SCHOOL ENVIRONMENTAL FACTORS AND TEACHER RETENTION IN PRIMARY SCHOOLS OF MUKONO DISRICT, UGANDA

BY

LOGOSE CATHERINE

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DECLARATION

I, Catherine Logose, declare that, this research dissertation is my original work and has never been submitted to an Educational Institution of Higher Learning for any academic award.

Sign.....

LOGOSE CATHERINE

Date :23/11/2015

APPROVAL

This is to certify that this dissertation has been under our supervision and is now ready for submission to the School of Postgraduate Studies for examination.

Signature...Naluwemba.....

Name: Dr. Naluwemba Frances

Date :...26/11/2015.....

Signature.....

Name: Dr. W.W. Kamukama

Date: ...2/12/15.....

DEDICATION

I, dedicate this research study to my husband, Mr. Okiror Martin .O, my parents Mr. and Mrs. Koire Victor and my dear children.

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LIST OF ACRONYMS/ABBREVIATIONS

DEOs	-	District Education Officials
HTRs	-	Head teachers
MESTS	-	Ministry of Education, Science, Technology and Sports
SFB	-	School Foundation Bodies
SMCs	-	School Management Committees

ABSTRACT

The purpose of this study was to find out the extent to which school environmental factors influence teacher retention in primary schools of Mukono District. The study was guided by a cross section survey design which utilized both quantitative and qualitative methods of data collection. The total sample of respondents were sixty composed of teachers, head teachers, School Foundation Bodies, School Management Committees and District Education officials. They were selected using purposive and simple random sampling techniques. Instruments for data collection were questionnaires, interview guide and observation guide.

The findings were analyzed and interpreted using frequencies, percentages and tables. The findings indicated that most of the schools had good school facilities and their teachers were provided with adequate instructional materials and teachers' welfare. There was leadership shown by the trend on how school systems were being coordinated and managed to support their staff. Stakeholders shared common issues with their teaching staff as one way of improving upon their welfare through forming income generating projects, fund raisings and other developmental ideas on teacher career improvement as an avenue for encouraging teacher retention. The study concluded that the majority of Primary schools in Mukono District had adequate school facilities that made teachers want to stay longer at their stations, although a few call for improvement. The more teachers are given administrative support, the more they are likely to stay longer at their work stations. School Management Committees were doing a commendable job in fostering teacher retention. There is lack of adequate social amenities in Mukono district which can enable teachers to stay longer at their work stations.

Finally, the study recommended that: the government through Ministry of Education, Science, Technology and Sports should plan for provision of better school facilities to all schools, school administrators should involve and encourage teachers in the management of schools through delegation, D E Os should conduct seminars to train SMCs to improve on their roles towards teacher retention and lastly, the District Local Government should set up quality social infrastructure across the district to provide better social amenities.

CHAPTER ONE

1.0 Introduction

The study focuses on school environmental factors and teacher retention in primary schools of Mukono district. The two variables handled in the study are school environmental factors and teacher retention. The first chapter presents the background, statement of the problem, purpose of the study, specific objectives, research questions, conceptual framework, scope and significance.

1.1 Background to the Study

The study was intended to find out the extent to which school environmental factors influence teacher retention in Primary Schools in Mukono District, with particular interest on their contribution towards retaining teachers. This study was prompted by the realization that there were reported cases of teachers leaving their profession for other jobs (MOES, 2013). This has affected the teaching and learning hence low academic standards yet the school environment enhances effective teacher retention.

School environmental factors refer to those physical conditions that may affect employees in an organization especially when the organization has got challenges associated with employee effectiveness, such as security, inadequate facilities, non-motivating welfare and career advancement (Moore, 2012). The environment where one works plays a vital role whether one will enjoy work hence be retained or one will be frustrated hence quit. There is a need to create a safe working environment for all employees.

Retention is about how an organization manages its workforce (Mckeown, 2005). Management Study Guide (2013) defines staff retention as various policies and practices which let the employees stick to an organization for a longer time". Teacher retention is seen

as the state of how teachers stay and leave their schools. In other words, it refers to the techniques employed by the Management to help the employees stay with the organization for a longer period.

Internationally, the issue of teacher retention dates from the early 1900s when industrial engineers and industrial psychologists attempted to ascertain the major reason behind the teacher's level of interest in teaching (Rowland and Ferris,1982). Teacher retention is an outstanding problem in planning, staffing and organizing of public schools in USA and Europe because statistics show that small schools, urban schools, schools serving high minority and poverty populations are particularly at risk of teachers leaving. (Wayne, 2006).

Teacher attrition is reported not only in the western countries, such as United States of America, Canada but also in African countries. Teacher shortage has been endemic for a number of years in schools of low status (Mulkeen, 2008).

During the pre-independence period in Uganda, teachers benefited a lot in terms of respect from the public because of good salary and welfare, which made them stay longer in schools. However, the economic depression that Uganda experienced during the Amin regime (1972-79), led to high inflation that resulted into poor salaries and inappropriate welfare, which negatively affected teachers (Ssekamwa and Lugumba, 1973). Additionally, Uganda is a low developing country with a low per capita income, which made sustainability difficult. The low income led to lower living standards, which ultimately made some of the teachers quit teaching (Locklear, 2010).

Even though teacher retention has been observed as an issue, there is no specific research that has dealt with school environmental factors to address this issue. The Ministry of Education in Uganda is responsible for the execution of education policies and foundation of the

guidelines for the day to day running of schools (Acom, 2010). However, the political upheavals and economic mismanagement of the 1970s and early 1980s affected the education sector infrastructure in that manpower, infrastructure and teaching materials were not available and resources were diverted (Ateenyi, 2005). This affected teachers' effectiveness and retention. Teachers were poorly trained or untrained at all and had neither career prospects nor incentives. Many left the teaching profession and joined different careers.

Despite the reforms, strategies and policies intended to improve the teachers' effectiveness as human resources in schools; teacher retention is still a big problem internationally, specifically in local cultures, such as Uganda (MOES, 2013; Opolot). For the case of Uganda, it has been noted that there is high staff turnover in educational institutions especially at the primary level critically in hard to reach districts (Kayizzi, 2013). However, literature in education does not indicate whether teacher retention may be due to school environmental factors. There are several school environmental factors which may affect teacher retention; these include low payment, transfers, working under difficult conditions, school facilities, administrative support, Stakeholders' involvement and social amenities (Sinyolo, 2007).

Employers in primary schools of Mukono district have not put any standard measure upon which teachers are retained. Some employers have used peculiar ways for high levels of retention usually defined in terms of teacher skills and knowledge (Mutebi 2012).

Low teacher retention may occur in locations where living conditions are extremely poor, harsh, or expensive where teachers do not feel comfortable with the local ethnicity, customs or language (Macdonald 1999:838) as cited in (Kayizzi, 2013). Therefore, the researcher will assess how school environmental factors are a threat to teacher retention.

This study was guided by the social ecological theory by Bronfebrenner, (1977) under the system approach to management (Chandan, 1997). As applied in this study, the theory assumes that high teacher retention may be reflected when the teacher is satisfied with school facilities, stakeholders' involvement, instructional materials, social amenities and administrative support.

Furthermore, the theory also assumes that low teacher retention may be reflected when the above factors are not satisfied. However, in adopting this social ecological theory in this study, the researcher identifies that the theory is so fixed into school environmental factors without looking into other factors (Chandan, 1997).

Socially, environment is a place in which people live and work including all physical conditions that affect them (Kagolo, 1995). However, for purposes of this research the four school environmental factors for consideration will be school facilities, administrative support, Stakeholders' involvement, and social amenities. The rest of the factors that may contribute to teacher attrition or retention will be controlled by other school environmental factors.

1.2 Statement of the Problem

In Uganda, teacher retention remains an issue since about 10% of the teachers leave the teaching profession every year for other jobs (MOES, 2013) in spite of increased salaries by the Government. The ability of primary schools to attract and retain high quality teachers in Mukono District has remained a challenge which has raised a lot of concern among students, school managers, stakeholders, parents, planners of education and public policy makers. The teacher in one of the primary schools in Mukono District left teaching in 2013 citing lack of residence near or at school. Among other media reports (NTV – reports 2014), some of the

primary schools in Kampala district were closed down by Kampala City Council Authority for alleged poor school environment. It is not known whether amongst factors influencing teacher retention, school environmental factors could account for this exodus. In order to address the concerned issue, the study intends to find out the extent to which school environmental factors influence teacher retention in primary schools of Mukono District.

1.3 Purpose of the Study

The purpose of the study was to find out the extent to which school environmental factors influence teacher retention in primary schools of Mukono District.

1.4 Research Objectives

1. To investigate how school facilities relate to teacher retention in primary schools of Mukono District.
2. To find out the extent to which administrative support influences teacher retention in primary schools of Mukono District.
3. To establish the extent to which stakeholders' involvement affects teacher retention in primary schools of Mukono District.
4. To find out the extent to which social amenities affect teacher retention in primary schools of Mukono District.

