MOTIVATIONAL STRATEGIES AND RETENTION OF TEACHERS OF SCIENCE IN PRIVATE SECONDARY SCHOOLS IN KAWEMPE DIVISION, KAMPALA CAPITAL CITY AUTHORITY, UGANDA

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13/U/1939/GMED/PE

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

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Declaration

I, Pardon Akugizibwe, do hereby declare that to the best of my knowledge, this dissertation titled "Motivational strategies and Retention of Teachers of Science in Private Secondary Schools in Kawempe Division, Kampala Capital City Authority, Uganda" is my original work and has never been submitted to any other institution for any award.

Signed …….. Date……..

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Approval

We confirm that this dissertation titled "Motivational Strategies and Retention of Teachers of Science in Private Secondary Schools in Kawempe Division, Kampala Capital City Authority" has been prepared under our supervision and submitted with our consent.

Signed …….. Date……..

Dr. Joseph Rwothumio

Signed …….. Date……..

Assoc. Prof. George Wilson Kasule

Dedication

This piece of work is dedicated to the love and care of my parents; Mr. Rugira Kahumuza Pardon, Mrs. Nsungwa J. Kahumuza Pardon and my wife, Mrs. Winnie Akugizibwe Kamiti (WAK).

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Abbreviations and Acronyms

CPD:	Continuous Professional Development
Div.:	Division
ICT:	Information and Communication Technology
KCCA:	Kampala Capital City Authority
MoES:	Ministry of Education and Sports
Reg.	Registration
UNATU:	Uganda National Teachers Union
USA:	United States of America

Abstract

The study investigated the influence of motivational strategies on retention of teachers of science in private secondary schools in Kawempe Division, KCCA. It sought to find out the influence of fringe benefits, determine the influence of professional development and examine the influence of recognition on retention of teachers of science. Using a mixed method survey, data was collected from 112 teachers and 8 head teachers using a structured questionnaire and interview guide respectively. Qualitative date from the head teachers was analyzed using content analysis. Quantitative data was analyzed using descriptive statistics, Pearson correlation, regression analysis. It was found that fringe benefits did not have a significant influence on teacher retention ($\beta = 0.260$, $p > 0.05$), because schools did not provide free accommodation, housing, clothing and end of year allowances to teachers. Professional development did not significantly influence teacher retention ($\beta = -0.080$, $p > 0.05$), since schools were not giving bursary to the biological children of teachers, teachers did not receive scholarships for further study and teachers who wanted to do research were not fully facilitated by the school. Recognition positively influenced teacher retention ($\beta = 0.412$, $p < 0.05$), for teachers felt appreciated for their good work, and those who did well were promoted. Hence appropriate recognition is so important in determining whether teachers will feel a sense of belongingness and job security and increase their intention to work for the school for a longer time. Recognition should be made an official teacher motivating strategy in all secondary schools in Uganda and teachers be empowered to demand for better fringe benefits and professional development opportunities. Further research should be carried out on appropriate strategies to develop effective teacher recognition practices in the education sector.

Chapter One

Introduction

1.0 Introduction

Retention of teachers by schools plays a critical role in ensuring that learning takes place without interruption, learners receive quality education and schools meet their performance goals (Nguyen et al, 2021). This need is especially strong among private schools after realizing that their competitive advantage lies in the quality of their teachers (Rowland & Potemski, 2019). Retaining good teachers, has thus emerged as one of the dominant strategies used by schools to achieve an edge over others (Saleem et al, 2019).

Recent evidence as advanced by Guillon and Cezanne (2019) points to the crucial role of retaining a teacher in effective learning of students. Keeping learning continuous by ensuring that teaching is done by the same teachers has proved to result into positive outcomes (Linda, 2018). When a teacher leaves a school, the learning process is broken until such a time a replacement is obtained and the new teacher is acclimatized to the school system and it usually affects the quality education. However, it has been found by Nguyen (2021) that in most parts of Africa, teachers of science are among the over 50% category of teachers who switch career path and go for further studies in medical or engineering fields within the first year after attaining the teaching qualification. This study therefore sought to investigate the influence of motivational strategies on retention of teachers of science subjects in private secondary schools in Kawempe Division, Kampala Capital City Authority (KCCA), Uganda. This chapter presents the background to the study, problem statement, purpose of the study, research objectives, research questions, research hypotheses, significance of the study, scope of the study and the conceptual framework.

1.1 Background to the study

This section covers the historical, theoretical, conceptual, and contextual perspectives on motivational strategies and teacher retention.

1.1.1 Historical perspective. Attention on employee retention started in the 1917s with the Russian Revolution where high turnover intentions attracted the attention of a host of researchers who started documenting strategies for reducing this problem (Kuriyama, 2020). In the 1920s, interest on employee retention further grew when companies recorded high turnover costs and consultants advised industrial managers on how to address it (Jacoby, 2018). During this time, hiring and replacement of staff was estimated at 90% of employees' annual salary, which significantly reduced profitability of many businesses during that time (Hom et al, 2017).

In the interwar period 1918 November, 11th to 1938 September, first researchers and industrial managers concentrated on using mentorship as an employee retention strategy. In 1925, Bills' seminal empirical study on employee retention revealed that employees with parents in professional practice or small-scale entrepreneurs had high motivation to quit than those from parents who worked in both unskilled and semiskilled jobs, creating a clear link between motivational strategies and retention (Bills, 1925). During the apex of the post war era (1955-1973), scholars linked employee retention to elements that affect job satisfaction including a just-working environment by exploring attitudinal responses to work place conditions (Shier & Graham, 2011). These included: Weitz and Nuchols, (1955), Hulin, (1968), Hellriegel and White, (1973) and others.

Employee retention in the world of education started receiving vibrant attention in early 1990s when it was recognized as a key strategy in achieving organizational effectiveness (Nguyen et al, 2020). In a bid to remain competitive, even schools started to explore how

they could retain valuable employees so as to achieve their mission (Asaju, 2018). So, in the mid-1990s, teacher retention gained prominence starting from private schools in United State of America (USA), due to the need to have good teachers (Saeed & Asghar, 2019). Nevertheless, opposing views to teacher retention were also evolving. For example, experts from the United Kingdom (UK) started promoting the belief that retaining teachers in one institution for a long time can be counterproductive (Guillon & Cezanne, 2019). The negative attitudes of employee retention were based on the belief that when employees are retained for long time, they become complacent and do not expend effort on their teaching roles (Gratton, 2017). In some schools in Europe, it was noticed that teachers retained for a long time felt indispensable and started doing many time-wasting activities leading to loss of productive time (Hayes & Gaskell, 2019). In some Asian countries such as Japan and China, employee retention has been discovered to be important in building a productive, healthy and committed workforce (Saeed & Asghar, 2019). Most organizations in these countries have adopted retention practices, even in the education sector as a means to save costs associated with recruitment and poor customer service (Ogutu, 2019). Hence teacher retention in these countries is one of the means that schools use to remain competitive.

At the end of the 1990s, experts from the USA started portraying employee retention as being beneficial to organizations. This was based on the argument that retained employees become more engaged and committed to the organization due to the benefits such as bonuses; they get (Gratton, 2017). In Africa, the issue of teacher retention came high on the agenda of providing quality education, after realizing that generally, teachers were losing interest in the teaching profession (Otuko, et al, 2019). In Egypt, Morocco and Tunisia, teacher retention is increasingly becoming more important than hiring. This is mainly due to the costs associated with turnover of experienced teachers (Saleem et al, 2019). Turnover costs are normally high due to loss of organizational knowledge, lower morale among remaining staff, and client's

negative perception of school image (Ogutu, 2019). In Nigeria a teacher retention policy that includes giving monthly food rations to teachers was started in the 2014 after realizing that about 30% of teachers in private high schools were leaving the profession after only one year of service. In Kenya, the government has encouraged non- salary benefits such as accommodation and education bursaries even in private secondary schools in order to retain experienced teachers so that they could play the role of mentoring new recruits (Morzano & Waters, 2015).

The Twenty-first Century has been dominated by comprehensive studies on how employee motivational strategies affect retention. A lot of emphasis has been placed by organizational managers on what rewards pushes employees to do a good job so as to achieve their objectives (Saeed & Asghar, 2019). The role of motivational strategies in employee retention in organizations has continued to receive empirical study (Rowland & Potemski, 2019). For instance, a study by Alifuddin and Widodo (2021) explored how compensation affects teachers' intentions to work with the current school, being mediated by organizational commitment. Agadoni (2018) reviewed a number of seminal publications on employee motivation and discovered that organizations that give reasons to employees why they should work and behave in the way they do in terms of efforts and the direction they take, were able to retain their employees for a long time. Lunenburg (2018) also affirmed that motivated teachers are more creative, have great academic productivity and achievement. It is also believed that highly motivated teachers experience job satisfaction, and also perform better. Subsequently, several strategies have been suggested on what organizations need do to encourage employees to apply their efforts and abilities to help organizations achieve desired goals (Saleem et al, 2019).

In Uganda, teacher retention activities have been haphazard. Government aided secondary schools have had almost no initiatives of teacher retention, because of the

government policy that civil servants are supposed to work in any part of the country, while private schools have pursued their own agenda (Nsamba, 2019). Starting in 2020, concerted efforts on teacher retention started building momentum after series of strikes by teachers across primary, secondary and tertiary levels of education (Wambede & Bisaso, 2020). Policies such as salary augmentation for teachers of science to the tune of four million Ugandan shillings gross pay per month have been implemented and private schools are seriously considering their ways of enhancing teacher retention.

1.1.2 Theoretical background. The study was guided by Herzberg's (1959) Two Factor Theory. The theory proposes that a work place such as a school has both motivating and dissatisfying factors that affect employee retention (Dartey-Baah & Amoako, 2011). This research placed emphasis on Motivating factors, because they act as satisfiers and push the employee to expend effort on the job so as to achieve organizational goals. These include fringe benefits, achievement, recognition, responsibility, advancement and growth.

In line with this theory, in order for a teacher to remain and work for a school, it was expected there would be a provision in form of motivational strategies. When provided, the teacher would be satisfied and motivated to remain in a particular school and contemplate to stay working for the school. This theory provided a good foundation for examining the relationship between motivational strategies and teacher retention.

1.1.3 Conceptual background. The key variables of the study were motivational strategies and retention of teachers of science subjects. Motivational strategies are extrinsic or intrinsic inducements that employees acquire in return for working for an organization (Clive, 2019). Motivational strategies can be physical or non-material motivations offered to employees to increase their contribution to achieve the organization's goals (Preis, 2018). According to

Rowland and Potemski (2019), incentives, rewards, facilitation and support are some of the key motivational strategies being used by educational institutions to attract, retain, develop, and motivate good teachers. In this study, three motivational strategies that have been perceived as important stimulus for enhancing the performance and organizational commitment of teachers; fringe benefits, professional development and recognition were considered (Rejda, 2021).

Gomec and Cardy (2018), perceive recognition as timely, informal or formal acknowledgement of a person's behavior, effort that supports the organization's goals and values. Fringe benefits are additional compensation beyond salary, usually non-monetary, given to an employee (Clive, 2019) while professional development is improving the career related skills and job performance of an employee through further training (Huth, 2018).

Teacher retention is rooted in employee retention. Employee retention refers to policies and practices organizations use to prevent valuable employees from leaving their job (Moore & Papay, 2019). It involves measures that encourage employees to remain in the organization for the maximum period of time (Nisar & Siddiqui, 2019). Retention is also perceived as continuing relation between employees and their organization (Rowland & Potemski, 2019). Thus, Teacher retention is the ability of the school to attract and keep a teacher in the same school for two consecutive years (Clive, 2019). Arroyo (2021) gives a practical measure of teacher retention as the proportion of teachers in the previous year who are still teaching in the same school the current year. In this study, retention of teachers of science was perceived as a private secondary school enabling a teacher to have personal commitment to happily work for the school for more than two years, support it to achieve its goals, feel a sense of belonging, job security and self-actualization (Arroyo, 2021).

