

**INFLUENCE OF SCHOOL MANAGEMENT PRACTICES ON TEACHER
RETENTION IN SELECTED SEMI-RURAL PRIVATE PRIMARY SCHOOLS IN KIRA
MUNICIPALITY WAKISO DISTRICT, UGANDA**

BY

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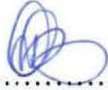
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**A DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN PARTIAL
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JANUARY, 2020

DECLARATION

I Namwanje Elizabeth, hereby declare that this dissertation is my original work and has never been presented in any other University for academic or professional award.

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APPROVAL

We certify this dissertation titled “**Influence of School Management Practices and Teacher Retention in selected Semi-rural Private Primary Schools in Kira Municipality Wakiso District, Uganda**” has been under our supervision and is now ready for submission with our approval.

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TABLE OF CONTENT

Title	i
Declaration	ii
Approval	iii
Table of content	iv
List of figures	x
List of tables	xi
Abstract	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the study	1
1.1.1 Historical Perspective	1
1.1.2 Theoretical Perspective	3
1.1.3 Conceptual Perspective	4
1.1.4 Contextual Perspective	5
1.2 Statement of the problem	6
1.4 Research objectives	8
1.5 Research questions	8
1.6 Research hypotheses	9

1.7 Significance of the study	9
1.8 The scope of the study	10
1.8.1 Geographical scope	10
1.8.2 Content scope	10
1.8.3 Time scope	11
1.9 Conceptual frame work	11
1.10 Justification of the study.....	13
1.11 Operational Definitions of key terms and concepts	13
CHAPTER TWO: LITERATURE REVIEW:	15
2.0 Introduction	15
2.1 Theoretical review	15
2.3.1 Headteacher control practices and teacher retention.....	16
2.3.2 Budgeting of rewards and teacher retention.....	18
2.3.3 Organizing of school infrastructure and teacher retention	21
2.3.4 Summary of the literature review	23
CHAPTER THREE: METHODOLOGY	24
3.1 Introduction	24
3.2 Research Design	24
3.3 Study Population	25
3.4 Determination of Sample size and selection	25

3.5 Sampling Techniques and procedures	26
3.5.1 Purposive sampling	26
3.5.2 Stratified sampling	26
3.6 Data Collection Methods.....	27
3.6.1 Quantitative methods.....	27
3.6.1.1 Questionnaire survey method	27
3.6.2 Qualitative methods.....	28
3.6.2.1 Interview guide.....	28
3.7 Quality of Data Collection Instruments.....	29
3.7.1 Validity of instruments	29
3.7.2 Reliability of the instruments	30
3.8 Data collection procedure.....	30
3.8.1 Structured questionnaire.....	31
3.8.2 Interview.....	31
3.9 Analysis and data management	32
3.9.1 Quantitative Data analysis.....	32
3.9.2 Qualitative Data Analysis.....	32
3.10 Measurement of Variables.....	33
3.11 Ethical Considerations.....	33

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	35
4.1 Introduction	35
4.2 Response Rate	35
4.3 Demographic characteristics	36
4.3.1 Respondents' Sex Distribution	37
4.3.2 Respondents' Age.....	38
4.3.3 Respondents' Marital status	39
4.4 Empirical Findings on school management practices and teacher retention in semi rural primary schools	41
4.4.2 Headteacher control practices.....	44
4.4.2.1 Descriptive statistics.....	44
4.4.2.2 Relationship between Headteacher control practice and teacher retention	48
4.4.3 Budgeting for teacher reward	49
4.4.3.1 Descriptive statistics.....	49
4.4.3.2 Effects of Budgeting for teacher reward and teacher retention	53
4.4.4 Organizing School Infrastructure	55
4.6.2 Effects of organizing school infrastructure on teacher retention.....	57

CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	61
5.1 Introduction	61
5.2 Summary of the findings	61
5.2.1 Headteacher control practices and teacher retention	61
5.2.2 Budgeting for teacher reward and teacher retention.....	61
5.2.3 Organizing school infrastructure and teacher retention.....	62
5.3 Discussion of the Findings	63
5.3.1 Headteacher control practices and teacher retention	63
5.3.2 Budgeting for teacher reward and teacher retention.....	64
5.3.3 Organizing school infrastructure and teacher retention.....	66
5.4 Conclusions	67
5.4.1 Headteacher control practices and teacher retention	67
5.4.2 Budgeting for teacher reward and teacher retention.....	67
5.4.3 Organizing school infrastructure and teacher retention.....	68
5.5 Recommendations	68
5.5.1 Headteacher control practices and teacher retention	68
5.5.2 Budgeting for teacher reward and teacher retention.....	69
5.5.3 Organizing school infrastructure and teacher retention.....	70
5.6 Limitations of the study	70

5.7 Areas of Further Research	71
REFERENCES	72
APPENDICES	i
APPENDIX 1: Questionnaire for teachers	i
APPENDIX 2: Interview Guide to Headteachers	ix
APPENDIX 3: Interview Guide to SCM members	xiv

LIST OF FIGURES

Figure 1.1: Conceptual Framework: management practices and teacher retention.....	12
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LIST OF TABLES

Table 3.1: Sample size.....	25
Table 4.1: The respondents' response rate	36
Table 4.2: Respondents sex distribution (N=100).....	37
Table 4.3: Respondents' age (N=100).....	38
Table 4.4: respondents' marital status (N=100)	39
Table 4.5: The level of education for respondents	39
Table 4.6: The working experience with primary schools	41
Table 4.7: Teacher retention in semi-rural private primary schools (N=80).....	42
Table 4.8: Headteacher control practice (N=80)	45
Table 4.9: Shows Pearson correlations Analysis.....	49
Table 4.10: Budgeting for teacher reward (N=80)	50
Table 4.11: Shows findings on regression analysis showing the influence of Budgeting for teacher reward and teacher retention.....	53
Table 4.12: Organizing School Infrastructure	55
Table 4.13: Shows findings on regression analysis showing the relationship between organizing for teacher reward and teacher retention	58

ABSTRACT

The study investigated the influence of school management practices and teacher retention in selected semi-rural private primary schools in Kira Municipality. This uncovers the deeper school managerial problem, where school managers fail to create conducive school management practices to favour teachers' stay at the place of work for a relatively longer time and this fails the achievement of the educational aims and goals. The study established the relationship between headteacher control practices and teacher retention with the school; the influence of budgeting of rewards on teacher retention with the school; and the relationship between organizing of school infrastructure and teacher retention in the school. A cross-sectional survey design adopting a mixed approach was used. The study sample was 100 participants and these included 10 SMCs members, 10 Headteachers and 80 teachers. Data collection methods involved quantitative and qualitative methods, where use of questionnaires and interview facilitated data collection. Results show that relationship between headteacher control practices and teacher retention ($r = .758^{**}$; $p = .081$) was not significant. Results also show that budgeting for teacher reward significantly affected teacher retention ($r = .600^{**}$; $p = .000$). Furthermore results show that organizing of school infrastructure significantly influenced teacher retention ($r = .808^{**}$; $p = .000$). It was concluded that the headteacher control practices did not influence teacher retention. It was also concluded that if semi-rural private schools focused on budgeting for teacher reward, as well as organizing of the school infrastructure then its teacher retention would improve. The study recommended that the stakeholders in the school management like the members of school management committees and Headteachers should work together to ensure teachers' welfare, remuneration and attitude towards work in order to create a conducive working environment at school and thus enhancing retention levels of teachers. The Headteachers, SMCs and teachers of private primary schools in Kira Municipality should work as a unit to promote teacher retention.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study focused on investigating the influence of management practices and teacher retention in selected semi rural private primary schools in Kira Municipality, Wakiso district. This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses for the study, conceptual framework, and significance of the study, justification, scope and operational definitions.

1.1 Background to the study

The background of this study is subdivided into four systematically linked perspectives namely: historical perspective that shows the previous past studies conducted at various levels, theoretical perspective that shows the theory upon which the study is based, conceptual perspective that gives the definition of key variables and contextual perspective that shows the problem that has prompted the study.

1.1.1 Historical Perspective

In the past three decades, the world has witnessed dynamic changes in the School management practices and teacher retention in provision of education services to the general public. Many countries across the globe choose to decentralize the management of primary education services to regional, local and school levels in order for better school management practices which lead to teacher retention (Opande, 2013). In Britain, the conservative party's manifesto for the 1987 national elections contained proposals for four major reforms each of which had implications on

the school management practices and a shift in the centralization to decentralization continuum towards self-management. This manifesto recommended that school management committees should allocate resources according to the needs of local people at school level (Caldwells & Spinks, 1998). All this aimed at providing good school management practices and teacher retention.

In United States of America, Public education is a state responsibility according to Dupuis, Muscal and Hall (1994). Public schools are organized into similar schools which have similar purposes. However, substantial level of community control has been achieved with creation and empowerment under state law of locally elected school boards which have the responsibility for school affairs enabling good school management practices and teacher retention.

School management practices in Kenya's Primary and Secondary Schools are the responsibility of school management Committee. The Kamuge Report (1988) recommended that the members of the school Management Committees be appointed from among the persons who have qualities of commitment, competence and experience; so that good school management practices are exhibited in order to retain teachers. Opande (2013) carried out a study on the influence of school management Committees on public primary school performance in Migori district, Kenya and it revealed that the school management committees had not provided school management practices well, there was lack of the provision of necessary learning materials and the teachers' welfare which had greatly affected the school retention levels for teachers. Most of the members of School Management Committee (SMCs) were found to be ignorant of school management practices towards teacher-recruitment and retention since some of them were either illiterate or semi-illiterate and were unable to make appropriate decisions.

In Uganda, School Management Committees (SMCs) were established by the government after independence from colonial rule in an attempt to reduce the influence of the church on School Management practices (Passi, 1995). In 1997, with the introduction of the Universal Primary Education (UPE) Programme, the management of UPE schools was further strengthened in the empowerment of school Management Committees in conjunction with school administrators like the Headteachers and Deputy Headteachers in provision of good school management practices. The major role of the school management was to look into the school management practices and retention of teachers. However, teacher retention in private primary schools of Uganda has remained a big challenge due to the fact that there are poor school management practices which poses a big question on mark how schools practice management. This is further strengthened by Kagolo (2013) who says that about 10,000 teachers quit private primary schools each year mainly due to poor school management practices. This study therefore sought to find out the relationship between school management practices and teacher retention in selected private primary schools in Kira Municipality, Wakiso district.

1.1.2 Theoretical Perspective

The background of this study was guided by the systems theory as proposed by Ludwig Von Bertalariffy of 1956. This theory states that a system is a set of inter-connected and inter-related elements directed to achieve certain goals. This theory views an organization as an organ and open system composed of many subsystems. All these systems operate in an interdependent and interactional relationship. The various subsystems or stakeholders of an organization are linked with each other through communication, decision, authority, responsibility, relationships, objectives, policies, procedures and other aspects of coordinating mechanism.

In the context of this study, this theory implies that when the SMCs and teachers in a primary school are closely related and work hand-in hand, this would lead good school management practices and teacher retention would be enhanced. The stake holders in the school management practices like the members of school management committees and Headteachers should work together to ensure good school management practices towards work in order to create a conducive working environment at school and thus enhancing retention levels of teachers.

1.1.3 Conceptual Perspective

In this study, School Management practices were conceived as the Independent Variable (I.V) whereas the teacher retention was the Dependent Variable (D.V). This study therefore intended to find out the influence of school management practices on teacher retention. School Management practices usually refer to the working methods and innovations that managers use to improve the effectiveness of work systems. Common school management practices include: empowering staff, training staff, introducing schemes for improving quality, and introducing various forms of new technology. In this case of school management practices the following are included: 1 Control practices including auditing, quality assurance and improvement program; 2. Budgeting of rewards including both financial like Salaries and wages , allowances and Non financial like recognition, meals, take home packages; 3. Organizing School infrastructure like classrooms, accommodation, furniture, computers, libraries, playgrounds and play material. Franklin ((2002) defines school management practices as a distinct process consisting of activities of planning, organization, activating, and controlling performance to determine and accomplish stated objectives with the use of teachers and other resources. This study adopted Franklin's definition.

Malimbo (2015) defines teacher retention as the ability by the teacher to stay at his work place and perform his/her duties in accordance to the set goals and objectives of the institution. Teacher retention is indicated by, continuity, productivity, loyalty, satisfaction, teacher development. According to Kafuma (2014) school management practices have a significant influence on the teacher retention levels at school and that the efficiency of the school managers in provision of school management practices greatly influences the teachers' propensity to quit the job. The task of providing quality education for the citizens is highly demanding and requires a robust capacity of the school management practices to re-organise the teachers so that they are retained to enable achievement of educational aims and objectives in terms of learning outcome (Adeolu, 2013). In this study, teacher retention is a set of tactics and strategies aimed at optimizing the school to ensure teachers are satisfied, qualified and prepared enough to excel in their current job of teaching rather than leave for another position.