1.5 Research Questions

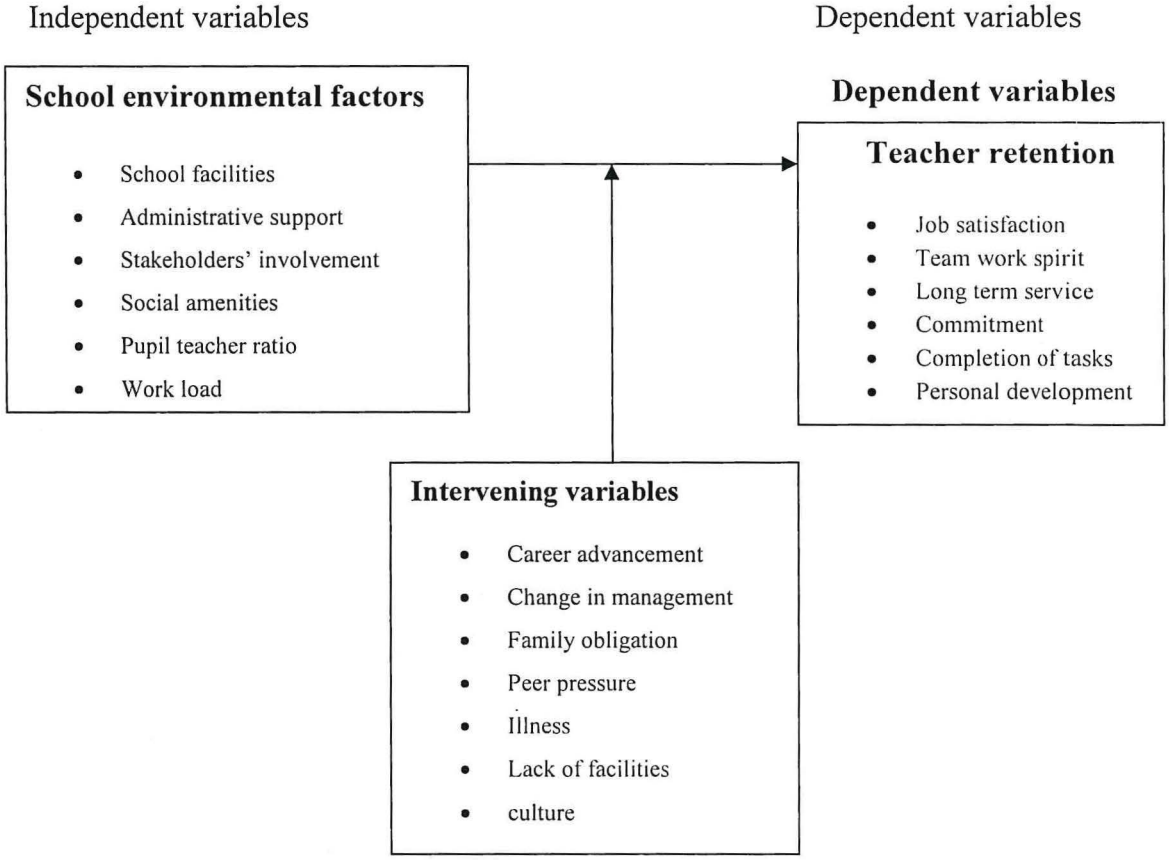
1. In what ways if any do school facilities influence teacher retention in primary schools of Mukono District?
2. To what extent does administrative support influence teacher retention in primary schools of Mukono District?

3. To what extent does stakeholders' involvement influence teacher retention in primary schools of Mukono District?

4. To what extent do the social amenities affect teacher retention in primary schools of Mukono District?

1.6 Conceptual Framework

The conceptual framework below explains school environmental factors influencing teacher retention in primary schools of Mukono District as shown in figure 1:



Source: *Adopted and modified from the social ecological theory of the systems approach based on the complex environmental system where people live and operate. This systems approach defines carefully the different components that make up a school's environment (Ludwig von Bertalanffy, (1969) and Bronfenbrenner, (1977).*

The figure above indicates the conceptual framework. The arrows in the conceptual framework indicate how school environmental factors influence teacher retention as independent variables. . The independent variable conceptualizes that retention is as a result of school facilities, administrative support, stakeholders' involvement and social amenities.

In this context, it is conceptualized that school environmental factors can lead to retention or attrition. Teacher retention is shown as the dependent variable. Retention factors are seen as job satisfaction, teamwork spirit, and long-term service, commitment and completion of tasks and personal development. It is clear that the independent variables may work to improve or worsen teacher retention through career advancement, family obligations, retirement, illness and lack of school facilities but also mediate the effects of variables in other levels of the model.

1.7 Scope of the Study

This study was conducted in both private and public primary schools of Mukono District and were sampled because some had problems with retention of teachers.

1.7.1 Content Scope

The study considered school environmental factors that relate to teacher retention in primary schools. The study assessed how school facilities, administrative support, stakeholders' involvement and social amenities affected teacher retention.

1.7.2 Time Scope

The period of the study coverage ranged from 2009 -2013 to give the more recent school environmental status and the influence to teacher retention in primary schools of Mukono District.

1.8 Significance of the Study

The results of this study may be used as follows:

i. It is hoped that the study may be beneficial in policy formulation and review in as far as teacher's recruitment, deployment and transfers are concerned; specifically School Management Committees may take note of environmental factors that favour teachers' retention in a school.

ii. It is hoped that the findings of the study may promote personal and professional growth and development of teachers about their retention in schools.

iii. The findings of the study about teacher retention will generate knowledge to Educational scholars and educational policy makers that will be incorporated into decision making and facilitate related activities in primary schools of Mukono District.

1.9 Justification of the Study

i. This study was resourceful in establishing positive outcomes of retaining quality teachers and identifying the underlying problems primary teachers face based on their perceptions on their daily work experiences that need to be addressed.

ii. The question of teacher retention and turnover had sparked considerable debates across the country in the recent years by educational policy makers, but little effort has been realized from the government and therefore, there was a need for research in this area of context.

iii. The study was able to establish why there was continuous teacher shortage in primary schools and to come up with appropriate strategies of retaining teachers to reduce on its prevalence in the country.

1.10 Definition of Terms

- **School environmental factors:** Refer to the physical, organizational structures, sociological, psychological, political, cultural and educational features that affect teachers when faced with challenges to do with their work.

- **Teacher retention:** Teacher retention is seen as the state of how teachers stay in their schools.

- **Teacher attrition:** Refer to the rate at which teachers leave the teaching profession.

- **School facilities:** These are assets that make up a school like; buildings, furniture, library, laboratories and compound.

- **Administrative support:** Refer to the support that is given to employees at the workplace to enable them perform maximally.

- **Stakeholders' involvement**: This refers to the process by which an organization involves people who may be affected by the decisions it makes or influence the implementations of its decisions.

- **Social amenities:** Refer to services like health, education, leisure, moral aspects, transport and accessibility to goods in the neighborhoods.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of the related literature to key concepts and variables shown in the conceptual framework. The reviewed literature was on school environmental factors under sub themes guided by the objectives and research questions of the study.

2.2.1 School facilities and teacher retention

Teachers leave when they encounter environments that lack essential professional support, support from school leaders, organizational structures and work force conditions that convey respect and value for them, induction and mentoring programs for new and in experienced teachers Alliance for Education (2000). The researcher believes that to understand why teachers leave, it is better to establish their personal interests as a question of debate where school administrators and planners will be able to recruit and place the best candidates in the right positions.

The availability of material resources to all teachers, but especially special educators, imparts feelings of satisfaction and self-efficacy (Boyer and Gillespie, 2000, Billingsleg and Cross, 1992). Much as these feelings play an important role in a teacher's decision to stay or move on to another assignment, or leave the field of teaching if material resources are not fully availed in some schools, teachers shall be compelled to leave on time . However, schools in districts with policies that provide for equitable distribution of resources to all teachers have great opportunity of retaining all teachers in primary schools.

Schneider (2000) contends that conditions of working facilities have a measurable effect over and above socio - economic conditions on teacher retention. She noticed that poor facilities

of resource centres and health services affect the health and productivity of teachers. If so, will this affect teacher retention because of poor conditions of school facilities? Otherwise, no teachers would be able to render their services and sustain their inputs.

Nakatudde (2010), spells out that automatic promotions to newly recruited employees affects the morale of other old employees who have served in the organization for a long period of time. As regards schools, it has caused a lot of unrest as old teachers neglect their work and end up resigning or seek for transfers due to under hand method of promotion. At any school every teacher anticipate promotion if they work hard or upgrade their qualifications. However, it can be a daunting experience when some individual teachers get promotions through vague channels yet the best applicants to suit the job are left out. The researcher therefore, intends to find out how school facilities play a greater role in teacher retention.

Futernick (2007) looks at teaching and learning environment as a whole range of instructional, collegial, and systematic conditions that make teaching a highly satisfying profession; a profession that reminds those who have chosen it to make a positive impact on students and society. However, leaders described these features of their working environment as a broad spectrum of problems affecting teachers like the inadequate system. This has forced over half of the teachers in schools to leave their classrooms due to lack of adequate time for planning and lack of professional development, textbooks for their students, and reliable assistance from the district office as a sign of bureaucratic impediments preventing teachers from doing their job. It is on this ground that the study intends to establish how school facilities relate to teacher retention in primary schools of Mukono district.

Lankford Leub and Wkoff (2002) state that schools with better test scores attract teachers with better credentials than those with poor credentials. The study intends to establish if school facilities affect teacher retention. Charlotte advocates for education (2004) emphasize that each classroom must have a qualified teacher as a top priority by 2005-6 but it is not the case with Mukono district. The study would like to establish if these facts prevail within primary schools of today.

Chandan and Sherman (1980) note that the environment within an organization and the attitude of management towards the incentive plan is of great importance. It has been predicted that when teachers are under strict working environment their immediate supervisors rarely allow them to participate in decision-making. This has subjected many teaching staff to unfair treatment and low morale of working. Can unfair treatment or low morale retain teachers in schools? This means that teachers will keep on leaving.

Macdonald (1999) argues that much as increasing teacher salaries may appear to be the obvious response to lack of retention problems, there is little evidence that increased salary alone has a high long term impact on retention. The researcher is of the view that improving teachers' physical, social and professional experience of work increases their commitment, reduces attrition and is often cheaper than trying to tackle salary problems.

World Bank Report (2007) agrees with Macdonald (1999) by stating that though increasing salaries or benefits may affect the motivation and communication of teachers in the short term basis, it may not be the major factor in retaining teachers already in the profession, especially if there is a lack to alternative career options. However, as much as increasing teacher's salaries may be an impact long-term strategy to influence teachers in the profession, teachers are caught in several dilemmas. While policy makers believe that increasing teachers' salaries and upgrading teachers' skills is not necessary, the researcher is of the view

that it is possible that the teachers in the long run could be stressed if their problems are not addressed and thus end up leaving the profession.

2.2.2 Administrative support and teacher retention

Ateenyi (2005) defines the culture of the school to what is true and good, what ought to be, and what is socially shared and transmitted for the good of the society. The administrative support is important, and it is the influential determinant of teaching and learning to take place in the school environment. A school with a strong administrative support is bound to progress academically and socially. The researcher believes that a school can achieve the culture of excellence, if the school personnel work together to create cultural network, integrating them in teacher's activities and rewarding them to enable teachers stay. It is therefore, ideal for schools to have good administrative support that can enable them to grow and represent beliefs, values and norms of the school to the public.

Ware and Kitsantas (2007) believe that when school leaders improve working conditions in their schools, teacher input in decision making and offering sufficient administrative support, teachers are more likely to stay longer in those schools. Most rural schools are experiencing inadequate administrative support due to poverty and poor conditions of work, which have resulted into teacher attrition and brain drain to other neighboring districts. There is an urgent need for the study to establish the extent to which primary teachers are leaving due to this reason. The researcher therefore, suggests that the Ministry of Education, Science, Technology and Sports, stakeholders and the district to make teaching profession meaningful and more attractive for them to stay in schools, should improve teachers working conditions of service.

