

**INCENTIVES AND RETENTION OF QUALIFIED TEACHERS IN HARD TO REACH
PRIMARY SCHOOLS OF UGANDA: A CASE OF KOTIDO DISTRICT**

BY

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DECLARATION

I Opio Patrick hereby declare to the best of my knowledge that this thesis entitled incentive and retention of qualified Teachers in hard to reach areas of Uganda, a case of Kotido District is my original work and has not been presented to any institution for any award before.

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APPROVAL

This thesis entitled “Incentive and retention of qualified teachers in hard to reach Primary schools of Uganda, a case of Kotido District” has been submitted for examination with our approval as the supervisors.

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DEDICATION

This work is dedicated to my wife Chelangat Victoria, my children; Akello Veronica, Acen Paula, Okwir Elijah and my parents; Holga Acen and Augustine Adee.

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LIST OF ABBREVIATIONS / ACRONYMS

ABEK- Alternative Basic Education for Karamoja

CPD- Continuous Professional Development

CVI - Content Validity Index

D.V - Dependent Variable

DEO - District Education Officer

DIS - District Inspector of Schools

EFA- Education for All

EMIS- Electronic Management Information System

I.V - Independent Variable

MoES- Ministry of Education and Sports

OECD- Organization for Economic Co-operation and Development

PTA - Parents Teacher`s Association

PTR- Pupil Teacher Ratio

SMC - School Management Committee

SPSS- Statistical Packages for Social Scientists

SSA- Sub- Saharan Africa

TISSA- Teacher Initiative in Sub Saharan Africa

UNICEF- United Nation Children`s Education Fund

UPE- Universal Primary Education

ABSTRACT

The purpose of this study was to examine the effect of incentives on retention of teachers in hard to reach primary schools of Kotido District. To explain teachers retention, Frederick Herzberg (in Bartol and Martin 1993) building on the identified two elements, Motivators and Hygiene factors. Two Factor theory states that there are certain factors in the work place that can cause job satisfaction while others cause dissatisfaction. As a result, he developed the motivation-hygiene theory to explain these results. Herzberg called the satisfiers motivators and the dissatisfiers as hygiene factors. Correlation design was used where both quantitative and qualitative approaches were adopted. The sample size consisted of 74 respondents which included Teachers, Head teachers, District inspector of schools and District Education Officer. Questionnaire guide, interview guide and observation checklist were used as methods for data collection. Hypotheses were tested using Pearson correlation coefficient and data was also presented using descriptive tables. A Pearson product moment Correlation was run to determine the relationship between financial incentives and teacher retention, then relationship between non financial incentives and teacher retention, finally relationship between working conditions and teacher retention. There was a strong positive correlation between financial incentive and teacher retention. Which was statistically significant ($r = 0.724^{**}$, $N=46$ and $P=0.000$). Therefore the null hypothesis was rejected. Secondly, there was a strong positive correlation between non financial incentive and teacher retention. Which was statistically significant ($r = 0.747^{**}$, $N=46$ and $P=0.000$). The null hypothesis was rejected. Finally there was a strong positive correlation between working conditions and teacher retention which was statistically significant ($r = 0.725^{**}$, $N=46$ and $P=0.000$). The null hypothesis was also rejected. Based on the findings above, it was concluded that incentives contribute to retention of teachers in hard to reach schools and that a change in financial incentives, non financial incentives and working conditions are related to a considerable change in teacher retention where better financial incentives, non financial incentives or working conditions were related to more teacher retention, and vice versa. The study recommended that Educational institutions should act adequately and timely on their financial obligations and provide proper remuneration to teachers if they are to retain their teachers. Schools should treat teachers fairly within the school and in relation to employees of other organizations. They can achieve this by motivating teachers to stay with the school by establishing mechanism to deal with perceived imbalances. Finally working environments of teachers should be well organized to bring balance in their lives by encouraging teachers to relate to all their peers and workmates very well, conducting teacher orientation/induction in their job, facilitating teachers to enjoy their work tasks, guaranteeing teachers` jobs, the school caring for teachers needs appropriately, improving the school disciplinary procedure, and policies so that hard to reach schools retain teachers.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses, the conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions. The study was set to examine the relationship between incentives and retention of teachers in hard to reach primary schools of Kotido District.

1.2 Background of the study

Teacher retention is a global challenge because developed and developing countries are struggling to staff and retain teachers in schools, particularly in hard to reach areas (Prince, 2003; Mulkeen, Chapman & Leu, 2007). This issue cuts across both private and public schools. Basic pay, incentives, recognition are some of the contributors to teacher retention (Beesley, 2008). Low salaries, geographical locations and poor working conditions make it difficult to retain qualified teaching staff. According to Willis (2001), compensation is one of the important issues as far as drawing and keeping talent in organizations are concerned. The issue is that finance has influence employee character by modifying their attitudes (Parker & Wright, 2001). Therefore, wages influence the attraction and retention of the workforce (Parker & Wright, 2001). Parker and Wright also opine that the provision of a well paid wage package is one of the largely discussed factors of retention. Rewards not only accomplish monetary and material needs but they also provide a social and position standing of power within an organization.

In the Republic of Korea, teachers working in disadvantaged schools benefit from incentives such as an additional stipend, smaller class sizes, less teaching time, the chance to choose their next school after teaching in a difficult area, and greater promotion opportunities (Kang & Hong, 2008). Consequently, disadvantaged groups have better access to more qualified and experienced teachers (Luschei et al., 2013).

1.2.1 Historical perspectives of teacher retention

Teachers' retention is a concern of everybody in the society (Aluko, et al., 2013). Teacher incentive cuts across a number of stakeholders including government, school management, teacher unions and community. The nature and ownership of schools, working conditions, school location and the head teacher's management style are also critical determinants of teacher incentive and retention.

There is increasing interest across the globe in retaining, developing, and motivating teachers (UNESCO, 2015) as teachers are key and student achievement has been found to correlate with economic and social progress. In sub-Saharan Africa many strategies have been used in an attempt to retain teachers. There have been some attempts to retain teachers by offering rewards for excellence in teaching with mixed results. A scheme in Kenya offered incentive prizes ranging from 21% to 43% of monthly salary for teachers whose students achieved high performance in examinations. The impact of the financial incentives on teachers' practices was to increase the number of preparatory sessions for the exams. However the authors noted that this scheme could result in teachers encouraging cheating at exams, or provide an incentive for teachers to ask for transfers to "better" schools. The program did not impact on the levels of teacher absenteeism in Kenya (Glewwe et al, 2003). In Ghana an annual award for the best teacher in each region has been reported to have a positive impact on morale of teachers. In

Gambia teachers were reported to be motivated by a best teacher award organized by the Gambia Teachers Union (GTU). This seems so popular that one of the head teachers interviewed in the study was planning to conduct similar awards at a school level (VSO, 2007).

In 2006, through resources from the Global Partnership for Education, the Gambia introduced a hardship allowance of 30 to 40 percent of the basic salary for positions in remote regions and schools more than 3 kilometers from a main road. The incentive was large enough to change teachers' attitudes: by 2007, 24 percent of teachers in the regions where the incentive was offered had requested transfer to hardship schools (Mulkeen, 2010).

In Uganda, the monthly salary for primary school teachers in the past was 200,000 shillings irrespective of age and ability, however, MoES introduced a salary system corresponding to ability and experience in order to boost incentive for teachers from 2008 (Arakawa, 2009). The technological factors relate to the deployment of modern technology in education delivery. Timely, regular and adequate pay are the financial factors that influence teacher motivation and yet in Uganda teacher pay still poses a great challenge to teacher motivation. If teacher motivation is to be improved in Uganda these forces have to be taken care of in relation to other teacher motivation strategies. Today, there is a paradigm shift in the way we teach and learn. The role of a teacher has changed or is changing significantly from "sage on the stage" to a "guide on the side" (Pôle de Dakar, 2014). The education system globally is moving from instruction paradigm, in which a teacher transfers knowledge to the learners, to a learning paradigm, in which a teacher's role is that of coaching and mentorship (Ursulla et al, 2015; Lauwerier, et al, 2015). Most governments have attempted to address teacher challenges in different ways, including deploying through a centralized system, providing incentives (housing, financial benefits and accelerated promotion), and recruiting teachers locally (Chudgar & Luschei, 2015).

In some countries those who teach in hard to reach areas are given additional allowance. All these are well geared towards teacher retention. But, teacher motivation is linked to teacher training, experience, prestige and working conditions (Onjoro, et al, 2015; Lauwerier, et al, 2015).

The crisis that exists around providing incentive in Uganda is that there is no formal system that has been deployed across schools to track and evaluate what provision of incentive is going on. Centrally, it is very hard to know how incentive programs are being undertaken and correlate it to teacher retention in Uganda and Karamoja in particular. Although Karamoja has two Primary Teacher Training Colleges in Moroto District and Kotido District respectively, those qualifying opt to work in other parts of the country that are relatively secure. To ensure retention of workers in Karamoja and other hard to reach areas, the government introduced a “hardship allowance” which is a top up on the existing traditional Government salary scale nomenclature. This hardship allowance is meant to cover for the unreceptive environment the employees work in. Eventually, public servants working in “hard to reach” areas of Kotido get a better pay than those working in areas with better working conditions like Lira City, Mbale City or Kampala City.

There has been increased struggle by the Government of Uganda to attract more teachers and retain the existing teachers in hard to reach primary schools by paying them hard to reach allowance of 30% of their salaries (MoES, 2016). According to the Education Sector Performance Report of 2016 (MOES, 2016 & Museveni, 2016), the Uganda Government has positioned teacher training and transition to pupil/student centered learning as a cornerstone of the teacher policy. In this respect, teacher retention connotes the teacher’s intention to leave hard to reach schools.

1.2.2 Theoretical perspectives on teacher retention

To explain teachers retention, Frederick Herzberg (in Bartol and Martin 1993) building on the identified two elements, Motivators and Hygiene factors. He concluded that factors which seemed to make individual feel satisfied with their jobs were associated with the content of the job and these were labeled motivators, yet factors that seemed to make individuals feel dissatisfied were associated with the job context these he labeled hygiene factors. Herzberg argued that two entirely separate dimensions contribute to employee behavior at work which are Hygiene factors and motivator factors. Hygiene factors refer to the presence or absence of job dissatisfiers. When hygiene factors are valued, work is dissatisfying. There are considered maintenance factors that are necessary to avoid dissatisfaction but they do not themselves contribute to the teacher retention and motivation of personnel. That is, they only maintain employees in the job. In line with Herzberg's view, unsafe working conditions or a noisy work environment would cause employees to be dissatisfied with the job but their removal will not lead to a high level of motivation and satisfaction. Other examples of hygiene factors include; salary, status, security, supervision and company policy. On the other hand motivators leading to job satisfaction are associated with the nature of the work itself. They are those job related practices such as assignment of challenging jobs, achievement, work itself, recognition, responsibility, advancement and opportunities for growth in the job. Herzberg argued that when motivators are absent, workers are neutral towards work, but when motivators are present, workers are highly motivated to excel at their work. For Sergiovanni cited in Nwankwo (1982) and Cheptoeck (2002) while studying factors, which affect job satisfaction, and dissatisfaction of teachers, came up with the view that the factors, which contribute to their satisfaction, are achievement, recognition and responsibility while those contributing to dissatisfaction were

school policy and administration, interpersonal relationship, supervision and personal life. Chandan (1997) in agreement with Herzberg argued that it is only natural that people who are generally satisfied with their job will be more dedicated to their work and perform it well as compared to those who are dissatisfied with their jobs

1.2.3 Conceptual background

This section focuses on the variables that form the study indicating the independent and dependent variables. For this particular study, incentive is the independent variable and teacher retention is the dependent variable. The concept of incentive is perceived from so many angles by different scholars. In this study, however, incentive is seen in terms of financial and non-financial incentive and working conditions. Rigid single salary schedules, which dictate the compensation received by most public school teachers, have been nearly universal in United States public schools for well over half of a century. However, throughout this period, there have also been frequent state and local efforts to provide teachers incentives of various types and differentiated compensation for teachers of high-need subjects and in hard to staff schools (Springer, 2009).

The concept of employee retention emerged with regularity in 1970's and early 1980's because prior to this, most people joined organisations and they remained there for a very long time, sometimes for the entire duration of their working life. But as job mobility and voluntary job changes begun to increase dramatically, employers found themselves with the problem of employee turnover and a matching management tool known as employee retention begun to be developed (McKeown, 2002). According to Kochachathu (2010), employee retention is an

important element in determining the success of the organization and it is one of the primary indicators of an organization's health.

In this study, teacher retention refers to the maintenance of employment status by an academic staff for a considerable period of time. The main purpose of retention is to prevent competent teachers from leaving the schools as this could have adverse effects on productivity and service delivery (Chiboiwa, 2010).

One trend in employee retention is Employee Value Proposition (EVP) and this makes clear to the employee "what's in it for them" or what extrinsic and intrinsic benefits they will receive in exchange of their labour both now and in the future (Hughes et al., 2010). It consists of what an organization has to offer that prospective or existing employees would value and which would help persuade them to join or remain in the organization. Armstrong (2010) argues that this will include remuneration, non financial factors and opportunities for personal and professional growth among other factors. Research findings show that organizations that are perceived to be delivering on the EVP promises enjoy substantially higher levels of employee commitment and retention (Munsamy et al., 2009). This research conceptualizes value proposition to be composed of intrinsic and extrinsic factors as promulgated by Herzberg in his dual factor theory.

Dibble (1999), an employee retention guru, strongly argues that retention of employees needs to be managed, and he identifies remuneration, development, career opportunity, work environment, performance management, work and family time as areas that have an effect on retention of employees. Dockel (2003) identified the following as top retention factors; training and development, supervisor support, career opportunities, skill variety, work life policies, job autonomy, job challenge, and salary. Chew (2004) categorizes retention tools into two categories

as follows: Human Resource (HR) factors which include person organization fit, remuneration, training and development, career opportunities and organizational factors which include: leadership behaviour; teamwork relationship, company culture, work environment, and communication.

Price (2000) indicates that intention to leave or stay studies should address organizational factors, psychological factors and personal factors. Personal characteristics such as age, education level and tenure are indicated in studies (Johnsrud & Rosser, 2002; Chew, 2004; Pienaar et al., 2008) to have moderating effect on employee intention to leave or stay. From these studies, it is clear that retention is influenced by an array of factors both intrinsic and extrinsic, and hence those critical to particular organisations can be established through empirical research which will then form the basis of EVP that will make them become the employer of choice.

Musaazi (1982) emphasizes that to encourage or persuade staff to remain in the school, the school authorities should establish clear staff policy, clear channels of communication with teachers, encourage teacher participation in the decision making process, provide facilities and equipment needed by teachers, and attend to the personal and social needs of teachers as well as assign reasonable duties and teaching load to teachers.

Teacher retention as defined by Armstrong (2013) “is the ability of the school system to keep its staff in their jobs and make them want to stay”. Retention is conceptualized in terms of teachers staying and teachers leaving. Thus according to the researcher, retention is the constant struggle by public hard to reach primary schools to keep their staff working. The definition of qualified teachers varies from country to country, depending on the certification procedure in the

respective African countries. There is no doubt that many countries face challenges of teachers' qualification and supply. This pattern of simultaneous surplus and shortage, as reported by Mulkeen, (2005) is strong evidence that the problem of teachers in rural schools will not be solved simply by producing more teachers. When qualified teachers leave, they are often replaced by individuals with less experience and quite possible without full qualification to teach the students (Darling Hammond & Young, 2002).