1.1.4 Contextual background. In Uganda, secondary school teachers of science are among the categories of employees with a higher turnover (Nsubuga, 2021). Given their high employability and the poor work conditions of the teaching profession, teachers of science are more likely to leave the profession or current school than teachers of Arts, especially in urban private secondary schools (Lukwago, 2017). Generally, the MOES (Annual report, 2019) reports that, close to 15% of teachers of science subjects in Uganda leave their current school and join a non-teaching career after about 12 months of recruitment.

In Kawempe Division, one of the five Divisions of Kampala Capital City Authority (KCCA), with the largest number (26) of private secondary schools, the turnover intentions of teachers of science have been noted to be even higher than the Ugandan average (Kawempe Division Education Department Annual report, 2021). In most of these schools, close to 25% of the teachers of science subjects leave the teaching profession and join other lucrative careers, such as mining (Mwesigwa, 2021). This state of affairs had negatively affected the performance of secondary schools in science subjects, forcing many students to contemplate dropping the idea of taking science subjects (Mbabazi, 2020). Many private schools in Kawempe area, decry of having a poor school image, due to failure to retain experienced teachers of science (Linda 2018).

Limited research had focused specifically on how schools apply motivational strategies to influence retention of teachers of science. Further, despite the Uganda government science teacher retention policy of salary increment that has applied to government aided schools, it was not clear how private secondary schools were managing the issue and thus turnover rates still stood high. While secondary school science teacher retention efforts in Uganda have placed emphasis on the level of pay, the role of non-salary motivation strategies and how it could be structured to enhance teacher retention was deemed significant.

1.2 Problem statement

Experts and educators affirm that, teachers who work for the same school for a long time, perhaps until retirement, contribute significantly to the quality education provided by the school, school success and effectiveness due to their long-earned experience and organizational commitment (Moore & Papay, 2019). The government of Uganda has implemented various strategies to motivate techers to stay with and support their schools succeed such as building modern staffrooms and provision of relevant teaching resources (Nsamba, 2019). Specific private schools have improved various motivations to teachers such as improving working conditions, pay for the number of distinctions registered in the subject taught and free eduction for biological children so as to increase retention of teachers of sceince (Nsamba, 2019).

Despite these efforts, close to 25% of the teachers of science subjects in Kawempe Division private secondary schools in 2017 left their schools after teaching for one year and joined non-teaching careers (Lukwago, 2017). In 2018, about 30% teachers of science from Kawempe division secondary schools joined non-teaching professions, leaving close to 60% of the schools in the area with only 4 science teachers teaching S1-S6 (Mpuuna, 2018). This figure continued to rise to 32% in 2019, even after some schools had increased the salary of science teachers by about 40% (KCCA, 2021). The proportions of teachers of science subjects leaving a school or switching to a non-teaching field after a one year of recruitment in Kawempe division are way above the national average of 15% (MoES, 2019, Mpuuna 2018). If this situation is not controlled, private secondary schools will have increased operation costs in endless recruitments, will lose valuable staff, have demotivated teachers and a poor school image. This would definitely negatively affect the achievement of their goals and overall objectives of secondary school education (Linda 2018). Hitherto, there was limited empirical information from a Ugandan context about this problem of failure to retain teachers

of science. It was upon this background that the researcher sought to examine the influence of motivational strategies on retention of teachers of science in private secondary schools in Kawempe Division, KCCA.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of motivational strategies on retention of teachers of science in private secondary schools in Kawempe Division, KCCA so that relevant strategies could be sought to improve on teacher retention in these schools.

1.4 Objectives of the study

The study sought to:

i. Find out the influence of fringe benefits on retention of teachers of science in private secondary schools in Kawempe Division.
ii. Determine the influence of professional development on retention of teachers of science in private secondary schools in Kawempe Division.
iii. Examine the influence of recognition on retention of teachers of science in private secondary schools in Kawempe Division.

1.5 Research questions

i. How do fringe benefits influence retention of teachers of science in private secondary schools in Kawempe Division?
ii. What is the influence of professional development on retention of teachers of science in private secondary schools in Kawempe Division?
iii. How does recognition influence retention of teachers of science in private secondary schools in Kawempe Division?

1.6 Hypotheses

The study tested the following null hypotheses:

H_{01}: Fringe benefits do not significantly influence retention of teachers of science in private secondary schools.

H_{02}: Professional development does not influence retention of teachers of science subjects in private secondary schools.

H_{03}: Recognition does not influence retention of teachers of science in private secondary schools.

1.7 Significance of the study

The study will generate information which can be used by policy makers including the Uganda's Ministry of Education and Sports to make informed decisions on staff retention in secondary schools. This study will provide information to school proprietors and school head teachers on whether motivational strategies can be used to retain teachers of science subjects in a private secondary school.

Private secondary school proprietors may implement this approach of motivational strategies which will not only improve the social and economic status of the teachers but also improve staff retention. The study will add to the pool of knowledge on studies that have investigated ways on how to retain teachers of science subjects in secondary schools. The study may offer relevant literature to future scholars on subject of motivational strategies and retention of teachers of science subjects in schools.

1.8 Scope of the study

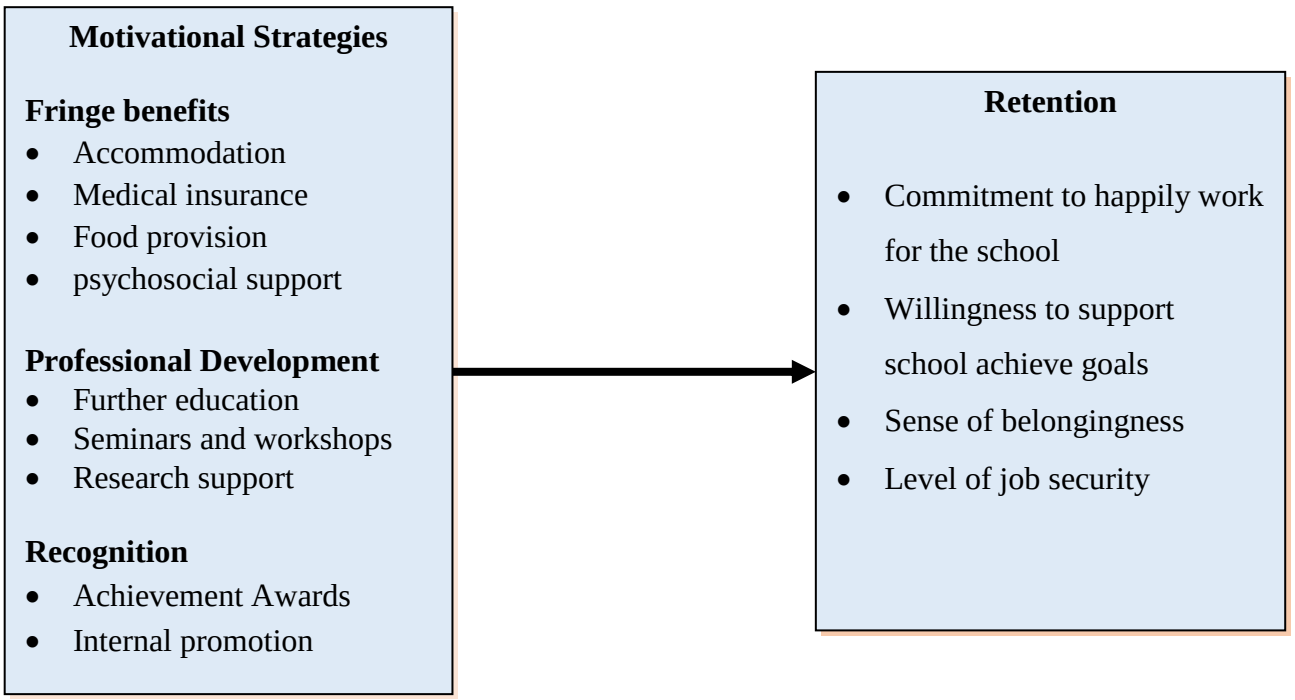
1.8.1 Geographical scope. The study was carried out in Kawempe Division Private secondary schools, located in KCCA. These schools provided a fitting area of study on the role motivational strategies play on the retention of teachers of science, because according to the Kawempe Division Education Department Annual report (2021), they were among educational institutions grappling with high turnover for teachers of science.

1.8.2 Content scope. The study focused on establishing the influence of motivational strategies on retention of teachers of science subjects in secondary schools. Motivational strategies were assessed as fringe benefits, professional development and recognition provided by the school. In relation to fringe benefits, the study evaluated the accommodation, medical insurance, food and psychosocial support given to teachers to entice them to continue working for the school. Professional development was perceived as sponsorship in terms of further education, child education, Seminars and research given to teachers by the school. In connection to Recognition, the researcher assessed achievement awards, internal promotion and job security accorded to teachers. Teacher retention was evaluated as a teacher having personal commitment to happily work for the school for more than two years, support it to achieve its goals, feeling a sense of belonging, job security and self-actualization.

1.8.3 Time scope. The information that was collected applied to the period of January 2020 to January 2023. The period of 3 years was appropriate since employee retention is usually measured in terms of a teacher remaining in the same school for at least two consecutive years (Clive, 2019). Also given that the study was cross-sectional, information was collected at the same time, and according to Arroyo (2021), this scope was sufficient to complete the study.

1.9 Conceptual framework

The conceptual frame work in Figure 1.1 is based on the position that motivational strategies can lead to retention of teachers of science as indicated by Herzberg (1959) and Brodsky et al (2018).



Source: Herzberg (1959), and Brodsky et al (2018)

Figure 1.1:

Conceptual Framework of the relationship between Motivational strategies and retention of teachers of science

Figure 1.1 shows that fringe benefits such as free accommodation, medical insurance food provision and psychosocial support; Professional Development sponsorships for further education, Seminars and Research for the teacher, as well as their child's education; plus regular Recognition in terms of awards, internal, promotion, job security can result into teacher retention in terms of Personal commitment to happily work for the school for more than two years, support it to achieve its goals, having a sense of belonging and job security.

Chapter Two

Literature Review

2.1 Introduction

This chapter presents the theoretical review and review of related literature according to themes generated from the study objectives.

2.2 Theoretical review

This study was based on Herzberg's (1959) Two Factor Theory also known as the Hygiene/ Maintenance Theory of Motivation. The theory proposes that certain factors known as motivators or satisfiers in the workplace that cause job satisfaction, and a separate set of factors known as dissatisfiers cause dissatisfaction (Dartey-Baah & Amoako, 2011). The hygiene factors meet man's needs to avoid unpleasantness but do not motivate them to take more interest in the work or get engaged in their work (Tan & Waheed, 2011). Hygiene factors are related to the conditions under which a job is performed. When an employer is unable to provide enough of these factors to his employees, there will be job dissatisfaction (Burton, 2012). Such hygiene factors are; company's policies and administration, supervision, working conditions, interpersonal relations with supervisors and other subordinates, salary, job security, status, personal life, and employee benefits (Dartey-Baah & Amoako, 2011). On the other hand, motivating factors or satisfiers are factors intrinsic in the job and these factors act as forces of job satisfaction (Lee, 2017). These factors are achievement, recognition for accomplishment, increased responsibility, opportunity for growth and development, and creative and challenging work (Herzberg, 2008). Motivating factors motivate subordinates to take more interest in the work (Nabi et al, 2017).