Therefore this background led the researcher to carry out this study in order to find out the influence of school management practices on the teacher retention in the semi-rural private primary schools in Kira Municipality.

1.1.4 Contextual Perspective

Kira Municipality is located in Wakiso district in the outskirts of Kampala City. It is one of the populated municipalities being near the Capital City of Uganda. In spite of being near Kampala city, there are several communities in Kira Municipality which are semi-rural and this makes some of the school settings to be semi-rural in all aspects. Because Kira is a heavily populated, it has many semi-rural private primary schools. Despite the advantages of teacher retention, semi-rural private primary schools in Kira Municipality face a number of challenges, including poor school management practices and low teacher retention. School management practices and

teacher retention especially in the Primary schools defers between the government and private primary schools. According to the Report issued by Kira Municipality Education Department after the release of PLE result of 2017 indicated that some of the private primary schools were performing far better than the Government aided primary schools while others were not this was attributed to good school management practices and teacher retention.

According to Nandudu (2016), in Kira Municipality semi-rural private primary school, teacher retention is quite low and that teachers in these schools behave like migrants who keep on moving from one school to another. She attributes this to the school management practice problems which characterize the day-to-day running of those private primary schools in Kira Municipality. Thus, Private primary schools in Kira Municipality need to put strategies in place to address teacher retention. This attracted the researcher's attention to investigate deeper into the influence of school management practices on the teacher retention in selected semi rural private primary schools in Kira Municipality, Wakiso district.

1.2 Statement of the problem

School management practices play a focal role in the enhancement of effective and efficient teacher retention. The report by the United Nations Educational Scientific and Cultural Organisation (UNESCO, 2015) indicated that teacher retention in primary schools is still a challenge that need to be addressed immediately through school management practices with minimal delay and that is even worse in developing countries where conditions of service are very demanding. Teacher retention is one of the biggest problems in education and is as a result of poor school management practices according to McLaurin et al. (2009). In Uganda the rate of teacher turnover is high in private schools which constituted the biggest percentage of primary schools especially in Wakiso District where there was evidence of mediocre commitment staff

(Candle, 2010). According to private school Association report in Uganda indicated that in 2004 alone out of 368 new teachers who were hired, 253 left the school in the 162 registered private primary schools in the district. On average, 30% of teachers leave the profession within their first 5 years of teaching (Darling-Hammond & Sykes, 2003; Ingersoll, 2001, 2003). This uncovers the deeper poor school management practices brought by managerial problem, where school managers fail to create conducive school management practices to favour teachers' stay at the place of work for a relatively longer time and this fails the achievement of the educational aims and goals.

According to Next Media Service Limited (2018), Kira municipality has 76 private primary schools. The Kira Municipality Annual Report on Education (2015) indicated that teacher retention in some private schools was a serious challenge as teachers in these schools had become routine and seasonal migrants from one school to another. This appeared to have greatly affected the pupils' academic achievement in these private primary schools due to low retention levels. However, much as the report confirms that teacher retention is quite low in semi rural private primary schools of Kira Municipality, there was no study so far carried out on whether there was a close relationship between school management practices and teacher retention in Kira Municipality. It was therefore due to this reason that the researcher was prompted to carry out this study in order to find out whether private schools' management practices that is control, budgeting and organization had got a significant relationship with the teacher retention in private primary schools of Kira Municipality.

1.3 Study purpose

The purpose of this study was to investigate the school management practices that are control practices, budgeting of rewards, organizing of school infrastructure and teacher retention in selected semi-rural private primary schools in Kira Municipality Wakiso District, Uganda.

1.4 Research objectives

This study was guided by the following objectives:

1. To establish the relationship between headteacher control practices and teacher retention with the school
2. To establish the influence of budgeting of rewards on teacher retention with the school
3. To establish the relationship between organizing of school infrastructure and teacher retention with the school

1.5 Research questions

The study intends to answer the following questions:

1. What is the relationship between head teacher control practices and teacher retention with the school?
2. What is the influence of budgeting of rewards on teacher retention with the school?
3. What is the relationship between organizing of school infrastructure and teacher retention with the school?

1.6 Research hypotheses

The study had following hypotheses:

H¹ There is a negative relationship between the head teacher control practices and teacher retention with the school

H² The influence of budgeting of rewards on teacher retention with the school is insignificant

H³ The relationship between organizing of school infrastructure and teacher retention with the school is insignificant

1.7 Significance of the study

This study will be beneficial to the following:

Ministry of Education and Sports will be able to identify the need to sensitize the school administrators on the better management skills as a strategy to improve their teacher retention levels at school. This will be done by organizing seminars and workshops regularly for school administrators to equip them with better management skills.

Members of School Management Committees will also benefit from this study by putting in practice its recommendations towards improving the primary school management practices. This will help to improve teacher retention levels at school.

Teachers will also benefit from the study if stake holders come up with better management practices in their schools. This will help them to improve their working conditions to favour their ability to stay at school longer.

Researchers will use the findings of this study as a point of reference when conducting further research in the related area of study.

1.8 The scope of the study

This section focuses on three scopes that is geographical, content and time as elaborated below.

1.8.1 Geographical scope

The study was conducted in Kira Town a municipality in the Wakiso District of the Central Region of Uganda, among the schools which are private primary but they are like in rural setting. These schools were referred to as Semi-rural private primary schools. Kira municipality was selected because schools of this kind were there according to researcher's observation. Kira Municipality is bordered by Gayaza to the north, Mukono to the east, Lake Victoria to the south, Kampala to the west, and Kasangati to the north-west. The town is approximately 14 kilometres (8.7 mi) north-east of the central business district of Kampala, Uganda's capital and largest city. The town is approximately 98 square kilometres (24,000 acres) in size.

1.8.2 Content scope

Although there are many factors that are responsible for the teacher retention in private primary schools, the study investigated the management practices and teacher retention in selected semi-rural private primary schools in Kira Municipality Wakiso District, Uganda. Issues related to school management practices that were handled include: headteacher control; budgeting of rewards and organizing of school infrastructure and how they related to teacher retention in private primary schools in terms of continuity, motivation, intention to stay, and commitment to work.

1.8.3 Time scope

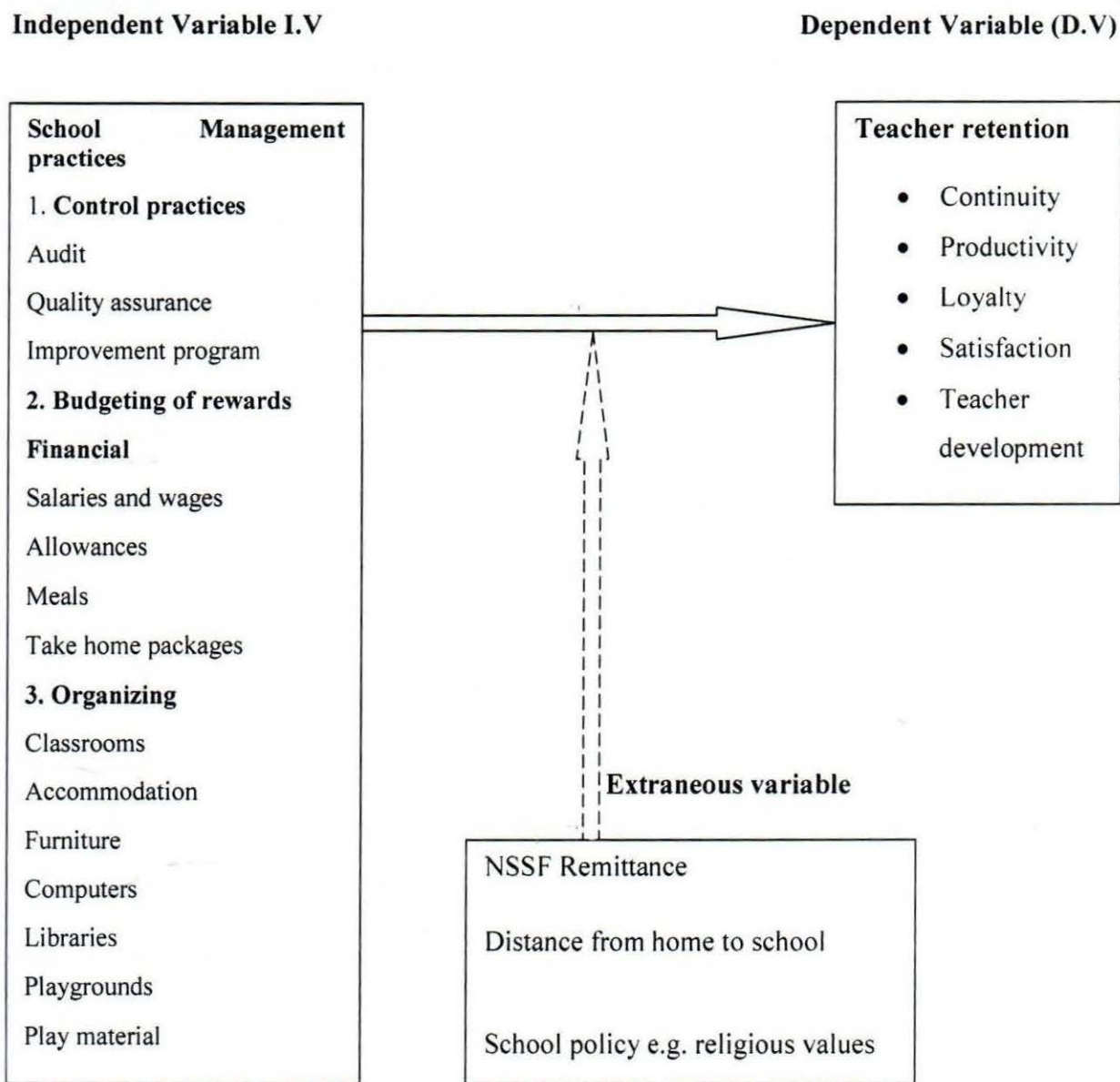
Since Kira town council was elevated to Municipality in 2016, so the study took place between 2015-2018 because this was the time the researcher thought that the municipality started organizing all needed documents and the information on private primary schools and were available, and it was enough time for the researcher to get all the needed information from the informants.

1.9 Conceptual frame work

According to Sekaran (2003), a conceptual framework is either graphical or narrative form of the main concepts to be studied or the presumed relationship among them. Sekaran (2003), states that “the conceptual framework helps postulate or hypothesize and test certain relationships which improve the understanding of the situation”. The figure 1.1 examines the relationships between management practices and teacher retention in semi rural primary schools in Kira municipality. Management practices play a focal role in the enhancement of effective and efficient teacher retention. Hence, the study intended to investigate the relationship between school management practices and teacher retention in semi rural primary schools in Kira municipality.

The school management practices as independent variable and teacher retention as dependent variable relationship are indentified using direction of the arrow. That is, when there are effective school management practices, teacher retention improves and when there is no effective school management practices teacher retention declines. The conceptual framework therefore demonstrates the relationship between school management practices and teacher retention in semi-rural private primary schools in Kira Municipality.

Figure 1.1: Conceptual Framework: School management practices and teacher retention



Source: Adapted and modified by the researcher from Ludwig Von Bertalariffy of 1956.

The conceptual framework shows the relationship between private school management practices and teacher retention. School management as the independent variable is supposed to provide a headteacher with effective control practices; ensuring a planned reward management system which is appealing and ensures that conducive organized infrastructures are in place, all these

efforts contribute towards motivation of the teacher to continue with school. However, all the relationship is negative if the management fails to cater for the appropriate school management practices. When the school management practices are appropriate, all these would lead to continuity, productivity, loyalty, satisfaction, teacher development

1.10 Justification of the study

As indicated by the Kira Municipality Annual Report on Education (2015) that teacher retention in some private schools was a serious challenge as teachers in these schools had become routine and seasonal migrants from one school to another. This appeared to have greatly affected the pupils' academic achievement in these private primary schools due to low retention levels, according to the researcher, more studies in this line are a necessity much as theories and research evidence explaining the link between Management practices and teacher retention had been deliberated upon. Furthermore, Boyd et al. (2011) also supported the justification by emphasizing that much as there is a positive relationship between Management practices and teacher retention, variety of settings needed to be studied for further evidence to support the cause. For this reason the study was carried out for the world to appreciate the relationship between management practices and teacher retention in semi rural private primary schools in Kira municipality.

1.11 Operational Definitions of key terms and concepts

The following definitions of the terms and concepts were useful in understanding the ideas behind the study.

Management practices different ways teachers are motivated by the management of private primary school to stay with them and in this study these include headteacher control practices, budgeting for teacher reward and organizing of school infrastructure.

