
6	Professional development is considered important since it contributes to commitment	206 (62.0)	63 (19.0)	63 (18.9)	2.34	1.212	4 th
7	My school hires teaching materials from first class schools for teachers to benchmark from which has helped me to enhance my knowledge.	202 (60.8)	50 (15.1)	80 (24.1)	2.42	1.343	2 nd
Average Mean					2.384		

Source: Primary Data (2020)

Results in Table 4.10 shows that majority of the respondents agreed to all the statements about career development on teacher's retention in Mukono Municipality, since the mean values evolved around the average mean value 2.384. The mean of means was introduced to enable the researcher identify the most common factor of career development provision on teachers retention and findings revealed that items with higher values were considered most by respondents.

Item 4 from Table 4.10 shows that majority of the respondents (65.6%) agreed that their schools are always willing to pay tuition for teachers who may want to go for further studies which increases teachers retention in privately owned schools in Mukono Municipality. An insignificant number of (11.4%) were ambivalent and 22.9% of the respondents disagreed with the above statement implying that when the school provides some money to aid its teachers for further studies, teacher retention rates are always high. These findings are in line with Flores (2007); Zhang and Byrd (2005) Professional development by any institution is very important in retaining employees within the company.

This finding was further substantiated by item 7 in Table 4.10 which reveal that majority of the respondents (69.6%) agreed that when an employee is rewarded, he or she feel valued for the work done, time and effort, which makes him to enhance his or her performance, 44% were ambivalent while 17.1% of the respondents disagreed with the statement above. This statement had a mean value 2.28 which was evolving around the

average mean making the statement a crucial factor for teacher retention. These results are consistent with Musaazi's (2005) findings that a retention strategy should be based on an analysis of why people work, leave an organization, and choose one employer over another, and that a retention strategy should address each of the potential causes of disengagement and lack of commitment. For instance, uncompetitive, unequal, or discriminatory wage schemes might produce issues.

Item 3 shows that majority of the respondents, (54.2%) agreed that their school promotes skills development among its teachers which has contributed to teachers' retention in private secondary schools while 22.0% of the respondents were ambivalent and the remaining 29.6% disagreed with the statements. This is further proved by the mean value (2.53) which is not far from the average mean. This is in line with Darling-Hammond and Burns, et al. (2020), who asserted that teacher learning in secondary schools is supported by "incentives and infrastructure, time and opportunity for cooperation, curriculum development and lesson study, as well as teacher research.

4.6.2 Regression analysis on the effect of career development on teachers' retention

The study also established how provision of career development affects teachers' retention in private secondary schools. This was done through testing the following hypothesis;

Ho: Teachers' retention is independent of career development provision

Ha: Teachers' retention is dependent of career development provision

Table 4. 11: Regression results on the effect of career development on teachers' retention

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.205 ^a	.042	.039	.484

a. Predictors: (Constant), Career development

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.880	.084		22.333	.000
	Career development	-.203	.054	-.205	-3.744	.000

a. Dependent Variable: Teachers' retention

Regression results in Table 4.11 above shows that the model was a good fit and statistically significant with P-value of 0.000 which was less than 0.05 confidence test level implying that career development was found fit to explain variations in teachers' retention. The model summary revealed an adjusted R^2 value of 0.039. This means career development explains 3.9% of the variation in the teachers' retention. However, the coefficient (-0.203) implies that a unit increase in career development provision at current job will on average lead to 0.203 decrease in the teachers' retention. Since the P-Value (0.000) is < 0.05 the confidence level, we reject the null hypothesis and conclude that

teachers' retention is dependent of career development provision. In conclusion therefore, with an increase in career development, teachers' retention will reduce may be because teachers would search for new challenges elsewhere.

4.7 Teachers' retention practices

This section sought to establish factors that measure teachers' retention. The respondents were therefore required to show their level of agreement or disagreement to whether time spent at work, satisfaction and commitment measure teachers retention. They were required to indicate their responses as per the scale where, "D" represents disagreement while "A" stands agreement to a given statement. The "Mean" is used in interpreting the findings by providing a clear description of the position of the respondents.

4.7.1 Influence of time spent at workplace on teachers retention

The study required respondents to indicate their level of agreement or disagreement on whether time spent at workplace has an influence on teachers retention. Table 4.12 presents the descriptive findings of the study.