This theory clearly shows that teachers, as key players in private schools, can be motivated by providing enabling environment that enhances their inner motivation to stay and work for their organizations. By improving working conditions and providing incentives for teachers, schools improve their job satisfaction, productivity and performance which increases their likelihood of working in the same organization for a longer time. Therefore, Herzberg's Two Factor Theory was the basis for examining the relationship between motivation strategies used by private schools and retention of teachers of science. The assumption that happy employees are likely to stay in a school for a longer time and failure to consider personal characteristics in response to motivation, were significant weaknesses of the theory. In the case of private secondary schools in Kawempe division, there was need to establish the kind of motivational strategies given to teachers, strategies that are more effective for employee satisfaction and commitment and the extent to which they motivate them to become loyal to their schools.

2.3 Influence of fringe benefits on retention of teachers

Studies on how fringe benefits affect the willingness of teachers to work for the success of their organization, identification and involvement in it have increased in the recent past (Guillon & Cezanne, 2019). In a study to establish determinants of teacher retention, Ubom (2011), observed that providing accommodation to teachers in Nigeria's public high schools would improve teacher retention by twofold. In a study by Huth's (2018) that was done in the United States of America (USA), it was found out if an employee is not provided with housing at station, a transport refund to the employee can serve the purpose to motivate the employee to show more commitment. This therefore implies that teachers who get rewards for good performance are more likely to stay in a school for more years (Hayes & Gaskell, 2019). The above literature suggests rewarding teacher performance using fringe benefits can

enhance the likelihood of teachers working for the particular school for a long time. However, the studies are from outside the East African region leaving contextual gap of studies in Ugandan context.

Nisar and Siddiqui's (2019) had a study to establish factors affecting teacher retention in high schools in Asia, India contends that such motivational strategies like staff housing scheme can improve teacher retention to about 25%. According to Rowland and Potemski (2019), motivational strategies such as accommodation for a teacher given by schools in the USA give a sense of belonging to a teacher and more than half of teachers have been found to develop attachment and belonging to that school increasing their intention to stay in the school. In a recent study by Preis (2018) that was done in the UK among public secondary school teachers affirmed that 50% of the teachers had decided to work for their schools till retirement because they provided accommodation for them. However, all these studies were done in the context of public secondary schools, that follow a highly structured motivational strategy set by government. This left gap in the context of private secondary schools which follow both government and private policies on teacher motivation which this study sought explore.

In Uganda, schools providing motivational strategies to teachers, especially accommodation is a recommendation of the Government White Paper (1992). Other teacher quality improvement strategies in Uganda have also highlighted the need for schools to provide accommodation and other welfare related incentives (Nsamba, 2019). But a few studies have examined the status of motivational strategies given to teachers in Uganda and how they affect their performance and organizational commitment. Remarkably, in their study on staff retention among teachers in private secondary schools in Mbale municipality, Wambede and Bisaso (2020) established that schools that do not provide accommodation or

transport refund are more likely to lose 30% of their teachers to schools that provide accommodation. Wambede and Bisaso (2020) noted that private secondary schools need to provide accommodation to their teachers if they are to improve on teacher retention. However, their study did not elaborate the unique case of teachers of science subjects whose retention is more challenging than teachers of arts subjects. Further, Wambede and Bisaso (2020) used a smaller sample of 13 schools and was done previously in the Mbale Municipality, it was not clear whether their findings related well with the situation in private secondary schools of Kawempe Division, located in a city setting.

Hence, there was limited current and context specific information on the status of welfare incentives and how they affect retention of teachers of science in private schools in KCCA. This created a need to know how the recent salary increase for teachers of science in government schools had affected motivational strategies in private schools and retention of teachers of science. This study was done to collect this important information.

2.4 Professional development and retention of teachers

Professional development refers to an employee's improvement in his career related skills and job performance (Huth, 2018). Professional development incentives are education support and assistance from the employers to enable the employee to acquire more knowledge for better performance (Gomec & Cardy, 2018). According to Evans (2018), such education support especially for teachers can include scholarships for further studies or school bursary for biological children of the teacher.

Studies show that professional development is significantly related to teacher retention. For example, Milman and Ricci (2014) in a cross-sectional survey to establish factors influencing teacher retention, which was conducted among 287 secondary school teachers, it was found that teachers in high schools in North Carolina were two times more

likely to be retained if they were offered scholarships for further studies. Hargreaves's (2014) study that was also done in the same country further indicated that teachers who are bonded for further study stay longer at school than those not bonded. Rowland and Potemski (2019) also suggested that discounts on school fees for biological children of teachers working in the same school can go a long way to support teacher retention. Such discounts private schools can extend to their teachers include, a teacher paying half bursary for a biological child who wishes to take studies in the same school. Osibanjo *et al* (2014) in their study on high school teacher retention in Nigeria argue that indirect compensation such as full bursary for biological children of a teacher can improve teacher retention by 40%. Ting (2010) urges that instead of competing against a fellow school in terms of retaining teachers based on salaries, schools can expand their motivational strategies by offering school fees support to teachers and their biological children and thereby improve teacher retention. While these studies offer useful insight on the role of Professional development in retention of teachers, they were mostly quantitative and did not collect in-depth views about the issue, leaving a gap of mixed methods that integrate both quantitative and qualitative views which called for this study.

In their analysis of cross-sectional data for urban schools in Tennessee, Griffith (2019), indicate that schools which offered scholarship to teachers for further studies could retain a teacher for the period equivalent to the study period by bonding. Keith (2018) argues that teacher scholarships are valuable to teachers because they have a psychological and social meaning. A cross- sectional study in United Kingdom (UK) universities involving 301 teaching staff on factors that influence retention of teaching staff, Moore and Papay (2019), discovered that teaching staff were largely retained if they were offered scholarships for further study and their children given study bursaries. Whereas direct monetary token or bonus is used to buy something else, a scholarship support for teacher education do have a lifetime impression on the teacher and can improve teacher retention by over 50% (Keith,

2018). In a study on teacher's extrinsic motivational strategies and retention at a high school in Nigeria, Ubom (2011) discovered that teachers who had their children on school bursary had reduced likelihood of leaving the school by 30%. No clear studies had established influence of provision of teacher scholarships and education support on teacher retention in Kawempe Division, Kampala Capital City Authority, making this study imperative.

2.5 Influence of recognition on retention of teachers

Studies (Huth, 2018; Griffith, 2019), have indicated that recognizing individual achievements such as awarding certificates for "teacher of the year" have been found to increase employee job satisfaction and loyalty to the organization. For example, Nsamba (2019) found that a teacher who feels appreciated, is two times more likely to stay in that school even when the salary is low. Stewart (2019) asserts that achievement awards and recognitions, like verbal words of "thank you" to an employee, make employees feel loved and appreciated. Preis (2018), also believes that appropriate reward systems are a catalyst of employee retention. Moore and Papay (2019) advised that employers should endeavor to appreciate employees whenever an employee completes a project.

Studies done in Africa also point to the importance of recognition in teacher retention. In his study, Uboma (2011) established that 30% of teachers in a public secondary school in Nigeria can be retained if they are given awards for good performance. Such awards included token of appreciation, certificate of excellent performance and placards for teacher (Ubom, 2011). In a cross-sectional study on retention of teaching staff in universities, Gensah (2011) argues that one of the key issues in staff retention in private universities in Accra, Ghana is appreciation of the service offered to the university. Gensah (2011) opines that universities which appreciate their staff for example at the end of year have higher retention levels than those universities that do not appreciate their teachers. In the same direction, Mutuma and

Gerishom (2013) state that an effective annual reward system for teachers in Kenyan private universities is one that permits a university to attract, retain and motivate its teachers while. However, the studies were mostly in universities leaving gap in the context of secondary schools that this study examined.

In the Ugandan context, the extent to which such achievement awards can contribute to employee retention especially in private secondary schools is not directly clear but what most scholars generally agree to is that such awards have a profound impact on teacher attachment to a school and feeling appreciated. For example, in a cross-sectional study on employee appreciation in private primary schools in Wakiso district, Airworthy (2018) discovered that schools placed little emphasis on non-monetary rewards and teachers felt they feel unappreciated. Airworthy (2018) further discovered that in each of these schools at least 20% of the teachers had strong intentions to leave. There was very limited empirical information on the influence of recognition on the retention of teachers of science in private secondary schools in Kawempe Division.

Generally, while previous studies had alluded that fringe benefits, professional development and recognition incentives could enable an employee to personally be motivated to work for the school for more than two years and support it to achieve its goals, while having job security and self-actualization, most of them were outside East Africa, were done in universities and none applied mixed methods which left gap in Ugandan context. Besides the role employee motivation in retention in the context of secondary schools had not received enough attention especially in Uganda. Consequently, this study addressed this vacuum.

Chapter Three

Methodology

3.1 Introduction

This chapter describes the methods that were used in the study. It describes the study design, the study population, the sample size, the sampling procedure, data collection tools, study variables, data analysis, ethical considerations and limitations to the study.

3.2 Study design

The study used a mixed method research design by specifically employing the parallel convergent design. This design enables data collection by use of two or more approaches to more accurately define relationships among variables of interest (Creswell, 2013). Thus, both qualitative and quantitative approaches were used to confirm, cross-validate, or corroborate findings. Quantitative data was first analyzed and interpreted, then followed by qualitative data. The interpretation was merged to allow qualitative data add more value to the quantitative findings by shedding light on unexpected findings (Creswell & Creswell, 2018).

3.3 Study population

The target population comprised of 170 registered teachers of science subjects who have been teaching for at least two years in the same school and head teachers of private secondary schools in Kawempe Division (Kawempe Division report, 2021). Teachers who teach Biology, Chemistry, Physics, Physical Education, Agriculture, Food and Nutrition, Health education, and Information Technology (IT) and Mathematics. Teachers were selected from the 18 private secondary schools that have existed for at least five years (Kawempe Division, Education Department, 2021). The population of headteachers comprised of all heads of the 18 secondary schools that took part in the study.

3.4 Sample size

In relation to teachers of science, from a population of 170 teachers, a total of 118 were selected (Krejcie & Morgan ,1970). A proportion of 0.7 teachers were selected from each of the 18 schools (see *table 3.1*). Though a total of 118 questionnaires were distributed, a total of 112 were returned fully completed and so made the actual sample. Therefore, the response rate was 94.9%, indicating that the study had good responsiveness that would yield credible findings.

Table 3.1:

Target Population and Sample Per School

School Code	Target Population	Sample size
A	9	6
B	11	8
C	8	6
D	9	6
E	12	8
F	7	5
G	9	6
H	8	6
I	9	6
J	11	8
K	12	8
L	9	6
M	8	6
N	9	6
O	9	6
P	11	8
Q	10	7
R	9	6
Total	**170**	**118**

Source: Kawempe Division, Education Department Annual report (2021)

3.5 Sampling strategy

Simple random was used to select teachers, so as to have results that could easily be generalized (Majid, 2018). Simple random sampling is type of sampling where each individual is chosen by chance. This technique helped to choose teachers at random and entirely by chance for the study. In School A for example with 09 teachers of science a table of random numbers was used to generate the list of 06 teachers considered for the study, the same procedure was repeated for the rest of the schools. This ensured each science had same opportunity of being selected for the study.

Head teachers were selected purposively from the 18 schools, basing on their good understanding of the teachers, the school and work environment. The sample size for this category of respondents was determined using saturation. According to Majid (2018) data saturation is when data have been collected from the sample until no new information is being collected. The researcher then stops the process of data collection at that point. Respondents from whom data has been collected make the sample size. In this study, saturation was attained at the 8^{th} head teacher, bringing the actual sample for the interviewees to 8 participants.