Chandan (1997) projected that administrative support involves a fair compensation based on time spent, units produced, hazards of the job and skills required. This will necessitate the provision of fringe benefits, staff growth and development, assignment of more responsibilities to staff and others. The District Education Officer for primary schools claims that some of the primary teachers are denied access to achieve benefits of rendering their services or terminated from work or given transfers to extreme remote schools or denied promotion by their immediate supervisors. It is therefore, the researcher's interest to ascertain whether those factors affect teacher retention.

Chandan (2003) suggests that positive motivation involves proper recognition of employee efforts and appreciation of employee contribution towards the organizational goal achievement. He further claims that motivation promotes teamwork spirit, a sense of compensation and feeling of belonging and happiness among the teaching staff that bound them together. For example, benefits like meals and others to the teaching staff make them stay in schools. The efforts of primary teachers of rural schools have not been fully recognized by most of their immediate bosses and the surrounding community. Teachers attribute this to poor leadership by some of the administrators, inadequate resources, and lack of stakeholder's involvement and the surrounding community. The study therefore recommends school administrators to adjust on their ways of administering human resources in a proper manner and to cope with human resource policies of work as per the guidelines and regulations of the Education Act 2008.

Further still, Allen (2005) observes that in the belief that compensation has a significant role on teacher recruitment and retention, many States and local policy makers have implemented a variety of financial incentives to attract and keep teacher in their schools. States have raised salaries in general; many have offered loans to attract students into teaching particularly in

hard to reach schools, housing allowances, tuition for advanced courses extra. However, one key question is that is increased compensation significant at all for recruiting and retaining of quality teachers?

Muhmood, (2012) asserts that poor management and supervision are highly centralized administration by school administrators. If there are clear lines of bureaucracy, the teachers' needs will be catered for. There is need to call upon administrators of schools to make reforms in their management leadership styles, policies and embrace primary teacher retention policies in schools. Therefore, the researcher intends to establish whether administrative support can influence teacher retention than other factors.

Namugoji, (2011) spells out that workers, both men and female, are being harassed sexually. In line with the Ministry of Public Service (2006) observes that sexual harassment is common in both public and private sectors. This implies that the conduct of sexual nature can affect the dignity of women and men, which is irritating, unreasonable, and offensive to the recipient. Such a conduct may be explicit, verbal or non-verbal and it creates an intimidating working environment forcing the affected employees to leave. The study, therefore, would like to establish whether sexual harassment play a greater role in prompting the teaching staff to abandon their jobs.

Billingsleg and Blackburg (2003) affirm that teacher control is another aspect of the school environment that affects teacher dissatisfaction. Thus, the administration determines how much autonomy and control teachers have over the affairs of their classroom decisions are important for their satisfaction. However, the researcher contributes this to ill training of teachers by some of the upcoming colleges and higher institutions of learning. The study therefore, intended to establish the extent to which teacher control affect teacher retention.

2.2.3 Stakeholders' involvement and teacher retention

Nassuna, (2011) believes that ineffective performance arises when employees have problems with colleagues or management or lack interest in the job. Such employees if they receive early counseling are more likely to be reformed because at times teachers need to change their jobs but their attitudes. Say if a teacher is receiving death threats, one cannot value the job more than life, then quitting the job is the best option where protection is not availed by the stakeholders. The study therefore, intends to establish to what extent stakeholders' involvements affect teacher retention in primary schools.

Birungi,(2006) analyses that behavior aspects of employers can retard performance of employees. It is a common cause of conflict that may arise out of thoughts, feelings, emotions, values attitudes and perceptions. Some individual teachers may have conflict over simple issues or wrong information told to them by fellow staff. The affected teachers can easily lose morale of working therefore forcing him or her to leave. Therefore, the study intends to establish whether stake holders involvement plays a greater role in teacher retention.

2.2.4 Social amenities and teacher retention

Sergeant (2003) argues that the socio - economic and environmental factors such as the availability of housing, social amenities and infrastructure, location and type of school have varying impact on teacher transfer requests depending on gender, marital status, times taught by unqualified teachers who lack adequate knowledge, experience and skills necessary for quality instruction, a reason that will make this study inevitable.

Rural school districts in the United States of America have been especially impacted by teacher shortage. The American Association of Employment in Education (1997) reports

surpluses of teachers in most fields in the Northwest, Rocky Mountains and Northeast. Teachers in Uganda especially in urban areas have had better means of transport. Could it be that location of the school influences the retention of teachers? The study therefore aimed at establishing whether location of the school can influence the retaining of teachers in schools.

From the above Literature, the school environmental factors cannot be under looked in determining the teacher retention. There is need for systematic inquiry into teacher retention in primary schools of Mukono District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides the methodology used during the study. It covers the study design, area of the study, and description of the population, sample size and sampling techniques, data collection instruments, procedures for data collection, data quality control and data analysis.

3.1 Study Design

Kothari (2004) and Epilu (2009) define study design as a conceptual structure within which research is conducted. The study adopted a cross-sectional survey design using both quantitative and qualitative data collection approaches, which were employed in data collection, process, analysis, presentation and discussion of findings. According to Amin (2005), it is the most commonly used research method in social sciences. The cross-sectional survey design was used to generate a sizable amount of data which is credible from a cross section of the target group.

3.2 Description of the Population

This section describes the target population, sample, sample procedure and sampling techniques involved in the study.

The study was conducted in eight selected primary schools out of 187 in Mukono District. The total target population summed to 2015 respondents. The category of the respondents that participated in the study involved head teachers, school management committees, school foundation bodies, teaching staff and District Education Officials. The head teachers and District Education Officials were chosen because they were the immediate supervisors of the teachers at the school and district level on daily basis examining their ability, intelligence and

conduct. The study selected these categories of respondents because they were considered essential staff that would provide the necessary information about the study.

3.3 Sample and Sampling techniques

According to Amin (2005) sampling is the process of selecting elements from the population in such a way that the sample represents the population. This was preferred for selecting respondents holding positions that allow them to be more knowledgeable with issues in the area.

The study was carried out in eight selected primary schools out of 187 in Mukono District. The sample size was obtained using stratified sampling technique to select four (4) schools from each county, Mukono North and Mukono south to make a total of eight. Stratified random sampling was used to ensure equal representation of the counties to avoid bias in the process of selection.

A sample of 66 was convincing as a true representative for this study since the schools and stakeholders who handle teachers' issues are many and scattered in various places of the district. Therefore, a sample size of 66 is in conformity with Roscoe's (1975) rule of thumb, sample size between 30 and 500 being sufficient.

In that respect, the researcher used purposive sampling for selecting 2 District Education Officials of Mukono District. The purposive sampling was used because of the defined groups that would provide information needed to describe the key variables. This was adopted because such employers were few in number and not all of them were expected to respond to the interviews. The researcher only sampled those who were present to give specifications required. Simple random sampling was used to select 8 head teachers, 8 chairmen of SMC, 8 members of the School Foundation Bodies and 40 teachers from the 8

primary schools. Simple random sampling was used for this selection because it enabled the researcher to give equal chance to the respondents sampled without bias and used on categories with homogenous characteristics.

Table 1: Shows the category, target population, Sample size of the Respondents and Sampling Techniques

Category	Population	Sample size	Sampling Techniques
Head teachers	187	08	Simple random
Classroom teachers	1450	40	Simple random
District officials	04	02	Purposive
S.M.C Chairmen	187	08	Simple random
School Foundation body	187	08	Simple random
Total	2015	66	

This sample was determined using Roscoe (1975) rule of thumb.

Source: Primary data

3.3.0 Data Collection Instruments

Data collection instruments are tools used by the researcher to translate and transform attributes into measurable entities (Bailey, 1994). They are tools used to gather data to answer the research questions. The study employed three instruments as shown below, the major one being questionnaires, interview guide and observation guide.

3.3.1 Questionnaires

A questionnaire is a set of questions or statement to which the respondents provide responses in writing in order to provide information about something. Questionnaires consisted of a set of questions to which the participants responded in writing. It is a "form consisting of interrelated questions prepared by the researcher about variables for the study," (Amin, 2005). It enabled the researcher to gather information about variables for the study.

Questionnaires were used because information could be collected easily from large sample and diverse groups. Closed questions were included in the questionnaires to enable respondents to give their views easily and independently.

The questionnaires had four sections marked A to D, which were administered to the respondents and they were measured with a modified four-point likert type rating scale, which were strongly agree, (SA) agree (A), disagree (D), strongly disagree (SD), to a greater extent (TGE), to a small extent (TSE), to a lesser extent (TLE) and not applicable (NA). Questionnaires were used for data collection from the teaching staff.

3.3.2 Interview guide

Kvale cited in (Morrison ,2000) defines interviews as an interchange of views between two or more people on a topic of mutual interest. "Interviews allow participants to discuss situations from their point of view" (Cohen, 2006). An interview guide was used to gather data on school facilities, administrative support, stakeholders' involvement and social amenities that affect teacher retention from Head teachers, DEOs, SMCs and School Foundation Bodies. They were used because it made work easy, improved on the understanding, credibility and guided the researcher on how to conduct the interview cited in Epilu (2009 P.17).

An interview guide of open ended questions was administered to Head teachers, District Educational Officials SMCs and School Foundation Bodies as per the agreed scheduled time with the interviewer. This method of data collection is where the investigator gathers data through direct verbal interaction with respondents (Amin,2005). The interview guide increased the comprehensiveness of data and made data collection systematic for each respondent as in Acom (2010).

3.3.3 Observation Guide

An observation guide is an instrument that is used for collecting data in its real physical appearance through viewing or seeing an object or item on ground using your eyes Creswell (2007). An observation guide was useful in capturing data not obtainable through personal interviews. This provided the interviewer better understanding of the interactions between various behaviors of respondents without interfering with their activities. Observation data was obtained through direct witnessing of visitors book, arrival books, classroom blocks, sanitation facilities, teachers quarters, minutes book, playgrounds, canteens, SMC and Foundation Body files.

3.4 Procedures for Data Collection

Prior to data collection exercise, the researcher received a formal introductory letter from the Head of Department Education Planning and Management Kyambogo University, which was to introduce her to the DEOs and school managers seeking to carryout research in their schools. This enabled the researcher to be given a letter of consent by DEO of Mukono District selected in the study.

Interviews were done after appointments had been made with respondents in their respective schools or offices face to face individually, therefore, individual respondents were requested to participate in the study and the researcher emphasized participation to be voluntary and anonymous. The researcher explained to DEOs, Head teachers, SMCs and School Foundation Bodies, the purpose of the research and assured them their responses were confidential and only for academic use. A few minutes of the interview were spent on establishing relationship and then the researcher read questions as the interviewees gave their responses. The

responses were recorded by note taking, and re-read to confirm that the right responses had been written.