Table 4. 12: Respondents’ opinions on the influence of the time the respondent had spent at the current work place as a measure of teachers’ retention

S/N	Time	A	NS	D	Mean	Std	Rank
1	My school assists its teachers in securing membership of unions which encourages teachers to stay longer	216 (65.1)	42 (12.7)	74 (22.3)	2.38	1.227	4 th
2	The teachers academic performance determines my long stay in the school	210 (63.2)	51 (15.4)	71 (21.4)	2.36	1.240	5 th
3	The incentives and timely allowances have kept me longer in this school	156 (47)	83 (250)	93 (28.0)	2.64	1.284	1 st
4	Parents in this school give gifts to teachers especially on Visitation Days which has contributed to my stay	191 (57.5)	59 (17.8)	82 (24.7)	2.54	1.299	2 nd
5	I always ask for pardon whenever I mess up on duty which has kept me at the current school	195 (58.7)	9 (17.8)	28 (8.4)	2.43	1.402	3 rd
Average mean					2.47		

Source: Primary Data (2020)

Table 4.12 shows that on item 3, majority of the respondents, (47%) agreed that the incentives and timely allowances had kept many teachers at current work place for a

longer period of time in the school, 25% of the respondents were ambivalent while 28% of the respondents disagreed with the statement. This level of agreement is further confirmed by the mean value of 2.64, which implies a higher level of agreement by the majority of the respondents, meaning that giving incentives can keep teachers at a work place for a longer time.

On Item 4, a high number of respondents 57.5% equally agreed that parents in their schools give gifts to teachers especially on visitation days which has contributed to teachers stay in private secondary schools, 17.8% were ambivalent and 24.7% disagreed, this was supported by a high mean value of 2.54 which provided a confirmation that majority of the participants in the study rated the item highly. Majority of the respondents, 58.7% agreed to the statement that “I always ask for pardon whenever I mess up on duty which has kept me at the current school” Practically, many employees mess up while at work but if given pardon can keep them on the current workplace for a longer period of time.

On Item 1, majority of the respondents, 65.1% agreed that “My school assists its teachers in securing membership of unions which encourages teachers to stay longer” This stance was further proved by the mean value (2.38) which is indicative of the view that when school administrators assist their teachers to secure membership in unions, their teachers will develop trust in the institution thus long stay at the institution.

4.7.2 Influence of satisfaction on teachers' retention

This specific objective sought to establish the Influence of satisfaction on teachers retention. In the Table 4.13 below, “D” represents disagreement while “A” stands agreement to a given statement. The “Mean” is used in interpreting the findings to give a clear description of the position of the respondents.

Table 4. 13: Respondents’ opinions on the influence of satisfaction on teachers’ retention

S/N	Satisfaction	A	NS	D	Mean	Std	Rank
1	I feel rewarded for my effort as expected	166 (50.0)	68 (20.5)	98 (29.5)	2.62	1.312	2 nd
2	My job is enjoyable	193 (58.1)	62 (18.7)	77 (23.2)	2.50	1.188	3 rd
3	I like the people i work with	184 (82.8)	79 (23.8)	69 (20.8)	2.45	1.232	4 th
4	There many chances for promotion at the current workplace	233 (70.2)	41 (12.3)	57 (17.1)	2.13	1.224	7 th
5	I have learning goals for current work assignment and future preparations	225 (67.7)	45 (13.6)	62 (18.6)	2.23	1.230	6 th
6	I’m comfortable with the chances for salary increases	177 (53.3)	66 (19.9)	89 (26.8)	2.64	1.354	1 st
7	My current employment has all the benefits I deserve as a worker	249 (75.0)	35 (10.5)	48 (14.4)	2.10	1.172	8 th
8	The benefit package at our school is equitable	187 (56.3)	81 (24.4)	62 (18.7)	2.42	1.151	5 th
	Average mean				2.387		

Source: Primary Data (2020).

Findings in Table 4.13 show that majority of the respondents agreed to all the statements that measured the Influence of satisfaction on teachers' retention. The validity of this assertion is reflected in the mean values that are above 2.387 the average mean. From Table 4.13 above, findings revealed that one of the statements about the influence of satisfaction on teachers' retention was "I feel rewarded for my effort as expected ". Majority of the respondents (50%) agreed to the statement, together with a mean value (2.62) that indicates high degree of agreement. Similarly, majority of the respondents, 58.1% agreed that there job is enjoyable that is why they have stayed at one work place for long, this level of agreement is represented by a mean value of 2.50, which provides backing evidence to the confession made by the respondents.