Private primary schools are individual owned schools which provide a service of primary education to pupils in Kira Municipality

Relationship is the connection between two or more variables. In this case a relationship is a connection between management practices and teacher retention in semi rural private primary schools in Kira municipality

Retention means staying with the teacher in a semi private primary school without intentions of leaving the school to look for other schools or jobs to do.

Semi-rural school refers to a school whose performance is average meaning that these schools are known by people in most cases within that community in this case these schools are known by people within Kira municipality.

Teacher is an individual trained and qualified to provide a service of teaching to children in primary schools in Kira municipality.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the topic of school management practices and teacher retention of in private primary schools. This would increase knowledge and understanding of concepts; Compare various authors' understanding of these concepts; learn / borrow from previous work (individual concepts, theories, methodology); criticized previous concepts and studies and identified gaps to be filled. This was guided by following the sub-themes for instance headteacher management style and teacher retention; reward management and teacher retention; school infrastructure and teacher retention using literature from: books, journals, magazines, News papers, Internet, presentations and university records.

2.1 Theoretical review

A theory is defined by Mugenda and Mugenda (1999) as a network explaining occurrences by naming forms and the laws that interrelate these occurrences to each other. Theories have been reviewed to explain the relationship between management practices and teacher retention.

This study was underpinned by the systems approach theory as proposed by Ludwig Von Bertalariffy of 1956. This theory states that a system is a set of inter-connected and inter-related elements directed to achieve certain goals. This theory assumes that an organization operates as an organ with open system composed of many subsystems. It is postulated that all these systems operate in an interdependent and interactional relationship. This leads to an assumption that the various subsystems or stakeholders of an organization are linked with each other through

communication, decision, authority, responsibility, relationships, objectives, policies, procedures and other aspects of coordinating mechanism.

In the context of this study, this theory assumed that when the stakeholders in the management of private primary school closely related and work hand-in hand and provide, teacher retention can be enhanced. The stake holders in the school management like the members of school management committees and Headteachers should work together with the teachers to ensure the management style; reward management and school infrastructure create conducive working environment at school and thus enhancing retention levels of teachers (Tye & O'Brien's, 2002). It is further assumed that when the various stakeholders in the management of private primary schools in Kira Municipality work as a unit, this promotes teacher retention.

2.3 Conceptual review

This section reviews the concepts in details following the objectives/themes looking at the relationships between the independent variables and the dependent variable.

2.3.1 Control practices and teacher retention

Tye and O'Brien. (2002) revealed through survey data that lack of proper control leads to turnover issues of teachers. In consistent with this agreement, Luekens (2004) also found that nearly 40% of teachers left teaching profession due to lack of proper control practice. Moreover, Weiss (1999) highlighted control practice as one of the most significant predictors of staying intentions of the teachers. Boyd, Grossman, Ing, Lankford, and Wyckoff (2009) investigated the impact of school contexts in public schools of New York and found control practice as a critical factor for teacher's retention. Another qualitative study identified huge impact of control practice on leaving intentions of teachers (Worthy, 2005). Liu and Meyer (2005) suggested school control

practice as a significant contributor to teachers' job satisfaction and intention to stay in teaching. Similarly many other studies have found positive impact of control practice on teachers' job satisfaction and their staying or leaving intentions in teaching (Ingersoll and Smith, 2003; Perie et al. 1997; Ladd, 2009). The study of Choi and Tang (2009) described the potential benefit of control practice to reduce turnover intentions of teachers in an international context. Similarly, Shann (1998) concluded that the ways school administrators practice control is responsible toward teacher job satisfaction. This study was to find out whether the headteachers' control practice in semi rural private primary school in Kira supported the teacher to reduce turnover intentions.

According to Pierce and Fenwick (2002), the contemporary headteacher must carry out institutional audit as a means of control to retain the teachers. Since the 1980s private firms and public agencies have been increasing job performance by encouraging their employees to be more active in decision-making. This empowers the employees by giving them a sense of ownership (Bowen & Lawler, 1992, 1995; Kim, 2002; Lawler, Ledford, & Mohrman, 1995; Peters, 1996). If employees believe the company values their efforts, they are more likely to stay in that job because of the faith and trust they develop (Gaertner et al., 2000; Huselid, 1996; Barton, Hogan, & Lambert, 2001; Shaw et al., 1998). Increase in commitment, innovation, and involvement are the results when employees are treated as stakeholders within a company which make them trusted employees (Guthrie, 2001; Kirkman & Rosen, 1999; Lawler, Ledford, & Mohrman, 1995; Spreitzer, 1995). This study was to find out whether the headteacher in semi rural private primary school carries out school audit for teacher retention.

Buckingham and Coffman (1999) found that the quality of the relationship between staff and their supervisors or principals has significant impact on staff productivity and loyalty. The

principal of school is the main leader who not only handles the schools' operations but is also responsible for the teachers' retention in their career as well. According to studies a successful school principal is the leader of school and impacts a lot on teachers' intention to stay in teaching profession because he influences the behaviors of teachers towards the teaching (Minarik, Thornton, & Perreault, 2003). This study was to find out whether the headteacher in semi rural private primary school in Kira ensures quality assurances for the teacher's retention at school.

An employee's relationship with his/her immediately ranking manager is equally important in keeping and making an employee feel embedded and valued within the organization. Headteachers need to know how to motivate their teachers and reduce cost while building loyalty in their key people. Headteachers need to reinforce employee productivity and open communication, to coach employees and provide meaningful feedback and inspire employees to work as an effective team (Allen, 2008). Allen (2008) continues to argue that in order to achieve this, schools need to prepare headteachers to lead and develop effective relationships with their subordinates the teachers. Executive Coaching can help increase individual headteacher's effectiveness as a leader as well as boast a climate of learning, trust and teamwork in the school (Choi and Tang 2009). To encourage headteachers to focus on retention among their teams, schools can incorporate retention metric into their school's evaluation. This study was to find out whether the headteacher in semi rural private primary school in Kira has improved programs whose focus are on retention among the teachers.

2.3.2 Budgeting of rewards and teacher retention

Armstrong (2010) defined reward systems as consisting of an organization's integrated policies, processes, procedures and practices for rewarding employees in accordance with their contributions, skill, competencies and market value. Pitts (1995) also posited that reward is the

benefit that arises from performing a task, rendering a service or discharging a responsibility. The main reward for performing work is salary or wages. Aside salary and wages, many employers also offer pension benefits, paid lunch, child education, health insurance, official car, beneficial loans, bonuses, and many more. Reward system is an important tool that management uses to influence employees motivation. In other words, management uses reward system to attract people to join the organisation, keep them coming to work and motivate them to perform to high levels (Agwu, 2013). The study was to find out whether in semi rural private primary schools the intention of the reward was to motivate the teachers keep them coming to work and motivate them to perform to high levels.

According to (Wayne, 1998) reward in form of money has a stronger influence on performance of employees. Armstrong (1996) emphasized the importance of extrinsic motivation when he said that money offered the possibility of carrying out a number of different purposes. Maicibi (2003), in accordance with the above opinion emphasized that the money is strong job satisfier for junior than that of senior non teaching and academic staff. When teachers are motivated, their performance will be increased at work at high level. The study was carried out to find out how teachers in the semi- rural schools motivated so that their performance level at work is increased.

Teachers' salaries contribute in their retention. Researchers found the low salary as the main predictor of teacher attrition and turnover (Murnane & Olsen, 1989; Shen, 1997; Stinbrickner, 1998; Theobald, 1990). Good or increase in teacher's compensation may reduce turnover intentions of teachers, since many studies have found that low salaries were the main predictor of teacher turnover behaviors' (Liu, 2007; Loeb et al., 2005). Other studies have recommended high teacher salary as an effective strategy to reduce the turnover issues of teachers (Ingersoll and Smith, 2003; Kelly, 2004). Studies also found positive relationship between salary and job

satisfaction of teachers. For instance, Perie et al. (1997) found a positive relationship between salary and teachers' job satisfaction. Similarly, Shann (1998) stated that low salaries cause teachers' job dissatisfaction. The study conducted by Liu and Meyer (2005) found that low teacher compensation was the major factor for teachers' dissatisfaction with their job. Unfortunately, very little research has focused on the relationship between teachers' satisfaction with their salary and administrative support (Boyd et al., 2011). The study was to find out whether the salaries to the teacher in semi rural private primary school satisfy the teacher to stay with the school.

Reward management include the rewards which focus on the needs people have to varying degrees for achievements, recognition, responsibility, influence and personal growth. According to Armstrong (2010), non-financial rewards are rewards that do not involve any direct payments and often arise from the work itself, for example, achievements, autonomy, and recognition, scope to use and develop skills, training, career development opportunities and high quality leaderships. Aside the pay given to the employees, employers should also concentrate on the nonmonetary aspect. Employees should be given the room to express their views. Employers should also involve employees in decision making. The organization should ensure that employees can develop their careers by taking them through training and development. The working environment should be conducive for employees where they will feel a sense of belongingness. According to Ariely (2008) schools are being pushed from social norms to market norms by having standards-based testing and implementing performance-based pay. When an employee does a good job and is followed by a reward to the same employee, then there is likelihood that an increased output will be realized in the organization, (Randell, 2014). Employees may not only look on monetary rewards as key factors to their stay but may also look

at other factors relevant to personal development, career management and even the working environment (Nienaber et al., 2011; Snelgar et al., 2013 & Bhengu & Bussin, 2012). 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. 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. This study was established whether semi-rural private schools in Kira Municipality considered nonmonetary rewards for the teachers to stay.

2.3.3 Organizing of school infrastructure and teacher retention

Organizing of School infrastructure is a key base for effective teaching and learning in schools. The goal of organizing school infrastructure in private primary school education is to increase school attendance of pupils, enhance staff motivation and improve academic achievements of pupils. School infrastructure to be organized includes classrooms, laboratories, halls, open fields, games equipment, dormitories and sanitation facilities (Schneider, 2003).

According to (Boyd et al., 2011), organizing of infrastructures refer to the arrangement of physical work places of teachers and the available resources to them. According to many studies, organizing of infrastructures has been associated to teacher career paths (Corcoran, Walker, & White, 1988; Darling-Hammond, 2003; Steuteville-Brodinsky, Burbank, & Harrison, 1989). Many studies have found through teachers' survey that disorganized physical features of schools are reported as main predictor of turnover of school teachers (Loeb et al., (2005); Buckley, Schneider, & Shang, 2005; Johnson, 1990). According to them teachers who perceive enough

resources and facilities of schools, are more likely to stay in school for long run. The purpose of this study was to establish whether semi-rural private primary organization of schools' infrastructures had a relationship to teacher retention with the school in Kira municipality.

Organizing of School infrastructure is therefore a very important component in ensuring successful education. Current studies have examined the attitude of pupils and teachers towards the organization of school infrastructure, access to private primary education, attendance, retention and academic achievements. Poor working conditions may come in the form of leaky roofs, nonfunctioning bathrooms, a shortage in textbooks and library books, and inadequate computers as indicated by Donaldson and Johnson (2011). The purpose of this study was to establish whether organization of semi-rural private primary schools' infrastructures had a relationship to teacher retention with the school in Kira municipality.

Education does not exist in a vacuum but in an environment structured of organized physical facilities and material resources that are used in teaching and learning. The goal of organizing infrastructure system in schools seeks to increase school attendance of students, enhance staff motivation and to improve academic achievement of students (Alimi, 2004). There is a link between school architecture and its users, (students and teachers); Research has shown that a well organized school with clean and safe learning environment is important for academic achievement (Cash 1993, Earthman & Lemaster, 1996). Organized physical facilities play a key role in the attainment of the school's intended objectives and overall intention of the teacher to stay. Educational facilities contribute directly to the teaching and learning processes in the educational system. These facilities and environment also portray the quality of the institution in terms of their staff or students, friendliness, safety and relevance (Okoiye and Uche, 2004). Due

to these facts, the study aimed at assessing the relationship between quality of school infrastructure and teacher retention with the school in Kira Municipality

2.3.4 Summary of the literature review

In this review of literature the researcher has examined how school management practices influence teacher retention in semi- rural private primary schools in Kira Municipality and pervades in our schools systems. Turnover in semi- rural private primary schools seems to be greater due to issues that interfere with teacher retention and thus continuity, motivation, productivity, commitment to work and loyalty of the teacher. Poor school management practices on teachers seem to interfere with teacher retention and the natural interest in helping pupils learn to develop their individual strengths and abilities. This is especially true in semi- rural private primary schools. The literature presented in this chapter strongly suggested that with the use of appropriate school management practices efforts to improve teacher retention would lead to motivation, productivity, reduced intention to leave and commitment to work and loyalty by the teacher and therefore continues with the school. The gap was that studies had been carried out in other settings not in Kira Municipality and they had been carried out on secondary school for example Acom (2010) carried out a study on “Factors affecting teacher retention in government-aided secondary schools in eastern Uganda”. In these studies there was no major emphasis on the influence of school management practices on teacher retention in private primary schools.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The following sections of this chapter illustrated the steps and procedures which were followed in conducting the study. The sections include research design, target population, sample size and selection, sampling technique and procedure, data sources, data collection methods and instruments, reliability and validity, measurement of variables and data management analysis.