The hard to reach areas are those places characterized by remoteness, insecurity and poor infrastructure to attract and retain teachers in those areas. Travel allowances which include safari day allowance (per diem) and transport, but this is at the discretion of the school the teacher works. Extra duty allowances in form of acting allowances, duty allowance and honoraria, sitting allowances normally paid during staff meetings and over time allowances (MoES, 2013)

1.2.4 Contextual perspectives

In countries like Kenya, Tanzania, Rwanda and Uganda, most teachers do not wish to live in highly isolated and remote areas. This is so in most developing and even in developed countries (Duflo, Hanna, & Ryan, 2012). Teachers who decide to teach in isolated schools face many more challenges than those that teach in towns and cities. To name a few, unreliable transportation, poor communication systems, inappropriate infrastructures, lacking basic necessities (houses, medical services, reliable and worthy food, clean and safe drinking water), insecurity, and students' poor academic performance are some of challenges hard to reach schools face.

In the Latin American regional study (Vegas & Umansky, 2005), it was found that both teacher wage levels and structure generate various incentives and disincentives. Higher absolute wages

and competitive relative wages appear to attract more and better qualified candidates to the teaching profession and may also result in less teacher turnover.

Most teachers prefer to work in urban areas rather than rural areas and the reasons are as follows: rural areas are faced with harsh natural conditions such as climate and terrain and have hardly any means of transportation and communication; dealing with nomadic people are difficult; safety is unpredictable; some communities are hostile to formal education; basic social services are poor and so on (IOB, 2008).

Report by TISSA (Teacher Initiative in Sub Saharan Africa, 2014) has pointed that there was a great disparity in as far as teacher deployment was concerned with Kotido District having 100% of schools in deficit of teachers and 0% of teachers in surplus neither with enough teachers (EMIS, 2010). In the report it was also noted that gross pay composed of basic pay and allowances but some of the deductions from the salary occur from salary to form the net wage. Allowances were almost nonexistent, there were no housing or medical allowances. Teacher housing only provided in some schools particularly in boarding schools but it was not at all the norm. Only primary teachers posted in hard to reach schools were entitled to a top up allowance of 30 percent of their basic pay.

Some countries have attempted to make working in hard to reach areas more attractive through the use of incentives. In some cases these may be financial incentives, in the form of a hardship allowance, travel allowance, or subsidised housing. In other areas the incentives may be non-monetary, including, for example, special study leave or better training opportunities (Gaynor, 1998, pg17; Craig, Kraft & Plessis, 1998).

Staffing difficulties and unimplemented strategies for retaining teachers have been experienced for a number of factors. Because these factors vary across school settings, teacher's personal characteristics (Ingersoll & Smith, 2003; Sargent & Hannum, 2005; Plash & Piotrowski, 2006; Cobbold, 2006) and can sometimes be determined by availability of teacher compensations and incentives, it is hard to address them. While some research studies on teacher retention indicate that incentives have been successfully applied in retaining teachers in the profession (Vegas, 2007; Holochwost, DeMott, Buell, Yannetta, & Amsden, 2009; Kolbe & Strunk, 2012), other studies indicate contradictory findings. In their studies Masaiti, Naluyele (2011) and Steele et al (2010) report incentives programs to have no significant effect on retaining teachers. Additionally, some researchers suggest a well designed and well planned incentive program correlate with a higher probability to positively impact teacher retention particularly in remote areas.

Teachers avoid remote hard reaching schools for various reasons, including the poor quality of housing; lack of services such as electricity, water, health care, and public transport; and the high cost of some commodities. By contrast, teachers in urban schools often receive a salary top up from parent contributions (MoES, 2013). A survey conducted by the Ministry of Education and Sports does indeed show low levels of job satisfaction among primary teachers and the vast majority would like to leave the teaching profession within two years (MoES, 2013). The main cause of job dissatisfaction stated is low salary, with minimum of 465,000 Ugandan shillings per month for the beginning primary school teachers in 2019.

In a study on teacher incentive in Uganda, Okurut (2012) found that teachers reported a de facto absence of clear goals and expectation for teachers by local government officials especially the District authorities to stipulate what has to be done and to consistently monitor the teaching

personnel on the job. Even when the school inspectors occasionally visited schools, they seemed to be more concerned with searching for technical inadequacies of teachers or administrative lapses of the head teachers, rather than bringing out the best in the teachers. This perception was an indirect failure to recognize teachers as active players in the school and education system as whole which had been reported to be a demoralizing factor among teachers (Edge, 2008). Ejere, (2010) found out that, teacher absenteeism was a repulsive strategy teacher used to respond to their marginalization in schools.

Kirunda (2012) also carried out a study on performance based rewards and their effect on the performance of teachers in private secondary schools in Kampala district. The main objective of this study was to assess the effect of performance based rewards on teacher performance in private secondary schools in Kampala district. The study found out that the most commonly used types of performance based rewards in private secondary schools are public appreciation, promotion, packages/presents, duty allowance and overtime pay.

Teacher monetary rewards is the most documented determinant of motivation and for decades has been a struggle between teachers and governments almost in all countries relate to the monetary need to have fair compensation for their efforts. As a strategy to attract and retain motivated and effective teachers most countries including Uganda are implementing strategies aimed at improving teacher compensation and benefits guided by Maslow's law of hierarchy of needs (TISSA, 2014).

Countries including Uganda aim to improve teacher pay comparative to their GDP and offer some various kinds of allowances like hardship, marking, overtime, settlement, housing among others (Adelabu, 2005). Kenya pays the hardship allowance of an additional 20 per cent of

teachers' salary (Hyde, & Muito, 2005), in Bolivia, teachers are also paid an additional 20 per cent for working in inaccessible areas (Vegas, 2005) and Uganda paying 30 percent hardship allowance and an additional incentive to science teachers. Rwanda adapted a performance based pay system with the aim of rewarding highly performing teachers and punishing the poor performers.

While teachers in Uganda complain of poor pay, the TISSA report of 2014 indicates that Ugandan teachers are comparatively well paid compared to other low income Countries' indexes and peers of similar rank in public service in Uganda. Studies in Rwanda indicate that teachers are motivated by the performance based system, which recognize an individual effort and value contribution. Bruns et al. (2011), evaluated an intervention programme in Kenyan pre- schools which rewarded teachers with as much as 85 per cent of their salary as a bonus, based on attendance. However, they found that the programme had no effect on teacher attendance, test scores, or pedagogy. Head teachers were given the task of awarding bonuses based on teacher attendance, but the evaluation found that they regularly paid the whole bonus to teachers, even though absence rates did not decline.

Despite the commendable progress made towards the fulfillment of the national and international obligations including teacher retention, Karamoja region still lags behind the national averages on key indicators of EFA goals. Primary schools in Kotido District face a number of challenges among which are retention of both teachers and pupils. Teacher attrition is particularly a serious problem in Karamoja. In 2012-2013, the average teacher turnover rate in hard to reach schools in Kotido District was nearly 13 percent (MoES) which was much higher than the national level of 4%. Thus, primary schools in Kotido district need to put strategies in place to address teacher

retention. This research focuses on financial incentives, non financial incentives and, working conditions.

1.3 Statement of the problem

Developing successful schools is perceived to be related to the ability to retain qualified teachers (Goodlad, 1984). Knowledge on the conditions that enhance teacher retention gives educational administrators appropriate information for developing successful schools. Teacher leaving rate in Uganda is estimated at 4% in primary and at about 5% in secondary (MoES, 2013). Hard to reach primary schools of Kotido District have always been faced with challenges on how its teachers could be retained in teaching. According to the preliminary findings from Kotido District Inspector of schools, 9.2% of teachers in Kotido District primary schools were said to have left their schools between 2013 and 2018. There are a number of efforts taken by Government of Uganda in improving hard to reach primary schools and it includes providing hard to reach allowance to them and yet they continue to exit. Due to this issue, so many questions have been raised by the stake holders pertaining teachers' leaving. While there have been many studies conducted on incentive and how it affect teacher retention (Acom, 2010; Ecimon, 2007; Gyezaho, 2011), none of them tackled hard to reach schools of Kotido. This study was to bridge the information gap by specifically focusing on the following indicators: financial incentives, non financial incentives, working conditions and how they relate to teacher retention in hard to reach primary schools of Kotido District.

1.4 The purpose of the Study

The purpose of the study was to examine the relationship between incentives and retention of teachers in hard to reach public primary schools of Kotido District.

1.5 Objectives of the study

1. To examine the effects of financial incentives on teacher retention in hard to reach public primary schools of Kotido District.
2. To examine the effects of non financial incentives on teacher retention in hard to reach public primary schools of Kotido District.
3. To find out the effects of working conditions on retention of teachers in hard to reach public primary schools of Kotido District.

1.6 Research Questions

The study was guided by the following questions:

- (i) What are the effects of financial incentives on teacher retention in hard to reach public primary schools of Kotido District?
- (ii) What are the effects of non financial incentives on teacher retention in hard to reach public primary schools of Kotido District?
- (iii) What are the effects of working conditions on retention of teachers in hard to reach public primary schools of Kotido District?

1.7 Research Hypothesis

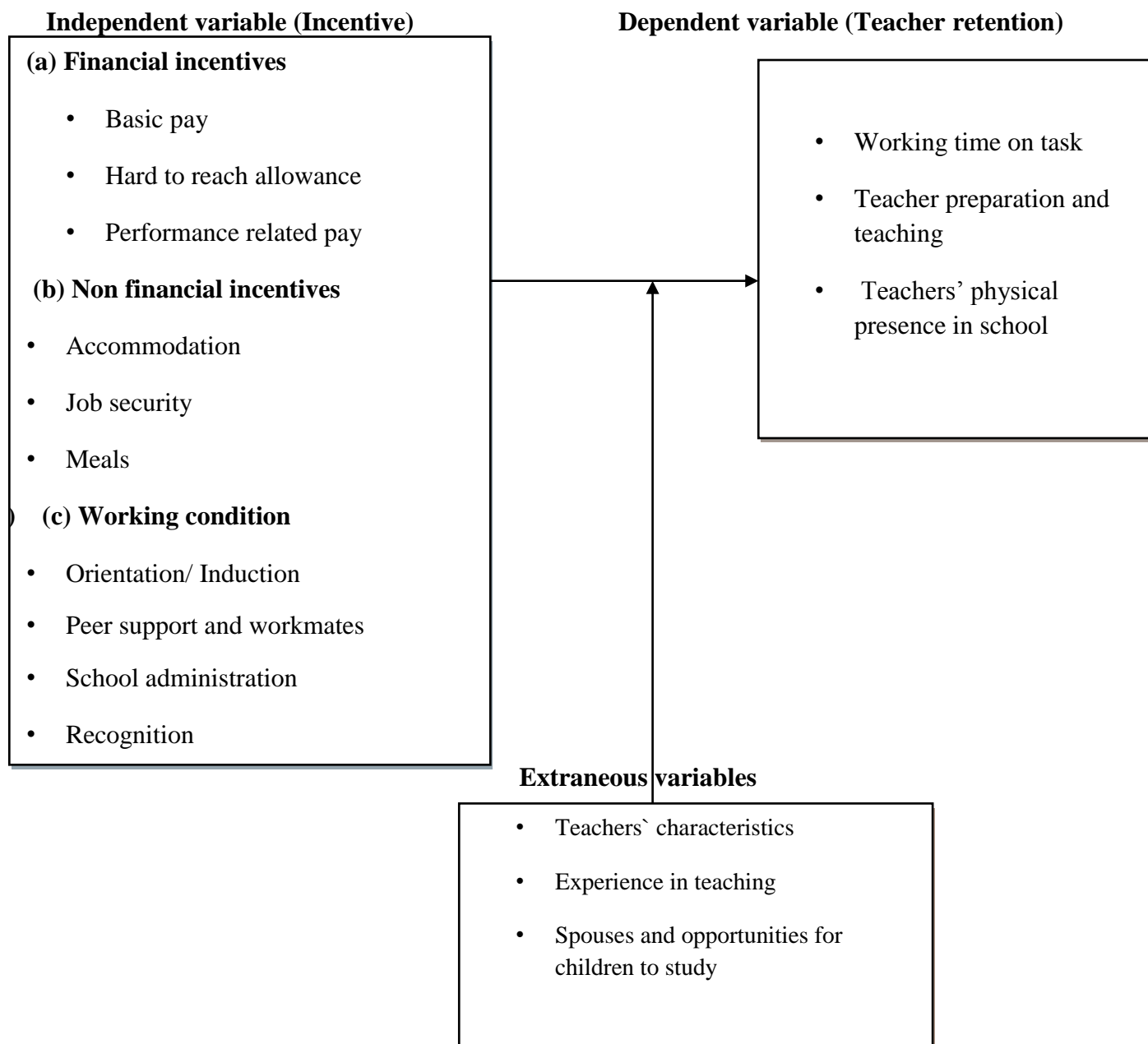
The following hypotheses were developed to guide this study:

1. There is no statistical significant relationship between financial incentives and teacher retention in hard to reach public primary schools of Kotido District.
2. There is no statistical significant relationship between non financial incentives and teacher retention in hard to reach public primary schools of Kotido District.

3. There is no statistical significant relationship between working conditions and retention of teachers in hard to reach public primary schools of Kotido District.

1.8 The Conceptual Framework

Figure 1: The relationship between incentives and teacher retention



Source: Adapted from Aswathappa (2008), Nairuba (2011) & Namuddu (2010)

The conceptual framework above presents the relationship between the independent variable (incentive) and the dependent variable (teacher retention). Incentive in this study is measured in

form of financial, non financial and the working conditions while teachers' retention is in form of working time on task, teacher preparation and teaching and teachers' physical presence in school. Teacher retention is shown as the dependent variable. It is conceptualized that the independent variables may work to improve or worsen teacher retention for example good financial incentive, good non financial incentive and good working conditions will improve teacher retention and vice versa. However the extraneous variables may moderate any effect that could arise from the independent variables on the dependent variables for example, instead of good financial incentive, good non financial incentive and good working conditions. Teachers' characteristics, experience in teaching, Spouses and children opportunities to study, type of leadership and Image of the school may revise the effect to poor teacher retention. Head teachers who are autocratic and those who are laissez faire may not lead to teacher retention even when good incentives are provided in schools (Ochwo, 2013). As a way of controlling the challenges of extraneous variables the researcher used randomization and in this participants were treated equally whether one was seen as young or aged, male or female.

1.8 Significance of the study

First, the study results may particularly help policy makers in developing and implementing proper incentives that are able to retain teachers in hard to reach primary schools.

Secondly, the findings may help the government in identifying relationships between incentives and retention of employees.

The findings of this study may contribute to the body of knowledge. Therefore the study may have wide reaching implications not only for academicians but also for the government, policy makers, managers and the private sector.

1.9 Justification of the Study

Karamoja is one of the areas that have been finding difficulties in retaining primary school teachers in hard to reach schools. The issue of incentives and the retention of teachers in public primary schools is a pertinent issue for education theorists, practitioners, and employers. If the issue of incentives and its relationship to retention of teachers in hard to reach public primary school is not treated with the seriousness it deserves, and then Uganda's desire to have quality public education may be a fiasco.

1.10 Scope of the study

1.10.1 Geographical scope

This study was drawn from a sampled number of public primary schools of Kotido district in Karamoja Sub region of Uganda. It was done in 8 selected primary schools of Kotido District.

1.10.2 Content scope

The study was intended to restrict investigation on financial incentive, non-financial incentive, and condition of the working environment on teacher's retention. In financial incentive, the researcher looked at three indicators of hard to reach allowance, duty allowance and transport allowance on teacher's retention. The study on non-financial incentive was restricted on indicators of accommodation, job security and meals. Finally the study on school environment had indicators such as orientation/ induction, peer support and workmates, school administration and recognition

1.10.3 Time scope

The period between 2012 and 2017 was considered for this study; and this being the period during which Kotido District experienced high level of teacher attrition and teachers' were striking in Uganda over salary increment (MOES, 2013). This prompted the researcher to examine how big the problem is in kotido district.