Item 3 shows that liking the people an employee work with makes him or her to be retained at workplace for a longer period of time. This position was agreed to by the majority of the respondents, 82.8% which by implication, indicates that majority of the respondents had been retained at their work place because of fear to lose their workmates.

Item 4 in Table 4.13 shows that the majority of the respondents, 70.2% agreed that there many chances for promotion at the current workplace. Largely, the mean value of 2.13 suggests that majority of the respondents were convinced that if there promotions at the current work place, teachers can stay longer when expecting to be promoted to higher positions. Also Item 5 shows that majority of the respondents 67.7% agreed that they have learning goals for current work assignment and future preparations". This is further proved

by the mean value of 2.23 which in actual sense implies higher level of agreement of the respondents.

4.7.3 Commitment of Teachers as a measure of teachers' retention

This specific objective sought to establish the influence of commitment of teachers as a measure of teacher's retention. In the Table 4.14 below, "D" represents disagreement while "A" stands agreement to a given statement. The "Mean" is used in interpreting the findings to give a clear description of the position of the respondents.

Table 4. 14: Respondents’ opinions on the influence of commitment of teachers as a measure of teachers’ retention

S/N	Commitment	A	NS	D	Mean	Std	Rank
1	I take school work at home in order to meet school targets	213 (64.1)	75 (22.6)	44 (13.2)	2.14	1.109	2 nd
2	I spend extra hours at school after closing hours for students’ progress	230 (69.3)	53 (63.0)	48 (106.8)	2.27	1.127	1 st
3	I spend personal money to buy teaching aids to teach students	296 (99.2)	28 (8.4)	8 (2.4)	1.70	0.738	5 th
4	I put in great deal of efforts beyond normal for the success of students	269 (81)	44 (13.3)	19 (5.7)	1.93	0.935	3 rd
5	I carry out my duties without being supervised	301 (90.7)	13 (3.9)	18 (5.4)	1.69	0.832	6 th
6	In case of challenges that encounter the school, I directly get involved to see that the problems are solved	267 (80.5)	48 (14.5)	17 (5.1)	1.87	0.927	4 th
Average mean					1.933		

Source: Primary Data (2020).

Findings in Table 4.14 show that majority of the respondents agreed to all the statements

that measured the influence of teacher's commitment on teachers' retention. The validity of this assertion is reflected in the mean values that evolve around the average mean 1.933. From table 4.16 above, findings revealed that one of the statements about teachers commitment was "I take school work at home in order to meet school targets", Majority of the respondents 64.1% agreed to the statement. Together with the high mean value (2.14), the respondents greatly agreed that because of their commitment, they reach an extent of taking schools work to their homes in order to meet their own targets.

Similarly, findings on item 2, revealed that majority of the respondents 69.3% agreed with the statement that "I spend extra hours at school after closing hours for students' progress" with a mean value of 2.27 that proved high level of agreement from the respondents. On item 4, majority of the respondents 81% agreed with the statement that "I put in great deal of efforts beyond normal for the success of students" which implied that when a teacher is committed with his or her work, he or she can put in more extra efforts for the success of the institution and thus being most likely to stay in that institution for a longer period.

4.7.4 Effect of school proprietor's interference on teachers' retention

This section sought to establish the influence of school proprietor's interference on teachers' retention. In the Table 4.15 below, "D" represents disagreement while "A" stands agreement to a given statement. The "Mean" is used in interpreting the findings to give a clear description of the position of the respondents.

Table 4. 15: Respondents’ opinions on the influence of school proprietor’s interference on teachers’ retention

S/N	Proprietor	A	NS	D	Mean	Std	Rank
1	The school proprietor does not allow the head teacher to take decisions directly without his/her involvement.	125 (37.6)	140 (42.2)	67 (20.0)	2.55	1.256	1 st
2	Promotions in the school are influenced by the school proprietors.	141 (42.4)	158 (47.6)	33 (9.9)	2.37	1.188	4 th
3	School proprietors do not consult teachers in the school before taking decisions that affect them.	309 (93.1)	15 (4.5)	8 (2.4)	2.21	1.135	5 th
4	School proprietors always set unfavorable conditions for employees which has reduced teacher retention rates at school.	225 (67.8)	40 (12.0)	67 (20.1)	2.45	1.194	3 rd
5	The director interferes with the recruitment of teachers in our school.	120 (36.1)	181 (54.5)	31 (9.3)	2.46	1.164	2 nd
6	The director disrespect teachers which has made many to leave the school	152 (45.8)	151 (45.5)	19 (5.7)	2.25	1.307	6 th
Average Mean					2.382		

Source: Primary Data (2020).