The researcher also distributed questionnaires to the selected schools after explaining to them the importance of the study. The researcher herself distributed and collected questionnaires from the respondents who were within the schools since they were teachers only. The researcher thanked the respondents for their participation in the study.

Observation guide was used by the researcher in guiding on how to conduct inspection and direct witnessing of school documents with records of information to capture meaningful results for compiling the report. The researcher requested for the minutes of the SMCs, record books, arrival books and later observed classroom blocks, desks or furniture, playgrounds and canteens. Short notes were made to enable triangulation with the data collected through the questionnaires and interview guides.

3.5 Quality control

Amin (2005), defines validity as the ability to produce findings that are in agreement with the theoretical or conceptual values. The content validity index was used to find out whether the questionnaires measured what they were supposed to measure. The overall Content Validity Index (CVI) was got by two experts judging items in the instrument to discover their validity. The result of the judgment was summarized below as in table 2.

Instrument	**Judge 1**	**Judge 2**
Relevant	48	46
Irrelevant	2	4

Source: Primary data

Results from the ratings were used to compute content validity index (CVI) using the following formula:

$$CVI = \frac{\text{Average number of items judged relevant by both experts}}{\text{Total number of items in the instruments}} \times 100$$

Total number of items = 50

Judge 1 = 48

Judge 2 = 46

Average number of items judged relevant = $\frac{48 + 46}{2}$

= 47

CVI= $\frac{47}{50} x 100$

Content validity index =94%

Since CVI percentage was more than 50%, the instruments were effective, valid and relevant.

For qualitative validity of instruments, data was processed through editing, coding and using tables. Data collected was checked while in the field to ensure that all questions were answered. Answers to each item on the questionnaire were classified into meaningful categories by coding, tallying and tabulating to obtain frequencies and percentages for each item.

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated results (Chronbach, 1953). In this study, more than one

instrument of collecting data was used to provide reliable results. The instruments were pretested and reviewed by colleagues and supervisor before being applied in the study to ensure reliability of results using Chronbach's Alpha method of Internal Consistency. Since the value was greater than 0.7 or 70%, the researcher took the results as reliable for use in data collection.

3.6 Data Analysis

This section consisted of qualitative and quantitative data analysis. The responses to the closed ended items in data collection instrument were assigned codes and tables. Frequency counts of responses were obtained to generate descriptive information about the respondents who participated in the study.

Each interview schedule was edited before leaving each interviewee. This was done to check on the uniformity, accuracy, completeness and consistence of information. Data was coded and tabulated using frequency tables.

In addition relevant facilities such as classroom blocks, playgrounds, canteens, minute books among others were observed and consulted for triangulation purposes therefore data was refined and categorized into themes of study and conclusions were drawn.

3.7 Ethical Considerations

Before interviews and administration of questionnaires, the researcher explained the objectives of the study to all respondents, their consent was sought, and confidentiality assured before interviewing and distributing questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The purpose of the study was to find out the extent to which school environmental factors influence teacher retention in primary schools of Mukono District. This chapter presents the findings of the study as guided by research questions shown in chapter one. The findings of the study are presented question by question under four sections A – D of the questionnaire, the interview guide and observation guide.

4.1 Results of question one

Question one stated, **"In what ways if any do school facilities influence teacher retention in primary Schools of Mukono District?"** and was intended to solicit data for objective one which stated, " To investigate how school facilities relate to teacher retention in primary schools of Mukono District". This question formed section A on ways school facilities influence teacher retention in primary schools and the findings are presented in table 1 below.

Table 3: Ways school facilities influence teacher retention in primary schools (n =40)

Questionnaire results

SCHOOL FACILITIES	SA	A	D	SD	SA+A	%	D+SD	%
My school has sufficient classrooms, which motivates me to like the school and want to stay longer.	16	23	1	0	39	97.5	01	2.5
The physical conditions of our school facilities motivate me to stay longer at school	10	14	12	4	24	60	16	40
My school has a library where I can do my reading, lesson preparation etc	10	10	10	10	20	50	20	50
My school has a computer lab where I can go any time to access internet materials	9	5	11	15	14	35	26	65
My school has a science lab where students can do their practical lessons	5	5	13	17	10	25	30	75
My school has latrines for staff females which promotes privacy	11	14	15	0	25	62.5	15	37.5
My school has latrines for staff males which promotes privacy	16	6	12	6	22	55	18	45
My school offers me decent accommodation within good walkable distance to the school	19	14	2	5	33	82.5	07	17.5
My school offers teachers offices which attracts me to stay longer at the school	12	7	10	11	19	47.5	21	52.5
Our school general staffroom is conducive for staff interaction at work	9	14	9	8	23	57.5	17	42.5
My school has sufficient furniture for staff to use in the staffroom which makes me comfortable	13	11	12	4	24	60	16	40
My school has sufficient furniture for staff to use in classrooms	11	11	7	11	22	55	18	45
The school compound reflects the dignity of the staff	12	14	6	8	26	65	14	35
The school has play grounds for pupils which motivates staff to engage in games and sports	11	13	10	6	24	60	16	40
The school has sufficient sports equipments even for the staff to use	7	12	13	8	19	47.5	21	52.5
Our school has a worshipping place for the school community, which caters for the school community spiritual needs, which attracts me to stay longer	19	12	4	5	31	77.5	09	22.5
The school has sufficient instructional materials for staff to use in teaching, which makes teachers' work easy and enjoyable	13	17	9	1	30	75	10	25
The school has equipments for staff to use in teaching practical subjects which motivates staff to stay longer	6	7	10	17	13	32.5	27	67.5
My school has appropriate facilities for teachers with disabilities which makes me to stay longer	7	8	9	16	15	37.5	25	62.5
My school has appropriate facilities for pupils with disabilities which makes them to stay	5	8	7	20	13	32.5	27	67.5

The findings from question one in table 3 show that 97.5% of the teachers agreed that their schools had sufficient classrooms, which motivated them to like their schools. However, only 2.5% had no sufficient classrooms, which implies that most schools are well facilitated by either the government or stakeholders which makes teachers want to stay longer.

It was further discovered that 60% of the respondents accepted that the physical conditions of their school facilities motivated them to stay longer at school as compared to 40% in bad physical conditions, implying that although schools above average had attractive physical facilities, there was a big challenge of many of them losing their teachers to other schools with better physical conditions.

The results also ascertain that 50% of the respondents said that their schools had libraries where teachers could carry out their reading and lesson preparations for effective teaching while 50% of their counter parts lacked libraries, which revealed that on average, a good number of schools were at risk of losing their teachers in search of better facilities.

Further findings indicated that 35% of the respondents strongly agreed that their schools had computer laboratories and their teachers were able to access internet services any time. On the contrary, 65% of the teachers strongly disagreed with this view, indicating that most schools lacked computer devices, which made teachers not to stay longer.

Similarly, 75% of the respondents disagreed that schools had no science laboratories where students could do their practical lessons as opposed to 25% who agreed, implying that there was a significant percentage of teachers who were not satisfied with what schools offered in terms of science laboratories and when given opportunity could leave for better schools.

Further more, it was also discovered that 62.5% of the respondents strongly agreed that their schools had latrines for female staff which was one way of promoting their privacy compared

to 37.5% who disagreed, implying that most schools had improved in this area but there was still room to improve to meet the teachers' expectations.

More so, it was also noted that 55% of the respondents strongly agreed that their schools had latrines for male staff compared to 45% who disagreed, which affirmed that there was still a significant percentage which was not satisfied with what schools offered in this respect.

The findings also established that 82.5% of the teachers strongly agreed that their schools offered decent accommodation within a walkable distance to school while 17.5% disagreed, which meant that schools offered descent accommodation to teachers that made them want to stay in their schools.

Further findings revealed that 47.5% of the respondents agreed that their schools offered them offices which attracted them to stay in those schools whereas 52.5% of the teachers had no offices to be offered, which implied that most of the teachers would easily be lured to schools which had such facilities.

The study also shows that 57.5% of the respondents agreed that their schools had conducive general staffrooms for staff interaction at work as opposed to 42.5% who disagreed, which indicated that on average, schools had good general staff rooms offering easy interaction among staff but there was still substantial room for improvement to curb turn over in search of such a facility.

In addition, the findings disclosed that 60% of the respondents said that their schools had sufficient furniture for the staff to use in the staffrooms, which made them comfortable as opposed to 45%.who disagreed, which implied that there was a need to improve on the provision of furniture for the staff to use in schools much as some teachers were likely to stay since their schools have sufficient furniture.

It was also disclosed that, 65% of the respondents said that their school compounds reflected the dignity of the staff as opposed to 35% who disagreed, reflecting that there was still a significant percentage which was not yet satisfied with the state of their compounds as much as in most schools compounds were tolerable.

The findings also affirm that 60% of the teachers said that their schools had play grounds for pupils that motivated staff to engage in games and sports as opposed to 40% who disagreed, which implied that most schools had play grounds which motivated staff and pupils to like their schools but it was an area where many teachers still felt dissatisfied.

Further findings indicated that 47.5% of the respondents strongly agreed that their schools had sufficient sports equipments whereas 52.5% disagreed, which indicated that most teachers who were interested in sports would easily be persuaded to leave their current schools for those with better sports equipment.

It was also established that 77.5% of the respondents said that their schools had worshipping places for the community to cater for their spiritual needs while 22.5% disagreed, which implied that majority of the teachers were able to stay because their schools had worshipping places.

As per the findings, it was ascertained that 75% of the teachers said that their schools had sufficient instructional materials for the staff to use in teaching, which made teachers' work easy and enjoyable while, 25% disagreed, meaning that a significant percentage of schools provided sufficient instructional materials on time to their teachers.

The study also discovered that 32.5% of the teachers said that their schools had equipments for the staff to use in teaching practical subjects as opposed to 67.5% who disagreed, implying that very few schools had equipments for teachers to use in teaching practical subjects which could be a cause of some staff to leave such schools for better equipped ones.

Further findings indicated that 37.5% of the respondents said that their schools had appropriate facilities for teachers with disabilities while 62.5% disagreed, which meant that very few schools had appropriate facilities for teachers with disabilities but we could say there was still room for improvement.

Generally, from the results above, most schools had a minimum level of facilities to support teachers to stay longer at their current stations.

Results of the second instrument of question one of the study are presented under **section A** of the interview guide in table 4 below.

Table 4: Ways school facilities influence teacher retention in primary schools (n = 26).