3.2 Research Design

A cross-sectional survey design involving a qualitative and quantitative approach was used (Mann, 2003). According to Levin (2007), this design was used because it allows various variables to be studied at ago. As recommended by Fowler (1993), survey design enhanced in measuring and examining schools management practices and teacher retention and the relationships among them. Kothari (2004) argues that under this design the researcher is enabled to have an interaction with participants like headteachers, members of school management committees and teachers who have practical experience about the subject under investigation so that assessment of their opinions, perceptions and how they feel at a given moment is done. While Oso and Onen (2005) explain that cross sectional design enables fast gathering of raw data. Thus, by using both types of research methods, the strengths of each approach made up for the weaknesses of the other (Cameron, 2009).

3.3 Study Population

The target population of the study of 120 was considered as according to Kira Municipality Human Resource Manual (2017), and this included 10 school SMC members that is the chairperson and the treasurer because these are the critical governors of the schools, 10 Headteachers because these make up the management team and oversee the day-to-day affairs of the schools, 100 teaching staff because the teaching staff were our major concern as far as school retention in this study. The target population was enough and the researcher selected an appropriate representation of the respondents.

3.4 Determination of Sample size and selection

The researcher decided on a sampled population because it was not possible to study the whole of the targeted population (Mugenda & Mugenda, 2003). The size of the sample of the study included 100 participants as presented in Table 3.1 and the sample of teaching staff was determined using Amin's method of determining samples (Amin, 2005).

Table 3.1 explains the sample size to be used in the study.

Table 3.1: Sample size

Category of respondents	Population (N)	Sample size (S)	Sampling technique
SMC (Chairpersons and Treasurers)	10	10	Purposive sampling
Headteachers	10	10	Purposive sampling
Teaching staff	100	80	Stratified random sampling
TOTAL	120	100	

Source: Primary data and results from Amin's formula

3.5 Sampling Techniques and procedures

The steps taken in selection of the cases or subjects to participate in the study is referred to as sampling (Mugenda & Mugenda, 1999). According to Korathi (2003), a plan used to obtain a sample from a given population is referred to as sampling technique. There are two types of sampling techniques, that is to say probabilistic and non-probabilistic sampling techniques. This study used stratified random sampling to select the sample from teaching staff. Purposive sampling method was applied to get respondents who are thought to be more knowledgeable about the variables under investigation (Amin, 2005).

3.5.1 Purposive sampling

In this study a purposive sampling approach was used. Purposive approach is one of the non-probability sampling approaches in which knowledgeable participants within the field of study are selected to give the desired information about the study variables. This approach of sampling can be applied to both research techniques of qualitative and quantitative. This sampling approach was used for the groups with few numbers of possible respondents. For instance; Headteachers since all informants were thought to have all the required information for the study (Mugenda & Mugenda, 1999).

3.5.2 Stratified sampling

Strata were used by grouping of the population in smaller groups and this is referred by Mugenda and Mugenda (1999) to as stratified random sampling. The strata were formed among participants who had similar attributes and used during the selection of SMC members, and teaching staff. Seventy six strata were formulated for teaching staff and SMCs one from each

school and this enabled the researcher to identify the strata easily with the help of the schools' administrations. SMCs and teaching staff were sampled using stratified random sampling.

3.6 Data Collection Methods

Data collection methods involved quantitative and qualitative methods. The use of questionnaires and interview guide enabled the researcher to gather primary data. On the other hand, secondary data was gathered by use of documents or documentary review in line with management practices and retention to ascertain the two variables. Through application of statistics, counting and scaling, measurements was done. In order to rule out possibility of interference from other variables outside the scope of the study, data was gathered under controlled conditions (Mugenda & Mugenda, 1999).

3.6.1 Quantitative methods

Quantitative data is in form of numbers. To generate quantitative data, self-administered questionnaires were applied.

3.6.1.1 Questionnaire survey method

One of the data collection methods which this study used is close ended self-administered questionnaire and this was administered to teaching staff. The questionnaire was administered to teaching staff since most of the respondents in this category were known. Open ended questionnaires were used to give the respondent a room to express him/herself with inherent information. The teaching staff were provided with self-administered questionnaires in relation to management practices and retention involving close ended questions with the five point Likert point scale in order to generate quantitative data. The five Likert point scale facilitated to

determine correlation and regression to determine the independent variable relationship with the dependent variables of the study. According to Amin (2005), since Likert point scale is very flexible and it is constructed more easily than most of other methods of attitude scales, were used. As it is stated by Creswell (1994) and Amin (2005), in Likert scaling, motives and feelings were investigated by the use of the questionnaire method. Because of its merits for example saving time, being less costly and acquisition of valid data as the respondents conveniently complete, questionnaire was the appropriate method to be used. According to Kothari (1984), logically, printed questions were used for this method. The method enabled the researcher to gather information from a wide spectrum of respondents and within the settings which were natural. What was thought to be true or false was recorded by the participants of what they felt, believed and thought.

3.6.2 Qualitative methods

The application of interview together with review of the documents was used to gather qualitative data.

3.6.2.1 Interview guide

Face to face interviews was conducted to get qualitative data from key informants, that is the Headteachers and the SMC members because these were thought to have in-depth information on the study variables. The interview set oral questionnaires were posed to headteachers and selected members of the School Management Committees and this interaction of the researcher with the informants enabled to gather data verbally (Amin, 2005). An interview was conducted orally following a set guide provided in physical presence by the researcher among the Headteachers and SMC members. In this guide open ended questions were used this gave the

respondent a room to express him/herself and it enabled the researcher to capture the necessary information. In line with the study, the researcher was enriched with the information by key informants. Through probing the researcher got clarity from the respondents (Bell, 1997), clarity allowed in-depth information to be gathered which enabled to meet the set specific objectives. As Mugenda and Mugenda (1999) indicate, the unclear cases to the respondents were clarified by the researcher as they answer the questions. As Creswell (1994) stated, for the vivid privilege of probing and exploration of the questions the method of interview was applied.

3.7 Quality of Data Collection Instruments

The researcher pre-tested the instruments for validity and reliability so that there would be collection of quality and relevant data. Validity and reliability were important concepts in the acceptability of the use of an instrument for research purpose.

3.7.1 Validity of instruments

The validity of the study is concerned with the extent to which data collection instruments accurately measure what they intend to. Validity refers to the appropriateness of the instrument in collecting the data that is supposed to be collected (Amin, 2005). The validity was measured by both content and face validity. According to Amin (2005), the extent to which the theoretical framework of the study corresponds with the content of the instrument is measured by the content validity. By consulting two experts at Kyambogo University in the field, expert view was obtained. Comments were given by the experts on how relevant the questions/items that make instruments would be. Content validity was assessed by using the questionnaire which measured the same concepts. If the measurements are consistent with the theoretical expectation, then the

data have construct validity. Validity of the instrument was obtained using the Content Validity Index (CVI) as presented below:

$$C.V.I = \frac{\text{Number of items declared as relevant}}{\text{Total no. of items}}$$

0.85 was obtained as the CVI. The variables should have a CVI of above 0.70 or 70% as the recommended value for the instruments were considered relevant (Amin, 2005 p.286).

3.7.2 Reliability of the instruments

The consistence to which an instrument measures what it ought to measure is referred to as reliability (Amin, 2005). After several trials, there should be consistence in the results yielded by the same instrument and this is termed as reliability (Mugenda and Mugenda, 2003). A test-retest approach was applied to test the reliability of the instruments. Through selection of appropriate group of participants, same instruments were administered two times. Then the exact form of instruments were administered by the researcher to another group of participants after five days, the findings were correlated to come up with the coefficient of reliability. The reliability of the instrument was tested using Cronbach's alpha test using a statistical package SPSS version 18, and it was found to be 0.8. From the recommendation of Mugenda and Mugenda (2003), reliability of the instruments was arrived at if the coefficient is 0.6 and more up to 1.

3.8 Data collection procedure

After obtaining an introductory letter from Kyambogo University which allowed the researcher to go in the field and gather data from different authorities and respondents on management practices and teacher retention in Kira Municipality, the researcher first made necessary

introductions and outline the objectives of the study to the top management of the schools, when permission was granted, then the researcher was present an approval to carry out investigation within the schools in Kira municipality. Questionnaires were distributed to teaching staff by the researcher and her research assistants, while interviews were conducted among informants by the researcher personally.

3.8.1 Structured questionnaire

After permission was granted to the researcher to carry out the investigation in semi rural private primary schools of Kira municipality, the researcher then identified respondents. Questionnaires were delivered by the researcher who asked the respondents if they were ready to fill them in there and then for those who were ready to fill in the questionnaire there and then, the researcher sat and waited for the questionnaires to be completed and returned to her. For those who were not ready to fill in the questionnaires there and then, the researcher found out from them when they could fill them in or when they could be collected (Amin, 2005).

3.8.2 Interview

After permission was granted to the researcher to go on with the investigations, the researcher went ahead to prepare for interviews with selected respondents. All interviews were oral and some of the steps which were followed include the following; Contacting the interviewee (s), setting up the time and a convenience place for the interviews, go through the interview guides to ensure that the dos and don'ts were thoroughly considered and/or eliminated, thereafter the interviews were carried out while avoiding mistakes which could arise out of the interviewers emotions, body expressions, loss of self-control and so on (Amin, 2005). The researcher listened attentively while recording accurately by jotting the relevant information from interviewees. The

researcher also did voice recording which was used for reference where the need was in the study. Where probing was required the researcher used it for clarity from the informant.

3.9 Analysis and data management

For any identified need for more clarity, the researcher got in touch with the respective respondents. Centrality in editing was done after gathering questionnaires and conducting interviews by checking questionnaires and identifying errors in forms of wrong data entry, inappropriate and missing responses.

3.9.1 Quantitative Data analysis

After the data had been collected, it was cleaned, coded, and classified into different categories. From Sekaran's (2003) perspective, software of Statistical Package of Social Scientists (SPSS) was used to edit statistical data entered following the themes in form of specific objectives of the study. The Likert scale enabled the organisation and analysis of the data. Descriptive and inferential statistics in form of frequencies and tabulations was applied by the researcher to present data. The influence of the independent variable on dependent variable was analyzed by using correlation and regression analysis (Kothari, 2003).

3.9.2 Qualitative Data Analysis

According to Amin (2005), in manageable forms which were easy to handle, qualitative data was analyzed and then a description was formulated, using opinions of the respondents. This description of the issues was formulated in line with their trends and a comparison was made. Themes and sub-themes were followed to classify and simplify the content as well as comparisons, to get out similarities and differences. To make meaningful deductions, qualitative

data that was gathered by using interview guides and received reinforcement from the data obtained by questionnaires.

3.10 Measurement of Variables

The Likert Scale turns the questions into different statements which the respondents could select according to their judgment as indicated by Amin (2005). The variables were measured by defining the concepts. To come up with a pointer to the concepts, questionnaire was translated into observable and measurable instruments. A Likert scale with five points was applied to put the collected data into categories. The following scale was applied: Strongly agree=1, agree=2, Not sure, 3, strongly disagree=4, Disagree=5. Demographic attributes like age, sex, employment duration, academic levels were measured at nominal and ordinal scales depending on the variables.

3.11 Ethical Considerations

What differentiates between the right and wrong conduct is called ethics. Their function is to establish the difference between acceptable and unacceptable behaviors (Mugenda & Mugenda, 2003).

A letter which was issued by Head of Department Education Policy, Planning and Management of Kyambogo University, allowed the researcher carry out the study. Once this is granted, the researcher proceeded to the field to carry out the study.

By the use of the permission letter that was provided by Head of Department Education Policy, Planning and Management of Kyambogo University the researcher sought for permission from the Schools in Kira Municipality which gave her access to the participants. After sensitization of

the participants on the aim and the steps to be followed, the researcher humbly appealed to consent to the participation in the study.

Data and demographic and personal identification and information were kept confidential in case it was required. The respondents had liberty to decline responding on questions in which there was no comfort. This implies due respect was accorded to the participants in regard with privacy.

All the collected data was reported by the researcher without bias, thus selective reporting was avoided in order for the public to support and believe in the study.