Findings in Table 4.15 show that majority of the respondents agreed to all the statements that measured the influence of school proprietor's interference on teachers retention, this implied that when school proprietors are directly involved in the daily running of the school is contributing to low teacher retention. The validity of this assertion is reflected in the mean values that are above 2.382 the average mean. From Table 4.15 above, majority of the respondents, 42.4% agreed with the statement that the school proprietor does not allow the head teacher to take decisions directly without his/her involvement, this has contributed to many teachers leaving their jobs, hence affecting retention of teachers in those schools. This is in line with Maicibi (2005) whose finding revealed that, In a school setting, school directors should entrust the powers of developing their schools with the school heads and staff if they are to increase teacher retention rates.

Similarly, findings in Table 4.15 revealed that majority of the respondents 93.1% agreed with the statement that school proprietors do not consult teachers in the school before taking decisions that affect them, which has left many teachers not happy thus changing from one school to another. This concurs with Musaaazi (2017) that employee retention rates are always high when school proprietors distance themselves from the direct operation of the school. School proprietors should understand that, the morale of their teachers is affected by both material and non-human factors, therefore to retain teachers in schools, there is need to focus on fringe benefits on top of salary and wages. Material factors include sick leave, medical care, equipment, supplies and facilities.

Item 5 shows that on the statement that the director interferes with the recruitment of teachers in our staff which makes directors to give direct command to teachers, this always affects teachers in executing their duties and sometimes end up leaving their jobs.

4.8 Chapter Summary

The chapter has provided a detailed presentation and analysis of the issues related to non-monetary incentives and teachers' retention in private secondary schools in Mukono Municipality. The chapter has also made an assessment of the effect of job security on teachers' retention in private secondary schools in Mukono Municipality, the effect of recognition on teachers' retention in private secondary schools in Mukono Municipality, the effect of career development provision on teachers' retention in private secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study investigated the effect of non-monetary incentives on teachers' retention in private secondary schools in Mukono Municipality in Uganda. This chapter presents a summary of the findings, conclusions and recommendations.

5.2 Summary of Findings

The study focused on the effect of non-monetary incentives on teachers' retention in private secondary schools in Mukono Municipality in Uganda. The study addressed the following specific objectives; to examine the effect of job security on teachers' retention in private secondary schools, the effect of recognition on teachers' retention in private secondary schools, the effect of career development provision on teachers' retention in private secondary schools. A cross sectional research design was employed during the study. Questionnaires and interviews were administered to the selected respondents. These yielded a response rate of 93.5% which by implication, revealed that the study was timely as big percentage were interested in participating. The results were analyzed using SPSS version 23.0 and presented using descriptive statistics, measure of central tendency and inferential statistics.

Regarding the effect of job security on teachers' retention in private secondary schools, the findings revealed that largely, majority of the respondents agreed with statements

about job security. Majority of respondents asserted that job security is assured when they sign contracts with schools, when these contracts are well respected by school administrators and when a teacher has an intact assurance of the job, will stay at school for a longer period of time to secure a legacy in that particular school. This allowed room for school administrators to understand the importance of securing job security for their employees. It was further established that job security has a positive significant effect on teachers' retention.

Findings on the effect of recognition on teachers' retention revealed that majority of the respondents were supportive of the statements of how teachers feel when recognized, which improves their performance and encourages them to remain at their current workplace for a longer period of time. Teachers expressed that when they are recognized by their bosses, it gives them confidence that encourages them to stay for longer periods of time, makes them work harder, accomplishes work in time and leads to offering of new ideas and solutions to the institution. The study therefore established that recognition significantly affects teachers' retention in private secondary schools.

Finally, the study established that career development has a negative significant effect on teachers' retention. It was indicated that an increase in career development is likely to lead to reduction in teachers' retention in private secondary schools.

5.3 Discussion of findings

5.3.1 The effect of job security on teachers' retention

The study findings showed that job security has a positive significant effect on teacher's retention in private secondary schools. This implies that private schools that offer job security are likely to register an increase in teacher retention. This is believed to be in line with Maslow's Hierarchy of Needs Theory which suggests that employees after satisfying the physiological needs will seek for security needs. As a result, schools that offer assurance of job security are likely to increase their levels of teacher retention because teachers will hope to keep in that school for a longer period.