3.6 Data collection instruments

3.6.1 Structured questionnaire. A structured questionnaire was used to collect quantitative data from the teachers of science subjects. The questionnaire was used to ensure greater assurance of anonymity, encourage on the spot collection of data and produce large amount of information. Structured questions were used to enable the researcher to gather specific data and also to avoid hasty responses which would increase on the accuracy of collected data.

3.6.2 Interview guide. An interview guide was used to collect information from 08 of the 18 head teachers purposively sampled till saturation of 08 head teachers was reached. The questions were semi-structured with carefully worded open-ended statements and each interview lasted about 15 minutes. The researcher used this type of questions to encourage free and open responses.

3.7 Measurement of study variables

In relation to quantitative data, the variables were measured using adapted instruments from earlier studies. A five-point Likert scale was used to measure the variables. The respondents responded on the five-point scale on which 5 represents 'strongly agree' and 1 'strongly disagree'. Section A of the questionnaire measured the demographic information of the respondents. Section B measured the independent variables, fringe benefits, professional development and recognition. The items for this section were adapted from Nguyen (2021) and Nsamba (2019). Section C, measured teacher retention and the items were adapted from Brodsky et al (2018). The measurement of the variables is summarized in Table 3.2.

Table 3.2:

Variables in the Instrument, Constructs and Sources

Variable	Construct	Number of items	Source and reliability (α)
Personal Information	Gender, Education attainment, Tenure, major subject, intention to stay	5	N/A
Motivational Strategies	Fringe Benefits (*Accommodation, medical insurance, food provision, psychosocial support*)	10	Nguyen (2021, α = 0.81)
	Professional development (*Further education, child education, seminars and research*)	10	
	Recognition (*Achievement awards, internal promotion, Job security*)	10	Nsamba (2019, α = 0.76)
Teacher retention	Commitment to the school, belongingness, job security, self-actualization	10	Brodsky et al (2018, α = 0.69).

Source: Primary data

As indicted in Table 3.2, the constructs were measured using validated items as so were very likely to lead to credible measurement of the study variables.

3.8 Quality control of instruments

The researcher ensured validity and reliability of the research instruments as a quality control measure.

3.8.1 Validity of instruments. The views of the supervisors on the relevance and clarity of the items in the instruments were sought to validate the self-administered questionnaire and the Key Informant Interview guide. Validation of the instruments focused on clarity, completeness and relevance of the questions in relation to the study constructs. Face and content validity were checked by experts before collection of data. The supervisors evaluated the language and clarity of the items in the two instruments and found it appropriate for the target population. Regarding content validity, three education management experts rated the relevance of the items in the two instruments on a scale in which 2 = relevant and 1 = not relevant. Then, the content validity index (CVI) was computed by dividing the summation of the rated items by the three education research experts over the number of items in the instrument. A CVI value above 0.7 would imply that the validity of the instrument is acceptable (Creswell & Creswell, 2018). As indicated in the table 3.3, the validity index for the questionnaire was 0.79 and that for the interview guide was 0.80. The CVIs for the two instruments were above 0.7, which according to Amin (2005) was satisfactory for research purposes. Given that the values were above 0.7, the researcher instruments were legitimate enough to collect credible information.

Table 3.3:

Content validity index (CVI) of instruments

Evaluator	**Questionnaire for teachers**	**Interview guide**
Head teacher	0.81	0.79
DEO	0.78	0.81
KYU Education Lecturer	0.77	0.80
Average	**0.79**	**0.80**

Source: Validation data (2023)

3.8.2 Reliability of the instruments. Reliability was established both for the interview guide and the self-administered questionnaire. To establish reliability of the self-administered questionnaire's internal consistency, a Cronbach's alpha test was run using SPSS V22 and data from a pre-test sample of 14 (Male=9 and Female=5) teachers from two schools that participated in the study. The findings in table 3.4 revealed that the reliability of the whole instrument was 0.76, a value above the minimum coefficient of 0.7 as recommended by Levy (2017). Hence the questionnaire was reliable enough to be used in this reseaarch project.

Table 3.4:

Reliability coefficients (Cronbach's alphas) for the Teachers' questionnaire

Variable	**No. of items**	**Alpha (α)**
Retention	11	0.76
Fringe benefits	10	0.73
Professional development	9	0.74
Recognition	10	0.79
Average		**0.76**

Source: Pilot data 2023

3.9 Procedure for data collection

After the proposal had been approved, the researcher obtained a letter of introduction from the Department of Educational Planning and Management, School of Education Kyambogo University before proceeding to the field to collect data. The letter was presented to the Head teachers in the different schools who were requested to grant the researcher permission to collect data. Each questionnaire was accompanied by a consent form (see *appendix 1*) and a letter explaining the general purpose of the study (see *appendix 2*). Participants who signed the consent form were the ones given the questionnaire. In the collection of interview data respondents were also given a consent form to sign and those who did were then asked questions. The respondents were encouraged to freely give their interpreted understanding of

the interview questions uninterrupted as the researcher noted down important views with respect to the study variables.

3.10 Data management

First, each questionnaire was checked to ascertain whether it had been fully completed and was then assigned an identification code. Data from fully completed instruments was entered into SPSS Version 22. Then data was screened to identify any potential violation of the basic assumptions related to the application of univariate, bivariate and multivariate techniques. This helped in identifying outliers, testing normality, linearity, homoscedasticity and multicollinearity. Final descriptive and inferential analyses were done and presented using logical and statistical conclusions. Qualitative data management involved reading through all the data, coding the data, describing and arranging the data into themes and interpreting them. Reading the data was done to provide a general sense of the information and an opportunity to reflect on its overall meaning. Thereafter, the coded data was used to generate a description of emerging themes.

3.11 Data analysis

3.11.1 Quantitative data analysis. Using a Statistical Package for Social Scientists (SPSS Version 22) data was analyzed at univariate, bivariate and multivariate levels. Analysis at univariate level was based on descriptive statistics, specific means and standard deviations. At the bivariate level, Pearson's correlation coefficients and at multivariate level linear regression were run to test the hypotheses and measure both the degree and direction of the relationship between the two variables. A multi-regression analysis was done to establish the influence of motivational strategies on teacher retention. The following is a summary of data analysis per each objective;

Objective 1: The Mean, standard deviation and frequency tables were used to establish the level of fringe benefits on retention intentions of teachers while simple linear regression was be applied to measure the influence of fringe benefits on retention of teachers.

Objective 2: The Mean, standard deviation and frequency tables were used to establish the level of professional development and retention intentions of teachers and simple linear regression was used to ascertain the influence of professional development on retention.

Objective 3: The level of recognition and retention of teachers was established using means, standard deviations and frequency tables, while simple linear regression was applied to determine the influence of recognition on retention.

3.11.2 Qualitative data analysis. Qualitative data that was collected for each of the 3 objectives was analyzed using content analysis. Analysis begins as soon as data was collected. Information from field notes and scripts was transcribed and coded. The researcher identified patterns through a rigorous process of data familiarization and revision. The intensity and frequency with which certain ideas were mentioned was established. The frequency of concepts was taken to indicate the perception of respondents on the issues being investigated and was summarized thematically in descriptive statements.

3.12 Ethical considerations

The researcher adhered to research ethics. This was done by respecting the rights of others and maintaining honesty. During data collection informed consent (*see appendix 1*) was obtained, anonymity and confidentiality was ensured to respect privacy of respondents. Informed consent involved ensuring that all the respondents participated in the study knowingly, voluntarily and intelligently. The researcher explained to the respondents the purpose of the study (see *appendix 2*) to make them chose to participate in it on their own.

Chapter Four

Data Presentation, Analysis and Interpretation

4.0 Introduction

This chapter focuses on the analysis, presentation and interpretation of data for the study that investigated the influence of motivational strategies on retention of teachers of science in private secondary schools in Kawempe Division, KCCA. The findings are based on questionnaire responses of 112 as 06 questionnaires were not fully completed (response rate was 94.9%) and 08 head teachers. The results on the demographic characteristics of the respondents are presented first, followed by descriptive and interview results. Finally, inferential analyses on the study objectives are presented.

4.1 Demographic characteristics of the respondents

This section presents facts about the teachers, namely their personal and work-related information. The information is given in Tables 4.1 and 4.2.

Personal information of respondents

Respondents provided information about their gender, age and education attainment, which is summarized in Table 4.1.

Table 4.1

Personal Information of Respondents (n=112)

Variable	Category	Percentages	
Gender		F	%
	Male	80	71.4
	Female	32	28.6
Age Category	20-29 years	30	26.8
	30-39 years	69	61.6
	40-49 years	8	7.1
	50-59 years	5	4.5
Education attainment	Diploma	8	7.1
	Bachelor's degree	104	92.9

Primary data from the field (2023)

4.1.1 Gender of respondents. In connection to gender the results in Table 4.1 show that the majority of respondents (71.4%) were male and 28.6 % were female. Though the male teachers were the majority as it is the case with the teaching of science in secondary schools, the information provided effectively represented both genders.

4.1.2 Age category of respondents. The respondents were asked to indicate their age range. The results in Table 4.1 show that the majority (61.6 %) were aged 30-39 years and 20-29 years (26.8%). Therefore, most of the respondents were still had a number of years to retire, usually with high turnover intentions so that they can better their lives.

4.1.3 Education Attainment of respondents. The respondents indicated their education attainment. The results in Table 4.1 show that the majority (92.9%) had a Bachelor's degree, which level of education in science is highly employable in Uganda and the east African region and usually with a significant number of turnover intentions.

Work related Information of Respondents

Respondents provided information about, the major science subject they teach, their work tenure and intention to leave their current school. It is summarized in Table 4.2.

Table 4.2

Work related Information of Respondents (n=112)

Variable	**Category**	**Percentages**	
		Frequency	%
Major subject taught	Biology	25	22.3
	Physics	35	31.3
	ICT	18	16.1
	Chemistry	10	8.9
	Mathematics	16	14.3
	Agric	8	7.1
Tenure	1 year	38	33.9
	2 years	50	44.6
	3-5 years	19	17.0
	6-10 years	5	4.5
To stay for next 5 years	Yes	97	86.6
	No	15	13.4

Primary data from the field (2023)

4.1.4: Major subject Taught. In connection to the major subject they teach, results in Table 4.2 show that the majority taught Physics (31.3%), biology (22.3%) and ICT (16.1%), subjects that have high employability in Uganda and likely to lead to higher turnover intentions.

4.1.5: Work tenure. Respondents indicated the number of years they have been working as teachers in their particular schools. Table 4.2 shows that the majority (44.6%) had been teaching for 2 years and 17.0 % for 3-5 years. This period was long enough for them to give a good picture of the implementation of motivational factors in their school and its effect on teacher retention. This implies that respondents were able to provide accurate information about the issues that were being investigated.

4.1.6 Intention to stay in current School. The results in Table 4.2 show that most (86.6%) of teachers envisioned to work in their current school for the next five years point to a higher level of teacher retention in the sampled schools.

4.2 Results on Retention of Teachers of Science in Private Secondary Schools in Kawempe Division, KCCA

In this study, Teacher retention was the dependent variable and was taken to be Personal commitment of a teacher to happily work for the school for a long time and support it to achieve its goals. All the aspects with mean response = >3.5 were closer to agree on the likert scale that was used to measure the variables and therefore implied that respondents agreed to the aspects. The findings are summarized in Table 4.3.