The researcher accorded due respect for intellectual property by acknowledgement of works of other authors which was used in any part of the study with the use of APA referencing system. In same way, plagiarism was avoided by paraphrasing of the statements by original authors and then acknowledgement of the source of information.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

In this chapter findings, analysis and interpretation following the purpose and the objectives of the study are presented. Five sections make up this chapter as follows: introduction; response rate; demographic characteristic such as gender, age, marital status, higher level of education and working experience; findings are presented in section four guided by the objectives using descriptive statistics, regression and correlations to analyze and interpret the results in accordance with the independent and dependent variables as captured in the conceptual framework.

4.2 Response Rate

The actual number of respondents who participated in the study divided by the expected sample size makes up the response rate in the survey research. Percentages are used to express the response rate. The survey quality is also indicated by the response rate. According to Amin (2005), more accurate survey result is assured by positing higher response rates. A population of 120 respondents was targeted by the researcher. Out of 120 the sample of 100 was aimed at, out of 100, 100 respondents responded fully to the questionnaires and returned them, this indicated that the response rate was 100 %. 20 interviews were conducted by the researcher giving a response of 100% response rate. Below is the detail of the response.

Table 4.1: The respondents' response rate

Respondents category	Sample population	Response rate
SMC members	10	100%
Headteachers	10	100%
Teaching staff	80	100%
Total	100	100%

Source: Primary Data

Table 4.1 shows that all 10 SMC members responded, this made 100% response rate. Headteachers were 10 and all of them responded which registered 100% response rate. 80 out of 80 teaching staff responded making 100%. The total response rate from both interviews and questionnaire was 100%.

Hundred percent response rate was achieved this was as a result of the researcher delivering and collecting the questionnaires individually from the respondents. The response rate was in addition high because of the thorough training accorded to the researcher. In brief an excellent response of 100% was obtained by the researcher from the different classification of the respondents and this by all means an excellent achievement as a basis for the data and findings obtained. From Mugenda and Mugenda (2003)'s perspective, 70% was recommended as a good enough response rate in descriptive statistics.

4.3 Demographic characteristics

Statistical characteristics which are current on population are referred to as demographics. Sex, age, marital status, education level, employment status, race, disability are some of the

demographics which are commonly examined (Oso and Onen, 2009). This exercise of demographic profiling enables to make generalization on given groups of people in this study the teachers, headteachers and SMC members. The information about demographics is not about specific persons, but it is information which is aggregate and probabilistic about groups. Based on sex, age, marital status, level of education, and working experience were demographic characteristic presented in frequency tabulations to indicate variations of the respondents. Based on the respondents' responses, demographic characteristics were presented.

4.3.1 Respondents' Sex Distribution

This section shows the sex of the respondents who participated in the study. Sex distribution of the respondents was found out by the researcher, to establish whether School Management practices influenced teacher retention in semi rural schools.

Table 4.2 Indicates that 61% (61) were males, while 39% (39) were females. The results imply that males dominate in semi rural school, and as such the study proportionately captured from both sexes.

Table 4.2: Respondents sex distribution (N=100)

Sex	Frequency	Percentage
Male	61	61
Female	39	39
Total	100	100

Source: Primary data

The majority of the respondents in Kira semi rural schools were male implying that male still dominate in leadership and teaching in primary schools. The distribution of sex of the respondents and the results as found out by the researcher is shown in Table 4.2. It was reflected that both sexes were represented and also reflects the distribution of staff by sex in semi rural schools. This implies that school management practices influence retention of both sexes of teachers

4.3.2 Respondents' Age

For all the categories of the respondents to be covered, four age groups were made. The interval of the age was 30 years and below, 31 to 40 years, 41 to 50 years, and 51 years and above, this was because all these categories have active service at primary level.

The age categories of the respondents were also sought to ascertain the level of the influence of school management practices towards teacher retention in semi rural schools in Kira Municipality, this was because it was such an important characteristic in determining the extent to which the dynamics of school management practices and teacher retention were understood by the respondents.

Table 4.3: Respondents' age (N=100)

Age(years)	Frequency	Percentage
30 and below	49	49
31-40	23	23
41-50	17	17
51 and above	11	11
Total	100	100

Source: Primary Data

It was found out that majority of the respondents were in age bracket of 30 and below years and made 49%, followed by 31-40 years with a 23 %, followed by 41-50 years and above making a percentage of 17% and the last was 51 and above with a percentage of 11%. This enabled the representativeness of the sample with regard to age of all categories in semi rural schools in Kira Municipality.

4.3.3 Respondents' Marital status

The marital status of the respondents was categorized into four categories that are married which means husband and wife (Male and female), widowed, single and divorced/separated. The results for marital status are displayed in Table 4.4.

Table 4.4: respondents' marital status (N=100)

Marital status	Frequency	Percentage
Single	48	48
Married	36	36
Separated	11	11
Widowed	5	5
Total	100	100

Source: Primary Data

It was found out that majority of the respondents were single with a percentage of 48% (48), 36% (36) were married, 11% (11) separated and 5% (5) widowed. This implied that the findings were got from respondents of all marital categories without discrimination and biasness and this showed that school management practices influence on teacher retention do not crosscut all marital statuses

4.3.4 Highest level of education for teaching staff (N=100)

Table 4.5 shows the highest level education for respondents.

Table 4.5: The respondents' level of education

Level of education	Frequency	Percentage
Certificate	84	84
Diploma	12	12
Bachelor	4	4
Total	100	100

Source: Primary Data

It was found out that 84% (84) had Certificates, while 12%(12) had Diplomas and 4% had Bachelor's degree. So it indicated that majority of the respondents have Certificates. Therefore the engaged respondents in the study were well enlightened to interpret the study requirements which enabled capture of relevant data. A representation from all the levels of samples was realized to participate in the study. The level of education was considered because the teachers whose retention is influenced by school management practices they are of different levels of education.

4.3.5 Respondents' working experience with primary schools (N=100)

Table 4.6: The working experience with primary schools

Category	Frequency	Percentage
1 year and below	10	10
1 year-4 year	31	31
4 year and above	59	59
Total	100	100

Source: Primary Data

It found out by the researcher as indicated by the Table 4.6 that majority of the respondents have worked for more than four years and this made a percentage of 59% (59) respondents, followed by respondents who have worked for 1 to four years with a percentage of 31%(31) of respondents, followed by those who have worked 1 year and below with a percentage of 10% (10) of respondents. This implied that the respondents were conversant with what was going on and they had enough experience and exposure with working with primary schools so they could give reliable information and all a representation from all categories of working with semi rural primary schools was realized.

4.4 Empirical Findings on school management practices and teacher retention in semi rural primary schools

To present the findings of the study following the set objectives of the study, the researcher applied percentages and correlations. Numbers expressed as ratios or fractions of 100 are referred to as percentages. A Likert scale of 5=Strongly Agree (SA) 4=Agree (A), 3=Not sure (NS), 2=Disagree (D), 1= Strongly disagree (SD) was used. A mean which is less than 3.00

means the participants disagreed, a mean which is equivalent to 3.00 means that the participants were not sure and a mean which is greater than 3.00 means that the respondents agreed.

4.4.1 Teacher retention

This section presents the findings on the teacher retention

Table 4.7: Teacher retention in semi-rural private primary schools (N=80)

Item	Statement	Percentage rating/ numbers of respondents						
		SA	A	NS	D	SD	Mean	SD
		5	4	3	2	1		
1	Continuity is an indicator of retention	43.7%	19.4%	11.7%	22.3%	2.9%	3.786	1.296
		35	16	9	18	2		
2	Satisfaction of teaching staff indicates retention	54.4%	34.9%	10.7%	0%	0%	4.437	.681
		44	28	8				
3	Productivity is seen in a teacher who remains with the school	31.1%	10.7%	41.7%	9.7%	6.8%	3.495	1.220
		25	8	34	7	6		
4	Loyalty is a key to teacher retention	0%	13.6%	64.1%	22.3%	0%	2.913	.596
		0	11	51	18	0		
5	Teacher development is an indication of retention	22.3%	47.6%	14.5%	11.7%	3.9%	3.728	1.059
		18	49	15	9	4		

Source: Primary Data 2019

From the Table 4.7, the findings are shown as below;

Item 1 shows that majority of the respondents 63.1% (51) agreed continuity is an indicator of teacher retention; 25.2% (20) disagreed with the statement; 11.7% (9) were not sure that continuity is an indicator of teacher retention. The mean was 3.786. On the whole respondents strongly agreed that continuity is an indicator of teacher retention. The information from the interviews indicated that majority of the respondents also were in agreement that continuity is an indicator of teacher retention.

Item 2 majority of the respondents 89.3 % (72) agreed that satisfaction of teaching staff indicates retention; a few respondents 10.7% (8) were not sure; 0% (0) disagreed. The mean was 4.437. On the whole the respondents strongly agreed that satisfaction of teaching staff indicates retention. This aspect was indicated by the qualitative finds from the interviews with the headteachers that satisfaction of teaching staff indicates retention.

Item 3 shows that majority of the respondents 41.7% (34) were not sure that there was productivity is seen in a teacher who remains with the school; a good number of the respondents 41.8% (33) agreed; few 16.5% (13) disagreed that there was productivity is seen in a teacher who remains with the school. The mean was 3.495. This implied on the whole that the respondents agreed that therefore productivity is seen in a teacher who remains with the school. The finding was also supported qualitatively by the majority of the respondents.

Item 4 indicates that majority of the respondents 64.1% (51) were not sure that loyalty is a key to teacher retention, a good number of respondents 22.3% (18) disagreed with the statement that loyalty is a key to teacher retention; a few of the respondents 13.6% (11) agreed. The mean was 2.913. So on the whole the respondents disagreed that loyalty is a key to teacher retention.

Item 5 shows that majority of the respondents 69.9% (67) agreed that teacher development is an indication of teacher retention; a few respondents 14.5%(15) were not sure that teacher development is an indication of teacher retention; a few of the respondents 15.6% (13) disagreed that teacher development is an indication of retention. The mean was 3.728. Implying on the whole the respondents agreed that teacher development is an indication of teacher retention. The qualitative findings from the interviews agreed with the quantitative finds because all the respondents interviewed were in agreement that teacher development is an indication of teacher retention.

4.4.2 Control practices

This section presents analyzed findings on Headteacher control practices and teacher retention in semi-rural schools.

4.4.2.1 Descriptive statistics

For assessment of the Headteacher control practice is done to influence teacher retention frequency tabulation was used as the presentation is seen in Table 4.8.

Table 4.8: Headteacher control practice (N=80)

Item	Statement	Responses in Percentages (%)/numbers of respondents					Mean	SD
		SA 5	A 4	NS 3	D 2	SD 1		
1	The headteacher practices control to retain the teacher	17.2% (14)	82.8% (66)	0%	0%	0%	4.175	.382
2	Teachers are loyal to the headteacher	0	66.4% (53)	33.6% (27)	0%	0%	3.66	.476
3	The headteacher does audit of the teachers	16.4% (13)	66.4% (53)	17.2% (14)	0%	0%	3.99	.586
4	The headteacher is influential generally to the teachers	51% (41)	32.8% (26)	16.2% (13)	0%	0%	4.359	.739
5	The headteacher promotes quality assurance among the teachers	0%	66.4% (53)	33.6% (27)	0%	0%	3.66	.476
6	The effort of the teacher is appreciated by the headteacher	17.2% (14)	33.6% (27)	49.2% (39)	0%	0%	3.689	.754
7	To control the teachers, the headteacher delegates them where there is the need	16.4 % (13)	50 % (40)	33.6% (27)	0%	0%	3.835	.687
8	The headteacher is an encourager of the teachers	15.6% (12)	66.4% (53)	18.0% (15)	0%	0%	3.971	.585
9	The headteacher makes decisions justly concerning the teacher	18.8% (19)	49.2% (51)	32.0% (33)	0%	0%	3.854	.706

Source: Primary Data 2019

From the table 4.8;

Item 1 reveals that majority of the respondents 100% (80) agreed that the headteacher practices control to retain the teacher; while none of the respondent were sure, or disagreed. The mean was 4.175, implying the respondents agreed that the headteacher practices control to retain the teacher. It was found out from the interviews that one of the strategies that headteachers use to retain teachers is to practices control to retain the teacher.

Item 2 shows that majority of the respondents 66.4% (53) agreed that teachers are loyal to the headteacher; while a good number of the respondents 33.6% (27) were not sure that teachers are loyal to the headteacher; while, disagreed or strongly disagreed that teachers are loyal to the headteacher. The mean was 3.66, meaning the respondents that teachers are loyal to the headteacher. The findings from the interviews revealed that the headteachers to retain teachers, they are to be loyal to the headteacher.

The findings of item 3 show that majority of the respondents 82.8% (66) were in agreement that the headteacher does audit of the teachers; a few were not sure 17.8% (14); while none disagreed or strongly disagreed that the headteacher does audit of the teachers. The mean was 3.99; meaning that the respondents agreed the headteacher does audit of the teachers. This quantitative finding is in agreement with the qualitative finding that the headteacher does audit of the teachers.