1.11 Operational definition

Incentives

Incentives are a form of encouragement to take action. They are the direct and indirect benefits offered to teachers. In other words, they are the application of additional inputs that shape the education process to achieve the eventual outputs of education in desirable ways. In this study, incentives were taken to mean financial, non financial and working environment.

Retention

Retention in this study is the constant struggle by public primary schools to keep their staff working within a particular school.

Qualified teacher

The definition of qualified teachers varies from country to country, depending on the certification procedure in the respective African countries. In this study qualified teacher refers to that teacher who has attained Grade three teachers Certificate, registered by the MoES and has been employed by the District of Kotido already.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of a body of related literature on incentives and teacher retention in hard to reach areas and the review is organized along the three stated objectives in line with the study.

2.2 Financial incentives and how they influence teacher retention.

Due to the extraordinary importance of employees' job satisfaction, organizations design numerous reward policies to fascinate and preserve their proficient workforce (Henderson, 2006). The employers are confronted with great difficulty to forecast the behavior of an individual because there are different predecessors which have an effect on employees' job satisfaction for example income(He, Long, & Kuvaas, 2015), happiness (Fisher, 2010), work values (Bozeman & Gaughan, 2011), work rewards (Mottaz, 1985), social concern (Wiggins & Steade, 1976),working conditions(Locke, 1969), working hours (Warsi, Fatima, & Sahibzada, 2009), and performance (Oh, Rutherford, & Park, 2014). Hence, for an organization to design effective financial or non-financial reward packages for employees is challenging task.

Muathe, (2008), asserts that in day to day activities every organization will always want to draw, motivate and hold employees. This makes successful companies to realize that they must take a wider look at what factors are considered in attraction, motivation and retention thus deploy all of the factors which include Compensation, benefits, work-life balance, performance, acknowledgement, and advancing professional opportunities in line with their strategic

advantage. Reward management is geared towards development and execution of approaches and programs whose objective is to fairly recompense employees, equitably and consistently in relation to their input to the organization.

A reward is also termed as anything seen as having value and is given to an employee as acknowledgement for positive contribution and if well-chosen can be good motivators. In addition, Horn by (2000) defines rewards as something given or received in return of doing something good and working hard. The working definition of rewards in t was adapted from Kreitner (2004). According to him, a reward refers to material and psychological payoffs given to an employee as recognition for good contribution and for performing outstanding responsibilities in the workplace. Daft (2002), says that “rewards given by another person, typically a manager and includes promotions and pay increase”. Extrinsic rewards draw and retain competent performers. Employees who are motivated by these rewards execute their duties as expected hence boosting their performance.

The key component of the financial rewards or remuneration is the salary. Shoaib et al., (2009) argues that attractive salary packages are one of the very important factors of retention because it fulfills the financial and material desires. However, empirical findings on the role of salary in intention to leave or stay have been mixed. Johnshrud et al., (2002) observe that salary has never been shown to be the primary motivator for faculty members and hence does not influence their decision to leave or stay.

Armstrong (2010) argues that money in form of pay or some other sort of remuneration is the most obvious extrinsic reward and provides the carrot that most employees want but its

motivation does not have intrinsic meaning. Moreover, people who work just for money may find their tasks less pleasurable.

Armstrong (2006) puts it clear that money related rewards are taken as indirect motivators that lift up employee's financial capability by providing means of checking the achieved. The pay criteria which organizations give to its workforce have a big role in deciding the commitment and retention of workers. According to Willis (2001), compensation is one of the important issues as far as drawing and keeping talent in organizations is concerned. The issue is that finance has a hand in employee character by modifying their attitudes (Parker & Wright, 2001). Therefore, wages influence the attraction and retention of the workforce (Parker & Wright, 2001). The provision of a well-paid wage package is one of the largely discussed factors of retention.

Rewards not only accomplish monetary and material needs but they also provide a social and position standing of power within an organization. Previously, Allen, Shore and Griffith (2003) had it that employees have to themselves from others through their compensation strategy in order to draw and retain worthy employees. Relatively, an organization's compensation plan should attract the right quality of employees, retain suitable ones and also keep equity amongst them. One way in which employers can hold the workforce is through offering a good compensation package. Success in an organization is realized through its retention plan if it offers competitive, market-related pay and benefits because this makes employees motivated and devoted to the organization. Mercer's study (2003) shows that employees' stay in an organization depends on the reward and may leave in case they feel poorly rewarded.

They are most likely to be retained in organizations where their inputs are considered. Gomez-Mejia, Balk in and Cardy (2004) also stated that internal equity and external equity should be observed in terms of remuneration if the compensation package is to be used as a retention strategy. In the United States, an overwhelming number of new teachers (80 percent) agree that if they were to start over, they would choose teaching again. Despite these positive reports, the fact remains that somewhere between 30 and 50 percent of new teachers in the US quit teaching within the first five years.

Attractive remuneration packages are one of the very important factors of retention because it fulfills the financial and material desires as well as provides the means for employee status (Shoaib et al., 2009). Compensation has always been at the heart of any employment relationship. A well designed compensation plan gives an organization a competitive advantage. It helps to attract the best job candidates, motivates them to perform to their maximum potential and retain them for the long term. To encourage valuable staff members to remain, the compensation system must offer competitive rewards for these employees to feel contented when they compare their rewards with those received by individuals performing similar jobs in other organizations.

Most of the people considered financial rewards as the best tool to inspire their employees. However, some of employers also use special types of non-financial rewards to upturn the contentment and motivational level of their employees. Some of these non-financial rewards have their merits in creating an extremely gratified workforce. These merit come because of job autonomy, ability to participate in decision making, recognition, accommodation, job involvement, and job significance. So, it is substantial for the employers to comprehend the

needs, and desires of their employees and endorse those rewards that will lead to the satisfaction of their employees (Soon, 2013).

Rogers and Vegas (2013) building on the work of Vegas (2005) in their world bank report in countries such as India, Indonesia, Uganda, Ecuador, and Zambia identified a range of incentives which can be implemented to attract, retain and motivate effective teachers in the educational system. These incentives include: social prestige and recognition; job stability; pensions and other non-salary benefits; professional growth; adequate teaching facilities and materials; salary differentials and other monetary benefits.

Bennell's (2004) who assessed the extent to which the material and psychological needs of teachers were being met, recommended that focus should be put on improving levels of; occupational status, job satisfaction, pay and benefits, recruitment and deployment, attrition, and absenteeism. Salary has been also identified as a reason why teachers stay in education; however, there were no studies found that listed it high on the reasons for staying in the teaching profession. Teachers with higher salaries tend to stay longer in teaching careers, and leavers and movers tend to be teachers with lower salaries (Shen, 1997).

Mercer's study (2003) shows that employees' stay in an organization depends on the reward and may leave in case they feel poorly rewarded and also are most likely to be retained in organizations where their inputs are considered. Gomez-Mejia, Balk and Cardy (2004) also stated that internal equity and external equity should be observed in terms of remuneration if the compensation package is to be used as a retention strategy.

The monthly salary for Ugandan primary school teachers in the past was 200,000 shillings irrespective of age and ability, however, MoES introduced a salary system corresponding to

ability and experience in order to boost incentive for teachers from 2008 (Arakawa, 2009). But the implementation has created little impact since teachers' pay has remained as low as 400000 shillings only for beginners.

In 2007, the average salary of a Ugandan primary school teacher was 3.8 times the per capita GDP, the figure rising to 6.9 times in the case of lower secondary education teachers and 9.4 times in the case of upper secondary education teachers (Vegas, 2005). The Ministry of Education and Sports (2013) in Uganda analyses teachers' issues in the country as part of teachers' initiative in Sub-Saharan Africa (TISSA). In its report (2013), it was revealed that appointed teachers are entitled to several allowances such as: Hardship allowances of 30% of the basic monthly salary given to teachers in hard to reach areas. Hardship allowances are part of the national wage package.

Clark (2000) asserted that if given an option between two identical school districts, 82% of new teacher surveyed reported that they chose a school district that offered administrative support, and 17% chose a school that offered higher salary. Another important factor in why teachers stay is the teacher's initial field experience.

Teacher resiliency has also been identified as a reason why teachers stay in education. Teacher resiliency is the ability to adjust to varied situations and increase one's competence in the face of adverse conditions, which is a critical element in classroom success (Gordon & Coscarelli, 1996). Holloway (2003) listed teacher resiliency as one of the three things that a teacher needs in order to stay in the classroom. He states that teachers become resilient, and teacher retention is at its highest when teachers are competent, feel that they belong, and feel useful.

Bernshausen and Cunningham (2001) suggest they must be taught how to be resilient, and that without it, teachers are more likely not to stay. They also suggest that significant attrition, high stress levels, and burnout in education indicate that organizational cultures may not provide adequate support for educator resiliency. Resiliency is something that the community, the school, and the central administration can help promote by encouraging teachers to have high levels of competence, belonging, and usefulness and by providing a career ladder for teachers with differentiated salary schedules linked to the career ladder (Shen, 1997).

These incentives may take the form of merit pay, which adjusts salaries upward or provides compensation for higher levels of performance (NASBE, 2002). Career ladder compensation may take the form of performance-based pay, job enlargement, and professional development (NASBE, 2002). Performance-based pay rewards teachers as that demonstrates competency, job-enlargement involves giving teachers additional responsibilities outside the classroom, and professional development rewards teachers for developing knowledge and skills through continuous professional development (NASBE, 2002)

Bruns et al. (2011), evaluated an intervention programme in Kenyan pre-schools which rewarded teachers with as much as 85 per cent of their salary as a bonus, based on attendance. However, they found that the programme had no effect on teacher attendance, test scores, or pedagogy. Head teachers were given the task of awarding bonuses based on teacher attendance, but the evaluation found that they regularly paid the whole bonus to teachers, even though absence rates did not decline.

One of the Ugandan teacher demotivating factors is the unfair appraisal and inconsequential appraisal. According to Vegas (2005), client and managerial feedback are key to retaining

motivated and effective teachers in the education system. Therefore, sound teacher reward frameworks like one implemented in Finland and Singapore emphasizes the implementation of objective and transparent appraisal system, which should be linked to incentives like bonus pay or salary increment. Salaries also have been found to have a significant impact on teachers' decisions to leave the profession. On average, new teachers who earn higher salaries are less likely to leave than new teachers who earn lower salaries. Hanushek et al. (2004), however, reported that salaries seem to be more important to new teachers' decisions to change districts than to their decisions to leave altogether. Salaries have a direct impact on the attractiveness and prestige of teaching. In several sub-Saharan African countries, including Central African Republic, Guinea Bissau and Liberia, teachers do not earn enough to lift their families above the poverty line. Over the past three decades, already low teacher pay declined across sub-Saharan Africa, with the sharpest declines in Francophone Africa. When salaries are too low, teachers often need to take on additional work, including private tutoring, which can reduce their commitment to their regular teaching jobs and lead to absenteeism.

Some countries have taken steps to offer professional incentives to raise the status of the teaching profession. In Indonesia, under the 2005 Teacher Law, teachers are required to acquire a four year degree and be certified. Teachers who obtain certification then receive a professional allowance that doubles their salaries. Between 2006 and 2011, the percentage of primary teachers with a four year degree increased by 176%. The fivefold increase in enrolment in university education programmes, from 200,000 in 2005 to 1 million in 2010, suggests that certification and higher income may have increased the attractiveness of the profession (Chang et al., 2014).

Mulkeen (2005) also reports that some teachers in small rural schools in Uganda commit fewer hours to classroom teaching in favour of their private work, possibly as a means of complementing their inadequate salaries. Similarly, in Uganda, it is expected that teachers should be paid through their bank accounts, but where there are no banks, teachers are paid in cash, and many have to travel long distances to collect their pay. All these may impose severe constraints on classroom management and discipline.

Nienaber et al. (2011) found that base payment is a major factor in attracting employees while management of career and performance were the major considerations in retaining and monitoring workers. Also Ngimbudzi (2009) argued that factors which causes teachers turnover in Njombe district (Tanzania) are lack of fringe benefits, administrative support and low status from the community are among the reasons; to mention a few. The use of financial inducements has been recognized as extremely important in retaining employees and it has been considered an important reward to motivate the behavior of employees (Neo, 2000). Pare and Tremblay (2000) opine that employees will willingly remain in organizations.

2.3 Effect of non financial incentive on teacher retention in hard to reach schools

Non-financial incentives encompass rewards such as promotion, recognition responsibility. These are rewards that do not involve any direct payments and often arise from the work itself. On the other hand are the financial rewards commonly known as remuneration .The objectives of reward systems are to attract, motivate and retain highly performing employees and to improve organizational success (Armstrong, 2010). Remuneration is the distinct type of financial rewards which include salary, direct financial benefits such as house allowance, commuting allowance and subsistence allowance as well as the performance related pay such as bonus and profit

sharing. Competitive and fair remuneration is indicative of the value the employers place on their employees. Also, pay may be one way employee's measure whether the time they spend and the effort they put in working are worthwhile. According to Dockel (2003) financial rewards are extrinsic monetary rewards that organizations pay to their staff for services delivered by them.

In other areas, the incentives may be non-monetary, including special study leave or better training opportunities (Craig, Kraft, 1998; Gaynor, 1998). A major incentive for teachers to be located in hard to reach primary school is the provision of housing for the teachers. Where teachers cannot live near the school, they are likely to spend a lot of time travelling, often to the detriment of their school work. Housing is particularly important for female teachers.

In Malawi, official education data reveal a strong association between the availability of housing in an area and the presence of female teachers in the school. Similarly in Uganda, a recent study on teacher attrition considers the provision of housing to be a key factor in ensuring teacher retention, especially in rural areas. In 2005, 15 percent of the school facilities grant was allocated to the construction of housing for teachers in Uganda (Mulkeen, 2005).

Daniel (2009) showed his apprehensions about financial rewards. Polemics of financial rewards pointed towards the negative effect of financial rewards like decrease in intrinsic motivation as it can cause short term thinking and more frauds (Morrell, 2011). Morrell (2011) additionally added that significance of both financial and non-financial rewards are imperative as there are diverse jobs in the industry where one kind of reward does not accomplish the purpose. Therefore, with the passage of time the prominence of non-financial rewards (also called relational, intangible, and/or non-monetary) is increasing.

Similarly, Brewster and Mayrhofer (2012) highlighted the importance of non financial rewards by revealing their role in the enhancement of job satisfaction of employee's, their commitment and performance. Scott, Yeld, & Hendry, (2007) termed non-financial rewards as a vehicle to develop the value of reward programs to justify significance employees give to non-financial rewards. The CIPD (2011) research indicated that employees give more importance to non-financial rewards when determining where to work and the level of commitment to give to their work.

Fagbenle, Adeyemi, and Adesanya (2004) survey on the impact of non financial incentives on bricklayers` productivity in Nigeria revealed that “Application of non-financial incentive schemes increases the productive time of bricklayers and consequently enhances productivity. These schemes increased the output from 6 to 26% and concreting activities measured on site. Despite of its significance, implementation of non-financial rewards are more difficult.