This finding is in line with Mita, Aarti and Ravneeta (2014) findings that schools that offer signed contracts to their employees are most likely to retain their employees for longer periods. It has been identified that many private secondary schools suffer from the consequences of low levels of teacher retention because they do not sign contracts with their teachers. It is therefore fundamental for private secondary schools to offer job security which assures employees of their job for a given period of time. This will keep them at the current work place until the contract expires, hence staying for a long period of time. Furthermore, Khan and Khan (2012) also established that job security is significantly related to commitment and performance especially when there is mentoring at work place. Job security attracts commitment of employee to work. Khan and Khan (2012) also revealed that teachers with no job security are likely to perform less towards

school's goals and objectives and would not take their job seriously. Therefore, teachers would work according to their tunes.

5.3.2 The effect of recognition of teachers' performance on teachers' retention

The study aimed at establishing the level at which teachers in private secondary schools appreciate teacher recognition as a non monetary incentive that would increase the level of retention. It was therefore at interest to establish the effect of recognition of teachers on teachers retention in private secondary schools. From the findings, the study established that majority of the teachers were supportive of the fact that recognition of teachers performance would increase retention levels. Furthermore, findings also revealed that recognition significantly affects teachers' retention in private secondary schools. This is in line with Nelson's (2005) whose findings showed that 78% of employees needed to be recognized by their manager while 84% of managers supported recognition as a reward had increased retention of employees in the organization. However, in the study by Kouzes and Posner (2019) 50 percent of managers indicated that they were reluctant to conduct employee recognition in their organization despite having no clear reason. It is therefore important to note that organizations that conduct periodical performance measurement and recognition of employees are likely to register an increase in the number of employee retention. This is because of the fact that recognition boosts the confidence of employees who develop strong attachment and love for the manager and the organization. As a result, the employee will feel indebted to the organization and thereby killing any intentions to leave in the nearby future.

5.3.3 The effect of career development provision on teachers' retention

The study also sought to establish the effect of career development provision on teacher's retention. From the findings the study established that career development has a negative significant effect on teachers' retention implying that an increase in career development is likely to lead to reduction in teachers' retention in private secondary schools. The findings were found to be contrary to Permana et. al. (2021); Elci et. al (2020) who in their studies established that professional development by any institution is very important in retaining employees within the company. Similarly, the study findings supported by an interview response from one of the headteachers of private secondary schools who noted;

“..... career development is good for teachers and I encourage my teachers to often apply for further studies. However, in aspects of teacher retention, career development seems not to be helping because teachers who go for career development often tend to look for greener pastures else where after completion. With our schools having no clear policies on employee career development, I don't think career development would have a positive effect on teacher retention but instead it has a negative effect.”

5.4 Conclusion

5.4.1 The effect of job security on teachers' retention in private secondary schools in Mukono Municipality

The study concluded that job security has a positive significant effect on teachers retention on private secondary schools. It was established that the signing of contracts, respect of contract terms, giving teachers an assurance of the job, and mentoring of the staff. All

these give teacher confirmations of job security and as a result if schools consider assuring job security to their teachers, there would be an increase in teacher retention in private secondary schools.

5.4.2 The effect of recognition on teachers' retention in private secondary schools in Mukono Municipality

The study concluded that recognition of teachers has a positive significant effect on teachers' retention. Schools that consider increasing recognition are likely to have an increase in teachers' retention rate. This was further proved by the high level of agreement by the respondents on the statement that when recognized by bosses, it gives a teacher confidence thus improving performance which leads to longer stay in the school. Also, recognition encourages teachers to improve their teaching skills, complete their assignments on time and motivates them hence improving their performance which leads to teacher retention.

5.4.3 The effect of career development provision on teachers' retention in private secondary schools in Mukono Municipality

The study established that career development has a negative significant effect on teachers' retention. It was indicated that an increase in extension of career development opportunities to teachers, is likely to lead to a reduction in teachers' retention in private secondary schools. In conclusion therefore, when schools increase offers for career

development to their teachers, teachers' retention will reduce may be because teachers will feel they are ready for better opportunities elsewhere.