Item 4 shows that majority of the respondents 83.2% (67) agreed that the headteacher is influential generally to the teachers; a few number of the respondents 16.2% (13) were not sure that the headteacher is influential generally to the teachers; while none disagreed that the headteacher is influential generally to the teachers as. The mean was 4.359; implying the

respondents strongly agreed that the headteacher is influential generally to the teachers. From the interview it was found out that the headteacher is influential generally to the teachers.

The results from item 5 revealed that majority of the respondents 66.4% (53) agreed that the headteacher promotes quality assurance among the teachers; a good number of respondents 33.6% (27) were not sure; while none disagreed that the headteacher promotes quality assurance among the teachers. The mean was 3.66; meaning the respondents agreed that the headteacher promotes quality assurance among the teachers.

It is revealed by item 6 that majority of the respondents 50.8%(27) agreed that the effort of the teacher is appreciated by the headteacher; a good number of respondents 49.2% (39) were not sure that the effort of the teacher is appreciated by the headteacher; while none of the respondents either disagreed or strongly disagreed that the effort of the teacher is appreciated by the headteacher. The mean was 3.659; meaning the respondents agreed that the effort of the teacher is appreciated by the headteacher.

Item 7 shows that majority of the respondents 66.4% (53) agreed that to control the teachers, the headteacher delegates them where there is the need; a good number of the respondents 33.6% (27) were not sure; while none of the respondents either disagreed or strongly disagreed that to control the teachers, the headteacher delegates them where there is the need. The mean was 3.835; meaning the respondents agreed that to control the teachers, the headteacher delegates them where there is the need.

Item 8 shows that majority of the respondents 82% (65) agreed that the headteacher is an encourager of the teachers; while 18.0% (15) were not sure that the headteacher is an encourager of the teachers; none of the respondents disagreed that the headteacher is an encourager of the

teachers. The mean was 3.971, implying the respondents agreed that the headteacher is an encourager of the teachers.

The result from item 9 shows that majority of the respondents 68% (54) agreed that the headteacher makes decisions justly concerning the teacher well-being; 32.0%(26) were not sure that the headteacher makes decisions justly concerning the teacher well-being; none of the respondents either disagreed or strongly agreed that the headteacher makes decisions justly concerning the teacher well-being. The mean was 3.854; meaning the respondents agreed that the headteacher makes decisions justly concerning the teacher well-being. This was in the agreement with the qualitative findings where it was realised that headteacher makes decisions justly concerning the teacher well-being in order to retention.

The qualitative findings reveal that the headteacher to retain teacher use the strategies like meeting regularly with the teacher, respecting the teachers and their decisions; consult them where the need might be and also when making the decisions concerning the well-being of the teachers, there must be justice. The findings were in agreement with the quantitative findings.

4.4.2.2 Relationship between Headteacher control practice and teacher retention

The Pearson's correlation coefficient was computed to determine the relationship between Headteacher control practice and teacher retention as shown in the table 4.9.

Table 4.9: Shows Pearson correlations Analysis

Correlations			
		Headteacher control practice	teacher retention
Headteacher control practice	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.081
	N	80	80
Teacher retention	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.081	
	N	80	80

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

Source: Primary Data 2019

Results as indicated in table 4.9 show that the correlation coefficient(r) between Headteacher control practice and teacher retention is 0.758 indicating there is positive and significant correlation coefficient. In addition correlation coefficient between Headteacher control practice and teacher retention is insignificant at 0.081 level of significance which implies that there exists minimal relationship between Headteacher control practice and teacher retention since the significance level according to the results obtained is much higher than the accepted p value of ≤ 0.05 .

According to Sarantakos (2005), the level of significance ranges from 0 to 1 and that a significant level of 0 means that there is a very high probability that the tested results are perfect with 0% risk of making a conclusion by rejecting the hypothesis that would have been accepted. This therefore means that the results in table 4.9 imply that there is 8.1% risk of making a mistake by accepting the hypothesis that Headteacher control practice has a positive relationship with teacher retention.

It was also found out from the qualitative findings that teacher retention is influenced by the control methods used by the headteacher. According to both qualitative and quantitative findings Headteacher control practice has influence towards the teacher retention.

4.4.3 Budgeting for teacher reward

This section presents the findings from the respondents about budgeting for teacher reward and teacher retention in semi-rural schools.

4.4.3.1 Descriptive statistics

This section presents findings in percentage and numbers from the respondents about budgeting for teacher reward and teacher retention in semi-rural schools.

Table 4.10: Budgeting for teacher reward (N=80)

Item	Statement	Rating in percentages/numbers of respondents					Mean	SD
		SA	A	NS	D	SD		
	To promote teacher retention	5	4	3	2	1		
1	My school has adequate budget for paying salary	0% 27	33.6% 27	10.7% 8	33.6% 27	22.1% 18	2.573	1.168
2	My salary is paid in time as required	0% 27	33.6% 27	11.5% 9	44.3% 36	10.6% 8	2.699	1.046
3	The budget considers that teachers are served on well balanced meals by the school	0% 18	22.1% 18	22.1% 18	55.8% 44	0% 0	2.667	.821
4	There is reasonable top up allowances which accompany performance for a teaching staff in my school	0% 35	44.3% 35	21.3% 17	34.4% 28	0% 0	3.117	.877
5	My school has adequate budget for pay increment to teachers annually	0% 17	21.3% 17	32.8% 26	45.9% 37	0% 0	2.777	.791
6	My school provides accommodation to the teachers	0% 27	33.6% 27	44.3% 35	22.1% 18	0% 0	3.126	.737
7	My school usually organizes recognition events for teaching staff high achievers periodically.	0% 35	44.2% 35	32.8% 27	11.5% 9	11.5% 9	3.117	.993
8	My school usually provides for organizing motivational awards (e.g., dinners, trips) to its teaching staff.	9.8% 8	44.3% 35	45.9% 37	0% 0	0% 0	3.641	.655

Source: Primary Data 2019

The findings from Table 4.10 are explained as follows:

Item 1 shows that 33.6% (27) of the respondents agreed that their school has adequate budget for paying salary, 55.7% (45) disagreed that their school has adequate budget for paying salary, 10.7%(8) of the respondents were not sure; while 0%(0) strongly agreed that their school has adequate budget for paying salary. The mean was 2.573; meaning the respondents were in disagreement that their school has adequate budget for paying salary.

From item 2, the findings revealed that majority of the respondents 54.9% (44) disagreed that their salary is paid in time as required, 33.6% (27) agreed that their school has adequate budget for paying salary, and 11.5 % (9) were not sure that their salary is paid in time as required. The mean was 2.699; implying the respondents disagreed that their salary is paid in time as required. So delay in paying teachers leads them lose their patience and as a result leave the schools.

From item 3, it was found out from majority 55.8% (44) of the respondents disagreed that the budget considers that teachers are served on well balanced meals by the school, 22.1%(18) agreed that the budget considers that teachers are served on well balanced meals by the school, while 22.1% (18) were not sure that the budget considers that teachers are served on well balanced meals by the school. The mean was 2.667; meaning on the whole the respondents disagreed that the budget considers that teachers are served on well balanced meals by the school.

From item 4, it was further found out that 44.3% (35) of the respondents agreed that there is reasonable top up allowances which accompany performance for a teaching staff in their school, 34.4%(28) disagreed that there is reasonable top up allowances which accompany performance for a teaching staff in their school, while 21.3%(17) were not sure that there is reasonable top up

allowances which accompany performance for a teaching staff in their school. The mean was 3.117; indicating the respondents were not sure that there is reasonable top up allowances which accompany performance for a teaching staff in their school.

From item 5, the findings showed that majority 45.9% (37) of the respondents disagreed that their school has adequate budget for pay increment to teachers annually, 32.8% (26) were not sure that their school has adequate budget for pay increment to teachers annually, while 21.3% (17) agreed that their school has adequate budget for pay increment to teachers annually; none of the respondents either strongly agreed or strongly disagreed that their school has adequate budget for pay increment to teachers annually. The mean was 2.777; meaning the respondents disagreed that their school has adequate budget for pay increment to teachers annually.

In the same way, from item 6, it was revealed from the majority 44.3% (35) of the respondents that they were not sure whether their school provides accommodation to the teachers; 33.6% (27) agreed, while 22.1% (18) disagreed; none of the respondents either strongly agreed or strongly disagreed that their school provides accommodation to the teachers. The mean was 3.126; implying that the respondents were not sure whether their school provides accommodation to the teachers.

From Item 7 the results from majority 44.2% (35) of the respondents agreed that their school usually organizes recognition events for teaching staff high achievers periodically, 32.8%(27) of the respondents were not sure, while 23.0%(9) disagreed that their school usually organizes recognition events for teaching staff high achievers periodically. The mean was 3.117; meaning that the respondents were not sure their school usually organizes recognition events for teaching staff high achievers periodically.

Item 8 reveals that 45.9% (37) of the respondents were not sure that their school usually provides for organizing motivational awards (e.g., dinners, trips) to its teaching staff. (e.g., dinners, trips) to its teaching staff, while 54.4 % (43) agreed that their school usually provides for organizing motivational awards (e.g., dinners, trips) to its teaching staff; none either disagreed that their school usually provides for organizing motivational awards (e.g., dinners, trips) to its teaching staff. The mean was 3.641; this means the respondents agreed that their school usually provides for organizing motivational awards (for example, dinners, trips) to its teaching staff.

It was found out from the Headteachers and members of the School Management Committees through the interviews conducted with them that an adequate budget for teacher reward caters for the salaries, tokens, top ups, non cash rewards and allowances. If these are provided for in the budget and disseminated on time to teacher, then the teacher is motivated to stay with the school.

4.4.3.2 Effects of Budgeting for teacher reward and teacher retention

The regression analysis was used to find the relationship between the independent variables on the dependent variable, that is, the extent to which budgeting of rewards influence teacher retention as indicated in the Table 4.11;

Results in table 4.11 show that 36% variance in teacher retention in semi rural schools is attributed to budgeting for teacher reward (Adjusted R Square = .356), thus this reveals that budgeting for teacher reward is statistically a significant predictor of teacher retention in semi rural schools (Beta = .600, Sig. = .000). In general, the regression model fit was significant at sig. = .000, implying that a unit change in budgeting for teacher reward may lead to 35.6% change in teacher retention in semi rural schools. Results show that there is a significant relationship between budgeting for teacher reward and teacher retention ($r = .600^{**}$; $p = .000$).

This implies that the positive changes in budgeting for reward would significantly influence the teacher retention in semi rural schools. Therefore the hypothesis that budgeting for reward positively influences teacher retention was tested positive.

4.4.3.2 Pearson Correlation between budgeting for teacher reward and teacher retention

The Pearson's correlation coefficient was computed to determine the relationship between budgeting for teacher reward and teacher retention.

Table 4.11: Shows Pearson correlations Analysis

Correlations			
		Budgeting	Teacher retention
Budgeting	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	103	103
Teacher retention	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	103	103

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

Source: Primary Data 2018

Results show that there is a significant relationship between budgeting for teacher reward and teacher retention ($r = .600^{**}$; $p = .000$). This implies that the positive changes in budgeting for teacher reward lead to changes on teacher retention. Therefore the hypothesis that budgeting for teacher reward positively influences teacher retention was tested positive.

Table 4.11: Shows findings on regression analysis showing the influence of Budgeting for teacher reward and teacher retention

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.618	.578		-2.800	.006
	Budgeting for teacher reward and teacher retention	1.261	.123	.600	10.275	.000

a. Dependent Variable: teacher retention

Source: Primary Data 2019

The above quantitative findings were supported qualitatively by the key informants as they argued that some of the rural schools have good plans for the welfare of the teachers, and this is reflected by the budgets schools make. Additionally teacher well budgeted for find satisfaction and remain with the school.

4.4.4 Organizing School Infrastructure

This section presents the findings from the respondents about Organizing School Infrastructure and teacher retention.

4.4.4.1 Descriptive statistics

This section presents findings in percentages and numbers from the respondents about Organizing School Infrastructure and teacher retention..