Armstrong (2010) recently briefed that it is not a matter of announcing ‘quick-fix’ initiatives. In reality it appears to be a challenge for organizations to develop effective methodologies to measure the cost of non-financial rewards (Deloitte Consulting, 2008). Many countries report that teachers express a strong preference for urban postings. In Ghana, for example, over 80% of teachers said they preferred to teach in urban schools (Akyeampong & Lewin, 2002). There are a number of rational reasons why teachers may prefer urban postings. One of the concerns about working in rural areas is that the quality of life may not be as good. Teachers have expressed concerns about the quality of accommodation (Akyeampong & Stephens, 2002), the classroom facilities, the school resources and the access to leisure activities (Towse et al, 2002).

In many countries there are qualified teachers in urban areas who are unemployed, while there are unfilled posts in rural areas (Mulkeen, 2005). Mulkeen further states that this pattern of simultaneous surplus and shortage is strong evidence that the problem of teachers for rural schools cannot be solved simply by providing and producing more teachers. Health concerns are a second major issue. Teachers may perceive that living in hard to reach areas involves a greater risk of disease (Akyeampong & Stephens, 2002), and less access to healthcare (Towse et al, 2002).

These studies demonstrate that the neediest schools have particularly acute problems with teacher retention. Teachers are more likely to leave schools with low student achievement, high percentages of minority students, high poverty levels, and greater student discipline problems (Boyd et al., 2005b; Feng, 2005; Hanushek et al., 2004; Scafidi et al., 2007).

Some of Non-financial rewards for example praise and recognition are acknowledged as encouraging tools for increasing employees' job performance (Rahim & Daud, 2013). Organizations have documented that facilitating the employees with high salaries is not sufficient to influence and satisfy them (Thompson, 2014). In another study Whitaker (2009) on teachers in Florida found that employees' initial motivation and satisfaction enhanced with a pay raise or cash bonus, but the effects short lived than the motivating effects of non-financial rewards. Non-financial rewards such as condensed working hours, subsidized meals or services, additional holidays and team events were found to improve employee motivation, foster a positive culture and encourage loyalty and commitment to the organization (Whitaker, 2009).

In the 1960s, the Finnish education system was performing well below the level of other European countries. After the implementation of a series of thoughtful reforms, by 2000 Finland

became one of the top-performing countries in terms of education. The secret to Finland's success is believed to be its excellent teachers, of whom Finns are justifiably proud. Thus, countries across the global are implementing teacher respect and recognition as a means of motivating them (Lucy, 2016, Nganzi, et al. 2014 & UNESCO 2013).

In the Latin American regional study (Vegas & Umansky, 2005), it was found that both teacher wage levels and structure generate various incentives and disincentives. Higher absolute wages and competitive relative wages appear to attract more and better-qualified candidates to the teaching profession and may result in less teacher turnover.

However, the research on teacher attrition and turnover is based on two separate aspects. One perspective emphasizes on teacher demographics, individual characteristics, and salary (Whitener, & Weber, 1997; Shen, 1997; Stinbrickner, 1998). While the other aspect of research focuses on school characteristics, governance and working conditions (Liu, 2007). According to Mary (2010), both intrinsic and extrinsic motivation leads to teacher's superior retention. These motivational factors such as allowances, salary impact positively on their satisfactions that result into their being retained.

A rural-urban divergence in teacher motivation is also evident among Sub Saharan African countries. From a survey of teachers in Sierra Leone, Harding and Mansaray (2006: p9) find that "only 10 per cent of teacher respondents agreed with the general statement that 'teachers at this school are well motivated' compared to 85 per cent among urban teachers". Their data also suggests that levels of qualification and incentives are positively correlated to teacher retention in hard to reach areas.

Markel (2004), looking at the condition of teachers in North America, presented a report from 39 surveys, which showed that working conditions have continually played a large role in teacher decisions to migrate or leave the profession. Reasons for remaining in teaching or leaving are strongly associated with how teachers view administrative support, available education resources, teacher input regarding decision-making and school climate.

Like many authors (ABIODUN, 2012) put it that, several factors determine teachers' levels of satisfaction. Altering teachers' aspects like compensation levels, professional environment, and economic conditions can generate diverse satisfaction levels. The survey examined eight major possible sources of primary teachers' career satisfaction among which included Recognition, opportunities for professional growth, Interpersonal relationships/social activities with colleagues, salary, benefits, working conditions, regular assessment of teacher performance and quality of leadership and supervision of head teacher.

According to many studies, facilities have been associated to teacher career paths (Darling-Hammond, 2003). Many studies have found through teachers' survey that physical features of schools are reported as main predictor of turnover of school teachers (Buckley, 2005). According to him teachers who perceive enough resources and facilities of schools, are more likely to stay in school for long run.

Opportunities for training are among the most important reasons why employees stay especially young and enthusiastic ones. Indeed, according to Dockel (2003) investment in training is one way to show employees how important they are. One of the factors that Herzberg identifies as an important motivator is the growth opportunities. Armstrong (2010) argues that people enjoy learning and continuous training provides for this. Therefore, training is a satisfying and

rewarding experience and makes a significant contribution to intrinsic motivation. Employees want good training opportunities to increase their marketability. Dockel (2003) strongly argues that when employees believe that the company is doing a good job of providing proper training, they feel that the company is concerned with improving employees' skills and ability, making them attached to their company and hence the willingness to stay is enhanced.

Dockel (2003) strongly argues that people should not only be rewarded financially but they should also be offered opportunities to grow within the organization. Promotion offers opportunities for advancement and is also one of Herzberg motivators which can be used to enhance retention.

Employees who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling positions. On the other hand, employees who are promoted receive increased pay, high status and their esteem is boosted, resulting in increased job satisfaction unlike employees who stagnate in the same position. Promotion systems and procedures can play a major role in retention within the university affecting the need to leave for career progression elsewhere. Since it is not possible to promote all employees, Kipkebut (2010) recommends that the promotion procedures must be seen to be fair, clear and objective thereby mitigating the negative feelings of employees who are not promoted.

According to Armstrong (2010), the aim of the promotion procedures of a company should be to enable management to obtain the best talent available within the company to fill more senior posts and second, to provide employees with the opportunity to advance their careers within the company, in accordance with the opportunities available (taking into account equal opportunity policies) and their own abilities. Various studies on teacher retention show that it is harder to

retain teachers in rural than in urban areas (Cooper & Alvarado, 2006). In his study Sher (1983) reports teacher reluctance to take rural teaching positions and those employed do not stay long. Again, Cooper and Alvarado (2006) claim that due to poor or difficult working conditions, teacher turnover rates are so high in remote areas where we generally experience adversity conditions. Besides, considering the lower cost for improving working conditions than that of increasing teacher salaries or offer incentives, both Ingersoll and Smith (2003) and Mulkeen (2007) proposed the idea of investing in improvement of working conditions that has a higher promise in recruitment, teacher distribution and teacher retention. As the major factor that hinders teachers from staying at rural schools is unattractive working environment, based on Mulkeen argument, improvement of rural environment and infrastructure will possibly increase teacher retention.

2.4 Effect of working conditions on teacher retention in selected primary schools of Kotido District.

A study in U.S by Ingersoll & Smith (2004) found that strong administrator support increased retention for beginning teachers in particular. That study focused on specific programs that administrators can put into place to help support new teachers. For instance, increased collaboration time among teachers can allow for a more distributed leadership structure and provide teachers with the ability to learn teaching skills from each other. Collaboration time allows members of the school community other than the school administrators to take an active role in supporting teachers, while simultaneously reducing teacher stress (Malloy & Allen, 2007).

Though it may be specific supportive programs that reflect high degrees of administrative support, finding and developing effective leaders can be a difficult undertaking (Taylor & Martin, 2007). As such, grant and incentive programs for districts to provide leadership development opportunities to principals may be an effective and targeted way to increase teacher retention. Considering the importance of school leadership, funding effective leaders to attract them to schools and to develop their schools could have a trickle-down effect on teacher retention (Mangin, 2007).

Mulkeen and Chen (2008) found that in some countries certain regions, especially urban areas, produce more teachers than are locally required. This is the case in Mozambique, for instance, where a disproportionate number of teachers are trained in Maputo (Mulkeen & Chen, 2008: 16). In Malawi, where the rural-urban gender balance is particularly acute, teachers are typically deployed according to the staffing needs of schools in various districts. Many teachers are transferred from rural to urban schools where no vacancy is present in order to accommodate the provision for co-location of married couples (Mulkeen & Chen 2008: 17).

A well structured organization is expected to provide administrative support to the employees. Research studies provide varied evidences on this aspect. The work by Mulkeen et al. (2007) demonstrates how financial incentives can help to attract and retain talented teachers in highly needy schools. Noting the important role played by head teachers in administrative issues, Mulkeen (2007) reports that, most secondary schools head teachers are less capable to handle administrative responsibilities. To provide valuable support to teachers, Mulkeen (2007) argues systematic approaches to train head teachers to become more capable that would ultimately

strengthen school leadership capacities. The assumption is that, well-prepared head teachers are more likely to provide relevant support to their junior teachers.

Adding to Vegas (2007) idea of incentive double benefit, actually by increasing administrative, managerial and decision-making power at school level, education system could have incentive trio benefits (the higher teacher retention, the better students' performance and the wise use of resources). Governments seem to hesitate to empower schools, but under clear and defined goals, systematic, regular monitoring and evaluation mechanisms, schools autonomy could definitely increase school efficiency and performance. Vegas concluded under-designed programs that cannot meet teachers' specific needs will influence teachers' decisions negatively.

Teacher characteristics can also determine teacher retention rate. Teachers specialized in science and mathematics subjects are less likely to stay in hard-to-staff areas (World Bank, 2005). Teachers with higher level of education (degree holders, and graduate degree holders) are also highly reported to quit from classroom teaching. Based on their qualification and availability of potential job opportunities outside, these teachers might not settle in a single school unless they are satisfied.

One factor among Sub Saharan African countries that potentially strengthens the case for decentralization of deployment (and other functions) is administrative incapacity at various levels of government. Dysfunctional administration often demotivates rural teachers, as they are affected more severely by administrative bottlenecks or outright neglect– than their urban counterparts. A decentralized system may facilitate more swift action relating to local administrative matters such as promotions, payments, transfers, disciplinary measures etc., as well as teacher complaints and concerns (Mulkeen et al., 2007: 20).

The head teacher and school environment is critical to teacher satisfaction. The head teacher is largely responsible for hiring new teachers and may also create distinct working environments within schools that are highly predictive of teacher satisfaction and commitment (Colley, 2002).

Evidence from literatures indicate that one of the characteristics of the best performing education systems with motivated and effective teachers is the implementation of decentralization of education service delivery to local administration (Stevenson et al , 2016; Banerjee et al. 2010; Bennell & Ntagaramba, 2008; Filmer & Patrinos 2011; Museveni, 2016). Besides Bennell, et al (2008) approach being implemented in Rwanda, Johnson (1986) gave earliest views about the importance of well-implemented school improvement plans as a mechanism of increasing collegiality and gave teachers the satisfaction to committing themselves to school improvement goals.

Another factor affecting teacher job satisfaction and retention is building leadership. Data provided by the Southeast Center for Teaching Quality showed that schools with effective, strong leadership attracted quality teachers (Berry, 2004). Lack of input on school decisions and inadequate support from school administration was examples of the effect that leadership has had on teacher attrition (Ingersoll, 2001).

Administrators can help increase retention by making an effort to communicate more effectively with teachers. Teachers reported greater job satisfaction when they identify their principal as someone who promotes open lines of communication with his or her staff, delegate authority, and shares important information on a regular basis (Bogler, 2001).

Teachers want to be involved not only in decisions within their classrooms but also in school wide decisions. When teachers have little involvement in decision-making, they can have a low level of job satisfaction (Bogler, 2001). This is especially important for new teachers in a building. Getting new staff members involved in identifying and addressing issues that have an impact on student learning and job satisfaction are important factors in increasing teacher retention (Kaplan & Owings, 2002). Teacher involvement with a variety of aspects within the school can help strengthen their desire to continue to be a part of the education profession.

The building principal plays an integral part in managing and keeping quality teachers (Williams & Kritsonis, 2007). Teachers who do not receive support from administration are more likely to fail and look for a different job (Berry & Darling-Hammond, 2006). Shann (1998) confirmed that collegial support and interaction appear to influence job satisfaction and in turn retention among teachers. Further, Shann reported that administrative, parental, and collegial support appeared repeatedly as critical retention factors. While principals may not control parental support, they can influence administrative and collegial support.

Snelgar et al. (2013) also found that career management and performance played a major role in the motivation and attraction of employees. Stahlet et al. (2012) argued that in order for companies to attract and retain talent, they should not only look at the base pay but also ensure that their talent management practices should adhere to the total reward approach.

Lankford and Wyckoff (2009) investigated the impact of school contexts in public schools of New York and found administrative support as a critical factor for teacher's retention. Another qualitative study identified huge impact of administrative support on leaving intentions of teachers (Worthy, 2005). Liu and Meyer (2005) suggested school leadership as a significant

contributor to teachers' job satisfaction and intention to stay in teaching. Similarly many other studies have found positive impact of administrative support on teachers' job satisfaction and their staying or leaving intentions in teaching (Ingersoll & Smith, 2003; Ladd, 2009).

The study of Choi and Tang (2009) described the potential benefit of administrative support to reduce turnover intentions of teachers in an international context. Administrative support plays an important role in providing professional development opportunities to school teachers (Hirsch & Emerick, 2007). Multiple studies have related administrative support to staying intentions of teachers (Ladd, 2009). Additionally, many studies have described the impact of leadership and school working conditions on teacher retention decisions.

Similarly Seashore Louis, Anderson, Wahlstrom (2004) and Hallinger (2005) conducted literature reviews regarding school leadership and concluded that leaderships have strong influence on student learning through their impact on school teachers and structures. Other study suggests that administrative support also impacts on the working conditions of school, such as the school safety and teacher influence (Johnson, 2006).

Communities that are cooperative with teachers also influence their length of stay in particular schools as also indicated by Pearlman (2002). On the contrary, hostile and insecure environments would lead to mass transfer of teachers hence affecting staff retention; these therefore confirm arguments put across by National Commission on teaching and Americans future (2003) which indicated that poor working conditions and lack of support for teachers would lead to their exit. Head teachers were of the opinion that teachers would stay longer in schools that offered supportive leadership thus further confirming Weaver (2002) argument that the most significant factor in retaining teachers particularly in hard to stay schools is having strong and energetic

leadership in which teachers feel like valued members of a learning community. The Provincial Director of Education officers' indication that zoning of schools into hardship and non hardship was a factor in teacher retention with schools in hardship zones retaining more teachers than the others underscores explanations of Bough and Stone (1982). The duo noted that there was substantial evidence to show that wages were important in determining teachers' retention on jobs. Inspire of the good work by above authorities/researchers, none of them has conducted study on the relationship between incentive and retention of teachers in hard to reach areas of Kotido in Uganda. This inspired the researcher to close this knowledge gap.

School environment factors that appear in the teacher retention literature are facilities and resources, school poverty level, school size, and the ethnic composition of the school. Inadequate facilities and resources lead to teacher turnover (Borman & Dowling, 2006; Brill & McCartney, 2008). Higher rates of student poverty coincide with higher rates of teacher attrition (Borman & Dowling, 2006; Brill & McCartney, 2008; Guarino et al., 2006; Lankford, Loeb, & Wyckoff, 2002; Smith & Ingersoll, 2004).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter contains the research design, study population, determination of the sample size, sampling techniques, procedure, data collection methods, data collection instruments, pretesting (validity and reliability), procedure of data collection, data analysis, ethical considerations and finally limitation and delimitations.