Interview results

1. In what ways do school facilities influence teacher retention in primary schools of Mukono District?										
SCHOOL FACILITIES	**DEOs**	**%**	**HTrs**	**%**	**SMC**	**%**	**SFB**	**%**	**Others**	**%**
Schools have sufficient classrooms which motivates teachers to like the school	2	8	7	27	6	23	7	27	4	15
Schools offer decent accommodation	1	4	5	19	3	12	5	19	12	46
General school staff rooms are provided to teachers	2	8	8	31	8	31	8	31	0	0
Schools receive sufficient furniture for staff	1	4	6	23	5	19	7	27	7	27
Schools have play grounds for pupils which motivates staff to engage in games and sports	1	4	4	15	5	19	6	23	10	38 .5
School has sufficient instructional materials for staff to use in teaching, makes teachers' work easy and enjoyable	2	8	7	27	7	27	6	23	4	15
Schools have appropriate facilities for teachers with disabilities which makes me to stay longer	0	0	2	8	0	0	3	12	21	80

The interview findings established that 85% of the respondents reported that schools had sufficient classrooms, which motivated the teachers to like the schools, as opposed to 15%, implying that most schools had enough classrooms for their teachers. One interviewee is quoted to have said,

"Our school has very good classrooms, teachers' houses, desks which motivate me to stay longer without having much desire to leave for better schools".

The findings established that 54% of the respondents agreed that their schools offered decent accommodation to teachers while 46% disagreed, which means that generally teachers' accommodation was still a significant factor contributing to teachers' turnover.

The findings from all respondents reported that schools had general staff rooms for teachers. The implication was that all schools put in place staff rooms for teachers.

The findings from 73% established that schools had sufficient furniture for staff as opposed to 27% who disagreed, meaning that lack of furniture was not a major contributing factor to teacher turnover.

The result from 61% of the respondents agreed that schools had play grounds for both teachers and pupils as opposed to 39% who disagreed. This meant that the sporting environment for co-curricular activities was conducive for talent development for example, one interviewee said,

"My school has a very good sporting environment, we have nice play grounds for almost all school games, for football, tennis ,athletics, MDD, staffroom darts, rudo among others. All this makes me love staying in my school,"

The findings from 20% respondents reported that schools had appropriate facilities for teachers with disabilities while 80% disagreed. This meant that disabled teachers and pupils were not catered for by schools, which could easily lure such teachers to search for schools with appropriate facilities.

Results of the third instrument of question one are presented under section A in table 5 below. (n = 8)

Table 5 : Observation results on School facilities

No	Main Items	Checklist of observation items	Frequency	percentages
A	School facilities			
		1. Classrooms	8	100%
		2. Library	4	50%
		3. Latrines	5	62.5%
		4. School play grounds	5	62.5%
		5. Computer laboratory	3	37.5%
		6. Decent accommodation	6	75%

The findings from observation established that 100% of the respondents showed that they had enough classrooms, implying that shortage of classrooms was not among issues that influenced teacher turn over.

The observation guide further showed that 50% of the respondents had libraries where teachers could do the reading as opposed to 50% who disagreed, which implied that lack of libraries was among factors that contributed to teachers leaving or staying.

Results from 62.5% of the respondents said that their schools had latrines. This implied that teachers would not be lured to join other schools though there was significant room for improvement on the side of schools.

Generally, basing on the conclusions drawn from the three instruments of the study, it was ascertained that the majority of the schools had adequate school facilities that made teachers stay in their schools although a few need improvement.

4.2 Results of Question Two

Question two stated **'To what extent does administrative support influence teacher retention in primary schools of Mukono District?"** and was intended to solicit data for objective two which stated, "To find out to what extent does administrative support influence teacher retention in primary schools of Mukono District". This question formed section B of the questionnaire and findings are presented in table 6 below.

Table 6: The extent to which administrative support influences teacher retention in primary schools (n = 40)

ADMINISTRATIVE SUPPORT	TGE	%	TSE	%	TLE	%	NA	%
The school offers meals to teachers which makes them stay longer	23	57.5	10	25	4	10	3	7.5
The school gives food rations to staff on regular basis which keeps them at school	14	35	12	30	5	12.5	9	22.5
The school has qualified support staff to help in running school affairs	8	20	10	25	10	25	12	30
The school offers teachers stationery for their work, which motivates them to love their work	10	25	18	45	10	25	2	5
The school offers instructional materials to teachers	14	35	22	55	4	10	0	0
The school offers counseling services to teachers with personal challenges	10	2.5	19	47.5	7	17.5	4	10
The school conducts staff meetings to listen to teachers issues regularly	23	57.5	10	25	7	17.5	0	0
The school involves teachers in the administration of the school	10	25	21	52.5	8	20	1	2.5
The school gives bursary to teachers' children, which encourages them to stay longer	7	17.5	10	25	14	35	9	23
The school offers allowances to teachers with extra responsibilities which encourages them to like their work	7	17.5	11	27.5	7	17.5	15	37.5
The school has a disciplinary committee for both staff and students	8	20	11	27.5	14	35	7	17.5
There is a clear weekly duty Rota for all teachers, which encourages them to like their work	28	70	6	15	0	0	6	15
There are clear job descriptions for different responsibilities to help teachers know what they are supposed to do, which helps them avoid role related conflicts	13	32.5	17	42.5	7	17.5	3	7.5
There are guidelines on healthy working relations at work	10	25	12	30	12	30	6	15
Teachers easily access relevant information concerning their work	10	25	6	15	11	27.5	13	32.5

The questionnaire findings from question two as presented in table 6 above indicated that 93% of the respondents agreed that their schools offered meals to their teachers while 7% disagreed, implying that schools provided meals to their teachers, which encouraged them to stay longer at their stations.

The findings showed that 65% of the respondents indicated that their schools offered food ratios to teachers on regular basis as opposed to 35%, implying that a few schools needed to provide food ratios or else their teachers would be tempted to transfer to other schools that offered such support.

Findings further established that 45% of the respondents reported that their schools had qualified support staff that helped in running school affairs as opposed to 55% who disagreed, meaning that the result was not statistically significant to conclude that schools did not have qualified support staff, but it could be said to a bigger extent schools had.

Results indicated that 70% of the respondents reported that schools offered stationary to their teachers for their work compared to 30% who disagreed which implied that schools did provide stationary but there was still room for improvement in this area.

Furthermore, results showed that 90% of the respondents reported that schools offered teachers instructional materials as opposed to 10%, which meant that schools provided instructional materials for teaching.

On counseling, 68% of the respondents reported that their schools offered counseling services to teachers with personal challenges while 32% disagreed, which meant that generally schools tried to offer counseling services to their teachers but there was still room for improvement.

The findings showed that 81% conducted staff meetings to listen to teachers' issues regularly compared to 19% who disagreed, which implied that schools in Mukono district conducted staff meetings for teachers to listen to their concerns.

Seventy eight percent of the respondents indicated that schools involved teachers in the management of the school while 22% disagreed. The implication was that teachers were involved in management of the school.

Forty two percent agreed that the school gave bursaries to teachers' children while 58% disagreed, implying that offering bursaries was not a common practice among the schools.

The findings went on to show that 45% agreed that the school offered allowances to teachers with extra responsibilities as opposed to 55% who disagreed, which meant that schools attached less value to teachers allowances with extra load although a few schools tried.

Results established that 85% of the respondents took part in the weekly duty Rota while 15 % opposed, which implied that teachers knew and performed well their school duties.

Similar findings indicated that 75% of the respondents agreed that there are clear job descriptions for different responsibilities while 25% disagreed, which meant that teachers were guided on their roles and responsibilities, which helped them to perform well.

Results indicated that 35% agreed that teachers easily accessed relevant information concerning their work compared to 65% who disagreed, which meant that there was inadequate literature for teachers to carry out their work effectively and efficiently.

All in all, from the results above, it's concluded that generally, schools offered administrative support to teachers which attracted the latter to stay longer at their stations.

Results of question two of the interview guide of the study under section B are presented in table 7 below;

Table 7: The extent to which administrative support influences teacher retention in primary schools (n = 26)

Interview results

2. To what extent does administrative support influence teacher retention in primary schools of Mukono District?										
ADMINISTRATIVE SUPPORT	**DEOs**	**%**	**HTrs**	**%**	**SMC**	**%**	**SFB**	**%**	**Others**	**%**
Offers meals to teachers	2	8	8	30.7	8	30.7	8	30.7	0	0
school offers stationary for work	2	8	8	30.7	5	19	6	23	5	19
School gives bursaries to teachers children.	2	8	4	15	3	12	1	4	16	61
School gives food baskets to teachers.	2	8	6	23	4	15	7	27	7	27
The school offers allowances to teachers with extra responsibilities.	2	8	5	19	3	12	4	15	12	46
Teachers easily access information concerning their work	2	8	4	15	3	12	1	4	16	61
School offers teachers with instructional materials.	2	8	8	30.7	8	30.7	8	30.7	0	0

According to the findings in question two of the interview guide, all the interviewees 100% reported that their schools offered meals. This implied that teachers were offered daily meals while at school.

The findings discovered that 81% of the respondents agreed that schools provided stationary at their workstations while 19% disagreed, which implied that schools purchased stationary services for teachers, which enabled them to perform their duties perfectively.

The results further established that 39% of the respondents agreed that the school offered bursaries to teachers' children as opposed to 61% who disagreed, which meant that teachers'

children were not given school bursaries, but still reflected a non significant percentage of 39% that was given.

The findings from 73% of the respondents discovered that schools did provide food ratios to teachers while 27% opposed, implying that the majority of the schools provided food ratios to their teachers. A respondent (GLN not real names on May/ 12/2015), said,

"The school gives us food baskets every after two weeks which includes rice, posho, beans, a five litre jerry can of cooking oil and others, which has really made us stay working at this school,"

Interview schedule discovered that 61% of the respondents reported that teachers were not given allowances for extra responsibilities while 39% agreed. These percentages meant that teachers were not given allowances for extra load but we could say a few schools tried and there was still room for improvement in this area.

The findings further established that 60% of the respondents said that they did not easily access information concerning their work compared to 40% who agreed, which indicated that teachers had inadequate literature concerning their work.

The interview findings from all the respondents established that their schools provided instructional materials.

From the above results, it can be summarized that schools tried to offer administrative support to teachers which made them stay longer at their work places.

Results of the third instrument of question two of the study under **section B** are presented in table 8 below. (n = 8)

Table 8: Observation results on Administrative support

NO	Main Items	Checklist of observation items	Frequency	%
B	**Administrative support**	Food basket	6	75
		Instructional materials	8	100
		Information access	4	50
		Stationery	8	100

The observation results showed that 75% of the schools provided food ratios to their teachers which implied that schools provided food baskets to their teachers and motivated them to stay in schools.