Table 4.3:

Mean response, SD and ratings on Teacher Retention

Aspects	**Mean**	**SD**	**Rating**
I have no intention to leave this school.	3.91	1.25	agree
I have no intention to find another job in the next few months.	3.76	1.19	agree
I seldom think about quitting this school.	3.26	1.53	disagree
I feel a sense of belongingness in this school	4.44	0.83	Agree
I feel secure on my job	3.80	0.79	Agree
I feel that there are possibilities for self-actualization in this school	3.97	0.94	Agree
Working In this school is satisfying to me	3.84	0.93	Agree
I am so enthusiastic about the job am doing in this school	4.02	0.99	Agree
I would enthusiastically re-apply for another job in this school	3.80	1.08	Agree
I would refer a friend to work for this school	3.97	1.19	Agree
I have intentions to retire from this school	2.96	1.25	disagree
Overall score	**3.79**	**1.09**	**Agree**

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.3 show that generally the teachers agreed (mean = 3.79, SD = 1.09) to their willingness to work for their current school for a long time to come. They agreed that they have no intention to leave their school (mean = 3.91, SD = 1.25), have no intention to find another job in the next few months (mean = 3.76, SD = 1.19), they feel a sense of belongingness in their school (mean = 4.44, SD =0.83), they feel secure on their job (mean = 3.80, SD = 0.79) and feel that there are possibilities for self-actualization in this school (mean = 3.97, SD = 0.94).

Respondents also agreed that working in their school is satisfying to them (mean = 3.84, SD = 0.93), are so enthusiastic about the job they are doing in their school (mean = 4.02,

SD = 0.99), would enthusiastically re-apply for another job in their current school (mean = 3.80, SD = 1.08) and would refer a friend to work for their school (mean = 3.97, SD = 1.19).

However, respondents disagreed to having intentions to retire from their current school (mean = 2.96, SD = 1.25) and seldomly think about quitting the school (mean = 3.26, SD = 1.53). This implies that teachers had a sense of belonging, job security and self-actualization in their current schools and strong intentions to stay and work for them.

The researcher then examined the general distribution of data on Teacher retention. Figure 4.1 shows the results.

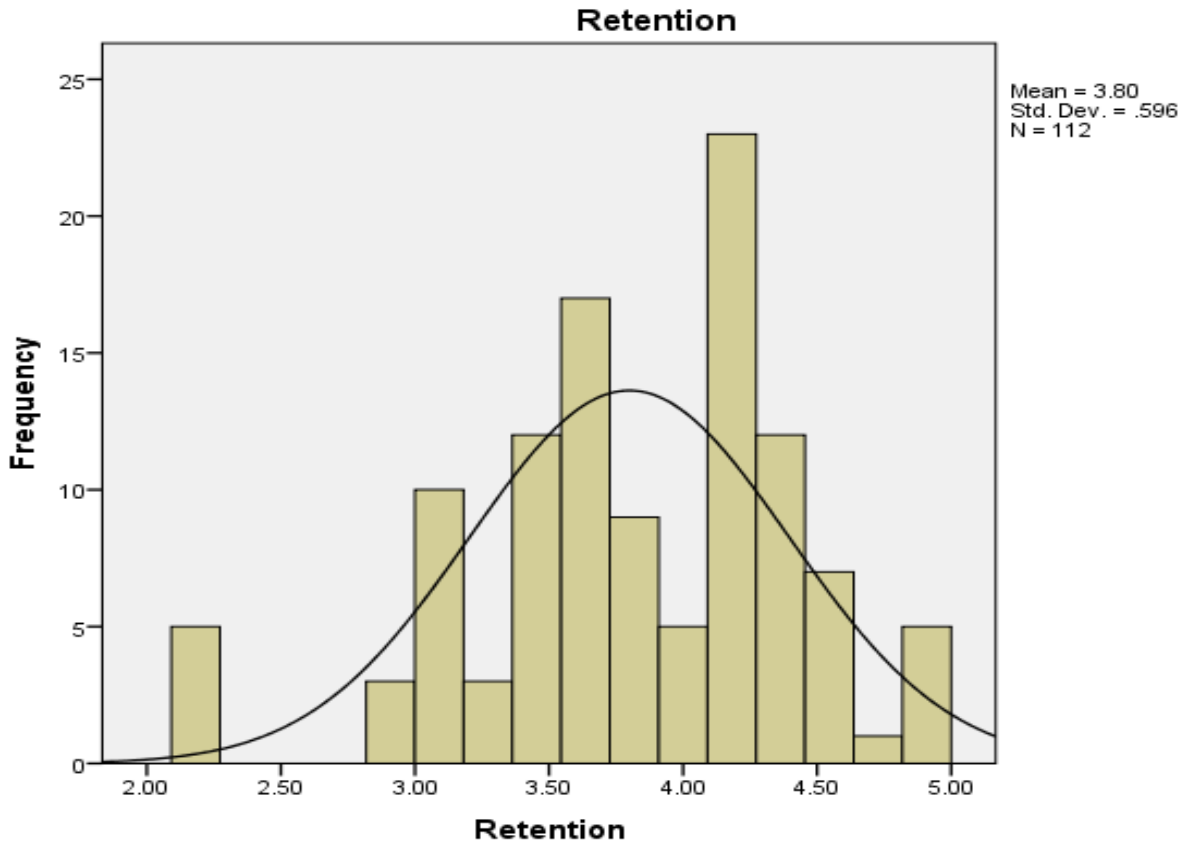


Figure 4.1:

General distribution of data on Teacher Retention

The curve in Figure 4.1 is bell shaped confirming that data on Teacher retention was normally distributed and appropriate results could be obtained when data is subjected to inferential analysis.

The views of headteachers on the status of teacher retention were rather mixed but most generally indicated that their teachers are more likely to stay in the school for many reasons as indicated below:

> Yes, our teachers of science are key to performance of science subjects. We usually recognize Teachers who produce distinctions and Credits at O level, A and B at A level at the end of year and we give out some gifts. I think this is a reason we have kept them with us for more than three years now (Headteacher 1)

Another Head teacher below indicated that the teachers of science are more likely to stay even though the school pays less than what the Government pays. The Headteacher indicated that giving a sense of belonging is important in keeping the teachers at station:

> Salary is not all and we always tell our teachers like that. There are other things to consider now that we cannot pay Bachelor's degree holders 4,000,000 Ugx as Government does, we really cannot afford such money. We encourage them to stay by telling them this is like their second family where they can call home and I hope they stay (Headteacher 4).

The above qualitative findings suggest that teachers are more likely to stay in the school

4.3 Motivational Strategies used by Private Secondary Schools to Retain Teachers of Science in Kawempe Division

In this study, three motivation strategies were explored. They were Fringe benefits, Professional development and recognition. The extent to which they are used by schools to attract Science Teachers to stay is examined next.

4.3.1 Fringe Benefits Given Teachers of Science by Private Secondary Schools in Kawempe Division, KCCA. The first independent variable, fringe benefits was perceived as teachers receiving free accommodation, medical insurance, food provision and psychosocial support so as to stay commuted to the school. The findings are summarized in Table 4.4.

Table 4.4:

Mean response, SD and ratings on Fringe Benefits

Aspects	**Mean**	**SD**	**Rating**
I get free accommodation from my school	3.13	1.72	disagree
I receive housing allowance in case free accommodation is unavailable	2.68	1.43	disagree
I engage in up building information exchange with my colleagues	3.95	.92	agree
My school gives me medical insurance	2.67	1.59	disagree
Am given free food by my school whenever it is available	4.02	1.28	agree
Every teacher who does not stay on the school is given transport allowance	3.75	1.37	agree
My school provides teachers with good meals	3.82	1.27	agree
My school usually sources for clothing donations for teachers	2.01	1.31	disagree
Every end of year teacher are taken out for holidays	2.66	1.52	disagree
Every teacher is given end of year allowance	2.04	1.3	disagree
Overall score	**3.07**	**1.37**	**disagree**

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.4 show that generally the teachers disagreed (mean = 3.07, SD = 1.37) to getting relevant fringe benefits from their schools. They disagreed that they get free accommodation from the school (mean = 3.13, SD = 1.72), receive housing allowance in case free accommodation is unavailable (mean = 2.68, SD = 1.43), engage in up building information and school gives them medical insurance (mean = 2.67, SD = 1.59).

They also disagreed that the school usually sources for clothing donations for teachers (mean = 2.01, SD = 1.31), every end of year, teachers are taken out for holidays (mean = 2.66, SD = 1.52) and every teacher is given end of year allowance (mean = 2.04, SD = 1.3).

But the teachers agreed that they are given free food by the school whenever it is available (mean = 4.02, SD = 1.28), every teacher who does not stay on the school is given transport allowance (mean = 3.75, SD = 1.37), the school provides teachers with good meals (mean = 3.82, SD = 1.27) and teachers engage in up building information exchange with colleagues (mean = 3.95, SD = .92).

The researcher then examined the general distribution of data on fringe benefits. Figure 4.2 shows the results.

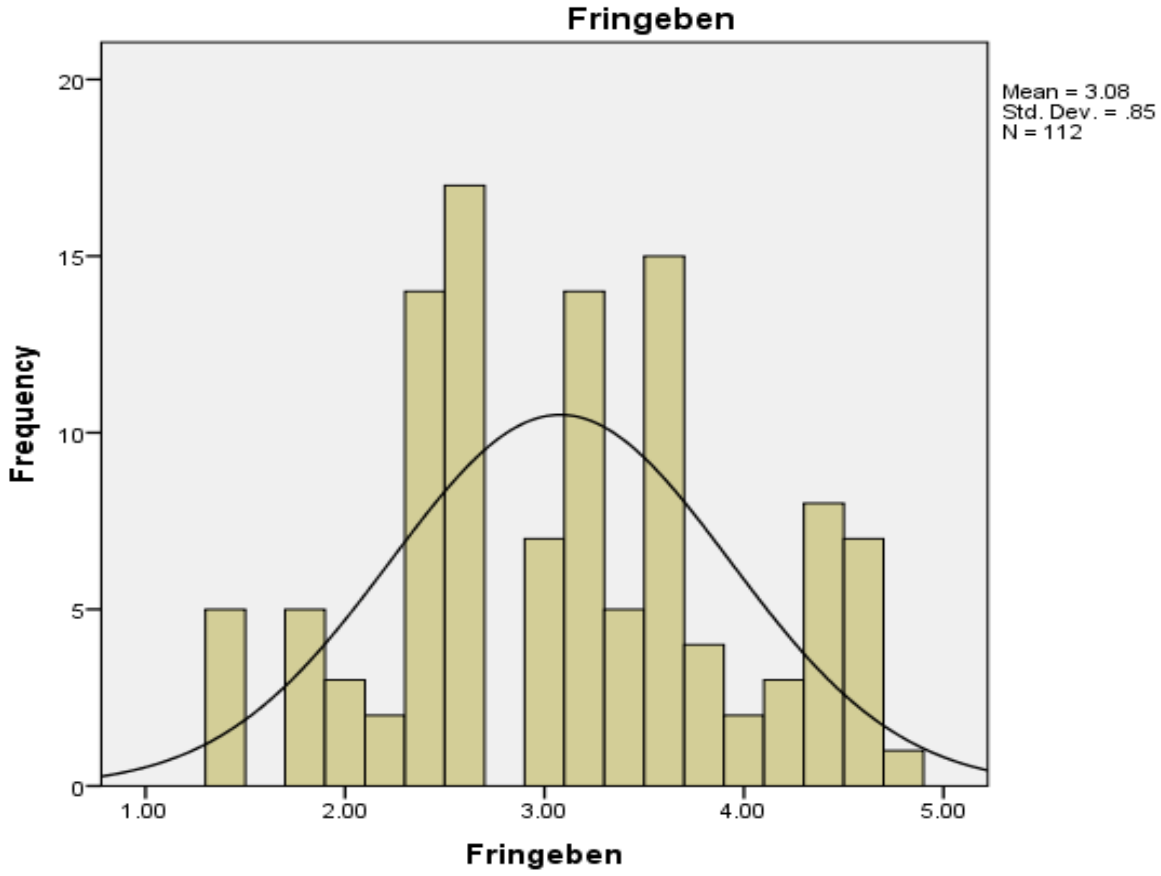


Figure 4.2:

General distribution of data on Fringe benefits

The curve in Figure 4.2 is bell shaped which implies that data on fringe benefits was normally distributed and appropriate results could be obtained when data is subjected to inferential analysis.