3.2 Research Design

A correlation research design was used for this study. The qualitative approach was employed during the collection, analysis, interpretation and presentation of non numerical data while the quantitative approach was used in the collection, analysis, interpretation and presentation of numerical data. Quantitative approach was a dominant method used in order to examine the effect of incentives on teacher retention while qualitative method filled the gaps that were left by quantitative data. According to Amin (2005), this is one of the most commonly used research design in social sciences and is used to gather data from a sample population at a particular time. The data was collected at one point in time and from a pre-determined population of head teachers, teachers, District Education Officer and District Inspector of Schools.

3.3 Study Population

The target population for the study consisted of District Education Officer, District inspector of schools, Head teachers and teachers in selected public primary schools in Kotido District. In this study, the rate was within the recommended 67% response (Amin, 2005; Mugenda & Mugenda,

1999). Therefore the results were considered representative of what would have been obtained from the population.

Table 3:1 Respondents per category of population

No	Category	Total number
1.	District Education Officer	1
2.	District Inspector of Schools	1
3	Head teachers	08
4.	Teachers	64
	Total	74

3.4 Determination of the sample size

Krejcie and Morgan sample table guide was used to get the sample size for 8 primary schools and also the head teachers and teachers.

Table 3:2 Shows the summary of the sample size which was considered in the study

Category	Target Population (N)	Sample Size (S)	Sampling technique
DEO	1	1	Purposive
DIS	1	1	Purposive
Head teachers	8	8	Purposive
Teachers	85	64	Simple random & stratified sampling
Total	95	74	

3.5 Sampling techniques

Kotido District has 21 government primary schools (MoES, 2012). Therefore purposive sampling technique was used to sample the 08 public Primary schools from Kotido district located in hard to reach areas as these would be the ones to provide the required information for the study. Also schools located in hard to reach areas were targeted and automatically randomly selected by virtue of they are located in Kotido District. Purposive sampling involves identifying and selecting individuals or groups that are knowledgeable about or experienced in the matter of interest (Creswell, 2003:153). For teachers, the simple random sampling was applied to select 64 teachers out of 85 from the target schools of Kotido District and this gave academic staff equal chances of participating in the study (Patton, 2001);. From each school, purposive sampling was used to select 8 head teachers, each representing a school. District Education Officer and District Inspector of Schools were each purposely selected. The method of sample selection was guided by Krejcie and Morgan (1970) of sample selection.

3.6 Data Collection methods used

The researcher employed the data collection methods below: Data was collected from both secondary and primary sources. Secondary data was collected from text books, journals, Government reports, unpublished thesis and the internet. The main primary data collection method was through questionnaires, interview and documentary analysis.

3.6.1 Questionnaire

Self -Administered Questionnaire (SAQ) was used as a data collection method and these involved preparing close ended questions which was given to the teachers. The researcher

designed close ended question and gave the respondents the opportunity to provide their own answers to the questions while for close ended, the alternative responses were provided for the respondents to choose from. The closed ended questions predetermined multiple responses to be measured against a five Likert scale was used to collect quantitative data (Creswell, 2003) which sought to capture opinions of respondents on the possible relationships of variables under study in hard to reach primary schools of Kotido District.

3.6.2 Interview guide

Interview guide was administered according to the theme of the study to the head teachers and District education officers. They were specifically administered to the 8 Head teachers, District education officer and inspector of schools. The structured interview helped to guide the researcher and kept the respondents on the subject. The unstructured interview helped solicit for more in depth information firsthand information and opinions were obtained. The researcher used interviews because they improve on the understanding of the topic. The interview helps to enrich the research findings by providing more information not obtained through the questionnaires (Amin, 2005).

3.6.3 Observation Checklist

Observation check lists was developed which helped me to collect data not directly seen on the quality financial incentives, non financial incentives and working conditions of teachers and their relationship to teacher retention in public primary schools in Kotido District. The observation was mainly intended for collecting qualitative data.

3.7 Pre- testing (Validity and reliability)

This entailed the measure of validity and reliability of the research instrument during the study.

3.7.1 Validity

Validity refers to the accuracy of instrument used in research to collect meaningful and right data (Amin, 2005). Content validity simply means the amount of substance in the study (Enon, 2002). The instruments were subjected to judges such as supervisors, colleagues, and the research experts for consultations to validate the appropriateness and generalisability of the questionnaire to the topic of this study. The test of content validity index (CVI) was established through the inter judge with two research consultants.

Formula 1: For calculation of content validity

$$\text{Overall Content Validity Index (CVI)} = \frac{\text{Number of judges who accept validity of question (n)}}{\text{Total number of judges (N)}}$$

$CVI = n/N$ Where n = number of items related as relevant and N = total number of items in the instrument.

The CVI for the interview guide and questionnaire was accepted at 0.78 and according to Amin (2005) the least CVI recommended in a survey study should be 0.70 or 70%. The results are presented in table 3.3

3.7.2 Reliability

Reliability refers to the degree of consistency in which a measuring instrument yields when the entity being measured has not changed (Leedy & Ormond, 2001). Data was systematically checked and correcting errors done (Morse et al, 2003). To determine the reliability of the

questionnaire, a pilot study was carried out on 25 respondents who were not part of the study and their responses were entered in to the computer. The value of the reliability coefficient was calculated using Cronbach`s alpha coefficient. The results of the computation are summarized in table

Table 3:3 Reliability

Cronbach`s Alpha	Number (N) of items
0.792	25

From table, since the value of the alpha coefficient was 0.792, the questionnaire was considered reliable for use in the data collection. The instrument was found valid at Alpha above 0.792. Reliability above 0.70 indicates 70% consistency in the score that are produced by the instrument and this is considered reliable (Siege, 2002). The reliability of the questionnaire was used to examine the relationship between incentives and teacher retention in public primary schools of Kotido District.

3.8 Procedure of data collection

An introductory letter was obtained from Faculty of Education of Kyambogo University. It was used to aid introductions to the respondents both at different selected primary schools and to the District education officials. For the purpose of getting the respondents at the station, I conducted the study by making prior notice to the respondents. As for documentary evidence I then examined office files, reports and correspondences in order to extract evidence on incentive and teacher retention. The questionnaires and interview guides were administered to each head

teacher and teacher independently by the researcher from various selected schools. However, the researcher, where necessary explained some questions that remains unclear to teachers and head teacher. District Education Officer and the two inspectors of schools were also interviewed.

3.9 Data analysis

(a) Quantitative data analysis

The collected data on SAQs was edited, categorized and entered into the computer using the Statistical Package for Social Sciences (SPSS) for generation of summary frequency tables. However, correlation analysis was used to determine the nature of the relationship between variables at a generally accepted conventional significant level of $P=0.05$ (Sekaran, 2003). Data collected using the interview guide was as well edited, categorized according to themes and then summarized into percentages in a computer spreadsheet. The numbers of responses were noted and the corresponding percentages computed. Pearson product moment correlation coefficient was used to analyze relationship between incentives and retention (Amin, 2004).

(b) Qualitative data analysis

Qualitative data generated was organized in themes and patterns, categorized through content analysis and then tabular forms accompanied with narratives. To protect the identity of the eight selected hard to reach primary schools, codes were used to represent them.

3.10 Ethical consideration

As a primary goal of ethics in research, the researcher ensured that no one suffers from adverse consequences of research activities (Cooper & Schindler, 2001:112). The researcher observed extreme confidentiality while handling information from respondents. The researcher undertook

the following to avoid infringement on the rights of respondents by: Ensuring that participants were selected without bias, informing the respondents about the rationale of the research, later informing the participants that consent had been sought from the administration before commencement of the research initiative and assuring respondents that their names would not appear in the report. The researcher also thanked the respondents for their participation in the study.

3.11 Limitations and delimitations

Only public primary schools, their head teachers and teachers participated in the study. The result of the study therefore was related to only teachers in public primary schools. The results could differ for teachers in private primary schools and even secondary schools so they were not chosen. The study focused only on incentive dimensions and their relationship to teacher retention in public primary schools. There were other incentive dimensions that were related to teacher retention in public primary school of Kotido District like retention of pupils but they were not part of the study. The results of this study depended upon the co-operation, willingness and sincerity of the District Education Officer, District Inspector of Schools, Head teachers and teachers in answering the questionnaires and responding to the items in the interview guide. As a way of addressing some of the limitations, the researcher ensured that the respondents were fully informed of the purpose of the study, assured that their identity were to remain anonymous and the findings of the study was only for academic purposes.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study. The study was carried out to establish the effects of incentives on retention of qualified teachers in hard to reach primary schools in Kotido District, Uganda. The study was centered on the three research objectives namely;

1. To examine the effects of financial incentives on teacher retention in hard to reach public primary schools of Kotido District.
2. To examine the effects of non financial incentives on teacher retention in hard to reach public primary schools of Kotido District.
3. To find out the effects of working conditions on retention of teachers in hard to reach public primary schools of Kotido District.

This chapter is divided into two sub sections namely; analysis of background variables and presentation of findings for each study objectives.

4.1 Response Rate

Interviews were conducted with District Education Officer, District Inspector of Schools, 8 head teachers, and some teachers. The study included a total of 64 questionnaires which was administered to 64 teachers but only 46 returned with responses. A sample size of 95 respondents was selected which implies that 68% of the sampled population got fully involved in the study while 32 percent missed out.

Table 4.1: The frequency and percentages of teachers per selected primary school

Schools	Frequency (Number of teachers)	Percent	Valid percent
School A	8	17.8	17.8
School B	5	10.9	10.9
School C	5	10.9	11.1
School D	7	15.2	15.2
School E	5	10.9	11.1
School F	4	8.7	8.9
School G	6	13.0	13.3
School H	6	13.0	13.3
Total	46	100.0	100.0

Source: Primary Data

From the table 4.1, it can be seen that eight hard to reach primary schools participated in the study. It can still be observed that the highest number of respondents came from school A with 8(17.8%) teachers participating in the study followed by school D with 7(15.2%) while the least number of respondents was realized from school F with 4(8.7%) respondents.

4.2 Response Rate per target respondents

All respondents who participated in the study were class room teachers, Head teachers, District Education Officer (DEO) and District Inspector of Schools. Findings are presented in the following sub sections.

4.2.1 Respondents` post held

Target respondents included teachers, head teachers, District Education Officer and the District Inspector of schools. The response rate is presented in table 4.2

Table 4.2 Distribution of respondents by position or tasks

Post held	Targeted	Actual	Total Percentage
DEO	1	1	100
DIS	1	1	100
Head teacher	8	8	100
Class room teacher	64	46	72
Total	74	56	

Source: Primary Data, June 2019

Findings show that majority of the respondents 46 (82.1%) who participated in the study were class room teachers followed by head teachers 8 (14.3%), DEO and DIS with each 1(1.8%) respectively. This is attributed to the fact that the population of classroom teachers is higher compared to other education posts in the Schools and even the District at large. It is therefore important to note that the implication of this finding is that information about financial incentives, non financial incentives; working conditions was representative of the positions held by staff employed in primary schools.

4.2.2 Respondents` gender

The reason behind having gender represented was to find their opinion on incentives and retention so there was need to have equal involvement of male and female. The fact is that male and female respondents sometimes have different views which are important to capture. Hence, respondents were asked about their gender and findings are presented in table **4.3**

Table 4.3 Respondents by gender

Category	Male		Female		Total	
	Frequency	% male	Frequency	% female	Frequency	Percent
DEO	1	1	-	-	1	100.0
DIS	1	1	-	-	1	100.0
Head teachers	5	62.5	3	37.5	8	100.0
Teachers	33	71.7	13	28.3	46	100.0

Source: Primary Data, June 2019

Table 4.3 above shows the analysis of responses to question two in the questionnaire. The results about the gender of respondents showed the frequency and percentages of male and female teachers being 33 (71.7%) and that of the female teachers being 13 (28.3%) respectively, the percent of male head teachers 62.5% and female 37.5% and that of the DEO and DIS each being male respondents produced 100% male . This was done to find the disparities that exist among male and female teachers` opinions on incentives and their retention in hard to reach schools.

4.2.3 Respondents` experience in the profession

Experience of respondents with an organization has a relation on the way they respond to certain issues that happen in the organization. The length of time spent by someone with an organization leads to the development of shared understanding and experiences (Edgar & Geare, 2004). Also studies suggest that increased length of period in an organization is positively related to respondents` knowledge about what takes place within an organization (Konrad & Hartmann, 2012). Thus respondents were asked about their experiences in the posts held in schools.

Findings are presented in table **4.4**

Table 4.4 Respondents` tenure in the profession

Lengths of period in schools	Frequency	Percent
Less than a year	4	7.4
1-2 years	9	16.7
3-4 years	4	7.4
5-6 years	10	18.5
More than 6 years	27	50
Total	54	100

Source: Primary Data, June 2019

Findings show that most respondents 27 (50%) who participated in the study have been teaching for a period of more than 6 years. It is argued in this study that most of the respondents are familiar with the issues related to financial incentives, non financial incentives, working conditions and teacher retention.

4.2.4 Qualification of respondents

Education is one of the most important characteristics that might affect the person`s attitudes and the way of looking and understanding any particular social phenomena (Konrad & Hartmann, 2012). In a way the response of an individual is likely to be determined by his or her educational status and therefore it becomes imperative to know the educational background of the respondents. For this matter, respondents were asked about their education. Findings are presented in table 4.5

Table 4.5: Qualification of respondents

Qualification of respondents	Frequency	Percent
UCE	4	7.4
Grade three certificate	35	64.8
Diploma in education primary	11	20.4
Degree in education primary	4	7.4
Total	54	100.0

Source: Primary Data (2019)

The findings in table 4.5 show that 4(7.4%) were UCE holders, 35(64.8%) were Grade three Certificate holders, 11(20.4%) were Diploma in education primary holders and 4(7.4%) were holding Degree in education primary. This indicated that hard to reach primary schools in Kotido District have more certificate holders than the rest of the other qualifications.

4.3.1 Effects of financial incentives on teacher retention in hard to reach primary schools

This objective was meant to establish the effects of financial incentives on teacher retention in hard to reach public primary schools of Kotido District. This was tested using hypothesis one which stated,

“There is no statistical significant relationship between financial incentives and teacher retention in hard to reach public primary schools of Kotido District”

The hypothesis was verified using Pearson correlation. The study variables for financial incentive and for retention were measured basing on the scores assigned to the different responses of the individual respondent. The researcher computed the total value of these scores

in order to measure and relate the two variables using Pearson correlation techniques with results are presented in Table 4.6.

To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between teacher remuneration and teacher retention. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (financial incentive and teacher retention). The significance of the correlation coefficient (P) was used to test the hypothesis that “There is no statistical significant relationship between financial incentives and teacher retention in hard to reach public primary schools of Kotido District”.

Findings are presented in Table 4.6 followed by the analysis and interpretation.

When teachers from the selected hard to reach primary schools in Kotido District were asked to respond on whether they are consulted when management thinks of decision making in their respective schools, only 61% respondents disagreed being consulted when taking decision in their schools, 37% agreed while 2% were not sure.

Table 4.6: Correlation between financial incentive and teacher retention

Variables		Teacher retention	Financial incentive
Financial incentive	Pearson correlation	0.724**	45
	Sig. (2-tailed)	0.000	1
	N	46	46
Teacher retention	Pearson correlation	45	0.724**
	Sig. (2-tailed)	1	0.000
	N	46	46

**** Correlation is significant at the 0.05 level (2-tailed).**

Table 4.6 shows a Pearson Product moment Correlation was run to determine the relationship between financial incentives and teacher retention. There was a strong positive correlation between financial incentive and teacher retention. Which was statistically significant ($r = 0.724^{**}$, $N=46$ and $P=0.000$). This finding was subjected to verification to test the hypothesis “*There is no statistical significant relationship between financial incentives and teacher retention in hard to reach public primary schools of Kotido District*”. This means therefore that there is a statistically significant relationship between financial incentives and teacher retention. Therefore the null hypothesis was rejected. Interpreting the strong nature of the relationship, the findings show that a change in financial incentive is related to a considerable change in teacher retention. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better financial incentive is related to high teacher retention, and poor financial incentive is related to low teacher retention.