The research observed that 100% of the schools provided instructional materials to their teachers which encouraged them to accomplish well their tasks.

The observation research findings further established that on average a good number of schools availed teachers with adequate information, which means that schools still have a big challenge of providing adequate information to their staff.

The observation results from all schools established beyond doubt that schools provided stationery to their teachers, which could have maintained them to stay longer in their schools.

Lastly, from the findings of question two, the researcher concludes that the more teachers were given administrative support, the more they were likely to stay longer at their schools.

4.3 Results of Question Three of the Questionnaire

Question three stated **'To what extent does Stake holders' involvement in what influences teacher retention in primary schools of Mukono District?"** and was intended to solicit data for objective three which stated, "To identify Stake holders' involvement in what affects teacher retention in primary schools of Mukono District". This question formed **section C** of the questionnaire, and findings are presented in table 9 below.

Table 9: Stakeholder's involvement in what affects teacher retention in primary schools (n = 40)

STAKEHOLDER'S INVOLVEMENT	TGE	%	TSE	%	LSE	%	NA	%
My SMC encourages fund raising for resources to develop the school, which helps to meet teachers needs	15	37.5	12	30	5	12.5	8	20
My school has set up school income generating projects to support teachers which motivates them to stay longer-	7	17.5	13	32.5	5	12.5	15	37.5
My SMC shares common issues with teachers for the good of the school	6	15	16	40	14	35	4	10
My SMC is concerned about teacher's welfare which encourages them to stay longer	8	20	16	40	8	20	8	20
My SMC Initiates good relationship with teaching staff	13	32.5	14	35	13	32.5	0	0
My SMC encourages teachers to remain in the school which motivates them to stay longer	9	22.5	16	40	9	22.5	6	15
My SMC provides job security to teachers which makes them to stay longer	13	32.5	12	30	4	10	11	27.5

In reference to question three in table 9, the findings affirmed that 67.5% of the respondents agreed that SMC encouraged fundraising for resources to develop their schools as compared to 32.5% who disagreed, which implied that SMC played their role of encouraging fundraising for resources which made teachers stay at their schools.

Similarly, 50% of the respondents agreed that schools set up income generating projects to support teachers while 50% disagreed, which indicates that on average schools set up projects though there is need for improvement.

In addition, further findings indicated that 55% of the respondents agreed that SMC shared common issues with teachers for the good of the school as opposed to 45% who disagreed, meaning that teachers tried working hand in hand with SMCs in running schools though there is still a big gap that could easily lead to teacher attrition.

It was also noted that 60% of the respondents strongly agreed that SMC was concerned about teachers' welfare as opposed to 40%, implying that SMC catered for teachers' welfare which enabled them to stay longer at their work stations.

Findings from 67.5% of the respondents established that SMC initiated good relationship with the teaching staff while 32.5% disagreed, which implies that there is good working relationship between SMC and teachers.

Results from 63% of the respondents indicated that SMC provided job security to teachers as opposed to 37% who disagreed, meaning that the majority of the teachers felt protected by their SMCs.

In conclusion, the questionnaire results indicated that SMC tried to play their roles, which enabled teachers to stay longer at their respective schools.

Results of the second instrument of question three of the study are presented under section C of the interview guide below.

Table 10: Stakeholder's involvement in what affects teacher retention in primary schools

Interview results

3. To what extent does SMC involvement influence teacher retention in primary schools of Mukono District?										
STAKEHOLDER'S INVOLVEMENT	DEOs	%	HTRs	%	SMC	%	SFB	%	Others	%
SMC encourages fund raising for resources to develop the school, which helps to meet teachers needs	2	5.5	6	16.6	8	22.2	8	22.2	12	33.3
SMC is concerned about teacher's welfare encourages them to stay longer	2	5.5	8	22.2	6	16.6	8	22.2	12	33.3
SMC encourages teachers to remain in the school which motivates them to stay longer	1	2.7	3	8,3	6	16.6	9	25	17	47.2
SMC provides job security to teachers which makes them to stay longer	1	2.7	5	13.8	10	27.7	12	33.3	8	22.2
Appreciated teachers' work in school	1	2.7	6	16.6	10	27,7	8	22.2	11	30.5
SMC attend school general meetings	2	5.5	8	22.2	6	16.6	17	47.2	3	12

The interview findings from 33% of the respondents reported that SMC did not encourage fundraising of resources for school development while 67% accepted, which reflects that SMC did encourage fundraising of resources towards school development, which enabled teachers stay comfortably at their stations.

Sixty seven percent of the respondents said that SMC was concerned about teachers' welfare as opposed to thirty three percent, which means that SMC was concerned about teachers' welfare that enabled teachers to stay longer.

Similarly, the interview results from 53% of the respondents reported that SMC encouraged teachers to remain in schools while 47% disagreed, which means that SMC in some schools encouraged teachers to remain but there is still a challenge in other schools.

In addition, results from 78% interviewees showed that SMC provided job security to teachers while 22% disagreed. This reveals that the results between the two averages were statistically significant to say that teachers had job security that makes them to like their work.

Interview findings from 69% of the respondents reported that SMC appreciated teachers work while 31% were in disagreement. One is quoted to have said,

"SMC always appreciates our efforts by organizing parties where we are recognized with certificates and other prizes. This has increased our interest in our work and has kept us in this school."

This means that some SMCs do understand and implement their work while others do not.

Results from 91% of the respondents reported that SMCs attended school meetings while 09% disagreed, implying that SMCs attended school meetings

In summary, the interview findings showed that the SMCs did provided a fertile ground, which enabled teachers to stay longer at their schools.

Observation results for question three under section C are presented below.

Table 11: Observation results on Stakeholder's involvement n (8)

NO	Main Items	Checklist of observation items	F	%
	SMC involvement-	Minute books	8	100
		School income generating projects	5	62.5
		Record books	6	75
		Attendance books	8	100

The findings gathered from observation results in table 11 above showed that all the schools had minute books about SMC roles towards retaining teachers, which meant that SMC was involved in encouraging teachers to stay longer in their schools.

The study observed that 63% of the schools set up income generating projects while 37% did not have, which means that a big number of schools did set up income generating activities. However, some schools are still challenged which might lead to teacher attrition.

The findings observed that 75% of the schools had record books about SMC on how to maintain teachers at school while 25% did not have, meaning that schools did have record books which enabled teachers to execute their work effectively for a longer period at their stations.

The study observed that 100% of the schools had records on attendance of SMC meetings that discussed teachers' welfare and made them stay longer at work.

Conclusively, the results by the three instruments did not differ; they produced same results that showed that SMC was involved in teachers' welfare, which made them want to stay longer at their stations.

4.4 Results of Question Four

Question four stated: **"To what extent do social amenities affect teacher retention in primary schools of Mukono District?"** and was intended to solicit data for objective four which stated, "To find out to what extent do social amenities affect teacher retention in primary schools of Mukono District."

This question formed section D of the questionnaire results and are presented in table 12 below.

Table 12: Social amenities affect teacher retention in primary schools of Mukono District (n= 40)

SOCIAL AMENITIES	SA	A	D	SD	SA+A	%	D+SD	%
My school offers medical health care to teachers at school	6	9	8	17	15	37.5	25	62.5
My school pays medical bills to its staff	6	6	12	16	12	30	28	70
My school provides teachers with safe water for their use	15	22	3	0	37	92.5	3	7.5
My school pays electricity bills for teachers	12	10	8	10	27	55	18	45
My school provides school motor van for teachers' transport	0	14	10	16	14	35	26	65
My school provides transport allowance to teachers which makes them stay longer	5	16	4	15	21	52.5	19	47.5
My school provides a TV set in the staffroom for teachers to keep current on national issues	3	11	6	20	14	35	26	65
My school has a school canteen for teachers to manage their business	8	8	6	12	16	40	24	60

sThe findings showed that 63% of the respondents disagreed that their schools did not offer medical health care to teachers at schools while 37% agreed, which means that many schools were susceptible to losing teachers to schools with better social amenities.

Further findings illustrated that 30% of the teachers agreed that their schools paid medical bills to their staff while 70% disagreed, indicating that most schools didn't pay for teachers' medical bills and were therefore, likely to lose teachers.

Findings from 92.5% of the teachers agreed that their schools provided teachers with safe water for their use while 7.5 % disagreed, which affirmed that all respondents were provided with safe water at their workstations.

Results showed that 55% of the teachers agreed that their schools paid electricity bills for teachers while 45% strongly disagreed, reflecting that payment of electricity bills was still a challenge to many schools, which could easily lead to loss of teachers.

Further findings indicated that 35% of the respondents agreed that their schools provided school motor vans for teachers transport as opposed to 65% who disagreed, implying that most schools were faced with a challenge of losing teachers for whom provision of transport was a major attraction.

Questionnaire results indicated that 53% of the respondents agreed that the school provided transport allowances to teachers, which enabled them stay longer compared to 47% who disagreed giving an implication that transport for teachers was still a challenge to many schools.

It was also noted that 35% of the teachers agreed that their schools offered TV sets in the staff room, unlike 65% who strongly disagreed, which means that many schools did not have TV sets in their staff rooms.

The findings went on to show that 40% agreed that their schools had canteens for teachers to manage their business compared to 60% who disagreed, which reflects that schools lacked canteens which could make teachers leave for better schools.

Generally, the questionnaire results reflected that provision of social amenities was to a small extent lacking in many schools.

Results of question four of the interview guide of **section D** are presented in table 13 below, n (26).

Table 13: Social amenities affect teacher retention in primary schools of Mukono District

Interview results

4. To what extent do social amenities affect teacher retention in primary schools of Mukono District?										
SOCIAL AMENITIES	**DEOs**	**%**	**HTrs**	**%**	**SMC**	**%**	**SFB**	**%**	**Others**	**%**
Schools offers medical health care to teachers at school	1	4	4	15	2	8	1	4	18	69
Schools pays medical bills to its staff	1	4	4	15	2	8	1		18	69
Schools provides teachers with safe water for their use	2	8	7	27	7	27	8	31	2	8
Schools pay electricity bills for teachers	0	0	2	8	1	4	0	0	23	88
Schools provide TV set in the staff room.	1	4	5	19	6	23	7	27	7	27
Schools provides transport allowance to teachers which makes them stay longer	2	8	6	23	7	27	7	27	4	15

Interviewee respondents of 31% reported that their schools offered medical health care to teachers while 69% disagreed. This finding implied that many schools did not provide medical health care to their teachers.