The views of key informants, the head teachers on the status of fringe benefits in private secondary schools concurred with those of the teachers. Most indicated they cannot afford to offer accommodation but they do give lunch and food.

Concerning accommodation, a Headteacher from one Boarding secondary school said that;

> As private schools relying on school fees as sources of funding. We have not been very successful in providing fringe benefits like accommodation at school. We can only do so little within our means and it is, even if we wanted to construct staff quarters, we do not have such money and land, though our teachers have been understanding and we thank them so much (Headteacher 3).

Concerning lunch, one Deputy Headteacher indicated that this is a priority as elaborated that *"What I am sure we do well is that we can afford to give good breakfast, lunch and evening tea to all our teachers, food is very important, no one can work well when he or she is hungry. Our teachers like this and they also appreciate"* (Deputy Headteacher 8).

Some Headteacher reported giving teachers, food on festive days "*During Eid celebrations, when our Directors slaughter cows, we also give our teachers like 3Kgs of meat each and rice to celebrate with their families. I hope this can help them stay with us for many years because we value them"* (Headteacher 7).

4.3.2 Professional Development received by Teachers of Science in Private Secondary Schools in Kawempe Division, KCCA. The second independent variable, professional development was perceived as teachers receiving sponsorships for further education, seminars and research, as well as their child's education. The findings are summarized in Table 4.5.

Table 4.5:

Mean response, SD and ratings on Professional Development

Aspects	Mean	SD	Rating
My school gives bursary to biological children of teachers	2.63	1.31	Disagree
In my school, teachers receive scholarships for further study	1.93	1.25	Disagree
My school pays for seminars for teachers	3.67	1.36	Agree
My school facilitates teachers to attended CPDs	3.80	1.27	Agree
Teachers who want to do research are fully facilitated by the school	2.83	1.38	Disagree
The school sources for good Scholarships for teachers	2.15	1.26	Disagree
Teachers who go for further studies continue to receive all their benefits	2.13	1.25	Disagree
Teachers who go for further studies are relived of other duties so that they can concentrate on their studies	2.50	1.18	Disagree
My school fully supports any teacher who wants to improve his career	3.05	1.38	Disagree
Overall score	2.74	1.29	Disagree

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree
Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.5 show that generally the teachers disagreed (mean=2.74, SD=1.29) to have professional development opportunities from the school. They disagreed that school gives bursary to the biological children of teachers (mean=2.63, SD=1.31), school teachers receive scholarships for further study (mean=1.93, SD=1.25), teachers who want to do research are fully facilitated by the school (mean=2.83, SD=1.38), and school sources for good Scholarships for teachers (mean=2.15, SD=1.26).

Respondents also disagreed that teachers who go for further studies continue to receive all their benefits (mean=2.13, SD=1.25), teachers who go for further studies are

relived of other duties so that they can concentrate on their studies (mean=2.50, SD=1.18), and school fully supports any teacher who wants to improve his career (mean= 3.05, SD=1.38). However, respondents agreed that the school pays for seminars for teachers (mean= 3.67, SD=1.36) and school facilitates teachers to attended continuous professional development course, CPDs (mean= 3.80, SD=1.27).

The researcher then examined the general distribution of data on Professional development. Figure 4.3 shows the results.

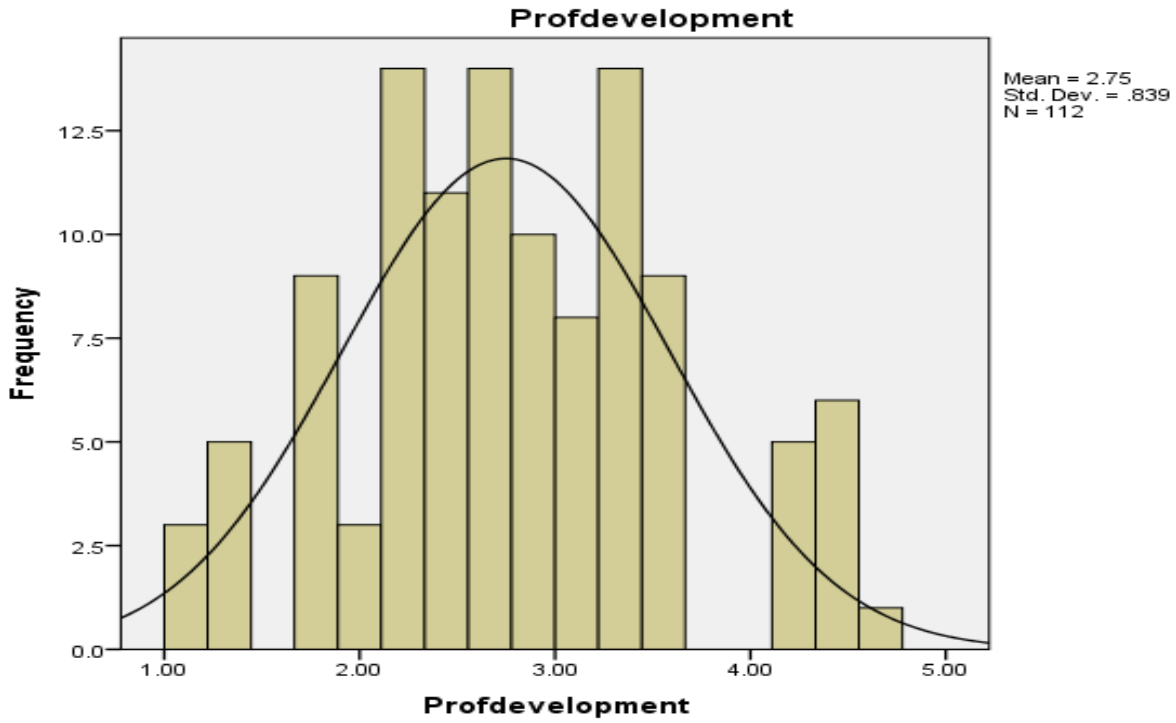


Figure 4.3:

General distribution of data on Professional Development

The curve in Figure 4.3 is bell shaped which means that data on professional development was normally distributed and appropriate results could be obtained when data is subjected to inferential analysis.

The views of head teachers on professional development to teachers showed that this issue is not given adequate attention. A head teacher in one secondary school in the division explained *"Now really, where can our school get money to pay for a Bachelors course or Masters Degree course for the teachers, even the Board cannot approve such a budget when we have urgent need to pay teachers' salaries".* (Headteacher 5)

Another Deputy Headteacher indicated that the school can only afford short seminars as indicated below:

> If a teacher indicates that he or she would like to go for a subject seminar for one day, we pay such a teacher money for transport and lunch. This helps them to improve teaching as they gain additional skills from their colleagues, in the end the teachers feel valued and can stay with us (Deputy Headteacher 6)

4.3.3 Recognition received by Teachers of Science in Private Secondary Schools in Kawempe Division, KCCA. The third independent variable, recognition was perceived as teachers receiving awards, internal, promotion, job security from their school. The findings are summarized in Table 4.6.

Table 4.6:

Mean response, SD and ratings on Recognition

Aspects	Mean	SD	Rating
Good performing teachers are given prizes at the end of the year	3.32	1.37	Disagree
We have the 'teacher of the year award' in our school	3.01	1.31	Disagree
Teachers are always appreciated for their good work	3.80	.98	Agree
Teachers who do well are promoted	3.68	1.12	Agree
We have a school committee that vets well performing teachers in our school	3.67	1.01	Agree
It is well known in our school that when you do well, you will be recognized	3.64	1.14	Agree
A number of teachers in our school are happy because they have been recognized for their hard work	3.64	1.12	Agree
Even small contributions by teachers are recognized in our school	3.71	1.0	Agree
Teacher who does well in our school will be ensured of job security	3.47	1.2	Agree
Teacher who retires from our school are given a good retirement package	2.78	1.25	Disagree
Overall score	**3.57**	**1.15**	**Agree**

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.6 show that generally the teachers agreed (mean = 3.57, SD = 1.15) that their schools recognize their contribution. They agreed that Teachers are always appreciated for their good work (mean = 3.80, SD = .98), Teachers who do well are promoted (mean = 3.67, SD = 1.01), they have a school committee that vets well performing teachers (mean = 3.80, SD = .98), and it is well known in our school that when you do well, you will be recognized teachers (mean = 3.64, SD = 1.14).

Respondents further agreed that a number of teachers in their schools are happy because they have been recognized for their hard work (mean = 3.64, SD = 1.12), even small contributions by teachers are recognized in their school (mean = 3.47, SD = 1.2), Teacher who do well in their school will be ensured of job security (mean = 3.59, SD = 1.14). They disagreed that a teacher who retires from their school is given a good retirement package (mean = 2.78, SD = 1.25), Good performing teachers are given prizes at the end of the year (mean = 3.32 SD = 1.37). and they have the 'teacher of the year award' in our school (mean = 3.01, SD = 1.31).

The researcher then examined the general distribution of data on recognition. Figure 4.4 shows the results.

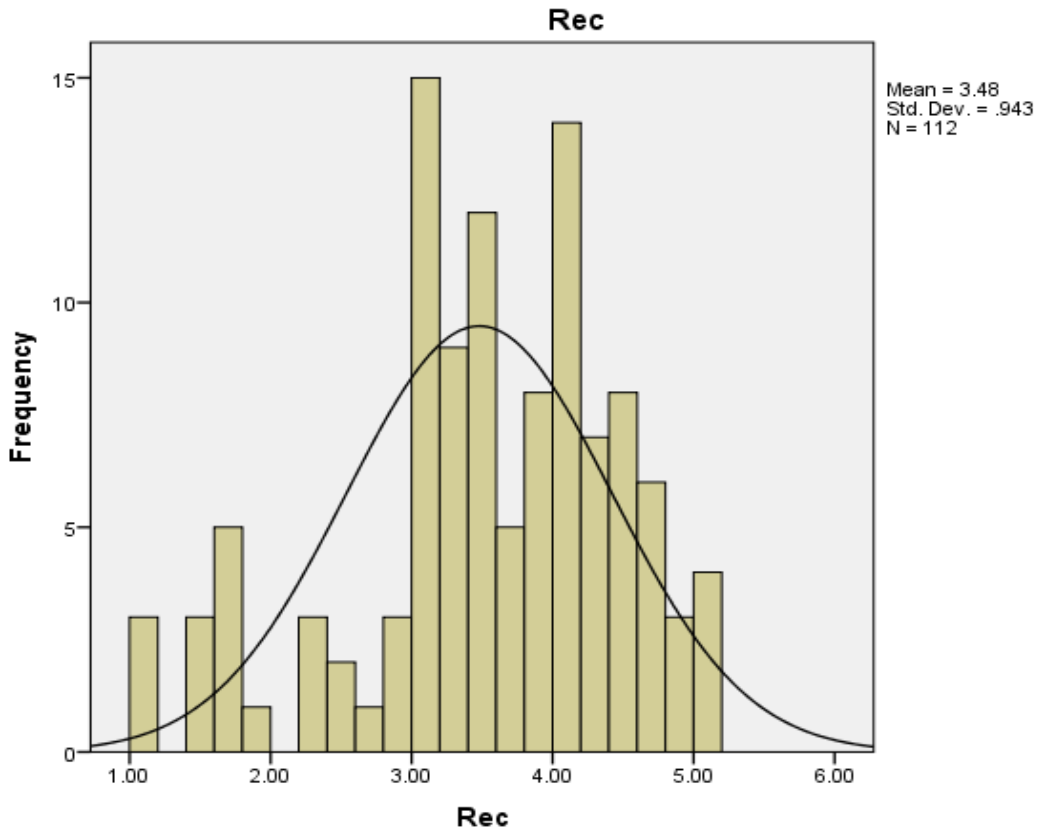


Figure 4.4:

General distribution of data on Recognition

The curve in Figure 4.4 is bell shaped confirming that data on recognition was normally distributed and appropriate results could be obtained when data is subjected to inferential analysis.