Table 4.7: Descriptive Statistics for the effect of financial incentive on teacher retention**N (46)****KEY:** SD=Strongly Disagree, D=Disagree, NS= Not sure, A=Agree, SA= Strongly Agree,

% =Percent.

S/No.	Effects of financial incentives on teacher retention	SA		A		NS		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	My school provide financial incentive which has retained me here	14	30	6	14	-	-	14	30	12	26
2	Hard to reach allowance makes has retained me here.	7	15	9	20	-	-	12	26	18	39
3	My school provides duty allowance to teachers	5	11	6	13	-	-	16	35	19	41
4	My salary is adequate for me to go through the month	5	11	13	28	3	7	17	37	8	17
5	I am satisfied with the fringe benefits given to me by the school	6	13	5	11	3	6.5	14	30.4	18	39.1

Source: field data, June 2019

Note: Responses of strongly agree and agree has then been combined in the interpretation to show agree, while disagree includes combined responses of strongly disagree and disagree.

Table 4.7 responses on effect of financial incentives used for teacher retention in hard to reach schools indicated by 30(65%) of the respondents disagreed that the hard to reach allowance makes them remain in hard to reach schools while 16(35%) agreed being provided financial incentives at school level. This is likely to affect their work in school. This shows that majority teachers receive salary that is not adequate for them to go through the month which means that they have to look for alternative sources of income to supplement their salaries and this may lead

to increase in labour turnover in cases where alternative sources of income yields higher benefits compared to their salaries.

Findings on the duty allowance indicate that, 35(76%) disagreed on getting duty allowance as an incentive provided to them and only 11(24%) agreed getting duty allowance. This means that most of the schools did not offer duty allowance to their staff which affect teachers` work and stay in hard to reach schools.

Results show that 11(24%) teachers were satisfied with the fringe benefits given to them by the school while 3(6.5%) were not decided compared to 32(69.5%) who disagreed being satisfied with the fringe benefits they receive. This means that retention of such teachers becomes hard for the school leading to increase in labour turnover. The head teachers interviewed responded when asked “Have teachers been leaving the school and why do teachers leave the school”. The head teachers responded that some of their staff left the school due to poor remuneration, others left for promotion, retirement, and politics among others. In general conclusion the above responses showed that majority of the teachers were not satisfied with the fringe benefits given to them by the school. Similarly when the head teachers interviewed, one had to say this,

“In this school the release we get from the government as UPE is small and cannot cater for many activities and parents cannot pay anything when demanded instead they withdraw children from school so it makes it hard to reward teachers but to some extent as authority in this school, this is done verbally”(June,2019).

Thus, from the above presentation, analysis and interpretation, it can be stated that financial incentive is a problem to teacher in that for most teachers, the salary was inadequate; fringe benefits given to them like transport, packages motivation, allowances, and housing were not

satisfactory. Therefore, the descriptive statistics on teacher financial incentive and teacher retention show a pattern that is likely to relate to poor teacher financial incentive and low teacher retention.

4.3.2 Effects of non financial incentives and teacher retention in hard to reach primary schools

The second objective of this study was to examine the effects of non financial incentives on teacher retention in hard to reach public primary schools of Kotido District. This was tested using hypothesis two which stated,

“There is no statistical significant relationship between financial incentives and teacher retention in hard to reach public primary schools of Kotido District”

The hypothesis was verified using Pearson correlation. The study variable, non financial incentive and teacher retention were measured basing on the scores assigned to the different responses of the individual respondent. The researcher computed the total value of these scores in order to measure and relate the two variables using Pearson correlation techniques with results are presented in Table 4.8 below.

Table 4.8 Correlation between non financial incentive and teacher retention in hard to reach primary schools N (46)

		Teacher Retention	Non financial incentive
Non financial incentive	Pearson Correlation	0.747**	45
	Sig. (2-tailed)	0.000	1
	N	46	46
Teacher retention	Pearson Correlation	1	0.747**
	Sig. (2-tailed)		0.000
	N	46	46

**** Correlation is significant at the 0.05 level (2-tailed).**

A Pearson Product moment Correlation was run to determine the relationship between non financial incentives and teacher retention. There was a strong positive correlation between non financial incentive and teacher retention. Which was statistically significant ($r = 0.747^{**}$, $N=46$ and $P=0.000$). This finding was subjected to verification to test the hypothesis “*There is no statistical significant relationship between non financial incentives and teacher retention in hard to reach public primary schools of Kotido District*”. This means therefore that there is a statistically significant relationship between non financial incentives and teacher retention. Therefore the null hypothesis was rejected.

Interpreting the strong nature of the relationship, the findings show that providing non financial incentives is related to a considerable change in teacher retention. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better non financial incentives is related to high teacher retention, and poor non financial

incentives is related to low teacher retention in hard to reach primary schools of Kotido District. The implication of the findings was that the very strong relationship implied that a change in non financial incentives is related to a change in teachers` retention.

To come up with the realistic conclusions on this objective, the researcher requested the respondents to rate themselves on six items corresponding to incentive on the retention of teachers basing on Likert scale ranging from 1 representing strongly agree, 2 for agree, 3 undecided, 4 for disagree, and 5 for strongly disagree. For the purpose of generalization, the researcher considered responses to strongly agree and agree as respondents in agreement while disagreed for respondents who strongly disagree and disagree. The responses are summarized in table 4.9 below.

Table 4.9: Descriptive Statistics for the effect of non financial incentive on teacher retention
N (46)

S/No.	To what extend do you agree/disagree that;	SA		A		NS		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	My job security has made me stay without disturbance	18	38	17	36	2	5	5	11	4	10
2	There is enough accommodation for us teachers at school	14	30	4	10	4	8	6	14	18	38
3	Meals provided to teachers makes them retained here	13	28	6	14	-	-	12	26	15	32
4	There are available health services.	12	25	4	10	-	-	17	36	13	29
5	Recognition of my work is done by administration	25	54	6	14	2	4	6	12	7	16
6	There are enough working facilities for all teachers.	4	10	15	32	-	-	23	50	4	8

Source: field data, June 2019

Table 4.9 findings indicate that teachers 35(74%) believed that their job was guaranteed for as long as they wanted to remain in the school compared to 9(21%) who were not convinced including 2(5%) who were not sure about their job security. This shows that majority of the teachers' jobs were guaranteed as long as they wanted to remain in the school. This implies that with improved financial incentives teachers would be more likely to remain in their profession given the existence of job security

During the interview, one of the head teachers who had spent 39 years teaching in Kotido District had this to say;

“Through guidance from the stake holders I have managed to stay here for all these years. Some of my colleagues who were not following the directives left me teaching here and I feel I am going to retire in this District (Head teacher of school G)”.

These findings however contradict the earlier ones because one of the two District education officers had this to say;

“Without the guidance and counseling of teachers in the hard to reach areas, most of them could have left because they are not encouraged by the community their live in, social services are limited and things sold to them are expensive as they are transported from far places(Interview with respondent A. June , 2019)”.

From the interviews it was also reported that workload is much for both the head teachers and the teachers. A female head teacher in one of the schools was quoted saying,

“Most teachers who are not natives in Kotido sometimes leave for their districts or to even other teachers who are from here transfer to Kotido Municipality and are not replaced. We keep writing to education offices but the report we get is that government have not allocated funds or even opened up on the recruitment of new teacher. This is so challenging because sometimes you find the few teachers rotating in the seven classes” (June, 2019).

The results from 24(52%) of the questionnaire respondent established that their schools were not concerned about teacher`s accommodation while 18(40%) agreed having accommodation with 4(8%) not decided. This shows that majority of the teachers were not happy with their accommodation issues at their schools. It is a known fact that lack of accommodation leads to increase in labour turnover.

The above is in line with the response on interview by one head teacher reported on accommodation that,

“Had it not been because of accommodation provided at their school, life would be so hard for teachers since the district head quarters are far but because of accommodation with solar, teachers stay longer” (interview with respondent B, 6th June, 2019).

Findings on whether meals are provided for teachers show that the majority of respondents 17(58%) strongly disagree that meals are provided for teachers at schools and 19(42%) agreed on having meals as a form of incentive for their retention. This shows that majority of the teachers felt the school had not cared for their needs appropriately. This kind of dissatisfaction implies that the teachers can leave the school, hence leading to low level of teacher retention.

Further results in the table above illustrate that majority of the teachers 30(65%) disagreed having the available health services for staff while 15(35%) agreed having health services near

them and this is not good enough to make them able to stay in those hard to reach schools. Thus, the teachers may not be retained in these kinds of schools and the community with poor health services which implies that they are more likely to leave such schools, hence low teacher retention.

4.3.3 Effect of working conditions on teacher retention in hard to reach primary schools

This section examined effects of working conditions on teacher retention in hard to reach primary schools of Kotido District. The study used some questions to explore the working conditions in hard to reach primary schools of Kotido District. These questions focused on teacher's relating with peers and workmates, being oriented/ inducted in their job, enjoyment of their work tasks, job security, satisfaction with school caring for their needs, satisfaction with disciplinary procedure and satisfaction with policies and regulations in the school.

Thus, these findings were subjected to correlation analysis to test the following hypothesis:

Hypothesis 3: There is no statistical significant relationship between working conditions and retention of teachers in hard to reach public primary schools of Kotido District.

The hypothesis was verified using Pearson correlation. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between teacher working conditions and teacher retention. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (working conditions and teacher retention). The significance of the correlation coefficient (p) was used to test the hypothesis that *"There is no statistical significant relationship between working conditions and retention of teachers in hard to reach public primary schools of Kotido District"*.

Findings are presented in **Table 4.10** followed by the analysis and interpretation.

Table 4.10 Correlation between working conditions and teacher retention in hard to reach primary schools N (46)

		Teacher retention	Conditions of working environment.
Teacher retention	Pearson correlation Sig. (2-tailed) N	1 45	0.725** 0.000 46
Conditions of working environment.	Pearson correlation Sig. (2-tailed) N	0.725** 0.000 46	1 45

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

A Pearson Product moment Correlation was run to determine the relationship between working conditions and teacher retention. There was a strong positive correlation between working conditions and teacher retention. Which was statistically significant ($r = 0.725^{**}$, $N=46$ and $P=0.000$). This finding was subjected to verification to test the hypothesis “*There is no statistical significant relationship between working conditions and teacher retention in hard to reach public primary schools of Kotido District*”. This means therefore that there is a statistically significant relationship between working conditions and teacher retention. Therefore the null hypothesis was rejected.

Interpreting the very strong nature of the relationship, the findings show that a change in teacher working conditions is related to a very considerable change in teacher retention. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better teacher conditions of working environment is related to high teacher retention, and poor teacher working conditions is related to low teacher retention.

Further findings on teacher working conditions are presented in **Table 4.11** followed by an analysis and interpretation.

Table 4.11: Descriptive statistics on effect of working conditions on teacher retention, N (46)

S/No.	To what extend do you agree/disagree that;	SA		A		NS		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	CPD for teachers is conducted by district education officers and head teacher.	00	00	06	13	00	00	23	50	17	37
2	Head teachers propose teacher`s names for promotion	00	00	12	26.5	00	00	20	43	14	30.5
3	The orientation/induction I got made me stay here with ease.	07	15	06	13	00	00	23	50	10	22
4	I am involved in making decision concerning this school.	7	15	6	13	1	2.2	14	30.4	18	39.4
5	The policies and regulations in the school are favorable and adequate	00	00	09	19	00	00	15	33	22	48
6	Workmates and peers encourage me to stay here	00	00	20	43	00	00	16	35	10	22
7	The supports I get from my school administration make me feel accepted.	00	06	13	00	00	00	16	35	24	42

Source: Primary Data, 2019

Table 4.10 findings affirm that 40(87%) of the teachers indicated that their education stake holders do not conduct Continuous Professional Development (CPDs) while 6(13%) of the teachers agreed having continuous professional developments being conducted by their education stake holders.

When asked on continuous professional development, one of the head teachers had to say this, “I have learnt new techniques in helping my teachers. In my school, teachers are involved in taking decisions on issues pertaining their professional development as well as welfare. The practice builds confidence to both the teacher and the school administration on their practices”. Further findings on the continuous professional development, one of the two district officials interviewed, B said,

“We normally arrange CPDs for mainly head teachers and their deputies but because of limited finances we ask head teachers to do the same to their teachers as this would cut down other cost of other things but because of various school programs some of them also report that they have not done” (June, 2019).

Teachers were also made to indicate whether stake holders propose their names for promotion, and of all the teachers that responded, 34(73.5%) disagreed and 12(26.5%) of the teachers agreed that stake holders propose their names for promotion in Kotido district. This shows that majority of the teachers did not enjoy their work tasks in their current job because they don't see opportunity for promotion. This definitely points to lack of job satisfaction which is partly responsible for increase in labour turnover in most jobs including teaching in hard to reach primary schools.

Respondents during interview provided in-depth description of the promotion opportunities in hard to reach primary schools of Kotido. Respondent revealed the following:

Teachers` promotion is not done on merit. Promotion takes time and it is so irregular. Most teachers have stagnated at Grade three levels. There are few Education Assistants two who could be promoted to Senior Education level (interview with respondent C, 6th. June 2019)

On promotion of teacher in hard to reach primary schools of Kotido District, respondent D reported these:

Teachers` promotion is not accommodative to all since background is seen before one is given. Even those who get promoted pay money to be given some other senior positions. The respondent also hint on the interest to move to home district of Abim but said home district is not any better as competition is so high (June, 2019).

From the findings, it can be deduced that in most schools promotion opportunities are poor. Under such a situation teacher retention can be made difficult in hard to reach areas.

It was established that 13(28%) teachers were oriented oriented/inducted in their job when they joined the school compared to 33(72%) who were not. This shows that majority of the teachers were not oriented/inducted in their job when they joined the school. This affects teacher retention negatively since they may not get a good understanding of their work place before they start working which would make them to make costly mistakes that can affect their peaceful stay in the work place.

On being involved in decision making, the study also discovered that many teachers, 32(69.8%) disagreed being involved and 13(28%) of the respondents agreed the fact that their stake holders involve them in decision making pertaining their schools.

In the interviews held with the head teacher of school C on supervision of teachers, she had to say,

“I have always told my teachers to follow the teachers` code of conduct, scheme the lessons before the term opens, lesson plan daily and always follow time but you will realize that most of the teachers forget doing this”

The study findings show that 9(19%) teachers noted that the policies and regulations in the school are favorable and adequate compared to (81%) who stated that the policies and regulations in the school are neither favorable nor adequate.

Qualitative data reflected from Districts Education Officer and District Inspector of schools interviewed noted that the teachers left their area due to poor working conditions in schools. This shows that majority of the teachers were not satisfied with the policies and regulations in the school, disciplinary procedures in the school, lack of orientation workshops for teachers. This can lead to rebellion against the system, which affects retention of the teachers.

Results Table 4.11 indicate that 20 (43%) teachers stated that they related to all their peers and workmates very well compared to 26 (57%) who were not relating well. This shows that majority teachers did not relate very well with their peers and workmate. This makes the work environment appear to be hostile and teachers may decide to leave such schools leading to low teacher retention.