The findings further indicated that 92% of the respondents reported that their schools provided teachers with a safe water source for their use unlike 8% who disagreed, implying that most of the schools provided their teachers with safe water source.

It was also found out from 12% respondents that they received payments for their electricity bills from their respective schools as opposed to 88% respondents who said they did not, reflecting that most schools did not pay electricity bills for their teachers, which would lead to some of them seeking transfers to schools that paid bills for their teachers.

The findings showed that 76% of the respondents disagreed that their schools did provide TV sets in their staff room while 24% agreed. One of the interviewees had this to say,

" We have never had a TV at this school but we are provided with News papers of New Vision and Daily Monitor three times a week, on Monday, Wednesday and Friday. We also have a small staffroom radio that we use for news at break and lunch time".

These percentages reflect that teachers who like TVs would most likely seek transfers to schools with such amenities.

Further findings established that 85% of the respondents agreed largely that their respective schools provided transport allowances to teachers that implied beyond doubt that schools provided transport allowances to their teachers.

Overall, interview findings reported that schools lacked social amenities that could see their teachers leave in search for schools, which provide better amenities.

Observation results for question four are presented in table 14 below. (n= 8)

NO	Main Items	Checklist of observation items	F	%
D	**Social amenities**	Medical bills	5	62.5
		School canteens	4	50
		Electricity bills	8	100
		School vans	6	75
		Safe water source for use	5	62.5

The observation checklist indicated that 63% disagreed that the schools paid medical bills while 37% agreed, meaning that the schools were less bothered about payments of medical bills for teachers and would most likely lose them to schools with a better programme of social amenities.

Results on whether schools had canteens indicated that 50% had school canteens as opposed to 50% which did not have, implying that provision of canteen services was still a challenge to schools as far as retention of teachers was concerned.

On transport, 88% of the schools provided motor vans to teachers for transport, which meant that schools were concerned and therefore had to provide transport to teachers.

The research observed that thirty-eight percent of the schools paid electricity bills while 62% did not, implying that schools did not pay for electricity bills, which could see off teachers to schools that pay for that amenity.

The observation checklist showed that all schools unanimously had safe water source at their stations, indicating that schools provided safe water for staff.

In conclusion, the major finding for question four was that provision of social amenities was largely among the main cause of teachers leaving for better schools.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study were discussed after which the conclusions andsss recommendations were drawn. The discussion was guided by four sub-themes as formulated from the research objectives and corresponding research questions.

5.1 Discussion of study findings

The discussion is organized according to the four objectives of the study. Therefore, this section was subdivided into the following subsections: Ways school facilities influence teacher retention in primary schools of Mukono district, extent to which administrative support influences teacher retention in primary schools of Mukono district, stakeholders' involvement in what affects teacher retention in primary schools, and the extent to which social amenities affect teacher retention in primary schools of Mukono district.

5.1.1 Ways school facilities influence teacher retention

Objective one of the study stated, "To investigate how school facilities relate to teacher retention in primary schools of Mukono District" and sought to solicit data on how school facilities relate to teacher retention, using question one, which stated, "In what ways do school facilities influence teacher retention in primary schools of Mukono District?'' The major finding of this question as mentioned in chapter four was that majority of the schools had adequate school facilities that enabled teachers to stay longer at their work stations although a few schools needed improvement to retain teachers.

Majority of the Schools had sufficient classrooms, instructional materials and decent accommodation for teachers, which made the latter stay longer. This finding was in line with

Alliance for Education (2000) and Futernick (2007) that teachers leave when they encounter environments that lack essential professional support and organization structures. The researcher accepts that many schools that had better facilities managed to stay longer with their teachers.

The results from the study revealed that many schools did not have adequate libraries, science laboratories and computer laboratories. This put schools at a risk of losing teachers for schools with such facilities that empowered teachers professionally. This concurs with (Boyer and Gillepie, 2000) who found out that schools with low levels of teacher retention lacked material resources for teacher support. Much as material resources play an important role in a teachers' decisions to stay, the researcher agrees that schools in Mukono district are not fully availed with enough instructional materials for schools to effectively retain their teachers as evidenced in table 3 (p.27).

The study findings also established that most schools had playgrounds which motivated staff and pupils to like their schools but it was an area where many teachers still felt dissatisfied with low equipments for sports. The study complies with Schneider, (2000) who proposed that conditions of working facilities have a measurable effect over and above socio economic conditions on teacher retention. I surely agree with the above position. However, the study surprise was that some teachers had left schools not only because of poor school facilities, but also because of different issues. For example, the study showed that some teachers had left their work stations because of self actualization, ambitions, marriages, illnesses among others, which was observed through school records and interview guide. One respondent said,

''Some of my teachers are not around, many have gone back for further studies and when they finish ,some leave for other jobs, few of them always come back and there is a teacher who left to join his family and some have been transferred by the district authorities''

The social ecological theory by Bronfebrener 1977 emphasized mainly environmental factors, which may be extremely unbearable or favorable for an employee to stay. The study mainly found out that when factors are constant then a big number of teachers stay at their work places.

As far as literature review is concerned, the general trend on this objective is that school facilities have an impact on teacher retention, for example, Schneider, (2000) and Futerrnick (2007) concur with the findings that majority of the schools had adequate school facilities that enabled teachers to stay longer at their work stations although a few schools needed improvement to retain teachers. However, they also note that a small percentage of teachers may transfer even from better schools because of circumstances beyond their control, such as ill health, marriage or promotion. s

5.1.2 Extent to which administrative support influences teacher retention

Objective two of the study stated, "to find out the extent to which administrative support influences teacher retention in primary schools of Mukono district" and sought to solicit data on the extent to which administrative support influenced teacher support using question two which stated, " To what extent does administrative support influence teacher retention in primary schools of Mukono district?''

The major finding of this question as mentioned in chapter four was that the more the teachers were given administrative support the more they were likely to stay longer at their schools.

The study found out that schools tried to offer administrative support to teachers, which made them to stay longer at their workstations. The study established that schools offered meals and food baskets to their teachers, which kept them at their schools. The study complies with

Ateenyi (2005) who said that administrative support was important as an influential determinant of teaching and learning process to take place in the school environment. She further claims that a school with a strong administrative support is bound to progress academically and socially, hence retaining their teaching staff.

The study revealed that a good number of schools did provide stationery to their teachers, which boosted the learning process in promoting excellent performance in their schools. However, a few teachers in some rural schools were not provided with sufficient stationery. Billingsleg and Blackburg (2003) affirm that teacher control is another aspect of the school environment that affects teacher dissatisfaction; how much stationery and control teachers have of the affairs of their classroom decisions for their satisfaction matters. The researcher found out that teachers were reluctant to accept rural appointments because of the failure by administrators to provide adequate stationery.

Further results revealed that teachers were involved in the management of the school through involvement in school counseling and meetings where they aired out their challenges to administration. Through this, many teachers were able to stay longer at their schools. Muhamood, (2012) proposes that poor management and supervision are usually associated with highly centralized administration by school administrators. If there are clear lines of bureaucracy, the teachers' needs will be catered for. The researcher accepts the position that most teachers in primary schools in Mukono district were involved in management of their schools, as observed in the study though to a less extent some teachers lacked administrative support, implying that schools needed to provide administrative support.

The study observed that there were situations where some teachers left schools with better administrative support, because they had been promoted to higher positions in different

places. The researcher also found out from schools that teacher retention was affected by some religious conflicts. For example, in one school, an interviewee said,

''This is a Muslim founded school but the Ministry for some time was sending us Christian Head teachers who couldn't rhyme with our religious practices; these Head teachers made our life hard during Ramadan. They couldn't provide appropriate meals during fasting and this brought commotions at the station and the School Foundation Body forced the Head teachers to transfer because of religion''.

This result is in agreement with Bronfebrener (1977) on social ecological theory that employees leave or stay when environmental factors are conducive. Therefore, primary teachers in Mukono district stayed longer at their workstations mainly because there was administrative support.

As far as literature review is concerned, the general trend on this objective is that administrative support has an impact on teacher retention, for example, Ware and Kitsantas, (2007), Ateenyi (2005) concur with the findings that the more the teachers were given administrative support the more they were likely to stay longer at their schools. However, they also note that a small percentage of teachers may transfer even from better schools which provide administrative support because of circumstances beyond their control, such as wars, natural calamities, conflicts at the work place and personal interest in the job.

5.1.3 Stakeholders' involvement in what affects teacher retention

Objective three of the study stated," To establish the extent to which stakeholders involvement affects teacher retention in primary schools of Mukono district and sought to solicit data on the extent to which stakeholders' involvement affected teacher retention using

question three which stated, " To what extent do stakeholders involvement influence teacher retention in primary schools of Mukono district?''.

The major finding of this question was that SMC was involved in teachers' welfare, which made teachers want to stay longer at their stations. They encouraged fundraising of resources and encouraged schools to set up income generating activities. This is in line with literature review by Allen (2005) who observes that commitment of School Management Committees is vital in ensuring teacher recruitment and retention. In this regard, the researcher accepts this position because School Management Committees in Mukono worked to their best to see that teachers were empowered to work in their schools. An interviewee said,

"Our School Management Committee appreciates our efforts by organizing parties where we are recognized with certificates and other prizes annually''.

The research found out that School Management Committee initiated good relationships with teaching staff that helped to retain teachers. Birungi (2006) analyzed that behavior aspect of employers can retard performance of employees. Stakeholder's involvement in schools can either call for immediate positive or negative reforms that may have an influence on the transfers of teachers by force or to consolidate their positions. The researcher largely agrees with the opinions of Nassuna (2011) who found out that ineffective performance arises when employees have problems with colleagues or Management or lack of interest in the job.

The findings reaffirmed that SMC shared common issues with teachers for the good of their welfare, which kept teachers longer at their stations. Similarly, SMC involvement bridged the gap between the teaching staff and parents. Chandan (2003) suggests that retention of employees revolves along motivation, recognition and appreciation. This promotes teamwork

and a sense of belonging among employees. I was moved to accept this position because primary schools in Mukono district tried to do their best towards retention of teachers.

However, there were schools where SMC were not in good terms with head teachers' ways of handling school issues, in such situations many SMCs roles were not felt because they instead sat back and did not do much in making sure that they did play their roles to make teachers stay longer at their stations. In these schools, the rate of teacher turnover was high.

This was in agreement with the social ecological theory under the systems approach to excellent organizational success that all stakeholders must play their roles as a whole. Although the findings established that SMC have a good working relationship with many schools, which saw many teachers staying, there were instances where teachers left because of factors beyond SMC control for example, ill health (illness) and marriage related circumstances.