Table 4.12: Organizing School Infrastructure

Item	Statement	Rating in percentages (numbers of respondents)					Mean	SD
		SA 5	A 4	NS 3	D 2	SD 1		
1	My school has well furnished classrooms conducive for the teacher to do the work of teaching	0%	33.6% (27)	11.5% (9)	21.3% (17)	33.6% (27)	2.466	1.267
2	The school provide the teacher with accommodation at school conducive for the teacher's stay	0%	10.6 8	11.5% 9	44.3% 35	33.6% 27	2.000	.939
3	The teacher has access to the computer at school	0%	0%	44.3% (35)	34.4% (28)	21.3% (17)	2.233	.782
4	The school library is functional	0%	10.7% (8)	22.1% (18)	34.4% (28)	32.8% (27)	2.107	.989
5	The books which the teacher requires for personal use and teaching are available in the school library	0%	11.5% (9)	21.3% (17)	11.5% (9)	55.7% (45)	1.893	1.111
6	The school has adequate infrastructure for leisure and recreation	0%	0%	44.3% (35)	22.1% (18)	33.6% (27)	2.117	.8778

Source: Primary Data

Item 1 shows that 33.6% (27) of the respondents agreed with the statement that their school has well furnished classrooms conducive for the teacher to do the work of teaching. 54.9% (44) disagreed; while 11.5% (9) were not sure that their school has well furnished classrooms conducive for the teacher to do the work of teaching. The mean was 2.466; meaning the respondents disagree that their school has well furnished classrooms conducive for the teacher to do the work of teaching.

Item 2 shows that 77.9% (62) of the respondents disagreed with the statement that the schools provide the teacher with accommodation at school conducive for the teacher's stay; 11.5% (9), of the respondents were not sure, while 10.6% (8) agreed. The mean was 2.000; showing the respondents disagreed that the school provide the teacher with accommodation at school conducive for the teacher's stay.

Item 3 reveals that 44.6% (35) of the respondents were not sure of the statement that the teacher has access to the computer at school; 55.7% (45) disagreed with the statement; while none of the respondents either strongly agreed or agreed. The mean was 2.233; indicating the respondents disagreed that the teacher has access to the computer at school.

Item 4 reveals that 34.4% (28) of the respondents disagreed with the statement that the school library is functional. 21.1% of the respondents were not sure and 10.7% agreed with the statement. The mean was 2.107; meaning the respondents disagreed that the school library is functional.

Item 5 shows that 67.2% (45) of the respondents disagreed that the books which the teacher requires for personal use and teaching are available in the school library. 21.3% (17) of the respondents were not sure, while 11.5% (9) agreed with the statement. The mean was 1.893, the

respondents disagreed that the books which the teacher requires for personal use and teaching are available in the school library.

Item 6 shows that 44.3% (35) of the respondents were not sure with the statement that the school has adequate infrastructure for leisure and recreation, while 54.7% (45) of the respondents disagreed that the school has adequate infrastructure for leisure and recreation. And none agreed. The mean was 2.117; revealing the respondents disagreed that the school has adequate infrastructure for leisure and recreation.

The qualitative findings indicate that well furnished classrooms, teacher accommodation given by the school, well equipped library and infrastructure for leisure and recreation motivate the teacher to stay with a school. One of the respondents said that if to say accommodation is given to a teacher, the teacher is relieved of the burden for rent. Quantitatively it was found out that the rural schools lack these infrastructures and therefore most teachers do not get them from the schools. However, if they are provided, they influence the teacher to stay with the school.

4.6.2 Effects of organizing school infrastructure on teacher retention

The regression analysis was used to find the relationship between independent variables and the dependent variable, that is, the extent to which organizing school infrastructure relates to the teacher retention. The Pearson's correlation coefficient was computed to determine the relationship of organizing school infrastructure and teacher retention. Results as indicated in table 4.13 below show that the correlation coefficient(r) between organizing school infrastructure and teacher retention is 0.808 indicating there is positive and a strong significant correlation coefficient. In addition, the results show that correlation coefficient between Headteacher control practice and teacher is significant at) 0.000 level of significance which implies that there exists a

relationship between Headteacher control practice and teacher retention since the significance level according to the results obtained is much less than the accepted p value of ≤ 0.05 .

Results from Table 4.13 show that there is significant relationship between organizing school infrastructure and teacher retention. This implies that the appropriate organizing school infrastructure is done the greater influence it will have on the teacher retention. In conclusion the hypothesis that organizing school infrastructure influences positively the teacher retention in semi- rural schools was substantiated.

Table 4.13: Shows findings on regression analysis showing the relationship between organizing school infrastructure and teacher retention

R Square = .653		F = 353.533				
Adjusted R Square = .651		Sig = .000				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.407	.198		2.059	.041
	Organizing school infrastructure	.887	.047	.808	18.802	.000
a. Dependent Variable: teacher retention in semi rural schools						

Source: Primary Data 2019

Results in table above show that 65.3% variance in teacher retention is attributed to organizing school infrastructure (Adjusted R Square = .651), thus this reveals that organizing school infrastructure is statistically a significant predictor of teacher retention in semi-rural schools. In general, the regression model fit was significant at sig. = .000.

It was found out from the key informants through interviews that effective organizing school infrastructure policy leads to the general teacher retention as the teaching staff is motivated. The

key informants unanimously argued that the teaching staff in semi-rural private school is not paid on time; not given transport, this negatively contributes to the general teacher retention. On the other hand the private primary school policy on organizing school infrastructure indicates that if organizing school infrastructure is well done, teacher retention is also improved. The policy's objective is to make sure that teaching staff are well compensated and motivated to perform.

The findings are validated by the fact that all demographic factors in line with the variables under study were considered, so that credible and unbiased results are obtained.

4.7 Multiple Regression Model

To examine the extent to which the study variables Headteacher control, budgeting for teacher reward, organizing infrastructure predicted the teacher retention, a regression analysis was carried out and the results are presented in the table 4.14.

Table 4.14: Regression Model

		Unstandardized coefficients		Standardized Coefficients	T	Sig
		B	Std. Error	Beta		
1	Constant	.072	.267		.269	.788
	Headteacher control	.997	.063	.758	15.928	.081
	Budgeting for teacher reward	1.261	.123	.600	10.275	.000
	Organizing infrastructure	.887	.047	.808	18.802	.000
Dependent Variable: Teacher retention						
R Square= .535						
Adjusted R Square=.531						

Source: Primary Data

From Table 4.14, Headteacher; budgeting for teacher reward; and organizing infrastructure predict 53.1% of teacher retention (Adjusted R square= .531). The regression model was significant and therefore dependable for making conclusions and recommendations. The most

significant predictor of teacher retention was organizing infrastructure (Beta=.808, $t= 18.802$, Sig=.000) followed by headteacher control (Beta=.758, $t=15.928$, Sig= .081), and then followed by budgeting for teacher reward (Beta=.600, $t=10.275$, Sig=.000). The findings revealed that budgeting for teacher reward and organizing infrastructure were strong predictors of teacher retention whereas Headteacher control had insignificant relationship with teacher retention.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five lays out the summary, discussion, conclusion and recommendations from the findings by the researcher as given in chapter four and areas for further study are suggested.

5.2 Summary of the findings

In accordance with the objectives the summary is presented. The general objective of the study was to investigate the influence of school management practices on teacher retention in selected semi-rural private primary schools in Kira Municipality.

5.2.1 Headteacher control practices and teacher retention

The Pearson's correlation coefficient was computed to determine the relationship between headteacher control practices and teacher retention. Results show that there existed a relationship between headteacher control practices and teacher retention ($r = .758^{**}$; $p = .081$), and the relationship is significant.

5.2.2 Budgeting for teacher reward and teacher retention

The Pearson's correlation coefficient was computed to determine the relationship between budgeting for teacher reward and teacher retention. Results show that there is a significant relationship between budgeting for teacher reward and teacher retention ($r = .600^{**}$; $p = .000$).

This implies that the positive changes in budgeting for teacher reward lead to changes in the teacher retention.

The regression analysis was used to find the effect of independent variables on the dependent variable, that is, the extent to which budgeting for teacher reward influences the teacher retention. Results showed that 36% variance in teacher retention is attributed to budgeting for teacher reward (Adjusted R Square = .356), thus this reveals that budgeting for teacher reward is statistically a significant predictor of teacher retention (Beta = .600, Sig. = .000). In general, the regression model fit was significant at sig. = .000.

5.2.3 Organizing school infrastructure and teacher retention

The Pearson's correlation coefficient was computed to determine the influence of infrastructure management on the teacher retention. Results shows that there is a significant relationship between infrastructure management and the teacher retention ($r = .808^{**}$; $p = .000$). This implies that if the infrastructure management is done appropriately the greater the relationship it will have in the teacher retention in the semi-rural private schools.

The regression analysis was used to find the influence of independent variables on the dependent variable, that is, the extent to which infrastructure management influences the teacher retention. Results showed that 65.3% variance in teacher retention in semi rural private primary school is attributed to infrastructure management (Adjusted R Square = .651), thus this reveals that infrastructure management is statistically a significant predictor of teacher retention (Beta = .808, Sig. = .000). In general, the regression model fit was significant at sig. = .000.

5.3 Discussion of the Findings

The study objectives were followed as the discussion of the findings was carried out. In this section the research established the agreement and the disagreement between the findings from the study and the reviewed literature.

5.3.1 Headteacher control practices and teacher retention

The findings of the descriptive statistics uncovered that there existed a relationship between Headteacher control practices and teacher retention ($r = .758^{**}$; $p = .081$), and it is significant relationship. The findings were to a little extent in agreement with the different authorities for instance Boyd, Grossman, Ing, 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 and Smith, 2003; Perie et al. 1997; 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. Similarly, Shann (1998) concluded that the school administrators are responsible toward teacher job satisfaction.

The findings are in agreement with findings since the 1980s in which private firms and public agencies have been increasing job performance by encouraging their employees to be more active in decision-making. This empowers the employees by giving them a sense of ownership

(Bowen & Lawler, 1992, 1995; Kim, 2002; Lawler, Ledford, & Mohrman, 1995; Peters, 1996). If employees believe the company values their efforts, they are more likely to stay in that job (Gaertner et al., 2000; Huselid, 1996; Barton, Hogan, & Lambert, 2001; Shaw et al., 1998). Increase in commitment, innovation, and involvement are the results when employees are allowed to be stakeholders within a company (Guthrie, 2001; Kirkman & Rosen, 1999; Lawler, Ledford, & Mohrman, 1995; Spreitzer, 1995).

The study established that headteacher control practices have a relationship with teacher retention, but the relationship is not significant. This implies that there are other factors of School management practices that contribute to teacher retention in semi-rural private primary schools.

The findings were in line with the System theory, in the context of this study, this theory implies that when the headteacher, SMCs and teachers in a primary school are closely related and work hand-in hand, teacher retention can be enhanced.

5.3.2 Budgeting for teacher reward and teacher retention

Results show that budgeting for teacher reward significantly influences teacher retention in semi rural private primary school ($r = .600^{**}$; $p = .000$). This implies that the positive changes in budgeting for teacher reward lead to changes in teacher retention in semi rural private primary school. The regression analysis was used to find the effect of independent variables on the dependent variable, that is, the extent to which budgeting for teacher reward influences teacher retention in semi rural private primary school. Results shows that 36% variance in teacher retention in semi rural private primary school is attributed to budgeting for teacher reward

(Adjusted R Square = .356), thus this reveals that budgeting for teacher reward of teaching staff is statistically a significant predictor of teacher retention in semi rural private primary school.

The results are in agreement with the statement that, good or increase in teacher's compensation may reduce turnover intentions of teachers, since many studies have found that low salaries were the main predictor of teacher turnover behaviors' (Liu, 2007; Loeb et al., 2005). Other studies have recommended high teacher salary as an effective strategy to reduce the turnover issues of teachers (Ingersoll and Smith, 2003; Kelly, 2004). Studies also found positive relationship between salary and job satisfaction of teachers. In the view of the deliberations from above, budgeting for teacher reward are crucial for teacher retention. Consequently, semi-rural private primary schools are compelled to put emphasis on the value of budgeting for teacher reward so that learning which is continuous is adopted.

The study is also in agreement that teachers' salaries contribute in their retention in this regard, researchers found the low salary as the main predictor of teacher attrition and turnover (Murnane & Olsen, 1989; Shen, 1997; Stinbrickner, 1998; Theobald, 1990). Good or increase in teacher's compensation may reduce turnover intentions of teachers, since many studies have found that low salaries were the main predictor of teacher turnover behaviors' (Liu, 2007; Loeb et al., 2005). Other studies have recommended high teacher salary as an effective strategy to reduce the turnover issues of teachers (Ingersoll and Smith, 2003; Kelly, 2004). Studies also found positive relationship between salary and job satisfaction of teachers.

The findings were underpinned by System theory in that when the stake holders in the school management like the members of school management committees and Headteachers work together to ensure teachers' welfare, remuneration and attitude towards work in order to create a conducive working environment at school and thus enhancing retention levels of teachers. The

Headteachers, SMCs and teachers of private primary schools in Kira Municipality should work as a unit to promote teacher retention.

5.3.3 Organizing school infrastructure and teacher retention

The findings found out that there was a significant relationship between organizing school infrastructure and teacher retention of semi-rural private primary schools in Kira municipality ($r = .808^{**}$; $p = .000$). This implies that if the compensation of teaching staff is done appropriately the greater the impact it will have on the teacher retention of semi-rural private primary schools in Kira municipality.