In order to ensure access and quality education and training, good infrastructures and good facilities occupy a central position in achieving these goals. These amenities not only provide shelter and good working conditions for pupils and teachers but , they act as incentives for teachers and students to stay in schools. A teacher who had taken 15 years in Kotido District had to say;

“I am coming from a very poor family and my households are living in extreme poverty. As the only person earning in the family, I was expected to economically support my family from the abyss of poverty by looking for the employment anywhere. Although before I heard about challenges of working in Kotido District, I had no choice; for the prosperity of my youngsters/young brothers and my family I had to come. Although I was deployed directly by the government, to me, whether the incentives were there or not did not matter at all. The necessity/need for a job is what drives me to come in this District” (June, 2019)

Recognizing the importance of teachers in schools and the potential of incentives in retaining them in schools, the Ugandan government under Teacher Incentive Framework (TIF), clearly stipulates its aim as “to equip schools with all necessary equipment for learning.”

“These infrastructures and facilities reduce absenteeism, dropouts, and accidents and enhance retention for both students and teachers. It is therefore critical that these facilities be made available and in sufficient quantity and reasonable quality. The government is committed to providing good physical facilities on an incremental basis so as to provide access to quality education to majority of Ugandans” (May, 2017).

In summary, the interpretation of the findings is that teachers` working conditions in most hard to reach primary schools in Kotido, Uganda is poor.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion, conclusions and recommendations. It is divided into three sections. The first section presents the discussion of the findings according to the objectives of the study cross referenced with the literature reviewed. The second section contains conclusions about the findings which were according to the objectives of the study, and the third section entails the recommendations of the study according to the study objectives.

5.1 Discussion of the major study findings

The purpose of the study was to ascertain the effect of incentive on teacher retention in hard to reach primary schools of Kotido District.

The discussion is organized according to three objectives of the study under the following subsections: Effects of financial incentives on teacher retention in hard to reach public primary schools; effects of non financial incentives on teacher retention in hard to reach public primary schools and effects of working conditions on retention of teachers in hard to reach public primary schools.

5.1.1 Effects of financial incentives on teacher retention in hard to reach public primary schools

Objective one of the study stated the question as; “what are the effects of financial incentives on teacher retention in hard to reach public primary schools of Kotido District?”

From the correlation analysis there is a strong positive relationship between financial incentives and teacher retention ($r=0.724$, $p=0.000$) as seen in table 4.6 whereby a change in financial incentives is related to a considerable change in teacher retention where better financial incentive is related to high teacher retention and poor financial incentive was related to low teacher retention. In particular, the study established that majority of the teachers are not interested to stay in the hard to reach schools as these schools do not expose them to other financial opportunities out of the school. This could be attributed to the fact that majority of the teachers stated that their salary is not adequate for them to go through the month, and are not satisfied with the fringe benefits given to them by the school.

This study is in line with other studies which reveal that, there is positive correlation between financial incentives and teacher retention (Prince, 2003; Ingersoll & Smith, 2003; Cobbold, 2006; Duflo et al., 2012) and many teachers have been captured through the use of competitive incentive packages. However, due to high cost and limited budgets to offer financial incentives to teachers, different countries are now offering numerous alternative incentives to retain teachers in schools (Mulkeen et al., 2007; Duflo et al., 2012; Kolbe & Strunk, 2012). These findings support Herzberg motivation and hygiene factor (1966). Herzberg explains money as a motivator saying, "Because of its ubiquitous nature, salary commonly shows up as a motivator as well as hygiene. Although primarily hygiene factors often take on some of the properties of a motivator, with dynamics similar to those of recognition for achievement." (Herzberg, 1976). Examples of extrinsic outcomes could include pay increases, promotions, or fringe benefits. The extrinsically motivated employee tends to feel a lack of control over on the job behavior (Aldag, 1979). Because human beings seek to satisfy two basic need systems, the management of people

involves two problems - the proper management of hygiene needs and the proper management of the motivators (Herzberg, 1976).

The findings about positive correlation between financial incentives and teacher retention thus concur with research evidence, which showed that compensation affects teacher retention and especially that higher teacher pay increases the likelihood to continue to teach. For instance, the findings support Hansel, et al (2004) who emphasized that attractive packages, which are consistent and promptly remitted, tend to retain staff.

The study complies with Feng (2009) and Imazeki (2005) whose assertions were that average, experienced teachers who earn higher salaries are less likely to leave than new teachers who earn lower salaries. Hanushek et al. (2004) also reported that salaries seem to be more important to new teachers' decisions to change districts than to their decisions to leave altogether.

Low pay, or compensation, was mentioned in the research literature as a reason why teachers leave the profession. Hard to reach schools in particular tend to struggle with funding and as a result they offer lower salaries than urban and sub urban school (Neill, 2006). This topic did also appear in a way that the teachers from Kotido district who participated in the study talked about their salaries as being low and that their salaries hardly support them to stay in the hard to reach schools. This finding is in line with a study carried out in Uganda by Ward et al. (2006) which revealed that teachers' salaries are low and they are sometimes obliged to have a second job to sustain themselves and their families including frequent delays in the payment of these salaries, lack of staff accommodation and poor or no meals for staff, tended to reinforce absenteeism, low morale and lack of commitment to work.

Therefore, these findings show that the research which sought to establish the influence of financial incentives on teacher retention was achieved because it established that financial

incentives influences teacher retention in hard to reach primary schools. It also established through qualitative data that, employees preferred hard to reach allowance, duty allowances, adequate salary and fringe benefits.

Descriptive analysis in table 4.7 showed that financial incentives used for teacher retention in hard to reach schools indicated by 30 (65%) of the respondents disagreed that the hard to reach allowance makes them remain in hard to reach schools while 16(35%) disagreed being provided financial incentives at school level. This supports the earlier argument that financial incentives have a pivotal role to play in staff retention. Further findings from descriptive table on the duty allowance indicate that 35(76%) disagreed on getting duty allowance as an incentive provided to them and only 11(24%) agreed getting duty allowance. This means that most of the schools did not offer duty allowance to their staff which affect teachers` work and stay in hard to reach schools.

Few, 11(24%) teachers were satisfied with the fringe benefits given to them by the school while 3(6.5%) were not decided compared to 32(69.5%) who disagreed being satisfied with the fringe benefits they receive. This means that retention of such teachers becomes hard for the school leading to increase in intention to leave. In general conclusion the above responses showed that majority of the teachers were not satisfied with the fringe benefits given to them by the school. Similarly from the qualitative findings compiled during the head teachers` interview reflected that school release they get from the government as UPE is small and cannot cater for many activities and parents cannot pay anything when demanded instead they withdraw children from school so it makes it hard to reward teachers.

5.1.2 Effects of non financial incentives on teacher retention in hard to reach primary schools.

Objective two of the study stated, “To identify the effects of financial incentives on teacher retention in hard to reach primary schools of Kotido District” I sought to solicit the data about the effects of financial incentives on teacher retention in hard to reach primary schools of Kotido using the study hypothesis which stated, “There is no statistical significant relationship between non financial incentives and teacher retention in hard to reach public primary schools of Kotido District”.

Table 4.8 findings in the descriptive statistics indicate that majority of the respondents 35(74%) which is a high percentage believed that their job was guaranteed for as long as they wanted to remain in the school compared to 9(21%) who were not convinced including 2(5%) who were not sure about their job security. This shows that majority of the teachers’ jobs were guaranteed as long as they wanted to remain in the school. This implies that with improved financial incentives teachers would be more likely to remain in their profession given the existence of job security.

Qualitative data compiled from the interview indicated one of the teachers who had spent 39 years teaching in Kotido District had to say through guidance from the stake holders he has managed to stay in the District for all these years. Some of his colleagues who were not following the directives left him teaching in Kotido District and he feels to retire in Kotido District.

These findings are backed by one of the two District education officers who say without the guidance and counseling of teachers in the hard to reach schools, most of them could have left

because they are not encouraged by the community they live in, social services are limited and things sold to them are expensive as they are transported from far places.

Further qualitative data obtained in an interviews a female head teacher in one of the schools also reported that workload is much for both the head teachers and the teachers. This is because most teachers who are not natives in Kotido sometimes leave for their districts or to even other teachers who are the indigenous transfer to Kotido Municipality and are not replaced. They keep writing to education offices but the report we get is that government have not allocated funds or even opened up on the recruitment of new teachers/ceilings. This is so challenging because sometimes you find the few teachers rotating in the seven classes.

The descriptive finding shows that 24 (52%) being the highest percentage of the questionnaire respondent established that their schools were not concerned about teacher`s accommodation while 18 (40%) agreed having accommodation with 4 (8%) not decided. This shows that majority of the teachers were not happy with their accommodation issues at their schools. It is a known fact that lack of accommodation leads to increase in labour turnover.

The above is supported by the qualitative data generated from response on interview by one head teacher reported on accommodation that if it not been because of accommodation provided at their school, life would be so hard for teachers since the district head quarters are far but because of accommodation with solar, teachers stay longer except a few who cannot be accommodated.

The finding of this study is consistent with that of Akyeampong and Stephens (2002) in Ghana, for example whereby over 80% of teachers said they preferred to teach in urban schools. There are a number of rational reasons why teachers may prefer urban postings. One of the concerns about working in rural areas is that the quality of life may not be as good. Teachers may

perceive that living in hard to reach areas involves a greater risk of disease and less access to healthcare (Towse et al, 2002).

This means that the more teachers in hard to reach areas are recognized; the more likely they are to remain in the hard to reach areas. This also reveals that most teachers stay in the same school or even district for a long time because of the economic gains they receive from that school or district.

The above study is supported by Rahim and Daud, (2013) who acknowledges some of Non-financial rewards for example praise and recognition as encouraging tools for increasing employees' retention in an Organizations and (Thompson, 2014) have documented that facilitating the employees with high salaries is not sufficient to influence and retain. In particular, the study established that majority of the teachers who left the school did not feel they were part of the school and ready to continue working with it, as they were not recognized.

In particular, the study established that majority of the teachers pointed out that recognition of teachers leads to their retention in hard to reach schools. This is attributed to the fact that majority of the teachers stated that their salary are low and that there is need for increment in the salary so as to keep them teaching and this is part of the recognition

Findings also show that there is a relationship between the administrations and retention of teachers in hard to reach schools. We can now say that the administration play a big role in the retention of teachers in the hard to reach schools.

According to Vegas (2005), one of the Ugandan teacher demotivating factors is the unfair appraisal and inconsequential appraisal client and managerial feedback to teachers .Therefore, sound teacher reward frameworks like one implemented in Finland and Singapore emphasizes

the implementation of objective and transparent appraisal system, which should be linked to incentives like bonus pay or salary increment.

The results from the study findings established that majority teachers postulated that their schools have accommodation which is not standard. In Uganda, parents used to be the one to build houses for the teachers not until recently where most schools have decided to have parents pay development fees which helps in construction of teachers houses. In Karamoja this is not the case as most parents cannot pay but the reliance is on government grants and donations which have failed to raise enough accommodation for the increasing number of teachers in the district and this also based on the fact that Karamojong children are beginning to take on education leading to increase in the number of teachers in the District.

Research evidences suggest that offering free houses to teachers can increase the relative attractiveness of teaching career and overcome teacher reluctance to work in hard to reach schools (Prince, 2003; Mulkeen et al., 2007; Vegas, 2007). The incentives work! Let's try it.

Uganda has to borrow this idea to have decent houses for teachers with good planning and well-designed incentive programs we can strategically implement it in the most difficult regions to recruit and retain teachers in the country.

Another result from table 4.8 of this study illustrate that majority of the teachers disagreed having the available health services for staff and this is not good enough to make them able to stay in those hard to reach schools. Thus, the teachers may not be retained in these kinds of schools and the community with poor health services which implies that they are more likely to leave such schools, hence low teacher retention. The researcher agrees with the opinion of Towse et al (2002) who found out that health concerns are a major issue and Akyeampong and Stephens

(2002) had that teachers may perceive that living in hard to reach areas involves a greater risk of disease and less access to healthcare.

A correlation was run and the major finding of this hypothesis as mentioned in chapter four, table 4.9 was that there was a positive relationship between non financial incentives and teacher retention ($r=.747$, $p=0.000$). This means that the more teachers in hard to reach areas are provided non financial incentives, the more likely they are to remain in the hard to reach areas. This also reveals that most teachers stay in the same school or even district for a long time because of the economic gains they receive from that school or district.

Brewster and Mayrhofer (2012) highlighted the importance of non financial rewards by revealing their role in the enhancement of job satisfaction of employee's, their commitment and performance. Scott, Yeld, & Hendry, (2007) termed non-financial rewards as a vehicle to develop the value of reward programs to justify significance employees give to non-financial rewards. Here teachers in the hard to reach primary school indicated that meals, accommodation, first aids and health services are among the contributing factor for their stay in the hard to reach schools because it can lead to the satisfaction of many other needs of teachers. This in a way encouraged most of the teachers to continue working within a particular public secondary school.

These findings conform to Herzberg's two factor theory where money is considered as a hygiene factor. This is in the instance that when there was prompt remuneration, teachers became satisfied with what they earned, and thus reduced the tendency to demand or grumble for extra pay in a particular public secondary school. But without prompt remuneration, teachers normally complained and caused situations of unrest in these schools. This was because teachers were not able to constantly satisfy their basic economic needs in time with the inconsistent remuneration.

These findings support Fredrick Herzberg (in Bartol & Martin 1993) who observed factors in the work environment that caused satisfaction and dissatisfaction among the workers. Herzberg in his famous two-factor theory suggested that the factors, which contributed to job satisfaction (motivators) and those which contribute to job dissatisfaction (hygiene) must be applied separately on workers to enhance increased productivity (Hinton, 1968).

5.1.3 Effects of working conditions on teacher retention in hard to reach primary schools.

From the third objective of the study stated the question was; “What are the effects of condition of working environment on retention of teachers in hard to reach public primary schools of Kotido District?”

Descriptive statistics in Table 4.10 findings affirm that 40(87%) of the teachers indicated that their education stake holders do not conduct Continuous Professional Development (CPDs) while 6(13%) of the teachers agreed having continuous professional developments being conducted by their education stake holders.

Qualitative data on continuous professional development, reflected from one of the respondents (head teachers) had it that he learnt new techniques in helping his teachers. Teachers are involved in taking decisions on issues pertaining their professional development as well as welfare. The practice builds confidence to both the teacher and the school administration on their practices.

Further findings on the continuous professional development, one of the two district officials interviewed indicated that they normally arrange CPDs for mainly head teachers and their

deputies but because of limited finances they ask head teachers to do the same to their teachers as this cuts down the cost of other things except that various school programs affect the roll out.

The findings in the descriptive statistics in table 4.10 showed that majority of the respondents (81%) who stated that the policies and regulations in the school are neither favorable nor adequate. The study findings show that 9(19%) teachers noted that the policies and regulations in the school are favorable.

Qualitative data reflected the two Districts Education Officers interviewed noted that the teachers left their area due to poor conditions of workings environment in schools. This shows that majority of the teachers were not satisfied with the policies and regulations in the school, disciplinary procedures in the school, lack of orientation workshops for teachers. This can lead to rebellion against the system which affects retention of the teachers.

Further findings in the descriptive statistics in table 4.10 showed that When teachers from the selected hard to reach primary schools in Kotido district were asked to respond on whether they are consulted when management thinks of decision making in their respective schools, the study discovered that many teachers, 32(69.8%) disagreed being involved, 1(2.2%) undecided and 13(28%) of the respondents agreed the fact that their stake holders involve them in decision making pertaining their schools. This showed that there were few teachers who were consulted before decision making because it was not a common practice in the sampled hard to reach primary schools in Kotido district. Accordingly this does not encourage them to stay in these schools.

Qualitatively a head teacher added that He has always told his teachers to follow the teachers' code of conduct, scheme the lessons before the term opens, lesson plan daily and always follow time but he realizes that most of the teachers forget doing these.