The head teachers' views on private secondary schools recognizing their teachers were in agreement with those of the teachers. Schools had decided to use the less monetary option to motive teachers to stay, one of them said that:

> The school provides monetary rewards for each distinction scored in UNEB at O level exams. We also give well performing teachers prizes like fridges, TVs and awards at the end of year. These practices have increased the willingness of our teachers to stay with our school (Headteacher 7)

Another headteacher indicated that they provide some top up allowances for science teacher as below:

> These days things are tough for us ever since Government increased salaries for science teachers, our teachers threaten to leave us any time and go to Government schools. We are also trying to do something so we keep them with us. Our science teachers are given the better conditions of work, paid promptly just like all other teachers but in additional given top up from PTA funds… with this, we hope to keep them longer with us (Headteacher 4).

4.4 Relationship between Motivational Strategies used by Private Secondary Schools and Retention of Science Teachers in Kawempe Division

Upon confirming that data on Teacher retention and Motivational strategies was normally distributed, the researcher then examined the relationship between Teacher retention and Motivational strategies, using Pearson correlation. The findings are presented in Table 4.7.

Table 4.7:

Relationship between Motivational Strategies and Retention of Science Teachers in Private Secondary Schools and in Kawempe Division

Variables	1	2	3	4	P-value
1-Retention	1				
2-Fringe benefits	0.386**	1			0.00
3-Profsessional development	0.394**	0.787**	1		0.00
4-Reccognition	0.478**	0.459**	0.655**	1	0.00

Key; p<.01**, p<.05*

The results in table show that Fringe benefits, Professional development and Recognition, were positively related to teacher retention. The relationship between fringe benefits and teacher retention (r=0.386, p<0.01) was positive and significant, Professional development was also positive and significant (r=0.394, p<0.01), and with recognition was also positive and significant (r=0.478, p<0.01). Therefore, the three motivational strategies that were examined were likely to be positive predictors of teachers' retention.

4.5 Regression analysis of Motivational Strategies on Teacher Retention

Multiple regression analysis was used to test whether fringe benefits, professional development and recognition influenced the intention of science teachers to stay in their current school. Each of the three strategies was entered in the model to assess its effect on teacher retention. The findings are presented in Table 4.8.

Table 4.8:

Regression analysis motivational Strategies (Fringe benefits, Professional development, Recognition) on Teacher Retention

Determinants	**Beta**	**p-value**
Fringe benefits	0.260	0.056*
Professional development	-0.080	0.613*
Recognition	0.412	0.000*
$R^2 = 0.266$		
Adjusted $R^2 = 0.245$		
F = 13.024, p = .000		

Key; p<.01**, p<.05*

Dependent Variable: Teacher Retention

The results in Table 4.8 show that motivational strategies explained 26.6 % of the variation in teacher retention ($R^2 = 0.266$). This means that 73.4% of the variation in teacher retention was accounted for by other factors not considered under this model. Of the three motivational strategies that were explored, it is only recognition ($\beta = 0.412$, $p < 0.05$) that had a positive and significant influence on teacher retention, fringe benefits had an insignificant influence ($\beta = 0.260$, $p > 0.05$) on retention and professional development ($\beta = -0.080$, $p > 0.05$). This therefore implies that it is only recognition that significantly contributed to teacher retention.

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

This chapter presents the discussion, conclusion, and recommendations as per the study objectives. The chapter also presents the study limitations, study contribution and areas for further research.

5.2 Discussion

This section gives a detailed discussion of results on the extent to which motivational strategies contribute to retention of teachers of science in private secondary schools in Kawempe Division.

5.2.1 The influence of fringe benefits on retention of teachers of science in private secondary schools in Kawempe Division. In connection to the first objective, to find out the influence of fringe benefits on retention of teachers of science in private secondary schools in Kawempe Division, fringe benefits did not significantly influence of teacher retention (β = .260, $p > 0.05$). So, the first study hypothesis was retained. But it was revealed that to some extent schools endeavored to provide free food to teachers, especially on festive seasons, teachers were given transport allowance and good meals so that they are motivated to work. Interestingly even this effort by schools was not enough to affect teacher retention. These benefits could only to a very limited extent (r = .39) affect teachers' intentions to stay in the school. Generally, teachers felt they not sufficient (mean = 3.07, SD = 1.37).

Teachers felt that in addition schools had to provide free accommodation, housing allowance in case free accommodation was unavailable and at least source for clothing

donations for teachers or give them end of year allowance. This finding concurs with Dartey-Baah and Amoako (2011) who showed that hygiene factors such as accommodation, housing and allowance are so important In making the work environments conducive for teachers so that they feel that the organization belongs to them so that they give it more commitment. Also, Huth's (2018) showed that schools providing teachers with what is called hygiene factors, teachers felt they are key players in success of the organization, which enhances their inner motivation to stay and work for it.

In agreement with Rowland and Potemski (2019), benefits such as accommodation, and performance related allowances are usually neglected by traditional organizations like schools, but as it has been the case in corporate organizations, these benefits give a sense of belonging to a teacher and they develop attachment and belonging to the school increasing their intention to stay in the school. According to Preis (2018) benefits are so important that in the UK they were discovered to influence teachers to decide to work for their schools till retirement. The low fringe benefits in private schools and their inability to influence teacher retention also confirmed what Nsamba (2019) had noted in their recent research. They noted while school administrations place a lot of emphasis on salary enhancement, what is on the ground shows that teachers want more tangible things such as free housing , allowances that enhance their wellbeing so as to be committee to the school and thus as was recommended by Wambede and Bisaso (2020) private secondary schools need to provide accommodation to their teachers if they are to improve on teacher retention, since it may be easier for them to use this strategy to match the current high payments of government teachers.

5.2.2 The Influence of professional development on retention of teachers of science in private secondary schools in Kawempe Division. In connection to the second objective, to determine the influence of professional development on retention of teachers of science in

private secondary schools in Kawempe Division, professional development did not significantly influence teacher retention (β =-.080, $p>0.05$), and the second hypothesis was also retained. Though schools endeavored to pay for seminars for teachers and facilitate teachers to attended CPDs, teachers felt that professional development opportunities in their schools were not motivating (mean=2.74, SD=1.29) and hence did not lead to sufficient intentions among teachers to stay in their schools for a long time.

The findings were in agreement with Milman and Ricci (2014) who found that schools in North Carolina giving bursary to the biological children of teachers significantly increased their intention to work for the school for a long time. The findings were also in line with Hargreaves (2014) who found that teachers who were sponsored for further studies felt that the schools had strong interest in their personal development and also felt a need to repay this good gesture working for the school for a long time.

Key informants complained that they had no funds to facilitate teachers to go for further studies, one of them indicated that the tuition for a Masters degree for one teacher is equivalent to 2 years' salary for that teacher. Schools felts that this was a sacrifice that a primary school that relies on tuition fees to make. However, school administration had not given thought to other cheaper alternatives such as that suggested by Rowland and Potemski (2019) where schools that gave discounts on school fees for biological children of teachers working in the same school increased teacher retention. By schools showing that they want their teacher's children to study, enhances the motivation of teachers to work for that schools. To a certain extent teacher will fill obliged to give their best to that schools because it is their child's school. As indicated by Osibanjo *et al* (2014) in basing on what they found in Nigeria indirect compensation such as full bursary for biological children of a teacher improved teacher retention by 40%.

5.2.3 The influence of recognition on retention of teachers of science in private secondary schools in Kawempe Division. As far as the third objective is concerned, to to examine Examine the influence of recognition on retention of teachers of science in private secondary schools in Kawempe Division. Recognition positively influenced teacher retention ($\beta = .412$, $p < 0.05$) and the third study hypothesis was rejected. Schools had reasonable teacher recognition practices. The Teachers were satisfied with the level (mean = 3.57, SD = 1.15) of recognition schools gave to their contribution. The teachers were happy that they were appreciated for their good work in line with Stewart (2019), achievement awards, like verbal words of "thank you" to an employee, make employees feel loved and appreciated and thus want to reciprocate by showing organization commitment. The teachers also appreciated the fact that those who did well were promoted. This is in agreement with Uboma (2011) who established that 30% of teachers in a public secondary school in Nigeria decided to stay and retire in their current schools because they were given awards for good performance. Hence teachers receiving a token of appreciation or certificate of excellent performance plays so big in promoting his/her motivation and increasing retention.

The fact that recognition made a 27% contribution to teachers having no intention to leave their current school confirms what Mutuma and Gerishom (2013) found in Kenya that because of lack of funds, most private schools used a cheaper option of recognition to attract, retain and motivate teachers. Therefore, as shown by Airworthy (2018) appreciation is so important in showing teachers that even if a school may not afford a high salary, but it values the teacher and given the teacher hope that other monetary benefits will fall when they are available. Hence, recognition is a strong motivating factor that can increase a sense of belongingness and job secure and help teachers perceiving the school as having good possibilities for self-actualization.

5.3 Conclusions

Motivational strategies are an important factor in the retention of teachers of science in private secondary schools in Kawempe Division. With regard to fringe benefits and retention of teachers of science in private secondary schools, Fringe benefits did not have a significant influence on retention. The benefits provided by schools such as food on festive seasons, transport allowance and good meals, were not enough to affect the intention of teachers to work for schools for some time to come.

As far as professional development and retention of teachers of science in private secondary schools is concerned, the professional development activities implemented by schools were not sufficient to positively affect retention. Likely, schools paying for seminars and facilitation for teachers to attended CPDs, were not the real needs of teachers so to enhance their motivation to stay in their schools for a longer time.

In connection to the influence of recognition on retention of teachers of science in private secondary schools in Kawempe division, Teacher Recognition was the most important factor, for it contributed about 27% to teacher retention. This implies that appropriate recognition is so important in determining whether teachers will be committed to working for a school.

5.4 Recommendations for Action

The study recommends the following courses of action:

Given its positive role in teacher retention, recognition should be strengthened, streamlined and made an official teacher motivating strategy in all secondary schools in Uganda by government. This will improve significantly retention of teachers of science in private secondary schools, considering the fact that the salaries of these teachers were not increased.

To make application of recognition smooth in all secondary schools, the MOES should provide guide lines to all schools on how to how, the aspects that are to be recognised and how often it should be done.

There is need to have a uniform and clear national teacher recognition framework that should be actively implemented by all educational institutions. Such teacher recognition framework can include Teacher of the year award, Science Teacher of the month, scholarship for further study award for outstanding teachers among others.