As far as literature review is concerned, the general trend on this objective is that stakeholders' involvement has an influence on teacher retention, for example, Chandan (2003), Allen (2005) and Birungi (2006) concur with the findings that SMC was involved in teachers' welfare, which enabled teachers to stay longer at their workstations. However, they also note that a small percentage of teachers may transfer even from better schools where SMC are involved because of circumstances beyond their control, such as ill health, religion, workload or politics of the community.

5.1.4 Social amenities and teacher retention

The question of the extent to which social amenities affect teacher retention in primary schools in Mukono district was raised to find out the impact of social amenities on teacher retention.

The study discovered that provision of social amenities was to a small extent lacking in many schools. Majority of the teachers' hated schools where social amenities were scarcely provided which made teachers to leave for better services. This result concurs with Sergeant (2003) who argued that the socio-economic and environmental factors, such as the availability of health care, electricity, safe water and transport had varying impacts on teacher transfer. For example, an interviewee said,

"Last year we had a tense situation when a student fell sick at night, our nurse failed to handle the patient and referred us to Mukono Health Centre IV; it was raining and we had no means to reach the hospital and unfortunately at around 6.00pm the student passed on.''

This statement implies that even when schools may be having good social amenities schemes but lack easy access to medical services, they may still lose teachers.

As regards the social ecological theory, its focus is only on environmental issues where an employee is working but in my own experience I observed that there were personal inspirations that forced teachers to leave schools; for example, in three schools some teachers had left for career advancement and marriage.

From my experience, the findings drawn from research question four of the study discovered that most of the schools were distant from social amenities given the fact that the majority schools are rural based.

As far as literature review is concerned, the general trend on this objective is that social amenities have an impact on teacher retention, for example, Sergeant, (2003) concur with the findings that the majority of the teachers' hated schools where social amenities were scarcely provided which made them to leave for better services. However, they also note that a small percentage of teachers may transfer even when the social amenities are provided because of

circumstances beyond their control, such as advancement in technology and change in management.

5.2 Conclusion

The study concludes that:

Majority of Primary schools in Mukono district had adequate school facilities that made teachers want to stay longer at their stations, although a few call for improvement.

The more the teachers are given administrative support, the more they are likely to stay longer at their workstations.

School Management Committees were doing a commendable job in fostering teacher retention.

There is lack of adequate social amenities in Mukono district to enable teachers to stay longer at their work places.

5.3 Recommendations

The study recommends that:

The government through the Ministry of Education, Science, Technology and Sports should plan for provision of better school facilities to all schools.

School administrators should involve and support teachers in the management of schools through delegation of responsibilities.

District Education Officers should conduct seminars to train SMC and foundation bodies to improve on their roles towards teacher retention.

The District Local Government should set up quality social infrastructure across the district to provide better social amenities.

5.4 Areas for further studies

Areas identified for further studies are presented below:

The impact of teacher recruitment policy on teacher retention in primary schools in Uganda.

The role of School Foundation Bodies on teacher retention in East Africa.

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APPENDIX (I)
QUESTIONNAIRES FOR TEACHERS

I would like to share your experiences in order to improve the school environment for teacher retention. The information you give will be used for only academic purposes. Please be free as you give your answers chosen from the alternatives provided i.e Strongly Agreed (SA) , Agree (A) , Disagreed (D), Strongly Disagreed (SD), To A great Extent (TGE), To a Small Extent (TSE), To a less Extent (TLE), Not Applicable (NA)

SECTION A

1. In what ways do school facilities influence teacher retention in primary schools of Mukono District?

SCHOOL FACILITIES	SA	A	D	SD
My school has sufficient classrooms which motivates me to like the school				
The physical conditions of our school facilities motivates me to stay longer at school				
My school has a library where I can do my reading, lesson preparation etc				
My school has a computer lab where I can go any time to access internet materials				
My school has a science lab where students can do their practical lessons				
My school has latrines for staff females which promotes privacy				
My school has latrines for staff males which promotes privacy				
My school of My school offers me decent accommodation with in good walkable distance to the school				
My school offers teachers offices which attracts me to stay longer at the school				

Our school general staffroom is conducive for staff interaction at work				
My school has sufficient furniture for staff to use in the staffroom which makes me comfortable				
My school has sufficient furniture for staff to use in classrooms				
The school compound reflects the dignity of the staff				
The school has play grounds for pupils which motivates staff to engage in games and sports				
The school has sufficient sports equipments even for the staff				
Our school has a worshipping place for the school community, which caters for the school community spiritual needs, which attracts me to stay longer				
The school has sufficient instructional materials for staff to use in teaching, makes teachers' work easy and enjoyable				
The school has music equipments for staff to use in teaching music				
My school has appropriate facilities for teachers with disabilities which makes me to stay longer				
My school has appropriate facilities for pupils with disabilities which makes them to stay				

SECTION B

2. To what extent does administrative support influence teacher retention in primary schools of Mukono District?

ADMINISTRATIVE SUPPORT	TGE	TSE	TLE	NA
The school offers break tea to teachers that makes them stay longer				
The school offers lunch to teachers that makes them motivated to stay longer				
The school offers evening tea to teachers which encourages them to stay				
The school gives food rations to staff on regular basis which keeps them at school				
The school has a secretary to type teachers tests				
The school offers teachers stationery for their work, which motivates them to love their work				
The school offers teachers schemes, prep books and pens				
The school offers counseling services to teachers with personal challenges				
The school conducts staff meetings to hear teachers issues regularly				
The school involves teachers in the administration of discipline				
The school give bursary to teachers children, which encourages them to stay longer				
The school offers allowances to teachers with extra responsibilities which encourages them to like their work				
The school has a disciplinary committee for both staff and students				
There is a clear weekly duty Rota for all teachers, which encourages them to like their work				
There are clear job descriptions for different responsibilities to help teachers know what they are supposed to do, which helps them a void role related conflicts				
There are guidelines on healthy working relations at work				
Teachers easily access relevant information concerning their work				

SECTION C

3. To what extent does SMC involvement influence teacher retention in primary schools of Mukono District?

STAKEHOLDER'S INVOLVEMENT	TGE	TSE	TLE	NA
My SMC encourages fund raising for resources to develop the school, which helps to meet teachers needs				
My school has Set up school income generating projects to support teachers which motivates them to stay longer-				
My SMC shares common sentiments with teachers for the good of the school				
My SMC is concerned about teacher's welfare encourages them to stay longer				
My SMC Initiates good relationship with teaching staff				
My SMC encourages teachers to remain in the school which motivates them to stay longer				
My SMC provides job security to teachers which makes them to stay longer				

SECTION D

4. To what extent do social amenities affect teacher retention in primary schools of Mukono District?

SOCIAL AMENITIES	SA	A	D	SD
My school offers medical health care to teachers at school				
My school pays medical bills to its staff				
My school provides teachers with safe water for their use				
My school pay electricity bills for teachers				
My school provides school motor van for teachers' transport				
My school provides transport allowance to teachers which makes them stay longer				
My school provides a TV set in the staffroom for teachers to keep current on national issues				
My school has a school canteen for teachers to manage their business				

APPENDIX (II)
INTERVIEW GUIDE FOR HEAD TEACHERS, DEOS, SMCs & SCHOOL FOUNDATION BODIES

The following questions will be used to solicit data from interviewees

SECTION A: SCHOOL FACILITIES

1. In what ways if any do school facilities influence teacher retention in primary schools of Mukono District?

SECTION B: ADMINISTRATIVE SUPPORT

2. To what extent does administrative support influence teacher retention in primary schools of Mukono District?

SECTION C: STAKEHOLDERS' INVOLVEMENT

3. To what extent does SMC involvement influence teacher retention in primary schools of Mukono District?

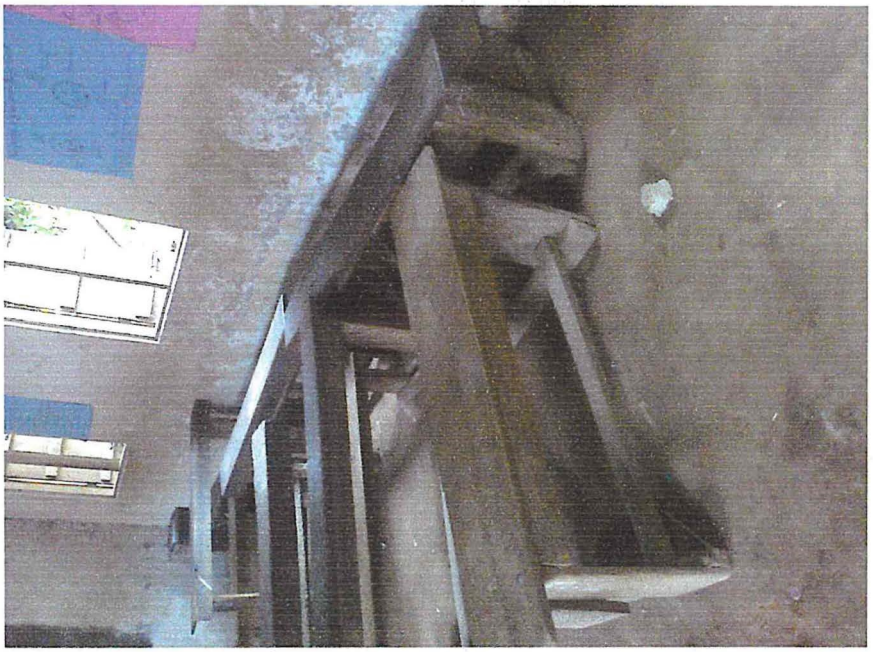
SECTION D: SOCIAL AMENITIES

4. To what extent do social amenities affect teacher retention in primary schools of Mukono District?

APPENDIX (III)
OBSERVATION CHECKLIST

No	Main item		
A	**School facilities**	**Checklist of observation items**	**Responses**
		1. Chairs 2. Desks 3. Classrooms 4. Latrines 5. School play grounds 6. Computer lab 7. Staffrooms 8. School compounds	
B	**Administrative support**	1. Food basket 2. Schemes, 3. Prep books 4. Stationery 5. Meals at different times 6. Timetables	
C	**SMC involvement-**	1. Minute books 2. Set up school income generating projects 3. Record books 4. Attendance books	
D	**Social amenities**	1. School saving schemes 2. School canteens 3. Worshipping places 4. Housing facilities 5. Safe water source for use	

APPENDIX (1V)
UNCEMENTED CLASSROOMS WITH BROKEN WINDOWS SHOWN IN PHOTOGRAPH 1



POOR SANITATION FACILITIES SHOWN IN PHOTOGRAPH 2