Bogler (2001) also pointed that teachers want to be involved not only in decisions within their classrooms but also in school-wide decisions. When teachers have little involvement in decision making, they can have a low level of job satisfaction. This is especially important for new teachers in a building. Getting new staff members involved in identifying and addressing issues that have an impact on student learning and job satisfaction are important factors in increasing teacher retention (Kaplan & Owings, 2002). Teacher involvement with a variety of aspects within the school can help strengthen their desire to continue to be a part of the education profession.

When correlated with the other independent variables the results indicated in Table 4.11 shows that there was a very strong positive relationship between teacher conditions of working environment and teacher retention ($r=0.725$, $p=0.000$) whereby better teacher conditions of working environment is related to high teacher retention and poor teacher conditions of working environment is related to low teacher retention. In particular, the study established that majority of the teachers were said they were from other districts and are not feeling secured, were willing to take another form of employment outside the school if there would be opportunity, did not feel they were part of the school and ready to continue working with it, did not want to be promoted to another position in the school and had colleagues who applied for other jobs within Karamoja region. This was because majority of the teachers did not relate to all their peers and workmates very well, were not oriented/inducted in their job, did not enjoy their work tasks, their jobs were

not guaranteed, felt the school had not cared for their needs appropriately, were not satisfied with the school disciplinary procedure, policies and regulations.

From the qualitative analysis again, majority of teachers cited lack of promotion as the major factor that influenced many to leave. The aspects related to promotions that were unfavourable included lack of consistency in the application of the promotion criteria and partiality.

Respondents during interview provided in-depth description of the promotion opportunities in hard to reach primary schools of Kotido. Respondent revealed that teachers' promotion is not done on merit. Promotion takes time and it is so irregular. Most teachers have stagnated at Grade three levels. There are few Education Assistants Two who could be promoted to Senior Education level. Teachers' promotion is not accommodative to all since background is seen before one is given a promotion. Even those who get promoted pay money to be given some other senior positions. The respondent also hint on the interest to move to home district of Abim but said home district is not any better as competition is so high.

The finding concurs with Bogler (2001) who has that teachers have a greater level of job satisfaction when they feel their administration maintains open lines of communication with them. The head teacher is the main person who can influence the working conditions at school by improving the culture (Greenlee & Brown, 2009). In order for teachers to feel comfortable in their jobs, they need support from their administrator. Teachers who do not feel supported by their administration are more likely to struggle to achieve success and end up changing professions (Berry & Darling-Hammond, 2006).

The above result concurs with a study in U.S by Ingersoll & Smith (2004) which found that strong administrator support increased retention for beginning teachers in particular. That study focused on specific programs that administrators can put into place to help support new teachers. For instance, increased collaboration time among teachers can allow for a more distributed leadership structure and provide teachers with the ability to learn teaching skills from each other. Collaboration time allows members of the school community other than the school administrators to take an active role in supporting teachers, while simultaneously reducing teacher stress (Malloy & Allen, 2007).

Similar to the findings of this study was a study conducted by Neill (2006) who asserted that being supported and liking the people you work with can make up for some other challenges in hard to reach schools such as having to teach more subjects. Teachers in hard to reach schools are often required to instruct a variety of subjects in order to help cover the classes offered on the schedule.

Similar to the findings of this study found in table 4.10 about condition of working environment and retention was a study conducted by Tumuhairwe (2014) on motivational strategies employed by school administrators in Sheema District schools which discovered that some recognitions, promotions, and recruitment of teachers were done basing on religion, tribe and nepotism.

Further finding indicate low involvement of teachers in matter that concern them within the school which makes teachers not to feel part of the school and will want to leave. Lavie (2002) concur that if the school head is an autocratic leader who solves the problem or makes the decision alone without making consultations with other members of staff, such leadership are often characterized by low staff retention.

Qualitative analysis indicated that hard life experienced before getting the teaching job in Kotido District a teacher said, no matter how poor the conditions in Karamoja were, he had to come and start working and this is reflected in chapter 4, section concerning interpretation of table on non financial incentives and teacher retention. Saying he comes from a very poor family and his households are living in extreme poverty. As the only person earning in the family, he was expected to economically support the family from the abyss of poverty by looking for the employment anywhere. Although before he heard about challenges of working in Kotido District, he had no choice; for the prosperity of my youngsters/young brothers and my family he had to take the job.

Basing on Herzberg`s theory, the findings showed that hygiene factors such as unsafe working conditions, poor salary and job insecurity caused teachers to be dissatisfied with their job and hence low teacher retention. In addition, the findings of this study support Hosken (1996) who provided evidence that working conditions have a large effect on teacher`s retention. The findings also support Keeping Quality Teachers (2000), which made clear that new instructors are most likely to leave because of poor working conditions such as limited induction and monitoring programs, lack of job orientation/induction, staff relationships, school policies and regulations, and lack of growth/development opportunities.

Schools and communities need to be aware of factors other than salary that contribute to teacher retention. How attractive teaching is compared to alternative occupations they are qualified for plays an important role when teachers make decisions about staying or leaving the teaching profession (Guarino et al., 2006). Job satisfaction can play a role in whether or not a teacher remains at the same school, changes schools, or leaves teaching for another job. The decision to go into teaching shares the identical motivating factor to continue teaching, which is the feeling

that out of all of the alternate activities they are qualified for, teaching is the best for them in terms of intrinsic rewards, salary, and work environment (Guarino et al., 2006)

Further findings on the condition of working environment for teachers indicated that they are not being recognized for the work they are doing by their communities and stake holders in Kotido district. Job security is basically income security that is derived from employment, either dependable employment or self-employment. According to Auer (2007), security of the job can be attained from the level of Human capital of the individual on the one hand and the functioning of the job market on the other. Employment security generally refers to protection against unfair or unjustified dismissals, (Dekker, 2008). According to the most known definition, employment security is a situation where workers have protection against arbitrary and quick notice of dismissal from employment, having long-term contracts of employment and work relationships that curb casualization. Employment security is not only important purposely to provide income security but also the non-pecuniary benefits of employment which ought not be neglected or underestimated, the sense of social participation that it provides, and the psychological effects on self-confidence and self-respect that employment brings (Wilthagen & Tros, 2004). Rewards can either be given before, within or at the end of the working session.

From the qualitative analysis also the respondents indicated that they sometimes do not feel secure as teachers especially those who are not the natives in Kotido. This they said based on the fact that Kotido District authorities had started recruiting only the Karamojong teachers and leaving out others who have even better qualifications from other regions like Lango, Teso, Acholi, Sebei among others.

The study finding agree with Nelson (2005) who pointed that employee`s recognition can boost productivity and increase the level of retention because one is satisfied. The basic purpose of recognition and reward program is to define a system to pay and communicate it to the employees so that they can link their recognition to their performance and ultimately leads to employee`s retention.

The teacher retention issue was not created overnight and will not be resolved in a short period of time. This topic has been researched and talked about for years. Having a high teacher retention rate is a vital part of the process of educating our youth. A stable teaching staff provides consistency, continuity, and stability, which help foster a strong instructional program (Ingersoll, 2001).

5.2 Conclusion

1. There is a strong positive relationship between financial incentives and teacher retention whereby a change in financial incentives is related to a considerable change in teacher retention where better financial incentives was related to more teacher retention, and vice versa.
2. There is a strong positive relationship between non financial incentives and teacher retention whereby a change in non financial incentives is related to a considerable change in teacher retention where better non financial incentives is related to more teacher retention, and vice versa.
3. It can also be concluded that there is a very strong positive relationship between working conditions and teacher retention whereby better working condition is related to more teacher retention, and vice versa.

5.3 Recommendations

In this study, it was established that from the literature review, findings, conclusions that financial incentives, non-financial incentives and working environment has a significant role on teachers' retention in hard to reach public primary schools of Kotido District. The study therefore suggests the following recommendation to improve teachers' retention in public primary schools;

1. Educational institutions should act adequately and timely on their financial obligations and provide proper remuneration to teachers if they are to retain their teachers. This can be achieved by lobbying government to increasing funding of the school, organizing fundraising activities, lobbying local and international organization to provide financial assistance to schools, creating incomegenerating projects for schools.
2. Schools should treat teachers fairly within the school and in relation to employees of other organizations. They can achieve this by motivating teachers to stay with the school by establishing mechanism to deal with perceived imbalances. For example providing fringe benefits to teacher, ensuring division of labor and allocation of duties to all categories of staff. This is due to the fact that giving teachers responsibilities allowed them to make personal decisions on matters concerning the general running of the school, hence retaining them.
3. Findings from this research indicated that hygiene factors play a crucial role in retaining teachers therefore encouraging teachers to relate to all their peers and workmates very well, conducting teacher orientation/induction in their job, facilitating teachers to enjoy their work tasks, guaranteeing teachers' jobs, the school caring for teachers needs appropriately,

improving the school disciplinary procedure, policies and regulation will ensure retention of teachers.

5.4 Areas for Further Research

There is need for further researches to focus on government funding and pupils` retention in hard to reach public primary schools. Giving promotion to teachers encouraged some of them to do more work in hard to reach primary schools while other teachers felt that they have not been promoted which to them this affects their incentive and encouragement to stay in hard to reach schools leading to feelings of dissatisfaction in their work. The researcher however found out that whether teachers were given or not given promotion, it didn't have a significant influence on teacher retention. Thus some teachers were retained in a school because they had promotion while for other teachers they would leave a particular hard to reach primary school for other employment opportunities whether they had or did not have a promotion. Thus for future studies there is need to find out how promotion can influence satisfaction of teachers.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear Respondent, I am **Opio Patrick** a student of **Kyambogo University** currently undertaking my research project as a requirement for the award of Master of Education in Education Foundation of Kyambogo University. You have been identified to participate in the study entitled **“Incentives and Retention of qualified Teachers in Hard to Reach Primary Schools of Kotido District”**. Kindly complete the questionnaire in each section. This questionnaire is intended to collect data for academic purpose. The information provided will be kept with strict confidentiality

SECTION A: PERSONAL INFORMATION

Kindly tick the correct answer and fill in the blank spaces where applicable.

1. Name of school (optional)
2. Sex of respondents: (Male Female)
3. Your experience ranges between/ Tick the most appropriate
 (a) Less than a year (b) 1-2 years (c) 3-4 years (D) 5-6 years (e) more than 6 years
4. What is your academic qualification?
 (a) UCE (b) UACE (c) certificate (e) Diploma (f) Graduate (h) Masters degree (i) others.....

SECTION B: EFFECTS OF INCENTIVES ON TEACHER RETENTION

Please indicate the extent to which you agree with the following statements by ticking (✓) appropriately: (Key: 5= strongly agree, 4=Agree, 3= Not sure, 2=Disagree and 1= strongly disagree)

S/No.	Statements	SA	A	NS	D	SD
1	My school provide monetary incentives which retain me here					
2	Hard to reach allowance makes me retained here					
3	My school provides duty allowance to teachers					
4	My salary is enough and can make me stay here longer					
5	This school offers stationery to teachers for their preparation and this has retained them.					
6	Salaries for teachers in this District are paid on time					
7	My school provides transport allowance to teachers for the duties they do.					

Please indicate the extent to which you agree with the following statements by ticking (✓) appropriately: (Key: 5= strongly agree, 4=Agree, 3= Not sure, 2=Disagree and 1= strongly disagree)

SECTION C: NON FINANCIAL INCENTIVE AND TEACHER RETENTION

S/No	Statement	SA	A	NS	D	SD
1	The incentives given to me can keep me in this district					
2	My job security has made me stay without disturbance					
3	I feel the school cares for my needs appropriately					
4	My school has enough houses to retain teachers					
5	Housing teachers makes them arrive early for their lessons					
6	Meals provided for teachers always motivate them to work					
7	First aid given to teachers impacts on their retention here					
8	Available health care services help to retain teachers in this district.					
9	There is enough accommodation for us teachers at school					
10	My school provide in-service programs for teachers					

SECTION D: CONDITION OF WORKING ENVIRONMENT ON TEACHER

RETENTION

S/No	Statement	1	2	3	4	5
1	The orientation given to me was good for my job.					
2	My peers and workmates motivate me to stay in kotido district.					
3	Stake holders reward best performing teachers.					
4	Recognition of teachers motivate them to stay here					
6	CPD for teachers is conducted by district education officers and head teacher.					
7	I am involved in decision making of the school					
8	I see promotion here being given on merit					
9	Parents encourage teachers to stay in schools					
10	Head teachers propose teacher`s names for promotion					
11	There is a clear termly duty Rota for all teachers, this has encouraged them to like their work in this school.					
12	My school management has good relationships with me the teaching staff, this make me want to teach here longer.					

APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHERS

Dear Respondent, I am **Opio Patrick** a student of **Kyambogo University** currently undertaking my research project as a requirement for the award of Master of Education in Education Foundation of Kyambogo University. You have been identified to participate in the study entitled **“Incentives and Retention of qualified Teachers in Hard to Reach Primary Schools of Kotido District”**. Kindly complete the questionnaire in each section. This questionnaire is intended to collect data for academic purpose. The information provided will be kept with strict confidentiality

Kindly tick the correct answer and fill in the blank spaces where applicable.

1. What are the effects of financial incentives provided to teachers in your school?
2. Do you think the financial incentives given to teachers are good enough to make them have the courage to stay in the school? Yes/no, if yes mention how
3. What roles do non financial incentives play in ensuring teacher retention in hard to reach primary schools of Kotido district?
4. Do you think the teachers` condition of working environment can make them comfortable? Yes/ No, If No what are the factors making them uncomfortable?
5. What do you think should be done to retain teachers here?
6. Do you have other suggestions to make about teachers` retention in hard to reach primary schools of Kotido district?

END

Thanks for your cooperation

APPENDIX C: INTERVIEW GUIDE FOR DEO AND DIS

Dear Respondent, I am **Opio Patrick** a student of Kyambogo University currently undertaking my research project as a requirement for the award of Master of Education in Education Foundation of Kyambogo University. You have been identified to participate in the study entitled “**Incentives and Retention of qualified Teachers in Hard to Reach Primary Schools of Kotido District**”. Kindly complete the questionnaire in each section. This questionnaire is intended to collect data for academic purpose. The information provided will be kept with strict confidentiality

Title of the key informant.....

Kindly tick the correct answer and fill in the blank spaces where applicable.

1. What are the forms of financial incentives provided to teachers in your district?
2. Do you think the non financial incentives given to teachers make them retained in the hard to reach schools? Yes/No, if yes state how this incentives help in their retention.
3. To what roles do condition of working environment play in ensuring teacher retention in hard to reach primary schools of Kotido district?
4. What are your roles in retaining new, effective (qualified) teachers in this District?
5. Do you have other comments to make about teacher retention in primary schools in your District?

END

Thanks for your cooperation

APPENDIX D: OBSERVATION CHECK LIST

1. Staff houses within the school.
2. Staff houses near the school.
3. Teachers' meals- break tea and lunch if any
4. First aid box and its contents.
5. School neighboring institutions
6. Classrooms and their state.
7. Presence of black boards.
8. General school sanitation.
9. Toilets/urinals- General, male and female.
10. Staff room and working table.
11. Sitting facilities in the class rooms and staff room.
12. Teachers' schemes of work and lesson plans.
13. Teaching learning process.
14. The number of teachers in the staff list

APPENDIX E: TECHNIQUES FOR SAMPLE SELECTION OF THE RESPONDENTS

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	321
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1000	278	75 000	382
210	136	1100	285	1 000 000	384

Source: Krejcie and Morgan (1970) Note: N- is Population size, S- is Sample size.