Ministry of Education need to encourage all school to have clear and inclusive recognition practices for teachers. Having clear and inclusive recognition practices should be made a requirement for the quality standards of all private secondary schools in Uganda.

Headteachers need to put in place mechanisms such as teacher consultation and joint participatory planning in identifying relevant recognition strategies that meet the teacher needs more effectively.

Fringe benefits and professional development were not effectively used to promote teacher retention. The MOES should design and implement well streamlined Fringe benefits and professional development polices for secondary schools

Teachers in secondary schools should be empowered through effective engagement techniques to demand for better fringe benefits and professional development opportunities.

Empowerment programs should be implemented countrywide by all education stakeholders. Programs can include teacher exchange programs between schools for a specific period of time like six months, giving teachers opportunities to share what they think works for them, providing teachers with self-selected professional development, teacher support with training in ICT and providing modern ICT equipment.

5.5 Limitations of the study

First, because the questionnaire and interviews were only conducted once, it is important to be cautious when drawing conclusions about causality as they may not be definitive. Future studies might use longitudinal study designs to look into these aspects. Second, the data's self-report nature raises the possibility of self-report bias. It was not possible to completely eliminate common technique bias. As a result, the correlations between the study variables might have increased. Future research may therefore look into more impartial ways to measure the variables used in this study. Third, using only one division of Kampala might have reduced the generalizability of this study's findings. Since it is challenging to generalize the findings from a study with a limited sample size, the researcher advises boosting the sample size in subsequent research.

5.6 Contribution of the study

The importance of this study can be viewed from the theoretical contributions and practical implications. Theoretically, the study fills an important gap in the literature; on what actually contributed better to teacher retention. Therefore, the findings of this study can add to the existing body of the literature and can serve as a starting point on which future studies can be built. On the practical side recognition was found to be more significant that even monetary incentives in teacher retentions. Contrary to popular beliefs that salary enhancement is the most important influencer of teacher retention, awarding good performance using certificates and trophies was found to be more effective. This study can help MOES and School management review their teacher motivation strategies and policies by emphasising more of recognition. The proprietors of private secondary schools should find appropriate measures that can be used to address challenges of retaining their teachers like, motivating teachers by using fringe benefits and professional development.

5.7 Suggestions for Further Research

The findings of this research point to the need for further research in the following areas;

a) The researcher recommends that further research should be carried out on appropriate strategies to develop effective teachers' recognition practices in the education sector.
b) A study should also be conducted on how to effectively empower teachers to demand for better fringe benefits and professional development opportunities.

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Appendices

Appendix I: Letter of introduction for field work

KYAMBOGO UNIVERSITY
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SCHOOL OF EDUCATION

Department of Educational Planning and Management

Date: 05th June 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: AKUGIZIBWE Pardon- 13/U/1939/GMED/PE

This is to attest that AKUGIZIBWE Pardon- 13/U/1939/GMED/PE is a student of the Department of Educational Planning and Management, School of Education, Kyambogo University. He is carrying out research as one of the requirements for the award of the Master of Education in Policy Planning and Management. Accordingly, He needs data and any other information on the topic titled:

"Motivational strategies and retention of teachers of science in private secondary schools in Kawempe Division, Kampala Capital City Authority, Uganda"

Any assistance accorded to him is highly appreciated. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

KYAMBOGO UNIVERSITY P. O. BOX 1, KYAMBOGO 05 JUN 2023 HEAD OF DEPARTMENT EDUCATION PLANNING & MANAGEMENT

Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT

Appendix II: Consent Form

Research Title: Motivational strategies and Retention of Teachers of Science in Private Secondary Schools in Kawempe Division, Kampala Capital City Authority, Uganda

I fully understand that I am free to accept or decline to take part in the study; terminate participation in this study anytime without any penalties. I have granted the researcher permission to include me as a respondent to the questionnaire. The permission to participate in this study is granted on the strict condition that the researcher will without exception protect my integrity and identity. Given the public nature of the university setting, I am aware that total confidentiality of the individual participants at the institution may not be guaranteed. I understand that the researcher will retain all rights to the publication of any data collected in the process. In case of any questions, compliments or complaints prior to, during or after this study, feel free to contact the researcher on 0782 367169 or akupardon@gmail.com. My dated signature below confirms my consent for me to be part of the study.

Phone: ……

Sign: ……..

Date: ……..

Appendix III: Cover Letter for the Research Questionnaire

Dear Respondent,

Subject: Motivational strategies and Retention of Teachers of Science in Private Secondary Schools in Kawempe Division, Kampala Capital City Authority, Uganda

I am currently undertaking a Masters degree in Education Policy Planning an Management at Kyambogo University. As one of the requirements of the course, students are required to conduct a research study. This particular study is about **"Motivational strategies and Retention of Teachers of Science in Private Secondary Schools in Kawempe Division, Kampala Capital City Authority, Uganda.** The aim of this study is to provide information that will improve the intentions of teachers of science to stay and work for secondary school longer with commitment and motivation. The information you will provide through this questionnaire will be of great value to me in completing my research. Your responses will be strictly private and confidential. Your name will not appear on the questionnaire, so your participation will be completely anonymous. The results of this study will be summarized and sent to all interested participants.

The questionnaire is divided into five parts. It is important that you attempt all questions. The questionnaire should take around 15 minutes to complete. I am aware that your time is valuable and I would like to thank you in advance for your support and co-operation in completing the questionnaire. If you have any queries regarding this, please do not hesitate to contact me on the mobile number or email address given.

Yours faithfully,

Pardon Akugizibwe

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Appendix IV: Questionnaire for Teachers of Science, Kawempe Division, KCCA

Introduction

You have been selected to participate in this study titled "*Influence of motivational strategies on retention of teachers of science subjects in private secondary schools in Kawempe Division, Kampala Capital City Authority"*. You are requested to fill this questionnaire which exercise may take less than 15 minutes. The purpose of this study is to seek relevant information about motivational strategies and how they can influence retention of teachers of science subjects. You are selected for this study because the researcher believes you have the required information for this study to be completed. The information you give will be treated confidential and purely for research purpose only.

Note

- Please tick ☐ ✓ in the box provided or write were necessary.

Part one: Background information

1. 1(a) Sex: Male ☐ Female ☐ 1(b) Age…….
2. One major science subject taught in this school:

   Biology ☐ Chemistry ☐ Agriculture ☐

   Physics ☐ Mathematics ☐ Physical Education ☐

   Information Technology (IT) ☐ Other (specify)……

3. What is your highest education level attained (tick one)?

Diploma	
Bachelor's Degree	
Masters Degree	
PhD	
Other	

4. How many years have you taught in this school?

   1 year ☐ 2 years ☐ 3- 5 years ☐ 6- 10 years ☐

   More than 10 years ☐

5. Do you intend to stay and teach in this school for the next five years? YES ☐ NO ☐

Part two: Retention of teachers of science

6. Instructions: For each of the question item in the table, indicate with a tick, whether you 5 = Strongly agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D), and 1 = Strongly disagree (SD).

SN	**Opinion**	**SA 5**	**A 4**	**UD 3**	**D 2**	**SD 1**
RT1	I have no intention to leave this school.					
RT2	I have no intention to find another job in the next few months.					
RT3	I seldom think about quitting this school.					
RT4	I feel a sense of belongingness in this school					
RT4	I feel secure on my job					
RT5	I feel that there are possibilities for self-actualization in this school					
RT6	Working In this school is satisfying to me					
RT7	I am so enthusiastic about the job am doing in this school					
RT8	I would enthusiastically re-apply for another job in this school					
TR9	I would refer a friend to work for this school					
TR10	I have intentions to retire from this school					

Part three: Fringe benefits

7. Instructions: For each of the question item in the table, indicate with a tick, whether you 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D), and 1 = Strongly Disagree (SD).

SN	**Opinion**	**SA 5**	**A 4**	**UD 3**	**D 2**	**SD 1**
WI1	I get free accommodation from my school					
WI2	I receive housing allowance in case free accommodation is unavailable					

WI3	I engage in up building information exchange with my colleagues					
WI4	My school gives me medical insurance					
WI5	Am given free food by my school whenever it is available					
WI6	Every teacher who does not stay on the school is given transport allowance					
WI7	My school provides teachers with good meals					
WI8	My school usually sources for clothing donations for teachers					
WI9	Every end of year teacher are taken out for holidays					
WI10	Every teacher is given end of year allowance					

Part four: Professional development

8. Instructions: For each of the question item in the table, indicate with a tick, whether you 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D), and 1 = Strongly Disagree (SD).

PDI1	**Opinion**	**SA 5**	**A 4**	**UD 3**	**D 2**	**SD 1**
PDI2	My school gives bursary to biological children of teachers					
PDI3	In my school, teachers receive scholarships for further study					
PDI4	My school pays for seminars for teachers					
PDI5	My school facilitates teachers to attended CPDs					
PDI6	Teachers who want to do research are fully facilitated by the school					
PDI7	The school sources for good Scholarships for teachers					
PDI8	Teachers who go for further studies continue to receive all their benefits					
PDI9	Teachers who go for further studies are relived of other duties so that they can concentrate on their studies					
PDI0	My school fully supports any teacher who wants to improve his career					

Part Five: Recognition

9. Instructions: For each of the question item in the table below, indicate with a tick, whether you Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 or Strongly Disagree = 1.

NS	**Opinion**	**SA 5**	**A 4**	**UD 3**	**D 2**	**SD 1**
RI1	Good performing teachers are given prizes at the end of the year					
RI2	We have the 'teacher of the year award' in our school					
RI3	Teachers are always appreciated for their good work					
RI4	Teachers who do well are promoted					
RI5	We have a school committee that vets well performing teachers in our school					
RI6	It is well known in our school that when you do well, you will be recognized					
RI7	A number of teachers in our school are happy because they have been recognized for their hard work					
RI8	Even small contributions by teachers are recognized in our school					
RI9	Teacher who does well in our school will be ensured of job security					
RI0	Teacher who retires from our school are given a good retirement package					

Thank you for your responses

Appendix VI: Key Informant Interview Guide for School Head Teachers, Education Officials or School Proprietors

Consent	**Response**
Consent has been read and obtained, study topic and objectives clearly explained?	Yes ☐ / No ☐ — If No, END the interview
Role of Interviewee (Tick)	School Administrators (Head teacher)
Interviewee ID	☐☐☐☐
Date	☐☐☐☐☐☐☐☐
START TIME	**END TIME**

1) How many teachers of science subjects who have worked for your school for at least two years do you still have? (May review school records if available).
2) What motivational strategies does your school give to teachers?
3) What do you think is the influence of motivational strategies on retention of teachers of sciences in private secondary schools?
4) What fringe benefits does your school offer to teachers of sciences?
5) How have they affected their intention to stay and work for the school for some time?
6) What professional development opportunities (educational assistance) does your school give to teachers of sciences?
7) How have they affected their intention to stay in the school for some time?
8) What achievement awards and recognitions does your school offer to teachers of sciences?
9) How do they affect the intention of teachers to stay and work for the school?
10) What advice would you give on the best way to use motivational strategies to retain teachers of sciences in private secondary schools?

Thank you for your time and for the responses

Appendix VII: Table for determining sample size

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	300	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size
Source: Krejcie & Morgan, 1970

Appendix VIII: Plagiarism Certificate

MOTIVATIONAL STRATEGIES AND RETENTION OF TEACHERS OF SCIENCE IN PRIVATE SECONDARY SCHOOLS IN KAWEMPE DIVISION, KAMPALA CAPITAL CITY AUTHORITY, UGANDA

by Pardon Akugizibwe

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