5.5 Recommendations

Private Secondary Schools should provide adequate job security to teachers if they are to retain their teachers. This can be achieved through issuing long-term contracts to private secondary school teachers and also provide insurance as well as encouraging teachers to join labor unions as mechanisms of ensuring job security since it was found to have a significant effect on teachers' retention.

Efforts have to be made by school administrators to increase recognition of good performing teachers in private secondary schools if they are to retain their teachers. This can be done through praises and appreciation of teachers in order to make them feel positive about themselves, boost productivity and increase satisfaction at work which leads to retention.

It is recommended that private secondary schools should develop a policy on extension of career development opportunities to their teachers. They should come up with the policy that supports teacher's career development while they stay committed to the school. For instance private schools should contract all teachers that wish to go for further studies that they stay offering their service in the school for a specified period of time with no intent to leave until the agreed period is met. This is because the study established that career development has a significant negative effect on teacher retention.

Ministry of Education and Sports should ensure that teachers are recruited and retained in schools by advising private schools to improve conditions of working environment in schools through extension of staff security, recognition and promotions and ensure schools are managed by competent manpower.

5.6 Areas for further research

Although the findings reported in the study are informative, they are not conclusive. Specifically, they are tied to only Mukono Municipality, which makes the findings to lack a comparative and comprehensive coverage. Other areas which are rural also require a similar study. Specifically, the study should be broadened to cover the entire area of both private and Government secondary schools.

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Section B (Research Questions)

6) This part seeks to answer the question about the non-monetary incentives provided by private institutions to teachers. On a scale of 1-5, respond to the following statements about the non-monetary incentives. The key to guide your responses as to your level of agreement or disagreement is given below. Please tick appropriately all that apply in spaces provided. The variable non-monetary incentives will be measured in terms of the different incentives provided to teachers by the school and their importance.

Key: SA = Strongly agree, A=agree, N= Neutral, D= disagree, SD=strongly disagree

SA= 5, A= 4, N= 3, D= 2, SD= 1

NON-MONETARY INCETIVES					
Job Security					
Item	5	4	3	2	1
I signed a contract with my school					
I cannot get fired unless there is “just cause”.					
I recognize how my performance directly contributes to the general success of the school					
My contract is well respected					
My schools reputation is good					
With an intact assurance of the job, I will stay at a school for a longer period of time to secure a legacy in that particular school.					
My School administration like mentoring their own staff					
It has made me to start believing in my					

school's goals and values which has led to my satisfaction					
I feel proud to tell other teachers where I work					
Recognition					
When I 'am recognized by my bosses, it gives me confidence which encourages me					
When I'm recognized at school, it will encourage me to improve my teaching skills among learners thus improvement in students' performance.					
When I 'am appreciated by the school, it makes me work harder					
Recognition at work place encourages me to accomplish my assignments in time					
Paying bonus directly as a form of recognition to teachers in my school effectively motivate them.					
Recognition provides shared goals with my fellow staff members which enhances my performance.					
With recognition, I do my assignments on time to please my supervisors.					
When recognized, I'm more likely to offer solutions and new ideas to the school.					
My school doesn't recognize one individual consistently, which makes all teachers to work towards improving their performance					

Career development					
Teachers are facilitated in this school to attend seminars which activity encourages them to be committed.					
When I'm facilitated and allowed to attend workshops facilitated by the school, it increases my level of commitment.					
My school promotes skills development among its teachers					
My school is always willing to pay tuition for its teachers who may want to go for further studies					
When I'm rewarded, I feel valued for my work, time and effort, which makes me to enhance my performance					
Professional development is considered important since it contributes to commitment					
My school hires teaching materials from first class schools for teachers to benchmark from which has helped me to enhance my knowledge.					
My school provides us with information on opportunities that exist within the school for job expansion and upward mobility					

b) This part seeks to answer the question about teacher retention in your school. On a scale of 1-5, respond to the following statements about teacher retention practices. The key to guide your responses as to your level of agreement or disagreement as given below, please tick appropriately all that apply in spaces provided. The variable retention will be measured in terms of period the teacher has spent at a particular school and the number of schools a teacher has taught in.