The regression analysis was used to find the influence of independent variables on the dependent variable, that is, the extent to which organizing school infrastructure influences teacher retention of semi-rural private primary schools in Kira municipality. Results showed that 65.3% variance in teacher retention of semi-rural private primary schools in Kira is attributed to organizing school infrastructure (Adjusted R Square = .651), thus this reveals that organizing school infrastructure is more statistically significant predictor of teacher retention.

The findings agreed with many studies, that infrastructures have been associated to teacher career paths (Corcoran, Walker, & White, 1988; Darling-Hammond, 2003; Steuteville-Brodinsky, Burbank, & Harrison, 1989). The finding also agreed with many studies have found through teachers' survey that physical features of schools are reported as main predictor of turnover of school teachers (Loeb et al., (2005); Buckley, Schneider, & Shang, 2005; Johnson, 1990). According to them teachers who perceive enough resources and facilities of schools, are more likely to stay in school for long run. The study established that semi-rural private primary

schools' infrastructures had a relationship to teacher retention with the school in Kira municipality.

Research has shown that a well planned school with clean and safe learning environment is important for academic achievement (Cash 1993, Earthman & Lemaster, 1996). Physical facilities play a key role in the attainment of the school's intended objectives of retaining teachers. Educational facilities contribute directly to the teaching and learning processes in the educational system. These facilities and environment also portray the quality of the institution in terms of their staff or students, friendliness, safety and relevance (Okoiye and Uche, 2004).

The system theory underpin the findings in that when all units work together, a conducive working environment is created even in terms of infrastructure at school and thus enhancing retention levels of teachers.

5.4 Conclusions

Following the objectives of the study, the conclusions were made as presented in this section:

5.4.1 Headteacher control practices and teacher retention

It was established from the findings that there existed a relationship between headteacher control practices and teacher retention ($r = .758^{**}$; $p = .081$), and it was significant relationship. Thus, a unit change in headteacher control practices has significant relationship with teacher retention.

5.4.2 Budgeting for teacher reward and teacher retention

From the research findings it was established that there existed a significant relationship between budgeting for teacher reward and teacher retention ($r = .600^{**}$; $p = .000$). This implies that the

positive changes in organizing school infrastructure lead to changes in teacher retention. In a nutshell, if organizing school infrastructure is given more attention, then teacher retention is most likely to improve.

5.4.3 Organizing school infrastructure and teacher retention

From the research findings it was found out that there was a significant relationship between organizing school infrastructure and teacher retention ($r = .808^{**}$; $p = .000$). This implies that if the organizing school infrastructure is done appropriately the greater the relationship it will have in teacher retention in semi-rural private primary schools.

5.5 Recommendations

The recommendations below were made following the research findings in the line with research objectives:

5.5.1 Headteacher control practices and teacher retention

To encourage Headteachers to focus on retention among their teachers, semi-rural private primary schools should incorporate retention metric into their organization's evaluation. Allen (2008) says that in order to achieve this, schools need to prepare Headteachers to lead and develop effective relationships with their subordinates. Executive Coaching should be applied in order to help increase an individual's effectiveness as a leader as well as boast a climate of learning, trust and teamwork in a school (Choi and Tang 2009).

In order to build loyalty, headteachers should motivate their teachers and reduce cost through open communication, coaching teachers and providing meaningful feedback to inspire teachers to work as an effective team (Allen, 2008). This way, Headteachers reinforce teacher

productivity and teacher's relationship with his/her Headteacher is equally kept important, making a teacher feels embedded and valued within the school.

5.5.2 Budgeting for teacher reward and teacher retention

Semi-rural private primary schools should come up with clear policies of budgeting for teacher reward, by coming up with budgeting policies for teacher reward, through consultations with all the stakeholders. Semi-rural private primary schools should not target salary only in monetary term, rather also other aspects like working environments.

There is a need by the budgeting structure to create other attracting means that will enable to retain and motivate teaching staff to have a wide range of benefits designed to support the individual teaching staff efforts and abilities. For example, schools may apply different means to facilitate the education of their teaching staff.

To retain teachers, schools should apply different tools like introduction of generosity benefits for example post-retirement, medical treatment, promotion on regular basis depending on merit, and security of the job.

For teacher satisfaction, Semi rural Private primary schools should design a reasonable remuneration package; this should be done by the budgeting team specialists and the decision makers for the schools. They should annually set aside remuneration package in order to attract the best teaching staff and satisfy their expectations, by being fair, equitable and biasness free.

In addition Semi rural private primary schools should retain the talented teaching staff by studying the labour market and pay salaries that are better or equivalent to what others pay. In a similar way, rewards should be at the levels of the norms of schools. There should be research

conducted regularly by the policy makers of the schools to be in the know what others are offering in order to make adjustments accordingly. This is done because a good remuneration package influences people to stay and perform better.

5.5.3 Organizing school infrastructure and teacher retention

To the schools which lack School infrastructure like classrooms, laboratories, halls, open fields, games equipment, dormitories and sanitation facilities, should put in place these infrastructures and this should be done by the school administration because, through budgeting for them, this is because school infrastructure is a key base for effective teaching and learning in schools as infrastructure enhances staff motivation and improve academic achievements of pupils. The school administrations should not only put in place infrastructure but should be well planned for, because, according to this study done and many other studies, infrastructures have been associated to teacher career paths (Corcoran, Walker, & White, 1988; Darling-Hammond, 2003; Steuteville-Brodinsky, Burbank, & Harrison, 1989). Many studies have found through teachers' survey that physical features of schools are reported as main predictor of turnover of school teachers (Loeb et al., (2005); Buckley, Schneider, & Shang, 2005; Johnson, 1990).

5.6 Limitations of the study

The following were the limitations of this study;

The study was limited to Private schools in Kira Municipality it was expensive to reach to the different schools and also it was not easy to meet with the respondents especially the School management committee members. However the researcher improvised transport and also used

the teaching staff from the different schools that she knew to enable her reach out to the others and the School management committee members.

Some of the respondents made the researcher to look for them several times in order to get back the filled questionnaire. The researcher had to endure and also reminded them regularly.

Some of the School management committee members were reluctant in giving the information to the researcher and some could not be easily accessed in their offices. However, the researcher had to be patient with them.

5.7 Areas of Further Research

The focus for this study was on the relationship between Headteacher control practices; budgeting for teacher reward; organizing school infrastructure and the teacher retention in semi-rural private primary schools; a case of Kira Municipality. The scope should be widened for the future studies to cover other private schools in rural setting.

A cross sectional design was adopted by this study to study the relationship between Management practices and teacher retention in semi-rural private primary schools; A case of Kira Municipality. A longitudinal design should also be used to study the same.

A study on other independent variables of Management practices and teacher retention in semi-rural private primary schools should also be carried out.

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APPENDICES

APPENDIX 1: Questionnaire for teachers

INTRODUCTION

I am Elizabeth Namwanje, a student of Kyambogo University. I am carrying out research on the topic **management practices and teacher retention in semi rural private primary schools in Kira Municipality** as a partial fulfillment of the requirements for the award of the Masters policy, planning and management of Kyambogo University.

I will be grateful if you spend a few minutes completing this questionnaire. Your insights and responses will assist in way teaching staff members are managed and retained by private primary schools.

Please answer all questions honestly and for confidentiality do not indicate your name anywhere on this questionnaire. The information gathered is strictly for academic purposes only.

SECTION A: BACKGROUND INFORMATION

Please tick or circle (Section A) or indicate your opinion on each of the statements.

1. Sex

Male Female

2. Age bracket (in years)

30 and Below 31-40

41- 50 Above 50

3. Marital status

Married Widowed
 Single Divorced/ Separated

4. Highest level of Education

Grade III Teacher Diploma in Education Degree in Education

5. Working experience in teaching profession

Less than 6 months 6 months- 1 year
 1 years- 4 years 4years and above

SECTION B:

Using a scale of 1- 5 please indicate your level of agreement or disagreement of the following statements. Please tick/circle an appropriate box that describes your opinion. 1=Strongly Agree (SA) 2=Agree (A), 3=Not sure (NS), 4=Disagree (D), 5=Strongly disagree (SD)

Headteacher control practice

Item	Statement	Responses in Percentages					Mean	SD
		(%)/numbers of respondents						
		SA	A	NS	D	SD		
		5	4	3	2	1		
1	The headteacher practices control to retain the teacher							

2	Teachers are loyal to the headteacher							
3	The headteacher does audit of the teachers							
4	The headteacher is influential generally to the teachers							
5	The headteacher promotes quality assurance among the teachers							
6	The effort of the teacher is appreciated by the headteacher							
7	To control the teachers, the headteacher delegates them where there is the need							
8	The headteacher is an encourager of the teachers							
9	The headteacher makes decisions justly concerning the teacher							

What do you think are Headteacher control practices that are used to retain the teachers?

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Budgeting for teacher reward

Item	Statement	Rating in percentages/numbers of respondents					Mean	SD
		SA	A	NS	D	SD		
	To promote teacher retention	5	4	3	2	1		
1	My school has adequate budget for paying salary							
2	My salary is paid in time as required							
3	The budget considers that teachers are served on well balanced meals by the school							
4	There is reasonable top up allowances which accompany performance for a teaching staff in my school							
5	My school has adequate budget for pay increment to teachers annually							
6	My school provides accommodation to the							

	teachers							
7	My school usually organizes recognition events for teaching staff high achievers periodically.							
8	My school usually provides for organizing motivational awards (e.g., dinners, trips) to its teaching staff.							

What items do you think are including in budget for teacher reward as a school management practice to retain the teacher

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Organizing School Infrastructure

Item	Statement	Rating in percentages (numbers of respondents)					Mean	SD
		SA 5	A 4	NS 3	D 2	SD 1		
1	My school has well furnished classrooms conducive for the teacher to do the work of teaching							
2	The school provide the teacher with accommodation at school conducive for the teacher's stay							
3	The teacher has access to the computer at school							
4	The school library is functional							
5	The books which the teacher requires for personal use and teaching are available in the school library							
6	The school has adequate infrastructure for leisure and recreation							

As a school management practice what do you think school be included in organizing the school infrastructure to retain the teacher?

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Teacher retention

Item	Statement	Percentage rating/ numbers of respondents						
		SA 5	A 4	NS 3	D 2	SD 1	Mean	SD
1	Continuity is an indicator of retention							
2	Satisfaction of teaching staff indicates retention							
3	Productivity is seen in a teacher who remains with the school							
4	Loyalty is a key to teacher retention							
5	Teacher development is an indication of retention							

What do you think are the indicators for the teacher retention?

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Thank you for participating in this study

APPENDIX 2: Interview Guide to Headteachers

I am Elizabeth Namwanje, a student at Kyambogo University requesting you to participate in this interview, which is aimed at collecting data on the relationship between management Practices and teacher retention. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes. Thank you very much for your cooperation.

What strategies do you use as the headteacher in effective control of the teaching staff?

How has the involvement of the teaching staff facilitate their retention with your school?

How have the methods you are using helped the teacher retention?

What rewards does your school have for the teaching staff?

Do you think rewards contribute to the stay of the teacher with the school? How

What do you think is the influence of salaries given to teaching staff on the performance of teaching staff?

What infrastructure do you have that you think motivate the teacher to remain with the school?

How do school infrastructures contribute to teacher's retention?

Thank you for your participation in this study

APPENDIX 3: Interview Guide to SCM members

INTRODUCTION

I am Elizabeth Namwanje, a student at Kyambogo University requesting you to participate in this interview, which is aimed at collecting data on the relationship between management Practices and teacher retention. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes. Thank you very much for your cooperation.

What strategies does the headteacher use in effective control of the teaching staff?

How has the involvement of the teaching staff facilitate their retention with your school?

How have the strategies used by the headteacher helped in the teacher retention?

What makes the school budget adequate in terms of rewards for the teaching staff?

Do you think rewards contribute to the stay of the teacher with the school? How

What do you think is the influence of salaries given to teaching staff on the performance of teaching staff?

What infrastructure do you have that you think motivate the teacher to remain with the school?

How do school infrastructures contribute to teacher's retention?

Thank you for your participation in this study



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FACULTY OF EDUCATION

Department of Educational Planning and Management

Date: 22nd April 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

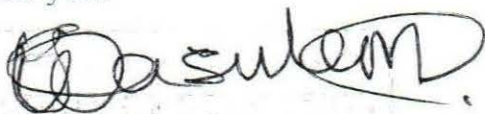
RE: NAMWANJE ELIZABETH

This is to certify that **NAMWANJE ELIZABETH 17/U/14551/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Influence of School Management Practices on Teacher Retention in Selected Semi-Rural Private Primary Schools in Kira Municipality Wakiso District, Uganda

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.



Dr. Kasule George Wilson
HEAD OF DEPARTMENT