Key: Strongly agree = SA A=agree, N= Neutral, D= disagree, SD =strongly disagree

SA= 5, A= 4, N= 3, D= 2, SD= 1

Retention of Teachers					
Time Spent					
Item	5	4	3	2	1
My school assists its teachers in securing membership of unions which encourages teachers to stay longer					
The teachers academic performance determines my long stay in the school					
The incentives and timely allowances have kept me longer in this school					
Parents in this school give gifts to teachers especially on Visitation Days which has contributed to my stay					
I always ask for pardon whenever I mess up on duty which has kept me at the current school					
Satisfaction					
I do feel my efforts are rewarded the way they					

should be					
My job is enjoyable					
I like the people i work with					
There many chances for promotion at the current workplace					
I have learning goals designed to enhance my current work assignment and to prepare me for future positions					
I'm comfortable with the chances for salary increases					
My current employment has all the benefits I deserve as a worker					
The benefit package at our school is equitable					
Commitment of Teachers					
I take school work at home in order to meet school targets					
I spend extra hours at school after closing hours for students' progress					
I spend personal money to buy teaching aids to teach students					
I put in great deal of efforts beyond normal for the success of students					
I carry out my duties without being supervised					
In case of challenges that encounter the school, I directly get involved to see that the problems are solved					

7. a) Does the school proprietor interfere with the management of the school?

Yes

No

b) If yes, does it affect the activities of the school?

Yes

No

c) If no, please give a reason

d) How do you rate the level of decision making of your school directors in the school programmes?

Very High

High

Medium

Low

Very Low

e) How often do your directors make final decisions at your school?

f) This part seeks to answer the question about school proprietor's interference in your school. On a scale of 1-5, respond to the following statements about school proprietor's interference in your school. The key to guide your responses as to your level of agreement or disagreement is given below. Please tick appropriately all that apply in spaces provided. The variable school proprietor's interference will be measured in terms of the level of decision making of the directors.

Key: Strongly agree = SA A=agree, N= Neutral, D= disagree, SD =strongly

Disagree. SA= 5, A= 4, N= 3, D= 2, SD= 1

Proprietors Interference					
Item	5	4	3	2	1
The school proprietor does not allow the head teacher to take decisions directly without his/her involvement.					
Promotions in the school are influenced by the school proprietors.					

School proprietors do not consult teachers in the school before taking decisions that affect them.					
School proprietors always set unfavorable conditions for employees which has reduced teacher retention rates at school.					
The director interferes with the recruitment of teachers in our staff					
The director disrespect teachers which has made many to leave the school					

Thank you for cooperation

End

APPENDIX II:INTERVIEW GUIDE FOR THE RESPONDENTS

1. How long have you been in your position?
2. What are the various incentives offered to teachers in your school?
3. What provisions exist in the school to ensure the security of workers on the job?
4. How does the school recognize teachers' contributions to the school performance?
5. What are the available provisions to support career development of teachers in this school?
6. What are the various activities performed by the proprietors that are considered as interference by teachers in the school?
7. In your opinion does recognition have influence on your stay in a school for a longer period?

Thank you

End

APPENDIX III: VALIDITY TEST RESULTS FOR THE QUESTIONNAIRE

SURVEY

Validity Results for effect of job security on teachers' retention

Judges	Relevant	Irrelevant
Judge 1	8	1
Judge 2	9	0
Judge 3	6	3

9

$$\text{CVI} = 8 + 9 + 6 = 23 \div 3 = 7.6$$

$$7.6 \div 9 = 0.84$$

Validity Results for the effect of recognition on teachers retention

Judges	Relevant	Irrelevant
Judge 1	7	2
Judge 2	8	1
Judge 3	9	0

9

$$\text{CVI} = 7 + 8 + 9 = 24 \div 3 = 8.0$$

$$8.0 \div 9 = 0.88$$

Validity Results for the career development provision on teachers retention

Judges	Relevant	Irrelevant
Judge 1	9	0
Judge 2	7	2
Judge 3	7	2

8

$$\text{CVI} = 9 + 7 + 7 = 23 \div 3 = 7.66$$

$$7.66 \div 8 = 0.958$$

**APPENDIX IV: RELIABILITY RESULTS FOR THE QUESTIONNAIRE
SURVEY**

Reliability Statistics for effect of job security on teachers' retention

Cronbach Alpha	Cronbach Alpha Based on Standardized Items	N of Items
0.806	0.812	8

Reliability Statistics for effect of recognition on teachers' retention

Cronbach Alpha	Cronbach Alpha Based on Standardized Items	N of Items
0.713	0.709	9

Reliability Statistics for career development provision on teachers' retention

Cronbach Alpha	Cronbach Alpha Based on Standardized Items	N of Items
0.736	0.730	7